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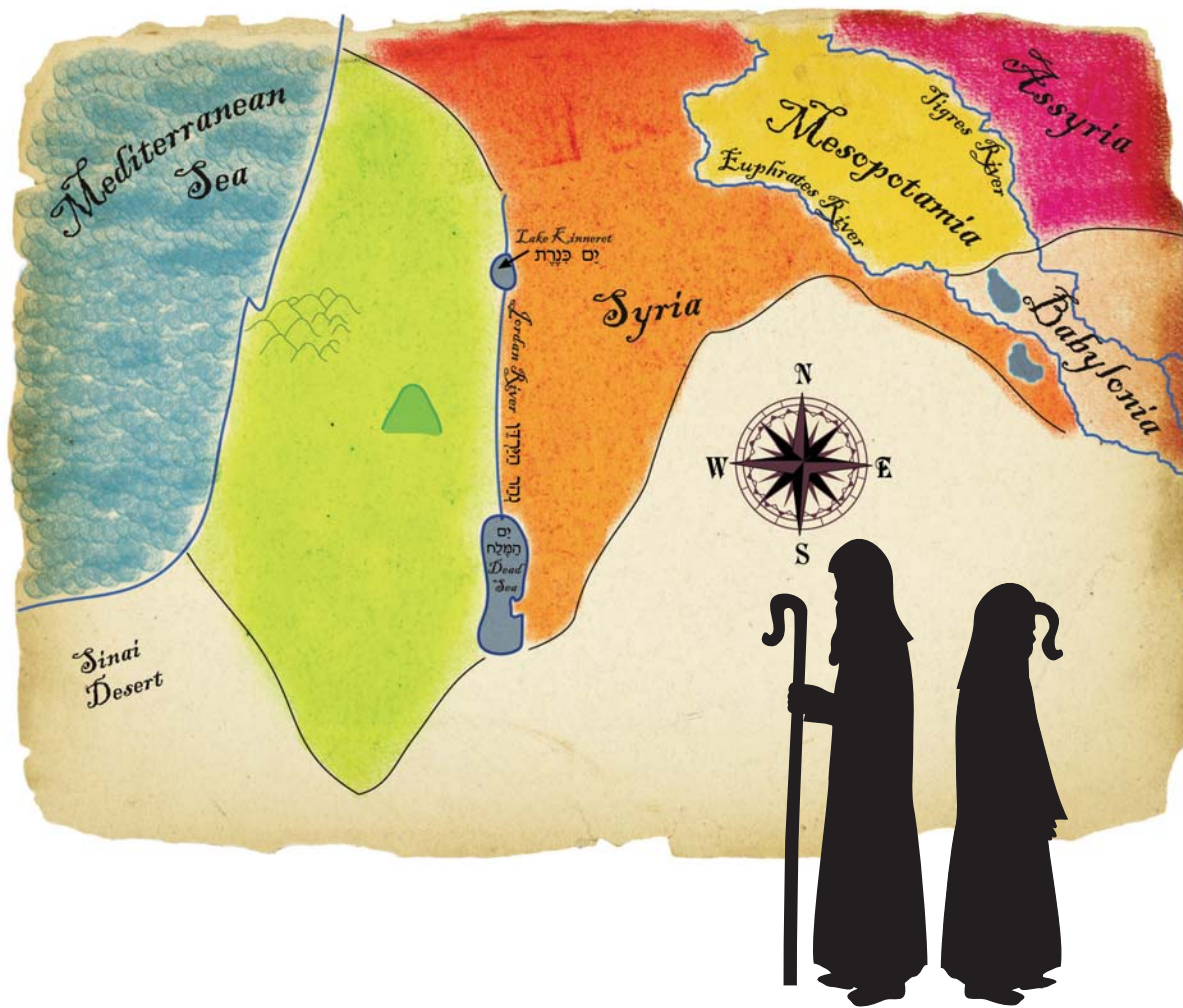
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## Unit 2 - אַבְרָם and לוֹט Part Company

פְּרִשֶׁת לֶךְ לְךָ י"ג: א'-י"ג

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The PaJeS (JCP) Chumash curriculum was originally written by Eli Kohn, Gabi Goldstein and Sorrel Fisher

## Unit 2 Acknowledgements

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Feedback from teachers has been instrumental to this revision. Thank you for taking the time to reflect on your lessons and share your learning with us.

### GRAPHIC DESIGNER

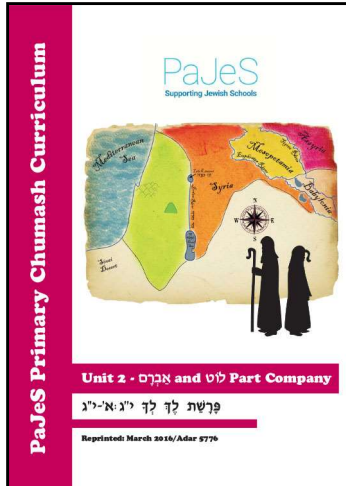
Ruhama Stern Welcher

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# How to Use this Pack



The Unit 2 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 2.



Large פְּסוּקִים provide an easy format for pupils to work with in a 'hands on' way.

פְּסוּקֵי ה'	
And also Lot	וְגַם-לְלוֹט <small>line 1</small>
who went with Avram	הָהֵלֶךְ אֶת-אַבְרָם <small>line 2</small>
had flocks and cattle	הָיָה צֹאן וְבָקָר <small>line 3</small>
and tents.	וְאֹהֳלִים: <small>line 4</small>

Linear פְּסוּקִים with English are to be used selectively for differentiation.

רְעִי	בֵּין	רִיב
ישב	רְעִי	וּבֵין
quarrel	between	בְּאֶרֶץ
the shepherds of	and between the shepherds of	living in the land

Comprehension Activity Flashcards and Classroom Resources support various classroom activities.

UNIT 2 WORD LIST		
no, not	לא	לֹא, וְלֹא, הֲלֹא
them	אֹתָם	אֹתָם
live, sit	ישב	לָשַׁבַּת
shepherd	רועה	רֹעֵי, רֹעִיד
between	בין	בֵּין, וּבֵין, בֵּינִי, וּבֵינֶךָ
man	איש	אִישׁ, אִישׁ, וְאִישִׁי
brother	אח	אָחִים, אָחִיו
we	אנחנו	אֲנַחְנוּ
all	כל	כָּל, כָּל
before	לפני	לִפְנֵי, לִפְנֵי

Keywords of the unit are formatted to be used as flashcards.

All of these materials are available electronically in an adaptable format on the PaJeS MLE. Please contact [office@pajes.org.uk](mailto:office@pajes.org.uk) for information on how to log in to our MLE site.

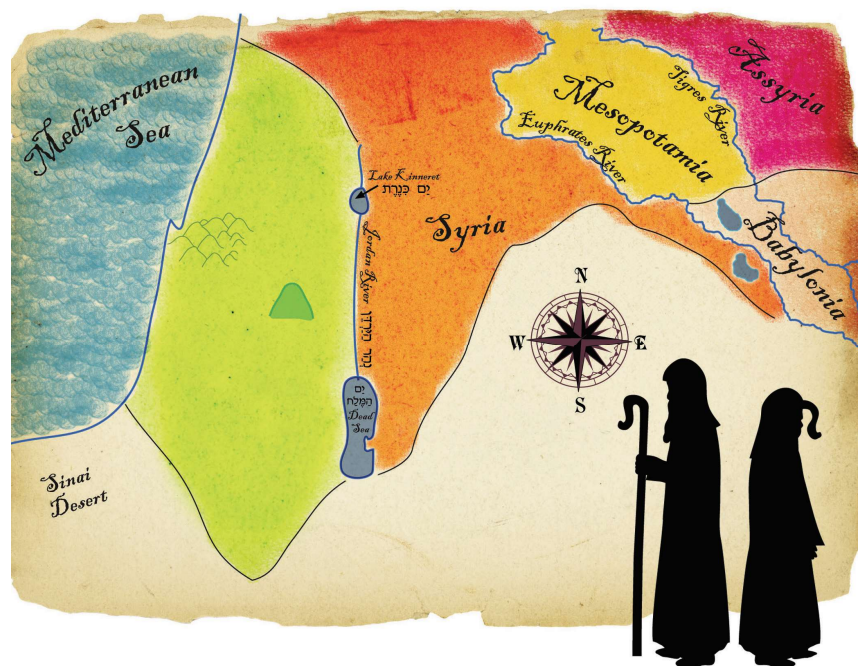
## Aim and Focus of Unit 2

The overall aim of this חומש Curriculum is to motivate and inspire pupils to become independent חומש learners by enabling them to gain a deeper knowledge and understanding of תורה through the use of critical and analytical thinking skills.

Unit 2 focuses on the events that lead to אַבְרָם and לוֹט parting company and their actual separation. Pupils are guided to reflect on the growing division between אַבְרָם and לוֹט, the reason for the dispute between the shepherds of אַבְרָם and לוֹט, and the likely feelings of those involved.

The central value in this unit is the way in which אַבְרָם desires peace and selflessly offers לוֹט first choice of where to live. לוֹט chooses fertile land, even though it is near אֶדְוִם: this shows how he prefers wealth at the expense of a close family relationship with אַבְרָם.

In order to help pupils achieve the Understanding Goals, special attention is given to the concept of יְתָרָה, לשון יתרה, seemingly superfluous words in the text. רש"י's commentary is used to explain this phenomenon.



## Brief Outline of Unit 2

### Lesson 1: אַבְרָם and לוֹט Return to אֶרֶץ כְּנָעַן with Great Wealth

בְּרֵאשִׁית יִיג: ה'

How has the relationship between אַבְרָם and לוֹט changed as they return to אֶרֶץ כְּנָעַן? What can we learn about their relationship by comparing the name order in בְּרֵאשִׁית יִיג: ה' and בְּרֵאשִׁית יִיב: ה'?

### Lesson 2: Is the Land Big Enough for אַבְרָם, לוֹט and their Possessions?

בְּרֵאשִׁית יִיג: ו'

What does the repetition of the words יַחְדָּו לְשָׂבֶת teach us about why אַבְרָם and לוֹט found it challenging to live together?

### Lesson 3: The Quarrel between the Shepherds

בְּרֵאשִׁית יִיג: ז'

What caused the shepherds of אַבְרָם and לוֹט to argue? How does רִשִׁי explain the reason for their argument?

### Lesson 4: אַבְרָם Searches for Peace

בְּרֵאשִׁית יִיג: ח'

How does אַבְרָם try to make peace? What can we learn from this?

### Lesson 5: אַבְרָם Resolves the Conflict

בְּרֵאשִׁית יִיג: ט'

How does אַבְרָם solve the quarrel?

### Lesson 6: לוֹט's Choice.

בְּרֵאשִׁית יִיג: י-י"א

Where does לוֹט choose to live? What motivates him to make this choice?

### Lesson 7: The Solution to the Quarrel

בְּרֵאשִׁית יִיג: י"ב-י"ג

What are the people of סְדִים like to live with?

### Lesson 8: Revision and Assessment

Part 1: Vocabulary revision of Units 1 and 2

Part 2: Sequencing the narrative of Unit 2

Part 3: Creative assessment of the knowledge and understanding elements of Unit 2



## Keywords and Phrases of Unit 2

The table below features the keywords to be studied and practised in Unit 2.

Each word in the list is accompanied by its שְׁרֵשׁ (word family). Pupils need to know both the word as it appears in the text and its particular שְׁרֵשׁ. Pupils are only responsible for knowing those words listed in the table below.

We have added vowels to all non-verb word families, to make them easier for pupils to pronounce. Verb שְׁרֵשׁ are given in their שְׁרֵשׁ letters and can be pronounced by pupils using the Hebrew letter names.

no, not	לא	לא, וְלֹא, הֲלֹא
them	אתם	אתם
live, sit	ישב	לְשַׁבַּת
shepherd	רוֹעֵה	רֹעִי, רֹעִיד
between	בֵּין	בֵּין, וּבֵין, בֵּינִי, וּבֵינֶךָ
man	אִישׁ	אֲנָשִׁים, אִישׁ
brother	אָח	אָחִים, אָחִיו
we	אֲנַחְנוּ	אֲנַחְנוּ
all	כָּל	כָּל, כָּל
before	לִפְנֵי	לִפְנֵיךָ, לִפְנֵי

### Words that were studied in Unit 1

say	אמר	וַיֹּאמֶר
to	אֶל	אֶל
go	הלכ	לָךְ, וַיֵּלֶךְ
land	אָרֶץ	מֵאֶרֶץ, הָאָרֶץ, אֶרֶץ, בְּאֶרֶץ
house	בַּיִת	וּמִבַּיִת
father	אָב	אָבִיךָ
great	גָּדוֹל	גָּדוֹל
make great	גדל	וַיַּגְדֵּלָהּ
blessing	בְּרָכָה	בְּרָכָה
bless	ברכ	וַיְבָרֵךְ, וַאֲבָרְכֶה, מְבָרְכֶיךָ, וְנִבְרַכְתֶּם
seed/child	זֶרַע	לְזֶרַעךָ
this	זֶה, זֹאת	הַזֹּאת

Keywords need to be revised and tested regularly so that when they appear in future units pupils will recognise them and be able to access the meaning of the פְּסוּקִים with ease.

Flashcards and word lists can be used in various ways to revise these words, for example:

- **Mix and Match:**  
Working individually, in pairs or in small groups, pupils match the Hebrew word flashcards with their corresponding English word flashcards and their matching picture cards.
- **Word Lotto:**  
Pupils match word cards to boards of words.
- **Bingo:**  
Teachers call out words and pupils cover the called out word on the board.

# Unit Learning Outcomes

## Overview of KSU Learning Outcomes in Unit 2

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K3	Pupil knows the location on a map of the route אַבְרָם and לויט travelled back from מְצָרִים to אֶרֶץ כְּנָעַן. Pupil knows where the quarrel took place and where אַבְרָם and לויט lived after the quarrel was resolved.
K4A	Pupil recognises and knows the selected Hebrew keywords in this חוּמָשׁ unit and in the previous חוּמָשׁ unit.
K4B	Pupil knows the meaning of the phrase אֲנָשִׁים אַחִים אֲנָחְנוּ.
K6	Pupil knows that רש"י's explanation is not part of the תּוֹרָה text. Pupil knows רש"י's explanation of the cause of the quarrel.
Skills Goals	
S1	Pupil can locate text when given its פָּרָק and פְּסוּק reference.
S3	Pupil can read words (and פְּסוּקִים) accurately, accentuating syllables correctly and recognise an אֶתְנַחֲתָא.
S4	Pupil can understand the plain meaning of the פְּסוּקִים with support.
S5	Pupil can identify the word families of the keywords of the unit and the previous unit. Pupil can identify the stick-ons in the keywords of the unit and the previous unit.
Understanding Goals	
U1	Pupil can reflect on and discuss the feelings of אַבְרָם and לויט throughout the quarrel as well as after they have resolved the quarrel and have separated.
U2	Pupils can identify, with support, seemingly superfluous words, e.g. וְהִכְנַעְנִי וְהַפְרֹזִי אֲזוּ יֵשֵׁב בְּאֶרֶץ, and repetition of phrases such as לְשֶׁבֶת יַחְדָּו, and derive meaning and values from these phrases.
U3	Pupil can identify and derive meaning and values, with support, from differences of language and syntax used in two different passages by comparing them.  Pupil can relate אַבְרָם's behaviour to their own lives.

## Knowledge Goals

### K2: Pupil knows the events, people and places in the unit including:

- אַבְרָם is returning from מִצְרַיִם to אֶרֶץ כְּנָעַן with שְׂרָי, לוֹט and their servants, shepherds and followers
- Both אַבְרָם and לוֹט are wealthy with large flocks and herds
- The (grazing) land is not large enough for them to live together and there is a quarrel between their shepherds
- אַבְרָם offers a peaceful solution to the quarrel by suggesting that they separate. He gives לוֹט first choice of where to go
- לוֹט chooses the whole plain of the יַרְדֵּן until סְדֹם while אַבְרָם stays in אֶרֶץ כְּנָעַן
- The people of סְדֹם are evil

### K3: Pupil knows the location on the map where the quarrel took place and where אַבְרָם and לוֹט lived after the quarrel was resolved, including אֶרֶץ כְּנָעַן, מִצְרַיִם, נֶגֶב, עַמְרָה and סְדֹם, כַּפַּר הַיַּרְדֵּן, עֵי, בַּיִת אֵל, נֶגֶב.

**NB:** The exact geographical location of סְדֹם is a point of disagreement between commentators. We are using the 'Carta' map, which puts סְדֹם and עַמְרָה on the east side of the יַרְדֵּן, relying on the interpretation of 'כַּפַּר הַיַּרְדֵּן' as not being part of אֶרֶץ כְּנָעַן (Jordan today) while אַבְרָם stays in אֶרֶץ כְּנָעַן, which is all the area to the west of the יַרְדֵּן.

### K4A: Pupil recognises and knows the following Hebrew words in the חוּמֵשׁ unit:

no, not	לֹא	לֹא, וְלֹא, הֲלֹא
them	אֹתָם	אֹתָם
live, sit	יָשַׁב	לָשָׁבַת
shepherd	רוֹעֵה	רֹעִי, רֹעִיד
between	בֵּין	בֵּין, וּבֵין, בֵּינִי, וּבֵינֶךָ
man	אִישׁ	אֲנָשִׁים, אִישׁ
brother	אָח	אָחִים, אָחִיו
we	אֲנַחְנוּ	אֲנַחְנוּ
all	כָּל	כָּל, כָּל
before	לִפְנֵי	לִפְנֵי, לִפְנֵי

### K4B: Pupil knows the meaning of the phrase: כִּי אֲנָשִׁים אָחִים אֲנַחְנוּ.

### K6: Pupil knows לוֹט's explanation of the cause of the quarrel between the shepherds of אַבְרָם and לוֹט.

## Skills Goals

- S1:** Pupil can locate text when given its פָּרָק and פְּסוּק reference.
- S3:** Pupil can read words and phrases accurately, accentuating syllables correctly and recognising the אֶתְנַחֲתָא and the end of the פְּסוּק.
- S4:** Pupil can understand the plain meaning of the פְּסוּקִים with support.
- S5:** Pupil can identify the word families of the keywords of the unit. Pupil can identify the stick-ons in all the keywords of the unit and other selected words.

## Understanding Goals

- U1:** Pupil can reflect on the changing relationship between לוֹט and אַבְרָם as well as the cause of the quarrel, how they behaved in the quarrel and how it was solved.
- Pupil can reflect on and discuss why לוֹט chose to live on the כַּפֵּר הַיְרֵדוֹן, the value of choosing good neighbours, and what we can learn from לוֹט's choice to live in עֲמֹרָה and סָדֵם.
- U2:** Pupil can identify, with support, seemingly superfluous words, e.g. וְהַפְּנֵעֵי וְהַפְּרִזִּי אֲזֵי יֹשֵׁב בְּאֶרֶץ, and repetition of phrases such as לְשֵׁבֶת יַחְדָּו, and derive meaning and values from these phrases.
- U3:** Pupil can identify and derive meaning and values, with support, from differences of language and syntax used in two different passages, and compare the order of the names listed in פְּסוּקִים ה': בְּרֵאשִׁית י"ב: ה' and בְּרֵאשִׁית י"ג: א'.
- Pupil is able to compare and contrast the repeated phrase לְשֵׁבֶת יַחְדָּו.
- Pupil is able to discuss, with support, the values we can learn from אַבְרָם's desire to make peace and the solution he offers.
- U4:** Pupil can explain the reason for the quarrel according to רש"י.
- Pupil can relate אַבְרָם's behaviour to their own life.

# Unit Skills and Understanding Spiral

<b>Unit 2</b>	<ol style="list-style-type: none"> <li>1. Finding the place in a חומש S1</li> <li>2. Reading most פסוקים in this unit accurately S3</li> <li>3. Comprehending the plain meaning of תורה text with support S4</li> <li>4. Identifying ישב: שרש S5</li> <li>5. Use of noun prefixes to help comprehend text S5</li> </ol> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td style="text-align: center;">ו</td></tr> <tr><td style="text-align: center;">ואשתו</td></tr> <tr><td style="text-align: center;">ולוט</td></tr> <tr><td style="text-align: center;">ויבקר</td></tr> <tr><td style="text-align: center;">ואהלים</td></tr> </table>	ו	ואשתו	ולוט	ויבקר	ואהלים	<ol style="list-style-type: none"> <li>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</li> <li>2. Deriving meaning from seemingly extra words לשון יתרה (הפנעני והפרזי אז ישב בארץ) U2</li> <li>3. <b>Comparisons: similar events השוואה (the travels of אַבְרָם and his entourage from חרן to כנען with their travels from מצרים to כנען) New U3</b></li> </ol>
ו							
ואשתו							
ולוט							
ויבקר							
ואהלים							

# Unit Assessment Template

Year Group: \_\_\_\_\_ Teacher: \_\_\_\_\_

**KEY:**

- Achieved:** Pupil can demonstrate this K/S/U expectation
- Partly achieved:** Pupil is able to demonstrate **some** elements of this K/S/U expectation/can do so with **some** support
- Not yet achieved:** Pupil **does not** demonstrate this K/S/U expectation/can only do so with **significant** support/prompting
- Results not available/child not assessed**

**NOTE:** Unit 2 pupils will still be relatively new to חִימָש learning and so may require support with the K/S/U areas below. Teachers' planning should allow for this, but at the same time support pupils to become increasingly independent in their חִימָש study – reflected in gradually more 'X' scores from Units 1 -> 2 -> 3.

Name of child:	KNOWLEDGE		SKILLS					UNDERSTANDING		
	K2 I know the storyline, events and places in Unit 2	K4 I know keywords and phrases studied in Unit 2	S2 I can find the place in the חִימָש	S3 I read פְּסוּקִים in U2 accurately	S4 I can comprehend the plain meaning of תּוֹרָה text with support	S5 I can identify the word יֵשֵׁב family	S5 I can use prefix וּ to help comprehend text	U1 I can relate an event/value learned to my own life	U2 I can derive meaning from seemingly superfluous words, לְשׁוֹן יְתֵרָה, (וְהַפְּנֵנִי וְהַפְּרִיזֵי אֵז יֵשֵׁב בְּאַרְצִי)	U3 I can derive meaning by comparing similar events. (The journey from תְּרוֹן to תְּנֵעַן vs. תְּנֵעַן to מִצְרַיִם)
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

TOTALS	KNOWLEDGE	SKILLS	UNDERSTANDING	TOTAL
X – achieved				
\ – partly achieved				
(blank) – not yet achieved				

## Unit 2 Self Assessment Grid

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date:	KNOWLEDGE		SKILLS					UNDERSTANDING		
	K2 I know the storyline, events and places in Unit 2	K4 I know keywords and phrases studied in Unit 2	S2 I can find the place in the חומש	S3 I read most פסוקים in U2 accurately	S4 I can comprehend the plain meaning of תורה text with support	S5 I can identify the word family ישב	S5 I can use prefix ו to help comprehend text	U1 I can relate an event/ value learnt to my own life	U2 I can derive meaning from seemingly superfluous words, לשון יתרה (והפגעי והפריזי אז ישב בְּאֶרֶץ)	U3 I can derive meaning by comparing similar events. (The journey from תרן to תנעו vs. מְצָרִים to מְצָרִים)
1.										
2.										
3.										
4.										
5.										

**Keywords:** I know the meaning of the following keywords:

לא	אתם	ישב	רועה	בין	איש	אח	אנחנו	כל	לפני
לא, ולא, הלא	אתם	לשבת	רעי, רעיד	בין, ובין, בין, ובין	אנשים, איש	אחים, אחיו	אנחנו	כל, כל	לפני, לפני



# Unit Levels of Attainment

The levels of attainment below are linked to the Learning Outcomes for Unit 2. These can be shared with pupils and used in a formative way, with teacher and pupil able to track individual progress. We also strongly recommend that the Baseline Levels of Attainment from חוֹמֶשׁ Readiness are updated throughout Year 3.

