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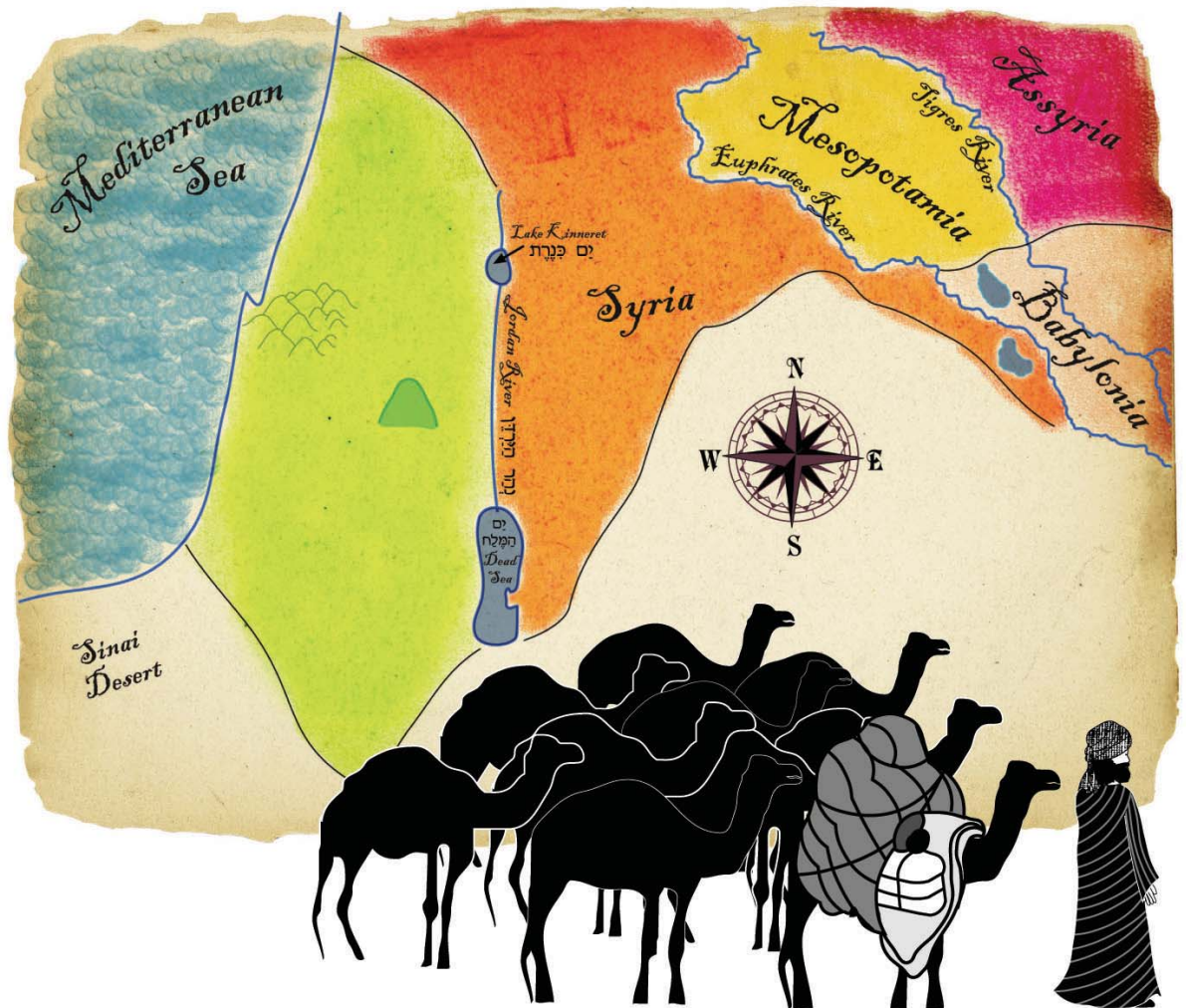
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## Unit 5 – Choosing a Wife for יצחק

