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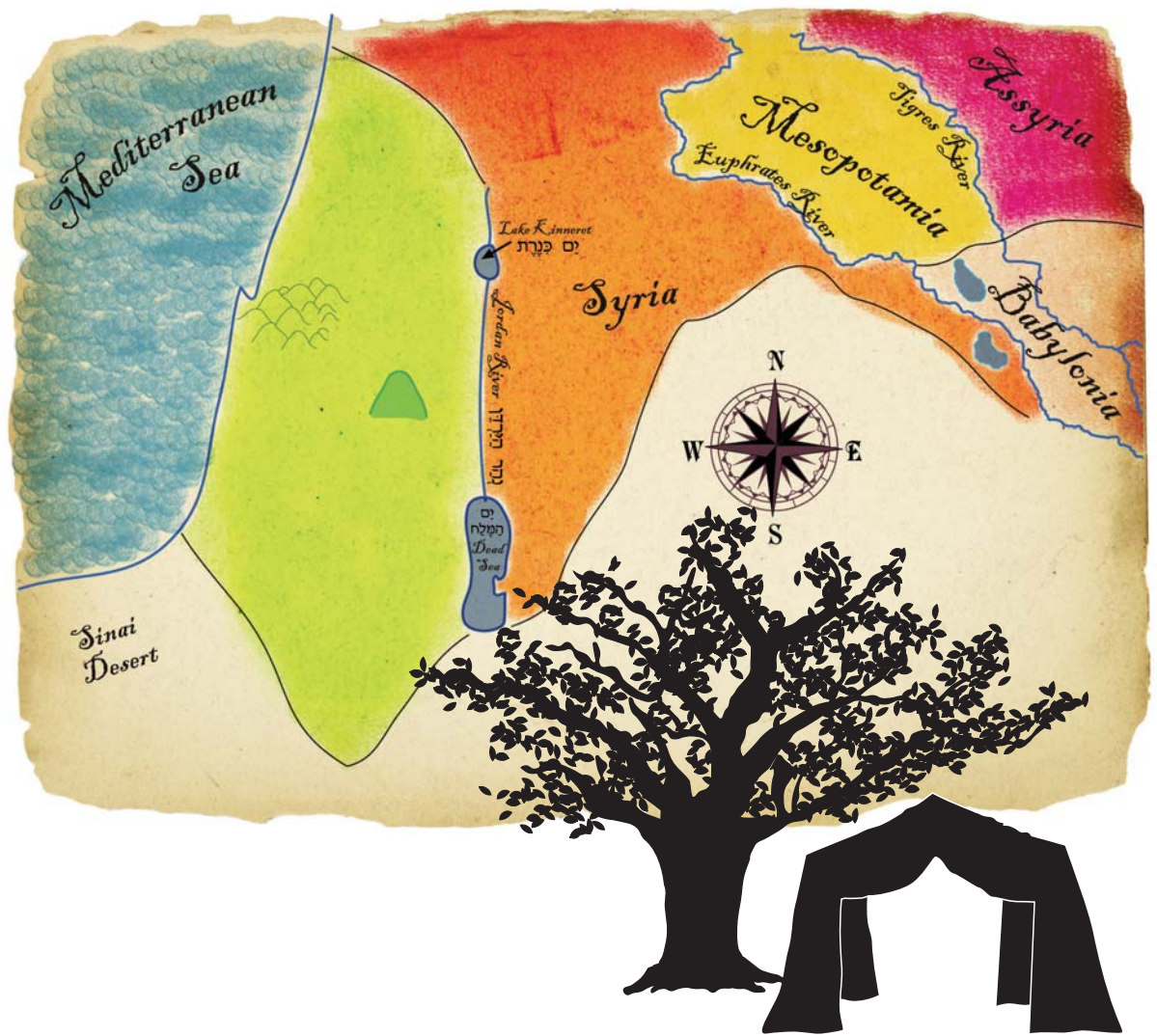
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Unit 3 - Avraham Welcomes Three Men

פְּרִשֶׁת וַיֵּרָא י"ח: א'-ח'

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PaJeS (formerly the JCP) provides services, support and strategy to Jewish schools across the whole UK community. PaJeS develops and supports the delivery of curriculum in schools especially in the area of Jewish Studies and Ivrit.

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

Unit 3 Acknowledgements

WRITING AND CONSULTANCY TEAM

Rabbi Dr Eli Kohn

Yolande Pieters

Ellie Gellman

Rabbi Stan Peerless

Sarah Bokor

Elizabeth Caplan

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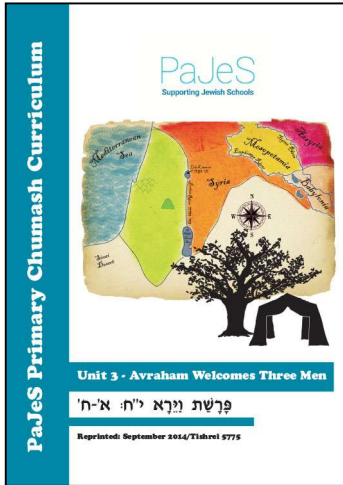
GRAPHIC DESIGNER

Ruhama Stern Welcher

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How to Use this Pack



The Unit 3 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 3.



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

פְּסוּקֵי א'		
Hashem appeared to him in Elonei Mamre	וַיֵּרָא אֱלֹהֵי ה' בְּאֵלְנֵי מַמְרֵא	line 1
while he was sitting at the door of the tent	וְהוּא יֹשֵׁב בְּפֶתַח-הָאֵהָל	line 2
in the heat of the day.	בְּחֹם הַיּוֹם:	line 3

JCP Chumash Curriculum Unit 3 Linear Passim - Revised March 2012

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

entrance	פֶתַח	מִפְתָּח, מִפְתַּח
tent	אֵהָל	הָאֵהָל, הָאֵהָלָה
see	רָאָה	וַיֵּרָא
eye	עֵינַי	עֵינָיו
run	רוּץ	וַיָּרֹץ, רָץ
please	נָא	נָא
a little	מְעוֹט	מְעוֹט
water	מַיִם	מַיִם
tree	עֵץ	הָעֵץ
hurry	מָהֵר	וַיְמַהֵר, מְהֵרָה

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



Classroom Resources support various classroom activities.



The card game revises מִידוֹת (values) as well as memorable phrases from units 1-3.

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

Aim and Focus of Unit 3

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

Unit 3 focuses on the ways in which the תּוֹרָה teaches the מְצוֹת of בִּיקוּר חוֹלִים and בְּרִית מִיֵּלָה. The מְצוּה of בִּיקוּר חוֹלִים – visiting an ill person – is revealed through אֲבִרְהָם's commentary on the reason why אֵי-חִי appears after his מִיֵּלָה. The מְצוּה of אֲבִרְהָם's actions when welcoming guests to his home is illustrated through אֲבִרְהָם's actions when welcoming guests to his home.

Pupils have an opportunity to discover the מִנְחוֹת (guiding words) מֵהָרַץ and מֵהָרַץ, which demonstrate through their repetition אֲבִרְהָם's great desire and enthusiasm – to welcome guests and take care of their needs. In addition, pupils will explore how אֲבִרְהָם involves other members of his family in participating in this מְצוּה of welcoming guests.

By comparing the proportion of אֲבִרְהָם's actions to his words and the פְּסוּקִים describing what he first offers his guests (בְּרִאשִׁית יִיחַ : הִי) with what he actually serves them (יִיחַ : וֵי-חִי) pupils have an opportunity to discover how אֲבִרְהָם exemplifies the value of אָמַר מְעַט וַעֲשֵׂה הַרְבֵּה – say a little and do a lot.



Brief Outline of Unit 3

Lesson 1: 'ה' Appears to אַבְרָהָם

בְּרֵאשִׁית י"ח : א'

Why does 'ה' visit אַבְרָהָם? Why is אַבְרָהָם sitting at the entrance of his tent on a hot day?

Lesson 2: אַבְרָהָם Welcomes the Three Men

בְּרֵאשִׁית י"ח : ב', ג'

How does the repetition of וַיֵּרָא show אַבְרָהָם's sensitivity to his guests' feelings? How do we learn to do הַכְנָסַת אֹרְחִים from אַבְרָהָם?

Lesson 3: אַבְרָהָם Offers Water and Rest to His Visitors

בְּרֵאשִׁית י"ח : ד', ה'

How does אַבְרָהָם's offer to the men teach us the best way to welcome visitors?

Lesson 4: אַבְרָהָם and his Family Prepare a Meal for the Visitors

בְּרֵאשִׁית י"ח : ו', ז'

Which words show us *how* אַבְרָהָם does the מְצוּחַ of welcoming guests? How does אַבְרָהָם involve others in helping him with this מְצוּחַ?

Lesson 5: אַבְרָהָם Says a Little but Does a Lot

בְּרֵאשִׁית י"ח : ח'

How much does אַבְרָהָם *say* and how much does he do? What are the differences between what אַבְרָהָם *offers* the visitors and what he actually serves them?

Lesson 6: Revision and Assessment

Part 1: Vocabulary Revision of Units 1-3.

Part 2: מִידוֹת and Key Phrase Card Game for Units 1-3.

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

Keywords and Phrases of Unit 3

The table below features the key words to be studied and practised in Unit 3.

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 word family. 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 שְׁרֵשׁים are given in their שְׁרֵשׁ letters and can be pronounced by pupils using the Hebrew letter names.

entrance	פָּתַח	פָּתַח, מִפְּתַח
tent	אֹהֶל	הָאֹהֶל, הָאֹהֶלָה
see	רָאָה	וַיֵּרֵא
eye	עֵינַי	עֵינָיו
run	רוּץ	וַיָּרֻץ, רָץ
please	נָא	נָא
a little	מְעַט	מְעַט
water	מַיִם	מַיִם
tree	עֵץ	הָעֵץ
hurry	מָהֵר	וַיִּמְהָר, מִמְהָרִי

Keywords from Units 1 and 2

Words that were studied in Unit 1		
say	אָמַר	וַיֹּאמֶר
to	אֶל	אֶל
go	הִלַּךְ	לָךְ, וַיִּלְךְ, לָלֶכֶת, הִלְכָה
Land	אֶרֶץ	מֵאֶרֶץ, הָאֶרֶץ, אֶרֶץ, בְּאֶרֶץ
house	בַּיִת	וּמִבַּיִת
father	אָב	אָבִיךָ
great	גָּדוֹל	גָּדוֹל
make great	גָּדַל	וַיַּגְדִּילָהּ
blessing	בְּרָכָה	בְּרָכָה
bless	בָּרַךְ	וַאֲבָרְכֶךָ, וַאֲבָרְכָהּ, מְבָרְכֶיךָ, וַיְבָרְכֵנִי
seed/child	זָרַע	לְזָרְעֶךָ
this	זֶה, זֹאת	הַזֹּאת

Words that were studied in Unit 2		
no, not	לֹא	לֹא, וְלֹא, הֲלֹא
them	אֹתָם	אֹתָם
live, sit	יָשַׁב	לָשַׁבַת
shepherd	רוֹעֵה	רֹעִי, רֹעֵיךָ
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

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 game where pupils working individually, in pairs or in small groups match the Hebrew word flashcards with their corresponding English word flashcards and their matching picture cards
- word lotto game where pupils match word cards to boards of words
- bingo game where teachers call out words and pupils cover the called out word on the board

Unit Learning Outcomes

Overview of KSU Learning Outcomes in Unit 3

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K4 A	Pupil recognises and knows the selected Hebrew keywords in this חומש unit and in the previous חומש unit.
K4 B	Pupil knows the meaning of the phrases: הכנסת אורחים, ביקור חולים, "אמור מעט ועשה הרבה" and זריזות למצוה.
K6	Pupil knows that רש"י's explanation is not part of the תורה text. Pupil knows רש"י's explanation of why ה' appears to אברהם, why אברהם was sitting at the entrance of his tent, the reason that the word ויגרא is repeated and whom אברהם involves in the מצוה of הכנסת אורחים and for what reason.
Skills Goals	
S1	Pupil can locate text when given its פסוק and פסוק reference.
S3	Pupil can read words (and פסוקים) accurately, accentuating syllables and using אֶתְנַחֲתָא.
S4	Pupil can understand the plain meaning of the פסוקים 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 מצוות of ביקור חולים and הכנסת אורחים. They can identify and discuss the values of performing מצוות with enthusiasm – זריזות למצוה – involving others in performing מצוות and the importance of actions over speech – אמור מעט ועשה הרבה.
U2	Pupil can identify, with support, seemingly extra words, e.g. ויגרא, and derive meaning and values from these words. They can identify, with support, guiding words (מילים מנחות) that are repeated in the text – רץ, מהר.
U3	Pupil can identify and derive meaning and values, with support, from comparing two different passages, e.g. ה' ד', ה' – what אברהם offers his guests - and ח' – what he actually serves them. Pupil can relate אברהם's behaviour to their own lives.

Knowledge Goals

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

- אֱלֹנֵי מְמָרָא at אַבְרָהָם appears to ה'
- אַבְרָהָם is sitting at the entrance of his tent in the heat of the day
- אַבְרָהָם sees three men standing and runs to greet them
- אַבְרָהָם asks the three men not to carry on their journey without stopping at his tent
- אַבְרָהָם offers the three men the opportunity to wash their feet, rest under the tree and have some bread and the men accept
- אַבְרָהָם hurries to שָׂרָה's tent and tells her to hurry and knead dough and make cakes for the three men. אַבְרָהָם then runs to take a tender and good calf and, with the help of the boy, hurries to prepare it
- אַבְרָהָם takes cream, milk and meat to his visitors and waits on them as they eat

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

entrance	פֶּתַח	פֶּתַח, מִפְתָּח
tent	אֹהֶל	הָאֹהֶל, הַאֹהֶלָה
see	רָאָה	וַיֵּרָא
eye	עֵינַיִן	עֵינָיו
run	רוּץ	וַיָּרֻץ, רָץ
please	נָא	נָא
a little	מְעַט	מְעַט
water	מַיִם	מַיִם
tree	עֵץ	הָעֵץ
hurry	מָהֵר	וַיִּמְהַר, מְהֵרָה

K4B: Pupil knows the meaning of the following phrases:

הַכְּנָסָה אוֹרְחִים

בִּיקוּר חוֹלִים

זְרִיזוֹת לְמַצָּוָה

אָמֹר מְעַט וַעֲשֵׂה הַרְבֵּה

K6: Pupil knows that רש"י's explanation is not part of the תורה text. Pupil knows the following explanations from רש"י:

- Why אֵי appears to אֲבָרְהָם (בְּרֵאשִׁית י"ח : א') (בְּרֵאשִׁית י"ח : א')
- Why אֲבָרְהָם was sitting at the entrance of his tent, and the reason that the word וַיֵּרָא is repeated (בְּרֵאשִׁית י"ח : ב')
- Who and why אֲבָרְהָם involves in the מְצוּחָה of אֲבָרְהָם (בְּרֵאשִׁית י"ח : ז')

Skills Goals

S1: Pupil can locate text when given its פָּרָק and פָּסוּק reference.