## Level 1 (suggested by the end of Year 1)

Learning about Chumash (Knowledge-K)	
1. I know that the תּוֹרָה was given by יה' to מֹשֶׁה at סִינַי. (K1)	<input type="checkbox"/>
2. I know that the חוֹמֶשׁ is the printed version of the תּוֹרָה. (K1)	<input type="checkbox"/>
3. I know the names of the five books of the תּוֹרָה. (K1)	<input type="checkbox"/>
4. I can talk about stories I learned from פְּרָשַׁת הַשְּׁבוּעַ. (K2)	<input type="checkbox"/>
Ability to learn Chumash (Skills-S)	
1. I can read Hebrew words on a blank page. (S3)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can describe the feelings of people I have learned about in פְּרָשַׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>

## Level 2 (suggested by the end of Year 2)

Learning about Chumash (Knowledge-K)	
1. I know that each פְּרָשָׁה has its own name and is read in the בֵּית הַכְּנֻסֹת on שַׁבָּת once a year. (K1)	<input type="checkbox"/>
2. I know the names of the פְּרָשׁוֹת in סֵפֶר בְּרֵאשִׁית. (K1)	<input type="checkbox"/>
3. I know the names of people in the פְּרָשַׁת הַשְּׁבוּעַ stories and how they are related to each other. (K2)	<input type="checkbox"/>
4. I know that a מְדַרְשׁ explains the meaning of a חוֹמֶשׁ story but is not written in the חוֹמֶשׁ. (K6)	<input type="checkbox"/>
Ability to learn Chumash (Skills-S)	
1. I can read Hebrew words and phrases on a blank page. (S3)	<input type="checkbox"/>
2. I can explain the meaning of a few Hebrew words and phrases in the פְּרָשַׁת הַשְּׁבוּעַ story. (S4)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can talk about the מִידוֹת that I learn from פְּרָשַׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>
2. I understand that my חוֹמֶשׁ contains the actual words of the תּוֹרָה and that it must be treated with care and respect. (U1)	<input type="checkbox"/>

**Primary Chumash Level Descriptors: Levels 3c, 3b and 3a (suggested by the end of Year 4)**

Learning about Chumash (Knowledge-K)		Ability to learn Chumash (Skills-S)		Learning from Chumash (Understanding-U)	
<b>Level 3c</b> 1. I know the names of the פְּרֻשֶׁת and סֵפֶר I am learning. <b>(K1)</b>	<input type="checkbox"/>	<b>Level 3c</b> 1. I can show where a פְּסוּק begins and ends in my חוּמֵשׁ. <b>(S1)</b>	<input type="checkbox"/>	<b>Level 3c</b> 1. I can describe the feelings of the people I have learned about in my חוּמֵשׁ. <b>(U1)</b>	<input type="checkbox"/>
2. I know, giving only a few details, most of the story in the unit. <b>(K2)</b>	<input type="checkbox"/>	2. I can find the place in my חוּמֵשׁ. <b>(S1)</b>	<input type="checkbox"/>		
3. I know where אֶרֶץ יִשְׂרָאֵל is on a map of the Middle East. <b>(K3)</b>	<input type="checkbox"/>	3. I can read selected words on a חוּמֵשׁ page. <b>(S3)</b>	<input type="checkbox"/>		
4. I know the meaning of some of the keywords from the unit(s). <b>(K4)</b>	<input type="checkbox"/>	4. I can work out the meaning of part of a פְּסוּק using keywords I know. <b>(S4)</b>	<input type="checkbox"/>	2. I can find, with a bit of help, words in the story that <i>repeat</i> themselves and understand how these words give clues to the מִידוֹת I can learn from the story. <b>(U2)</b>	<input type="checkbox"/>
5. I know that a פְּרוּשׁ explains the meaning of a חוּמֵשׁ text but is not part of the חוּמֵשׁ text. <b>(K6)</b>	<input type="checkbox"/>				
<b>Level 3b</b> 1. I accurately retell most of the תּוֹרָה narrative of the unit. <b>(K2)</b>	<input type="checkbox"/>	<b>Level 3b</b> 1. I can find any סֵפֶר בְּרֵאשִׁית in פְּסוּק and also find the אֶתְנַחְתָּא. <b>(S1)</b>	<input type="checkbox"/>	<b>Level 3b</b> 1. I can describe the values/מִידוֹת I learn from my חוּמֵשׁ and, with a little help, say how they connect to my own life. <b>(U1)</b>	<input type="checkbox"/>
2. I know where most places in the unit are on a map with some places filled in. <b>(K3)</b>	<input type="checkbox"/>	2. I can read words and phrases on a חוּמֵשׁ page. <b>(S3)</b>	<input type="checkbox"/>	2. I can find, with a bit of help, words and phrases in the story that repeat themselves and understand how these words give clues to the מִידוֹת I can learn from the story. <b>(U2)</b>	<input type="checkbox"/>

3. I know the meaning of the keywords and phrases in the unit. <b>(K4)</b>	<input type="checkbox"/>	3. I can work out, with some help, the meaning of some פְּסוּקִים using Hebrew keywords that I know. <b>(S4)</b>	<input type="checkbox"/>	3. I can describe, with a bit of help, similarities and differences in two phrases I have learned. <b>(U3)</b>	<input type="checkbox"/>
4. I explain the details of a מְצֻנָה mentioned in the unit. <b>(K5)</b>	<input type="checkbox"/>	4. I can find word families and prefixes and suffixes ('stick-ons') in the units I have learned. <b>(S5)</b>	<input type="checkbox"/>		<input type="checkbox"/>
<b>Level 3a</b> 1. I know most of the people and places in the units studied. <b>(K2)</b>	<input type="checkbox"/>	<b>Level 3a</b> 1. I can read most פְּסוּקִים accurately, saying syllables correctly and pausing at the אֶתְנַחֲתָא. <b>(S3)</b>	<input type="checkbox"/>	<b>Level 3a</b> 1. I can describe the values/מִידוֹת I learn from my חוּמֵשׁ and say how they connect to my own life. <b>(U1)</b>	<input type="checkbox"/>
2. I know where most of the places and areas named in the unit can be found. <b>(K3)</b>	<input type="checkbox"/>	2. I can work out, with a bit of help, the meaning of most פְּסוּקִים using Hebrew words in the text. <b>(S4)</b>	<input type="checkbox"/>	2. I can find, with increasing independence, words or phrases that give clues to the מִידוֹת I can learn from the story. <b>(U2)</b>	<input type="checkbox"/>
3. I recognise word families of keywords in the unit studied. <b>(K4)</b>	<input type="checkbox"/>	3. I can find Hebrew words that are masculine/feminine and singular/plural to help me explain the פְּסוּקִים I learn. <b>(S5)</b>	<input type="checkbox"/>	3. I can describe, with a bit of help, similarities and differences in two texts I have learned. <b>(U3)</b>	<input type="checkbox"/>
4. I explain which מְצֻנֹת in the unit studied apply nowadays. <b>(K5)</b>	<input type="checkbox"/>			4. I can explain, with a bit of help, the reason why רש"י comments on a word or phrase. <b>(U4)</b>	<input type="checkbox"/>
5. I retell in my own words the commentary of a מְפָרֵשׁ in the unit studied. <b>(K6)</b>	<input type="checkbox"/>				

# General Guidelines

## A. Lesson Preparation

- Before teaching the פְּסוּקִים, learn them, preferably בְּחִבְרוּתָא, to gain a sound understanding of the context and content of the unit.
- Lessons are written to last 60 minutes and need to be adapted to suit individual schools. Learning Outcomes are essential; activities and resources are there as a suggestion.
- Resources (worksheets) are differentiated and need to be carefully selected to fulfil the Learning Outcomes of each lesson. Learning Outcomes are referenced on each worksheet.
- We recommend that additional resources are produced, e.g. flashcards made from the formatted keywords.

## B. Lesson Structure and Strategies

- It is helpful to share the intended Learning Outcomes of the lesson with pupils and to return to these as part of the plenary/summary.
- Ideally, every pupil should have their own חוּמָשׁ to use in every lesson.
- A primary חוּמָשׁ lesson is structured as follows:
  1. **Contextualisation/Review/Starter:**  
Teacher contextualises lesson and/or reviews and assesses previous learning.
  2. **Reading:**  
Teacher models the reading of the פְּסוּקִים at least twice, taking note of phrasing so that pupils read correctly (קִמְצָ קָטָן and מְלַעֵיל/מְלַרַע, אֶתְנַחֲתָא). Modelled reading is followed by group reading with the purpose of immersing pupils in the text of the תּוֹרָה. See below for reading strategies suggested by partner teachers.
  3. **Comprehension:**  
Pupils work out the plain meaning of the text with teacher support, e.g. picture and other non-verbal clues. Pupils are further supported to develop reading comprehension skills by being encouraged to notice patterns in the פְּסוּקִים.

**4. Understanding:**

Pupils are guided to find the deeper meaning and values of the פְּסוּק and develop analytical and reflective skills by actively examining the phrasing of each פְּסוּק.

**5. Plenary/Summary:**

Learning summarised and assessed and bridge built to following lesson.

- The core parts of the lesson, particularly in Y3 and Y4, are the reading and comprehension activities. Building up reading and comprehension skills will enable pupils to build their confidence and competence in learning תּוֹרָה.
- Vocabulary books are available for pupils to record keywords. These can then be used by pupils for revision and as a reference tool in their subsequent learning.

**Reading Strategies suggested by teachers using our curriculum:**

- **Interactive Whiteboard (IWB):**

Display פְּסוּק on an IWB for the initial reading. This may prove easier to follow than attempting the first reading from the חוֹמֵט.

- **Make it Manageable:**

Break the פְּסוּק into manageable phrases; long words should be separated into manageable syllables. Practise reading some words out of context before tackling the whole פְּסוּק.

- **Whispers:**

Encourage pupils to whisper the words as you read them in the second modelling.

- **Chevruta:**

Pupils work in mixed ability pairs to listen to each other's reading.

- **Match the Word:**

Prepare words of פְּסוּק in triplicate (so that every pupil gets a card) on flashcards and distribute. As the teacher reads the words pupils hold up the matching cards and say them.

- **Echoes:**

Read the פְּסוּק with expression using a range of voices to reflect the contents of the פְּסוּק (conversation, role play, radio/TV announcement). Encourage pupils to echo these voices when they read the פְּסוּק.

- **Give Me a Clue:**

Provide pupils with clues to the content of the פְּסוּק, for example: Who is talking to whom? Where is this happening? Is the speaker happy/sad/angry? Pupils can be

encouraged to scan the פְּסוּק to identify names, places and familiar words prior to the reading.

- **Familiar Words:**

Give pupils a focus as they are following, e.g. a word that repeats itself, names of people and places, familiar word families, the longest word, words that begin with a certain letter. Pupils will begin to recognise frequently recurring words and be able to read them accurately by sight.

- **Catch Me Out:**

The teacher detaches or folds away parts of words or entire words from a פְּסוּק. Pupils check in their חוּמָשׁ to spot what has been detached, e.g. prefixes or suffixes.

- **Follow My Leader:**

Pairs/small group begins reading a פְּסוּק; when the bell/buzzer rings, the next group continues and so on. Encourage pupils to retain the momentum.

- **Invent an Action:**

Pupils take ownership of specific words by inventing actions to match them.

- **Incentives:**

Stickers, team/house points, rewards, praise, praise and more praise.

## C. Comprehension Strategies

With comprehension, we mean that pupils actively work out the plain meaning of the text. At first, pupils will need to use other methods such as pictures and actions to help them derive the meaning of a פְּסוּק. They are starting the process of interacting with the text and its meaning.

The following activities serve to introduce, and later to practise, using strategies for comprehending פְּסוּקִים:

- **Names, Places, Known Words and Keywords:**

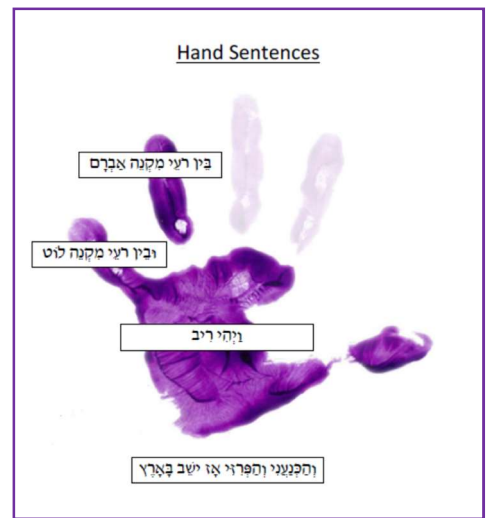
Pupils are encouraged to find words they already know, such as names and places, as well as words they might recognise from עֵבֶרִית or other קוּדְשׁ subjects. Keywords are introduced through pictures and/or actions and become part of pupils' חוּמָשׁ vocabulary as they progress in their learning. Rather than knowing the meaning of every individual word in the פְּסוּק, pupils use keywords and familiar words as 'hooks' to work out the meaning of the rest of the פְּסוּק actively. Keywords can be reinforced through games, for example pupils can be asked to tell the story of the פְּסוּק by using the keywords.

- **Sentence Sections:**

This activity helps pupils to develop awareness of sentence structure as one of the elements that give meaning to text, in addition to the more commonly recognised element: vocabulary. The activity gives pupils a chance to divide a sentence according to verb + noun phrases, without needing to label it as such. After they are guided in finding the sections of the sentence, different questions are asked that can be answered by reading each section. Pupils are taught to recognise the אֶתְנַחֵתָּא, which cuts the פְּסוּק into two halves, and they also work with smaller parts of the פְּסוּק.

- **Hand Sentences:**

This activity helps pupils develop awareness of a particular, and common, sentence form: a verb with several subjects. The template of a hand helps pupils to realise that words that work together in giving meaning do not necessarily follow each other in order in a sentence. Pupils are guided in realising that we find out what the sentence tells us by looking at the 'whole hand' and not by the individual 'fingers' and that there is a connected, but not necessarily linear, relationship between the parts of the sentences.



# Lesson 1: אֲבָרָם and לוֹט return to אֶרֶץ כְּנָעַן with great wealth

(בְּרֵאשִׁית יִיג: א', בְּרֵאשִׁית יִיג: ב'-ה' (summarised), בְּרֵאשִׁית יִיב: ה')

## Learning Outcome:

- ❖ To understand the difference in the relationship between לוֹט and אֲבָרָם after their return to אֶרֶץ כְּנָעַן from מִצְרַיִם.

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p><b>K2:</b> Know that אֲבָרָם has returned from מִצְרַיִם to לוֹט and שְׂרֵי אֶרֶץ כְּנָעַן, and both לוֹט and אֲבָרָם have a lot of wealth and sheep. Recognise the names of people and places mentioned in בְּרֵאשִׁית יִיב: ה' and בְּרֵאשִׁית יִיג: א'.</p> <p><b>K3:</b> Know the location on a map of the following places: כְּנָעַן, חֶרֶן, בֵּית מִצְרַיִם and עֵי, אֵל.</p> <p><b>K4A:</b> Recognise words and phrases of Unit 1.</p>	<p><b>S1:</b> Recognise the beginning and end of אִי and בְּרֵאשִׁית יִיג: א' text when given its פָּרָק and פָּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי (אֶתְנַחֲתָא) of בְּרֵאשִׁית יִיג: א'.</p> <p><b>S4:</b> Comprehend the plain meaning of אִי-ה' and בְּרֵאשִׁית יִיב: ה' with support.</p> <p><b>S5:</b> Identify the word family: הֶלֶךְ.</p>	<p><b>U3:</b> Reflect on and discuss with support the changing relationship of לוֹט and אֲבָרָם by comparing the word order in בְּרֵאשִׁית יִיב: ה' and אִי: א'.</p>



**1. Revision Activity [K2, K4A, K4B]****(10 minutes)**

Display the following words and phrases from Unit 1 on the board or IWB:

לְזַרְעָךָ אֶתְּךָ אֶת הָאָרֶץ הַזֹּאת	חֲמֵשׁ שָׁנִים וְשִׁבְעִים שָׁנָה	לֶךְ
	שָׂרֵי אֲשֶׁתוֹ	אֲרָצְךָ
	לוֹט בֶּן-אָחִיו	מוֹלְדֹתְךָ
	וְאֵת כָּל רְכוּשָׁם	בַּיִת אָבִיךָ
	וְאֵת הַנֶּפֶשׁ אֲשֶׁר-עָשׂוּ בְּחָרוֹ	אֲרָץ כְּנָעַן

Ask pupils: Which word/phrase tells us:

- What ה' commanded אַבְרָם (לֶךְ)?
- Which three things ה' told אַבְרָם to do? (אֲרָצְךָ, מוֹלְדֹתְךָ, בַּיִת אָבִיךָ)
- What was hardest for אַבְרָם to do? (*any well considered answer*)
- Where did ה' tell אַבְרָם to go to? (אֲרָץ כְּנָעַן)
- How old was אַבְרָם when he left חָרוֹ? (חֲמֵשׁ שָׁנִים וְשִׁבְעִים שָׁנָה)
- Who did אַבְרָם take with him?  
(שָׂרֵי אֲשֶׁתוֹ לוֹט בֶּן אָחִיו וְאֵת כָּל רְכוּשָׁם וְאֵת הַנֶּפֶשׁ אֲשֶׁר עָשׂוּ בְּחָרוֹ)
- What words in the תּוֹרָה tell us that ה' promised to give אַבְרָם, אֲרָץ כְּנָעַן, אַבְרָם?  
(לְזַרְעָךָ אֶתְּךָ אֶת הָאָרֶץ הַזֹּאת)

Alternatively, get pupils in pairs or groups to tell the story of לֶךְ לֶךְ (Unit 1) by using the above Hebrew words and phrases.

**2. Map Activity [K3]****(5 minutes)**

Using the wall map and silhouettes, remind pupils that אַבְרָם was travelling southwards from בַּיִת אֵל and עֵי when there was a severe famine in כְּנָעַן. He needed to travel to מִצְרַיִם with all his family and servants to get food (get pupils to move the silhouettes).

While in מִצְרַיִם, אַבְרָם and לוֹט became very rich. Explain that this meant that they each got many more sheep and cattle (add silhouettes).

When the famine was over, they were able to return to כְּנָעַן with all their animals and possessions (get pupils to move the silhouettes). How might things be different between אַבְרָם and לוֹט now that they both have great wealth?



**3. Reading Activity [S1, S3]****(10 minutes)**

פֶּרֶק יִיג פִּסּוּק אִי

Encourage pupils to find their place in the חוּמָשׁ by giving them the פֶּרֶק and פִּסּוּק reference. Read פִּסּוּק אִי with expression at least twice. Allow pupils to read the פִּסּוּק as a class.

**4. Comprehension Activity: Word Matching [S4, S5]****(5 minutes)**

וַיַּעַל אַבְרָם מִמִּצְרַיִם הוּא וְאִשְׁתּוֹ וְכָל-אֲשֶׁר-לוֹ וְלוֹט עִמּוֹ הַנִּגְבָּה :

- What place-names can you spot? (מִצְרַיִם)

Ask pupil to stick the מִצְרַיִם place-card on the wall. Explain that הַנִּגְבָּה is the נֶגֶב in אֶרֶץ כְּנָעַן and let a pupil put the כְּנָעַן/נֶגֶב place-card on the other side of the front of the classroom. (There needs to be enough space for 3 pupils to stand in between these two places.) Remind pupils of the significance of every word in the תּוֹרָה, and how we can learn important lessons from the order that something is written in the תּוֹרָה. Let's look carefully at the order that the תּוֹרָה chose to tell us who came up with אַבְרָם from מִצְרַיִם.

- Which name is mentioned first? (אַבְרָם) Ask pupil to hold the אַבְרָם card and stand next to מִצְרַיִם.
- Who is the next person – not mentioned by name? (אִשְׁתּוֹ – *his wife – who was called שָׂרִי*.) Ask pupil to hold the שָׂרִי card and stand next to אַבְרָם.
- What else did he bring back up to אֶרֶץ כְּנָעַן לוֹ? (וְכָל-אֲשֶׁר לוֹ – *all that he had – this is his possessions*.)

Pupils might remember the word רְכוּשָׁם that they learnt in Unit 1. Ask pupil to hold the וְכָל-אֲשֶׁר לוֹ card and stand next to שָׂרִי

- Who else came with אַבְרָם? (לוֹט)

Give out small number cards (1-4) with blue-tack on their backs. Ask four pupils to stick a number on each of the cards held by the pupils in the front to reinforce the order in which they are mentioned in the פִּסּוּק.

**5. Understanding Activity [K2, U3]****(15 minutes)**

What other journey have all these people made together? (*The journey from חָרָן to אֶרֶץ כְּנָעַן*.) Let's look at that פִּסּוּק and see if it gives us any other information.

Put הִיא בְּרֵאשִׁית יִיב : הִיא on the IWB in Hebrew.

וַיִּקַּח אַבְרָם אֶת-שָׂרִי אִשְׁתּוֹ וְאֶת-לוֹט בְּרֵאשִׁית יִיב וְאֶת-כָּל-רְכוּשָׁם אֲשֶׁר רָכְשׁוּ וְאֶת-הַנֶּפֶשׁ אֲשֶׁר-עָשׂוּ בְּחָרָן וַיֵּצְאוּ לְלֶכֶת אֶרְצָה כְּנָעַן וַיָּבֹאוּ אֶרְצָה כְּנָעַן

Model and class read the פִּסּוּק.

- What are the place names here? (פְּנָעוּ and תְּרֹן) Ask a pupil to put the תְּרֹן place-card directly below מְצָרִים and the פְּנָעוּ card directly below נֶגֶב.

Give the second set of number cards (1-4) to four pupils to put on the People cards as the class checks the word order in the פְּסוּקָה.

- Who is named first? (אֲבָרָם)
- Second? (שְׂרֵי)
- Third? (וְאֶת-לוֹט) – this is the change, לוֹט moves from 3<sup>rd</sup> to fourth place
- Fourth? (וְאֶת-כָּל-רְכוּשָׁם)

מְצָרִים	אֲבָרָם	וְאֶת-לוֹט	וְכָל-אֲשֶׁר-לוֹ	לוֹט	נֶגֶב	פְּנָעוּ
תְּרֹן	אֲבָרָם	שְׂרֵי אֶת-לוֹט	לוֹט	כָּל רְכוּשָׁם	פְּנָעוּ	

- What is the difference in the order?
- Who has moved and how have they moved?
- What clue is the תּוֹרָה giving us here?

The מְצָרִים seem to suggest that the wealth both אֲבָרָם and לוֹט acquired in מְצָרִים could come between them; לוֹט has changed from a young person in תְּרֹן with no wealth to an older and more independent person with his own wealth.

Stick all the cards on the board and allow pupils to integrate their learning by completing the worksheet **What's the Difference** (Differentiated A and B).

Feed back answers from the worksheet and assess pupils' understanding by asking the original question:

- Where is לוֹט? Is he with אֲבָרָם or not?

*(He is still with אֲבָרָם but he no longer seems to be quite so close to him.)*

Challenge pupils to connect the פְּסוּקָה with what is about to follow. The fact that the order in the פְּסוּקָה has changed may well be connected to the fact that לוֹט now has a lot of animals.

What problems could arise now that both אֲבָרָם and לוֹט have so much cattle and sheep? *(There might not be enough space for all their belongings, they might not get on so well any more etc.)*

**What's the Difference?**

We learned about two journeys that Moshe took. Using the pictures below to help you, list the people who Moshe took with him. Remember, the order is very important.

לֶךְ-לֶךְ מִן הַר הַיְיָ	לֶךְ-לֶךְ מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ

1. Whose name has changed position?  
2. Why do you think his name has changed position?

**What's the Difference?**

We learned about two journeys that Moshe took. Using the pictures below to help you, list the people who Moshe took with him. Remember, the order is very important.

לֶךְ-לֶךְ מִן הַר הַיְיָ	לֶךְ-לֶךְ מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ
מִן הַר הַיְיָ	מִן הַר הַיְיָ

1. Whose name has changed position?  
2. Why do you think his name has changed position?

**6. Reading and Comprehension Activity [S1, S3]****(10 minutes)**

בְּרֵאשִׁית יִיג : בִּי-הִי

Hand out flashcards with images to pupils and have the map with placecards אֵל and עַי available. Explain to pupils that we are not reading the next four פְּסוּקִים in depth as they are telling us about אֲבָרָם and לוֹט's wealth and where they travelled. Ask pupils to listen to the modelled reading and hold up the flashcards to show the wealth of both אֲבָרָם and לוֹט. (Classes with adequate time can look at the פְּסוּקִים in more depth.)

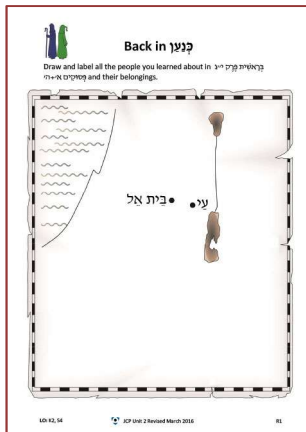
Encourage pupils to find their place in the חוּמָשׁ by giving them the פָּרָק and פְּסוּקָה reference.

Read הִי, דִּי, גִי, בִי, פְּסוּקִים slowly with expression, encouraging pupils to lift their flashcards.

Pupils can bring their flashcards and images to the board to add to the map. Ask pupils to summarise the פְּסוּקִים in their own words:

*אֲבָרָם was very wealthy when he left מִצְרָיִם – he had big herds of animals, silver and gold. He travelled and pitched his tents between אֵל and עַי where he had built a מִזְבֵּחַ before. He called out in הִי's name. לוֹט also had large flocks, cattle and tents.*

Pupils could complete the worksheet **Back in כְּנָעַן** to draw אֲבָרָם, שְׂרָי, their cattle and sheep and לוֹט with his cattle and sheep.



Ensure that pupils understand that לוֹט is also a wealthy man.

Challenge pupils to suggest, just by looking at the map with all the people and cattle/flocks and tents, what problems this could lead to. (They both have so many possessions, will there be enough space for them – we saw in Unit 1 that the כְּנָעִי were also still living in כְּנָעַן, also לוֹט is older now and maybe more independent.)

Take feedback and write ideas on the board.

**7. Plenary/Summary Activity****(5 minutes)**

Allow pupils to revise the main elements of the lesson by reading the פְּסוּקִים as a class while individual pupils move the silhouettes on the map in the correct order to show the journey from חָרָן to כְּנָעַן (הִי: בְּרֵאשִׁית יִיב:) and then from מִצְרָיִם back to כְּנָעַן (בְּרֵאשִׁית יִיג: אִי) as well as לוֹט's and אֲבָרָם's increase in wealth (בִּי-הִי).