חיי שרה כ"ד: א'-כ"ד

Reprinted July 2017/Tammuz 5777

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

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

## **Unit 5 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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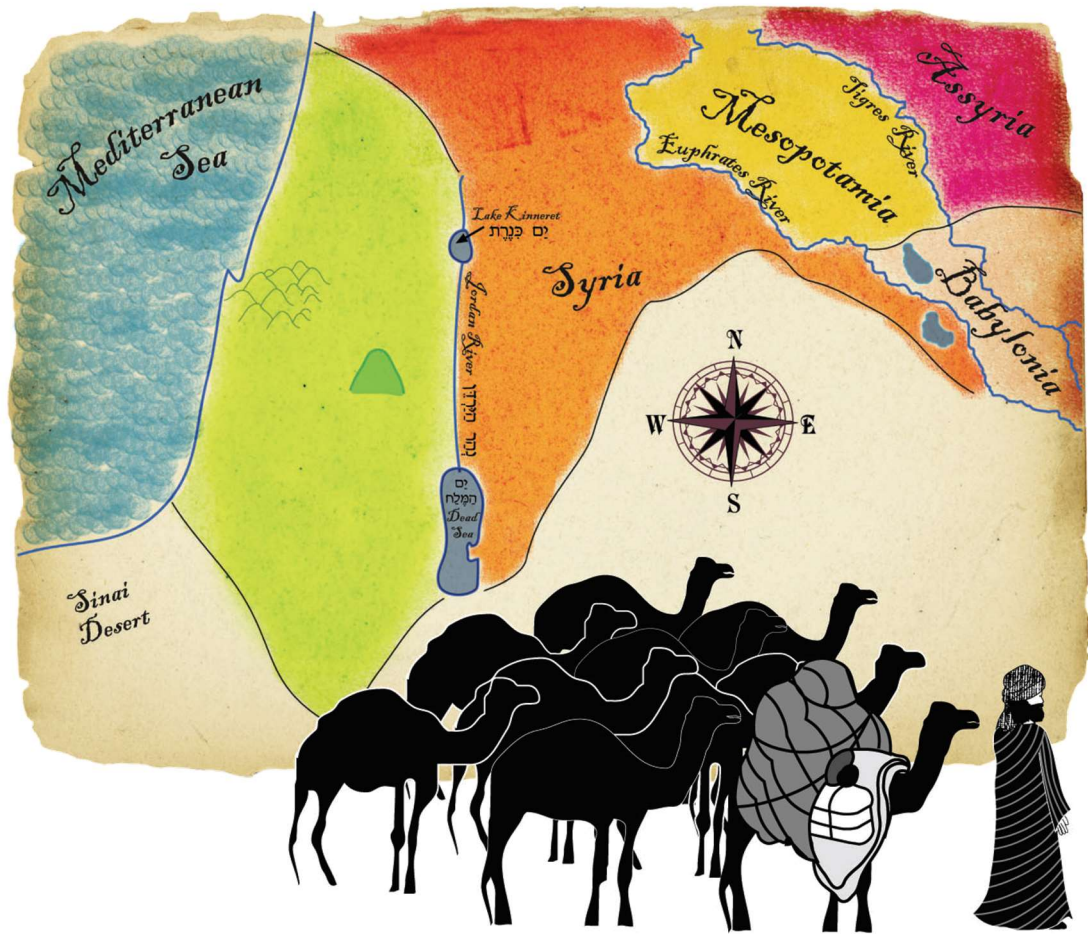
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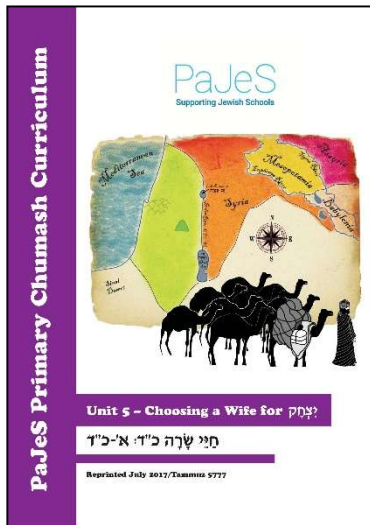
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**Appendices:**

- Can Do Levels of Attainment Statements
- Chumash Curriculum Unit Planning Grid
- Skills and Understanding Spiral



# How to Use this Pack

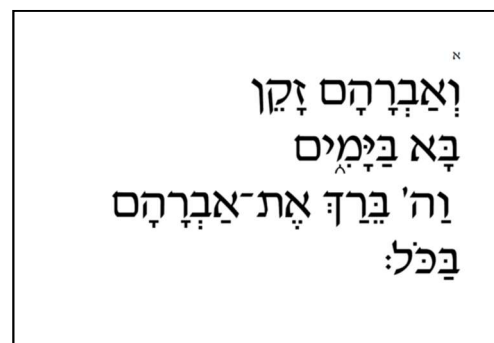


The Unit 5 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 5.