S3: Pupil can read words and פָּסוּקִים accurately, accentuating syllables correctly and recognising the אֶתְנַחֲמָה and the end of the פָּסוּק.

S4: Pupil can understand the plain meaning of the פָּסוּקִים 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. New stick-on א introduced and stick-ons וּמ, ה, and ה, as well as ל at the beginning of a word and ה at the end of a word all revised

Understanding Goals

U1: Pupil can reflect on and discuss with support the מְצוּחָה of:

- בִּיקוּר חוֹלִים (visiting an ill person) as seen in אֵי's visit to אֲבָרְהָם just after his [רש"י] בְּרִית מִלְּחָה
- אֲבָרְהָם as seen in the way that אֲבָרְהָם considers the visitors' immediate needs without imposing on them

Pupil can reflect on and discuss, with support, the values of:

- performing מְצוּחָה with enthusiasm – זְרִיזוּת לְמַצְנָה
- involving others in performing מְצוּחָה, as seen in the fact that אֲבָרְהָם asks שָׂרָה and the boy to prepare food for the visitors
- saying a little but doing a lot – (פְּרָקִי אֲבוֹת אֵי : ט"ו) – אֲבָרְהָם as seen in the action of אֲבָרְהָם who offers a little water and bread but then serves a whole meal

U2: Pupil can identify, with support:

- seemingly extra words, e.g. the repetition of the word וַיְרֵא emphasises אַבְרָהָם's desire to do the מְצוּחַ of אוֹרְחִים [רש"י]
- "guiding words" that are repeated in the text – מהר, רץ, and derive from their repetition that אַבְרָהָם performs the מְצוּחַ of אוֹרְחִים with enthusiasm – זְרִיזוּת לְמַצּוּחַ

U3: Pupil can identify and derive meaning and values, with support, from comparing two passages – בְּרֵאשִׁית י"ח: ד'-ה' – אַבְרָהָם offers rest, water and bread and בְּרֵאשִׁית י"ח: ו'-ח' where he serves a whole meal. אַבְרָהָם does much more than he says he will do.

Unit Skills and Understanding Spiral

Unit 3	<ol style="list-style-type: none"> 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 שרשים: מהר, רוצ; S5 5. prefix: באלני מקרא; prefixes ה and מ and suffix ך revised S5 	<ol style="list-style-type: none"> 1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Comparisons: of promise and fulfilment השוואה within same text New U3 3. Explaining why a פירוש comments on specific words: רש"י explains the repetition of the word וַיְרֵא as emphasising אַבְרָהָם's desire to do אוֹרְחִים New U4
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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

Unit 3 is the final unit in which 'finding the place' and 'reading' are mentioned explicitly as expectations. From Unit 4 onwards it will be assumed that the majority of pupils have mastered these skills.

Name of child:	KNOWLEDGE		SKILLS				UNDERSTANDING			
	K2: I know the storyline, events and places in Unit 3	K4: I know keywords studied in Unit 3	S2: I can find the place in the חִנּוּךְ	S3: I can read most פְּסוּקִים in Unit 3 correctly	S4: I can comprehend the plain meaning of תּוֹרָה text with support	S5: I can identify word families: רָאָה, מָהָר, רָץ	S5: I can use noun prefix ב (and ה, מ, and suffix ך) to help comprehend text	U1: I can relate an event/value learned to my own life	U3: I can derive meaning from comparison within same text (comparison between what אַבְרָהָם offered the guests and what he served them)	U4: I can explain why a פְּרִישׁ comments on a specific word (רשׁ"י: וַיִּרְאֵהֶם repetition of וַיִּרְאֵהֶם emphasises אַבְרָהָם's desire to do (הַקְנִסָת אֹרְחָיִם)
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
TOTALS	KNOWLEDGE		SKILLS				UNDERSTANDING			TOTAL
X – achieved										
\ – partly achieved										
(blank) – not yet achieved										

Unit 3 Self Assessment Grid

Name: _____

Class: _____

Date:	KNOWLEDGE		SKILLS					UNDERSTANDING		
	K2: I know the storyline, events and places in Unit 3	K4: I know keywords studied in Unit 3	S2: I can find the place in the חֲנוּמֵשׁ	S3: I can read most פְּסוּקִים in Unit 3 correctly	S4: I can comprehend the plain meaning of תּוֹרָה text with support	S5: I can identify word families: רָאָה, מָהָר, רָץ	S5: I can use noun prefix ב (and ה, מ, and ד) suffix (ך) to help comprehend text	U1: I can relate an event/value learnt to my own life	U3: I can derive meaning from comparison within same text (comparison between what אֲבָרְהָם offered the guests and what he served them)	U4: I can explain why a פְּרִישׁ comments on a specific word (רְשׁוּי: repetition of וַיִּרְאֵם emphasizes אֲבָרְהָם's desire to do (הַקְנֵסֶת אֹרְחָיִם)

Keywords: I know the meaning of the following keywords:

פָּתַח	אָהַל	רָאָה	עָיַן	רוּץ	נָא	מָעַט	מִיָּם	עָץ	מָהָר
פָּתַח, מִפָּתַח	הָאָהַל, הָאָהֳלָה	וַיִּרְאֵם	עָיַנוּ	וַיִּרְצֵ, רָץ	נָא	מָעַט	מִיָּם	הָעֵץ	וַיִּמְהָר, מְהֵרָי

Unit Levels of Attainment

Unit 3 is aimed at pupils in Year 3 and pupils are therefore working within Levels 2 and 3, with very able pupils even achieving Level 4. Included below are level descriptors from Levels 1-3. For further levels please see Appendix 2.

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 חוֹמֵשׁ 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 פְּרֻשֵׁת 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 פְּרֻשֵׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>

Level 2 (suggested by the end of Year 2)

Learning about Chumash (Knowledge-K)	
1. I know that each פְּרֻשָׁה has its own name and is read in the בֵּית הַקְּנֻסֶת on שַׁבָּת once a year. (K1)	<input type="checkbox"/>
2. I know the names of the פְּרֻשֹׁת in סֵפֶר בְּרֵאשִׁית. (K1)	<input type="checkbox"/>
3. I know the names of people in the פְּרֻשֵׁת 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 חוֹמֵשׁ story but is not written in the חוֹמֵשׁ. (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 פְּרֻשֵׁת הַשְּׁבוּעַ story. (S4)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can talk about the מִידוֹת that I learn from פְּרֻשֵׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>
2. I understand that my חוֹמֵשׁ 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)	
Level 3c 1. I know the names of the פְּרִשֶׁת and סֵפֶר I am learning. (K1)	<input type="checkbox"/>	Level 3c 1. I can show where a פְּסוּק begins and ends in my חוּמֵשׁ. (S1)	<input type="checkbox"/>	Level 3c 1. I can describe the feelings of the people I have learned about in my חוּמֵשׁ. (U1)	<input type="checkbox"/>
2. I know, giving only a few details, most of the story in the unit. (K2)	<input type="checkbox"/>	2. I can find the place in my חוּמֵשׁ. (S1)	<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. (U2)	<input type="checkbox"/>
3. I know where אֶרֶץ יִשְׂרָאֵל is on a map of the Middle East. (K3)	<input type="checkbox"/>	3. I can read selected words on a חוּמֵשׁ page. (S3)	<input type="checkbox"/>		
4. I know the meaning of some of the keywords from the unit(s). (K4)	<input type="checkbox"/>	4. I can work out the meaning of part of a פְּסוּק using keywords I know. (S4)	<input type="checkbox"/>	Level 3b 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. (U1)	<input type="checkbox"/>
5. I know that a פְּרוּשׁ explains the meaning of a חוּמֵשׁ text but is not part of the חוּמֵשׁ text. (K6)	<input type="checkbox"/>	Level 3b 1. I can find any סֵפֶר בְּרֵאשִׁית in פְּסוּק and also find the אֶתְנַחְתָּא. (S1)	<input type="checkbox"/>		
Level 3b 1. I can accurately retell most of the תּוֹרָה narrative of the unit. (K2)	<input type="checkbox"/>	2. I can read words and phrases on a חוּמֵשׁ page. (S3)	<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. (U2)	<input type="checkbox"/>
2. I know where most places in the unit are on a map with some places filled in. (K3)	<input type="checkbox"/>				

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

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 the 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:**

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

- **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 the פְּסוּק in triplicate (so that every pupil gets a card) on flashcards and distribute to the class. 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 contents 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 and 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; 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:

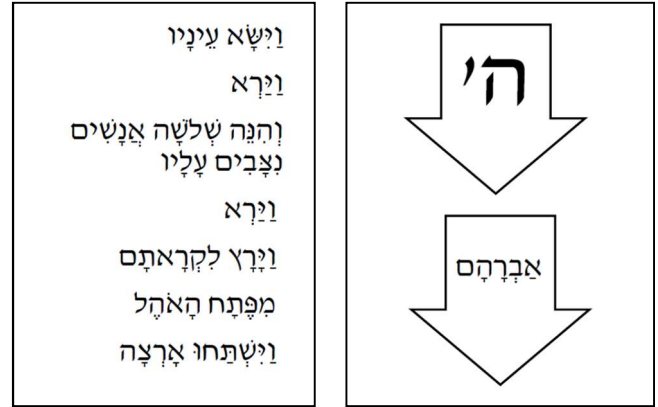
- **Names, Places, Known Words and Keywords:**

Pupils are encouraged to find words they already know, such as names and places, as well as words they might recognise from עֵבְרִית 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 אֶתְנַחֲתָא, which cuts the פָּסוּק into two halves, and they also work with smaller parts of the פָּסוּק.



- **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: אֲבִרְהָם ה' Appears to

(בראשית י"ח: א')

Learning Outcome:

❖ To understand the reason why ה' appears to אֲבִרְהָם

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p>K2: Know that ה' appears to אֲבִרְהָם at אֵלֵנִי מִמְרָא.</p> <p>אֲבִרְהָם is sitting at the entrance of his tent in the heat of the day.</p> <p>K4A: Know the following two Hebrew keywords: אֵהָל and אֶתַח.</p> <p>K4B: Recognise the term בִּיקוּר חוֹלִים.</p> <p>K6: Know that רש"י's explanation is not part of the תּוֹרָה text.</p> <p>Know רש"י's explanation of why ה' appears to אֲבִרְהָם.</p>	<p>S1: Recognise the beginning and end of אֵי-ח' : א' and locate text when given its פָּרֶק and פָּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי (אֶתְנַחֵתָא) of אֵי-ח' : א'.</p> <p>S4: Comprehend the plain meaning of אֵי-ח' : א' with support.</p> <p>S5: Identify the word families of הַיּוֹם and הָאֵהָל.</p> <p>Identify the stick-ons וְ and הֵ as well as the new stick-on בְּ.</p>	<p>U1: Reflect on and discuss, with support, the values and מִצְוָה of בִּיקוּר חוֹלִים (visiting an ill person) as seen in אֲבִרְהָם ה' just after his בְּרִית [רש"י] מִלָּה.</p>

1. Revision Activity

(5 minutes)

Briefly review the main events in the previous unit to include the following questions:

- What happened between אַבְרָם's shepherds and לוֹט's shepherds? (*There was a quarrel.*)
- What was the cause of the quarrel? (*There was not enough land for all their many sheep and cattle to graze on; אַבְרָם's shepherds accused לוֹט's shepherds of stealing by allowing their sheep to graze on other people's land.*)
- How did אַבְרָם resolve the situation? (*He suggested that they separate and he gave לוֹט the first choice of where to live.*)
- What does this tell us about אַבְרָם's character? (*אַבְרָם is a man of peace.*)
- Next to which city did לוֹט choose to live? (סְדֹם)
- Why was this bad choice? (*סְדֹם was a city of evil people.*)
- Why then did לוֹט choose to live there? (*The area was well watered so that his sheep and cattle would have plenty of grass.*)

2. Contextual Background [K2]

(10 minutes)

Remind pupils of the promises that ה' made to אַבְרָם as he left חָרָן.

Use the Hebrew and/or the English flashcards, in order or mixed up, or encourage pupils to find the promises in פְּרֻשֶׁת לֶךְ-לְךָ.

I will make you into a great nation	וְאָנְכֶנְךָ לְגוֹי גָּדוֹל
To your children I will give this land	לְוַרְעֶדְךָ אֶתְּנוּ אֶת הָאָרֶץ הַזֹּאת
You shall be a blessing	וְאַבְרָכְךָ
I will make your name great	וְאִגְדָּלְךָ שְׁמֶךָ
I will bless you [with, for example, wealth]	וְהִנֵּה בְרָכָה

Fulfilling the Promises

Read the promise, tick the correct box and explain your answer.