## Lesson 2: Is the Land Big Enough for אַבְרָם, לוֹט and their Possessions?

(בְּרֵאשִׁית י״ג:ו)

Learning Outcomes:

- ❖ To understand why the relationship between אַבְרָם and לוֹט has changed
- ❖ To understand the reasons for the subsequent quarrel between the shepherds of אַבְרָם and the shepherds of לוֹט
- ❖ To make pupils aware that there is always a reason for the repetition of words in the תּוֹרָה (לְשֶׁבֶת יַחְדָּו)

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p><b>K2:</b> Know that because of their combined wealth, the land is not big enough for אַבְרָם and לוֹט to live together.</p> <p>Recall the names of people and places mentioned in Lesson 1.</p> <p><b>K4A:</b> Know the following Hebrew keywords:</p> <table border="1" data-bbox="260 1559 683 1776"> <tbody> <tr> <td>לא</td> <td>לא, וְלֹא</td> </tr> <tr> <td>אתם</td> <td>אתם</td> </tr> <tr> <td>ישב</td> <td>לְשֶׁבֶת, יָשָׁב</td> </tr> </tbody> </table>	לא	לא, וְלֹא	אתם	אתם	ישב	לְשֶׁבֶת, יָשָׁב	<p><b>S1:</b> Recognise the beginning and end of וי: בְּרֵאשִׁית יִיג and locate text when given its פָּרָק and פְּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי בְּרֵאשִׁית (אֶתְנַחְתָּא) of הַמְקָרָא יִיג: וי.</p> <p><b>S4:</b> Comprehend the plain meaning of וי: בְּרֵאשִׁית יִיג with some support.</p> <p><b>S5:</b> Identify the word family: אַרְץ.</p>	<p><b>U2:</b> Identify, with support, the repetition of the phrase לְשֶׁבֶת יַחְדָּו, and derive meaning and values from this phrase.</p> <p><b>U3:</b> Compare and contrast the differences in the repeated phrase לְשֶׁבֶת יַחְדָּו.</p>
לא	לא, וְלֹא							
אתם	אתם							
ישב	לְשֶׁבֶת, יָשָׁב							

**1. Revision Activity [K2]****(10 minutes)**

To assess pupils' understanding of the previous lesson display the following chart on the IWB or board.

וַיִּקַּח אֲבָרָם אֶת־שָׂרִי אִשְׁתּוֹ וְאֶת־לוֹט בֶּן־אָחִיו וְאֶת־כָּל־רְכוּשָׁם אֲשֶׁר רָכְשׁוּ וְאֶת־הַנֶּפֶשׁ אֲשֶׁר־עָשׂוּ בְּחָרָן וַיֵּצְאוּ לְלֶכֶת אֶרְצָה כְּנָעַן וַיָּבֹאוּ אֶרְצָה כְּנָעַן :	וַיַּעַל אֲבָרָם מִמִּצְרַיִם הוּא וְאִשְׁתּוֹ וְכָל־אֲשֶׁר־לוֹ וְלוֹט עִמּוֹ הַנִּגְנֵבָה :
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**פרק י"ב: פְּסוּק ה'**

1. אֲבָרָם
2. שָׂרִי his wife
3. לוֹט the son of his brother
4. All that he owns

**פרק י"ג: פְּסוּק א'**

1. אֲבָרָם
2. His wife (שָׂרִי)
3. All that he owns
4. לוֹט

Hand out flashcards with the following phrases to individual pupils. Ask them to read the phrase and stick it underneath the column where it belongs.

Moving from חָרָן to כְּנָעַן אֶרֶץ כְּנָעַן
Returning from מִצְרַיִם to כְּנָעַן אֶרֶץ כְּנָעַן
Before the famine
After the famine
Both אֲבָרָם and לוֹט have a lot of animals
Just אֲבָרָם has a lot of animals
אֲבָרָם and לוֹט had a good relationship
אֲבָרָם and לוֹט's relationship is not so good anymore

Remember that the way the תּוֹרָה writes something is very important.

Ask pupils the following questions:

- Whose name changes place? (לוֹט)
- What does that show us? (*The relationship between אֲבָרָם and לוֹט has changed.*)
- How does the תּוֹרָה tell us that when לוֹט left חָרָן he was close to אֲבָרָם? (*In פרק י"ב: פְּסוּק ה' אֲבָרָם's and שָׂרִי's names to show his closeness to them. Also, even though לוֹט had relatives in חָרָן, he came with אֲבָרָם.*)

- How does the תּוֹרָה tell us that when לוֹט returned from מִצְרַיִם, he no longer felt close to אֲבָרָם? (*In אִי-יִיג : פְּסוּק א' פְּסוּק א' is mentioned first and only then does the פְּסוּק tell us that לוֹט was with אֲבָרָם. This shows that he is no longer so close to אֲבָרָם.*)
- Why do you think לוֹט no longer seem to want to be close to אֲבָרָם? (*לוֹט is now as rich as אֲבָרָם and feels that he does not need to depend on אֲבָרָם anymore.*)

**2. Reading Activity [S1, S3]**

**(10 minutes)**

Instruct pupils to find ו' פְּסוּק at least twice with the correct punctuation in relation to טַעְמֵי הַמְקָרָא. Pause at the אֲתַנְחֵתָא and stop at the end of the פְּסוּק.

Instruct pupils to read the פְּסוּק in pairs/groups/as a class using the reading strategies suggested in the Teachers' Guidelines, and circulate to support and correct pupils.

**3. Comprehension Activity: Word Matching [K4, S4]**

**(15 minutes)**

וְלֹא-נִשְׂא אֹתָם הָאָרֶץ לְשִׁבְתָּ נַחְדּוּ כִּי-הָיָה רְכוּשָׁם רָב וְלֹא יָכְלוּ לְשִׁבְתָּ נַחְדּוּ :

Display ו' פְּסוּק on the IWB or board with the words printed in green (see Classroom Resources).

Ask pupils if there are any words that they recognise in this פְּסוּק. They should recognise the word family: הָאָרֶץ – *land* from Unit 1.

Encourage pupils to discover the meaning of the keywords לֹא – *no/not*, אֹתָם – *them*, לְשִׁבְתָּ – *to live* using mime, role play, visual prompts and flashcards.

Distribute flashcards of the coloured words. Ask pupils in turn to read their card and show where the word appears in the פְּסוּק that is displayed. Have the class read the פְּסוּק together, stopping for the pupil who holds the card to read their word.

Pupils can also read their word aloud without showing it to the class, and ask another pupil to find that word in the פְּסוּק.

הָאָרֶץ	אֹתָם	וְלֹא
לֹא	נַחְדּוּ	לְשִׁבְתָּ
נַחְדּוּ	לְשִׁבְתָּ	וְלֹא
and not	the land	to live
them	together	to live

Ask pupils to summarise the פְּסוּק in their own words to reinforce comprehension.

**4a. Understanding Activity: Word Repetition [U2, U3]****(10 minutes)**

Display the פְּסוּק on the IWB as it is in the large פְּסוּקִים.



Let's look at the פְּסוּק again, and try to see if we can spot anything unusual. Can we find any words that are repeated?

Colour וְלֹא and the phrase לְשִׁבְתָּ יַחְדָּו in the same colours and let pupils colour these words on their enlarged פְּסוּק.

- What do these words mean? (*They can't live together.*)
- Who are we talking about? (לׁוֹט and אֲבָרָם: *they are having difficulty living together.*)
- Why do you think they might have difficulty living together? Also, why does the תּוֹרָה need to repeat that they couldn't live together? List ideas on the board to refer to later.

**4b. Understanding Activity [U2]****(10 minutes)**

Let's have another look at the פְּסוּק, to see if the תּוֹרָה tells us why אֲבָרָם and לׁוֹט found it hard to live together – and let's compare it with our own suggestions.

- What words come before each לְשִׁבְתָּ יַחְדָּו? (וְלֹא)
- What does the word הָאָרֶץ mean? (*Land – the land couldn't support them.*)

Pupils can discuss the following questions in pairs:

- What does it mean that the land couldn't support them? (*There was not enough space for them both.*)
- Why can the land not support them? (*They both have large flocks and herds.*)
- Can you give an example from your own life where a lack of space led to a disagreement?

Refer back to the ideas of possible causes of the argument on the board. Do any of them match this cause of lack of space?

Point out to pupils how the middle part of the פְּסוּק explains that it was because of their wealth, so the middle part of the פְּסוּק gives a reason to explain the first part of the פְּסוּק.

- But what about the second time the phrase is repeated? Is this one also about the land?

Let's have a look at the words that come before the repeated phrase.



וְלֹא יָכְלוּ לְשִׁבֵּת יַחְדָּו – *they were not able to (could not) live together.*

- What might that mean? (*It is no longer just the land and the lack of space for the sheep to graze on that is causing אֲבָרָם and לוֹט to find it difficult to get along, but now they are not able to get on anymore. They seem to have different ideas and differences of opinion.*)

Refer back to the ideas of possible causes of the argument on the board. Do any of them match this cause of just not being able to get along because of differences of opinion? We will discover what the differences of opinion between אֲבָרָם and לוֹט are when we study פְּסוּק ז'.

Ask pupils if they have ever experienced a problem with space (refer to earlier examples), which has led to it being difficult to get along in other areas. Ask pupils if they have any personal examples.


## 5. Plenary/Summary Activity

(5 minutes)

Let pupils complete the worksheet **Living Together is Hard** to consolidate the Learning Outcomes of the lesson.

Feed back and ask:

- When people struggle to live together, what could this lead to?
- What do you think is going to happen with אֲבָרָם and לוֹט?




### Living Together is Hard

Line 1: וְלֹא נָשָׂא אִתּוֹם הָאָדָם הַזֶּה לְשִׁבֵּת יַחְדָּו

Line 2: כִּי נִיחָה רַבִּימָעִם רָב

Line 3: וְלֹא יָכְלוּ לְשִׁבֵּת יַחְדָּו



1. Who is this פְּסוּק talking about?  
\_\_\_\_\_
2. Circle the words that are repeated in this פְּסוּק.
3. What does line 1 tell us about these two people?  
\_\_\_\_\_  
\_\_\_\_\_
4. What is the first reason why they could not live together?  
\_\_\_\_\_  
\_\_\_\_\_
5. What does line 3 teach us about these two people?  
\_\_\_\_\_  
\_\_\_\_\_
6. CHALLENGE: Can you explain why these words are repeated?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LO: 54, U2
PaJeS Unit 2 Revised March 2016
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# Lesson 3: The Quarrel between the Shepherds

(בְּרֵאשִׁית י"ג:ז)

## Learning Outcomes:

- ❖ To understand the reasons for the quarrel between the shepherds of אַבְרָם and the shepherds of לוֹט
- ❖ To understand how רש"י's explanation gives us deeper insight into the reasons for the quarrel

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p><b>K2:</b> Know that there is a quarrel between the shepherds of אַבְרָם and the shepherds of לוֹט and what the quarrel was about. Recognise the names of people and nations of ז': בְּרֵאשִׁית י"ג.</p> <p><b>K4A:</b> Know the following Hebrew keywords:</p> <table border="1"> <tr> <td>יָשַׁב</td> <td>יָשָׁב</td> </tr> <tr> <td>רוּעָה</td> <td>רָעִי, רָעִידָה</td> </tr> <tr> <td>בֵּין</td> <td>בֵּין, וּבֵין</td> </tr> </table> <p><b>K6:</b> Know that רש"י explains the cause of the quarrel. Know the cause for the quarrel according to רש"י.</p>	יָשַׁב	יָשָׁב	רוּעָה	רָעִי, רָעִידָה	בֵּין	בֵּין, וּבֵין	<p><b>S1:</b> Recognise the beginning and end of ז' בְּרֵאשִׁית י"ג and locate text when given its פָּרָק and פָּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא) of בְּרֵאשִׁית י"ג: ז'.</p> <p><b>S4:</b> Understand the plain meaning of ז' בְּרֵאשִׁית י"ג with some support.</p>	<p><b>U1:</b> Reflect on and discuss with support the behaviour of אַבְרָם's and לוֹט's shepherds when quarrelling over the land.</p> <p><b>U2:</b> Identify, with support, seemingly superfluous words: וְהַכְנַעְנִי וְהַפְרִזִי אֶזְרָא, and derive meaning and values from these phrases.</p> <p><b>U4:</b> Explain the reason for the quarrel according to רש"י.</p>
יָשַׁב	יָשָׁב							
רוּעָה	רָעִי, רָעִידָה							
בֵּין	בֵּין, וּבֵין							

**1. Revision Activity****(10 minutes)**

Display the worksheet **לוט and אַבְרָם**.

As you read each part of the פְּסוּק aloud, ask a pupil to give the meaning of the phrase. Encourage pupils to answer the questions in pairs.

The worksheet features a landscape with a blue sky, green hills, and a blue tent. The title is 'לוט and אַבְרָם'. Below the illustration, there are three yellow speech bubbles containing Hebrew text: 'וְכֹה יָדַע לְעֵבֶר לְחַיִּי' (And so he knew to the Hebrew of his), 'כִּי הָיָה רֹבֵם רַב' (For he was a great shepherd), and 'וְכֹה יָדַע אֲנִי וְכֹה יָדַע לְעֵבֶר לְחַיִּי' (And so I know and so he knew to the Hebrew of his).

Below the illustration, there is a section titled 'Discuss the following questions with your partner:' followed by six numbered questions in English:

1. Why is the פְּסוּק split up in this way?
2. What does the first part teach us?
3. What reason does the second part of the פְּסוּק give?
4. How do things get worse in the third part of the פְּסוּק?
5. Which phrase is repeated in the פְּסוּק?
6. Why is the phrase repeated?

At the bottom of the worksheet, there is a footer with the text 'LO: S4, U2' and 'JCP Unit 2 Revised March 2016'.

**2. Reading Activity [S1, S3]****(10 minutes)**

Encourage pupils to find the place. Read פְּסוּק with expression at least twice with the correct punctuation in relation to טַעְמֵי הַמְקוּרָא (אֶתְנַחֲתָא). Pause at the אֶתְנַחֲתָא and stop at the end of the פְּסוּק. Instruct pupils to read the פְּסוּק in pairs/groups/as a class.

**3a. Comprehension Activity: Word Matching [K4, S4]****(10 minutes)**

וְהִירִיב בֵּין רְעֵי מְקַנְהַ אַבְרָם וּבֵין רְעֵי מְקַנְהַ לֹט וְהַפְּנַעְנִי וְהַפְּרָזִי אֲזַי שָׁב בְּאַרְצָ:

- What words do you already know? (אַרְצָ – *land*)

Introduce the new keywords בֵּין – *between*, רְעֵי – *shepherds of* and יָשָׁב – *living* using flashcards. Ask pupils to write the words in their vocabulary books.

Read the פְּסוּק again, giving action clues about the meaning of words and phrases.

Display פְּסוּק on the IWB or board with the words printed in colour (see Classroom Resources).

Distribute flashcards of the words written in green. Ask pupils in turn to read their card and show where the word appears in the פְּסוּק that is displayed. Have the class read the פְּסוּק together, stopping for the pupil who holds the card to read their word.

Pupils can also read their word aloud without showing it to the class, and ask another pupil to find that word in the פְּסוּק.

- Who are the people in this פְּסוּק? (לוט and אַבְרָם)

- Is the פְּסוּק telling us about them? (*No, it is telling us about something that happened between the לוֹט מְקַנְה לויט and רְעִי מְקַנְה אַבְרָם – the shepherds of אַבְרָם and לוֹט.*)

This פְּסוּק is also telling us something about the הַפְּרָזִי and the הַפְּנֵעִי and the אֶרֶץ פְּנֵעוֹן.

Using the pupil version of the large פְּסוּק, let pupils attempt to work out the meaning of the first part of the פְּסוּק, up to the word מְקַנְה-לוֹט, together with their partner.

Establish clearly what the first part of the פְּסוּק is about: there is a quarrel between the shepherds of אַבְרָם and the shepherds of לוֹט.

- Ask if anyone is able to connect this argument in פְּסוּק ז' to the previous פְּסוּק? (*The reason why the shepherds are fighting is because there was not enough land for all of their animals to graze on.*)

Help pupils to work out the meaning of the last part of the פְּסוּק. Establish that the second part of the פְּסוּק tells us that the הַפְּנֵעִי and הַפְּרָזִי lived in the land at this time.



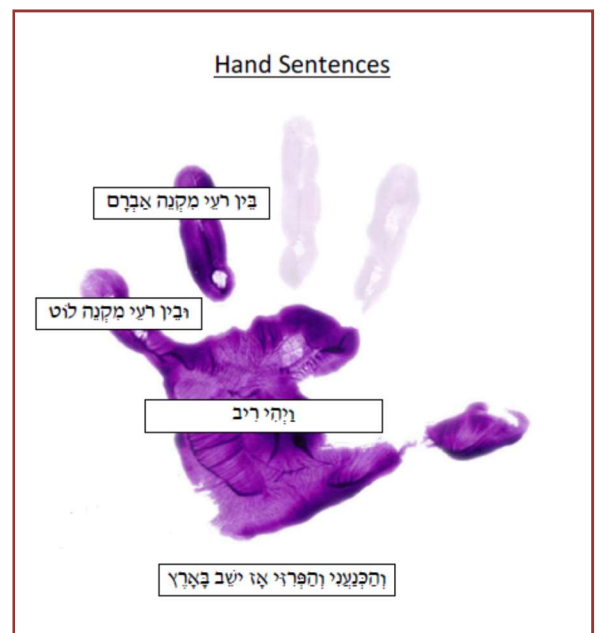
### 3b: Comprehension Activity: Hand Sentences [S4]

(5 minutes)

Remind pupils of the purple hand in Unit 1, and how we can use the hand to help us make sense of different parts of the פְּסוּק. Today we are going to use the hand again, but in פְּסוּק ז', there are only two fingers.

Display the hand with two fingers on the IWB and ask:

- What is the main part of the פְּסוּק? What is going to go in the palm of the hand? (וַיְהִי רִיב) What does that mean? (*There was a quarrel*)
- Who was the quarrel between? Which group of people are going to go on one of the fingers? (בֵּין רְעֵי מְקַנְה-אַבְרָם) Who are these people? (*The shepherds of אַבְרָם.*)
- Which group of people are going to go on the other finger? (וּבֵין רְעֵי מְקַנְה-לוֹט) Who are these people? (*The shepherds of לוֹט.*)



- How about the next part of the פְּסוּק? Why does it not go with the first part of the פְּסוּק? (*not preceded by בִּינּוּ, different kind of sentence.*) Where is a good place to put it? What about below the hand?

#### 4a. Understanding Activity [U2]

(10 minutes)

It seems a bit strange that the תּוֹרָה seems to be talking about two very different things in this פְּסוּק.

- Have we heard about the כְּנַעֲנִי nation before? (*In Unit 1 וי: בְּרֵאשִׁית יִיב:*)
- If we already know that the כְּנַעֲנִי nation is living in אֶרֶץ כְּנַעַן, why does the תּוֹרָה repeat itself just a פָּרָק later? There must be an important reason why this part of the פְּסוּק is included here – right by the quarrel. So what question do we need to ask? (*Why does the תּוֹרָה need to tell us again that the כְּנַעֲנִי and פְּרָזִי live in אֶרֶץ כְּנַעַן? How is this connected to the quarrel?*)

Challenge the class to discuss in pairs and complete the sentence “I think the כְּנַעֲנִי and the פְּרָזִי are mentioned in this פְּסוּק because...”

#### 4b. Understanding Activity: רש"י Helps us Understand [K6, U1, & U4](10 minutes)

Sometimes we have a problem when we read a פְּסוּק – something doesn't make sense or there seems to be an extra word or phrase that we find difficult to explain. When this happens, we need some help. Who can help us answer the question we have about this פְּסוּק?

We use the help of רש"י, who asked the same questions we did and whose explanations give us a deeper understanding of the words of the תּוֹרָה.

(You could briefly mention that רש"י lived in the 11th Century in France and he wrote explanations about פְּסוּקִים from the תּוֹרָה and other texts. We call רש"י's explanations a 'commentary'.) רש"י shows us how to look at the words in the פְּסוּקִים carefully; we will learn more about him in later units. רש"י's commentary is not part of the תּוֹרָה text although it appears in many חוּמְשִׁים (briefly show pupils where to find רש"י's commentary).

So what does רש"י say about our question(s)? (Let pupils repeat what the question was.) Why does the תּוֹרָה need to tell us again that the כְּנַעֲנִי and פְּרָזִי live in אֶרֶץ כְּנַעַן and how is it connected to the quarrel?

רש"י says that the תּוֹרָה reminds us that the כְּנַעֲנִי and פְּרָזִי lived in the land because ה' promised the land to אַבְרָם's descendants, in the future. It was not his land yet. אַבְרָם's shepherds understood this clearly and they did not allow their sheep to graze on the land of the כְּנַעֲנִי and פְּרָזִי. This would be stealing from the כְּנַעֲנִי and פְּרָזִי.

But לוֹט's shepherds said: ה' gave the land to אַבְרָם and אַבְרָם does not have children, so לוֹט will inherit all אַבְרָם's land and we can let the sheep graze anywhere because this is all really לוֹט's land; it's not stealing.

For example, let's say I want to own [name of a pupil in the class]'s house and I am going to buy it in August. But one day I am walking past their house and the front door is open. I am feeling very hungry. I think to myself: 'This is going to be my house in the future. I can go in and take a chocolate bar from the cupboard and a cold drink from the fridge.' It is not stealing because it is going to be my house. Am I right? Of course not! Even though it is going to be my house, it is not mine *yet*, and I am not allowed to just go and take whatever I want from their house.

Let pupils complete the worksheet **The Quarrel According to רש"י** to consolidate their learning and feed back answers to reinforce רש"י's explanation. Pupils who finish quickly can be challenged to say which shepherd they agree with and why. The scenario can also be acted out by the pupils.

### 5. Plenary/Summary Activity: Who Do You Think Was Correct? (5 minutes)

To summarise, ask pupils:

- The question: Why do we need to know about the כְּנַעֲנִי and the פְּרָזִי living in אֶרֶץ כְּנָעַן when we are learning about the quarrel between אַבְרָם's shepherds and לוֹט's shepherds? (*The presence of these nations was a cause of the quarrel.*)
- The quarrel: אַבְרָם's shepherds do not let their sheep graze wherever they want because אֶרֶץ כְּנָעַן is not yet theirs. לוֹט's shepherds say that the land belongs to אַבְרָם and they can let their sheep graze wherever they want.

Who do you think was right? Ask the class to vote. Both sides must give reasons for their choice.

Conclude that the פְּסוּק tells us that אֶרֶץ כְּנָעַן still belonged to the כְּנַעֲנִי and the פְּרָזִי nations, and therefore אַבְרָם's shepherds were correct and לוֹט's shepherds were in fact stealing by letting their sheep graze wherever they want.

If there is time, link this to the previous פְּסוּק and the repetition of יָחַדוּ לְשִׁבְתָּ וְיָכְלוּ לְאֵלֵינוּ.

- Why did the תּוֹרָה repeat itself twice saying that they could not live together? (*The first was that there was not enough grass for all the sheep – the land could not support them (and the כְּנַעֲנִי and פְּרָזִי). The second was that they did not agree on things and they could not get along.*)

# Lesson 4: אַבְרָם Searches for Peace

(בְּרֵאשִׁית י״ג: ח)

## Learning Outcomes:

- ❖ To understand אַבְרָם's special qualities as a man of peace
- ❖ To apply the lesson of making peace to our own lives

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p><b>K2:</b> Know that אַבְרָם does not want this quarrel.</p> <p>Recognise the names of people in ח' בְּרֵאשִׁית י״ג:</p> <p><b>K4A:</b> Know the following Hebrew keywords:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>אִישׁ</td> <td>אֲנָשִׁים</td> </tr> <tr> <td>אָח</td> <td>אָחִים, אָחִיו</td> </tr> <tr> <td>אֲנָחְנוּ</td> <td>אֲנָחְנוּ</td> </tr> </table> <p><b>K4B:</b> Be able to read, memorise and explain the key phrase אֲנָשִׁים אָחִים אֲנָחְנוּ.</p>	אִישׁ	אֲנָשִׁים	אָח	אָחִים, אָחִיו	אֲנָחְנוּ	אֲנָחְנוּ	<p><b>S1:</b> Recognise the beginning and end of ח' בְּרֵאשִׁית י״ג and locate text when given its פָּרָק and פְּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא) of ח' בְּרֵאשִׁית י״ג.</p> <p><b>S4:</b> Comprehend the plain meaning of ח' בְּרֵאשִׁית י״ג with some support.</p> <p><b>S5:</b> Identify the stick-ons of the following key חוּמָשׁ words: רְעִידָה, וּבִינָדָה.</p>	<p><b>U1:</b> Reflect on and discuss with support אַבְרָם's probable feelings as a result of the quarrel between his shepherds and לֹוֹט's shepherds before he provides a solution.</p> <p><b>U3:</b> Discuss, with support, the values we can learn from אַבְרָם's desire to make peace.</p>
אִישׁ	אֲנָשִׁים							
אָח	אָחִים, אָחִיו							
אֲנָחְנוּ	אֲנָחְנוּ							

**1. Revision Activity (Optional Role Play) [K2]****(5 minutes)**

Assess and reinforce pupils' understanding of רש"י's explanation on פְּסוּק ז' by choosing some pupils to read out their imaginative dialogue between the shepherds of אַבְרָם and לוֹט from the worksheet **The Quarrel According to רש"י**.

Alternatively, divide the class into groups made up of אַבְרָם's shepherds and לוֹט's shepherds. Instruct each group to act out the quarrel according to רש"י's explanation. Encourage pupils to use the words of the פְּסוּקִים in their dialogue. Circulate to assist each group during initial practice. Pupils then take turns to perform for each other.

**2. Reading ח' פְּסוּק [S1, S3]****(10 minutes)**

Instruct pupils to find ח' בְּרֵאשִׁית יִיג: ח'. Read ח' פְּסוּק at least twice with the correct punctuation in relation to טַעְמֵי הַמְקָרָא. Pause at the אֲתַנְחֵתָא and stop at the end of the פְּסוּק.

