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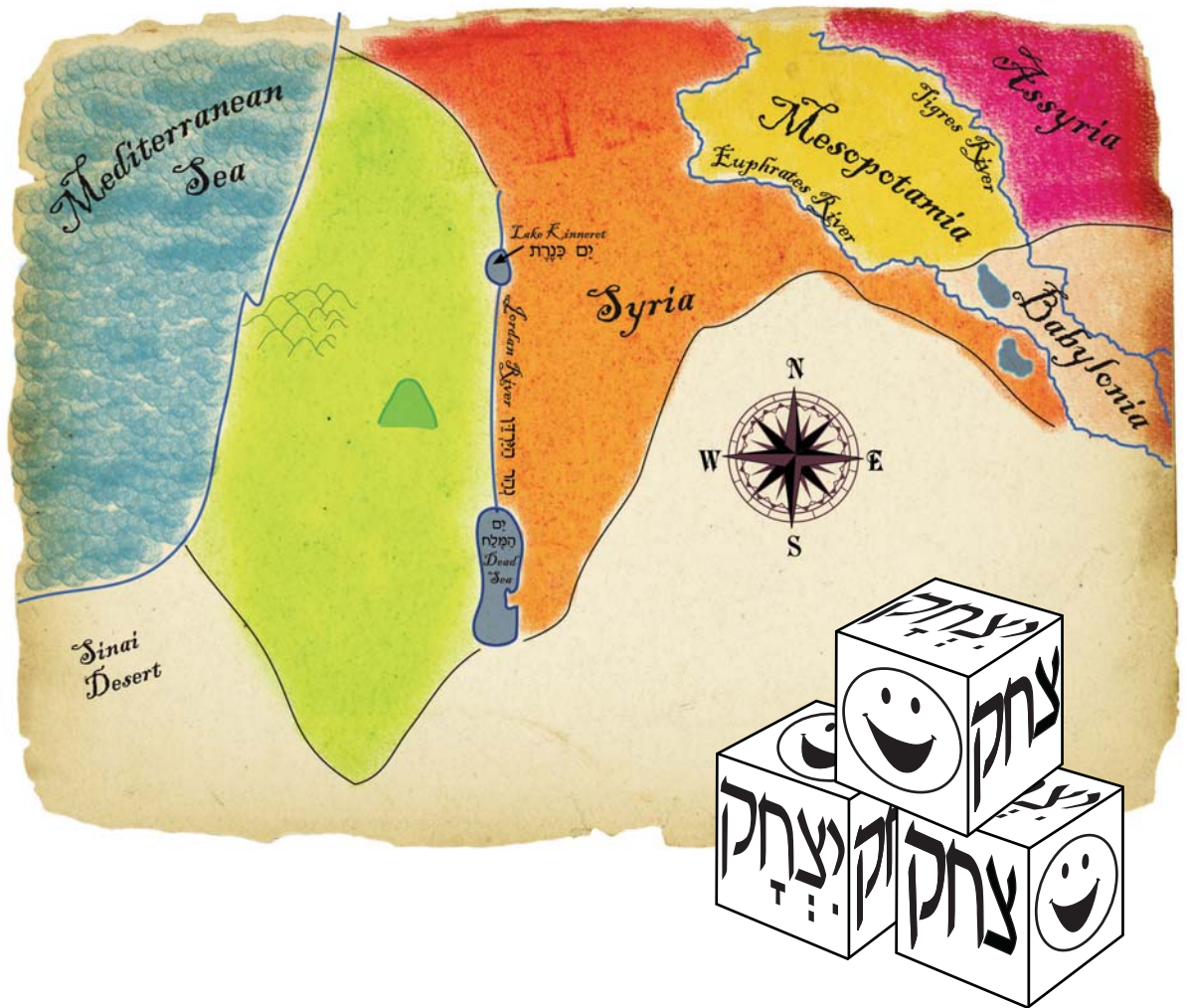
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Unit 4 - The Birth of יצחק

פְּרִשֶׁת וַיֵּרָא כ"א: א'-י"ג

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Unit 4 Acknowledgements

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

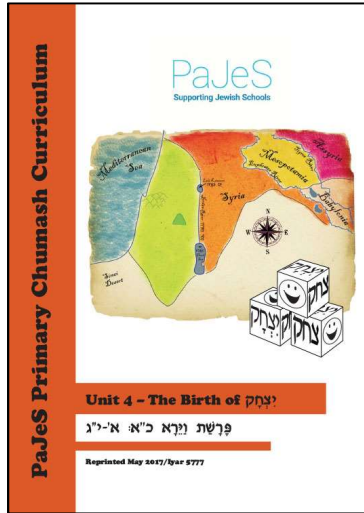
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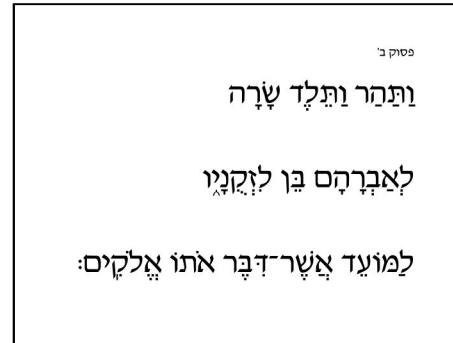
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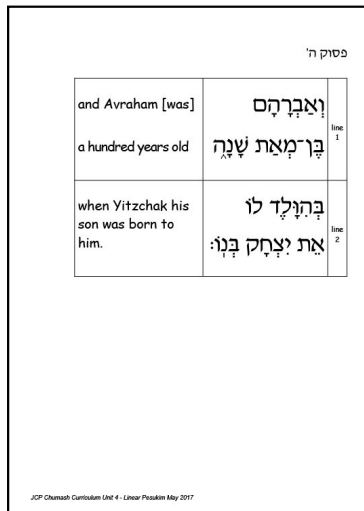
How to Use this Pack



The Unit 4 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 4.



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

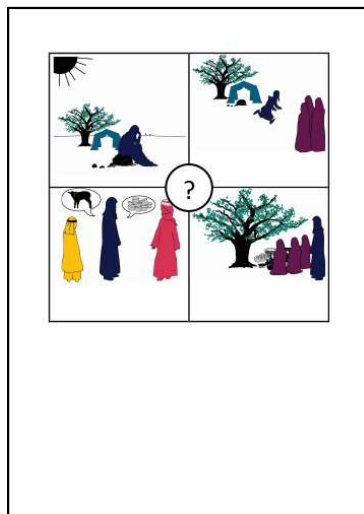


Linear פסוקים with English are to be used selectively for differentiation.

as	אשר	כאשר, אשר
make	עשה	בניע, עשה
speak	דבר	דבר
boy	ילד	הנער, הנער, הילד, הנער
son	בן	בן, בנו, בנה, בן
call	קרא	ויקרא, יקרא
name	שם	שם
command	צוה	צוה
hear/listen	שמע	השמיע, שמע
laugh	צחק	יצחק, הצחק, צחק, הצחק, ויצחק

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



Classroom Resources support various classroom activities.

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 4

Unit 4 focuses on four events connected to the birth and early life of **יצחק**.

- The promise of **ה'** to **אברהם** that **שרה** would have a son (**י'**: **בראשית י"ח**)
- The birth, naming and **ברית מילה** of **יצחק**
- The big feast that **אברהם** makes to celebrate **יצחק**'s growing up
- The sending away of **הגר** and **ישמעאל**

These events are all linked in the text by the **צחק** – **מילים מנחות** – laughter and **בן** – son.

The unit focuses on different types of laughter:

- **שרה** reacts by laughing to herself at the announcement that she will have a son – **ותצחק שרה בקרבה** (**י"ב**: **בראשית י"ח**)
- **שרה** gives birth to a son who is named **יצחק** – **יצחק** ... **בנו** ... **ויקרא אברהם את שם בנו** (**י"ג**: **בראשית כ"א**)
- **שרה** responds with laughter at the birth of her son – **צחק עשה לי** (**י"ד**: **בראשית כ"א**)
- The birth of **יצחק** brings laughter to others – **כלהשמע יצחק לי** (**י"ד**: **בראשית כ"א**)
- **ישמעאל** indulges in mocking laughter – **מצחק** (**ט"ו**: **בראשית כ"א**)

Complex family relationships are underscored by the use of the word **בן** to refer to both **יצחק** and **ישמעאל**. Pupils will examine both the ways that the **תורה** uses the word **בן** to describe **שרה**'s attitude towards **ישמעאל** – **בן האמה** – and his mother and **אברהם**'s emotional connection to his son – **בן**.

Analysis of these **מילים מנחות** in their various forms will not only allow pupils to gain a deeper understanding of these four events but will provide them with an insight into the way the **תורה** uses certain words (**שורשים**) to emphasise an underlying theme or message.

Unit 4 contains several new Hebrew grammar constructs: pupils are expected to be able to distinguish between verbs and nouns, with nouns being referred to as consisting of 'word families' and verbs being made up of **שורשים**. The common noun prefixes **ו**, **מ**, **ב**, **ה** and **ל** are reinforced and the possessive suffixes **ו** and **ה** are added to **ך**, which pupils came across in Unit 1.

The third person verb prefixes **ו** and **ת** are also introduced.

Teachers are encouraged to expect a more independent level of comprehension from pupils – once the meanings of new keywords have been suggested to them, pupils should be encouraged to work out the meaning of the **פסוק** in pairs and build on the grammar skills they have acquired over the first three units.

Brief Outline of Unit 4

Lesson 1: **ה' Keeps His Promise to Give **שָׂרָה** a Son**

בְּרֵאשִׁית כ"א: א'-ב', בְּרֵאשִׁית י"ח: ט'-י"ג

What did ה' promise to **אַבְרָהָם** and **שָׂרָה**?

Which words remind us of that promise?

Lesson 2: **יצחק is Named and Has a **בְּרִית מִלָּה****

בְּרֵאשִׁית כ"א: ג'-ד'

What is the importance of a Jewish name?

Who is the first baby to have a **בְּרִית מִלָּה** on the eighth day?

How do we differentiate between third person singular masculine and feminine verbs?

Lesson 3: The Joy of **יצחק's** Birth

בְּרֵאשִׁית כ"א: ה'-ז'

How is **יצחק's** name connected to his parents' reactions before and after his birth?

Lesson 4: **יצחק Grows Up**

בְּרֵאשִׁית כ"א: ח'-ט'

How does **אַבְרָהָם** show his **הִפְרַת הַטוֹב** to ה' about **יצחק's** birth?

Why is **שָׂרָה** concerned about **יִשְׁמָעֵאל's** behaviour towards **יצחק**?

Lesson 5: Complex Family Relationships

בְּרֵאשִׁית כ"א: י'-י"א

Why do **שָׂרָה** and **אַבְרָהָם** respond differently to the problem of **יִשְׁמָעֵאל's** behaviour towards **יצחק**?

Lesson 6: Finding a Solution

בְּרֵאשִׁית כ"א: י"ב-י"ג

How does ה' reassure **אַבְרָהָם** as He tells him to agree to **שָׂרָה's** request?

Lesson 7: Revision and Assessment

Keywords and Phrases of Unit 4

The table below features the keywords to be studied and practised in Unit 4.

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

as	אָשֶׁר	כְּאֲשֶׁר, אֲשֶׁר
make	עָשָׂה	וַיַּעַשׂ, עָשָׂה
speak	דָּבַר	דָּבַר
give birth	יָלַד	וַתֵּלֵד, הִנּוּלַד, יָלַדָה
boy	יָלֵד	הַיָּלֵד
son	בֶּן	בֶּן, בְּנוֹ, בְּנָהּ, בְּנֵי
call	קָרָא	וַיִּקְרָא, יִקְרָא
name	שֵׁם	שֵׁם
command	צִוָּה	צִוָּה
hear/listen	שָׁמַע	הִשְׁמָע, שָׁמַע
laugh	צָחַק	צָחַקָה, יִצְחָק, יִצְחָקוּ, מְצַחֵק, וַתִּצְחַק
laughter	צִחְקוֹ	צִחְקוֹ

Words that were studied in Units 1, 2 and 3

Words that were studied in Unit 1		
say	אָמַר	וַיֹּאמֶר
to	אֶל	אֶל
go	הֵלַךְ	לָךְ, וַיֵּלֶךְ, לָלֶכֶת, הִלְכָה
Land	אֶרֶץ	מֵאֶרֶץ, הָאֶרֶץ, אֶרֶץ, בְּאֶרֶץ
house	בַּיִת	וּמִבַּיִת
father	אָב	אָבִיךָ
great	גָּדוֹל	גָּדוֹל
make great	גָּדַל	וַיַּגְדֵּלְהָ
blessing	בְּרָכָה	בְּרָכָה
bless	בָּרַךְ	וַיַּבְרֵךְ, וַאֲבָרְכָה, מְבָרְכִיד, וַיְבָרְכוּ
seed/child	זָרַע	לְזָרַעְךָ
this	זֶה, זֹאת	זֶה זֹאת

Words that were studied in Unit 2		
no, not	לֹא	לֹא, וְלֹא, הֲלֹא
them	אֹתָם	אֹתָם
live, sit	יָשַׁב	לָשַׁבַת
shepherd	רוֹעֵה	רֹעִי, רֹעִיד
between	בֵּין	בֵּין, וּבֵין, בֵּינֵי, וּבֵינָךְ
man	אִישׁ	אֲנָשִׁים, אִישׁ
brother	אָח	אָחִים, אָחִיו
we	אֲנַחְנוּ	אֲנַחְנוּ
all	כָּל	כָּל, כָּל
before	לִפְנֵי	לִפְנֵי, לִפְנֵי

Words that were studied in Unit 3		
entrance	פְּתַח	פְּתַח, מְפֹתֵחַ
tent	אֹהֶל	הָאֹהֶל, הַאֹהֶלָה
see	רָאָה	וַיִּרְאֵהוּ
eye	עֵינַיִם	עֵינָיו
run	רוּץ	וַיָּרֹץ, רָץ
please	נָא	נָא
a little	מְעַט	מְעַט
water	מַיִם	מַיִם
tree	עֵץ	הָעֵץ
hurry	מְהֵרָה	וַיִּמְהַר, מְהֵרָה

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 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 4

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K4A	Pupil recognises and knows the selected Hebrew keywords in this חומש unit and in the previous חומש units.
K4B	Pupil knows the meaning of the key phrase: כִּי בִיצְחָק יִקְרָא לְדָוֵד זָרַע .
K6	Pupil knows that רש"י 's explanation is not part of the תורה text. Pupil knows רש"י 's explanation on: <ul style="list-style-type: none"> • מִצְחָק: How did ישמעאל 'laugh'? • אֶתְנַחֲתָא is also concerned about ישמעאל's behaviour.
Skills Goals	
S1	Pupil can locate text when given its פָּרָק and פְּסוּק reference.
S3	Pupil can read words (and פְּסוּקִים) accurately, accentuating syllables correctly and recognise an אֶתְנַחֲתָא .
S4	Pupil can comprehend the plain meaning of the פְּסוּקִים with support.
S5	Pupil can identify the word families of the keywords of the unit and the previous units. Pupil can differentiate between verbs (שְׂרָשִׁים) and nouns (word families). Pupils can distinguish between the male and female third person singular forms of the past tense (prefixes וַי and וָה added to שְׂרָשִׁים). Pupil can identify the new prefix לְ in the keywords of the unit and the prefixes מְ , בְ , הְ , and יְ from previous units. Pupil can identify the possessive suffixes י (my) ו (his) and ה (hers) as well as ךְ (yours) from Unit 1.