1. וְאָנְכֶנְךָ לְגוֹי גָּדוֹל
I will make you into a great nation

Because _____

Cannot happen Happened We don't know
2. לְוַרְעֶדְךָ אֶתְּנוּ אֶת הָאָרֶץ הַזֹּאת
I will give this land to your children

Because _____

Cannot happen Happened We don't know
3. וְאַבְרָכְךָ
I will bless you

Because _____

Cannot happen Happened We don't know
4. וְאִגְדָּלְךָ שְׁמֶךָ
I will make your name great

Because _____

Cannot happen Happened We don't know
5. וְהִנֵּה בְרָכָה
You will be a blessing

Because _____

Cannot happen Happened We don't know

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With the promises displayed on the board and using the worksheet **Fulfilling the Promises**, ask pupils to decide in pairs:

- which of the promises have been fulfilled
- which ones cannot yet be fulfilled
- which ones we do not have enough information about to know if they have been fulfilled.

Feedback (with suggested answers):

- Which of these promises have been fulfilled? (*Number 3: I will bless you. How has ה' blessed אַבְרָם with wealth? Coming back from מִצְרַיִם, אַבְרָם has many sheep and cattle, silver and gold.* וַאֲבָרָם קָבַד מְאֹד בַּמִּקְנֵהוּ בַכֶּסֶף וּבַזָּהָב.)
- Which of the promises do we not know about? (*Numbers 4 and 5: The תּוֹרָה does not tell us directly about these promises being fulfilled.*)
- Which of the promises cannot happen at the moment and why? (*Numbers 1 and 2 cannot happen because אַבְרָם and שָׂרִי have no children. With אַבְרָם aged 99 and שָׂרִי 89, it is hard to imagine how they could have a child.*)

Using the silhouette flashcards, tell pupils about the following three events that happened since Unit 2.

In pairs, pupils should discuss for each event how could this help to fulfil promises 1 and 2 that ה' made.

- 1) הַגֵּר suggests to אַבְרָם to marry her maidservant שָׂרִי.
 - ❖ How could it help fulfil the promises? (*הַגֵּר thought that if אַבְרָם married שָׂרִי, they could have a child and the promise of אַבְרָם having children would be fulfilled with אַבְרָם but not with שָׂרִי.*)
- 2) ה' changes אַבְרָם's name to אַבְרָהָם and שָׂרִי's name to שָׂרָה and promises that שָׂרָה would have a child (בְּרָאשִׁית י"ז : ט"ז).
 - How could it help fulfil the promises? (*A new name shows that something important has changed about both of them and ה' promises that they will have a child.*)
- 3) ה' commands אַבְרָהָם to have a בְּרִית מִילָה at the age of 99 and once again promises אַבְרָהָם that he will have a child.
 - How could it help fulfil the promises? (*אַבְרָהָם has another sign that ה' will keep His promise and give him a child.*)

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

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

Let pupils read the פְּסוּק in pairs/groups/whole class.

4. Comprehension Activity: Simple Meaning [K4, K6]**(20 minutes)**

וַיֵּרָא אֵלָיו ה' בְּאֵלֵי מִמְרָא וְהוּא יֹשֵׁב פֶּתַח הָאֵהָל כְּחֹם הַיּוֹם

Read the פְּסוּק again, introducing the meaning of the keywords פֶּתַח and אֵהָל as well as other aspects of the פְּסוּק with the silhouettes provided.

Using the large פְּסוּקִים, encourage pupils to identify the following:

- Characters we know: ה'.
- Is there anyone else in this פְּסוּק? Clue: Who is sitting? אַבְרָהָם.
- Places: אֶלְנֵי מַמְרָא. This is where אַבְרָהָם's tent was.
- Familiar words: לִשְׁבֹּת and לֵשֶׁב.
- Familiar stick-ons: וְ, וְהוּא, הַיּוֹם, הָאֵהָל, הַ.
- New keywords: אֵהָל, פָּתַח.

There is a stick-on that we have seen before (בְּאֶרֶץ in Unit 1) but are now looking at properly for the first time: a ב at the beginning of the word.

- בְּאֶלְנֵי מַמְרָא What could this mean? ('in' or 'on').

Encourage pupils to summarise the פְּסוּק in their own words.

Pupils can complete the worksheet **I Know the Stick-on** בּוֹב to reinforce the skill of stick-on recognition.

5. Understanding Activity [U1, K6]

(15 minutes)

Ask pupils to discuss the answers to the following questions in pairs:

- Who is visiting whom? (אֵבְרָהָם is visiting ה').
- Why is ה' visiting אֵבְרָהָם? (It is not written in this פְּסוּק. Think about what took place before.)
- Where is אֵבְרָהָם sitting? (At the entrance of his tent הָאֵהָל.)
- Where would you sit if you had just had an operation? (In a private space like a bedroom.)
- Why do you think that the פְּסוּק tells us about the weather? Is this usual for the פְּסוּק to do this kind of thing? (To emphasise how difficult it was for אֵבְרָהָם to sit in the open and look out for visitors.)

Feed back.

רש"י asks one of these questions too. "Why is אֵבְרָהָם visiting ה'?" Why do you think he should deserve a visit from ה'?

Encourage pupils to recollect that it was רש"י who helped us find a reason for the quarrel between לוֹט's shepherds and אֵבְרָהָם's shepherds (Unit 2 Lesson 3).

Use the interactive whiteboard to display the scanned page of רש"י text. Indicate the Hebrew word רש"י and encourage pupils to find the word רש"י on the page of their חוּמְשׁ. Explain that we use רש"י's commentary to help us get a better and deeper understanding of the words of the תּוֹרָה. Commentaries are not part of the text of the תּוֹרָה although they appear in many חוּמְשִׁים.

רש"י explains that the reason why אַבְרָהָם appears to אַבְרָהָם is that he has just performed the outstanding act of doing a בְּרִית מִלְכָּה on himself at the age of 99. Consequently he is feeling unwell. אִי visits אַבְרָהָם to see how he is. אִי's visit helps אַבְרָהָם feel better. This מְצֻנָּה is called בְּיָקוֹר חוֹלִים. We learn how to do this מְצֻנָּה of בְּיָקוֹר חוֹלִים directly from אִי.

Display the בְּיָקוֹר חוֹלִים flashcard. Encourage pupils to read the phrase accurately.

Let pupils discuss in pairs and feed back:

- Have you ever felt unwell?
- Have you ever had any visitors when you felt ill? How did they make you feel?
- Have you ever fulfilled the מְצֻנָּה of בְּיָקוֹר חוֹלִים and visited or called someone else who was not well?
- How did you try to make them feel better?

6. Plenary/Summary Activity

(5 minutes)

Encourage pupils to review רש"י's explanation to answer the original question:

- Why is אִי appearing to אַבְרָהָם at this moment? (*He is visiting an ill person to help him feel better and doing the מְצֻנָּה of בְּיָקוֹר חוֹלִים*)
- What do you think this shows or teaches אַבְרָהָם? (*How important it is to visit someone who is ill. Even אִי does this מְצֻנָּה.*)
- What does it teach us? (*When a person is ill, we should make sure we visit them. This can help the person feel better.*)

Lesson 2: אֶבְרָהָם Welcomes the Three Men (בראשית י"ח: ב'-ג')

Learning Outcome:

- ❖ To understand how the תּוֹרָה teaches us the מְצוּה of הַכְנָסַת אֹרְחִים – welcoming visitors

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p>K2: Know that אֶבְרָהָם sees three men standing and runs to greet them.</p> <p>אֶבְרָהָם asks the three men not to carry on their journey without stopping at his tent.</p> <p>K4A: Know the following three new Hebrew keywords:</p> <table border="1"> <tr> <td>רֵא</td> <td>וַיְרֵא</td> </tr> <tr> <td>עֵין</td> <td>עֵינָיו</td> </tr> <tr> <td>רַץ</td> <td>וַיָּרֶץ</td> </tr> </table> <p>K4B: Recognise the term הַכְנָסַת אֹרְחִים.</p> <p>K6: Know רש"י's explanation of why אֶבְרָהָם was sitting at the entrance of his tent, and the reason that the word וַיְרֵא is repeated.</p>	רֵא	וַיְרֵא	עֵין	עֵינָיו	רַץ	וַיָּרֶץ	<p>S1: Recognise the beginning and end of בְּרֵאשִׁית י"ח: ב', ג' and locate text when given its פְּרָק and פְּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי (אֶתְנַחֲתָא) of בְּרֵאשִׁית י"ח: ב', ג'.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית י"ח: ב', ג' with support.</p>	<p>U2: Reflect on and discuss, with support, how the repetition of the word וַיְרֵא emphasises אֶבְרָהָם's desire to do the מְצוּה of הַכְנָסַת אֹרְחִים (רש"י).</p>
רֵא	וַיְרֵא							
עֵין	עֵינָיו							
רַץ	וַיָּרֶץ							

1. Revision Activity [K2, K6]**(10 minutes)**

Display the picture of אֲבָרְהָם sitting at the entrance of the tent with a hot sun shining and ask:

- Why did ה' appear to אֲבָרְהָם? (*to visit him after his מִיָּלָה*)
- How do we know that this is the reason for ה'’s visit? (*from רש"י’s commentary*)
- What is ה' teaching us to do? (*to visit people when they are ill*)
- What is this מְצוּנָה called? (*בִּיקוּר חוֹלִים – visiting ill people*)

Ask pupils to open their חוֹמְשֵׁים at א' : אי-ח'.

Which word/s in the פָּסוּק give us the answer to these questions:

- Where is אֲבָרְהָם sitting? (*פֶּתַח הָאֹהֶל – at the door of his tent*)
- What kind of weather is it on this day? (*כָּחַם הַיּוֹם – very hot*)
- If it is very hot outside, where would you expect אֲבָרְהָם to be sitting? (*inside his tent*)
- Why is אֲבָרְהָם sitting at the entrance of his tent in the heat of the day?
(*Encourage pupils to suggest answers.*)

Using pupils’ prior knowledge of הַשְּׁבוּעַת הַפְּרָשָׁה, guide them towards רש"י’s answer. (*אֲבָרְהָם, even though he has just had a מִיָּלָה at the age of 99 and it is a very hot day, is sitting at the entrance of the tent to see if there are any passing travellers to whom he can offer hospitality.*)

- What does this tell us about אֲבָרְהָם’s feelings towards passing travellers?
(*אֲבָרְהָם really wants to welcome passing travellers to his home so that he can care for them by offering food and a resting place.*)

Display the flashcard הַכְּנָסַת אֹרְחִים and its write its meaning, ‘Welcoming Visitors’, on the board.

- What do we learn from אֲבָרְהָם? (*the מְצוּנָה of אֹרְחִים*)

Let’s see if he will have an opportunity to do this מְצוּנָה in ב' פָּסוּק.

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

Instruct pupils to find ב' פָּסוּק. Read the פָּסוּק with expression at least twice, pausing at the אֶתְנַחֲתֵא and stopping at the end of the פָּסוּק. Let pupils read the פָּסוּק in pairs/groups/whole class.

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

וַיֵּשָׂא עֵינָיו וַיֵּרָא וְהִנֵּה שְׁלֹשָׁה אַנְשִׁים נֹצְבִים עָלָיו וַיֵּרָא וַיִּרְץ לְקִרְאָתָם מִפֶּתַח הָאֹהֶל וַיִּשְׁתַּחוּ אֲרָצָה

Read the פָּסוּק again, acting out (or displaying a picture of) the verbs and tell pupils to watch out for five action words that are acted out:

עֵינָיו וַיֵּשָׂא
וַיֵּרָא
וַיֵּרָא
וַיִּרְץ
וַיִּשְׁתַּחוּ

Introduce the keywords וַיֵּרָא וַיִּרְץ and let pupils write their meanings in their vocabulary books.

Prompt pupils to recognise words they have come across:

הָאֹהֶל מִפֶּתַח (Unit 2), אַנְשִׁים (Unit 2), אֲרָצָה (Unit 1)

Prompt pupils to recognise stick-ons that they have learned

וְהִנֵּה
מִמִּפֶּתַח
הָאֹהֶל

Return to the five action words – does the חֲמוּטָה tell us who is doing these actions? (No) Let's try to work it out.

Display the פָּסוּק on the board in phrases as follows:

וַיֵּשָׂא עֵינָיו
וַיֵּרָא
וְהִנֵּה שְׁלֹשָׁה אַנְשִׁים נֹצְבִים עָלָיו
וַיֵּרָא
וַיִּרְץ לְקִרְאָתָם
מִפֶּתַח הָאֹהֶל
וַיִּשְׁתַּחוּ אֲרָצָה

Ask pupils: Who is at the scene?

Take out the arrow flashcards as pupils answer.

1. בִּיקוּר חֹלִים מִצְוָה – he came to visit אַבְרָהָם to do the
2. אַבְרָהָם, who was sitting at the entrance of his tent
3. The three men who were travelling

Ask a pupil to read the first phrase of the פָּסוּק.

As each phrase is read, another pupil does the action for that verb, and another pupil decides who is doing the action, putting the correct arrow flashcard in the correct place. (Alternatively, pupils can do the activity in table groups with the phrases and arrow flashcards.)



After each phrase ask: What is the action and who is doing it?

Encourage pupils to summarise the contents of the פְּסוּק (verse).

4. Understanding Activity [U2]

(15 minutes)

Ask pupils if they noticed one word in the פְּסוּק that is written twice? (וַיֵּרָא *he saw*.)

Remind pupils that there is always a reason for the repetition of a word in the תּוֹרָה.

Ask pupils to discuss the following in pairs:

- Why does the תּוֹרָה tell us that אַבְרָהָם sees the three men and then (again) sees them and runs to meet them?

Write good suggestions on the board.

- Challenge pupils to suggest where we should look to find the answer. (רש"י)

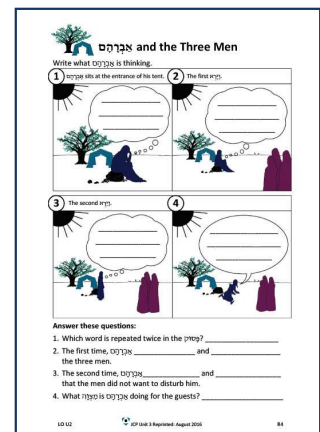
רש"י explains that the first וַיֵּרָא is the simple meaning of the word – אַבְרָהָם raises his eyes and *sees* three men standing.