Instruct pupils to read the פְּסוּק in pairs/groups/as a class and circulate to support and correct them.

**3a. Comprehension Activity: Word Work [K4, S4, S5]****(10 minutes)**

וַיֵּאמֶר אַבְרָם אֶל-לוֹט אֲלֵנָּא תְּהִי מְרִיבָה בֵּינִי וּבֵינֶךָ וּבֵין רְעִי וּבֵין רְעִיךָ כִּי אֲנָשִׁים אַחִים אֲנַחְנוּ:

Display the large version of ח' בְּרֵאשִׁית יִיג: ח' on the IWB.

- Who are the people in this פְּסוּק (אַבְרָם and לוֹט)? Circle the names.
- What stick-ons do we already know? (וּבֵינֶךָ/רְעִיךָ – *you/your*)
- What words do we already know?

פְּסוּק ז' in רִיב: (מְרִיבָה – *quarrel, from the word family*.)

וּבֵין – *and between, from the word family*; וּבֵינֶךָ – *and between you, and between me, from the word family*; בֵּין – *in*

רְעִי – *my shepherds, and רְעִיךָ – your shepherds, from the word family*; (פְּסוּק ז')

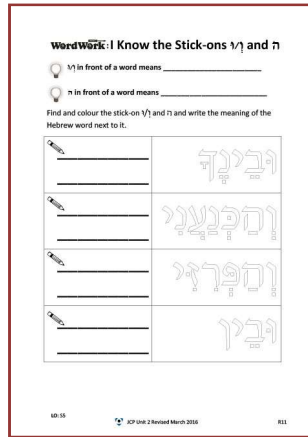
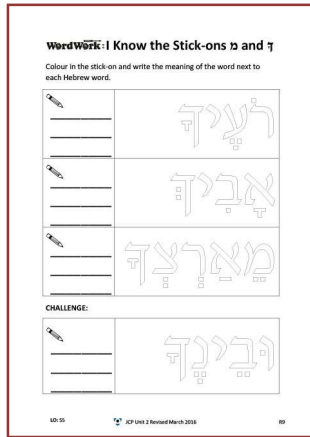
Introduce the new keywords – אֲנַחְנוּ – *we*, אֲנָחְנוּ – *brothers*, אֲנָשִׁים – *men*, using flashcards and board exercises using the strategies outlined in the Teachers' Guidelines. This פְּסוּק lends itself ideally to mime. These words should be written into pupils' vocabulary books.

Using silhouettes of אַבְרָם, לוֹט, אַבְרָם's shepherds and לוֹט's shepherds, re-read the פְּסוּק with feeling and expression.

Pupils should add English on their copies of the large פְּסוּק.



Look at the familiar stick-ons. Pupils should recognise הָ from Unit 1. Ask who can translate הָ – *you* or *your*. Pupils should circle the two הָ on their large פְּסוּק and write *you* and *your* in the correct places.



Let pupils complete the worksheet **I Know the Stick-ons הָ and הָ** to reinforce their knowledge.

In this פְּסוּק there is another stick-on that we are going to learn about today. If you see a וְ or a הָ at the beginning of the word it means *and*.

Challenge pupils to find any words in this פְּסוּק that have the stick-on וְ or הָ at the beginning of the word (וּבִינְךָ וּבִין וְבִין) and to circle them on their large פְּסוּק and write 'and' in the correct places. Remind pupils that this stick-on also comes as וְ, like in the previous פְּסוּק, וְהִכְנַעְנִי – and the פְּרָזִי, וְהִפְרָזִי – and the הָרָזִי, with הָ meaning 'the'. Let pupils complete the worksheet **I Know the Stick-ons וְ/הָ and הָ**.

Return to the פְּסוּק. Establish the simple meaning of the פְּסוּק until רְעִידָה (where the אֶתְנַחֲתָא divides the פְּסוּק in half).

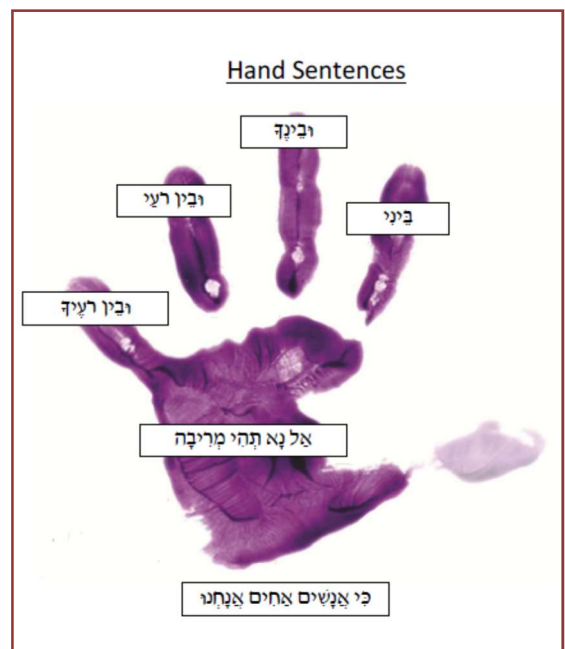
**3b. Comprehension Activity: Hand Sentences [K4, S4]**

**(10 minutes)**

Display the פְּסוּק on the IWB.

Let's see if this פְּסוּק can be organised like a hand as well. (Remember the phrase in the middle of the hand is connected to all the other phrases.)

- What part of the פְּסוּק will go in the palm of the hand? (אֶל־נָא תְהִי מְרִיבָה) – *'Please let's not quarrel'*.)
- Who is saying let there not be a quarrel? (אֲבָרָם – *so he says בֵּינִי – between me – let there not be a quarrel between me.*) Put בֵּינִי up on the first finger. Ensure pupils know this refers to אֲבָרָם.



- Who is אַבְרָם talking to? (לוֹט – *he does not want there to be a quarrel between him and his nephew* לוֹט.) Put וּבֵינְךָ – *and between you* on the second finger. Ensure pupils know this refers to לוֹט.
- Who else has been quarrelling – link to previous פָּסוּק? (*The shepherds of אַבְרָם and the shepherds of לוֹט*)
- So who else does אַבְרָם not want there to be a quarrel between? (*His shepherds*) Put וּבֵין רַעֲיִי – *and between my (אַבְרָם's) shepherds* on the third finger.
- Who is going to go on the fourth finger? Who does אַבְרָם not want his shepherds to have a quarrel with? (*לוֹט's shepherds – and between your shepherds*)

To reinforce, ask four pupils to put silhouettes of אַבְרָם, לוֹט and both groups of shepherds above the phrases that refer to them.

- What is the next word in the פָּסוּק? (כִּי – *because*)
- What type of word is 'because'? (*A connective – pupils should know this from Literacy.*)

This word is going to connect the first part of the פָּסוּק to the second part of the פָּסוּק and should tell us the reason that אַבְרָם does not want a quarrel.

What do the last three words mean? אֲנָשִׁים אַחִים אֲנַחְנוּ – *we are brothers – brothers should not quarrel.*)

#### 4. Understanding Activity [U1]

(15 minutes)

Display the following questions on the IWB for pupils to discuss in pairs or groups and feed back:

- Are אַבְרָם and לוֹט brothers? (*No*)
- How are they related? (לוֹט *is אַבְרָם's nephew.*)
- Why do you think אַבְרָם calls לוֹט his brother if they are not really brothers? (*He wants to be as close to him as a brother. אַבְרָם feels as close to לוֹט as if he really was his brother and not just his uncle. אַבְרָם wants there to be peace between them.*)
- What מִידוֹת/character traits can we learn from אַבְרָם? (*אַבְרָם is a man of peace – he does not like quarrels. אַבְרָם cares about his family and looks after them. He wants everyone to get on with each other.*)

Write pupils' suggestions on the board to reinforce their understanding of the qualities of אַבְרָם.

**5. Plenary/Summary Activity [K4B]****(10 minutes)**

Put up the memorable phrase on the board: אֲנָשִׁים אַחִים אֶנְחָנוּ.

Read it and ask pupils to repeat these last three words of this פסוק: אֲנָשִׁים אַחִים אֶנְחָנוּ – *we are brothers*. This is a very good phrase for us to remember when we are having quarrels with our brothers, sisters or friends.

In small groups, pupils should make up a chant or a rhyme that includes being friends, making peace and the Hebrew words אֲנָשִׁים אַחִים אֶנְחָנוּ.

Example: *“We are brothers, we love each other,*

*We may not be from the same father and mother,*

*but אֲנָשִׁים אַחִים אֶנְחָנוּ – we still are brothers and love each other!”*

Share presentations with the rest of the class and display the texts in the classroom.

## Lesson 5: אֲבָרָם Resolves the Conflict

(בְּרֵאשִׁית י״ג: ט)

Learning Outcome:

❖ To understand how אֲבָרָם resolves the conflict and what we learn from him

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p><b>K2:</b> Know that אֲבָרָם offers a peaceful solution to the quarrel by suggesting that they separate and he gives לוֹט first choice of where to go.</p> <p><b>K4A:</b> Know the following Hebrew keywords:</p> <table border="1"> <tr> <td>כָּל</td> <td>כָּל</td> </tr> <tr> <td>לִפְנֵי</td> <td>לִפְנֵי, לִפְנֵי</td> </tr> </table>	כָּל	כָּל	לִפְנֵי	לִפְנֵי, לִפְנֵי	<p><b>S1:</b> Recognise the beginning and end of בְּרֵאשִׁית י״ג: ט and locate text when given its פָּרָק and פְּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא) of בְּרֵאשִׁית י״ג: ט.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית י״ג: ט with some support.</p> <p><b>S5:</b> Identify the stick-on of the following keyword: לִפְנֵי.</p>	<p><b>U1:</b> Reflect on and discuss with support אֲבָרָם's probable feelings after he provides a solution.</p> <p>Discuss with support the values we can learn from אֲבָרָם's solution.</p>
כָּל	כָּל					
לִפְנֵי	לִפְנֵי, לִפְנֵי					

**1. Revision Activity [K2]****(5 minutes)**

In order to revise the main points of the previous lesson, display the following sentences with gaps on the IWB. Pupils must complete each sentence and show, where possible, the words in the פְּסוּק (ח' : בְּרֵאשִׁית יִיג : ח') where they found the information.

- אַבְרָם does not want to \_\_\_\_\_ (*quarrel*) with לוֹט. He said אֶל-נָא תְהִי מְרִיבָה בֵּינִי וּבֵינְךָ וּבֵין רְעִי וּבֵין רְעִיךָ – ‘*Let there not be a quarrel between me and between you, and between my shepherds and between your shepherds*’.
- אַבְרָם is לוֹט’s \_\_\_\_\_ (*uncle*).
- אַבְרָם considers לוֹט to be his \_\_\_\_\_ (*brother*). אַבְרָם says to לוֹט – ‘*We are like brothers*’.
- אַבְרָם wants \_\_\_\_\_ (*peace*) and not to quarrel. (He does not want there to be a quarrel between them or their shepherds.)

**2. Trigger Activity: Solving a Quarrel [U1]****(10 minutes)**


Using the worksheet **Solving a Quarrel**, let pupils discuss, in pairs, possible ways of solving a problem or argument.

Encourage them to imagine that they have been asked by אַבְרָם for advice on how best to settle the quarrel.










Remind pupils of what we learned about אַבְרָם last lesson, emphasising that he is a man of peace. Keeping this in mind, would they still keep to the same solution?

Tell pupils that פְּסוּק ט' reveals אַבְרָם’s solution to the quarrel.

**Solving a Quarrel**



Put a 😊 into the box if you think it's a good way to settle a quarrel.  
Put a 😞 into the box if you think it is a bad way to settle a quarrel.

 Don't speak to each other ever again.	<input type="checkbox"/>
 Ask someone who is not involved to help you.	<input type="checkbox"/>
 Throw things at each other.	<input type="checkbox"/>
 Talk to each other to find a solution that pleases you both.	<input type="checkbox"/>
 Cool down! Go away from each other and think about it.	<input type="checkbox"/>
 Go to your room and slam the door.	<input type="checkbox"/>
 Call each other nasty names.	<input type="checkbox"/>
 Make peace and promise to try to avoid quarrelling ever again.	<input type="checkbox"/>
 Fight it out.	<input type="checkbox"/>

1. From the list above, choose one way which אַבְרָם and לוֹט can use to settle the quarrel between their shepherds

\_\_\_\_\_

2. We learned that אַבְרָם is a man of peace. How do you think אַבְרָם will choose to solve the quarrel?

\_\_\_\_\_

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**3. Reading Activity: פְּסוּק ט' [S1, S3]****(10 minutes)**

Instruct pupils to find פְּרֵאשִׁית יִיג : ט'. Read פְּסוּק ט' at least twice with the correct punctuation in relation to טַעְמֵי הַמְקָרָא. Pause at the אֶתְנַחֲתָא and stop at the end of the פְּסוּק.

Instruct pupils to read the פְּסוּק in pairs/groups/as a class.

**4. Comprehension Activity [K4, S4, S5]****(10 minutes)**

הַלֹּא כָּל־הָאָרֶץ לְפָנֶיךָ הַפָּרָד נָא מֵעַלֵי אִם הַשְּׂמֹאל וְאֵימְנָה וְאִם הַיְמִין וְאֵשְׂמְאֵילָהּ

Display the large version of the פָּסוּק on the IWB.

- What stick-ons do you already know? Pupils should recognise:

הָאָרֶץ – *the land*, הַשְּׂמֹאל – *the left*, הַיְמִין – *the right*

ךָ – *you or yours*, לְפָנֶיךָ – here it means *you*

מִ – *from*

וְאֵימְנָה וְאִם־הַיְמִין וְאֵשְׂמְאֵילָהּ – meaning *and*

- What words do we already know? (אָרֶץ – *land*)

Introduce the new keywords כָּל – *all* and לְפָנֶיךָ – *before you*.

Introduce the meaning of other words in פָּסוּק ט' with the use of flashcards and hand actions, e.g. the word הַפָּרָד can be mimed or acted out and יְמִין and שְׂמֹאל can be shown with flashcards or hands. Encourage pupils to act out the meaning of the פָּסוּק using mime and appropriate hand gestures.

On the pupil version of the large פָּסוּקִים, pupils should fill in the English meaning of the פָּסוּק as mentioned above.

Pupils could act out the פָּסוּק or invent actions for each word to reinforce their comprehension of the simple meaning of the פָּסוּק.

**5. Understanding Activity: Appreciating אַבְרָם's Solution [U1]****(15 minutes)**

On our worksheet **Solving a Quarrel**, what solution did we predict that אַבְרָם was going to come up with?

Now that we have learned פָּסוּק ט', what solution did אַבְרָם come up with? What did he actually say to לוֹט in order to solve the quarrel?

In pairs, pupils should discuss the following questions using the words in the חוּמָשׁ:

- What solution does אַבְרָם suggest? (הַפָּרָד נָא – 'Let's separate – if you go left I will go right.')
- Why is this a good solution? (If the shepherds are apart they cannot quarrel; if לוֹט's shepherds move away they will not be guilty of stealing.)
- What does אַבְרָם first say to לוֹט to show him that there is enough land for both of them? (הַלֹּא כָּל־הָאָרֶץ לְפָנֶיךָ – 'Isn't all the land before you?')
- Why does אַבְרָם give לוֹט first choice? (To show that he cares about him.)
- What does this action tell us about אַבְרָם's character traits – מִידוֹת (אַבְרָם cares for the wellbeing of others. He puts the interests of others before his own. He is determined to solve the quarrel in a peaceful manner.)

- How do you think אַבְרָם feels at having to separate from לוֹט? (*He is probably sad at having to separate from לוֹט especially as he feels like a brother to him. As לוֹט's uncle, he feels responsible towards his nephew and would like to stay close to him.*)

Feed back and draw pupils to an understanding of the selflessness of אַבְרָם's solution, his care and concern for the welfare of others and his desire for peace.

## 6. Plenary/Summary Activity

(10 minutes)

To reinforce understanding of אַבְרָם's solution to the quarrel and to demonstrate his care and concern for לוֹט, instruct pupils to complete worksheet **אַבְרָם Solves the Quarrel**.

This activity could be completed for homework.

**אַבְרָם Solves the Quarrel**

Put 'לוֹט in your own words to show what אַבְרָם suggests they must do

What do you think לוֹט will say to אַבְרָם?

\_\_\_\_\_

\_\_\_\_\_

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## Lesson 6: לוֹט's Choice

(בְּרֵאשִׁית יִיג: י-יִיא)

**Learning Outcome:**

❖ To understand *where* לוֹט chose to live and *why* he chose to live there

By the end of this lesson most pupils should:

Knowledge	Skills	Understanding				
<p><b>K2:</b> Know that לוֹט chooses the whole plain of the יַרְדֵּן as far as סְדֹם.</p> <p>Recognise the names of people and places in יִיג: יִיא and בְּרֵאשִׁית יִיג: י.</p> <p><b>K3:</b> Know the location on a map of the following places: עַמְרָה, סְדֹם, כְּפַר הַיַּרְדֵּן.</p> <p><b>K4A:</b> Know the following Hebrew keywords:</p> <table border="1"> <tbody> <tr> <td>אִישׁ</td> <td>אִישׁ</td> </tr> <tr> <td>אָח</td> <td>אָחִיו</td> </tr> </tbody> </table>	אִישׁ	אִישׁ	אָח	אָחִיו	<p><b>S1:</b> Recognise the beginning and end of יִיג: יִיא and בְּרֵאשִׁית יִיג: י and locate text when given its פָּרָק and פְּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי (אֶתְנַחֲתָא) of יִיג: יִיא and בְּרֵאשִׁית יִיג: י.</p> <p><b>S4:</b> Comprehend the plain meaning of יִיג: יִיא and בְּרֵאשִׁית יִיג: י with some support.</p>	<p><b>U1:</b> Reflect on and discuss why לוֹט chose to live on the כְּפַר הַיַּרְדֵּן – he cared more about his animals and his wealth than the people and their behaviour.</p>
אִישׁ	אִישׁ					
אָח	אָחִיו					



**1. Trigger Activity [U1]****(10 minutes)**

Ask pupils to discuss the following in pairs:

If you had the choice, where in the world would you like to live and why would you choose that place?

After three minutes, stop the discussion and allow some pupils to feed back.

Guide pupils to consider factors like: near their family/friends, friendly neighbours, safe neighbourhood, shul, Jewish school, Jewish environment/shops etc.

לוֹט is now faced with choosing where to live. Challenge pupils to suggest what advice they would offer לוֹט to help him make a wise choice. List their suggestions on the board. (This could be a role play.)

Let's find out if לוֹט follows your good advice.

Refer back to the worksheet **אַבְרָם Solves the Quarrel**, and what they thought לוֹט would say to אַבְרָם's suggestion of separating and living in different locations.

If you were לוֹט and had thought about all the things that you have just thought about, would you now answer differently? Why?

**2. Reading Activity: פְּסוּק י' [S1, S3]****(5 minutes)**

Encourage pupils to find the place. Read פְּסוּק י' with expression at least twice with the correct punctuation in relation to אֶתְנַחֵתָּא (אֶתְנַחֵתָּא). Pause at the אֶתְנַחֵתָּא and stop at the end of the פְּסוּק.

Instruct pupils to read the פְּסוּק in pairs/groups/as a class.

**3. Comprehension Activity: פְּסוּק י' [S4]****(10 minutes)**

וַיִּשְׂאֵל לוֹט אֶת־עֵינָיו וַיַּרְא אֶת־כָּל כְּבַד הַיַּרְדֵּן כִּי כָלָה מִשְׁקָהּ לִפְנֵי שַׁחַת ה' אֶת סֹדֶם וְאֶת עֲמֹרָה  
כְּגֵרָה' כְּאֶרֶץ מִצְרַיִם בְּאֶמְכָּה צֶעַר

(The initial focus is on the first part of the פְּסוּק up to the word לִפְנֵי.)

Instruct pupils to work in pairs using their large פְּסוּקִים to answer these questions:

- Who is the person in this פְּסוּק (לוֹט)? Circle the name.
- What are the place names in this פְּסוּק (כְּבַד הַיַּרְדֵּן, סֹדֶם, עֲמֹרָה, מִצְרַיִם, צֶעַר)? Underline the names.
- Do we recognise these place names? (*Hopefully pupils should mention the יַרְדֵּן – Jordan.*) Ask if they know what the Jordan is – a river – perhaps someone has been boating on the Jordan in Israel.

Note: What לוֹט looked at was neither of the choices that אַבְרָם gave him. The 'right' and 'left' directions were each different parts of אֶרֶץ כְּנָעַן. לוֹט choose the land that was behind him.

- What was special about the הִירְדֵן? (*It was well watered – the water spills onto the river banks and it waters the plants and grass on that land.*)
- Do we recognise any other names in this פָּסוּק? (*Pupils might remember קָדִים and עֵמֶרְהָ from פְּרָשָׁה lessons.*)

Please see the note under K3 on page 9 about the location of קָדִים and עֵמֶרְהָ.

- What does the תּוֹרָה compare the area to? (*The garden of ה', like Egypt, which is a very fertile area because of the River Nile.*)
- What stick-ons do we already know? (*ה – the, וְאֵת – and*)
- What words do we already know? (*כְּאֶרֶץ – like the land of*)

Using all this information, summarise י' פָּסוּק as a class.

#### 4. Reading Activity: פָּסוּק י"א [S1, S3]

(5 minutes)

Encourage pupils to find the place. Read פָּסוּק י"א with expression at least twice with the correct punctuation in relation to טַעְמֵי הַמְקָרָא. Pause at the אֲתֵנְחָתָא and stop at the end of the פָּסוּק.

Instruct pupils to read the פָּסוּק in pairs/groups/as a class.

#### 5a. Comprehension Activity [K4, S4]

(10 minutes)

וַיְבַחֲרֵלוּ לוֹט אֶת כְּלֵי־כֶסֶף הִירְדֵן וַיִּסַּע לוֹט מִקְדָּם וַיִּפְרְדוּ אִישׁ מֵעַל אָחִיו :

Display the large version of פָּסוּק י"א on the IWB.

Ask pupils the following comprehension questions:

- Who is the person in this פָּסוּק? (לוֹט) Circle the name.
- What is the place name in this פָּסוּק? (כְּסֵפֶר הִירְדֵן) Underline the name.
- What stick-ons do we already know? (*מֵעַל/מִקְדָּם – from, and ה – the*)
- What words do we already know? (*כָּל – all, אָחִיו – his brother. In Unit 1, לוֹט אָחִיו in reference to ה' בְּרֵאשִׁית י"ב: ה' אָבְרָם's nephew – his brother's son. The word family: אָ was a key word in ח' בְּרֵאשִׁית י"ג: ח' אָחִים – (Lesson 4).*)

Introduce the new keyword – אִישׁ – *man* using a flashcard. Optional link – compare to the plural form אֲנָשִׁים from ח' בְּרֵאשִׁית י"ג: ח' – Lesson 4.

Using all this information, summarise י"א פָּסוּק as a class.

**5b: Comprehension Activity: Verb Work [S4]****(10 minutes)**

Let's find three verbs or action words in this פְּסוּק where לוֹט is doing something.

Line 1: לוֹט chose – וַיִּבְחַר לוֹט אֶת כְּפַר הַיַּרְדֵּן

Line 2: לוֹט travelled/journeyed – וַיֵּסַע לוֹט מִקְדָּם

Line 3: לוֹט and אַבְרָם separated – וַיִּפְרְדּוּ אִישׁ מֵעַל אֶחָיו

As a class answer the following questions:

**Line 1**

- Who is choosing something? (לוֹט)
- What is he choosing? (*Where to live*)
- Where did he choose? (כְּפַר הַיַּרְדֵּן – *the Jordan plain*)
- Why did he choose to move there to set up his new home? (Link to פְּסוּק י' *Because the land was well watered, and there was a lot of good grass for his animals to graze on.*)

**Line 2**

- Who is journeying? (לוֹט)
- Where is he journeying from? (*From the east*)  
[NB: According to the דְּעַת מְקָרָא, the word מְקָדָם is short for מְקָדָם לְבֵית־אֵל which was how אַבְרָם's home was identified in ח' י"ב: בְּרֵאשִׁית י"ב. לוֹט now left the place called מְקָדָם לְבֵית־אֵל or מְקָדָם for short – he is not actually leaving from the east, but in fact leaving from the west.]
- On the map can you find where he went from and where he was going to?

**Line 3**

- Who are the two people who are separating? (לוֹט and אַבְרָם)
- Can you give two reasons why they are separating? (1. לוֹט leaves אַבְרָם *to have more space for his flocks and cattle*; 2. In פְּסוּק ט' אַבְרָם suggested that they separate in order to make peace.)











**6. Plenary/Summary Activity****(10 minutes)**

To review and reinforce knowledge and understanding of the key phrases in the text, instruct pupils to complete the worksheet **Match the Clues** (differentiated A and B) in which they have to match each Hebrew phrase to its English meaning by colouring in the symbols in matching colours. Encourage pupils to refer to the חוֹמָט or the large פְּסוּקִים to assist them. This can be completed as a class activity using the IWB.

Challenge pupils to think about whether לוֹט has made a good choice. It is a great choice for his animals, but is it good for him? Think about what we discussed at the beginning of the lesson – and remember it for the next lesson.

**Match the Clues**

Match the clues in column A to the correct Hebrew phrases in column B by colouring the matching pairs of sheep in the same colours.