Understanding Goals	
U1	<p>Pupil can reflect on and discuss the feelings of אֲבָרְהָם and שָׂרָה before and after the birth of their son יִצְחָק as well as their different feelings towards יִשְׁמָעֵאל.</p> <p>Pupil can reflect on the following values that the text teaches us:</p> <ul style="list-style-type: none"> • Knowing that ה' keeps His promises and waiting patiently until He is ready to do so • The concept of showing gratitude – הַפָּרַת הַטּוֹב – recognition of good – to ה' and to others, as demonstrated by אֲבָרְהָם who made a big feast to celebrate יִצְחָק's growing up • Different ways of handling complex family relationships, and apply these values to their own lives.
U2	<p>Pupil can identify, with support, repeated words and phrases, e.g. the repetition of the phrase כִּי אֶשְׁׁר דְּבַר to show how ה' keeps his promise.</p> <p>Pupil can identify, with support, the guiding words (מִיָּלִים מְנַחוֹת) צַחֵק and בֵּן in their various forms to provide clues and to deepen our understanding of the text.</p>

Knowledge Goals

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

- ה' promises אברהם (aged 99) and שרה (aged 89) that they will have a son in a year's time
- ה' keeps His promise: יצחק is born a year later
- אברהם names him יצחק and gives him a ברית מילה when he is eight days old as ה' commanded.
- אברהם is 100 years old and שרה is 90 years old when יצחק is born
- שרה laughs with happiness at the birth of יצחק
- אברהם makes a big feast to celebrate יצחק's growing up (being weaned)
- שרה sees ישמעאל behaving inappropriately and tells אברהם to send ישמעאל away
- אברהם is upset at the thought of having to send his son ישמעאל away
- ה' tells אברהם to listen to what שרה wants and send ישמעאל and his mother away as יצחק will be the one to inherit from him
- ה' promises to make ישמעאל into a nation as he is the son of אברהם

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

as	אשר	כאשר, אשר
make	עשה	ויעש, עשה
speak	דבר	דבר
give birth	ילד	ותלד, הנולד, ילדה
boy	ילד	הילד
son	בן	בן, בנו, בניה, בני
call	קרא	ויקרא, יקרא
name	שם	שם
command	צוה	צוה
hear/listen	שמע	השמע, שמע
laugh	צחק	צחקה, יצחק, יצחקו, מצחקו, ויתצחקו
laughter	צחוק	צחוק

K4B: Pupil knows the meaning of the following phrase: כי ביצחק יקרא לך זרע

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

Pupil knows רש"י's explanations on the following:

- ישמעאל's laughter was mocking and negative.
- אברהם's knowledge of concern about ישמעאל's behaviour – על אודות בנו

Skills Goals

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

S2: Pupil can use reference tools, e.g. vocabulary books, to help in comprehending text.

S3: Pupil can read בְּרֵאשִׁית כ"א: א'-י"ג accurately, accentuating syllables correctly and recognising the אֶתְנַחֲתָא and the end of the פְּסוּק.

S4: Pupil can comprehend the plain meaning of בְּרֵאשִׁית כ"א: א'-י"ג with support.

S5: Pupil can begin to differentiate between verbs (שָׁרְשִׁים) and nouns (word families).

Pupil can distinguish between the male and female third person singular forms of the past tense (prefixes וי and ות added to שָׁרְשִׁים).

Pupil can identify the new prefix ל in the keywords of the unit and the prefixes מְ, בְ, הֶ, and ו from previous units.

Pupil can identify the possessive suffixes י (my) ו (his) and ה (hers) as well as י (yours) from Unit 1.

Understanding Goals

U1: Pupil can reflect on and discuss with support:

- the feelings of אַבְרָהָם and שָׂרָה before and after the birth of יצחק (including the link between the name יצחק and 'laughter')
- why אַבְרָהָם and שָׂרָה have different feelings towards יִשְׁמָעֵאל
- that laughter can express a variety of emotions and evoke different responses

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

- trusting in ה', Who keeps his promise by giving שָׂרָה a son
- gratitude (הַכֶּרַת הַטּוֹב) to ה' and others, as seen in the big feast made by אַבְרָהָם when יצחק was weaned

U2: Pupil can identify, with support, significant repeated words and phrases:

- the repetition of the phrase 'כִּי אֶשְׂרֶךְ דְּבָר' to show how ה' keeps His promise.
- מִיֵּלָה מִנְחָה, e.g. the שָׂרֵשׁ: צַחַק and the word בָּן in its various forms to provide clues and to extend and deepen our understanding of the text

Unit Skills and Understanding Spiral

<p>Unit 4</p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with little support New S4</p> <p>2. Identifying word families/שְׁרָשִׁימִם: עֵשָׂה, צַחֲקִים, יָלֵד, and בֵּן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th style="padding: 2px;">וי New</th> <th style="padding: 2px;">ות New</th> </tr> <tr> <td style="padding: 2px;">וַיַּעַשׂ</td> <td style="padding: 2px;">וַתְּצַחֵק</td> </tr> <tr> <td style="padding: 2px;">וַיִּקְרָא</td> <td style="padding: 2px;">וַתִּהְרֶה</td> </tr> <tr> <td style="padding: 2px;">וַיִּמְלֵךְ</td> <td style="padding: 2px;">וַתֵּלֵד</td> </tr> <tr> <td style="padding: 2px;">וַיִּגְדֵּל</td> <td style="padding: 2px;">וַתֵּאמֶר</td> </tr> <tr> <td style="padding: 2px;">וַיֵּאמֶר</td> <td style="padding: 2px;">וַתִּרְאֶה</td> </tr> </table> <p>4. Use of noun prefixes and suffixes to help comprehend text S5</p> <p>Prefix:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 2px;">ל</td> </tr> <tr> <td style="padding: 2px;">לְשָׂרָה</td> </tr> <tr> <td style="padding: 2px;">לְאַבְרָהָם</td> </tr> </table> <p>Suffixes:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 2px;">יְ</td> <td style="padding: 2px;">הָ</td> <td style="padding: 2px;">וֹ</td> </tr> <tr> <td style="padding: 2px;">בְּנֵי</td> <td style="padding: 2px;">בְּנֵהָ</td> <td style="padding: 2px;">בְּנוֹ</td> </tr> <tr> <td style="padding: 2px;">לִי</td> <td style="padding: 2px;">בְּקִלְהָ</td> <td style="padding: 2px;">לוֹ</td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; background-color: #fff9c4;"> <p>By the end of Unit 4 most pupils should know all the noun prefixes ל/מ/ב/ה/ל; all possessive suffixes הָ/הּ/וֹ/וָ; and the third person verb prefixes וי and ות.</p> </div>	וי New	ות New	וַיַּעַשׂ	וַתְּצַחֵק	וַיִּקְרָא	וַתִּהְרֶה	וַיִּמְלֵךְ	וַתֵּלֵד	וַיִּגְדֵּל	וַתֵּאמֶר	וַיֵּאמֶר	וַתִּרְאֶה	ל	לְשָׂרָה	לְאַבְרָהָם	יְ	הָ	וֹ	בְּנֵי	בְּנֵהָ	בְּנוֹ	לִי	בְּקִלְהָ	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>
וי New	ות New																									
וַיַּעַשׂ	וַתְּצַחֵק																									
וַיִּקְרָא	וַתִּהְרֶה																									
וַיִּמְלֵךְ	וַתֵּלֵד																									
וַיִּגְדֵּל	וַתֵּאמֶר																									
וַיֵּאמֶר	וַתִּרְאֶה																									
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לְאַבְרָהָם																										
יְ	הָ	וֹ																								
בְּנֵי	בְּנֵהָ	בְּנוֹ																								
לִי	בְּקִלְהָ	לוֹ																								

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

Name of child:	KNOWLEDGE		SKILLS				UNDERSTANDING	
	K2: I know the storyline, events and places in Unit 4	K4: I know keywords studied in Unit 4	S4: I can comprehend the plain meaning of תורה text with little support	S5: I can identify word families/שָׁרְשִׁים: ילד, בן, עשה, צחק	S5: I can use verb prefixes וי and ות to help comprehend text	S5: I can use noun prefix ל and suffixes ,ה, ך, ם to help comprehend text	U1: I can relate an event/value learned to my own life	U2: I can derive meaning from the use of words with multiple meanings (צחק)
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								

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

Unit 4 Self Assessment Grid

Name: _____

Class: _____

	KNOWLEDGE		SKILLS				UNDERSTANDING	
Date:	K2: I know the storyline, events and places in Unit 4	K4: I know keywords studied in Unit 4	S4: I can comprehend the plain meaning of text with little support	S5: I can identify word families/ שָׁרָשִׁים: ילד, בן, עשה, צחק	S5: I can use verb prefixes וי and ות to help comprehend text	S5: I can use noun prefix ל and suffixes ,ה, 'י to help comprehend text	U1: I can relate an event/value learned to my own life	U2: I can derive meaning from the use of words with multiple meanings (צחק)

Keywords: I know the meaning of the following keywords:

אָשֶׁר	עָשָׂה	דָּבַר	יָלַד	בֵּן	קָרָא	שָׁם	צָוָה	שָׁמַע	צָחַק
כְּאֲשֶׁר, אֲשֶׁר	וַיַּעַשׂ, עָשָׂה	דָּבַר	וַתֵּלֶד, הִנּוּלֵד, יָלְדָה, הִיָּלַד	בֵּן, בְּנוֹ, בָּנָה, בְּנֵי	וַיִּקְרָא, קָרָא	שָׁם	צָוָה	הִשְׁמַע, שָׁמַע	צָחַקָה, יִצְחָק, יִצְחָקָה, מִצְחָק, וַתִּצְחַק

Unit Levels of Attainment

Unit 4 is aimed at pupils in Year 3 so most pupils are working within Levels 2 and 3, but some very able pupils may achieve Level 4. Included below are level descriptors from Levels 1-3. For further levels please see Appendix.