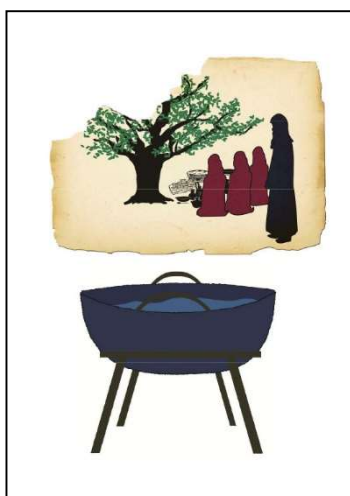
פסוק א

And Avraham was old	וְאַבְרָהָם זָקֵן	line 1
well on in his years	בָּא בַּיָּמִים	line 2
and Hashem had blessed Avraham with everything.	וְה' בֵּרַךְ אֶת־אֲבְרָהָם בְּכָל־	line 3

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



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



Classroom Resources support various classroom activities.

Keywords to be studied in Unit 5

take	לקח	וּקַח
servant	עֶבֶד	עֶבְדִּי, לְעַבְדִּי
camel	גָּמֵל	גָּמְלִים, גָּמְלִי, גָּמְלִיךָ, גָּמְלִיךָ, גָּמְלִיךְ, גָּמְלִיךְ
master	אֲדוֹן	אֲדוֹנִי, אֲדוֹנִי, אֲדוֹן
hand	יָד	יָדוֹ, יָדוֹ, יָדוֹ, יָדוֹ
get up	קוּם	וַיִּקָּם
kindness	חֶסֶד	חֶסֶד
jug	כַּד	כַּדוֹ, כַּדוֹ, כַּדוֹ
drink	שָׁתָה	וַאֲשַׁתָּה, שָׁתָה, לְשָׁתָה
also	גַּם	גַּם

© JCP Chumash Curriculum Unit 5 Wordlist - July 2017

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

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

## Aim and Focus of Unit 5

Unit 5 focuses on the mission of the עבד, on the instructions of his master אברהם, to find a wife for יצחק.

The major events in the unit include how:

- אברהם tells the עבד to find a wife for יצחק from the city of his brother, נחור, in ארם נהרים.
- The עבד travels there and prays to ה' for success in his mission.
- He sees רבקה who hurries to give water to him and his camels.
- רבקה tells the עבד that she is the daughter of בתואל and the granddaughter of נחור.
- He realises that רבקה is the right girl to become a wife for יצחק.

The unit emphasises the values that can be elicited from the story, for example the criteria the עבד uses for selecting a wife for יצחק focuses on the acts of חסד that he expects the girl to demonstrate. Pupils will also be introduced to the concept of השגחת ה' – the fact that רבקה appears while the עבד is still praying to ה', and then carries out the acts of חסד that he has described in his תפלה.

Pupils will be challenged to compare, by analysing the text, the plan of the עבד with what happens in reality. In addition, the words ונרץ, ונתמחר, which are repeated several times, offer the opportunity to compare Unit 5 to Unit 3 where these words are first introduced. A comparison between these two texts will deepen pupils' understanding of the value of זריזות למצוה as demonstrated in the actions of אברהם and שרה in Unit 3 and those of רבקה and the עבד in Unit 5.

Unit 5 contains many opportunities for reinforcing and extending pupils' grammatical skills and building up their vocabulary. The common noun prefixes ל, ה, ב, מ, ו are reinforced in the unit as well as the possessive suffixes ,ו, ה, ה, ה, ה. Third person verb prefixes וי and ות introduced in Unit 4 are further reinforced. The unit introduces the prepositions גם, עוד and עד, which are important in the comprehension of many תורה texts. It also introduces the possessive plural suffix ה.

The pace of חומש learning is raised in this unit. Teachers should expect pupils to have a more independent level of comprehension and understanding once they know the meaning of new keywords. They should be encouraged to work out the meaning of the פסוק and build on the grammar skills they have acquired over the previous four units.