Column A	Column B
 "Don't let us quarrel"	הַפְרֵד נָא מֵעֵלַי 
 Other people are still living in the Land	אֲנָשִׁים אֲחִים אֲחֵינוּ 
 The shepherds of אַבְרָם and the shepherds of לוֹט do not want to share the land	וְהַכְשֵׁנִי וְהַפְרִיזֵי אֵץ יַעֲרֹב בְּתַנְיָא 
 אַבְרָם treats לוֹט like a brother	וְלֹא יָכִילוּ לְשִׁבֹּת יְחִוּוֹ 
 "Let's go our separate ways"	אֵל נָא תִהְיֶה כְּרֵיבָה בֵּינֵינוּ 

LO: 54 JCP Unit 2 Revised March 2016 R26

**Match the Clues**

Match the Hebrew phrase to its English meaning by ticking the correct box.

הַפְרֵד נָא מֵעֵלַי means:

- I have as many sheep as you have
- Now let's separate from each other
- Separating from each other leads to a peaceful life

אֵל נָא תִהְיֶה כְּרֵיבָה בֵּינֵינוּ means:

- If you go to the left I will go to the right
- Do not let there be a quarrel between you and between me
- Between me and between you we can settle the quarrel

וְהַכְשֵׁנִי וְהַפְרִיזֵי אֵץ יַעֲרֹב בְּתַנְיָא means:

- They were not able to live together
- The shepherds quarreled over the lands
- אַבְרָם no longer wants to live near לוֹט

אֲנָשִׁים אֲחִים אֲחֵינוּ means:

- You are the son of my brother
- Brothers should not quarrel
- We are like brothers

LO: 54 JCP Unit 2 Revised March 2016 R27

# Lesson 7: The Solution to the Quarrel

(בְּרֵאשִׁית יִיג : יִיב-יִיג)

## Learning Outcome:

- ❖ To understand why לױט chose to live near קָדָם

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p><b>K2:</b> Know where אַבְרָם and לױט decide to live, and what type of place קָדָם was.</p> <p>Recognise the names of people and places in יִיב and בְּרֵאשִׁית יִיג : יִיב and יִיג : יִיג.</p> <p><b>K3:</b> Know the location on a map of the following places: קָדָם and כְּפַר הַיְרֵדוֹן and עַמְנֶה.</p> <p><b>K4:</b> Recognise all keywords.</p>	<p><b>S1:</b> Recognise the beginning and end of יִיג : יִיג and בְּרֵאשִׁית יִיג : יִיב and locate text when given its פָּרָק and פָּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא) of בְּרֵאשִׁית יִיג : יִיג and יִיב : יִיג.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית יִיג : יִיג and יִיג : יִיב with some support.</p> <p><b>S5:</b> Identify the word family: יֵשֵׁב from the word בְּרֵאשִׁית יִיג : ו' in לְשָׁבֶת.</p>	<p><b>U1:</b> Reflect on and discuss with support the value of choosing good neighbours and what we can learn from לױט's choice to live in קָדָם and עַמְנֶה.</p>

**1. Revision Activity [K3]****(5 minutes)**

Have the big wall map up with the following labels of the place names at the side of the board: סְדֵם, עֵמֶרָה, כְּפַר הַיַּרְדֵּן, אֶרֶץ כְּנָעַן, בֵּית אֵל, אֶרֶץ כְּנָעַן.

Ask pupils to answer the following questions and to put the place names in the correct positions.

- When אַבְרָם and לוֹט first move from חָרָן, which country does ה' tell אַבְרָם to go to? (אֶרֶץ כְּנָעַן)
- Where do they move when there is famine in אֶרֶץ כְּנָעַן? (מְצָרִים)
- Where in אֶרֶץ כְּנָעַן do they move back to? (Between בֵּית אֵל and עֵי)
- When אַבְרָם and לוֹט separate, where does לוֹט see that is fertile and well watered? (כְּפַר הַיַּרְדֵּן)
- What are the names of the two cities that are on כְּפַר הַיַּרְדֵּן? (עֵמֶרָה and סְדֵם)
- What is the name of the city where לוֹט chooses to live? (סְדֵם)

Now let's see how many of these place names we can spot in the next פָּסוּק.

**2. Reading Activity: פָּסוּק י"ב [S1, S3]****(5 minutes)**

Instruct pupils to find י"ב. בְּרֵאשִׁית י"ג: י"ב. Read פָּסוּק י"ב at least twice with the correct punctuation in relation to הַמְקָרָא. Pause at the אֶתְנַחֲתָא and stop at the end of the פָּסוּק.

Instruct pupils to read the פָּסוּק in pairs/groups/as a class.

**3. Comprehension Activity [S4, S5]****(10 minutes)**

אַבְרָם יָשָׁב בְּאֶרֶץ כְּנָעַן וְלוֹט יָשָׁב בְּעָרֵי הַכְּפָר וַיֵּאָהֵל עַד־סְדֵם :

In this פָּסוּק we find out where אַבְרָם and לוֹט live. Challenge pupils, working in pairs, to discover the meaning of י"ב. Using the large פָּסוּק, pupils should circle/ underline the following:

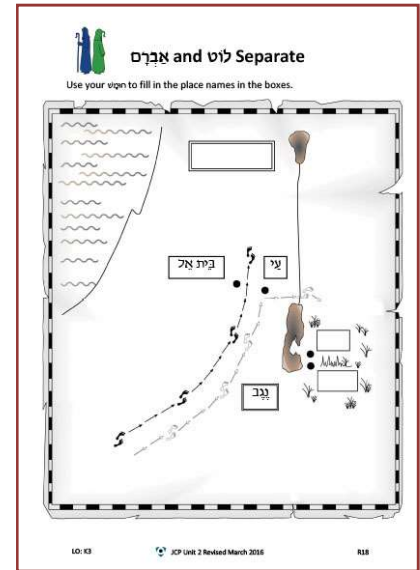
- two people – אַבְרָם, לוֹט
- three places – סְדֵם, כְּפַר, אֶרֶץ־כְּנָעַן
- stick-ons we know – הַ and וְ
- a word (verb) we already know that appears twice – יָשָׁב. Pupils should be able to make the connection between יָשָׁב and לְשָׁבַת. (Use flashcards to help.)

Use visual prompts to indicate the meaning of בְּעָרֵי and וַיֵּאָהֵל.

Get feedback from pairs and establish where לוֹט chooses to live and where אַבְרָם remains.

**4. Map Activity [K3]****(10 minutes)**

In pairs and using the worksheet **לוֹט and אַבְרָם Separate** (differentiated A and B), plot פְּסוּק י"ב where אַבְרָם and לוֹט separate. Pupils should re-read the פְּסוּק and plot the following place names onto the blank version: אֶרֶץ-כְּנָעַן, (כְּפַר הַיְרֵדוֹ) עָרֵי הַכְּפָר, אֵי, בֵּית אֵל, נָבֶל, and סְדֹם. Pupils could then shade the area where לוֹט chooses to live in green (to indicate that it was good for animals to graze on) and the area where אַבְרָם remained in yellow.

**5. Reading and Comprehension Activity [S1, S3, S4]****(10 minutes)**

Instruct pupils to find י"ג: בְּרֵאשִׁית י"ג. Read פְּסוּק י"ג at least twice with the correct punctuation in relation to אֶת־נַחֲתָא and stop at the end of the פְּסוּק.

Instruct pupils to read the פְּסוּק in pairs/groups/as a class.

וְאֲנָשֵׁי סְדֹם רָעִים וְחַטָּאִים לְה' מְאֹד

Ask pupils to look out for:

- a character – ה
- the name of a place – סְדֹם
- stick-ons we know – ן
- a familiar word family – אֲנָשֵׁי (compare to אֲנָשִׁים)

Establish the simple meaning of the פְּסוּק. Pupils might recognise וְחַטָּאִים רָעִים.

- What does the פְּסוּק tell us about the people? (*They were evil and sinners.*)

**6. Understanding Activity: Evil and Sinners [U1]****(10 minutes)**

Ask pupils to discuss the following with a partner:

- What kind of things might the people of סְדֹם do? (*e.g. steal, hurt others, speak rude language, throw rubbish in the street, bully etc. They treated other people in a cruel, hateful and horrid manner.*)
- Why would לוֹט choose to live in a place where the people could be mean to him? (*It was a fertile place with lots of food for his cattle and flocks.*)

- How is this area described in the תּוֹרָה? (*It was well watered with plenty of rich grassland for his many animals. It was compared to the garden of ה' because it was so green and fertile.*)

Explain that לוֹט knew that these people were wicked (the מִדְרָשׁ explains that they became wicked because of their riches) yet he still chose to live among them because he was more concerned about his property than the bad influences of the sinful people of סְדוֹם. When ה' eventually destroyed סְדוֹם, לוֹט and some of his family only just managed to escape. If only לוֹט had followed your good advice to live in a place with nice people.

To reinforce this learning, pupils could complete worksheet **Where Should We Live?** in which לוֹט and his wife discuss the best place to live.

**Where Should We Live?**

Complete the speech bubbles to show a conversation which could have happened between לוֹט and his wife.

I want to live in תְּעִיבָה because \_\_\_\_\_

I've heard the people who live in סְדוֹם are \_\_\_\_\_

However, the land is very \_\_\_\_\_

\_\_\_\_\_

LO: U1 PaJeS JCP Unit 2 Revised March 2016 820

## 7. Plenary/Summary Activity [U1]

(10 minutes)

Encourage pupils to discuss in pairs and report back the ways in which good friends influence us to be good and respectful and bad friends do the opposite.

What might happen with לוֹט as he chooses to live in such an evil city? Might he become spoilt and horrid like his neighbours or will he be able to resist?



## Lesson 8: Revision and Assessment

Below are suggestions on assessing Keywords (K4A), People, Places and Events (K2) as well as allowing pupils to reflect on the actions and motivations of characters and the values that we learn from them (U2). Assessment needs to be continuous and inform future learning and planning, and teachers need to use all the activities in the unit to assess pupil progress before moving on to a new concept. Additional assessments are included for teachers to use selectively to assess particular LOs.

### 1. Revision Activity 1 [K4]

(15 minutes)

To revise vocabulary, prepare flashcards from the Wordlist pack of Units 1 and 2.

#### Unit 1 Keywords

say	אמר	ויאמר
to	אל	אל
go	הלכ	לך, וילך
land	ארץ	מארצה, הארץ, ארצה, בארץ
house	בית	ומבית
father	אב	אביך
great	גדול	גדול
make great	גדל	ואגדלה
blessing	ברכה	ברכה
bless	ברכ	ואברכה, ואברכה, מברכה, ונברכו
seed/child	זרע	לזרעך
this	זה, זאת	הזאת

**Unit 2 Keywords**

no, not	לא	לא, וְלֹא, הֲלֹא
them	אתם	אתם
live, sit	ישב	לָשָׁבַת
shepherd	רוֹעֵה	רֹעִי, רֹעֶיךָ
between	בֵּין	בֵּין, וּבֵינֵינוּ, וּבֵינֶיךָ
man	אִישׁ	אֲנָשִׁים, אִישׁ
brother	אָח	אָחִים, אָחִיו
we	אֲנַחְנוּ	אֲנַחְנוּ
all	כָּל	כָּל, כָּל
before	לִפְנֵי	לִפְנֵיךָ, לִפְנֵינוּ

**Team games:**

- Give each team a selection of Hebrew and English flashcards. Pupils have to collaborate to pair them. The first team to complete the task wins.
- Choose a caller from each team. The callers, in rotation, read the Hebrew word to their team who take turns to reply with the English meaning of the word. A correct answer gains a point. An incorrect answer allows another team to answer and gain the point.
- The teacher writes a list of 'word families' on board. Teams have to sort their words to match the 'word families'. First team to sort all the words wins.

**Class work:**

- Lucky dip: The teacher chooses and reads out flashcards at random. Pupils take turns to suggest the meaning and receive the card if they know the answer.
- Each table receives all the flashcards. The teacher says the English of a word and the pupils have to find the Hebrew.
- Hand out the keywords to pupils and ask them to tell the story of each unit by using the flashcards. Pupils first need to put the cards in the correct chronological order and then connect it to the storyline of each unit.

**2. Revision Activity 2 [K2]****(10 minutes)**

To review the story and assess pupils' understanding of the sequence of events, instruct pupils to work individually or in pairs to complete the worksheet **What Happened with אַבְרָם and לויט?** using the פְּסוּקִים/חומשׁ/large as a guide. Pupils sort/number the events in their correct sequence and then number the boxes correctly.

**What Happened with אַבְרָם and לויט?**  
Put the story in the correct order by writing the correct number in each box. The first one has been done for you.

1 לויט said to אַבְרָם, "Let's not quarrel – we're brothers. The best thing to do is to separate to keep the peace."	לויט chose to live in נְכַדְרִין because there was plenty of water there for his sheep.
אַבְרָם remained in אֶרֶץ כְּנָעַן and settled there.	1 לויט had so many sheep, cattle and tents that he and his shepherds were not able to share fields with the shepherds of אַבְרָם.
לויט told אַבְרָם that he could choose wherever he wanted to go, either to the left or to the right.	The shepherds of אַבְרָם and the shepherds of לויט quarreled about the fields.

LO: K2 JCP Unit 2 Revised March 2016 R21

**3. Creative Assessment [K2, U1]****(35 minutes)**

Using the worksheet **Ask Devorah**, read the following rubric to pupils in order to assess their knowledge and understanding of the separation of לויט and אַבְרָם.

לויט has moved to the fertile כְּפַר הַיַּרְדֵּן and now lives near the city of סְדִים. Try to imagine that you are לויט and that you have not spoken to your uncle אַבְרָם since you left כְּנָעַן to live away from him. You would like to contact him again but you want to ask some advice before you do. Write to Devorah, a wise 'Agony Aunt', to ask for her advice. Then imagine that you are Devorah and advise לויט about the best thing to do.

**ASK Devorah**

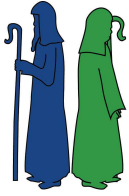
Dear Devorah

I used to be very close to my uncle but I haven't spoken to him since I left כְּנָעַן to live near אֶרֶץ סְדִים. I want to live my own life but I feel that I would like to also get along with him. Let me tell you what happened in כְּנָעַן

Dear \_\_\_\_\_

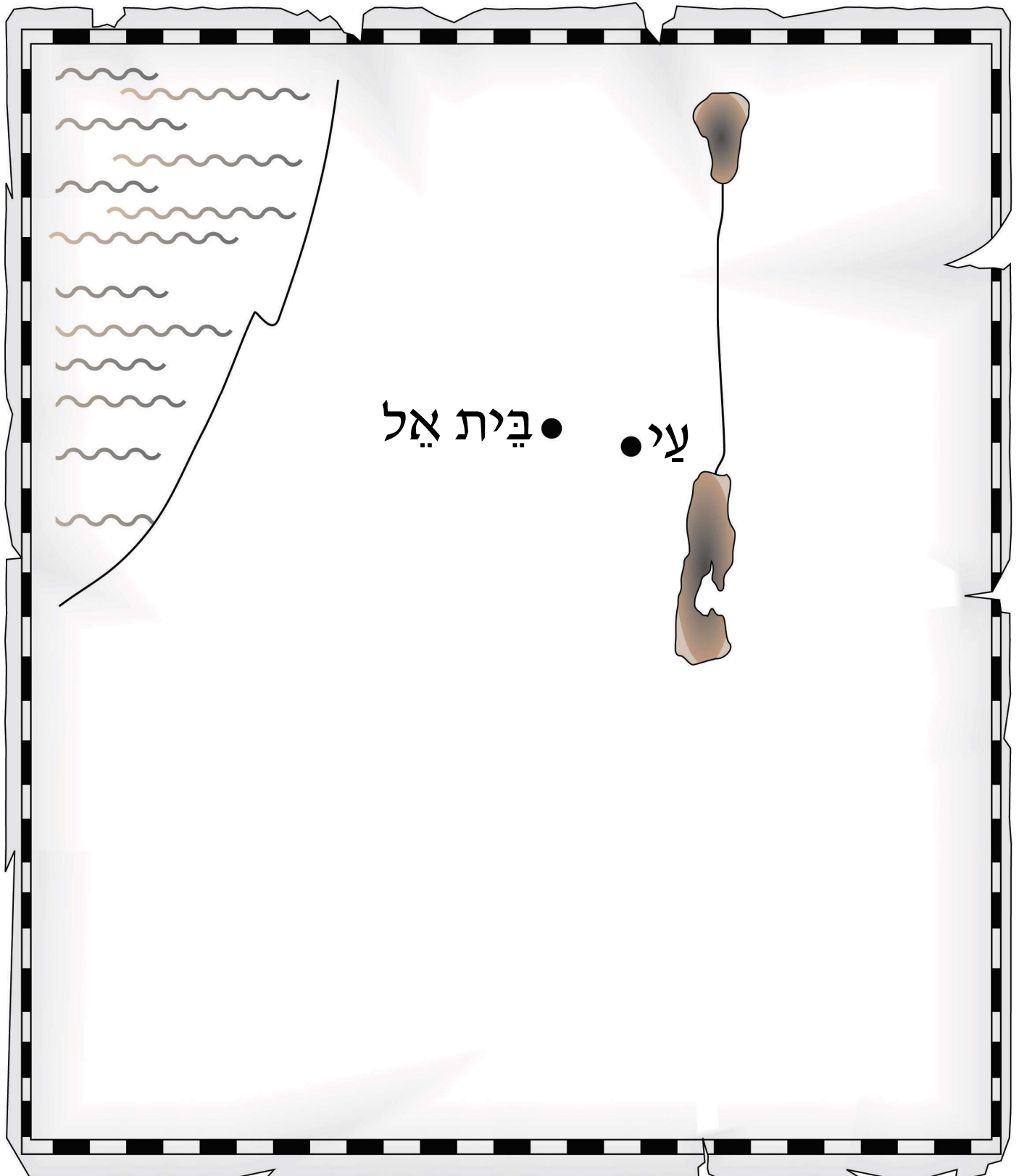
Thank you for sharing this with me. I can see that you have thought about this and what I would advise you is

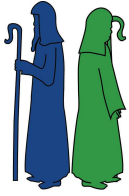
LO: K2, U1 JCP Unit 2 Revised March 2016 R22



## Back in פְּנֵינָם

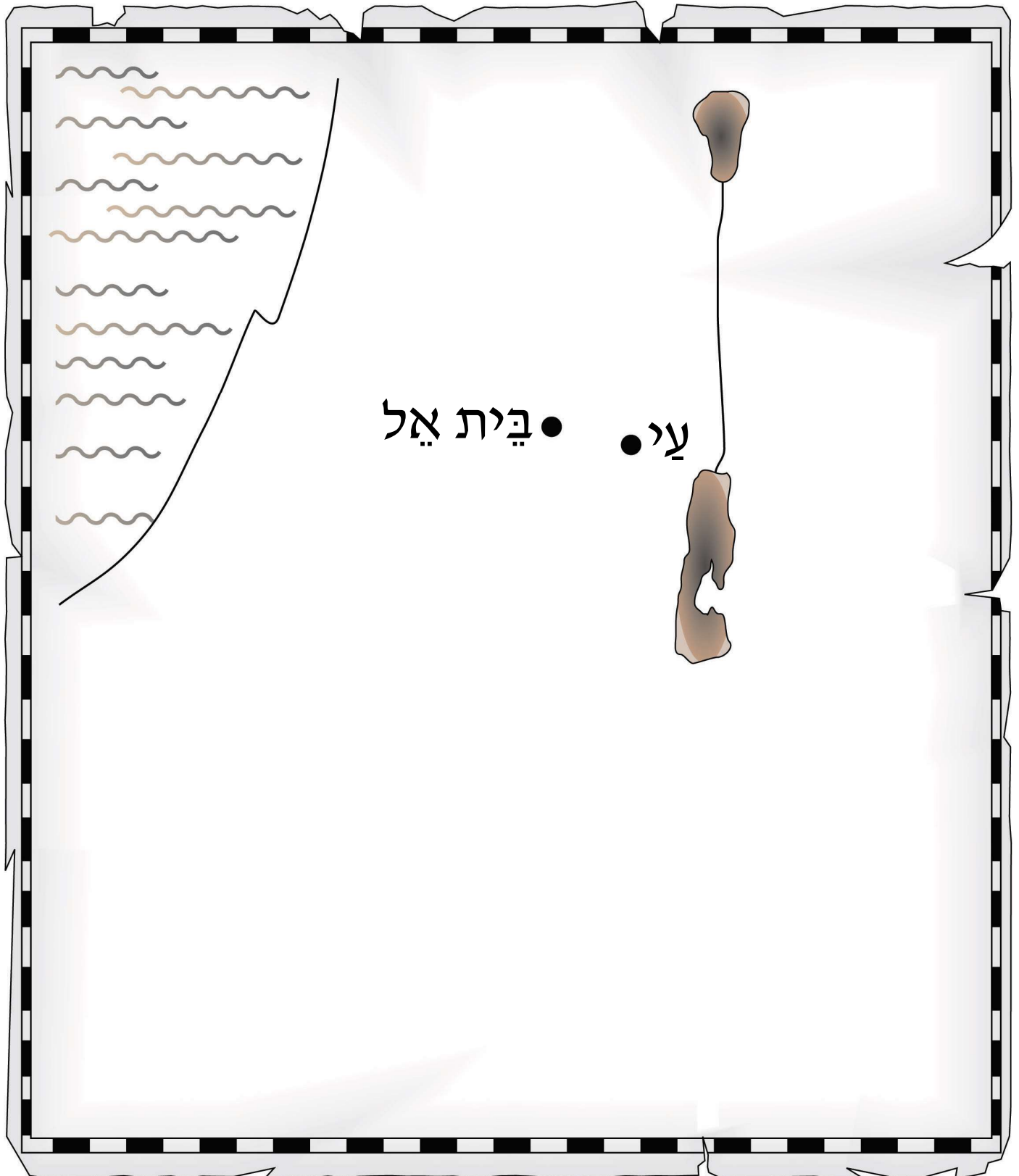
Draw and label all the people you learned about in בְּרֵאשִׁית פָּרָק י"ג and their belongings.

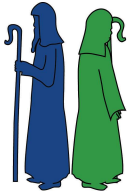




## Back in פְּנֵי

Draw and label אָבְרָם and שָׂרִי and their belongings, and לוֹט and his צֹאן, בָּקָר, and אֶהְלִים.





# What's the Difference?

We learned about two journeys that אַבְרָם made.

Using the פְּסוּקִים below to help you, list the people who אַבְרָם took with him. Remember, the order is very important.

From אֶרֶץ כְּנָעַן to חֶרֶן	From אֶרֶץ כְּנָעַן to מִצְרַיִם
פֶּרֶק י"ב: פְּסוּק ה'	פֶּרֶק י"ג: פְּסוּק א'
<p>וַיִּקַּח אַבְרָם אֶת שָׂרִי אִשְׁתּוֹ וְאֵת לוֹט בֶּן אָחִיו וְאֵת כָּל רְכוּשָׁם אֲשֶׁר רָכְשׁוּ וְאֵת הַנֶּפֶשׁ אֲשֶׁר עָשׂוּ בְּחֶרֶן וַיֵּצְאוּ לָלֶכֶת אֶרֶץ כְּנָעַן וַיָּבֹאוּ אֶרֶץ כְּנָעַן :</p>	<p>וַיַּעַל אַבְרָם מִמִּצְרַיִם הוּא וְאִשְׁתּוֹ וְכָל אֲשֶׁר לוֹ וְלוֹט עִמּוֹ הַנֶּגְבָה :</p> 
1. אַבְרָם	1.
2.	2.
3.	3.
4.	4.

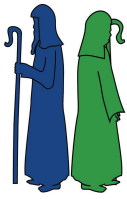
1. Whose name has changed position? \_\_\_\_\_

2. Why do you think his name has changed position?

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# What's the Difference?

We learned about two journeys that אַבְרָם made.

Using the פְּסוּקִים below to help you, list the people who אַבְרָם took with him. Remember: the order is very important.

From אֶרֶץ כְּנָעַן to חָרָן	From אֶרֶץ כְּנָעַן to מִצְרַיִם
פָּרַק י"ב: פסוק ה'	פָּרַק י"ג: פסוק א'
<p>וַיִּקַּח אַבְרָם Avram took אֶת שָׂרַי אִשְׁתּוֹ Sarai his wife וְאֶת לוֹט בֶּן אָחִיו and Lot his nephew וְאֶת כָּל רְכוּשׁוֹ אֲשֶׁר רָכָשׁוּ and all the wealth that he had וַיֵּצְאוּ לָלֶכֶת אֶרְצָה כְּנָעַן... and he left and went to Canaan.</p>	<p>וַיַּעַל אַבְרָם מִמִּצְרַיִם Avram went up from Mitzrayim הוּא וְאִשְׁתּוֹ him and his wife וְכָל אֲשֶׁר לוֹ and all that he had וְלוֹט עִמּוֹ הַנְּגֵבָה : and Lot with him, to the Negev.</p> 
1. אַבְרָם	1.
2.	2.
3.	3.
4.	4.

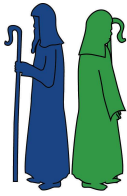
1. Whose name has changed position? \_\_\_\_\_

2. Why do you think his name has changed position?

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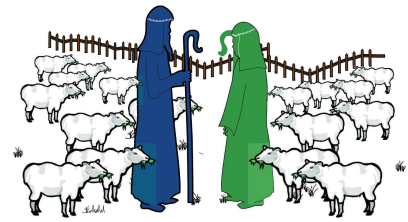


# Living Together is Hard

Line 1: וְלֹא נִשָּׂא אֶתֶם הָאָרֶץ לְשֶׁבֶת יַחְדָּו

Line 2: כִּי הָיָה רְכוּשָׁם רָב

Line 3: וְלֹא יָכְלוּ לְשֶׁבֶת יַחְדָּו



1. Who is this פְּסוּק talking about?

---

2. Circle the words that are repeated in this פְּסוּק.

3. What does line 1 tell us about these two people?

---

---

4. What is the first reason why they could not live together?

---

---

5. What does line 3 teach us about these two people?

---

---

6. **CHALLENGE:** Can you explain why these words are repeated?