Level 1 (suggested by the end of Year 1)

Learning about Chumash (Knowledge-K)	
1. I know that the תּוֹרָה was given by 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 פְּרָשֶׁת הַשְּׁבוּעַ. (K2)	<input type="checkbox"/>
Ability to learn Chumash (Skills-S)	
1. I can read Hebrew words on a blank page. (S3)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can describe the feelings of people I have learned about in פְּרָשֶׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>

Level 2 (suggested by the end of Year 2)

Learning about Chumash (Knowledge-K)	
1. I know that each פְּרָשָׁה has its own name and is read in the בֵּית הַכְּנֶסֶת on שַׁבָּת once a year. (K1)	<input type="checkbox"/>
2. I know the names of the פְּרָשׁוֹת in סֵפֶר בְּרֵאשִׁית. (K1)	<input type="checkbox"/>
3. I know the names of people in the פְּרָשֶׁת 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 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 פְּרָשֶׁת הַשְּׁבוּעַ story. (S4)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can talk about the מִידוֹת that I learn from פְּרָשֶׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>
2. I understand that my 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)	
<p>Level 3c</p> <p>1. I know the names of the פְּרֻשָׁה and סֵפֶר I am learning. (K1)</p>	<input type="checkbox"/>	<p>Level 3c</p> <p>1. I can show where a פָּסוּק begins and ends in my חוּמֵשׁ. (S1)</p>	<input type="checkbox"/>	<p>Level 3c</p> <p>1. I can describe the feelings of the people I have learned about in my חוּמֵשׁ. (U1)</p>	<input type="checkbox"/>
<p>2. I know, giving only a few details, most of the story in the unit. (K2)</p>	<input type="checkbox"/>	<p>2. I can find the place in my חוּמֵשׁ. (S1)</p>	<input type="checkbox"/>		
<p>3. I know where אֶרֶץ יִשְׂרָאֵל is on a map of the Middle East. (K3)</p>	<input type="checkbox"/>	<p>3. I can read selected words on a חוּמֵשׁ page. (S3)</p>	<input type="checkbox"/>	<p>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)</p>	<input type="checkbox"/>
<p>4. I know the meaning of some of the keywords from the unit(s). (K4)</p>	<input type="checkbox"/>	<p>4. I can work out the meaning of part of a פָּסוּק using keywords I know. (S4)</p>	<input type="checkbox"/>		
<p>5. I know that a פְּרוּשׁ explains the meaning of a חוּמֵשׁ text but is not part of the חוּמֵשׁ text. (K6)</p>	<input type="checkbox"/>			<p>Level 3b</p> <p>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)</p>	<input type="checkbox"/>
<p>Level 3b</p> <p>1. I can accurately retell most of the תּוֹרָה narrative of the unit. (K2)</p>	<input type="checkbox"/>	<p>Level 3b</p> <p>1. I can find any סֵפֶר בְּרֵאשִׁית in פָּסוּק and also find the אֶתְנַחְתָּא. (S1)</p>	<input type="checkbox"/>		
<p>2. I know where most places in the unit are on a map with some places filled in. (K3)</p>	<input type="checkbox"/>	<p>2. I can read words and phrases on a חוּמֵשׁ page. (S3)</p>	<input type="checkbox"/>	<p>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)</p>	<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 פְּסוּקִים 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 מְצוּחָה 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 פְּסוּקִים accurately, saying syllables correctly and pausing at the אֶתְחַתֵּבָהּ. (S3)</p>	<input type="checkbox"/>	<p>Level 3a</p> <p>1. I can describe the values/מִידוֹת I learn from my חֻמֵּשׁ 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 פְּסוּקִים 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 מִידוֹת 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 פְּסוּקִים 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 מְצוּחָה 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 מְפָרֵשׁ 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 to last 60 minutes and may 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 summary/plenary.
- Ideally, every pupil should have their own **חֹמֶשׁ** to use in every lesson.
- A primary **חֹמֶשׁ** 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 (**אֶתְנַחֲתָא**, **מְלַעֵיל/מְלַרַע** and **קִמְצָ קֶטָן**). 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 the **פְּסוּק** on an IWB for the initial reading. This may prove easier to follow than attempting the first reading from the **חוּמָשׁ**.

- **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 content of the **פְּסוּק**, for example: Who is talking to whom? Where is this happening? Is the speaker happy/sad/angry? Pupils can be encouraged to scan the **פְּסוּק** to identify names, places and familiar words prior to the reading.

- **Familiar Words:**

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

- **Catch Me Out:**

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

- **Follow My Leader:**

Pairs/small group begins; 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 **פְּסוּק** into two halves, and they also work with smaller parts of the **פְּסוּק**.

- **Hand Sentences:**

This activity helps pupils develop awareness of a particular, and common, sentence form: a verb with several subjects. The template of a hand helps pupils to realise that words that work together in giving meaning do not necessarily follow each other in order in a sentence. Pupils are guided in realising that we find out what the sentence tells us by looking at the 'whole hand' and not by the individual 'fingers' and that there is a connected, but not necessarily linear, relationship between the parts of the sentences. (See Units 1 and 2 for examples.)

Lesson 1: 'ה Keeps His Promise to Give שרה a Son

(בראשית כ"א: א', ב' summarised, בראשית י"ח: ט'-י"ג)

Learning Outcomes:

- ❖ To understand that 'ה keeps His promises and that שרה, at the age of 90, gives birth to a son
- ❖ To understand how the תורה uses the phrases פאָשור דבר, פאָשור אָמר and אָשור דבר to emphasise the keeping of the promise

By the end of this lesson pupils should:

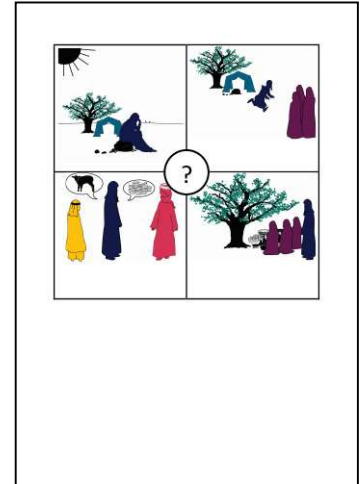
Knowledge	Skills	Understanding												
<p>K2: Know that אברהם is 99 years old and שרה is 89 years old and they still do not have a child of their own.</p> <p>'ה promises אברהם that שרה will have a son in a year's time and that 'ה keeps His promise. יצחק is born when 'ה says.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>צחק</td> <td>צחקה, ותצחק</td> </tr> <tr> <td>אָשור</td> <td>פאָשור, אָשור</td> </tr> <tr> <td>עשה</td> <td>ויעש</td> </tr> <tr> <td>דבר</td> <td>דבר</td> </tr> <tr> <td>ילד</td> <td>ותלד</td> </tr> <tr> <td>בן</td> <td>בן</td> </tr> </table>	צחק	צחקה, ותצחק	אָשור	פאָשור, אָשור	עשה	ויעש	דבר	דבר	ילד	ותלד	בן	בן	<p>S1: Recognise the beginnings and ends of בראשית כ"א: א', ב' and locate the text in the חומש when given its פרק and פסוק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טעמי המקרא (אתגונותא) of בראשית כ"א: א', ב'.</p> <p>S4: Comprehend the plain meaning of בראשית כ"א: א' and ב' with support.</p> <p>S5: Identify the prefix ל in לאברהם and לשרה.</p>	<p>U1: Reflect on and discuss how שרה reacts when hearing the announcement from one of the men that she would have a son (בראשית י"ח: י"ב).</p> <p>Discuss with support the value that 'ה keeps His promises as seen in the birth of a son to אברהם and שרה.</p> <p>U2: Reflect on how the repeated phrasing פאָשור דבר, פאָשור אָמר and אָשור דבר emphasises the fact that 'ה keeps His promises.</p>
צחק	צחקה, ותצחק													
אָשור	פאָשור, אָשור													
עשה	ויעש													
דבר	דבר													
ילד	ותלד													
בן	בן													

1. Revision Activity [K2, K4A, U1]**(10 minutes)**

Display the picture: 'The Visit' to revise the main points of Unit 3 (Classroom Resources).

Using the question mark, encourage pupils to ask at least one question about every picture. Questions could be written on mini whiteboards and then given to different pupils to answer.

Feeding back questions and answers, pupils could come to the IWB and move the question to the part of the picture the question is about. Encourage pupils to use words from the **חומש** in their answers by referring to **בְּרֵאשִׁית י"ח : א' - ח'**.



Sample questions and answers could be:

- Where is **אַבְרָהָם** when **ה'** appears to him? (*in **מְרָא** sitting at the entrance of the tent: **בְּאַלְנֵי מְרָא**, **בְּפֶתַח הָאֹהֶל**, **בְּאַלְנֵי מְרָא***)
- Why does **ה'** appear to him? (*because **אַבְרָהָם** has just had a **בְּרִית מִילָה** at 99 years old and **ה'** is visiting him to help him recover*)
- What is the weather like at that moment? (*a very hot part of the day – **כָּחַם** (הַיּוֹם)*)
- How many men does **אַבְרָהָם** see? (*three men – **שְׁלֹשָׁה אַנְשִׁים***)
- How do we know that **אַבְרָהָם** is eager to greet the three men? (*He runs towards them – **וַיָּרֶץ לִקְרֹאתָם***.)
- Describe ways in which **אַבְרָהָם** demonstrates how he looks after the three men. (*He **hurries** to tell **שָׂרָה** to hurry and bake cakes – **וַיְמַהֵר**. He **runs** to the cattle – **וַיָּצֵל הַבָּקָר רָץ**.)*
- What can we learn from **אַבְרָהָם's** actions? (*how to do the **מְצוּה** of hospitality – **הַכְנָסַת אֹרְחִים***)

2. Contextual Background**Comprehension and Understanding Activity [K2, S4, U1]****(10 minutes)**

Challenge pupils to use their prior knowledge of **הַשְּׂבוּע** to remember *why* the three men visited **אַבְרָהָם** and **שָׂרָה**. (*to announce that **שָׂרָה** would have a son*)

Let's go back to that visit and remind ourselves.

Using the worksheet 'ה' **Promise, שָׂרָה's Reaction** either in pairs or as a class, let pupils read the summary of טי-יִיֵא : and focus on the words used about שָׂרָה in יִיב-יִיג and יִיח : בְּרֵאשִׁית יִיח : יִיב-יִיג and צַחֲקָה and וַתִּצְחַק

ה' Promise, שָׂרָה's Reaction

אֲבִרָם has just served the three men a meal under the tree.

The men asked: "Where is your wife?"

אֲבִרָם replied: "She is in the tent"

One of the men said: "We will return to you at this time next year and you will have a son."

שָׂרָה was listening at the entrance of her tent.

אֲבִרָם and שָׂרָה were both old and שָׂרָה was too old to have children.

How does שָׂרָה react to the news?

וַתִּצְחַק שָׂרָה בְּעַצְמָהּ _____ within herself

שָׂרָה said: וְהָיָה לִּי בָנִים

1. Colour the word family that is repeated in both phrases.
2. What does the word you coloured mean? _____
3. Why do you think שָׂרָה laughed? _____

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Allow pupils to feed back their answers to question 3, which could include:

- *with happiness that she is going to have a child after waiting many years*
- *with surprise and amazement that she, an old lady of 89, and her husband an old man of 99 are going to have a baby*
- *with disbelief – can this possibly happen to me? (ה' response seems to indicate that this is the most accurate reason)*

ה' has made a promise that seems unlikely to happen. Let's find out what happens when we read our new פְּסוּק.

3. Reading Activity: פְּסוּק א' [S1, S3]

(10 minutes)

Encourage pupils to find אֵל : בְּרֵאשִׁית כִּי־אֵל and follow carefully as you model read the פְּסוּק at least twice using the correct punctuation in relation to the אֲתֵנְחֵתָא. Let pupils read the פְּסוּק in pairs, groups and/or as a class.

4. Comprehension Activity [K2, K4A, S4, S5]

(10 minutes)

Display the פְּסוּק on the IWB divided at the אֲתֵנְחֵתָא.

וְהָיָה לִּי בָנִים וַיֵּרָא אֵל וַיִּצְחַק וַיִּשְׂרַח אֵל וַיִּשְׂרַח אֵל וַיִּשְׂרַח אֵל וַיִּשְׂרַח אֵל

Encourage pupils to find all the 'doubles': ה' and שָׂרָה's name twice, and כִּי־אֵל twice (give pupils the meaning as it is a new keyword – as).

Pupils already know the meaning of אָמַר – point out that דָּבַר has a similar meaning: *speak*, which is a new keyword as well.

וַיִּשְׂרַח is a new keyword (*He did*) and give pupils the meaning of פָּקַד: *remembered*.

ל is a stick-on that we have seen in Unit 1 when ה' said to אֲבִרָם

לְזָרְעֶךָ אֶתְּנוּ אֶתְּהָאָרֶץ הַזֹּאת...

What does it mean? (to)

Let pupils write the new keywords in their vocabulary books and choose pairs to summarise the contents of the **פָּסוּק** in their own words.

5. 'Hyperlink' Understanding Activity [U2]

(5 minutes)

Focusing on the repeated phrases **כִּפְאֶשֶׁר דָּבַר** and **כִּפְאֶשֶׁר אָמַר**, ask pupils to discuss the following in pairs:

What is the **תּוֹרָה** referring to here? (*He's promise that אַבְרָהָם and שָׂרָה would have a child*)

As a challenge, ask pupils to suggest why the **תּוֹרָה** repeats this phrase. What does it want us to notice? (*The תּוֹרָה wants to emphasise that ה' keeps His promises, exactly as He said.*)

Explain to pupils that these phrases work like a 'hyperlink' on a website – if you 'click' on it, it takes you to a place that gives you more specific information.

Where does this 'hyperlink' take us? (*to ה' promise to אַבְרָהָם and שָׂרָה in בְּרֵאשִׁית י"ח*)

Let's see if we can spot any further 'hyperlinks' in the next **פָּסוּק**...

6. Reading Activity [S1, S3]

(10 minutes)

Encourage pupils to find **בְּרֵאשִׁית כ"א: ב'** and follow carefully as you model read the **פָּסוּק** twice using the correct punctuation (**אֶתְנַחֲתָא**). Let pupils read the **פָּסוּק** in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

7. Comprehension Activity [K4A, S4, S5]

(5 minutes)

וַתֵּהָר וַתֵּלֶד שָׂרָה לְאַבְרָהָם בֶּן לְזָקְנֵוּ לַמּוֹעֵד אֲשֶׁר־דִּבֶּר אֵתוֹ אֱלֹקִים

Focus on the keywords **וַתֵּלֶד** and **בֶּן** and their word families using flashcards, mime and visual prompts to draw out the meaning.

Give the meaning of **וַתֵּהָר** and **לַמּוֹעֵד**. Pupils may be familiar with the word **זָקֵן** and be able to work out the meaning of **לְזָקְנֵוּ** from its word family.

Identify the **ל** in **לַמּוֹעֵד** and **לְזָקְנֵוּ**.

Instruct pupils to write new keywords in their vocabulary books and summarise the meaning of the **פָּסוּק** in their own words.