The second וַיֵּרָא shows that he sees and understands that the three men are hesitating because they do not want to disturb אַבְרָהָם.

This second וַיֵּרָא is an *understanding* וַיֵּרָא.

- What could אַבְרָהָם have done when he saw the men hesitating? (*Allow any reasonable suggestion, including that he pretended not to see them; after all it's a hot day and he is not well.*)
- What does he do (read the פְּסוּק)? (*He runs towards them.*)
- What do you think gives him the strength to run? (*He really wants to do the מְצוּה of אוֹרְחִים*.)

The worksheet **אַבְרָהָם and the Three Men** reinforces the purpose of the repetition. Ask pupils to complete the worksheet and feed back their answers.



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

ג' פְּסוּק is read and summarised rather than analysed in detail.

Instruct pupils to find ג' פְּרֻשֶׁת.


Read ג' פְּסוּק with expression and let pupils read in pairs, groups or as a class.

וַיֹּאמֶר אֲדֹנָי אִם נָא מְצֵאתִי חַן בְּעֵינֶיךָ אֶל נָא תַעֲבֹר מֵעַל עַבְדְּךָ

Summarise the פְּסוּק as follows: אַבְרָהָם asks the leader of the three men not to travel on but to stay.

6. Plenary/Summary Activity (5 minutes)

Instruct pupils to complete the worksheet **Looking After Visitors** to develop their understanding of the מְצֻנָה of אֲוֶרְחִים and some of the actions involved in performing this מְצֻנָה.

 **Looking After Visitors**

the box if you agree with the statement.
 the box if you disagree with the statement.

a) Welcome your visitors with a smile.
b) Make sure that your visitors do not use your games console.
c) Help yourself to a drink without offering one to your visitors.
d) Give visitors you dislike the same attention as visitors you like.
e) Offer visitors a glass of water and nothing else.
f) Treat all visitors with respect.
g) Ignore unexpected visitors.

• Add your own statement to this list.
 Then ask your partner to fill in the box with either a for agree or a for disagree.

• Unscramble the words in the box to make the Hebrew word for WELCOMING VISITORS. Write your answer on the WELCOME sign.

תַּנְחֵם אֲוֶרְחִיךָ

Welcome!

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Lesson 3: אַבְרָהָם Offers Water and Rest to His Visitors

(בְּרֵאשִׁית י״ח:ד-ה)

Learning Outcome:

- ❖ To appreciate the many ways in which אַבְרָהָם performs the מַצּוּה of הַכְנָסַת אֹרְחִים

By the end of this lesson pupils should:

Knowledge	Skills	Understanding								
<p>K2: Know that אַבְרָהָם offers the three men the opportunity to wash their feet, rest under the tree and have some bread, and that the men accept.</p> <p>K4A: Know the following four new Hebrew keywords:</p> <table border="1"> <tbody> <tr> <td>נָא</td> <td>נָא</td> </tr> <tr> <td>מַעַט</td> <td>מְעַט</td> </tr> <tr> <td>מִים</td> <td>מִים</td> </tr> <tr> <td>עֵץ</td> <td>הָעֵץ</td> </tr> </tbody> </table>	נָא	נָא	מַעַט	מְעַט	מִים	מִים	עֵץ	הָעֵץ	<p>S1: Recognise the beginning and end of בְּרֵאשִׁית י״ח : ד', ה' and locate text when given its פְּרָק and פְּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי (אֶתְנַחֲתָא) of הַמְקָרָא of בְּרֵאשִׁית י״ח : ד', ה'.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית י״ח : ד', ה' with support.</p> <p>S5: Identify the word family of הָעֵץ. Identify the stick-on הַ in הָעֵץ.</p>	<p>U1: Reflect on and discuss, with support, the value of הַכְנָסַת אֹרְחִים as seen in the way that אַבְרָהָם considers the visitors' immediate needs without imposing on them.</p>
נָא	נָא									
מַעַט	מְעַט									
מִים	מִים									
עֵץ	הָעֵץ									

1. Revision and Trigger Activity [K2, U1]**(10 minutes)**

Ask pupils to find and read אֵי, בִּי and גִּי (in pairs, groups or as a class). Encourage pupils to use the words in the פְּסוּקִים to answer the following questions focusing on unusual things. More able pupils could be give question cubes (dice with question words written on them) and be challenged to create good questions about the פְּסוּקִים they have learned.

- Where is אַבְרָהָם living when ה' appears to him? (*in מְרֵא*)
- What is he doing at this time? (פְּתַח הָאֹהֶל – *sitting at the door of his tent*)
- Why is this rather unusual at this time? (כֹּחַם הַיּוֹם – *it is a very hot day when one usually sits inside to shelter from the heat.*)
- How do we know that אַבְרָהָם is eager to welcome the three men into his home? (וַיָּרֶץ לְקָרְאָתָם – *he runs to meet them to make sure they do not pass by.*)
- What do all these unusual things teach us about אַבְרָהָם's attitude towards the מְצֻנָּה of אוֹרְחִים – inviting guests? (*It is a מְצֻנָּה that אַבְרָהָם loves to do.*)
- How does the repetition of וַיְרָא show how to do this מְצֻנָּה even better? (*The second וַיְרָא shows that אַבְרָהָם considers the feelings of the men.*)

Using the worksheet **Should We Stop?**, allow pupils to reflect on how the visitors might be feeling and to predict how אַבְרָהָם would best meet their needs.

- Why would they want to stop? (*to cool down, refresh themselves with water and have something to eat*)
- Why might they *not* want to stop? (*They might be in a hurry to go somewhere else; they do not know אַבְרָהָם at all and do not want to impose on him.*)
- What would be the best thing to offer them? (Write down good answers to compare to the פְּסוּק – encourage pupils to be considerate of the visitors' needs and feelings.)

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

Encourage pupils to find the place. Cut the פְּסוּק into the phrases as indicated below, making enough copies for each child to have one phrase. Give each child a phrase and ask pupils to practise reading their phrase accurately to their חֲבֵרֹתָא. Tell pupils to find their phrase within the פְּסוּק. The פְּסוּק should then be read as a class with pupils only saying their phrase aloud.

יִקַּח נָא
מֵעַט מֵיָם
וְרַחֲצוּ רַגְלֵיכֶם
וְהִשְׁעֵנוּ תַחַת הָעֵץ

If time allows, pupils can swap their phrases and read again. Alternatively, this can be done in table groups. Praise pupils for helping each other and being considerate of each other's feelings, just as אַבְרָהָם is doing in the פְּסוּק.

3. Comprehension Activity [K4, S4]

(10 minutes)

יְקַח-נָא מְעַט-מַיִם וְרַחְצוּ רַגְלֵיכֶם וְהִשְׁעֵנוּ תַּחַת הָעֵץ :

Introduce the meaning of the keywords in the פְּסוּק ד' (נָא הֵעֵץ מְעַט מַיִם) with the use of flashcards, pictures or mime.

Let pupils write new words in their vocabulary books.

Encourage pupils to summarise the פְּסוּק in their own words.

To assess knowledge and understanding of events so far, encourage pupils to answer the following questions using the words in the פְּסוּק:

- What does אַבְרָהָם first offer to have brought to the three men? (מְעַט מַיִם – *a little water*)
- What does אַבְרָהָם want them to do with the water? (וְרַחְצוּ רַגְלֵיכֶם – *wash their feet*)
- What else does אַבְרָהָם suggest they do and why? (וְהִשְׁעֵנוּ תַּחַת הָעֵץ – *rest under a tree because it is a very hot day*)

4. Understanding Activity [U1]

(10 minutes)

- How does this compare to our suggestions of what he should offer the men?
- How does offering refreshment and rest take care of the *immediate* needs of the men?
- How does offering only a 'snack' show sensitivity to the fact that the men might not have time or feel comfortable to stop over for a long time?

Encourage pupils to refer back to רַש"י's commentary on the repetition of וַיָּרָא. אַבְרָהָם *sees* that the three men are standing and *understands* that they are hesitating as if unsure whether to stop by or continue on their journey. As well as being concerned for the *needs* of others, אַבְרָהָם is sensitive to the *feelings* of others. He does not want to make them feel uncomfortable by offering them a full meal. He first wants to make sure that they really do want to come to his tent. This is another example of אַבְרָהָם teaching us how to do the מִצְוָה of (הַכְנִסֵת אֹרְחִים.)

Let's see if the men will accept אַבְרָהָם's offer in the next פְּסוּק.

5. Reading and Comprehension Activity: פסוק ה' [S1, S3, S4] (5 minutes)

פסוק ה' is read and summarised rather than analysed in detail.

Ask pupils to find and read פסוק ה'. Choose some pupils to read it aloud.

וְאָקְחָהּ פֶּת לֶחֶם וְסִעְדּוּ לִבְכֶם אַחַר תֵּעָבְרוּ כִּי עַל כֵּן עֲבַרְתֶּם עַל עֲבֹדְכֶם וַיֹּאמְרוּ כֹּן תַעֲשֶׂה כַּאֲשֶׁר דִּבַּרְתָּ

Summarise the פסוק as follows: אַבְרָהָם says that he will fetch some bread so that the three men can satisfy themselves and then continue on their journey. The three men accept אַבְרָהָם's offer.

6. Revision Word Activity [K4] (10 minutes)

WordWork : I Know My Word Families and Stick-ons

Write the word family of each word in the boxes and circle the correct meaning next to it.

<input type="checkbox"/> <input type="checkbox"/>	אָבִיךָ	• the father • your father
<input type="checkbox"/> <input type="checkbox"/>	לְיוֹצְיֶיךָ	• to your children • and your children
<input type="checkbox"/> <input type="checkbox"/>	אֶחָיו	• the brother • brothers
<input type="checkbox"/> <input type="checkbox"/>	בְּאֶרֶץ	• the land • in the land
<input type="checkbox"/> <input type="checkbox"/>	מִפֶּתַח	• from the entrance • in the entrance
<input type="checkbox"/> <input type="checkbox"/>	הַתֵּנָה	• the tent • in the tent
<input type="checkbox"/> <input type="checkbox"/>	מֵעֵץ	• the tree • from the tree

at the beginning of a word means _____

at the beginning of a word means _____

at the beginning of a word means _____

at the beginning of a word means _____

at the end of a word means _____

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To revise all the word families of the nouns that we have come across in this and previous units as well as their stick-ons, let pupils complete the worksheet **I Know My Word Families and Stick-Ons**.

7. Plenary/Summary Activity (5 minutes)

Reinforce pupils' learning in the area where it is most needed based on your assessment of their progress – they might need more practice of the word families and stick-ons or they might need another chance to put the understanding outcome in their own words.

Lesson 4: אַבְרָהָם and his Family Prepare a Meal for the Visitors (בְּרֵאשִׁית י״ח : ו-ז)

Learning Outcome:

- ❖ To recognise and appreciate that אַבְרָהָם performs the מְצוּה of הַכְנָסַת אֹרְחִים with enthusiasm (זְרִיזוּת לְמְצוּה) and involves others in doing the מְצוּה

By the end of this lesson pupils should be able to:

Knowledge	Skills	Understanding		
<p>K2: Know that אַבְרָהָם hurries to שָׂרָה's tent and tells her to hurry and knead dough and make cakes for the three men. אַבְרָהָם then runs to take a tender and good calf and with the help of the boy hurries to prepare it.</p> <p>K4: Know the following new Hebrew keyword:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>מָהָר</td> <td>וַיִּמְהַר מִהָרִי</td> </tr> </table> <p>K6: Know רַשׁׁי's explanation of who and why אַבְרָהָם involves in the מְצוּה of הַכְנָסַת אֹרְחִים.</p>	מָהָר	וַיִּמְהַר מִהָרִי	<p>S1: Recognise the beginning and end of בְּרֵאשִׁית י״ח : ו, ז, ו' and locate text when given its פָּסוּק and פָּרָק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי (אֶתְנַחֲתָא) of בְּרֵאשִׁית י״ח : ו, ז, ו'.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית י״ח : ו, ז, ו' with support.</p> <p>S5: Identify the word family of וַיִּמְהַר. Identify the stick-on ו as used in וַיִּמְהַר.</p>	<p>U1: Reflect on and discuss the values of performing מְצוּת with enthusiasm – זְרִיזוּת – and involving others in performing מְצוּת, as seen in the fact that אַבְרָהָם asks שָׂרָה and the boy to prepare food for the visitors.</p> <p>U2: Identify, with support, 'מְלִים מְנַחֲוֹת' that are repeated in the text – מָהָר, רַץ, and derive from their repetition that אַבְרָהָם performs the מְצוּה of הַכְנָסַת אֹרְחִים with enthusiasm – זְרִיזוּת לְמְצוּה.</p>
מָהָר	וַיִּמְהַר מִהָרִי			

1. Revision Activity**(5 minutes)**

To review the sequence of events so far, display the worksheet **Should We Stop?** or a silhouette of your choice, and ask pupils to tell the story using the picture as a starting point. Use open ended questions such as: 'How do we know...' 'Why do you think...'

Review the sequence of events from אֲבָרְהָם being visited by ה' to his offer of water and rest to the visitors, along with the new keywords and the values of הַכְנָסַת אֹרְחִים and בְּיָקוֹר חוֹלִים.

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

Instruct pupils to find ו' פְּסוּק with expression at least twice with the correct punctuation in relation to אֶתְנַחֵתָא (טַעְמֵי הַמְקָרָא) and the end of the פְּסוּק. Pause at the אֶתְנַחֵתָא and stop at the end of the פְּסוּק. Let pupils read the פְּסוּק in pairs, groups or as a whole class.

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

וַיְמַהֵר אֲבָרְהָם הָאֵהָלָה אֶל שָׂרָה וַיֹּאמֶר מְהֵרִי שְׁלֹשׁ סָאִים קָמַח סֶלֶת לּוֹשֵׁי וְעֲשֵׂי עֲגוֹת

- Identify the names of the two characters in the פְּסוּק: אֲבָרְהָם and שָׂרָה.
- Pupils should recognise the word families of the following words:

הָאֵהָלָה – to the tent

אֶל – to

וַיֹּאמֶר – he said

שְׁלֹשׁ – three – this has not been a keyword but appeared in ב' פְּסוּק

Introduce the meanings of the keywords in ו' פְּסוּק with the use of flashcards and pictures. Focus on the words וַיְמַהֵר and מְהֵרִי. These can be mimed or acted to help pupils work out the meaning.