---

---

---

---





# לוט and אַבְרָם

וְלֹא יָכְלוּ  
לְשַׁבֵּת יַחְדָּו

כִּי הָיָה  
רְכוּשָׁם רַב

וְלֹא נָשָׂא אֹתָם  
הָאָרֶץ לְשַׁבֵּת יַחְדָּו



**Discuss the following questions with your partner:**

1. Why is the פָּסוּק split up in this way?

---

2. What does the first part teach us?

---

3. What reason does the second part of the פָּסוּק give?

---

4. How do things get worse in the third part of the פָּסוּק?

---

5. Which phrase is repeated in the פָּסוּק?

---

6. Why is the phrase repeated?

---

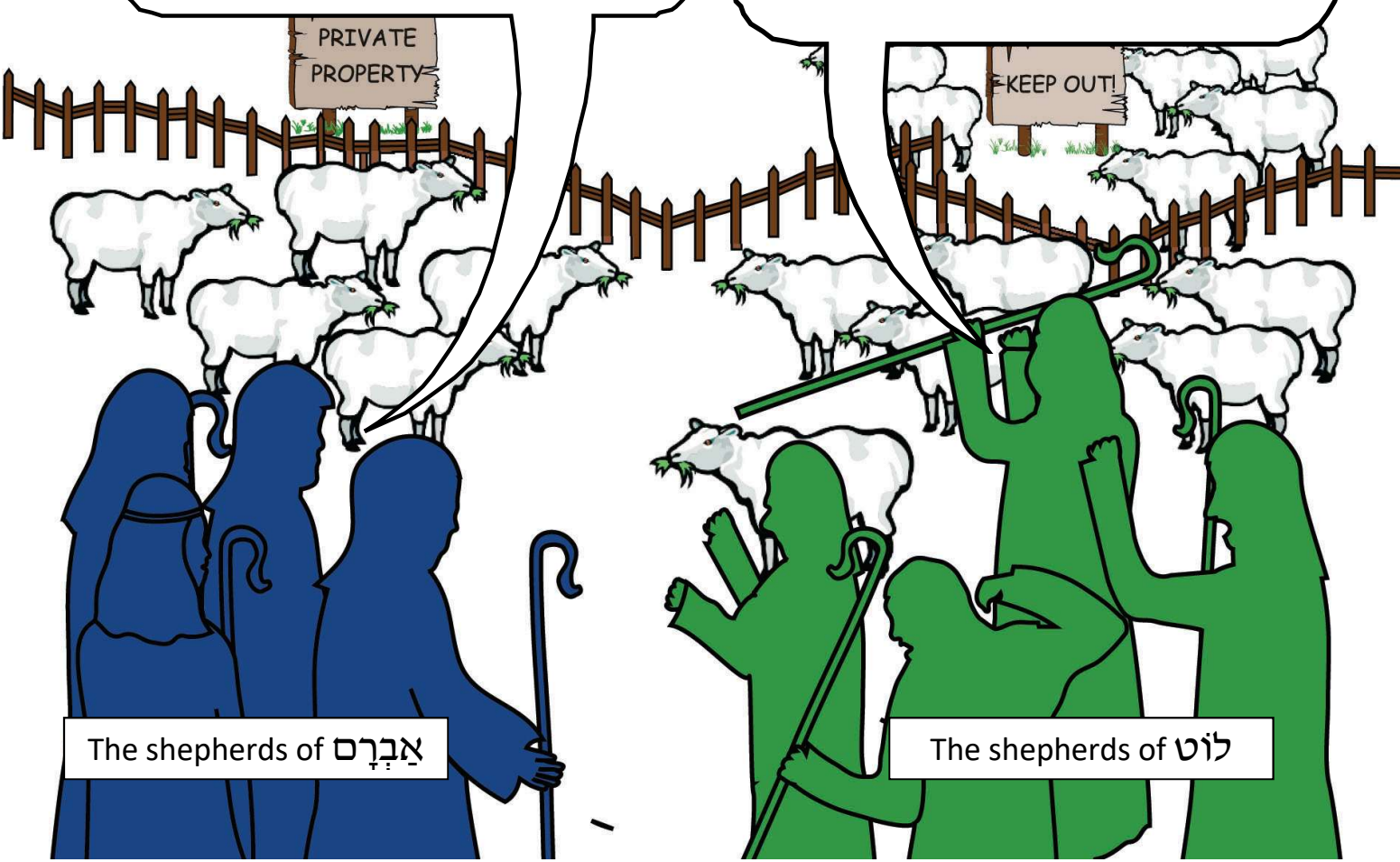


# The Quarrel According to רש"י

Write what you think the shepherds of אַבְרָם said to the shepherds of לוֹט.

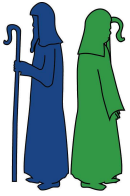
Blank writing area for the shepherds of אַבְרָם.

Blank writing area for the shepherds of לוֹט.



The shepherds of אַבְרָם

The shepherds of לוֹט



# The Quarrel According to רש"י

Write what you think the shepherds of אַבְרָם said to the shepherds of לוֹט.

You are not allowed to let your sheep \_\_\_\_\_

\_\_\_\_\_

The land of אֶרֶץ כְּנָעַן does not \_\_\_\_\_ belong to אַבְרָם.

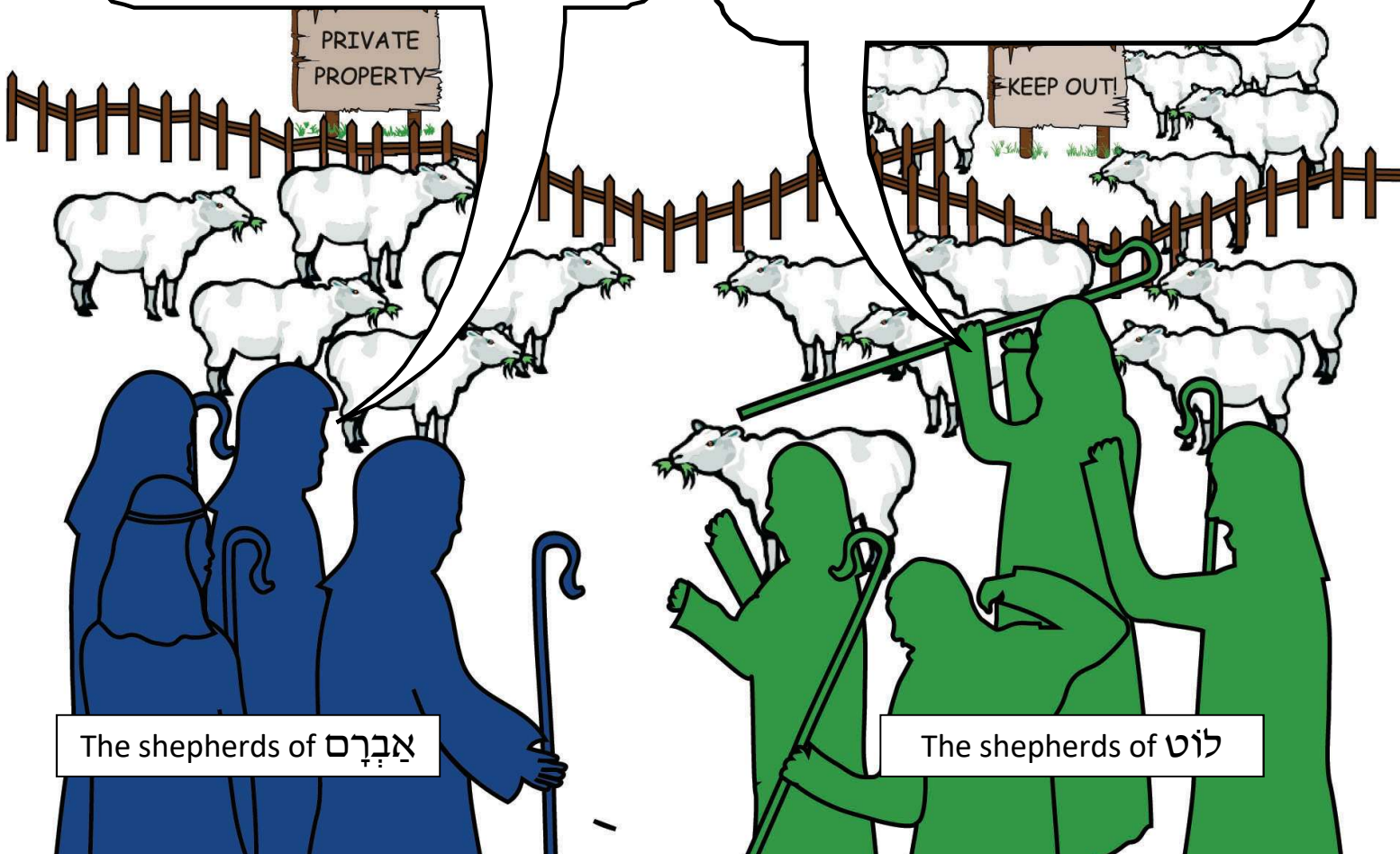
We ARE allowed to let our sheep \_\_\_\_\_

\_\_\_\_\_

י' promised אֶרֶץ כְּנָעַן to \_\_\_\_\_, but he does not have any

\_\_\_\_\_

so it will belong to \_\_\_\_\_.


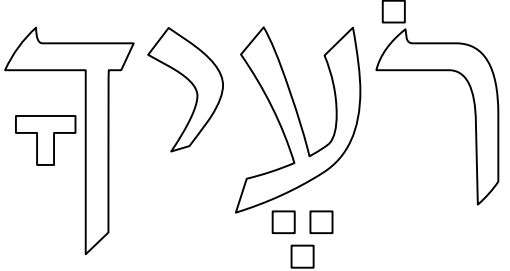

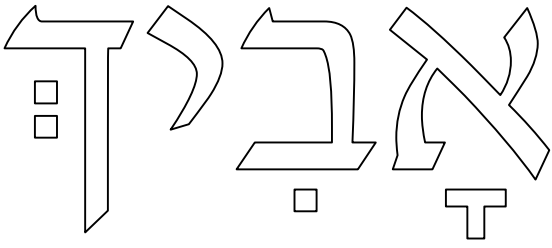

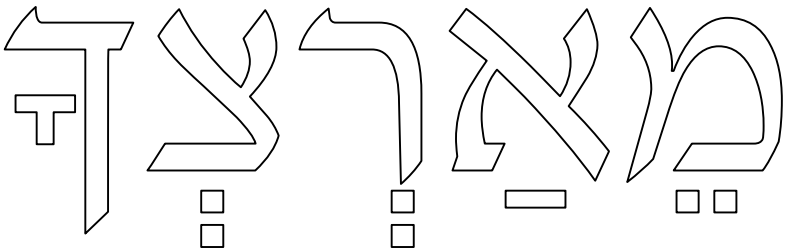


The shepherds of אַבְרָם


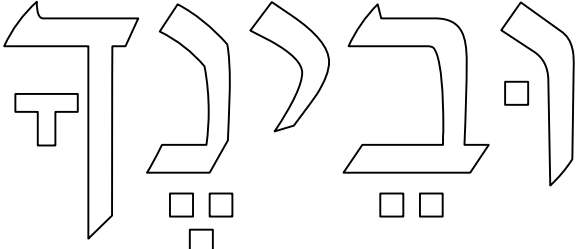
The shepherds of לוֹט

# WordWork: I Know the Stick-ons נ and ת

Colour in the stick-on and write the meaning of the word next to each Hebrew word.









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## CHALLENGE:

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# WordWork: I Know the Stick-ons מ and ד

Colour in the stick-on and choose the correct meaning from the box below. Be careful: you don't need all the meanings in the box!

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 <hr/> <hr/> <hr/>	
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<p>between you</p> <p>to your land</p>	<p>from your land</p> <p>your shepherds</p>	<p>your father</p>
--	---	--------------------

# WordWork: I Know the Stick-ons ו/ו and ה


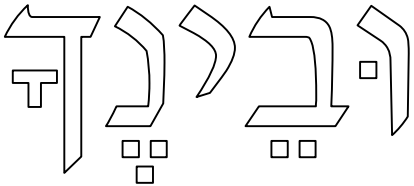

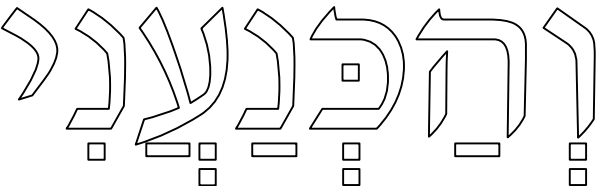

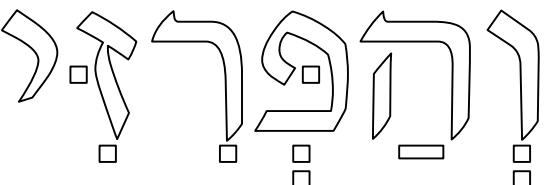

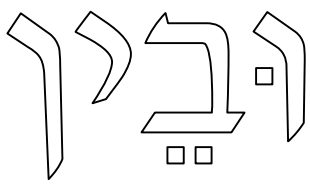


ו/ו in front of a word means \_\_\_\_\_



ה in front of a word means \_\_\_\_\_

Find and colour the stick-ons ו/ו and ה and write the meaning of the Hebrew word next to it.

 <hr/> <hr/>	
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# WordWork: I Know the Stick-ons ו/ו and ה







ו/ו in front of a word means \_\_\_\_\_



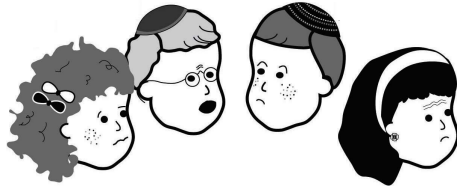
ה in front of a word means \_\_\_\_\_

Colour the stick-ons ו/ו and ה and choose from the words in the box to fill in the blanks. Be careful: some words in the box are used more than once.

<p>_____ between</p> <p>_____</p>	
<p>_____</p> <p>_____ Cana'ani</p>	
<p>_____</p> <p>_____ Perrizi</p>	
<p>_____ between</p> <p>_____</p>	

yours	and	the
-------	-----	-----

# Solving a Quarrel



Draw a 😊 in the box if you think it's a good way to settle a quarrel.

Draw a ☹️ in the box if you think it's a bad way to settle a quarrel.



Don't speak to each other ever again.



Ask someone who is not involved to help you.



Throw things at each other.



Talk to each other to find a solution that pleases you both.



Cool down! Go away from each other and think about it.



Go to your room and slam the door.



Call each other nasty names.



Make peace and promise to try and avoid quarrelling ever again.



Fight it out.

1. From the list above, choose one way that אַבְרָם and לוֹט can use to settle the quarrel between their shepherds.

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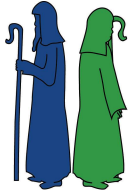
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2. We learned that אַבְרָם is a man of peace. How do you think אַבְרָם will choose to solve the quarrel?

---

---





# אַבְרָם Solves the Quarrel

Put פְּסוּק ט' in your own words to show what אַבְרָם suggests they must do.

What do you think לוֹט will say to אַבְרָם?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

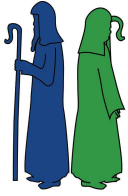
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





# אַבְרָם Solves the Quarrel

Put פְּסוּק ט' in your own words to show what אַבְרָם suggests they must do.

Let's not argue. We need to

\_\_\_\_\_

If you go to the \_\_\_\_\_

I will go to the \_\_\_\_\_.

But if you choose the

\_\_\_\_\_ I will go to

the \_\_\_\_\_.

What do you think לוֹט will say to אַבְרָם?

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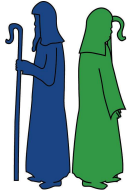
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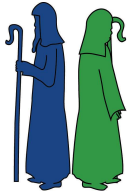


# Match the Clues



Match the clues in column A to the correct Hebrew phrases in column B by colouring the matching pairs of sheep in the same colours.

	Column A	Column B	
	"Let's not quarrel"	הַפָּרֹד נָא מֵעָלַי	
	Other people are still living in the Land	אֲנָשִׁים אַחִים אֲנַחְנוּ	
	The shepherds of אַבְרָם and the shepherds of לוֹט do not want to share the land	וְהַכְּנַעֲנִי וְהַפְּרָזִי אֲזוּ יֹשֵׁב בְּאֶרֶץ	
	אַבְרָם treats לוֹט like a brother	וְלֹא יָכְלוּ לְשָׂבֵת יַחְדָּו	
	"Let's go our separate ways"	אֵל נָא תְהִי מְרִיבָה בֵּינִי וּבֵינְךָ	



# Match the Clues

Match the Hebrew phrase to its English meaning by ticking the correct box.

הַפָּרֶד נָא מֵעָלַי means:

- I have as many sheep as you have.
- Now let's separate from each other.
- Separating from each other leads to a peaceful life.



אַל נָא תְהִי מְרִיבָה בֵּינִי וּבֵינְךָ means:

- If you go to the left I will go to the right.
- Do not let there be a quarrel between you and between me.
- Between me and between you we can settle the quarrel.

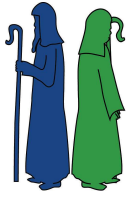


וְלֹא יָכְלוּ לְשֶׁבֶת יַחְדָּו means:

- They were not able to live together.
- The shepherds quarreled over the lands.
- אַבְרָם no longer wants to live near לוֹט.

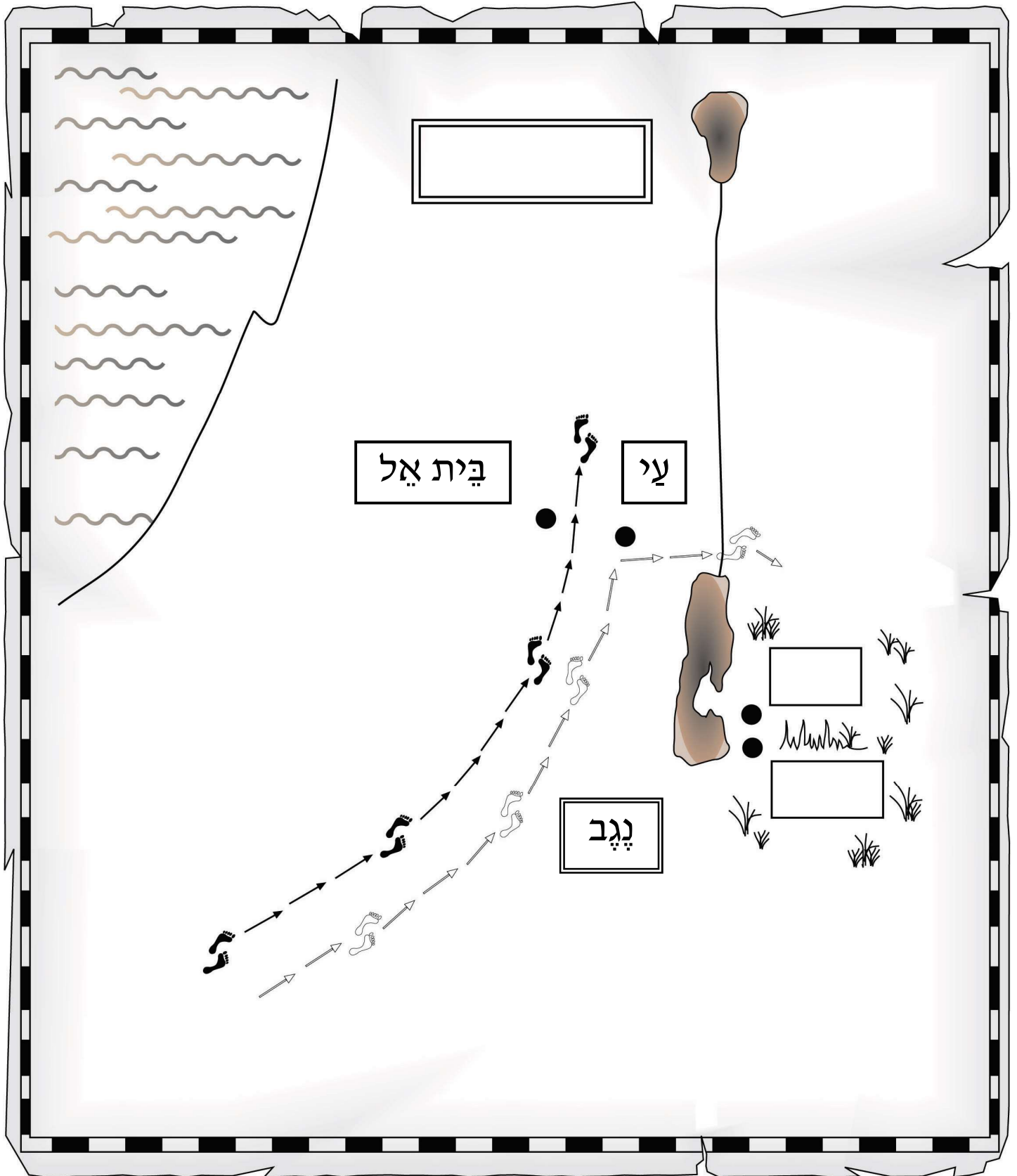
אַנְשֵׁים אַחִים אֲנַחְנוּ means:

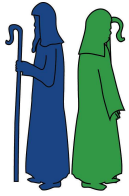
- You are the son of my brother.
- Brothers should not quarrel.
- We are like brothers.



# לוט and אַבְרָם Separate

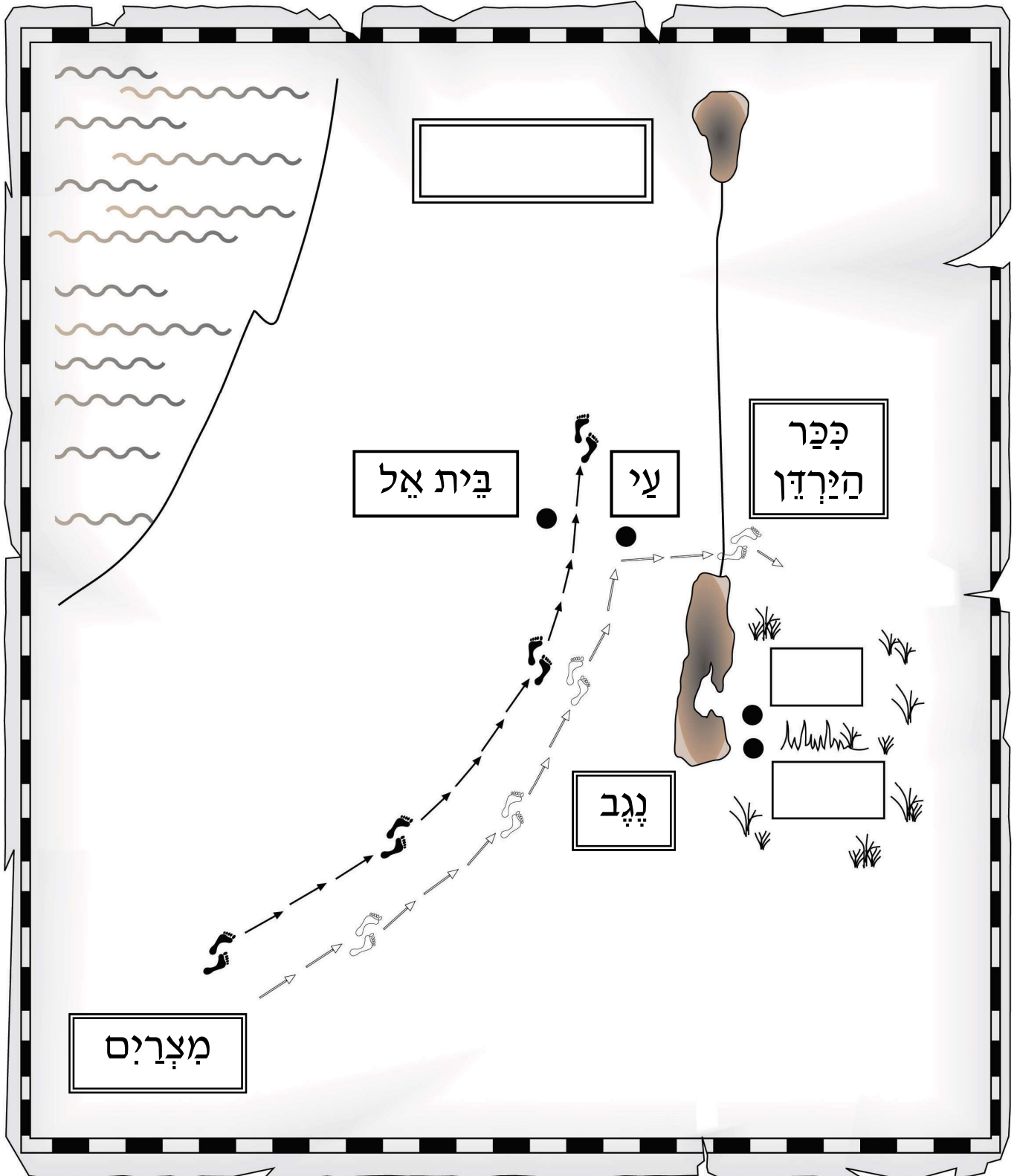
Use your חֲזוֹנָא to help you fill in the correct place names in the boxes.