8. Plenary [U2]**(5 minutes)**

Which phrase in this **פְּסוּק** is similar to the two phrases that were repeated in **אֲשֶׁר דִּבֶּר**? **פְּסוּק** א'

What does it mean? (*as He spoke*)

What is this phrase a hyperlink to? (*promising אַבְרָהָם and שָׂרָה that they would have a child*)

How has **ה'**'s promise come true? (*שָׂרָה has just given birth to אַבְרָהָם's son*)

What do we learn from this about our own promises? (*If we make a promise (בְּלִי נֶדֶר) we must do our best to keep it.*)

Lesson 2: יצחק is Named and Has a בְּרִית מִילָה

(בְּרִאשִׁית כ"א: ג'-ד')

Learning Outcomes:

- ❖ To explore the importance of naming and having a בְּרִית מִילָה
- ❖ To examine the link between the name יצחק and the reaction of his parents both before and after his birth (צחק – laughter)
- ❖ To consolidate pupils' knowledge of prepositional prefixes and to introduce the masculine and feminine verb prefixes

By the end of this lesson pupils should:

Knowledge	Skills	Understanding								
<p>K2: Know that אַבְרָהָם names his son יצחק and gives him a בְּרִית מִילָה when he is eight days old as ה' commanded.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>קרא</td> <td>יִקְרָא, וַיִּקְרָא</td> </tr> <tr> <td>שם</td> <td>שָׁם</td> </tr> <tr> <td>ילד</td> <td>יְלֵדָה, הַנּוֹלֵד</td> </tr> <tr> <td>צוה</td> <td>צִוָּה</td> </tr> </table>	קרא	יִקְרָא, וַיִּקְרָא	שם	שָׁם	ילד	יְלֵדָה, הַנּוֹלֵד	צוה	צִוָּה	<p>S1: Recognise the beginning and end of חוּמֵשׁ and locate text in the חוּמֵשׁ when given its פָּרָק and פְּסוּק reference.</p> <p>S3: Read words and phrases accurately accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא) of ג', ד'.</p> <p>S4: Comprehend the plain meaning of בְּרִאשִׁית כ"א: ג', ד' with support.</p> <p>S5: Begin to differentiate between nouns – word families and verbs – שְׂרָשִׁים.</p> <p>Identify the שְׂרָשׁ word family of the new verb keywords וַיַּעַשׂ, וַיְדַבֵּר and וַיִּתְּלַד and the שְׂרָשׁ of verb אָמַר (Unit 1).</p> <p>Identify the prefixes of the new verbs indicated in the grid וי in וַיַּעַשׂ and ות in וַתִּתְּלַד and the stick-on ל of the nouns לְמוֹעֵד, לְשָׂרָה and לְאַבְרָהָם.</p> <p>Recognise the שְׂרָשׁ of the verb צחק and other words that belong to this root that appear in this lesson.</p> <p>Identify the word family of the new keywords וַיִּקְרָא, שָׁם, הַנּוֹלֵד, יְלֵדָה, צִוָּה.</p> <p>Identify the prefix וי of each of the keywords וַיִּקְרָא, וַיַּעַשׂ; the suffix ו in וַיִּתְּלַד.</p>	<p>U1: Reflect on the בְּרִית מִילָה of מִצְרָיִם and how it is a sign of our בְּרִית with ה'.</p>
קרא	יִקְרָא, וַיִּקְרָא									
שם	שָׁם									
ילד	יְלֵדָה, הַנּוֹלֵד									
צוה	צִוָּה									

1. Revision and WordWork Activity [K2, S4, S5, U2] (10 minutes)

Ask pupils to locate and read **אִי** and **בִּי** in their חומשים as a class.

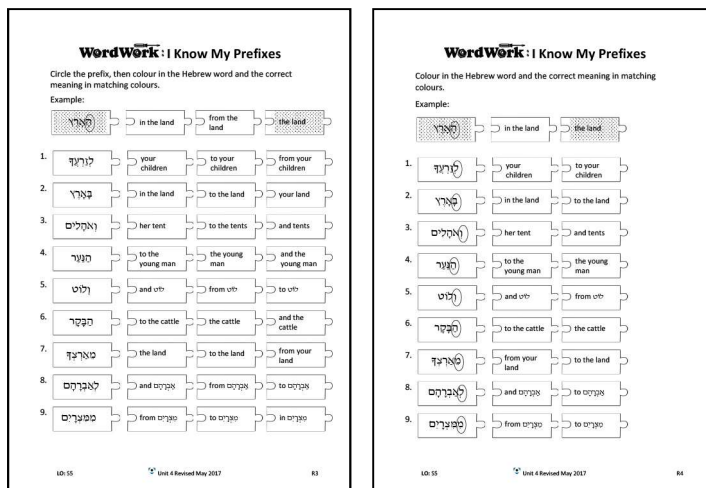
Display the פסוקים on the IWB and ask pupils to circle a similar phrase that occurs three times. (**אֵשֶׁר דָּבַר** and **כַּאֲשֶׁר דָּבַר**, **כַּאֲשֶׁר אָמַר**)

- What do these phrases mean? (*as He said/spoke*)
- Who spoke and what did He say/promise? (*הִיא; שָׁרָה would have אַבְרָהָם's son*)
- Where and when do these phrases take us back to (like a hyperlink)? (*the three men visiting אַבְרָהָם and telling him that שָׁרָה would have a son a year from then*)

Ask pupils to circle a stick-on that means *to*: (*there are four in the two פסוקים*)

Explain to pupils that stick-ons in front of a word are called prefixes. Which are the other prefixes we have learned so far? (*מִן – from, בְּ/בַּ – in, הַ – the and וְ – and*)

Have pupils complete the worksheet **I Know My Prefixes**.



2. Reading Activity גִּי בְּרֵאשִׁית כִּי־אֵ : [S1, S3] (10 minutes)

Encourage pupils to find **גִּי** and to follow carefully as you model read the פסוק at least twice using the correct punctuation (אֶתְנַחֲתָא). Let pupils read the פסוק in pairs, groups and/or as a class.

3. Comprehension Activity [K4A, S4, S5] (10 minutes)

וַיִּקְרָא אַבְרָהָם אֶת שְׁם בְּנוֹ הַנּוֹלָד לוֹ אֵשֶׁר יָלְדָה לוֹ שָׁרָה יִצְחָק :

Focus on the keywords - **וַיִּקְרָא** and **שְׁם** and their word families using flashcards, mime and visual prompts to draw out the meaning. Encourage pupils to link הַנּוֹלָד with יָלְדָה and recall its meaning.

Encourage pupils to work in pairs to discover the meaning of the פסוק and choose pairs to summarise the contents.

Challenge pupils to suggest why יצחק is given this name. Can they identify the word family and can they link it to words that we have come across before? (צחקה and ותצחק – שרה's reaction when she heard that he would be born – pupils might already start thinking about different types of laughter that will be further explored)

4. Reading Activity [S1, S3]

(5 minutes)

Encourage pupils to find די : כ"א and follow carefully as you model read the פסוק at least twice using the correct punctuation (אֶתְנַחֵתָּא). (Please note that the second קמץ of וימל is a קטן.) Ask pupils to read the פסוק in pairs, groups and/or as a class using reading strategies suggested in the Teachers' Guidelines.

5. Comprehension Activity [K4A, S4, U1]

(10 minutes)

וימל אברהם את יצחק בנו בן שמונת ימים כִּאֲשֶׁר צָוָה אֱלֹהִים

Encourage pupils to identify the familiar words and their meanings from the previous פסוקים. Focus on the keyword צוה and encourage pupils to make the link to מצוה. Use flashcards, mime and visual prompts to draw out meaning.

Focusing on the phrase בן שמונת ימים, ask pupils which מצוה we do to a baby boy when he is eight days old? (ברית מילה)

To assess comprehension, encourage pupils to answer the following questions using the words in the פסוק:

- How old is יצחק when he has a ברית מילה? (*eight days* – בן שמונת ימים)
- Why does אברהם perform a ברית מילה on his son? (*because he commanded him to do so* – כִּאֲשֶׁר צָוָה אֱלֹהִים)
- How do we know that אברהם also had a ברית מילה? (*visited him in ממרא when he was recovering from his מילה*) Challenge: Encourage pupils to locate א' : א' and recall the name of the מצוה (ביקור חולים)

Encourage pupils to identify the two 'firsts' for the Jewish people:

- יצחק is the very first baby to have a ברית מילה at eight days old.
- אברהם is the very first father to perform the מצוה of ברית מילה at eight days (he gave ישמעאל a ברית מילה but ישמעאל was already 13 years old at the time).

Draw pupils to the understanding that the performance of ברית מילה on an eight-day-old baby boy is our sign to ה' that we are keeping our side of the ברית – the promise made with אברהם.

6. WordWork Activity [K4A, S5]**(10 minutes)**

Display the following phrases from אֵי-דִי כִּיָּא : אֵי-דִי כִּיָּא on the IWB:

וַיַּעַשׂ ה'י

וַתֵּהָר וַתֵּלֶד שָׂרָה

וַיִּקְרָא אַבְרָהָם

וַיִּמַּל אַבְרָהָם

What are the similarities between these phrases? *(They are all doing words/verbs and the people/ה' who do them)*

Focusing on the verbs, what are the differences? *(When the תּוֹרָה tells us that a man did something, it starts with a וי and when a woman did something, it starts with a ות.)*

Explain to pupils that וי and ות are prefixes that we put in front of verbs/doing words to show either that 'he did' or 'she did'.

Instruct pupils to complete the worksheet

WordWork: Masculine/Feminine Prefixes to practise their knowledge of the verb prefixes.

Feed back answers to ensure that pupils know that Hebrew verbs usually have three letters that are called the root or שְׁרֵט of the verb and that by adding the masculine and feminine prefixes, the meaning of the verb changes to mean either 'he did' or 'she did'.

WordWork: Masculine and Feminine Prefixes				
Can you fill in all the Hebrew and English gaps? Look at the example to help you.				
Meaning	♀	♂	Meaning	
Example: she called	וַתִּקְרָא	וַיִּקְרָא	he called	
	וַתֵּאמֶר		he spoke	
	וַתִּצְטַח			
she grew up		וַיִּגְדַּל		
she ran		וַיָּרַץ		
	וַתֵּלֶךְ		he went	
she made	וַתַּעֲשֶׂה		he hurried	
	וַתְּדַבֵּר		he spoke	

Colour in all the word families of the Hebrew verbs.

Hebrew verbs usually have three letters that are called the שְׁרֵט or root of the verb. Write down the שְׁרֵט of:

- וַתִּצְטַח
- וַיִּגְדַּל
- וַיָּרַץ
- וַתִּקְרָא

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7. Plenary and Homework Activity**(5 minutes)**

- Who was born in the פְּסוּקִים we learned today? (יצחק)
- Who named him? (אַבְרָהָם)
- What does his name mean? *(laughter)*
- Why do you think he was called this? *(There was laughter when ה' said he would be born; also maybe because his birth made them very happy.)*

Ask pupils to research their Hebrew or Jewish names and their meaning for the next lesson. (You could hand out coloured cards for pupils to write their names and meanings so that it can be displayed in class.)

Lesson 3: The Joy of יצחק's Birth

(בְּרֵאשִׁית כ"א: ה', ו', ז')

Learning Outcomes:

- ❖ To understand how the birth of יצחק brings joy to his parents and to others
- ❖ To appreciate how the תורה's repeated use of the שָׂרָשׁ: צחק extends and deepens our understanding of the text

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p>K2: Know that אַבְרָהָם is 100 years old and שָׂרָה is 90 years old when יצחק is born.</p> <p>שָׂרָה laughs with happiness at the birth of יצחק.</p> <p>K4A: Know the following Hebrew keywords:</p> <table border="1"> <tr> <td>שמע</td> <td>השמע, שָׁמַע</td> </tr> <tr> <td>צחק</td> <td>ותצחק, יצחק, יצחק</td> </tr> <tr> <td>צחק</td> <td>צחק</td> </tr> </table>	שמע	השמע, שָׁמַע	צחק	ותצחק, יצחק, יצחק	צחק	צחק	<p>S1: Recognise the beginning and end of בְּרֵאשִׁית כ"א: ה', ו', ז' and locate the text in the חומש when given its פָּרָק and פְּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמִּקְרָא (אֲתֵנְחֵתָא) of בְּרֵאשִׁית כ"א: ה', ו', ז'.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כ"א: ה', ו', ז' with support.</p> <p>S5: Identify the word families of the new keywords השמע, שָׁמַע, צחק, ותצחק, יצחק, יצחק.</p>	<p>U1: Reflect on and discuss with support:</p> <ul style="list-style-type: none"> • אַבְרָהָם's and שָׂרָה's feelings: <ul style="list-style-type: none"> - after the announcement by one of the three men that they would have a baby - after they have had the baby • the link between the name יצחק and 'laughter'. <p>U2: Understand with support: how the repeated use of the שָׂרָשׁ: צחק in its various forms provides a leading idea – מִיֵּלֶה מְנַחֵה – to extend and deepen our understanding of the text.</p>
שמע	השמע, שָׁמַע							
צחק	ותצחק, יצחק, יצחק							
צחק	צחק							

1. Trigger Activity: My Hebrew Name (10 minutes)

Invite pupils to read out their Hebrew names and their meanings and attach the cards they prepared for homework (if the class did this) to the wall. This activity could be continued in the following lessons in order to allow all pupils to contribute.

To value pupils' efforts in researching their Hebrew names, consider addressing pupils by their Hebrew names during this lesson.

Encourage pupils to open their **חומשים** at **ג' : כ"א** and **ד' and** ask:

- Who was named in **ג' : כ"א** : **יצחק** ? (**יצחק**)
- What is the root/שורש of his name and what does it mean? (**צחק** – *laughter*)
- Can you suggest why his name means laughter? (*His parents laughed when they were told he would be born; his birth is a miracle; they are really happy to have a son after so many years.*)

2. Reading Activity **ה' : כ"א [S1, S3] (5 minutes)**

Encourage pupils to find **ה' : כ"א** and follow carefully as you model read the **פסוק** at least twice using the correct punctuation (**אֶתְנַחֲתָא**). Let pupils read the **פסוק** in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

3. Comprehension Activity [K2, K4A, S4] (10 minutes)

וְאֲבָרְהָם בֶּן מֵאָת שָׁנָה בְּהוֹלֵד לוֹ אֶת יִצְחָק בְּנֵו

Encourage pupils to identify the familiar words and use flashcards, mime and visual prompts to draw out the meaning. Give the meaning of **בְּהוֹלֵד** but encourage pupils to discover that it is a **שורש** that we have come across before.