- Why does the word family מְהֵר occur twice? Who hurries first? (אֲבָרְהָם)
- Who is also told to hurry? (שָׂרָה)
- Is this the first time אֲבָרְהָם has hurried in this פְּרָק? What was the other word that showed us he hurried? (וַיְרָץ)
- Why do you think אֲבָרְהָם is hurrying? (*He is eager/excited/enthusiastic to do the מְצוּה of הַכְנָסַת אֹרְחִים – even on a hot day when he is not well.*)
- Why do you think אֲבָרְהָם asks שָׂרָה to make cakes? (*He wants to involve her in the מְצוּה of הַכְנָסַת אֹרְחִים.*)

Encourage pupils to summarise the פְּסוּק in their own words.

Let's read the next פָּסוּק and look out to see if there are any more of the following:

- words that show אַבְרָהָם hurrying
- examples of אַבְרָהָם involving others in doing a מְצוּה

4. Reading Activity: פָּסוּק ז' [S1, S3]

(5 minutes)

Instruct pupils to find פָּסוּק ז' with expression at least twice with the correct punctuation in relation to אֶתְנַחֵתָּא and the end of the פָּסוּק. Pause at אֶתְנַחֵתָּא and stop at the end of the פָּסוּק. Let pupils read the פָּסוּק in pairs/groups/whole class.

5. Comprehension Activity: פָּסוּק ז' [K4, S4, S5]

(10 minutes)

וְאֵל הַבָּקָר רָץ אַבְרָהָם וַיִּקַּח בֶּן בָּקָר רֶדֶד וְטוֹב וַיִּתֵּן אֶל הַנַּעַר וַיְמַהֵר לַעֲשׂוֹת אֹתוֹ

Identify the name of the character in this פָּסוּק: אַבְרָהָם:

Are there any words that you recognise?

- וְאֵל – and to
- רָץ – ran
- אֶל – to
- וַיְמַהֵר – and he hurried

Are there any stick-ons you recognise?

- וְאֵל – and
- וְטוֹב – and
- הַנַּעַר – the

With support, encourage pupils to summarise the פָּסוּק in their own words.

6a. Understanding Activity: זְרִיזוֹת לְמַצְוָה [U1, U2]

(10 minutes)

Using the worksheet **Hurry to Do a מְצוּה**, remind pupils of the significance of repeated words in the תּוֹרָה (as we saw with the word 'אַרְצֵךְ' in Unit 1 or וַיִּרְא in this unit).

By repeating a certain word or words, the תּוֹרָה reveals a hidden meaning or emphasises a particular action.

What do you think is being emphasised by repeating these words? What does it tell us about the actions and attitude of אַבְרָהָם? (*By repeating the words וַיְמַהֵר and וַיִּרְץ in its different forms, the תּוֹרָה is revealing the fact that אַבְרָהָם and שְׁרָה carry out the מְצוּה of אֹרְחִים הַכְנָסָה with enthusiasm and eagerness.*)

(Ensure pupils understand the word enthusiasm by encouraging them to suggest words with a similar meaning.)

This is called זְרִיזוֹת לְמַצְוָה – being enthusiastic to do a מְצוּה.

Display זְרִיזוֹת לְמַצְוָה flashcard. Encourage pupils to read the phrase accurately.

6b. Understanding Activity: Involving Others in Doing a מְצוּהָ [U1] (10 minutes)

Ask pupils to discuss the following in pairs:

When your parents are having guests, how do or could you help to prepare for the guests to make them feel welcome?

Feed back and ask questions:

- Who does אַבְרָהָם involve in preparing the meal for the three men?
(שָׂרָה *his wife*.)
- Who does אַבְרָהָם involve in preparing the calf meat?
(הַנָּעַר – *the boy/young man*.)
- Challenge pupils to suggest who this boy is. (יִשְׁמָעֵאל)

If appropriate, direct pupils to רַשׁׁי on פְּסוּקֵי זֶה – יִשְׁמָעֵאל – and explain that רַשׁׁי says that אַבְרָהָם is educating יִשְׁמָעֵאל to do מְצוּתֵי.

- In which מְצוּהָ does אַבְרָהָם involve שָׂרָה and יִשְׁמָעֵאל?
(הַכְּנִסַת אֹרְחִים מְצוּהָ *The*)
- Why does אַבְרָהָם not do everything by himself?

Allow pupils to discuss with their partner and then feed back.

It could be for practical reasons – perhaps there is too much to do. Perhaps he doesn't want to keep his guests waiting too long.

However, it is also because אַבְרָהָם wants to give his wife the opportunity to be part of this very special מְצוּהָ and, רַשׁׁי explains, he wanted his son יִשְׁמָעֵאל to learn how to fulfil this מְצוּהָ by asking him to help prepare the calf. He was teaching him how to do this מְצוּהָ in the best way possible.

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

- What are the two things we learned from אַבְרָהָם in these two פְּסוּקִים?
(מְצוּהָ לְמַצְוָה *and involving others in doing a*)

Make sure pupils are able to explain the importance of both these values and how they apply to us today.

Lesson 5: אַבְרָהָם Says a Little but Does a Lot (בְּרֵאשִׁית י"ח: ח)

Learning Outcome:

- ❖ To understand how and why אַבְרָהָם says a little but does much more for the three men

By the end of this lesson pupils should be able to:

Knowledge	Skills	Understanding
<p>K2: Know that אַבְרָהָם takes cream, milk and meat to his visitors and waits on them as they eat.</p>	<p>S1: Recognise the beginning and end of בְּרֵאשִׁית י"ח: ח' and locate text when given its פָּרָק and פָּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי (אֶתְנַחֵתָּא) of בְּרֵאשִׁית י"ח: ח'.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית י"ח: ח' with support.</p> <p>S5: Identify the word family of נִימְהָר and identify the stick-on ן as used in נִימְהָר.</p>	<p>U1: Reflect on and discuss the values that the story has to teach us: Saying a little but doing a lot – (פָּרָקֵי אַבוֹת א' : ט"ו) אָמֹר מְעַט וְעֹשֶׂה הַרְבֵּה as seen in the action of אַבְרָהָם who offers a little water and bread but then serves a whole meal.</p> <p>U3: Identify and derive meaning with support from comparing בְּרֵאשִׁית י"ח: ד', ה' to בְּרֵאשִׁית י"ח: ו'-ח' (אַבְרָהָם initially only offers water and bread but then serves a whole meal).</p>

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

In order to review and reinforce the main actions from the beginning of the chapter, summarise the main events from the פְּסוּקִים on the board.

Divide pupils into groups of seven or eight. One pupil is the narrator or 'statue maker' who either reads the פְּסוּקִים or a summary of the פְּסוּקִים while the other pupils silently mime all the required actions. Pupils arrange themselves as 'statues' and the narrator/'statue-maker' pushes their 'button' to start each mime. This could also be done using stick or hand puppets.

2. Reading Activity: פְּסוּק ח' [S3]**(10 minutes)**

Encourage pupils to find the place. Read פְּסוּק ח' with expression at least twice with the correct punctuation in relation to טַעְמֵי הַמְקָרָא - pause at the אֶתְנַחֲתָא and stop at the end of the פְּסוּק. Let pupils read the פְּסוּק in pairs, groups or as a whole class.

3. Comprehension Activity [K2, S4]**(15 minutes)**

וַיִּקַּח הַמְּאָה וְחֶלֶב וּבֶן הַבָּקָר אֲשֶׁר עָשָׂה וַיִּתֵּן לַפְּנִיָּהֶם וְהוּא עֹמֵד

עֲלֵיהֶם תַּחַת הָעֵץ וַיֹּאכְלוּ:

Introduce the meaning of the words in פְּסוּק ח' by using the pictures (see Classroom Resources) or actual objects and mime.

Encourage pupils to summarise the פְּסוּק in their own words.

Draw pupils' attention to the large number of action words and the detailed description of food in the last three פְּסוּקִים by asking:

- What did אַבְרָהָם offer the three men to eat in פְּסוּק ח' (*bread*)

Now let's look again at the last three פְּסוּקִים (ו-ח') to see what he *actually* does and what kinds of words come up many times as the תּוֹרָה describes it to us.

Using the worksheet **אַבְרָהָם Is Very Busy**, encourage pupils to find all the following types of words:

- action words (*there are between 10 and 13 including* וַעֲשֵׂי, לֹוֹשֵׁי, מְהַרִּי, וַיִּמְהַר, וַיִּקַּח, וַיִּתֵּן, וַיִּמְהַר, וַיִּקַּח, עָשָׂה, וַיִּתֵּן, עֹמֵד)
- speaking words (*only one*: וַיֹּאמֶר)
- words describing food (*six different ones*: קַמַּח, אֶגְוֹת, בֶּן בָּקָר רֶדֶד, חֶמְאָה, חֶלֶב, בֶּן הַבָּקָר)

As these words were not keywords, pupils might prefer to work with the English text.

4. Understanding Activity [U2, U3]**(15 minutes)****אַמּוֹר מְעַט וְעֹשֶׂה הַרְבֵּה (פְּרָקִי אַבוֹת א' : ט'ו') says a little but does a lot**

Feeding back from analysing the three פְּסוּקִים, ask:

- What can we learn from the fact that there are so many doing words but only one speaking word? (*The תּוֹרָה shows us that אַבְרָהָם only speaks a little but does a lot.*)
- Looking back at ה' פְּסוּק ה', what did אַבְרָהָם offer the men? (*water, rest and some bread*)
- Why did he only offer those things? (*so that he would not make them uncomfortable or delay their journey*)
- What does he give them now? (*an entire meal as well as what he offered at the beginning*)

Draw pupils to the understanding that אַבְרָהָם teaches us how to behave: to say a little but do a lot – אַמּוֹר מְעַט וְעֹשֶׂה הַרְבֵּה. Encourage pupils to read the phrase correctly.

- Challenge pupils to explain how the list of food also contributes to this idea – have we ever been told about what meals אַבְרָהָם had? Why are we told here in so much detail? (*It emphasises the importance of the מְצוּחַ of אוֹרְחִים and shows us in detail the best way to do it.*)

To reinforce pupils' understanding of אַמּוֹר מְעַט וְעֹשֶׂה הַרְבֵּה they can complete the worksheet **Say a Little and Do a Lot**. According to ability, they could write in Hebrew or English, or draw pictures. They could compare ה' פְּסוּקִים with פְּסוּקִים וִזְ, וִזְ, חַי or they could compare the action words to the doing words (or both). Pupils are also challenged to apply this value to their own lives by giving an example.

5. Plenary/Summary Activity [U1]**(10 minutes)**

To reinforce the concept of אַמּוֹר מְעַט וְעֹשֶׂה הַרְבֵּה, ask pupils to feed back their own examples by performing them as short skits with a partner.

Alternatively, pupils could perform the following scenarios as short skits:

- אַמּוֹר מְעַט: You say you are going to visit your aunt just to say hello and to ask her how she is.
וְעֹשֶׂה הַרְבֵּה: You bring her a bunch of flowers and a humorous book to cheer her up.
- אַמּוֹר מְעַט: You offer to clear the dishes from the supper table.
וְעֹשֶׂה הַרְבֵּה: You also stack them in the dishwasher/sink, and clean up the table and the kitchen counter.
- אַמּוֹר מְעַט: You offer to help a friend solve a difficult maths problem.
וְעֹשֶׂה הַרְבֵּה: You offer to help your friend with any other maths homework.

Unit 3: אַבְרָהָם Welcomes Three Men: פְּרִשְׁת וַיֵּרָא יְיָ : אֵי-חֵי – Reprinted August 2016

- אָמור מְעַט: You say you'll keep an eye on a younger sibling.
וַעֲשֵׂה הַרְבֵּה: You play with him to keep him amused.

As each pair act out their skit, ask the audience how well it demonstrated the value of וַעֲשֵׂה הַרְבֵּה אָמור מְעַט.

Ensure that pupils know the phrase well by getting them to repeat it each time.

Lesson 6: Revision and Assessment

Below are a variety of activities and resources to assess the Unit 3 Learning Outcomes. These can be used in conjunction with the assessment templates for the unit.

1. Keyword Revision [K4]

To revise vocabulary, prepare flashcards from the Wordlist packs of Units 1, 2 and 3.

Use the game suggestions below to reinforce the meanings of all the keywords.

Pupils can also be challenged to retell the story of Unit 3 (and previous units) by putting the keywords in the correct order and telling the narrative through the keywords, while, for example, lining up in the correct order as the story progresses.

Team Games:

- Give each team a selection of Hebrew and English flashcards. Pupils have to collaborate to pair them. The first team to complete is the winner.
- 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.
- Write a list of 'word families' on board. Teams have to sort their words to match the 'word families'. The first team to sort all the words wins.
- Lucky dip: Choose and read out flashcards at random. Pupils take turns to suggest the meaning and receive the card if s/he knows answer.
- Each table receives all the flashcards. The teacher says the English of a word and the pupils have to find the Hebrew.

2. Revision Card Game [S4, U1]

Organise pupils into small groups to play 'Happy Families', a card game in which they have to make up sets containing the following five things:

1. A פְּסוּקָה or part of a פְּסוּקָה
2. Illustration of the פְּסוּקָה
3. Value or key phrase in Hebrew relating to the פְּסוּקָה
4. Value or key phrase in English

5. Contemporary illustration of the value

פסוקים are taken from Units 1 to 3.



Before playing the game, pupils should arrange the seven categories into the correct order so that all can see and agree which cards belong to which family.

The game should be played in pairs (against one or more other pairs).