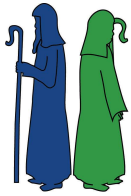


# אַבְרָם and לוֹט Separate

Use the words in the box at the bottom of the page to show where לוֹט chose to live and where אַבְרָם stayed.



אֶרֶץ כְּנָעַן      סְדוּם      עַמֹּרִית



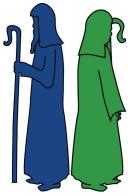
# Where Should We Live?

Complete the speech bubbles to show a conversation that could have happened between לוֹט and his wife.

I want to live in כְּפַר הַיְרֵדֹן because \_\_\_\_\_

I've heard the people who live in סְדֹם are \_\_\_\_\_

But, the land is very \_\_\_\_\_



## What Happened with אַבְרָם and לוֹט?

Put the story in the correct order by writing the correct number in each box. The first one has been done for you.



אַבְרָם said to לוֹט,  
"Let's not quarrel –  
we're brothers. The  
best thing to do is to  
separate to keep the  
peace."

לוֹט chose to live in  
כְּפַר הַיְרֵדִין because  
there was plenty of  
water there for his  
sheep.

אַבְרָם remained in  
אֶרֶץ כְּנָעַן and settled  
there.

1 לוֹט had so many  
sheep, cattle and tents  
that he and his  
shepherds were not  
able to share fields with  
the shepherds of אַבְרָם.

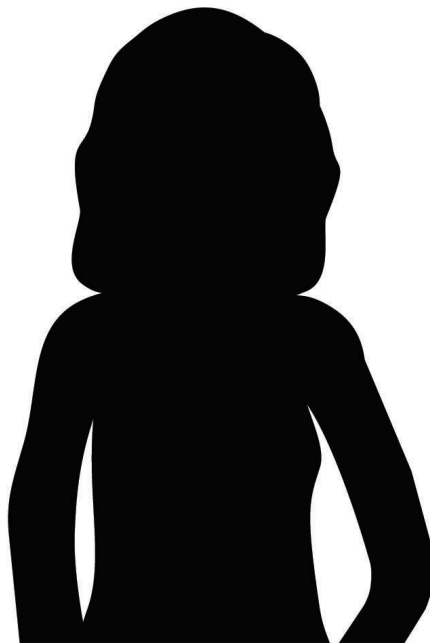
לוֹט told אַבְרָם that  
he could choose  
wherever he wanted to  
go, either to the left or  
to the right.

The shepherds of אַבְרָם  
and the shepherds of  
לוֹט quarreled about the  
fields.



# ASK

# Devorah



Dear Devorah

I used to be very close to my uncle but I haven't spoken to him since I left **כְּנָעַן** to live near **קָדִים**. I want to live my own life but I feel that I would like to also get along with him. Let me tell you what happened in **כְּנָעַן**.

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Dear \_\_\_\_\_

Thank you for sharing this with me. I can see that you have thought about this and what I would advise you is

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# PaJeS Primary Chumash Aims

## 'Can Do' Statements for Pupils

The overall aim of the PaJeS Primary Chumash Project is to help teachers ensure that pupils leaving primary schools are:

- **independent חוקֵּשׁ learners who have good levels of knowledge, skills and understanding in חוקֵּשׁ**
- **engaged in חוקֵּשׁ learning and inspired by its messages**

The following table maps out how these overall aims can be defined in more detail.

Learning about Chumash (Knowledge-K)	Ability to learn Chumash (Skills-S)	Learning from Chumash (Understanding-U)
<b>K1</b> Pupil knows facts about the חוקֵּשׁ.	<b>S1</b> Pupil can locate text in a חוקֵּשׁ.	<b>U1</b> Pupil reflects on events, characters and מְצוֹת in a חוקֵּשׁ and elicits meaning and values from them.
<b>K2</b> Pupil knows events, peoples and places in the חוקֵּשׁ.	<b>S3</b> Pupil can read text in a חוקֵּשׁ.	<b>U2</b> Pupil understands how particular phrasing and grammar affects meaning of the חוקֵּשׁ text.
<b>K3</b> Pupil knows the location of places mentioned in the חוקֵּשׁ.	<b>S4</b> Pupil can comprehend the plain meaning of a חוקֵּשׁ text by using key Hebrew words and phrases.	<b>U3</b> Pupil analyses and interprets חוקֵּשׁ texts by comparing them.
<b>K4</b> Pupil knows keywords and phrases in the חוקֵּשׁ.	<b>S5</b> Pupil can apply knowledge of Hebrew grammar to help them comprehend חוקֵּשׁ text.	<b>U4</b> Pupil understands the meaning of פְּרוּשִׁים.
<b>K5</b> Pupil knows some Halachic sections in the חוקֵּשׁ.	<b>S6</b> Pupil can read vowelled פְּרוּשִׁים.	
<b>K6</b> Pupil knows selections of פְּרוּשִׁים and מְדַרְשִׁים in the חוקֵּשׁ.	<b>S7</b> Pupil can comprehend the plain meaning of a מְפָרֵשׁ.	

**Level 2 (suggested by the end of Year 2)**

Learning about Chumash (Knowledge-K)	
1. I know that the תּוֹרָה was given by ה' to מֹשֶׁה at סיני. (K1)	<input type="checkbox"/>
2. I know that the חוּמֵשׁ is the printed version of the סֵפֶר תּוֹרָה. (K1)	<input type="checkbox"/>
3. I know the names of the five books of the תּוֹרָה. (K1)	<input type="checkbox"/>
4. I can talk about stories I learned from פְּרָשֶׁת הַשְּׁבוּעַ. (K2)	<input type="checkbox"/>
Ability to learn Chumash (Skills-S)	
1. I can read Hebrew words on a blank page. (S3)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can describe the feelings of people I have learned about in פְּרָשֶׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>

**Level 1 (suggested by the end of Year 1)**

Learning about Chumash (Knowledge-K)	
1. I know that each פְּרָשָׁה has its own name and is read in the סֵפֶר בְּרֵאשִׁית on בֵּית הַכְּנֶסֶת once a year. (K1)	<input type="checkbox"/>
2. I know the names of the פְּרָשִׁיּוֹת in סֵפֶר בְּרֵאשִׁית. (K1)	<input type="checkbox"/>
3. I know the names of people in the פְּרָשֶׁת הַשְּׁבוּעַ stories and how they are related to each other. (K2)	<input type="checkbox"/>
4. I know that a מִדְרָשׁ explains the meaning of a חוּמֵשׁ story but is not written in the חוּמֵשׁ. (K6)	<input type="checkbox"/>
Ability to learn Chumash (Skills-S)	
1. I can read Hebrew words and phrases on a blank page. (S3)	<input type="checkbox"/>
2. I can explain the meaning of a few Hebrew words and phrases in the פְּרָשֶׁת הַשְּׁבוּעַ story. (S4)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can talk about the מִידוֹת that I learn from פְּרָשֶׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>
2. I understand that my חוּמֵשׁ contains the actual words of the תּוֹרָה and that it must be treated with care and respect. (U1)	<input type="checkbox"/>

Primary Chumash Level Descriptors: Levels 3c, 3b and 3a (suggested by the end of Year 4)

Learning about Chumash (Knowledge-K)	
<b>Level 3c</b> 1. I know the names of the פְּרָשָׁה and סֵפֶר I am learning. <b>(K1)</b>	<input type="checkbox"/>
2. I know, giving only a few details, most of the story in the unit. <b>(K2)</b>	<input type="checkbox"/>
3. I know where אֶרֶץ יִשְׂרָאֵל is on a map of the Middle East. <b>(K3)</b>	<input type="checkbox"/>
4. I know the meaning of some of the keywords from the unit(s). <b>(K4)</b>	<input type="checkbox"/>
5. I know that a פִּירוּשׁ explains the meaning of a חוּמֵשׁ text but is not part of the חוּמֵשׁ text. <b>(K6)</b>	<input type="checkbox"/>
<b>Level 3b</b> 1. I can accurately retell most of the תּוֹרָה narrative of the unit. <b>(K2)</b>	<input type="checkbox"/>
2. I know where most places in the unit are on a map with some places filled in. <b>(K3)</b>	<input type="checkbox"/>

Ability to learn Chumash (Skills-S)	
<b>Level 3c</b> 1. I can show where a פָּסוּק begins and ends in my חוּמֵשׁ. <b>(S1)</b>	<input type="checkbox"/>
2. I can find the place in my חוּמֵשׁ. <b>(S1)</b>	<input type="checkbox"/>
3. I can read selected words on a חוּמֵשׁ page. <b>(S3)</b>	<input type="checkbox"/>
4. I can work out the meaning of part of a פָּסוּק using keywords I know. <b>(S4)</b>	<input type="checkbox"/>
<b>Level 3b</b> 1. I can find any פָּסוּק in סֵפֶר בְּרֵאשִׁית and also find the אֶתְנַחֲתָא. <b>(S1)</b>	<input type="checkbox"/>
2. I can read words and phrases on a חוּמֵשׁ page. <b>(S3)</b>	<input type="checkbox"/>

Learning from Chumash (Understanding-U)	
<b>Level 3c</b> 1. I can describe the feelings of the people I have learned about in my חוּמֵשׁ. <b>(U1)</b>	<input type="checkbox"/>
2. I can find, with a bit of help, words in the story that <i>repeat</i> themselves and understand how these words give clues to the מִידוֹת I can learn from the story. <b>(U2)</b>	<input type="checkbox"/>
<b>Level 3b</b> 1. I can describe the values/מִידוֹת I learn from my חוּמֵשׁ and, with a little help, say how they connect to my own life. <b>(U1)</b>	<input type="checkbox"/>
2. I can find, with a bit of help, words and phrases in the story that repeat themselves and understand how these words give clues to the מִידוֹת I can learn from the story. <b>(U2)</b>	<input type="checkbox"/>

3. I know the meaning of the keywords and phrases in the unit. <b>(K4)</b>	<input type="checkbox"/>
4. I can explain the details of a מְצוּחָה mentioned in the unit. <b>(K5)</b>	<input type="checkbox"/>
<b>Level 3a</b>	
1. I know most of the people and places in the units studied. <b>(K2)</b>	<input type="checkbox"/>
2. I know where most of the places and areas named in the unit can be found. <b>(K3)</b>	<input type="checkbox"/>
3. I recognise word families of keywords in the unit studied. <b>(K4)</b>	<input type="checkbox"/>
4. I can explain which מְצוּחָה in the unit studied apply nowadays. <b>(K5)</b>	<input type="checkbox"/>
5. I can retell in my own words the commentary of a מְפָרֵשׁ in the unit studied. <b>(K6)</b>	<input type="checkbox"/>

3. I can work out, with some help, the meaning of some פְּסוּקִים using Hebrew keywords that I know. <b>(S4)</b>	<input type="checkbox"/>
4. I can find word families and prefixes and suffixes ('stick-ons') in the units I have learned. <b>(S5)</b>	<input type="checkbox"/>
<b>Level 3a</b>	
1. I can read most פְּסוּקִים accurately, saying syllables correctly and pausing at the אֶתְנַחֲתָא. <b>(S3)</b>	<input type="checkbox"/>
2. I can work out, with a bit of help, the meaning of most פְּסוּקִים using Hebrew words in the text. <b>(S4)</b>	<input type="checkbox"/>
3. I can find Hebrew words that are masculine/feminine and singular/ plural, to help me explain the פְּסוּקִים I learn. <b>(S5)</b>	<input type="checkbox"/>

3. I can describe, with a bit of help, similarities and differences in two phrases I have learned. <b>(U3)</b>	<input type="checkbox"/>
<b>Level 3a</b>	
1. I can describe the values/מִידוֹת I learn from my חוּמָשׁ and say how they connect to my own life. <b>(U1)</b>	<input type="checkbox"/>
2. I can find, with increasing independence, words or phrases that give clues to the מִידוֹת I can learn from the story. <b>(U2)</b>	<input type="checkbox"/>
3. I can describe, with a bit of help, similarities and differences in two texts I have learned. <b>(U3)</b>	<input type="checkbox"/>
4. I can explain, with a bit of help, the reason why רש"י comments on a word or phrase. <b>(U4)</b>	<input type="checkbox"/>

Primary Chumash Level Descriptors: Levels 4c, 4b and 4a (suggested by the end of Year 6)

Learning about Chumash (Knowledge-K)		Ability to learn Chumash (Skills-S)		Learning from Chumash (Understanding-U)	
<p><b>Level 4c</b></p> <p>1. I know how a פירוש or מדרש clarifies and extends the חומש text. <b>(K6)</b></p>	<input type="checkbox"/>	<p><b>Level 4c</b></p> <p>1. I can find a חומש text anywhere in ספר בראשית and identify the אַתְּנַחְתָּא and סוף פסוק. <b>(S1)</b></p>	<input type="checkbox"/>	<p><b>Level 4c</b></p> <p>1. I ask questions about the actions of people in the חומש story and suggest some answers. I can link these questions and answers, with a bit of help, to my own feelings and experiences. <b>(U1)</b></p>	<input type="checkbox"/>
				<p>2. I can identify, independently, repeated words or phrases in the text that provide clues to its overall messages. <b>(U2)</b></p>	<input type="checkbox"/>
				<p>3. I can infer meaning, with a bit of help, from the similarities and differences of two texts I have studied. <b>(U3)</b></p>	<input type="checkbox"/>
				<p>4. I can explain, with some help, the reason why רש"י comments on a word or phrase. <b>(U4)</b></p>	<input type="checkbox"/>
<p><b>Level 4b</b></p> <p>1. I know that the תורה consists of the Written and Oral Law (written in the משנה and תלמוד). <b>(K1)</b></p>	<input type="checkbox"/>	<p><b>Level 4b</b></p> <p>1. I can find a פסוק in any ספר of the חומש. <b>(S1)</b></p>	<input type="checkbox"/>	<p><b>Level 4b</b></p> <p>1. I can link the questions and suggested answers I have about people, stories or מִצְוֹת, with a bit of help, to my own experiences and feelings. I recognise that some questions are difficult to answer. <b>(U1)</b></p>	<input type="checkbox"/>

2. I can place events that occur in the units in chronological order. <b>(K2)</b>	<input type="checkbox"/>
3. I can recognise the meaning of keywords and phrases in this unit and most of the previous units. <b>(K4)</b>	<input type="checkbox"/>
4. I can explain examples of how the Oral Law helps us to practise מצוות. <b>(K5)</b>	<input type="checkbox"/>
5. I know the names of some מפרשים and some of their biographical details. <b>(K6)</b>	<input type="checkbox"/>
<b>Level 4a</b>	
1. I know almost all the important places and geographical features that are connected to most of the units I have studied. <b>(K3)</b>	<input type="checkbox"/>
2. I recognise a growing number of שרש forms of the verb keywords and word families of most of the nouns studied in the units. <b>(K4)</b>	<input type="checkbox"/>
3. I know the names of all the מפרשים in the units studied and their biographical details. <b>(K6)</b>	<input type="checkbox"/>

2. I can read all פסוקים in the units accurately and fluently, using אֲתַנְחֵתָא and סוף פסוק. <b>(S3)</b>	<input type="checkbox"/>
3. I can summarise, using Hebrew words in the text, the main messages of the חומש text I am learning. <b>(S4)</b>	<input type="checkbox"/>
4. I can apply my knowledge of word families and שרשים, as well as prefixes and suffixes, to new words to help me comprehend a פסוק I am studying. <b>(S5)</b>	<input type="checkbox"/>
5. I can explain from the Hebrew text the plain meaning of a simple (מפרשים) with support. <b>(S7)</b>	<input type="checkbox"/>
<b>Level 4a</b>	
1. I can apply my knowledge of simple grammatical structures, like masculine and feminine, singular and plural, to help me comprehend פסוקים I am learning. <b>(S5)</b>	<input type="checkbox"/>
2. I can explain from the Hebrew text the plain meaning of a more difficult (מפרשים) with support. <b>(S7)</b>	<input type="checkbox"/>

2. I can explain, independently, the reason why רש"י comments on a word or phrase. <b>(U4)</b>	<input type="checkbox"/>
<b>Level 4a</b>	
1. I ask moral questions about the behaviour of characters in the חומש. I propose and debate possible solutions, linking these questions and responses to my own experiences and feelings. <b>(U1)</b>	<input type="checkbox"/>
2. I can infer meaning, independently, from the similarities and differences of two texts I have studied. <b>(U3)</b>	<input type="checkbox"/>
3. I can explain, independently, the reason why any פירוט (e.g. רש"י, אבן עזרא) in the units comments on a word or phrase. <b>(U4)</b>	<input type="checkbox"/>

Primary Chumash Level Descriptors: Level 5 (HA pupils suggested by the end of Year 6)

Learning about Chumash (Knowledge-K)	
<b>Level 5c</b> <b>1.</b> I make associations, with support, between people, places and events mentioned in the units. <b>(K2)</b>	<input type="checkbox"/>
<b>2.</b> I can identify the important places and geographical features that are connected to most of the units on an empty outline map of the ancient Middle East. <b>(K3)</b>	<input type="checkbox"/>
<b>3.</b> I make links between keywords and phrases in the units studied and can explain the similarities and differences between the contexts in which they appear. <b>(K4)</b>	<input type="checkbox"/>
<b>4.</b> I can explain some of the different opinions in the commentaries regarding the meaning of a text in the units studied. <b>(K6)</b>	<input type="checkbox"/>

Ability to learn Chumash (Skills-S)	
<b>Level 5c</b> <b>1.</b> I can read most new/unseen פסוקים accurately and fluently using אֲתִּנְחַתֵּא and סוֹף פְּסוּקָה. <b>(S3)</b>	<input type="checkbox"/>
<b>2.</b> I can explain simple new/unseen פסוקים in the חומש and gain, with support, information from them. <b>(S4)</b>	<input type="checkbox"/>
<b>3.</b> I can also apply more complex grammatical structures, like וְהִתְפַּוֵּךְ and verb conjugations, to help me comprehend new פסוקים. <b>(S5)</b>	<input type="checkbox"/>
<b>4.</b> I can read vowelised words written in רש"י script accurately. <b>(S6)</b>	<input type="checkbox"/>
<b>5.</b> I can explain from the Hebrew text the plain meaning of a simple מִפְרָשׁ(ים) independently. <b>(S7)</b>	<input type="checkbox"/>

Learning from Chumash (Understanding-U)	
<b>Level 5c</b> <b>1.</b> I can analyse a range of viewpoints on questions about characters, events and מִצּוֹת studied in the units and articulate how these may impact on my own life. <b>(U1)</b>	<input type="checkbox"/>
<b>2.</b> I can suggest how to interpret particular phrasing or style in a text to clarify the meaning of the text. <b>(U2)</b>	<input type="checkbox"/>
<b>3.</b> I can articulate my own responses to questions arising from the differences and similarities of two or more texts I have studied. <b>(U3)</b>	<input type="checkbox"/>
<b>4.</b> I can analyse how the מִפְרָשׁ(ים) in the unit studied fills a gap, or answers a question, in the חומש text I have studied. <b>(U4)</b>	<input type="checkbox"/>



<b>Level 5b</b>	
<b>1.</b> I make independent associations between people, places and events mentioned in the units studied. <b>(K2)</b>	<input type="checkbox"/>
<b>2.</b> I can identify the important places and geographical features connected to all the units studied on an empty outline map of the ancient Middle East. <b>(K3)</b>	<input type="checkbox"/>
<b>3.</b> I make links between keywords and phrases in unfamiliar texts and can explain the similarities and differences between the contexts in which they appear. <b>(K4)</b>	<input type="checkbox"/>
<b>4.</b> I can explain all the different opinions in the commentaries regarding the meaning of a text in the units studied. <b>(K6)</b>	<input type="checkbox"/>

<b>Level 5b</b>	
<b>1.</b> I can read all new/unseen פְּסוּקִים accurately and fluently using אֲתֵנְחֶנְתָּא and סוּף פְּסוּק. <b>(S3)</b>	<input type="checkbox"/>
<b>2.</b> I can explain simple new/unseen פְּסוּקִים in the חוּמֵשׁ and gain information from them independently. <b>(S4)</b>	<input type="checkbox"/>
<b>3.</b> I can independently apply more complex grammatical structures, like וְ הַהִפּוּךְ and verb conjugations, to help me explain new פְּסוּקִים. <b>(S5)</b>	<input type="checkbox"/>
<b>4.</b> I can read a whole vowelled רש"י comment in רש"י script accurately. <b>(S6)</b>	<input type="checkbox"/>
<b>5.</b> I can independently explain the plain meaning of a more difficult מְפָרֵשׁ(ים). <b>(S7)</b>	<input type="checkbox"/>

<b>Level 5b</b>	
<b>1.</b> I can analyse, evaluate and respond to questions about characters, events and מְצוֹת in simple unfamiliar texts and articulate how these may impact on my own life. <b>(U1)</b>	<input type="checkbox"/>
<b>2.</b> I can suggest interpretations of simple unfamiliar texts and clarify their meaning. <b>(U2)</b>	<input type="checkbox"/>
<b>3.</b> I can analyse and articulate questions arising from differences and similarities of two or more simple, unfamiliar texts. <b>(U3)</b>	<input type="checkbox"/>
<b>4.</b> I can analyse how a מְפָרֵשׁ(ים) in the unit studied fills a gap, answers a question or explains an anomaly in a simple, unfamiliar text. <b>(U4)</b>	<input type="checkbox"/>

## CHUMASH CURRICULUM UNIT PLANNING GRID

Suggested for Year 3 – four units – סֵפֶר בְּרֵאשִׁית				
	TITLE OF UNIT	פְּסוּקִים	פָּרָק	פְּרָשָׁה
U1	אֲבָרָם Goes to the Land	א' - ט'	י"ב	לֶךְ לֶךְ
U2	אֲבָרָם and לוֹט Part Company	א' - י"ג	י"ג	לֶךְ לֶךְ
U3	אֲבָרָהֶם Welcomes Visitors	א' - ח'	י"ח	וַיָּרָא
U4	The Birth of יֶצְחָק	א' - י"ג	כ"א	וַיָּרָא

Suggested for Year 4 – four units – סֵפֶר בְּרֵאשִׁית				
	TITLE OF UNIT	פְּסוּקִים	פָּרָק	פְּרָשָׁה
U5	Choosing a Wife for יֶצְחָק	א' - כ"ד	כ"ד	חַיֵּי שָׂרָה
U6	The Birth of יַעֲקֹב and עֵשָׂו	י"ט - כ"ח	כ"ה	תּוֹלְדֹת
U7	The בְּכֹרָה	כ"ט - ל"ד	כ"ה	תּוֹלְדֹת
U8	The בְּרָכוֹת	א' - מ"ו א' - ד'	כ"ז כ"ח	תּוֹלְדֹת

## CHUMASH CURRICULUM UNIT PLANNING GRID

ספר בראשית – four units – Suggested for Year 5				
	TITLE OF UNIT	פסוקים	פרק	פרשה
U9	יַעֲקֹב's Dream	ל' - י"ז	כ"ח	ויצא
U10	יוסף's Dreams	א' - י"א	ל"ז	וישב
U11	יוסף is Sold into Slavery	י"ב - ל"ו	ל"ז	וישב
U12	יוסף Reveals himself to his Brothers	כ"א - ל"ח א' - כ"ח ט"ז - ל"ד א' - ט"ז	מ"ב מ"ג מ"ד מ"ה	ויגש

ספר ויקרא and ספר שמות – two units – Suggested for Year 6				
	TITLE OF UNIT	פסוקים	פרק	פרשה
U13	Chagim Unit: סוכות and יום כיפור – ראש השנה in the חומש and תורה שבעל פה	כ"ג - מ"ד	כ"ג	ויקרא
U14	משה רבינו – What Can we Learn from his Early Years?	ב: א' - כ"ב	ב'	שמות

# PaJeS Primary Chumash Curriculum – Skills and Understanding Spiral

## Chumash Readiness-Unit 14

December 2017/Kislev 5778

Please note:

- It is assumed that skills that are repeated regularly (such as reading פְּסוּקִים, basic grammar skills etc.) will be mastered by the majority of pupils (at least 70%) within three units.
- Skills that may take longer to master are kept in the introduction list for several units (e.g. comprehension of פְּסוּקִים).
- Where a skill is not listed in subsequent units, teachers should be sensitive to pupils who have not yet mastered the skill, and continue to work individually with them.
- Skills are identified by their corresponding CCF number (S1, S2 etc.). A new skill or progression within a particular skill (e.g. progression in S5) is indicated in bold.