## Brief Outline of Unit 5

### Lesson 1: The Mission of the עֶבֶד

בראשית כ"ד: י"א-י"א summarised, בראשית כ"ד: א'-ט'

What does אַבְרָהָם ask the עֶבֶד to do?

Where must the עֶבֶד go to fulfil his mission?

What does the עֶבֶד take with him?

### Lesson 2: The תְּפִלָּה of the עֶבֶד to ה'

בראשית כ"ד: י"ב-י"ג

What challenge does the עֶבֶד face?

How does he attempt to tackle this challenge?

### Lesson 3: The Plan of the עֶבֶד

בראשית כ"ד: י"ד

What sign does the עֶבֶד ask ה' for?

Why does he specifically ask for this sign?

### Lesson 4: רְבֵקָה Makes her Appearance

בראשית כ"ד: ט"ו-ט"ז

What can we learn from רְבֵקָה's appearance immediately after the עֶבֶד's תְּפִלָּה?

### Lesson 5: רְבֵקָה Reveals her Character

בראשית כ"ד: י"ז-כ'

What can we learn about רְבֵקָה's character from her actions and the repeated verbs that are mentioned in this text?

### Lesson 6: The Mission of the עֶבֶד is Successful

בראשית כ"ד: כ"א-כ"ד

What is similar and what is different about the עֶבֶד's תְּפִלָּה and its realisation?

### Lesson 7: Revision and Assessment

## Keywords and Phrases of Unit 5

The table below features the keywords to be studied and practised in Unit 5.

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

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

take	לקח	וּלְקַח
servant	עֶבֶד	הָעֶבֶד, לְעַבְדָּךְ
camel	גָּמֵל	גָּמְלִים, מְגַמְלֵי, גָּמְלִיךָ, לְגַמְלִיךָ, גָּמְלִיו, הַגָּמְלִים
master	אָדוֹן	אָדֹנָי, אָדוֹן
hand	יָד	בְּיָדוֹ, יָדָה, יָד, יָדֶיךָ
get up	קוּם	וַיִּקָּם
kindness	חֶסֶד	חֶסֶד
jug	כַּד	כַּדָּךְ, כַּדָּה, מִכַּדָּךְ
drink	שָׁתָה	וַאֲשַׁתָּה, שָׁתָה, לְשָׁתָת
also	גַּם	גַּם

### Words that were studied in Units 1–4

Words that were studied in Unit 1		
say	אָמַר	וַיֹּאמֶר
to	אֶל	אֶל
go	הֵלַךְ	לָךְ, וַיֵּלֶךְ, לְלַכְתָּ, הֵלֹךְ
land	אֶרֶץ	מֵאֶרֶץ, הָאֶרֶץ, אֶרְצָה, בְּאֶרֶץ
house	בַּיִת	וּמְבֵית
father	אָב	אָבִיךָ
great	גָּדוֹל	גָּדוֹל
make great	גָּדַל	וַאֲגַדְלֶה
blessing	בְּרָכָה	בְּרָכָה
bless	בֵּרַךְ	וַאֲבָרְכֶךָ, וַאֲבָרְכֶיךָ, וַיְבָרְכֵנוּ
seed/child	זָרַע	לְזַרְעֶךָ
this	זֶה, זֹאת	הַזֹּאת

Words that were studied in Unit 2		
no, not	לֹא	לֹא, וְלֹא, הֲלֹא
them	אֹתָם	אֹתָם
live, sit	יָשַׁב	לְשֹׁבֵת
shepherd	רוֹעֵה	רֹעֵי, רֹעֶיךָ
between	בֵּין	בֵּין, וּבֵין, בֵּינִי, וּבֵינְךָ
man	אִישׁ	אֲנָשִׁים, אִישׁ
brother	אָח	אָחִים, אָחִיו
we	אֲנַחְנוּ	אֲנַחְנוּ
all	כָּל	כָּל, כָּל
before	לִפְנֵי	לִפְנֵיךָ, לִפְנֵי