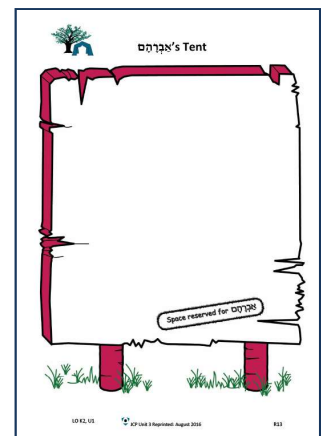
To play the game, each pair gets seven random cards. One pair turns to another of the pairs to ask for cards that they need to complete their set. If their pair don't have the card they need, it is then their turn to ask.

3. Creative Assessment [K2, U1]

Ask pupils to create an advertisement using the worksheet **אברהם's Tent** to show travellers everything that is available for them at אברהם's tent. Include all the details in the חומש that describe the way that אברהם welcomes and looks after passing travellers. Encourage them to use a variety of media. They should include as many Hebrew words and phrases from the חומש as possible.

Sample Answers

The sample answers depicted on the following pages are based on the use of text. Pupils may find other creative ways of expressing these points.



4. Summative Assessment

Based on your formative assessment of areas where pupils need further practice, select relevant parts of the summative assessment for Unit 3 for pupils to complete. Remember to give pupils feedback on how they can improve in the areas where they need to still make progress. Summative assessment can be found on Fronter.com/jcp.

Sample Answer 1

Attention Travellers!

If you are tired and hungry, stop at
אַבְרָהָם's Tent

Food and drink:

Cakes
Meat
Cream
Milk



PLUS...



A shady place to rest

You'll be glad that you came!!

Sample Answer 2

Attention Travellers!

Don't pass us by –
אֲבִרְהָם and שָׂרָה are waiting to serve you at
אֲבִרְהָם's Tent

Food and drink:

שָׂרָה's cakes

Calf meat

Cream and milk



PLUS...

A shady place to rest
Clean washing facilities



Visitors' comments:

“★★★★★ rating!”

“We were amazed by the service”

Sample Answer 3

Attention Travellers!

Don't pass us by –
אברהם and שרה are waiting to serve you at
אברהם's Tent

Speciality food and drink:
שרה's delicious fine-flour cakes
Tasty tender calf meat
Fresh cream and milk



PLUS...

A shady place to rest
Clean washing facilities
Fast service



Visitors' comments:
"★★★★★ rating!"
"We were amazed by the service"

Sample Answer 4

Attention Travellers in אֵלֵנִי מִמָּרָא!

Don't pass us by –

אַבְרָהָם and שָׂרָה are eagerly waiting
to serve you at

אַבְרָהָם's Tent

where every guest is treated with utmost respect.

Speciality food and drink:

שָׂרָה's delicious fine-flour cakes

Tasty Tender calf meat

Fresh cream and milk



PLUS...



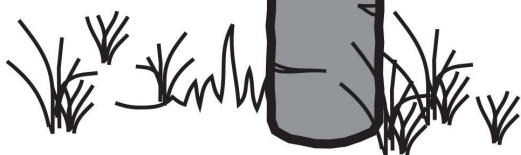
A shady place to rest
Clean washing facilities
Fast service

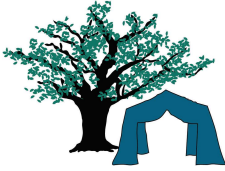
No charge for any meals!
'Always open whatever the weather'

Visitors' comments:

"★★★★★ rating!"

"We were amazed by the service – it was so much more than we expected, and the owner served us himself!"





Fulfilling the Promises

Read the promise, tick the correct box and explain your answer.

1.

וְאָעֲשֶׂה לְךָ גְדוֹלָה
I will make you into a great nation

- Cannot happen
- Happened
- We don't know

Because _____

2.

לְזַרְעֲךָ אֶתְּנוּ אֶת הָאָרֶץ הַזֹּאת
I will give this land to your children

- Cannot happen
- Happened
- We don't know

Because _____

3.

וְאֶבְרַכְךָ
I will bless you

- Cannot happen
- Happened
- We don't know

Because _____

4.

וְאֶגְדַּלְךָ שֵׁמֶךָ
I will make your name great

- Cannot happen
- Happened
- We don't know

Because _____

5.

וְהָיָה בְרָכָה
You will be a blessing


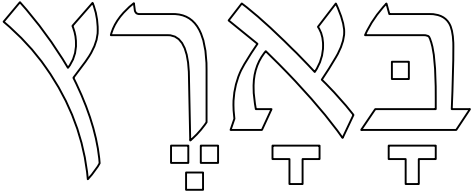

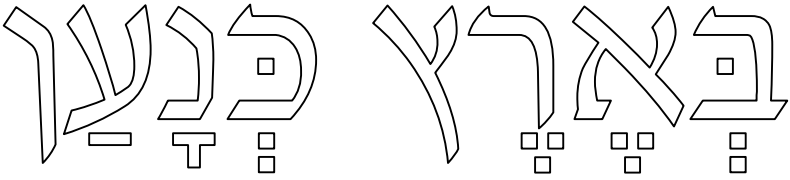

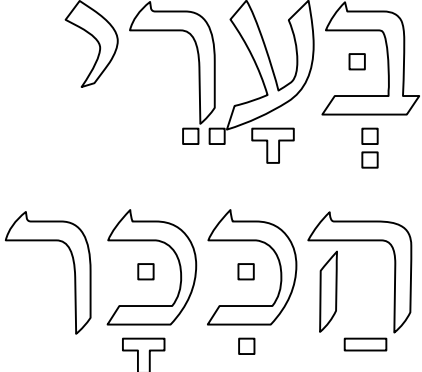

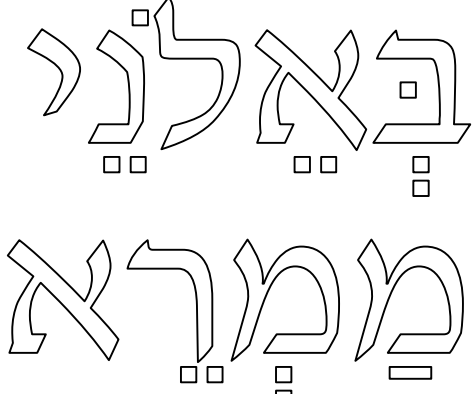
- Cannot happen
- Happened
- We don't know

Because _____



: I Know the Stick-on בַּאֲרָץ

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

 <p>Where?</p> <p>_____ the</p> <p>_____</p>	
 <p>Where?</p> <p>_____</p> <p>_____</p>	
 <p>Where?</p> <p>_____ the cities</p> <p>of the valley</p>	
 <p>Where?</p> <p>_____</p> <p>_____</p>	



: I Know the Stick-on בַּאֲרָץ

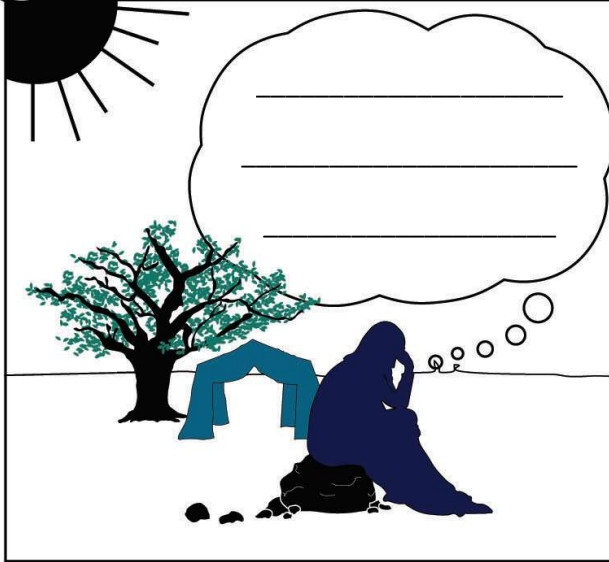
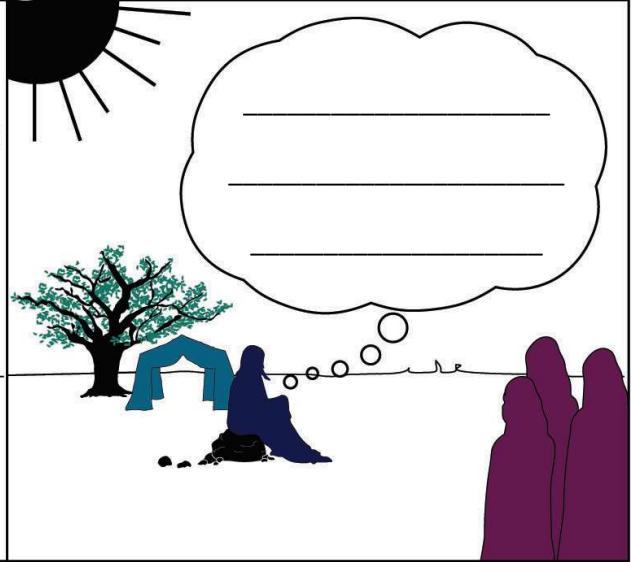
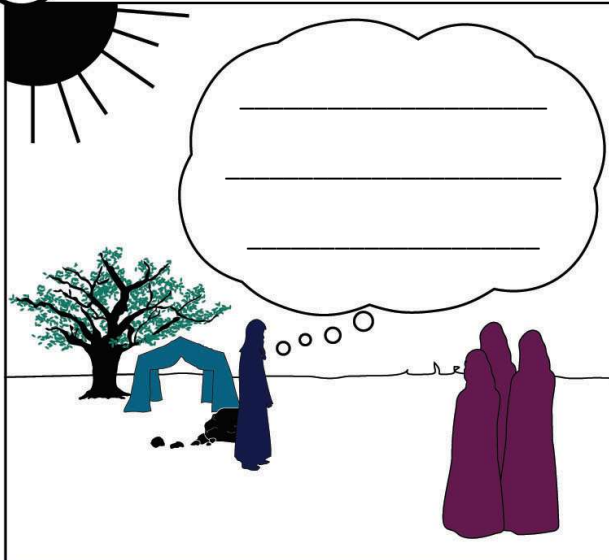
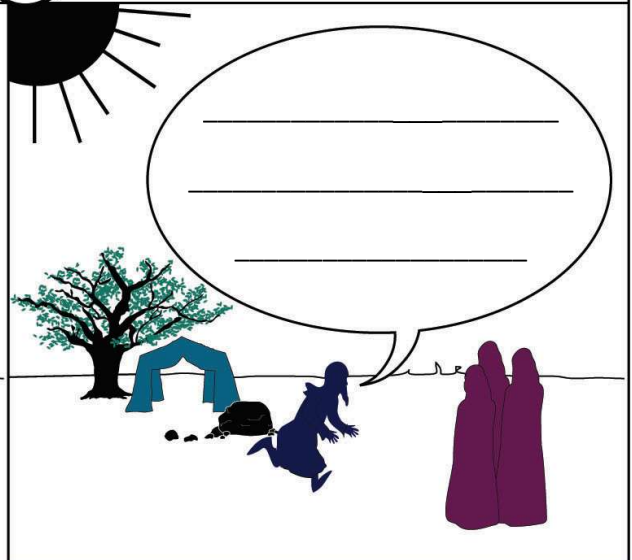
Colour in the stick-on and write the meaning of the word next to each Hebrew word.

 Where? _____ the land	
 Where? _____ the land of Cana'an	
 Where? _____ the cities of the valley	
 Where? _____ the plains of Mamre	



אַבְרָהָם and the Three Men

Write what אַבְרָהָם is thinking.

<p>1 אַבְרָהָם sits at the entrance of his tent.</p> 	<p>2 The first נִינְרָא.</p> 
<p>3 The second נִינְרָא.</p> 	<p>4</p> 

Answer these questions:

1. Which word is repeated twice in the פֶּסוּק? _____
2. The first time, אַבְרָהָם _____ and _____ the three men.
3. The second time, אַבְרָהָם _____ and _____ that the men did not want to disturb him.
4. What מִצְוָה is אַבְרָהָם doing for the guests? _____



אַבְרָהָם and the Three Men

Write what אַבְרָהָם is thinking.

1 אַבְרָהָם sits at the entrance of his tent. **2** אַבְרָהָם looks up and sees three men.

3 אַבְרָהָם sees that the men don't want to disturb him. **4**

Use the words in the box to help you answer the questions.

- Which word is repeated twice in the פְּסוּק? _____
- The first time, אַבְרָהָם looks up and _____ the three men.
- The second time, אַבְרָהָם _____ and _____ that the men did not want to disturb him.
- What מַצוּחַ is אַבְרָהָם doing for the guests? _____

sees	וַיֵּרָא	looks	הִכְנִיסַת אֹרְחִים	understands
------	----------	-------	---------------------	-------------



Looking After Visitors

the box if you **agree** with the statement.

the box if you **disagree** with the statement.

a) Welcome your visitors with a smile.

b) Make sure that your visitors do not use your games console.

c) Help yourself to a drink without offering one to your visitors.

d) Give visitors you dislike the same attention as visitors you like.

e) Offer visitors a glass of water and nothing else.

f) Treat all visitors with respect.

g) Ignore unexpected visitors.

• Add your own statement to this list.

Then ask your partner to fill in the box with either a

for **agree** or a for **disagree**.

• Unscramble the words in the box to make the Hebrew word for WELCOMING VISITORS. Write your answer on the WELCOME sign.

תַּנְכַּהֵס אוֹחֲסִיךָ





Should We Stop?

Yes _____

No _____



What do you think would be the best thing for אברהם to offer the men? Remember, he wants to take their feelings into account!



: I Know My Word Families and Stick-ons



Write the word family of each word in the boxes and circle the correct meaning next to it.

אָבִיךָ

- the father
- your father

לְזַרְעֶךָ

- to your children
- and your children

אָחִים

- the brother
- brothers

בְּאֶרֶץ

- the land
- in the land

מִפֶּתַח

- from the entrance
- in the entrance

הָאֵהָל

- the tent
- in the tent

הָעֵץ

- the tree
- from the tree

הַ at the beginning of a word means _____

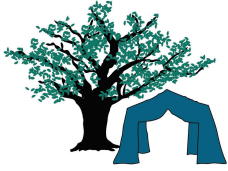
לְ at the beginning of a word means _____

בְּ at the beginning of a word means _____

בַּ at the beginning of a word means _____

מִ at the beginning of a word means _____

מִן at the end of a word means _____



Hurry to Do a מצוה!