Unit	Skills	Understanding								
Chumash Readiness	1. Identifying the beginnings and ends of פְּסוּקִים S1 2. Finding the פָּרָק and the פְּסוּק with the help of גְּמַטְרִיָּה S1 3. Decoding words and phrases with accuracy S3	1. Understanding the importance of a חוּמָשׁ and treating it with respect U1								
Unit 1	1. Finding the place in a חוּמָשׁ S1 2. Reading most פְּסוּקִים in this unit accurately S3 3. Comprehending plain meaning of תּוֹרָה text with support S4 4. Identifying word families/שָׂרָשִׁים: הלכ, אָרַץ, גדל, ברכ, S5 5. Use of noun prefixes to help comprehend text S5	1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Deriving meaning from significant recurring words, Milah Manchah (מִלָּה מְנַחֵה): אָרַץ U2 3. Deriving meaning from word order and phrasing (סִדּוּר מְלִים) (מִבֵּית אַבִּיךָ, מִמּוֹלַדְתְּךָ, מִמְּאֲרָצְךָ) U2								
	<table border="1"> <thead> <tr> <th>ו</th> <th>ב</th> <th>ה</th> <th>מ</th> </tr> </thead> <tbody> <tr> <td>וּמְבִית</td> <td>בְּאֶרֶץ</td> <td>הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי</td> <td>מִמְּאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית</td> </tr> </tbody> </table>	ו	ב	ה	מ	וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מִמְּאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית	
ו	ב	ה	מ							
וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מִמְּאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית							

	<p>6. Use of noun suffixes to help comprehend text S5</p> <table border="1" data-bbox="360 245 624 454"> <tr><td>ף</td></tr> <tr><td>אָרְצֵךְ</td></tr> <tr><td>מוֹלְדֵיךָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זֶרְעֵךְ</td></tr> </table>	ף	אָרְצֵךְ	מוֹלְדֵיךָ	אָבִיךָ	זֶרְעֵךְ	
ף							
אָרְצֵךְ							
מוֹלְדֵיךָ							
אָבִיךָ							
זֶרְעֵךְ							
<p><b>Unit 2</b></p>	<p>1. Finding the place in a חומש S1  2. Reading most פסוקים in this unit accurately S3  3. Comprehending the plain meaning of תורה text with support S4  4. Identifying ישב: שָׁרַשׁ S5  5. Use of noun prefixes to help comprehend text S5</p> <table border="1" data-bbox="360 751 624 948"> <tr><td>ו</td></tr> <tr><td>וְאֶשְׁתּוֹ</td></tr> <tr><td>וְלוֹט</td></tr> <tr><td>וּבְקָר</td></tr> <tr><td>וְאֶהְלִים</td></tr> </table>	ו	וְאֶשְׁתּוֹ	וְלוֹט	וּבְקָר	וְאֶהְלִים	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1  2. Deriving meaning from seemingly extra words לָשׁוֹן יִתְרָה (וְהַכְנִיעַנִי וְהַפְרִיזֵי אֲזִי יֵשֵׁב בְּאֶרֶץ) U2  <b>3. Comparisons: similar events השוואה (the travels of אַבְרָם and his entourage from הָרֶן to הָרֶן with their travels from מִצְרַיִם to מִצְרַיִם) New U3</b></p>
ו							
וְאֶשְׁתּוֹ							
וְלוֹט							
וּבְקָר							
וְאֶהְלִים							
<p><b>Unit 3</b></p>	<p>1. Finding the place in a חומש S1  2. Reading most פסוקים in this unit accurately S3  3. Comprehending the plain meaning of תורה text with support S4  4. Identifying שָׁרְשֵׁים: רוצ, מהר, ראה S5  5. prefix ב; בְּאֶלְנֵי מִמְרָא; prefixes ה and מ and suffix ך revised S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1  <b>2. Comparisons: of promise and fulfilment השוואה within same text New U3</b>  <b>3. Explaining why a פירוש comments on specific words: רש"י explains the repetition of the word וַיִּרָא as emphasising אַבְרָהָם's desire to do הַכְנָסַת אוֹרְחִים New U4</b></p>					

<p><b>Unit 4</b></p>	<p><b>1. Comprehending the plain meaning of תּוֹרָה text with <u>little support</u> New S4</b></p> <p>2. Identifying word families/שְׁרָשִׁים: עשה, צחק, ילד, and בן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 395 898 639"> <thead> <tr> <th>וי New</th> <th>ות New</th> </tr> </thead> <tbody> <tr> <td>ויעש</td> <td>ותצחק</td> </tr> <tr> <td>ויקרא</td> <td>ותהר</td> </tr> <tr> <td>וימל</td> <td>ותלד</td> </tr> <tr> <td>ויגדל</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותרא</td> </tr> </tbody> </table> <p>4. Use of noun prefixes and suffixes to help comprehend text S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 730 624 858"> <tbody> <tr> <td>ל</td> </tr> <tr> <td>לְשָׂרָה</td> </tr> <tr> <td>לְאַבְרָהָם</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 906 1137 1034"> <tbody> <tr> <td>י</td> <td>ה</td> <td>ו</td> </tr> <tr> <td>בְּנֵי</td> <td>בְּנֵה</td> <td>בְּנוֹ</td> </tr> <tr> <td>לִי</td> <td>בְּקִלָּהּ</td> <td>לוֹ</td> </tr> </tbody> </table> <p><b>By the end of Unit 4 most pupils should know all the noun prefixes ל/מ/ב/ה/ל; all possessive suffixes הָ/הּ/וֹ/וּ; and the third person verb prefixes וי and ות.</b></p>	וי New	ות New	ויעש	ותצחק	ויקרא	ותהר	וימל	ותלד	ויגדל	ותאמר	ויאמר	ותרא	ל	לְשָׂרָה	לְאַבְרָהָם	י	ה	ו	בְּנֵי	בְּנֵה	בְּנוֹ	לִי	בְּקִלָּהּ	לוֹ	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p> <p><b>2. Deriving meaning from the use of words with multiple meanings (צחק) New U2</b></p>
וי New	ות New																									
ויעש	ותצחק																									
ויקרא	ותהר																									
וימל	ותלד																									
ויגדל	ותאמר																									
ויאמר	ותרא																									
ל																										
לְשָׂרָה																										
לְאַבְרָהָם																										
י	ה	ו																								
בְּנֵי	בְּנֵה	בְּנוֹ																								
לִי	בְּקִלָּהּ	לוֹ																								
<p><b>Unit 5</b></p>	<p>1. Comprehension of plain meaning of תּוֹרָה text with little support S4</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p>																								

	<p>2. Identify שְׂרָשִׁים קומ, לקח, שתה, and word families עָבַד, גָּמַל, עָבַד, בָּר S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 331 900 603"> <thead> <tr> <th>וי</th> <th>ות</th> </tr> </thead> <tbody> <tr> <td>וַיִּקַּח</td> <td>וַתֹּאמֶר</td> </tr> <tr> <td>וַיִּקָּם</td> <td>וַתִּרְאֶה</td> </tr> <tr> <td>וַיִּלָּךְ</td> <td>וַתִּמְלֵא</td> </tr> <tr> <td>וַיִּרְאֶה</td> <td>וַתִּמְהַר</td> </tr> <tr> <td>וַיַּעַשׂ</td> <td>וַתִּרְצֶה</td> </tr> <tr> <td>וַיִּקְרָא</td> <td></td> </tr> </tbody> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 708 624 836"> <thead> <tr> <th>ל</th> </tr> </thead> <tbody> <tr> <td>לְעַבְדָּךְ</td> </tr> <tr> <td>לְיִצְחָק</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 895 900 1023"> <thead> <tr> <th>תָּ</th> <th>יָ</th> </tr> </thead> <tbody> <tr> <td>כַּדָּת</td> <td>אֲדָנִי</td> </tr> <tr> <td>יָדָת</td> <td>אֲחִי</td> </tr> </tbody> </table> <p>5. Use of noun plural suffix יָדָתְךָ New S5</p> <p>6. Prepositions עַד, עוֹד, גַּם S5</p>	וי	ות	וַיִּקַּח	וַתֹּאמֶר	וַיִּקָּם	וַתִּרְאֶה	וַיִּלָּךְ	וַתִּמְלֵא	וַיִּרְאֶה	וַתִּמְהַר	וַיַּעַשׂ	וַתִּרְצֶה	וַיִּקְרָא		ל	לְעַבְדָּךְ	לְיִצְחָק	תָּ	יָ	כַּדָּת	אֲדָנִי	יָדָת	אֲחִי	<p>2. Comparing two texts: אַבְרָהָם's behaviour towards his guests in בְּרֵאשִׁית י"ח and the חֶסֶד of רִבְקָה U3</p>
וי	ות																								
וַיִּקַּח	וַתֹּאמֶר																								
וַיִּקָּם	וַתִּרְאֶה																								
וַיִּלָּךְ	וַתִּמְלֵא																								
וַיִּרְאֶה	וַתִּמְהַר																								
וַיַּעַשׂ	וַתִּרְצֶה																								
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תָּ	יָ																								
כַּדָּת	אֲדָנִי																								
יָדָת	אֲחִי																								
<p><b>Unit 6</b></p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with little support S4</p> <p>2. Identifying שְׂרָשִׁים יָדַע, אָהַב, יָצָא, and word families אֲחֻת, אִשָּׁה, S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the power of תְּפִלָּה U1</p> <p>2. Identify seemingly extra words, e.g. the לְשׁוֹן יְתָרָה U2</p> <p>אֲבָרְהָם הוֹלִיד אֶת יִצְחָק U2</p>																							

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 236 900 437"> <tr> <td>וי</td> <td>ות</td> </tr> <tr> <td>ויהי</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותהר</td> </tr> <tr> <td>ויאָהב</td> <td>ותהר</td> </tr> <tr> <td>ויקרא</td> <td></td> </tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="362 555 900 673"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>ואָלָה</td> <td>בְּקִרְבָּהּ</td> </tr> <tr> <td></td> <td>בְּפִיו</td> </tr> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 724 900 874"> <tr> <td>ו</td> <td>ָהּ</td> </tr> <tr> <td>לו</td> <td>ָהּ</td> </tr> <tr> <td>אָשְׁתּוֹ</td> <td></td> </tr> <tr> <td>יָדוֹ</td> <td></td> </tr> </table> <p>5. Use of verb male plural suffix New S5</p> <table border="1" data-bbox="362 935 622 1094"> <tr> <td>וְ...וּ</td> </tr> <tr> <td>וַיִּמְלְאוּ</td> </tr> <tr> <td>וַיִּקְרְאוּ</td> </tr> <tr> <td>וַיִּגְדְּלוּ</td> </tr> </table> <p>6. Use of present verb form אֹהֲבֵת New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאָהב	ותהר	ויקרא		ו	ב	ואָלָה	בְּקִרְבָּהּ		בְּפִיו	ו	ָהּ	לו	ָהּ	אָשְׁתּוֹ		יָדוֹ		וְ...וּ	וַיִּמְלְאוּ	וַיִּקְרְאוּ	וַיִּגְדְּלוּ	<p>3. Comparing two texts in בְּרֵאשִׁית where there are similar actions – תִּפְלָה of the עֶבֶד and that of יִצְחָק U3</p>
וי	ות																													
ויהי	ותאמר																													
ויאמר	ותהר																													
ויאָהב	ותהר																													
ויקרא																														
ו	ב																													
ואָלָה	בְּקִרְבָּהּ																													
	בְּפִיו																													
ו	ָהּ																													
לו	ָהּ																													
אָשְׁתּוֹ																														
יָדוֹ																														
וְ...וּ																														
וַיִּמְלְאוּ																														
וַיִּקְרְאוּ																														
וַיִּגְדְּלוּ																														
<p><b>Unit 7</b></p>	<p>1. <b>Comprehending the plain meaning of a <u>simple תורה text independently</u> New S4</b></p> <p>2. Identifying שְׂרָשִׁים בוא, מכר, מות, אכל and word families אָדוּם, בְּכֶרֶה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the responsibilities of leadership U1</p>																												



	<table border="1" data-bbox="362 193 660 429"> <tr><td>וי</td></tr> <tr><td>ויאכל</td></tr> <tr><td>ויקם</td></tr> <tr><td>וילך</td></tr> <tr><td>ויאמר</td></tr> <tr><td>ויבא</td></tr> </table> <p data-bbox="353 445 965 478">4. Use of noun singular prefixes and suffixes S5</p> <p data-bbox="353 491 472 518">Prefixes:</p> <table border="1" data-bbox="362 528 775 619"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table> <p data-bbox="846 491 931 518">Suffix:</p> <table border="1" data-bbox="831 528 1057 619"> <tr><td>ו</td></tr> <tr><td>שמו</td></tr> </table> <p data-bbox="353 633 817 667">5. Use of present verb form הולך S5</p>	וי	ויאכל	ויקם	וילך	ויאמר	ויבא	ל	ה	לי	הבכרה	ו	שמו	<p data-bbox="1218 199 2011 268">2. Reflecting on the different characteristics of the twins and what we can learn from them U1</p> <p data-bbox="1218 293 2051 400">3. Understanding the intrinsic value of the בכרה as representing the responsibilities of the firstborn to uphold the traditions of his ancestors U1</p> <p data-bbox="1218 426 2058 497"><b>4. Identifying words and phrases that express subtle messages, e.g. כיום New U2</b></p> <p data-bbox="1218 520 1895 592">5. Identifying significance of words, e.g. the phrase אָדום האָדם האָדם relates to עָשׂוּ being called אָדום U2</p> <p data-bbox="1218 614 2029 686"><b>6. Comparing and contrasting two פּרוּשׁים of a text: רש"י and פסוק ל"ב on רשב"ם New U4</b></p>						
וי																				
ויאכל																				
ויקם																				
וילך																				
ויאמר																				
ויבא																				
ל	ה																			
לי	הבכרה																			
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שמו																				
<p data-bbox="199 727 291 754"><b>Unit 8</b></p>	<p data-bbox="353 727 1115 799">1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4</p> <p data-bbox="353 810 887 844">2. Identifying שְׂרָשִׁים בוא, נתנ, גגש, בכה, נתנ, בוא: שְׂרָשִׁים S5</p> <p data-bbox="353 855 1016 888">3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 895 900 1169"> <thead> <tr><th>וי</th><th>ות</th></tr> </thead> <tbody> <tr><td>ויאכל</td><td>ותאמר</td></tr> <tr><td>ויבא</td><td>ותקח</td></tr> <tr><td>ויקם</td><td></td></tr> <tr><td>וילך</td><td></td></tr> <tr><td>ויאמר</td><td></td></tr> <tr><td>ויבא</td><td></td></tr> </tbody> </table> <p data-bbox="353 1184 965 1217">4. Use of noun singular prefixes and suffixes S5</p> <p data-bbox="353 1230 472 1257">Prefixes:</p> <table border="1" data-bbox="362 1267 900 1358"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table>	וי	ות	ויאכל	ותאמר	ויבא	ותקח	ויקם		וילך		ויאמר		ויבא		ל	ה	לי	הבכרה	<p data-bbox="1218 727 2063 834">1. Reflecting on the events in this unit and the feelings of the characters, e.g. the relationship between יַעֲקֹב and עֵשָׂו with their parents and understanding יַעֲקֹב's dilemma U1</p> <p data-bbox="1218 860 2029 967">2. Identifying repeated words and phrases; how the תּוֹרָה uses literary techniques (e.g. anagrams (בְּרָכָה/בְּכָרָה) and plays on words (יַעֲקֹב וַיַּעֲקֹבֵנִי) to express עֵשָׂו's feelings U2</p> <p data-bbox="1218 992 1798 1026">3. Comparing and contrasting, with support:</p> <ul data-bbox="1267 1051 2058 1299" style="list-style-type: none"> <li>• the difference between יַצְחָק's words and רַבֵּקָה's repetition of these words to יַעֲקֹב</li> <li>• the differences in content between יַצְחָק's three בְּרָכוֹת: the first given to יַעֲקֹב when יַצְחָק presumes he is עֵשָׂו; the second given to עֵשָׂו in response to עֵשָׂו's bitter cry; and the third given to יַעֲקֹב U3</li> </ul>
וי	ות																			
ויאכל	ותאמר																			
ויבא	ותקח																			
ויקם																				
וילך																				
ויאמר																				
ויבא																				
ל	ה																			
לי	הבכרה																			

	<p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">ו</td></tr> <tr><td style="text-align: center;">בְּנוּ</td></tr> </table>	ו	בְּנוּ	<p><b>4. Understanding the פירוש of the ספרנו explaining the significance of ברכות's יצחק and analysing how he explains the text New U4</b></p>													
ו																	
בְּנוּ																	
<p><b>Unit 9</b></p>	<p>1. Comprehending the plain meaning of a simple תורה text independently S4</p> <p>2. Identifying word families/שָׁרָשִׁים/עלה: שָׁכַב, חָלַם, יָרַד, עלה: שָׁרָשִׁים S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">וּ</td></tr> <tr><td style="text-align: center;">וַיֵּלֶן</td></tr> <tr><td style="text-align: center;">וַיִּשָׁכַב</td></tr> <tr><td style="text-align: center;">וַיֵּצֵא</td></tr> <tr><td style="text-align: center;">וַיֵּלֶד</td></tr> <tr><td style="text-align: center;">וַיִּשְׁכַּם</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">ו</th> <th style="text-align: center;">ה</th> <th style="text-align: center;">מ</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">וְהָיָה וְרָאִישׁוֹ</td> <td style="text-align: center;">הַשָּׂמֶשׁ הַמָּקוֹם</td> <td style="text-align: center;">מֵאֲבָנֵי מִבְּרֵאשִׁיתוֹ</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">ךְ</td></tr> <tr><td style="text-align: center;">אָבִיךָ</td></tr> <tr><td style="text-align: center;">זָרְעֶךָ</td></tr> </table> <p>5. Past tense first person – יָדַעְתִּי, דִּבַּרְתִּי, עָשִׂיתִי New S5</p> <p>6. Use of noun possessive plural suffix – מֵאֲבָנֵי New S5</p> <p>7. Reading vowelled פְּרוּשִׁים accurately (רש"י) New S6</p>	וּ	וַיֵּלֶן	וַיִּשָׁכַב	וַיֵּצֵא	וַיֵּלֶד	וַיִּשְׁכַּם	ו	ה	מ	וְהָיָה וְרָאִישׁוֹ	הַשָּׂמֶשׁ הַמָּקוֹם	מֵאֲבָנֵי מִבְּרֵאשִׁיתוֹ	ךְ	אָבִיךָ	זָרְעֶךָ	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יַעֲקֹב's feelings after his vision of the ladder U1</p> <p>2. Identifying with support that extra meaning can be derived from:</p> <ul style="list-style-type: none"> <li>• seemingly superfluous words in the text (לְשׁוֹן יִתְרָה)</li> <li>• words that are repeated in the text (מְלֵא מִנְחָה)</li> <li>• unusual order in the text (שְׁנוּי בְּסֵדֶר מְלִים)</li> <li>• ambiguous words (הִבְנֵת מְלִים לֹא בְּרוּרָת)</li> <li>• apparent grammatical inconsistency (דִּקְדּוּק לֹא עֶקְבִי) U2</li> </ul> <p>3. Identifying with support textual comparisons between יַעֲקֹב leaving home (כ"ח: ב') and אַבְרָם leaving his home (י"ב: ה') U3</p>
וּ																	
וַיֵּלֶן																	
וַיִּשָׁכַב																	
וַיֵּצֵא																	
וַיֵּלֶד																	
וַיִּשְׁכַּם																	
ו	ה	מ															
וְהָיָה וְרָאִישׁוֹ	הַשָּׂמֶשׁ הַמָּקוֹם	מֵאֲבָנֵי מִבְּרֵאשִׁיתוֹ															
ךְ																	
אָבִיךָ																	
זָרְעֶךָ																	

By the end of Unit 9 pupils should have a Hebrew vocabulary of about 150 keywords that should enable them to reach the goal of independent comprehension more easily.

**Unit 10**

1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4
2. Identifying word families/שְׁרָשִׁימִים: קנא, ספר, שנה, יספ, S5
3. Use of singular and plural verb prefixes/suffixes to help comprehend text S5

Prefix:

וַי
וַיִּשְׁנֶאֱוֶי
וַיִּסְפֹּו
וַיִּסְפֹּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וַי plural	וַי singular
בָּנָיו	בֶּנִי
אָחָיו	

5. Use of future tense תִּמְשַׁל, תִּמְלֹךְ, תִּמְשַׁל New S5
6. Reading vowelled פְּרוּשִׁים accurately (רש"י) S6
7. Comprehending the plain meaning of a simple מְפָרֵשׁ (רש"י) with support New S7

1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוֹסֵף's feelings and his relationship with his brothers U1
2. Comparing and contrasting the differences and similarities between the language and contents of יוֹסֵף's two dreams and the differing reactions of the brothers and יַעֲקֹב to these dreams U3
3. Understanding the meaning of a מְפָרֵשׁ and how his explanation helps us to gain a deeper understanding of the text, e.g. the background to the relationship between יוֹסֵף and his brothers New U4

<p><b>Unit 11</b></p>	<p><b>1. Comprehending the plain meaning of a more difficult text independently S4</b></p> <p>2. Identifying word families/שְׂרָשִׁימִם: שלכ בקש הרג שלכ S5</p> <p><b>3. Use of plural verb constructs to help comprehend text New S5</b></p> <table border="1" data-bbox="362 438 660 593"> <tr><td>וי.....הו</td></tr> <tr><td>וישְׁלַחְהו</td></tr> <tr><td>וימְצָאֵהו</td></tr> <tr><td>וישְׁאָלֵהו</td></tr> </table> <p>4. Use of noun suffixes S5</p> <table border="1" data-bbox="362 657 900 817"> <tr><td>וְ</td><td>יָ.</td></tr> <tr><td>אָחִיו</td><td>אָחִיךָ</td></tr> <tr><td>אָבִיו</td><td></td></tr> <tr><td>חֲלֻמֹתָיו</td><td></td></tr> </table> <p>5. Use of future tense נִרְאֶה, נִלְכֶה S5</p> <p>6. Reading vowelled פְּרוּשִׁים accurately (רש"י) S6</p> <p><b>7. Comprehending the plain meaning of a number of commentaries of רש"י with support New S7</b></p>	וי.....הו	וישְׁלַחְהו	וימְצָאֵהו	וישְׁאָלֵהו	וְ	יָ.	אָחִיו	אָחִיךָ	אָבִיו		חֲלֻמֹתָיו		<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוֹסֵף's and the brothers' feelings when he is about to be sold U1</p> <p>2. Understanding with support how the repetition of certain words and phrases, e.g. repetition of the word אַח provides clues about likely feelings U2</p> <p>3. Understanding with support how certain words and phrases, such as the use of various reference terms (כְּיִנְיָיִם) for יוֹסֵף, provide clues about likely feelings U2</p> <p><b>4. Understanding the meaning of a number of commentaries of רש"י and how his explanation helps us to gain a deeper understanding of the text, e.g. the relationship between יוֹסֵף and his brothers New U4</b></p>
וי.....הו														
וישְׁלַחְהו														
וימְצָאֵהו														
וישְׁאָלֵהו														
וְ	יָ.													
אָחִיו	אָחִיךָ													
אָבִיו														
חֲלֻמֹתָיו														
<p><b>Unit 12</b></p>	<p>1. Comprehending the plain meaning of a more difficult text independently S4</p> <p>2. Identifying שְׂרָשִׁימִם: נשק, זכר, נכר S5</p> <p><b>3. Identify when a ו' is a הַהִפּוּךְ and when it is a הַחִיבוּר and when it is a הַחִיבוּר New S5</b></p>	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוֹסֵף's and the brothers' feelings when יוֹסֵף reveals himself U1</p> <p>2. Identifying independently how the repetition of certain words or groups of words, e.g. שלח and מכר, and ambiguous words e.g. וְאֶחָדֵינוּ, וְאֶחָדֵינוּ can provide clues about the likely feelings, intentions and leading ideas of the unit U2</p>												

	<p>4. Use of noun suffixes S5</p> <table border="1" data-bbox="362 236 898 389"> <tr> <td>י</td> <td>ף</td> </tr> <tr> <td>אָבִי בָּנִי אָחִי</td> <td>בֵּיתִי</td> </tr> </table> <p>5. Reading vowelled פֿרוּשִׁים accurately (רש״י) S6</p> <p>6. Comprehending the plain meaning of a number of commentaries of רש״י with support S7</p>	י	ף	אָבִי בָּנִי אָחִי	בֵּיתִי	<p>3. Comparing and contrasting language in parallel texts U3</p> <p><b>4. Understanding how the brothers felt ashamed of their past actions, and were only able to speak once יוֹסֵף cried and showed his feelings</b></p>
י	ף					
אָבִי בָּנִי אָחִי	בֵּיתִי					
<p><b>Unit 13</b></p>	<p><b>1. Comprehending the plain meaning of a תּוֹרָה and מְשֻׁנָּה text New S4</b></p> <p>2. Identifying word families: קוֹדֵשׁ, תְּרוּעָה, זְכוּרוֹן, שְׁבִתוֹן, תְּרוּעָה, קוֹדֵשׁ S5</p> <p><b>3. Use of future tense plural form תֵּשָׁבוּ, תִּתְּנוּ, תִּחַגְּגוּ New S5</b></p> <p>4. Use of noun prefixes S5</p> <table border="1" data-bbox="362 863 660 1086"> <tr> <td>ה</td> </tr> <tr> <td>הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַטְּכוֹת</td> </tr> </table> <p>5. Reading vowelled פֿרוּשִׁים accurately (רש״י) S6</p> <p>6. Comprehending the plain meaning of a number of commentaries (רש״י) with support S7</p>	ה	הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַטְּכוֹת	<p>1. Reflecting on the values that can be learned from the מִצְוֹת in this unit, e.g. the meaning of the שׁוֹפָר, forgiveness for יוֹם כִּיפּוּר and שְׂמֵחָה connected to סוּכּוֹת U1</p> <p>2. Understanding how certain words provide clues about the meaning of the text, e.g. אָדָּךְ U2</p> <p><b>3. Comparing תּוֹרָה and מְשֻׁנָּה texts and seeing how the מְשֻׁנָּה elaborates on the details of the מִצְוָה first mentioned in the תּוֹרָה texts New U3</b></p> <p>4. Explaining why a פֿירוּשׁ (רש״י) explains the text as it does U4</p>		
ה						
הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַטְּכוֹת						
<p><b>Unit 14</b></p>	<p>1. Comprehending the plain meaning of a more difficult תּוֹרָה text independently S4</p>	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. מִשָּׁה's feelings when he hits the מְצָרִי U1</p>				