- How old is **אֲבָרְהָם** when **יצחק** is born? (*100 years old – בן מֵאָת שָׁנָה*)
- How old were **אֲבָרְהָם** and **שָׂרָה** when **ה'** promised them that they would have a son? (*99 and 89 respectively*)
- Why do you think it is important to know **אֲבָרְהָם's** age? (*in order to acknowledge **ה'**s power – that only **ה'** can change nature and enable a person to father a baby at 100 years old*)

Focus on the words **בְּנֵו** and **בֶּן**. Encourage pupils to count how many times the word **בֶּן** or **בְּנֵו** appears in the **פסוקים** so far (excluding the **בֶּן** in the age structure): four times altogether – **ה'**, **ג'**, **ב'**, **ד'** –

Challenge pupils to suggest why the תורה keeps repeating the fact that יצחק is בנו – his son. Write good answers on the board, for example:

- *The תורה wants to emphasise the fact that אברהם has a son in spite of his old age.*
- *יצחק is definitely אברהם's son. (People might think that יצחק cannot be the son of אברהם and שרה because of their old age.)*

4: Reading Activity [S1, S3]

(10 minutes)

Encourage pupils to find ויג' and follow carefully as you model read the פסוק at least twice using the correct punctuation (אֶתְנַחֲתָא). Let pupils read the פסוק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

5. Comprehension Activity [K2, K4A, S4]

(10 minutes)

ותאמר שרה צחק עשה לי אלקים כל השמע יצחק לי

Encourage pupils to identify familiar words, their שרשים and their meanings. Focus on the new keyword השמע and encourage pupils to make the link to the שמע.

Focus on the new keywords צחק and יצחק. Encourage pupils to make the link to יצחק and יתצחק שרה. Display flashcards of צח in the various forms that we have so far encountered – יתצחק, יצחק, צחק, יתצחק – along with their English meanings for pupils to match.

Pupils could write the new keyword in their vocabulary books and summarise the פסוק in their own words.

6. Understanding Activity [U1, U2]

(10 minutes)

The Significance of יצחק's Name

Using the צח flashcards from the previous activity, choose a pupil to find יצחק's name to put in the middle of the board and other pupils to place the remaining cards to the left of יצחק if they occurred before his birth and to the right of יצחק if they occurred after his birth.

יתצחק

צחק

יצחק

צחקה

יצחק

In pairs, ask pupils to discuss the following:

How is the name צחקה connected to the events that occurred before and after his birth? Suggestions could include:

- שרה **laughed** with wonder and disbelief when she heard she would have a son – (בראשית י"ח: י"ב) ותצחק שרה בקרבה.
- צחקה עשה לי אלקים – שרה **laughed** with happiness when צחקה was born.
- Other people were affected by her happiness and **laughed** for her and with her – כלה שמע צחקה לי.

Challenge pupils to suggest how the תורה's repetition of the שחש helps us to understand the significance and impact of שרה's laughter.

What are the differences between the laughter *before* צחקה's birth and *after* his birth? (The laughter before is more negative and also criticised by ה', whereas the laughter after the birth is completely positive and joyful. The laughter before is private, שרה hidden in her tent, but afterwards it is shared with everyone.)

What other kinds of laughter can we think of? (Laughing at a joke, laughing to be silly but also unkind laughter at someone's expense.)

Emphasise to pupils that the תורה uses the same word to link all the types of laughter but we have to carefully check the context of the פסוק to see why people are laughing. Keep this in mind as we might encounter other examples of laughter.

7. Reading and Summary Activity: בראשית כ"א: ז' [S1, S3] (5 minutes)

Encourage pupils to find בראשית כ"א: ז' and follow carefully as you model read the פסוק at least twice using the correct punctuation (אָתְנַחֲתָא). Let pupils read the פסוק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

ותאמר מי מלל לאברהם היניקה בנים שרה כי ילדתי בן לזקנתי

This פסוק is not analysed in depth, although pupils should be encouraged to find two words from the word family בן. Briefly summarise the contents: שרה praises ה' for keeping His promise to אברהם that she would have a son in her old age.

8. Plenary (5 minutes)

Reinforce pupils' learning in the area where it is most needed based on your assessment of their progress: they might need to revise all the keywords learned so far or they might need another chance to put the understanding outcome (the purpose of צחקה being repeated) in their own words.

Lesson 4: יצחק Grows Up

(בראשית כ"א: ח', ט')

Learning Outcomes:

- ❖ To understand that אברהם shows his gratitude – הַפְּרַת הַטוֹב to 'ה' by making a feast
- ❖ To explore different types of laughter and their impact

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

Knowledge	Skills	Understanding
<p>K2: Know that אברהם makes a big feast to celebrate יצחק's growing up (being weaned). Know that שרה sees יִשְׁמַעֲאֵל behaving inappropriately.</p> <p>K4A: Recall the meaning of previously learned keywords: גדל, היום, היגד and ויעש.</p> <p>K6: Know רש"י's explanation of the meaning of מצחק.</p>	<p>S1: Recognise the beginnings and ends of ח' ט' בראשית כ"א: ח' ט' and locate the text in the חומש when given its פרק and פסוק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising the basic (אֶתְנַחֲתָא) טעמי המקרא of בראשית כ"א: ח' ט'.</p> <p>S4: Read בראשית כ"א: ח' ט' in Hebrew and comprehend their plain meaning with support.</p> <p>S5: Identify the שרשים of ויעש and ויגדל. Identify the prefix in ויגדל.</p>	<p>U1: Reflect and discuss with support, the values the text has to teach us and relate them to everyday life:</p> <ul style="list-style-type: none"> • the concept of gratitude – הַפְּרַת הַטוֹב – recognition of good – for what 'ה' gives us as demonstrated by אברהם who made a big feast to celebrate יצחק's growing up. • שרה's concern that יִשְׁמַעֲאֵל's inappropriate behaviour will be a bad influence on יצחק. • Laughter can express a variety of emotions and evoke different responses.

1. Revision Activity [K2, S4]

(10 minutes)

Using in turn both the **צחק Toolbox** cards (Classroom Resources) and the **Storybox** worksheet, let pupils revise the sequence of events and the various צחק words in groups or pairs.

The **צחק Toolbox** can be differentiated by pupils either making the words on their desks or on a photocopied Toolbox where they are simply matching letters.

Yitzchak		ק	ח	צ	י
will laugh		ק	ח	צ	י
laughter			ק	ח	צ
she laughed	ק	ח	צ	ת	ו
she laughed		ה	ק	ח	צ

Storybox

The story has been scrambled. Can you put it in the right order by numbering the boxes correctly? The first one has been done for you.

1 I remembered his promise to יצחק. She became pregnant and had a son.
Challenge: This happens in ספרים _____ and _____.

יצחק had a son when he was 8 days old.
Challenge: This happens in ספרים _____.

יצחק asked his visitors why יצחק would have his son in a year's time. יצחק laughed when she heard this.

יצחק talked about laughter when Yitzchak was born. First she said "his men laugh for me!" and then she said that everyone would laugh with her.
Challenge: This happens in ספרים _____.

יצחק called his son יצחק, which means laughter.
Challenge: This happens in ספרים _____.

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We have seen that אברהם and שרה are both really happy about the birth of their son.

What do we do when we are really happy about getting something we always wanted? (*We say thank you to the person who gave it to us.*)

Let's see what אברהם and שרה do in the next פסוק.

2. Reading Activity [S1, S3]

(5 minutes)

Encourage pupils to find ח' and follow carefully as you model read the פסוק at least twice using the correct punctuation (אָתְנַחֲתָא). Let pupils read the פסוק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

3. Comprehension Activity [K2, K4A, S2, S4, S5]

(10 minutes)

וַיַּגְדֵּל הַיֶּלֶד וַיִּגְמַל וַיַּעַשׂ אַבְרָהָם מִשְׁתָּה גָדוֹל בְּיוֹם הַגְּמֹל אֶת־יִצְחָק

Encourage pupils to identify familiar words in the פסוק by referring to their vocabulary books or by reminding them of previously learned words. (This is a good opportunity to reinforce the meaning and context in which these words were learned initially.) These include הַיֶּלֶד, בְּיוֹם, גָדוֹל, וַיַּעַשׂ and possibly מִשְׁתָּה if it has featured in פורים studies.

Focus on וַיַּגְדֵּל: encourage pupils to make the link to גָדוֹל, its שָׂרֵשׁ and meaning. Encourage pupils to locate ב' to find other words with the same שָׂרֵשׁ – וַאֲגַדְלָה, גָדוֹל.

5. Reading Activity: בְּרֵאשִׁית כ"א : ט' [S1, S3]**(5 minutes)**

Encourage pupils to find ט' : בְּרֵאשִׁית כ"א and follow carefully as you model read the פָּסוּק at least twice using the correct punctuation (אֶתְנַחֲתָא). Let pupils read the פָּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

6. Comprehension Activity [K2, S4]**(10 minutes)**

וַתֵּרָא שָׂרָה אֶת-בְּרוֹהֶגֶר הַמִּצְרִית אֲשֶׁר-יָלְדָה לְאַבְרָהָם מִצְחָק

Using **The Family Tree of אַבְרָהָם** (Classroom Resources), read the פָּסוּק with feeling and actions, and pointing to the people involved.

How do we know that שָׂרָה, a woman, is seeing? (וַתֵּרָא is the feminine form of וַיֵּרָא (U3).)

Who is הֶגֶר? (הֶגֶר's servant – שָׂרָה told אַבְרָהָם to take her as a wife.)

Who is בְּרוֹהֶגֶר? (יִשְׁמָעֵאל)

Where is הֶגֶר from? (מִצְרַיִם – remind pupils that אַבְרָהָם and שָׂרָה travelled there because of the famine in כְּנָעַן.)

What is the שְׂרֵשׁ of מִצְחָק and what does it mean? (צחוק, laughter)

**7. Understanding Activity: Types of Laughter [U1, K6]****(5 minutes)****רש"י Helps Us Understand**

Challenge pupils to suggest what מִצְחָק could mean – remember that there are many different reasons to laugh and many different ways of laughing.

Suggested answers could be:

- He is being silly.
- He is making fun of his little brother יצחק.
- He likes to make jokes and play pranks.
- He mocks and sneers and is being mean.

In the next פָּסוּק we will see שָׂרָה's negative reaction to יִשְׁמָעֵאל's laughter. רש"י explains that מִצְחָק is a mocking kind of laughter and that it refers to some of the

unpleasant things that ישמעאל did around his little brother יצחק, for example: worshipping idols; behaving in an immoral manner; committing murders; claiming his right to אברהם's inheritance as his first born; shooting arrows at יצחק to tease him.

We will look at this further in פסוק י״.

8. Plenary

(5 minutes)

Challenge pupils to summarise the narrative under three headings:

1. Laughter of Disbelief

Who? (שרה)

When? (*when the angel says she is going to have a child*)

What/where? (*She listens from her tent, a year before יצחק is born.*)

2. Laughter of Joy and Gratitude

Who? (שרה and אברהם)

When? (*at יצחק's birth and weaning*)

What/where? (אברהם names him and gives him a ברית מילה and, when he is weaned, they make a big feast to thank ה' – הַפֶּרֶת הַטּוֹב.)

3. Inappropriate, Mocking Laughter

Who? (ישמעאל)

When? (*when יצחק is growing up*)

What/where? (שרה sees it and it worries her.)

Lesson 5: Complex Family Relationships

(בְּרֵאשִׁית כ"א: י' - י"א)

Learning Outcome:

- ❖ To understand how שָׂרָה is concerned about how יִשְׁמָעֵאל is behaving and how אַבְרָהָם reacts to her request

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

Knowledge	Skills	Understanding
<p>K2: Know that שָׂרָה tells אַבְרָהָם to send יִשְׁמָעֵאל away.</p> <p>אַבְרָהָם is upset at the thought of having to send his son יִשְׁמָעֵאל away.</p> <p>K6: Know רַשִׁי's explanation of: על אודות בְּנוֹ</p> <p>אַבְרָהָם's knowledge of and concern about יִשְׁמָעֵאל's behaviour.</p>	<p>S1: Recognise the beginnings and ends of בְּרֵאשִׁית כ"א: י' - י"א and locate the text in the חוּמָשׁ when given its פָּרָק and פָּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֲתִנְחָתָא) of בְּרֵאשִׁית כ"א: י' - י"א.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כ"א: י' - י"א with support.</p> <p>S5: Identify the שָׂרָה of וַתֵּרָא (U3 – וַיִּרְאָה). Identify the prefix וַתֵּרָא of וַתֵּרָא.</p>	<p>U1: Reflect and discuss with support:</p> <ul style="list-style-type: none"> • שָׂרָה's feelings towards יִשְׁמָעֵאל and הָגֵר • אַבְרָהָם's likely feelings when hearing שָׂרָה's request to send יִשְׁמָעֵאל and his mother away.

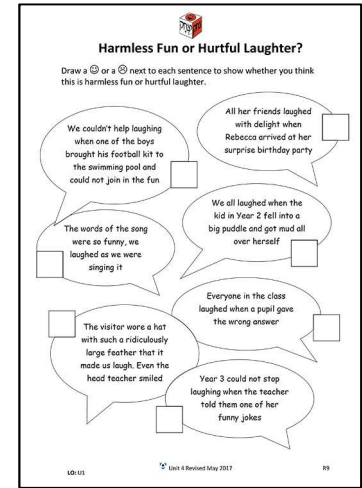
1. Revision Activity [K2]**(10 minutes)**

Use the Hebrew and English **צחוק Toolbox** flashcards (Classroom Resources) from Lesson 4 (with מצחוק added to them, making a total of six cards). Give each table group the cards to match the Hebrew and English correctly.