Find and colour all the words from the word families מהר and רץ.

וַיִּמְהַר אַבְרָהָם הָאֱלֹהִים אֶל שָׂרָה
 וַיֹּאמֶר מִהָרִי שְׁלֹשׁ סְאִים קִמַּח [ו]
 סֵלֶת לֹנְשֵׁי וְעֹשֵׂי עֲגוֹת: [ז] וְאֶל
 הַבָּקָר רָץ אַבְרָהָם וַיִּקַּח בֶּן בָּקָר בֶּדֶ
 וְטוֹב וַיִּתֵּן אֶל הַנֶּעֶר
 וַיִּמְהַר לַעֲשׂוֹת אֹתוֹ:



1. How many did you find? _____

2. What do these words mean?

3. Who is hurrying? _____

4. What מצוה are they hurrying to do?

5. How do you think they feel about doing this מצוה?



אַבְרָהָם Is Very Busy






Read the פְּסוּקִים and find the:

- ACTION words, where אַבְרָהָם is *doing* something
- SPEAKING words, where אַבְרָהָם is *saying* something
- words that describe FOOD.

Put the words in the columns below.

[ו] וַיִּמְהַר אַבְרָהָם הָאֵהָלָה אֶל שָׂרָה וַיֹּאמֶר מְהֵרָי שְׁלֹשׁ סָאִים קָמַח סִלַּת לוּשִׁי וְעֵשִׂי עֲגוֹת: [ז] וְאֶל הַבָּקָר רָץ אַבְרָהָם וַיִּקַּח בֶּן בָּקָר בֶּדֶן וְטוֹב וַיִּתֵּן אֶל הַנֶּעֶר וַיִּמְהַר לַעֲשׂוֹת אֹתוֹ: [ח] וַיִּקַּח חֲמֵאָה וְחָלָב וּבֶן הַבָּקָר אֲשֶׁר עָשָׂה וַיִּתֵּן לַפְּנִיָּהם וְהוּא עֹמֵד עֲלֵיהֶם תַּחַת הָעֵץ וַיֹּאכְלוּ:

Action words 	Speaking words 	Food words 

1. How often does אַבְרָהָם do something? _____
2. How often does he speak? _____
3. What can we learn from this?

4. How many food words have you found? _____
5. What can we learn about אַבְרָהָם's way of doing אוֹרְחִים?



אַבְרָהָם Is Very Busy



Read the פְּסוּקִים and find the:




- ACTION words, where אַבְרָהָם is *doing* something
- SPEAKING words, where אַבְרָהָם is *saying* something
- words that describe FOOD.

Put the words in the columns below.

[6] Avraham hurried to the tent, and to Sarah, and he said: "Hurry, knead three se'ahs of fine flour and make cakes."

[7] Then Avraham ran to the cattle and he took a calf, tender and good, and he gave it to the young man and he hurried to prepare it.

[8] He took cream and milk and the calf which he had prepared and placed it before them. He stood over them under the tree and they ate.

Action words 	Speaking words 	Food words 

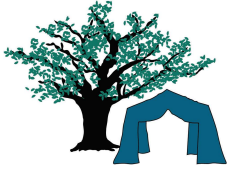
1. How often does אַבְרָהָם do something? _____

2. How often does he speak? _____

3. What can we learn from this?

4. How many food words have you found? _____

5. What can we learn about אַבְרָהָם's way of doing אוֹרְחִים?



Say a Little and Do a Lot

אָמור מְעַט וְעֹשֶׂה הַרְבֵּה



Write or draw all the ways in which אַבְרָהָם:

says a little

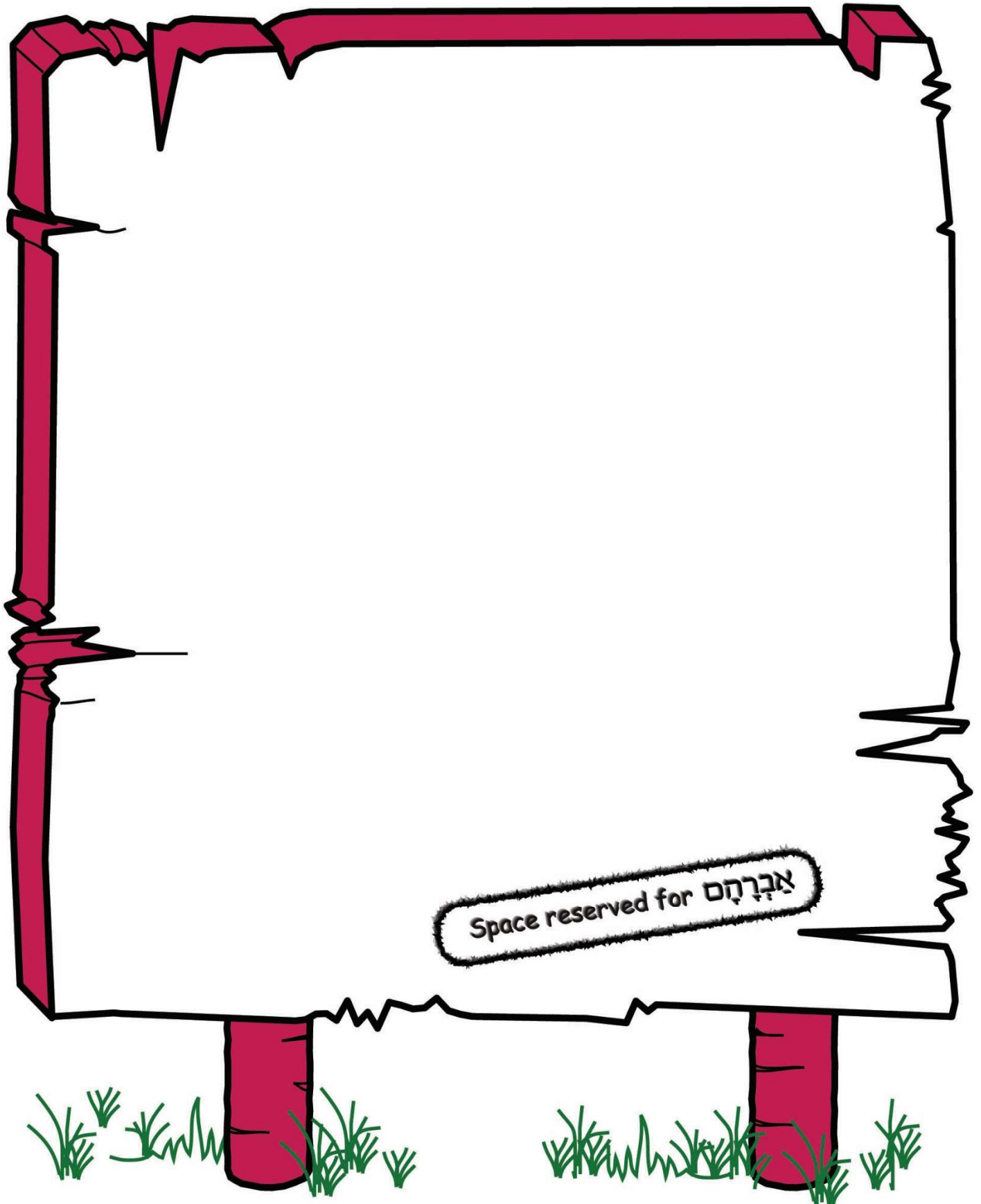
does a lot



Write an example of how *you* can say a little and do a lot.



אַבְרָהָם's Tent



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)
K1 Pupil knows facts about the חוקֵּשׁ.	S1 Pupil can locate text in a חוקֵּשׁ.	U1 Pupil reflects on events, characters and מְצוֹת in a חוקֵּשׁ and elicits meaning and values from them.
K2 Pupil knows events, peoples and places in the חוקֵּשׁ.	S3 Pupil can read text in a חוקֵּשׁ.	U2 Pupil understands how particular phrasing and grammar affects meaning of the חוקֵּשׁ text.
K3 Pupil knows the location of places mentioned in the חוקֵּשׁ.	S4 Pupil can comprehend the plain meaning of a חוקֵּשׁ text by using key Hebrew words and phrases.	U3 Pupil analyses and interprets חוקֵּשׁ texts by comparing them.
K4 Pupil knows keywords and phrases in the חוקֵּשׁ.	S5 Pupil can apply knowledge of Hebrew grammar to help them comprehend חוקֵּשׁ text.	U4 Pupil understands the meaning of פְּרוּשִׁים.
K5 Pupil knows some Halachic sections in the חוקֵּשׁ.	S6 Pupil can read vowelled פְּרוּשִׁים.	
K6 Pupil knows selections of פְּרוּשִׁים and מְדַרְשִׁים in the חוקֵּשׁ.	S7 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 חומש is the printed version of the ספר 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 פְּרָשֵׁת 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 פְּרָשֵׁת 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 פְּרָשֵׁת 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 חומש story but is not written in the חומש. (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 פְּרָשֵׁת הַשְּׁבוּעַ story. (S4)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can talk about the מִידוֹת that I learn from פְּרָשֵׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>
2. I understand that my חומש 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)	
Level 3c 1. I know the names of the פרשה and ספר I am learning. (K1)	<input type="checkbox"/>
2. I know, giving only a few details, most of the story in the unit. (K2)	<input type="checkbox"/>
3. I know where ארץ ישראל is on a map of the Middle East. (K3)	<input type="checkbox"/>
4. I know the meaning of some of the keywords from the unit(s). (K4)	<input type="checkbox"/>
5. I know that a פירוט explains the meaning of a חומש text but is not part of the חומש text. (K6)	<input type="checkbox"/>
Level 3b 1. I can accurately retell most of the תורה narrative of the unit. (K2)	<input type="checkbox"/>
2. I know where most places in the unit are on a map with some places filled in. (K3)	<input type="checkbox"/>

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

Learning from Chumash (Understanding-U)	
Level 3c 1. I can describe the feelings of the people I have learned about in my חומש. (U1)	<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 מידות I can learn from the story. (U2)	<input type="checkbox"/>
Level 3b 1. I can describe the values/מידות I learn from my חומש and, with a little help, say how they connect to my own life. (U1)	<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 מידות I can learn from the story. (U2)	<input type="checkbox"/>

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

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

3. I can describe, with a bit of help, similarities and differences in two phrases I have learned. (U3)	<input type="checkbox"/>
Level 3a	
1. I can describe the values/מִידוֹת I learn from my חוּמָשׁ and say how they connect to my own life. (U1)	<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. (U2)	<input type="checkbox"/>
3. I can describe, with a bit of help, similarities and differences in two texts I have learned. (U3)	<input type="checkbox"/>
4. I can explain, with a bit of help, the reason why רש"י comments on a word or phrase. (U4)	<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>Level 4c</p> <p>1. I know how a פירוש or מדרש clarifies and extends the חומש text. (K6)</p>	<input type="checkbox"/>	<p>Level 4c</p> <p>1. I can find a חומש text anywhere in ספר בראשית and identify the אֲתִנַּחֲתָא and סוף פסוק. (S1)</p>	<input type="checkbox"/>	<p>Level 4c</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. (U1)</p>	<input type="checkbox"/>
				<p>2. I can identify, independently, repeated words or phrases in the text that provide clues to its overall messages. (U2)</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. (U3)</p>	<input type="checkbox"/>
				<p>4. I can explain, with some help, the reason why רש"י comments on a word or phrase. (U4)</p>	<input type="checkbox"/>
<p>Level 4b</p> <p>1. I know that the תורה consists of the Written and Oral Law (written in the משנה and תלמוד). (K1)</p>	<input type="checkbox"/>	<p>Level 4b</p> <p>1. I can find a פסוק in any ספר of the חומש. (S1)</p>	<input type="checkbox"/>	<p>Level 4b</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. (U1)</p>	<input type="checkbox"/>

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

2. I can read all פסוקים in the units accurately and fluently, using אֲתִנַּחֲתָא and סוף פסוק. (S3)	<input type="checkbox"/>
3. I can summarise, using Hebrew words in the text, the main messages of the חומש text I am learning. (S4)	<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. (S5)	<input type="checkbox"/>
5. I can explain from the Hebrew text the plain meaning of a simple (מפרשים) with support. (S7)	<input type="checkbox"/>
Level 4a	
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. (S5)	<input type="checkbox"/>
2. I can explain from the Hebrew text the plain meaning of a more difficult (מפרשים) with support. (S7)	<input type="checkbox"/>

2. I can explain, independently, the reason why רש"י comments on a word or phrase. (U4)	<input type="checkbox"/>
Level 4a	
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. (U1)	<input type="checkbox"/>
2. I can infer meaning, independently, from the similarities and differences of two texts I have studied. (U3)	<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. (U4)	<input type="checkbox"/>

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

Learning about Chumash (Knowledge-K)	
Level 5c 1. I make associations, with support, between people, places and events mentioned in the units. (K2)	<input type="checkbox"/>
2. 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. (K3)	<input type="checkbox"/>
3. 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. (K4)	<input type="checkbox"/>
4. I can explain some of the different opinions in the commentaries regarding the meaning of a text in the units studied. (K6)	<input type="checkbox"/>