Unit 5: Choosing a Wife for יצחק – יי-כ"ב : בראשית כ"ד – Reprinted July 2017

Words that were studied in Unit 3		
entrance	פֶּתַח	פֶּתַח, מִפֶּתַח
tent	אֹהֶל	הָאֹהֶל, הָאֹהֶלָה
see	רָאָה	וַיִּרְאֵ
eye	עֵינַיִם	עֵינָיו
run	רָצַח	וַיִּרְצַח, רָץ
please	נָא	נָא
a little	מְעַט	מְעַט
water	מַיִם	מַיִם
tree	עֵץ	הָעֵץ
hurry	מָהֵר	וַיִּמְהָר, מִהָרִי

Words that were studied in Unit 4		
as	אֲשֶׁר	כַּאֲשֶׁר, אֲשֶׁר
make	עָשָׂה	וַיַּעַשׂ, עָשָׂה
speak	דָּבַר	דָּבַר
give birth	יָלַד	וַתֵּלֵד, הֵנִילַד, יָלְדָה
boy	יָלֵד	הַיָּלֵד
son	בֵּן	בֵּן, בָּנוּ, בָּנָה, בְּנֵי
call	קָרָא	וַיִּקְרָא, יִקְרָא
name	שֵׁם	שֵׁם
command	צִוָּה	צִוָּה
hear/listen	שָׁמַע	הִשְׁמָע, שָׁמַע
laugh	צָחַק	צָחַקָה, יָצַחַק, יָצַחַקוּ, מִצָּחַק, וַתִּצְחַק
laughter	צָחַק	צָחַק



# Unit Learning Outcomes

## Overview of KSU Learning Outcomes in Unit 5

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K3	Pupil knows the location of אָרַם נְהָרִים on a map.
K4A	Pupil recognises and knows the selected Hebrew keywords in this חוּמָשׁ unit and in the previous חוּמָשׁ units.
K4B	Pupil knows the meaning of the following phrase: כִּי־עָשִׂיתָ חֶסֶד עִם־אֲדָנָי
K6	Pupil knows that רש"י's explanation is not part of the תּוֹרָה text. Pupil knows רש"י's explanation (כייד : ייד) of: <ul style="list-style-type: none"> <li>what qualities the עֶבֶד is looking for in choosing a wife (חֶסֶד)</li> </ul>
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 words, phrases and פְּסוּקִים accurately, accentuating syllables correctly and recognise an אֶתְנַחֲתָא.
S4	Pupil can comprehend the plain meaning of the פְּסוּקִים with little support.
S5	<p>Pupil can identify the word families of the keywords of the unit and the previous units.</p> <p>Pupil can differentiate between verbs (שָׁרְשִׁים) and nouns (word families).</p> <p>Pupil can distinguish between the male and female third person singular form of the past tense (prefixes וי and ות added to שָׁרְשִׁים).</p> <p>Pupil can identify the prefixes מ, ב, ה, and י from previous units.</p> <p>Pupil can identify the possessive suffixes י (my), ו (his) and ה (hers), ך (yours masculine) and ך (yours feminine); and the possessive plural suffix ךִּי.</p> <p>Pupil can identify the singular and plural forms of גְּמָל and גְּמָלִים.</p> <p>Pupil can identify the prepositions אֶל, מִן, וְעַד, וְעַד, וְעַד.</p>

Understanding Goals	
U1	<p>Pupil can reflect on and discuss the feelings of the עֶבֶד before and after his meeting with רַבֵּקָה and on the values that the text teaches us:</p> <ul style="list-style-type: none"> <li>• Knowing that ה' has a plan for our lives (הַשְּׂגָחַת ה'), as shown when ה' answers his תַּפִּלָּה</li> <li>• The importance of חֶסֶד as seen in רַבֵּקָה's actions</li> <li>• How רַבֵּקָה acts with eagerness to provide for the needs of the עֶבֶד and his camels – זְרִיזוֹת לְמִצְוָה</li> </ul>
U2	<p>Pupil can identify, with support, repeated words and phrases, e.g. the repetition of the words וַתִּמְהַר and וַתִּרְצֵץ to provide clues that deepen their understanding of the text.</p>
U3	<p>Pupil can compare, with support, two texts where similar words are used (וַתִּמְהַר, וַתִּרְצֵץ, וַיִּמְהַר, וַיִּרְצֵץ) עֶבֶד to the רַבֵּקָה with his guests and אַבְרָהָם). Pupil can also compare the text describing the עֶבֶד's plan and its realisation.</p>