Using the worksheet **Harmless Fun or Hurtful Laughter?**, ask small groups to act out each scenario and let the class vote whether they think the scenario showed harmless or hurtful laughter. Ask pupils to consider the feelings of those the laughter was directed at.

In order to introduce the new פסוק, ask pupils:

- Who was doing the action of מצחוק? (ישמעאל)
- Who saw him doing it? (שרה)
- How do you think she might feel? Let's see in the next פסוק.

**2. Reading Activity י' בראשית כ"א: [S1, S3]****(10 minutes)**

Encourage pupils to find י' בראשית כ"א and follow carefully as you model read the פסוק at least twice using the correct punctuation (אָתְנַחֲתָא). Let pupils read the פסוק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

3. Comprehension and Understanding Activity [K2, S4, S5, U1] (10 minutes)

ותאמר לאברהם גרש האמה הזאת ואת בנה כי לא יירש בן האמה הזאת עם בני עם יצחק

Encourage pupils to identify familiar words and names.

Review the keyword גרש in its various forms – גרשו, גרש, גרשתי. Use flashcards, mime and visual prompts to work out the meaning of גרש, האמה and יירש.

Although not a keyword, draw pupils' attention to the word לא – not to be confused with לו. Review the prefix ל. Encourage pupils to work in pairs to discover the meaning of the פסוק. Choose pairs to read the פסוק and act it out using appropriate expression and gestures to indicate שרה's demand.

Encourage pupils to use the words in the פסוק to answer the following questions:

- What is שרה asking אברהם to do?¹ – *send away this servant and her son*

¹ Pupils are likely to think that what שרה is asking (and ה' tells אברהם to do) is harsh – שרה does not have a connection with ישמעאל whereas אברהם does. Reassure pupils that we will see in the following פסוקים that ה' looks after ישמעאל, gives him an inheritance and makes him into a nation. Also, as we have seen previously with לוט, sometimes separation is the best and only solution to a problem.

- How does שָׂרָה refer to בֶּן הָעִרְבָּי – *the son of the Egyptian*?)
- How does שָׂרָה refer to הַעֲבָד – *this servant*?)
- What is strange about the way שָׂרָה refers to הָעִרְבָּי and יִשְׁמָעֵאל? (*She does not refer to either of them by name, and she does not mention that יִשְׁמָעֵאל is also אַבְרָהָם's son.*)
- What do you think this tells us about שָׂרָה's feelings and attitude towards הָעִרְבָּי and יִשְׁמָעֵאל? (*It shows that she feels detached from them; she wants to distance herself.*)
- What does she insist the 'בֶּן הָעֲבָד' will not do? (*כִּי לֹא יִירֶשׁ עִמָּי – he will not inherit with my son; he will not benefit from ה' 's promise of the Land to אַבְרָהָם; only יצחק will.*)
- Why do you think שָׂרָה is concerned about יִשְׁמָעֵאל's behaviour only now and not beforehand? (*It is only now that יצחק is growing up that שָׂרָה is concerned that יִשְׁמָעֵאל's mocking behaviour will affect יצחק.*)

Challenge pupils to think:

- If שָׂרָה feels detached from הָעִרְבָּי and יִשְׁמָעֵאל, how do you think אַבְרָהָם feels about them? (*He probably still feels close to them although he might also have noticed יִשְׁמָעֵאל's problematic behaviour.*)
- How did אַבְרָהָם treat יִשְׁמָעֵאל in the previous unit of פְּסוּקִים? (*He involved him in doing the מִצְוֹת of אֲוֶרְחָיִם; he wanted to teach him to do מִצְוֹת.*)
- Why does יצחק now seem to be behaving in an opposite way, mocking rather than doing מִצְוֹת? Let's read the next פְּסוּקִים to see if it helps us to understand.

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

(5 minutes)

Encourage pupils to find י"א : כ"א and follow carefully as you model read the פְּסוּקִים at least twice using the correct punctuation (אֶתְנַחֲתָא). Let pupils read the פְּסוּקִים in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

5. Comprehension and Understanding Activity [S2, S4, U1]

(10 minutes)

וַיִּרְעוּ הַדְּבָר מֵאֹד בְּעֵינֵי אַבְרָהָם עַל אוֹדוֹת בְּנוֹ

Encourage pupils to identify the familiar words and their meanings in the פְּסוּקִים using their vocabulary books as a reference. Use mime and visual prompts to draw out meaning. Give the meaning of וַיִּרְעוּ but encourage pupils to discover its שְׁרָשׁ. Point out that it should not be confused with וַיִּגְרָא. Give the meaning of אוֹדוֹת. Encourage pupils to work in pairs to discover the meaning of the פְּסוּקִים and choose pairs to summarise the contents.

Encourage pupils to use the words in the **פסוק** to answer the following questions:

- How do we know that **אברהם** is upset about **שׂרה**'s demand? (*The matter was very bad in the eyes of אברהם – ויגרע הדבר מאד בעיני אברהם*)
- Which word in the **פסוק** gives us a clue as to why **אברהם** is upset? (**בנו** – *his son; it tells us how אברהם feels about ישמעאל – he is, after all, his son*)

It would be worthwhile to discuss how the way we refer to someone reflects our relationship with them, e.g. using nicknames, first names, surnames or Mr/Mrs and surname.

6. Understanding Activity [K6]

(10 minutes)

Encourage pupils to examine **פסוק י"א** to discover the phrase that seems to be unnecessary/extra. (**על אודת בנו**)

Explain that it is obvious that the statement 'the matter was very bad in the eyes of אברהם' must refer to **ישמעאל**. So why does the **תורה** add the words **על אודת בנו** – about his son?

י"י helps us understand that the **תורה**'s use of the word **בנו** gives us another explanation of why **אברהם** is very upset about **ישמעאל**.

י"י explains that not only is **אברהם** very upset about **שׂרה**'s demand to send **ישמעאל** away but he is also troubled *about* his son – **על אודת בנו**.

אברהם has heard bad reports about **ישמעאל**'s sinful behaviour and it is this that greatly upsets him about his son – that his son behaves in such a bad way. However, unlike **שׂרה** he feels an attachment to **ישמעאל** (**בן האמה** as opposed to **בנו**) and he does not want to send **ישמעאל** away.

Draw pupils to the understanding that there are no extra words in the **תורה**. The **תורה**'s use of specific words and phrases helps us to gain a deeper understanding of the events and relationships described in the **פסוקים**.

7. Plenary

(5 minutes)

Ask pairs of pupils to come to the front and give in their own words:

1. **שׂרה**'s point of view (**י"י** and **פסוק ט"ו**)
2. **אברהם**'s point of view (**פסוק י"א** including **י"י**'s explanation)

Challenge pupils to suggest how **אברהם** will react to **שׂרה**'s request to send **ישמעאל** away. We will explore this further in the next **פסוקים**.

Lesson 6: Finding a Solution

(בראשית כ"א: י"ב, י"ג)

Learning Outcomes:

- ❖ To understand that in spite of the difficulty for אברהם, 'ה supports שרה's request to send ישמעאל away because of his possible bad influence on יצחק
- ❖ To understand how the תורה's repeated use of the word בן in its various forms indicates deeper meaning in the text

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

Knowledge	Skills	Understanding
<p>K2: Know all the events in the text so far in the correct sequence.</p> <p>Know that 'ה tells אברהם to listen to what שרה wants and send ישמעאל away.</p> <p>'ה tells אברהם that יצחק will be the one to inherit from him.</p> <p>K4B: Recall and recite the phrase כי בן יצחק יקרא לך זרע.</p>	<p>S1: Recognise the beginnings and ends of י"ב and י"ג and locate the text in the חומש when given its פרק and פסוק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic (אתנחתא) טעמי המקרא of בראשית כ"א: י"ב-י"ג.</p> <p>S4: Comprehend the plain meaning of בראשית כ"א: י"ב-י"ג with support.</p> <p>S5: Identify the שרשים of וירע and וירא. Identify the prefixes ל, ב, ה and the suffix ך.</p>	<p>U2: Understand with support how the repeated use of the word בן (מילה מנחה) deepens our understanding of the text.</p>

- What does ה' say to help אברהם understand that listening to שרה is the right thing to do? (*It is through יצחק (and not ישמעאל) that you will have children who will inherit [ארץ ישראל] – זרע –*)

Display the phrase and let the class read it aloud. Encourage pupils to memorise it.

- If ה' wants יצחק to inherit the land that He had promised to אברהם, which of the other promises that ה' made to אברהם could still be given to ישמעאל? (Encourage pupils to think back to the promises from לך לך in Unit 1.) (*He could make him a nation, He could bless him with wealth etc.*)

Let's see in the next פסוק what ה' tells אברהם.

6. Reading and Comprehension Activity: פסוק י"ג [S1, S3, S4] (10 minutes)

Encourage pupils to find בראשית כ"א: י"ג and follow carefully as you model read the פסוק at least twice using the correct punctuation (אָתְנַחֲתָא). Ask pupils to read the פסוק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines, then briefly summarise the meaning of the פסוק: because ישמעאל is his son, ה' assures אברהם that He will also make him into a nation.

7. Summary Activity: Connecting צחק and בן [U2] (10 minutes)

Give each pair or table group a set of צחק flashcards (from Lessons 4 and 5) as well as a set of בן flashcards (Classroom Resources). Ask them to make as many connections as they are able between these two words that occur so many times in these פסוקים.

For example:

- שרה laughs (נותצחק) because she does not believe that she could have a son (בן or בנה or בני).
- The son (variation of בן) is called יצחק and his birth causes much laughter and joy (צחקה).
- אברהם's other son ישמעאל (version of בן) mocks (מצחק), which worries שרה as it might influence or harm יצחק (version of בן).

Lesson 7: Revision and Assessment

1. Keyword and Narrative Revision [K2, K4A]

Using the flashcard version of the keywords (Classroom Resources), challenge pupils in table groups or pairs to put the words in the correct chronological order and to then tell the story of the unit using the keywords.



2. שָׂרָה's Diary [K2, U1]

Imagine that שָׂרָה or אַבְרָהָם kept a scrapbook to help her remember what happened and how she felt at the time.

Ask pupils to locate the following five events in the חֻמֵּשׁ and to use their imagination and creative writing skills to illustrate them from either אַבְרָהָם or שָׂרָה's perspective, using any medium they choose, for example art, rhyme, music or prose.

- The day of the announcement of ה' promise to אַבְרָהָם that שָׂרָה will have a son
- The day of the birth of אַבְרָהָם's and שָׂרָה's baby boy
- The day of the בְּרִית מִילָה – the eighth day after יִצְחָק's birth
- The day of the big feast
- The day that יִשְׁמַעְאֵל is sent away

3. The Learning Centre

The Learning Centre provides pupils with opportunities to revisit and review a range of knowledge, skills and understanding goals within an informal learning environment (see Classroom Resources).

It incorporates the following activities:



The Lotto Reading Station [K4A, S3] develops reading and listening skills as well as word recognition. Almost all of the words studied on the keywords lists of Units 1-4 are represented in this game. The game consists of lotto-type boards designed for six players and a caller. The caller picks up a word card and reads it. If the word appears on someone's lotto board, that player reads the word aloud, then receives the card from the caller and covers the matching word on the lotto board. The first player to cover his/her lotto board is the winner.

וַיִּלְדֵּךְ	וַיַּעַשׂ	יִצְחָק
וּמִבֵּית	הַזֵּאת	בֵּינְךָ
יִצְחָק	הָאֵהָל	הַעַץ

The שְׂרָשׁ Skills Station [S4, S5] provides pupils with an opportunity to revise and reinforce their knowledge of **שְׂרָשׁ**, the prefixes and the suffixes of all the keywords in Unit 4 through the use of delightfully designed worksheets. This is not an interactive activity so that pupils will be able to complete work at their own pace.

Sarah said	וַתֹּאמֶר שְׂרָה	line 1
Hashem has made laughter for me	יִצְחָק עָשָׂה לִי אֲלֵהִים	line 2
all who hear will laugh for me	כָּל-הַשֹּׁמְעִים יִצְחָקוּ-לִי	line 3

1. Colour the **שְׂרָשׁ** of the outlined words in red.
 2. Colour the prefix of the outlined word in blue.
 3. Copy the words which match the pictures.

The Domino Dialogue Station [K2, U1] reinforces pupils' knowledge and understanding of the text studied. It provides pupils with an opportunity to work in groups of four or pairs to complete a domino game in which they have to match the names on one section of the domino to the corresponding sentence on the other half.

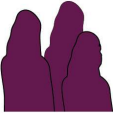
שְׂרָה	He is my son. I do not want to send him away.	יִצְחָק	My mocking laughter disturbs יִצְחָק .
אֲבִרְהָם	I am the first baby to have a מִיקָה at eight days old.	ה'	יִצְחָק thinks that I may be a bad influence on יִצְחָק .
יִשְׁמַעְאֵל	Now that I have grown my father is making a big feast to thank ה' .	שְׂרָה	ה' has told my father that my children will inherit אֲרִי .
ה'	I shall call my son יִצְחָק because of יִצְחָק 's laughter.	אֲבִרְהָם	Whoever hears my laughter of happiness will laugh for me.




'ה's Promise, שָׂרָה's Reaction


אַבְרָהָם has just served the three men a meal under the tree.



The men  asked: "Where is שָׂרָה your wife?"