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

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

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

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

Level 5b	
1. 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. (U1)	<input type="checkbox"/>
2. I can suggest interpretations of simple unfamiliar texts and clarify their meaning. (U2)	<input type="checkbox"/>
3. I can analyse and articulate questions arising from differences and similarities of two or more simple, unfamiliar texts. (U3)	<input type="checkbox"/>
4. 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. (U4)	<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 יִצְחָק	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 יִצְחָק	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 גַּמְטָרִיָּה 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 (סֵדֵר מְלִים) (מִבֵּית אֲבִיךָ, מִמּוֹלַדְתְּךָ, מֵאֲרָצְךָ) 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>מֵאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית</td> </tr> </tbody> </table>	ו	ב	ה	מ	וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית	
ו	ב	ה	מ							
וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֲרָצְךָ 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>Unit 2</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 (וְהַכְנַעֲנִי וְהַפְרִיז אֲזִי יֹשֵׁב בְּאֶרֶץ) U2 3. Comparisons: similar events השוואה (the travels of אברהם and his entourage from הָרֶן to כְּנָעַן with their travels from כְּנָעַן to מִצְרַיִם) New U3</p>
ו							
וְאֶשְׁתּוֹ							
וְלוֹט							
וּבְקָר							
וְאֶהְלִים							
<p>Unit 3</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 בּ; 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 2. Comparisons: of promise and fulfilment השוואה within same text New U3 3. Explaining why a פירוש רש"י explains the repetition of the word וַיִּרָא as emphasising אברהם's desire to do הכנסת אורחים New U4</p>					

<p>Unit 4</p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with <u>little support</u> New S4</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>New וי</th> <th>New ות</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"> <thead> <tr> <th>י</th> <th>ה</th> <th>ו</th> </tr> </thead> <tbody> <tr> <td>בְּנֵי</td> <td>בְּנֵה</td> <td>בְּנוֹ</td> </tr> <tr> <td>לִי</td> <td>בְּקֻלָּהּ</td> <td>לוֹ</td> </tr> </tbody> </table> <p>By the end of Unit 4 most pupils should know all the noun prefixes ל/ה/ב/ו/מ; all possessive suffixes הָ/הּ/וֹ/וֹ; and the third person verb prefixes וי and ות.</p>	New וי	New ות	ויעש	ותצחק	ויקרא	ותהר	וימל	ותלד	ויגדל	ותאמר	ויאמר	ותרא	ל	לְשָׂרָה	לְאַבְרָהָם	י	ה	ו	בְּנֵי	בְּנֵה	בְּנוֹ	לִי	בְּקֻלָּהּ	לוֹ	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p> <p>2. Deriving meaning from the use of words with multiple meanings (צחק) New U2</p>
New וי	New ות																									
ויעש	ותצחק																									
ויקרא	ותהר																									
וימל	ותלד																									
ויגדל	ותאמר																									
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לִי	בְּקֻלָּהּ	לוֹ																								
<p>Unit 5</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, בָּרַן 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>כַּדְתָּ</td> <td>אָדַנִּי</td> </tr> <tr> <td>יָדַתָּ</td> <td>אָחִי</td> </tr> </tbody> </table> <p>5. Use of noun plural suffix יָדָּי לְגִמְלֵיךְ 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	כַּדְתָּ	אָדַנִּי	יָדַתָּ	אָחִי	<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																								
וַיִּקְרָא																									
ל																									
לְעַבְדָּךְ																									
לְיִצְחָק																									
תָּ	יָ																								
כַּדְתָּ	אָדַנִּי																								
יָדַתָּ	אָחִי																								
<p>Unit 6</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 אָחוֹת, 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>אַבְרָהָם 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="358 555 900 673"> <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>אֶשְׁתּוֹ</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="358 935 624 1098"> <tr> <td>וְ...וּ</td> </tr> <tr> <td>וַיִּמְלֵאוּ</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	אֶשְׁתּוֹ		יָדוֹ		וְ...וּ	וַיִּמְלֵאוּ	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																													
אֶשְׁתּוֹ																														
יָדוֹ																														
וְ...וּ																														
וַיִּמְלֵאוּ																														
וַיִּקְרְאוּ																														
וַיִּגְדְּלוּ																														
<p>Unit 7</p>	<p>1. Comprehending the plain meaning of a <u>simple תּוֹרָה text independently</u> New S4</p> <p>2. Identifying שְׂרָשִׁים בּוֹא, מֵכָר, מוֹת, אֹכֵל, 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" style="margin-left: 20px;"> <tr><td>וי</td></tr> <tr><td>ויאכל</td></tr> <tr><td>ויקום</td></tr> <tr><td>וילך</td></tr> <tr><td>ויאמר</td></tr> <tr><td>ויבא</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ו</td></tr> <tr><td>שמו</td></tr> </table> <p>5. Use of present verb form הולך S5</p>	וי	ויאכל	ויקום	וילך	ויאמר	ויבא	ל	ה	לי	הבכרה	ו	שמו	<p>2. Reflecting on the different characteristics of the twins and what we can learn from them U1</p> <p>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>4. Identifying words and phrases that express subtle messages, e.g. כיום New U2</p> <p>5. Identifying significance of words, e.g. the phrase אָדום האָדם האָדם relates to עָשׂוּ being called אָדום U2</p> <p>6. Comparing and contrasting two פּרוּשִׁים of a text: רש"י and פסוק ל"ב on רשב"ם New U4</p>						
וי																				
ויאכל																				
ויקום																				
וילך																				
ויאמר																				
ויבא																				
ל	ה																			
לי	הבכרה																			
ו																				
שמו																				
<p>Unit 8</p>	<p>1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4</p> <p>2. Identifying שְׂרָשִׁים בוא, נתנ, גגש, נתנ, בוא: שְׂרָשִׁים S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><th>וי</th><th>ות</th></tr> <tr><td>ויאכל</td><td>ותאמר</td></tr> <tr><td>ויבא</td><td>ותקח</td></tr> <tr><td>ויקום</td><td></td></tr> <tr><td>ויבדך</td><td></td></tr> <tr><td>ויתן</td><td></td></tr> <tr><td>ויגש</td><td></td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table>	וי	ות	ויאכל	ותאמר	ויבא	ותקח	ויקום		ויבדך		ויתן		ויגש		ל	ה	לי	הבכרה	<p>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>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>3. Comparing and contrasting, with support:</p> <ul style="list-style-type: none"> • the difference between יַצְחָק's words and רַבֵּקָה's repetition of these words to יַעֲקֹב • 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
וי	ות																			
ויאכל	ותאמר																			
ויבא	ותקח																			
ויקום																				
ויבדך																				
ויתן																				
ויגש																				
ל	ה																			
לי	הבכרה																			

	<p>Suffix:</p> <table border="1" data-bbox="362 236 660 328"> <tr><td>ו</td></tr> <tr><td>בְּנוּ</td></tr> </table>	ו	בְּנוּ	<p>4. Understanding the פירוש of the ספרנו explaining the significance of ברכות's יצחק and analysing how he explains the text New U4</p>																
ו																				
בְּנוּ																				
<p>Unit 9</p>	<p>1. Comprehending the plain meaning of a simple תורה text independently S4</p> <p>2. Identifying word families/שְׂרָשִׁים/עלה: שָׁכַב, חָלַם, יָרַד, עלה: שְׂרָשִׁים S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 533 660 751"> <tr><td>וַי</td></tr> <tr><td>וַיֵּלֶן</td></tr> <tr><td>וַיִּשְׁכַּב</td></tr> <tr><td>וַיֵּצֵא</td></tr> <tr><td>וַיֵּלֶד</td></tr> <tr><td>וַיִּשְׁכַּם</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="362 855 1173 979"> <thead> <tr> <th>ו</th> <th>ה</th> <th>מ</th> </tr> </thead> <tbody> <tr> <td>וְהָיָה</td> <td>הַשָּׂמֶשׁ</td> <td>מֵאֲבָנֵי</td> </tr> <tr> <td>וְרֵאשִׁוּ</td> <td>הַמְּקוֹם</td> <td>מִרְאֵשֵׁתָיו</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" data-bbox="362 1031 636 1155"> <tr><td>ָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זָרְעֶךָ</td></tr> </table> <p>5. Past tense first person – יָדַעְתִּי, דִּבַּרְתִּי, נָדַעְתִּי 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>	וַי	וַיֵּלֶן	וַיִּשְׁכַּב	וַיֵּצֵא	וַיֵּלֶד	וַיִּשְׁכַּם	ו	ה	מ	וְהָיָה	הַשָּׂמֶשׁ	מֵאֲבָנֵי	וְרֵאשִׁוּ	הַמְּקוֹם	מִרְאֵשֵׁתָיו	ָ	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"> • seemingly superfluous words in the text (לְשׁוֹן יִתְרָה) • words that are repeated in the text (מְלֵא מִנְחָה) • unusual order in the text (שְׁנוּי בְּסֵדֶר מְלִים) • ambiguous words (הִבְנֵת מְלִים לֹא בְּרוּרָת) • apparent grammatical inconsistency (דִּקְדּוּק לֹא עֲקָבִי) U2 <p>3. Identifying with support textual comparisons between יַעֲקֹב leaving home (כ"ח: ב') and אַבְרָם leaving his home (י"ב: ה') U3</p>
וַי																				
וַיֵּלֶן																				
וַיִּשְׁכַּב																				
וַיֵּצֵא																				
וַיֵּלֶד																				
וַיִּשְׁכַּם																				
ו	ה	מ																		
וְהָיָה	הַשָּׂמֶשׁ	מֵאֲבָנֵי																		
וְרֵאשִׁוּ	הַמְּקוֹם	מִרְאֵשֵׁתָיו																		
ָ																				
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/שְׁרָשִׁים: קנא, ספר, שנה, יספ, S5
3. Use of singular and plural verb prefixes/suffixes to help comprehend text S5

Prefix:

וַי
וַיִּשְׁנֶאֱו
וַיִּסְפּוּ
וַיִּסְפֵּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וְ plural	וּ singular
בָּנָיו	בְּנוֹ
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>Unit 11</p>	<p>1. Comprehending the plain meaning of a more difficult text independently S4</p> <p>2. Identifying word families/שָׁרְשֵׁים שלכ: מצא בקש הרג שלכ S5</p> <p>3. Use of plural verb constructs to help comprehend text New S5</p> <table border="1" data-bbox="362 438 660 595"> <tr><td>וי.....הו</td></tr> <tr><td>וישָׁלַחְהו</td></tr> <tr><td>וימְצָאֵהו</td></tr> <tr><td>וישָׁאֲלֵהו</td></tr> </table> <p>4. Use of noun suffixes S5</p> <table border="1" data-bbox="362 655 900 818"> <tr><td>וְ</td><td>אֵי.</td></tr> <tr><td>אָחִיו</td><td>אָחִיךָ</td></tr> <tr><td>אָבִיו</td><td></td></tr> <tr><td>חֲלֹמֹתָיו</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>7. Comprehending the plain meaning of a number of commentaries of רש"י with support New S7</p>	וי.....הו	וישָׁלַחְהו	וימְצָאֵהו	וישָׁאֲלֵהו	וְ	אֵי.	אָחִיו	אָחִיךָ	אָבִיו		חֲלֹמֹתָיו		<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>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</p>
וי.....הו														
וישָׁלַחְהו														
וימְצָאֵהו														
וישָׁאֲלֵהו														
וְ	אֵי.													
אָחִיו	אָחִיךָ													
אָבִיו														
חֲלֹמֹתָיו														
<p>Unit 12</p>	<p>1. Comprehending the plain meaning of a more difficult text independently S4</p> <p>2. Identifying שָׁרְשֵׁים שלכ: נשק, זכר, נכר S5</p> <p>3. Identify when a ו' is a הַהַפְּוֹדָה and when it is a הַחִיבוּרָה New S5</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>בְּיָתֶדְךָ</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	בְּיָתֶדְךָ	<p>3. Comparing and contrasting language in parallel texts U3</p> <p>4. Understanding how the brothers felt ashamed of their past actions, and were only able to speak once יוֹסֵף cried and showed his feelings</p>
י	ף					
אָבִי בָּנִי אָחִי	בְּיָתֶדְךָ					
<p>Unit 13</p>	<p>1. Comprehending the plain meaning of a תּוֹרָה and מְשֻׁנָּה text New S4</p> <p>2. Identifying word families: קוֹדֵשׁ, תְּרוּעָה, זְכוּרוֹן, שְׁבִתוֹן, תְּרוּעָה, קוֹדֵשׁ S5</p> <p>3. Use of future tense plural form תֵּשָׁבוּ, תִּתְּנוּ, תִּחַגְּגוּ New S5</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 הַסְּכוּת</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 הַסְּכוּת	<p>1. Reflecting on the values that can be learned from the מִצְוֹת in this unit, e.g. the meaning of the שׁוֹפֵר, 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>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</p> <p>4. Explaining why a פֿירוּשׁ (רש״י) explains the text as it does U4</p>		
ה						
הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַסְּכוּת						
<p>Unit 14</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>				

2. Identifying word families/שְׂרָשִׁימַם/ שֵׁפֶט, פְּנָה, נִכָּה, S5

3. Reading vowelled פְּרוֹשִׁימַם of a number of different מִפְּרָשִׁימַם accurately (רִשׁׁי and רִמְבׁי) New S6

4. Comprehending the plain meaning of a number of different מִפְּרָשִׁימַם (נִצִּיׁב, רִמְבׁי, רִשׁׁי) with support New S7

By the end of Unit 14, most pupils should know over 220 key Hebrew words that constitute over 80% of the most common keywords that appear in תּוֹרָה.

They should also know the meaning of:

- all the noun prefixes ל, ה, ב, מ, ו
- all possessive suffixes וְ/וְ/וְ/וְ
- singular and plural noun forms
- the third person singular verb prefixes וְ...וְ and וְ...וְ
- the third person plural verb prefixes and suffixes וְ...וְ and וְ...וְ, e.g. וְאָמְרוּ and וְאָמְרוּ
- present verb forms like אוֹהֵב, אֹהֶבֶת
- past verb forms like שָׁמַעְנוּ, שָׁמַעְתִּי
- future verb forms like תִּלְדָּךְ and תִּלְדִּי
- a וְ הַפּוֹדֵךְ and a וְ הַחִיבוֹר and their function
- imperative forms such as עָלוּ, מֵהָרוּ

2. Comparing and contrasting the three cases in which מִשָּׁהּ intervenes to save others U3

3. Explaining how different מִפְּרָשִׁימַם derive their comments from the פְּסוּקִים, e.g. רִשׁׁי on ב' :ב' explains the reason for the missing information in the text; נִצִּיׁב (נִצִּיׁב) learns from the guiding word that repeats itself in the text New U4