אַבְרָהָם  replied: "She is in the tent."

One of the men said: "We will return to you at this time next year and שָׂרָה will have a son."

שָׂרָה was listening at the entrance of her tent. 

אַבְרָהָם and שָׂרָה were both old and שָׂרָה was too old to have children.



How does שָׂרָה react to the news?

וּתְצַחֵק שָׂרָה בְּקִרְבָּהּ _____ within herself.

'ה' said: לָמָּה זֶה צַחֲקָה שָׂרָה _____

1. Colour the word family that is repeated in both phrases.
2. What does the word you coloured mean? _____
3. Why do you think שָׂרָה laughed? _____



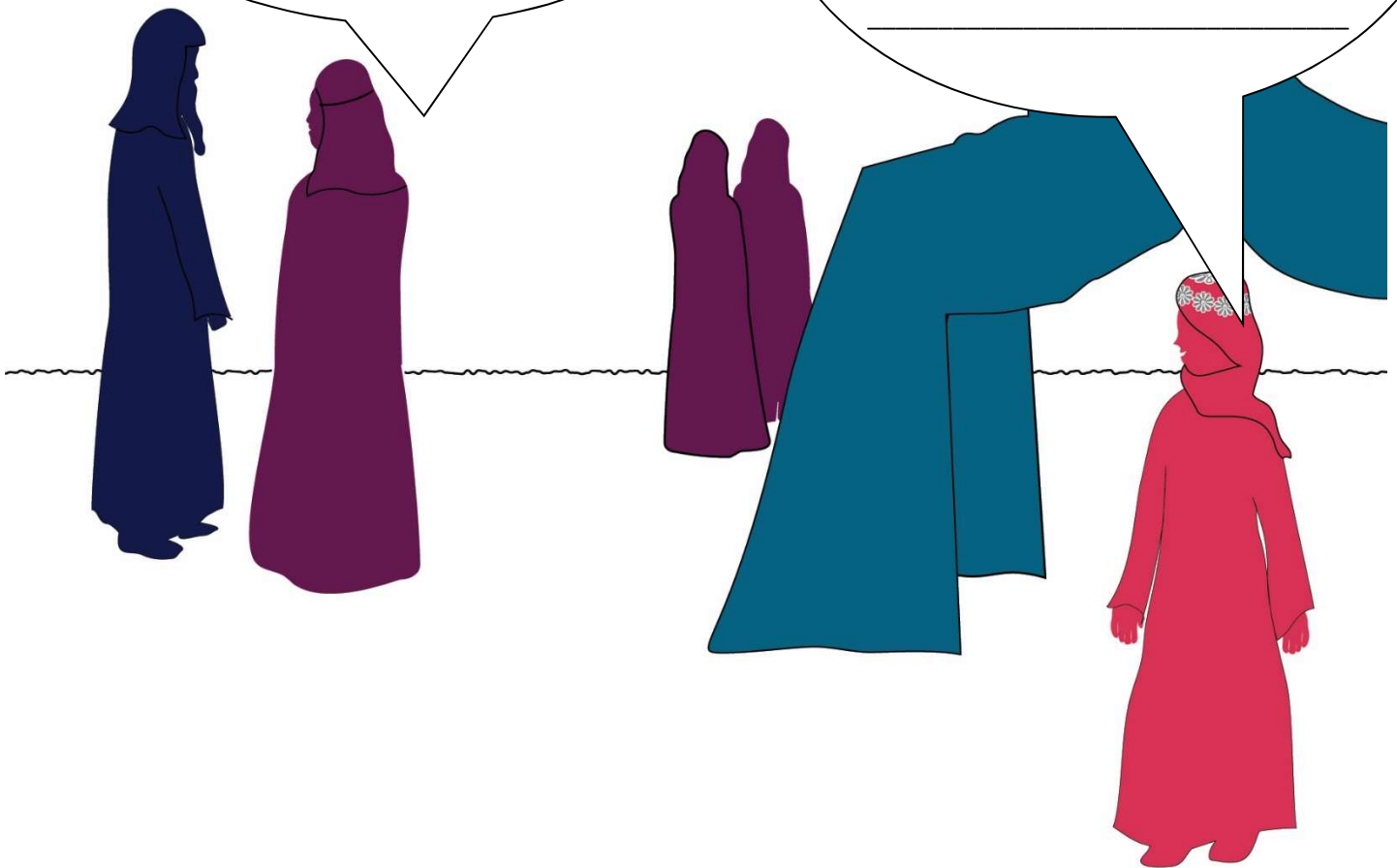
וּתְצַחֵק שָׂרָה

שָׂרָה is at the entrance of her tent.

She laughs when she hears what one of the men is saying to אַבְרָהָם.

Fill in this speech bubble to show what one of the men is telling אַבְרָהָם.

Fill in this speech bubble to show what שָׂרָה is saying to herself as she is laughing.



WordWork: I Know My Prefixes

Circle the prefix, then colour in the Hebrew word and the correct meaning in matching colours.

Example:

הָאָרֶץ	in the land	from the land	the land
---------	-------------	---------------	----------

1.

לְזַרְעֶךָ	your children	to your children	from your children
------------	---------------	------------------	--------------------
2.

בְּאֶרֶץ	in the land	to the land	your land
----------	-------------	-------------	-----------
3.

וְאֶהְלִים	her tent	to the tents	and tents
------------	----------	--------------	-----------
4.

הַנֶּעַר	to the young man	the young man	and the young man
----------	------------------	---------------	-------------------
5.

וְלוֹט	and לוֹט	from לוֹט	to לוֹט
--------	----------	-----------	---------
6.

הַבָּקָר	to the cattle	the cattle	and the cattle
----------	---------------	------------	----------------
7.

מֵאֶרֶץ	the land	to the land	from your land
---------	----------	-------------	----------------
8.

לְאַבְרָהָם	and אַבְרָהָם	from אַבְרָהָם	to אַבְרָהָם
-------------	---------------	----------------	--------------
9.

מִמִּצְרַיִם	from מִצְרַיִם	to מִצְרַיִם	in מִצְרַיִם
--------------	----------------	--------------	--------------

WordWork: I Know My Prefixes

Colour in the Hebrew word and the correct meaning in matching colours.

Example:

הָאָרֶץ	in the land	the land
---------	-------------	----------

1.

לְצִוְרֵיךָ	your children	to your children
-------------	---------------	------------------
2.

בְּאֶרֶץ	in the land	to the land
----------	-------------	-------------
3.

וְאֹהֲלֶיהָ	her tent	and tents
-------------	----------	-----------
4.

הַנָּעַר	to the young man	the young man
----------	------------------	---------------
5.

וּלְאוֹת	and לוֹט	from לוֹט
----------	----------	-----------
6.

הַבָּקָר	to the cattle	the cattle
----------	---------------	------------
7.

מֵאֶרֶץ	from your land	to the land
---------	----------------	-------------
8.

לְאַבְרָהָם	and אַבְרָהָם	to אַבְרָהָם
-------------	---------------	--------------
9.

מִמִּצְרַיִם	from מִצְרַיִם	to מִצְרַיִם
--------------	----------------	--------------

WordWork: Masculine and Feminine Prefixes

Can you fill in all the gaps in the Hebrew and English?
Look at the example to help you.

Example:

Meaning			Meaning
she called	וּתְקַרָּא	וַיְקַרָּא	he called
	וּתְאָמַר		he spoke
	וּתְצַחֵק		
she grew up		וַיִּגְדַּל	
she ran		וַיָּרַץ	
	וּתְלַךְ		he went
she made		וַיַּעַשׂ	
	וּתְמַהֵר		he hurried
	וּתְדַבֵּר		he spoke



Colour in all the word families of the Hebrew verbs.

Hebrew verbs usually have three letters that are called the שְׁרֵט or root of the verb. Write down the שְׁרֵט of:

1.	וַיְצַחֵק			
2.	וַיִּגְדַּל			
3.	וּתְדַבֵּר			
4.	וּתְקַרָּא			



Storybox

The story has been scrambled. Can you put it in the right order by numbering the boxes correctly? The first one has been done for you.

ה' remembered His promise to שָׁרָה. She became pregnant and had a son.
Challenge: This happens in פְּסוּקִים ____ and ____

בְּרִית מִילָה had a בְּרִית מִילָה when he was 8 days old.
Challenge: This happens in פְּסוּק _____

אֲבִרְהָם asked ה' : Why is שָׁרָה laughing?

1

One of אֲבִרְהָם's visitors told him that שָׁרָה would have his son in a year's time. שָׁרָה laughed when she heard this.

שָׁרָה talked about laughter twice when יִצְחָק was born. First she said: 'ה' has made laughter for me' and then she said that everyone would laugh with her.
Challenge: This happens in פְּסוּק _____

אֲבִרְהָם called his son יִצְחָק, which means laughter.
Challenge: This happens in פְּסוּק _____

WordWork: גדל , עשה , קרא , צחק

Any words with the same שרש can live in the house.

Use the colour of the house to circle all the words that belong in it.

Be careful, some words do not belong anywhere!



ויעש

ויצחק

גדול

יצחק

ארץ

ויקרא

ויגדל

עשה

ברכה

צחקה

קרא

צחק

ואגדלה

אשר

יצחק

דבר



הַפֶּרֶת הַטוֹב



אַבְרָהָם and שָׂרָה were grateful to _____ for giving them a son,
_____. To show their הַפֶּרֶת הַטוֹב, they made a
_____.



What are you grateful for?

I am grateful to my _____
for _____

I can show הַפֶּרֶת הַטוֹב
to my _____
by _____



Harmless Fun or Hurtful Laughter?

Draw a 😊 or a ☹️ next to each sentence to show whether you think this is harmless fun or hurtful laughter.

We couldn't help laughing when one of the boys brought his football kit to the swimming pool and could not join in the fun.

All her friends laughed with delight when Rebecca arrived at her surprise birthday party.

The words of the song were so funny, we laughed as we were singing it.

We all laughed when the kid in Year 2 fell into a big puddle and got mud all over herself.

Everyone in the class laughed when a pupil gave the wrong answer.

The visitor wore a hat with such a ridiculously large feather that it made us laugh. Even the head teacher smiled.

Year 3 could not stop laughing when the teacher told them one of her funny jokes.



בן Is an Important Word



Find and colour all the 'בן' words, both in the Hebrew and English.
The first two have been done for you.

שרה became pregnant and gave birth, for אברהם, a son in his old age at the exact time that ה' had told him.	ותהר ותלד שרה לאברהם בן לזקניו למועד אשר דבר אתו אלקים :
אברהם called the name of his son who was born to him whom שרה had given birth to for him, יצחק.	ויקרא אברהם את שם בנו הנולד לו אשר ילדה לו שרה יצחק :
אברהם circumcised יצחק his son at eight days old as ה' had commanded him.	וימל אברהם את יצחק בנו בן שמונת ימים כאשר צוה אתו אלקים :
And אברהם [was] a hundred years old when יצחק his son was born to him.	ואברהם בן מאת שנה בהולד לו את יצחק בנו :
And she said Who is The One [who said] to אברהם that שרה would nurse children? For I have given birth to a son in his old age.	ותאמר מי מלל לאברהם היניקה בנים שרה כילדתי בו לזקניו :
שרה saw the son of הגר the Egyptian whom she had given birth to for אברהם mocking.	ותרא שרה את בן הגר המצרית אשר ילדה לאברהם מצחק :
She said to אברהם drive away this maidservant and her son because the son of this maidservant shall not inherit with my son, with יצחק.	ותאמר לאברהם גרש האמה הזאת ואת בנה כי לא יירש בן האמה הזאת עם בני עם יצחק :
The matter was very bad in the eyes of אברהם about his son.	וירע הדבר מאד בעיני אברהם על אודת בנו :



The Hebrew word for son is: _____

The Hebrew word for MY son is: _____ (you add an _____)

The Hebrew word for HIS son is: _____ (you add an _____)

The Hebrew word for HER son is: _____ (you add an _____)



Challenge: How would we say YOUR son? (Think of a suffix that we have learned before.) _____



Now change these words to say:

YOUR land

אָרֶץ

YOUR father

אָב



בן Is an Important Word



Colour in the 'בן' words on the Hebrew side and find and colour all the 'son' words on the English side.

שרה became pregnant and gave birth, for אברהם, a son in his old age at the exact time that ה' had told him.	ותהר ותלד שרה לאברהם בן לזקניו למועד אשר דבר אתו אלקים :
אברהם called the name of his son who was born to him whom שרה had given birth to for him, יצחק.	ויקרא אברהם את שם בנו הנולד לו אשר ילדה לו שרה יצחק :
אברהם circumcised יצחק his son at eight days old as ה' had commanded him.	וימל אברהם את יצחק בנו בן שמונת ימים כאשר צוה אתו אלקים :
And אברהם [was] a hundred years old when יצחק his son was born to him.	ואברהם בן מאת שנה בהולד לו את יצחק בנו :
And she said Who is The One [who said] to אברהם that שרה would nurse children? For I have given birth to a son in his old age.	ותאמר מי מלל לאברהם היניקה בנים שרה כילדתי בן לזקניו :
שרה saw the son of הגר the Egyptian whom she had given birth to for אברהם mocking.	ותרא שרה את בן הגר המצרית אשר ילדה לאברהם מצחק :
She said to אברהם drive away this maidservant and her son because the son of this maidservant shall not inherit with my son, with יצחק.	ותאמר לאברהם גרש האמה הזאת ואת בנה כי לא יירש בן האמה הזאת עם בני עם יצחק :
The matter was very bad in the eyes of אברהם about his son.	וירע הדבר מאד בעיני אברהם על אודת בנו :



The Hebrew word for son is בן

The Hebrew word בני means: • your son • my son • his son

The Hebrew word בנו means: • your son • his son • her son

The Hebrew word בנה means • his son • my son • her son



Challenge: Can you remember another suffix that we have learned? _____

When אברהם had to leave his home, ה' said:



leave ארצה – _____ land



leave בית אביך – _____ father's house

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 חוקֵמֶש learners who have good levels of knowledge, skills and understanding in חוקֵמֶש**
- **engaged in חוקֵמֶש 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 חוקֵמֶש.	S1 Pupil can locate text in a חוקֵמֶש.	U1 Pupil reflects on events, characters and מְצוֹת in a חוקֵמֶש and elicits meaning and values from them.
K2 Pupil knows events, peoples and places in the חוקֵמֶש.	S3 Pupil can read text in a חוקֵמֶש.	U2 Pupil understands how particular phrasing and grammar affects meaning of the חוקֵמֶש text.
K3 Pupil knows the location of places mentioned in the חוקֵמֶש.	S4 Pupil can comprehend the plain meaning of a חוקֵמֶש text by using key Hebrew words and phrases.	U3 Pupil analyses and interprets חוקֵמֶש texts by comparing them.
K4 Pupil knows keywords and phrases in the חוקֵמֶש.	S5 Pupil can apply knowledge of Hebrew grammar to help them comprehend חוקֵמֶש text.	U4 Pupil understands the meaning of פְּרוֹשִׁים.
K5 Pupil knows some Halachic sections in the חוקֵמֶש.	S6 Pupil can read vowelled פְּרוֹשִׁים.	
K6 Pupil knows selections of פְּרוֹשִׁים and מְדַרְשִׁים in the חוקֵמֶש.	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 חוּמֵשׁ is the printed version of the סֵפֶר תּוֹרָה. (K1)	<input type="checkbox"/>
3. I know the names of the five books of the תּוֹרָה. (K1)	<input type="checkbox"/>
4. I can talk about stories I learned from פְּרָשֶׁת הַשְּׁבוּעַ. (K2)	<input type="checkbox"/>
Ability to learn Chumash (Skills-S)	
1. I can read Hebrew words on a blank page. (S3)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can describe the feelings of people I have learned about in פְּרָשֶׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>

Level 1 (suggested by the end of Year 1)

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

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

Learning about Chumash (Knowledge-K)	
Level 3c 1. I know the names of the פְּרָשָׁה and סֵפֶר 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 אֶרֶץ יִשְׂרָאֵל 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 פִּירוּשׁ explains the meaning of a חוּמֵשׁ text but is not part of the חוּמֵשׁ text. (K6)	<input type="checkbox"/>
Level 3b 1. I can accurately retell most of the תּוֹרָה 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 פָּסוּק begins and ends in my חוּמֵשׁ. (S1)	<input type="checkbox"/>
2. I can find the place in my חוּמֵשׁ. (S1)	<input type="checkbox"/>
3. I can read selected words on a חוּמֵשׁ page. (S3)	<input type="checkbox"/>
4. I can work out the meaning of part of a פָּסוּק using keywords I know. (S4)	<input type="checkbox"/>
Level 3b 1. I can find any פָּסוּק in סֵפֶר בְּרֵאשִׁית and also find the אֶתְנַחֲתָא. (S1)	<input type="checkbox"/>
2. I can read words and phrases on a חוּמֵשׁ 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 חוּמֵשׁ. (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 מִידוֹת I can learn from the story. (U2)	<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"/>
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"/>

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 מְצוּחָה 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 מְצוּחָה 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 אֲתֵּנְחֵתָא 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 אֲתִנַּחֲתָא and סוף פסוק. (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 מִצּוֹת 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 חוּמֶשׁ 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 מִצּוֹת 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	אֲבֶרֶם Goes to the Land	א' - ט'	י"ב	לָדָּ לָדָּ
U2	אֲבֶרֶם and לוֹט Part Company	א' - י"ג	י"ג	לָדָּ לָדָּ
U3	אֲבֶרֶהֶם Welcomes Visitors	א' - ח'	י"ח	וַיָּרָא
U4	The Birth of יֶצְחָק	א' - י"ג	כ"א	וַיָּרָא

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

CHUMASH CURRICULUM UNIT PLANNING GRID

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

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

PaJeS Primary Chumash Curriculum – Skills and Understanding Spiral

Chumash Readiness-Unit 14

December 2017/Kislev 5778

Please note:

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

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

	<p>6. Use of noun suffixes to help comprehend text S5</p> <table border="1" data-bbox="360 245 624 454"> <tr><td>ף</td></tr> <tr><td>אָרְצֵךְ</td></tr> <tr><td>מוֹלְדֵיךָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זֶרְעֵךְ</td></tr> </table>	ף	אָרְצֵךְ	מוֹלְדֵיךָ	אָבִיךָ	זֶרְעֵךְ	
ף							
אָרְצֵךְ							
מוֹלְדֵיךָ							
אָבִיךָ							
זֶרְעֵךְ							
<p>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="360 748 624 948"> <tr><td>ו</td></tr> <tr><td>וְאֵשֶׁתוֹ</td></tr> <tr><td>וְלוֹט</td></tr> <tr><td>וּבְקָר</td></tr> <tr><td>וְאֵהֱלִים</td></tr> </table>	ו	וְאֵשֶׁתוֹ	וְלוֹט	וּבְקָר	וְאֵהֱלִים	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Deriving meaning from seemingly extra words לָשׁוֹן יִתְרָה (וְהַכְנִיעַנִי וְהַפְרִיזֵנִי אֲזִי יוֹשֵׁב בְּאֶרֶץ) U2 3. Comparisons: similar events השוואה (the travels of אַבְרָם and his entourage from הָרֶן to כְּנָעַן with their travels from כְּנָעַן to מִצְרַיִם) New U3</p>
ו							
וְאֵשֶׁתוֹ							
וְלוֹט							
וּבְקָר							
וְאֵהֱלִים							
<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; בְּאֵלֶיךָ מִמְּרָא; 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 אַבְרָהָם's desire to do הכנסת אורחים New U4</p>					

Unit 4

1. Comprehending the plain meaning of תּוֹרָה text with little support New S4

2. Identifying word families/שְׂרָשִׁים: עשה, צחק, ילד, and בָּן S5

3. Use of verb prefixes to help comprehend text S5

New וי	New ות
ויעש	ותצחק
ויקרא	ותהר
וימל	ותלד
ויגדל	ותאמר
ויאמר	ותרא

4. Use of noun prefixes and suffixes to help comprehend text S5

Prefix:

ל
לְשָׂרָה
לְאַבְרָהָם

Suffixes:

י	הָ	ו
בְּנֵי	בְּנֵהָ	בְּנוֹ
לִי	בְּקֵלָהּ	לוֹ

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/וּ; and the third person verb prefixes וי and ות.

1. Relating an event in the unit studied to everyday life and applying the value to my own life U1

2. Deriving meaning from the use of words with multiple meanings (צחק) New U2

Unit 5

1. Comprehension of plain meaning of תּוֹרָה text with little support S4

1. Relating an event in the unit studied to everyday life and applying the value to my own life U1

	<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="358 708 624 834"> <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="358 895 900 1023"> <thead> <tr> <th>הַ</th> <th>יְ</th> </tr> </thead> <tbody> <tr> <td>כַּדָּה</td> <td>אֲדָנִי</td> </tr> <tr> <td>יְדָה</td> <td>אֲחִי</td> </tr> </tbody> </table> <p>5. Use of noun plural suffix יָךְ לְגִמְלֶיךָ 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	הַ	יְ	כַּדָּה	אֲדָנִי	יְדָה	אֲחִי	<p>2. Comparing two texts: אַבְרָהָם's behaviour towards his guests in בְּרֵאשִׁית י"ח and the חֶסֶד of רִבְקָה U3</p>
וי	ות																								
וַיִּקַּח	וַתֹּאמֶר																								
וַיִּקָּם	וַתִּרְאֶה																								
וַיִּלָּךְ	וַתִּמְלֵא																								
וַיִּרְאֶה	וַתִּמְהַר																								
וַיַּעַשׂ	וַתִּרְצֶה																								
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ל																									
לְעַבְדָּךְ																									
לְיִצְחָק																									
הַ	יְ																								
כַּדָּה	אֲדָנִי																								
יְדָה	אֲחִי																								
<p>Unit 6</p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with little support S4</p> <p>2. Identifying שְׂרָשִׁים ידע, אהב, יצא, 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>אֲבָרְהָם הוֹלִיד אֶת יִצְחָק U2</p>																							

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 237 900 437"> <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="358 555 900 675"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>ואָה</td> <td>בְּקִרְבָּה</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>ָה</td> </tr> <tr> <td>לו</td> <td>ָה</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>ו...ו</td> </tr> <tr> <td>וימלאו</td> </tr> <tr> <td>ויקראו</td> </tr> <tr> <td>ויגדלו</td> </tr> </table> <p>6. Use of present verb form אֶהְיֶה New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאָהב	ותהר	ויקרא		ו	ב	ואָה	בְּקִרְבָּה		בְּפִיו	ו	ָה	לו	ָה	אֶשְׁתּוֹ		יָדוֹ		ו...ו	וימלאו	ויקראו	ויגדלו	<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																													
ואָה	בְּקִרְבָּה																													
	בְּפִיו																													
ו	ָה																													
לו	ָה																													
אֶשְׁתּוֹ																														
יָדוֹ																														
ו...ו																														
וימלאו																														
ויקראו																														
ויגדלו																														
<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, אֵכֵל, 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>ויקם</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	ויקם	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																				
ויקם																				
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, בכה, S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><td>וי</td><td>ות</td></tr> <tr><td>ויאכל</td><td>ותאמר</td></tr> <tr><td>ויבא</td><td>ותקח</td></tr> <tr><td>ויקם</td><td></td></tr> <tr><td>וילך</td><td></td></tr> <tr><td>ויאמר</td><td></td></tr> <tr><td>ויבא</td><td></td></tr> </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	ויקם		וילך		ויאמר		ויבא		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																			
ויקם																				
וילך																				
ויאמר																				
ויבא																				
ל	ה																			
לי	הבכרה																			

	<p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">ו</td></tr> <tr><td style="text-align: center;">בְּנוּ</td></tr> </table>	ו	בְּנוּ	<p>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/שָׁרָשִׁים/עלה: שָׁכַב, חָלַם, יָרַד, עלה: שָׁרָשִׁים S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">וּ</td></tr> <tr><td style="text-align: center;">וַיֵּלֶן</td></tr> <tr><td style="text-align: center;">וַיִּשְׁכַּב</td></tr> <tr><td style="text-align: center;">וַיֵּצֵא</td></tr> <tr><td style="text-align: center;">וַיֵּלֶד</td></tr> <tr><td style="text-align: center;">וַיִּשְׁכַּם</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">ו</th> <th style="text-align: center;">ה</th> <th style="text-align: center;">מ</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">וְהָיָה וְרָאִישׁוֹ</td> <td style="text-align: center;">הַשָּׂמֶשׁ הַמָּקוֹם</td> <td style="text-align: center;">מֵאֲבָנֵי מִבְּרֵאשִׁיתוֹ</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">ךְ</td></tr> <tr><td style="text-align: center;">אֲבִיךָ</td></tr> <tr><td style="text-align: center;">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>	וּ	וַיֵּלֶן	וַיִּשְׁכַּב	וַיֵּצֵא	וַיֵּלֶד	וַיִּשְׁכַּם	ו	ה	מ	וְהָיָה וְרָאִישׁוֹ	הַשָּׂמֶשׁ הַמָּקוֹם	מֵאֲבָנֵי מִבְּרֵאשִׁיתוֹ	ךְ	אֲבִיךָ	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>
וּ																	
וַיֵּלֶן																	
וַיִּשְׁכַּב																	
וַיֵּצֵא																	
וַיֵּלֶד																	
וַיִּשְׁכַּם																	
ו	ה	מ															
וְהָיָה וְרָאִישׁוֹ	הַשָּׂמֶשׁ הַמָּקוֹם	מֵאֲבָנֵי מִבְּרֵאשִׁיתוֹ															
ךְ																	
אֲבִיךָ																	
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
וַיִּשְׁנֶאֱוֶי
וַיִּסְפֹּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וַי plural	וַי singular
בָּנָיו	בֶּן
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 תורה 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>חֲלֻמֹתָיו</td><td></td></tr> </table> <p>5. Use of future tense נִרְאֶה, נִלְכֶה S5</p> <p>6. Reading vowelled פְּרוּשִׁים accurately (רש"י) S6</p> <p>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		חֲלֻמֹתָיו		<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוסף'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 (כַּיְנוּיִים) for יוסף, 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 יוסף and his brothers New U4</p>
וי.....הו														
וישָׁלַחְהו														
וימְצָאֵהו														
וישָׁאֲלֵהו														
וְ	אֵי.													
אָחִיו	אָחִיךָ													
אָבִיו														
חֲלֻמֹתָיו														
<p>Unit 12</p>	<p>1. Comprehending the plain meaning of a more difficult תורה text independently S4</p> <p>2. Identifying word families/שָׁרְשֵׁים: נשק, זכר, נכר S5</p> <p>3. Identify when a ו' is a הַהִפּוּךְ and when it is a הַחִיבוּר and when it is a הַחִיבוּר New S5</p>	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוסף's and the brothers' feelings when יוסף 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="362 236 900 389"> <tr> <td>י</td> <td>ף</td> </tr> <tr> <td>אָבִי בָּנִי אָחִי</td> <td>בֵּיתְךָ</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	בֵּיתְךָ	<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	בֵּיתְךָ					
<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 הַכַּפָּרִים 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 הַכַּפָּרִים 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 הַכַּפָּרִים 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 מִצְרִי U1</p>				