# Knowledge Goals

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

- יצחק is becoming old and wants to find a wife for his son אברהם.
- He appoints his trusted עבד, the manager of his household, to find a wife for יצחק.
- אברהם makes the עבד promise not to take a wife for his son from the daughters of כנען, and not to allow יצחק to leave כנען.
- אברהם tells the עבד to go to the land of his birthplace, ארם נהרם, the city of his brother נחור, to find a wife for יצחק.
- The עבד takes ten of the camels of אברהם, and many valuable possessions.
- The עבד goes to the well outside the city and prays to ה' asking for a sign – that the right girl will demonstrate חסד by giving him and his camels water.
- רבקה appears while the עבד is still praying to ה'. She is the daughter of בתואל and the granddaughter of מלכה and נחור, who is the brother of אברהם.
- She fulfils the request of the עבד, hurrying to give water to him, and also to his camels.
- The עבד gives her gifts of jewellery and receives confirmation that she is related to אברהם.

## K3: Pupil knows the location of ארם נהרם on a map.

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

take	לקח	ויקח
servant	עבד	העבד, לעבדך
camel	גמל	גמלים, מגמלי, גמליד, לגמליד, גמליו, הגמלים
master	אדון	אדניו, אדני, אדון
hand	יד	בידו, ידה, יד, ידיה
get up	קום	ויקום
kindness	חסד	חסד
jug	כד	כדד, כדה, מכדך
drink	שתה	ושתה, שתה, לשתה
also	גם	גם
take	לקח	ויקח

**K4B:** Pupil knows the meaning of the following phrase: **בִּי עָשִׂיתָ חֶסֶד עִם־אֲדֹנָי (י"ד-כ"ד)**

**K6:** Pupil knows that רש"י's explanation is not part of the תורה text. Pupil knows the following explanation of בראשית כ"ד: י"ד on רש"י:

- The עבד chose those actions that would demonstrate that she was a kind person and suitable to be a wife of יצחק.

## 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 words and phrases accurately, accentuating syllables correctly and recognising the אֶתְנַחֲתָא and the end of the פְּסוּק.

**S4:** Pupil can comprehend the plain meaning of בראשית כ"ד: א'-כ"ב with little support.

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

Pupil can distinguish between the male and female third person singular form of the past tense (prefixes וַי and וְ added to שָׁרְשִׁים).

Pupil can identify the prefixes מְ, בְ, הֶ, and וְ from previous units.

Pupil can identify the possessive suffixes י (my), ו (his) and ה (hers); יָ (yours feminine) and יָ (yours masculine).

Pupil can identify the possessive plural suffix יָ from this unit.

Pupil can identify the singular and plural forms of גָּמַל and גְּמָלִים.

Pupil can identify the prepositions אֶל, מִן, וְעַד, עַד, וְעַד, וְעַד.

## Understanding Goals

**U1:** Pupil can reflect on and discuss with support the described feelings of the characters involved:

- אַבְרָם נְהָרִים wants to choose a wife for his son יצחק.
- The עבד wants to fulfil the wishes of אַבְרָם.
- The thoughts and feelings of the עבד when facing the dilemma of finding the right girl at the well.

**Pupil can relate, with support, a passage of חומ"ש to everyday life and discuss the values it teaches us:**

- השגחת ה' – the appearance of רבקה while the עבד is still in the middle of his תפלה.
- חסד – חסד is not only what we do for each other, we can ask ה' to do חסד too; רבקה does חסד by giving water to the עבד and to his camels.
- זריזות למצוה – enthusiasm to perform a מצוה as demonstrated by רבקה when she hurries to give the עבד and the camels a drink.

**U2: Pupil can identify, with support, how the use of a specific word allows a range of interpretations:**

- The repeated use of the words ותמהר and ותרחץ illustrate the חסד of רבקה.
- The repeated use of the word חסד shows its importance in this text.

**U3: Pupil can compare, with support, two texts where similar words are used**

- אברהם with his guests (בראשית י"ח) and רבקה showing חסד to the עבד.
- The text describing the עבד's plan and its realisation.

# Unit Skills and Understanding Spiral

<p><b>Unit 5</b></p>	<p>1. Comprehension of plain meaning of תורה text with little support S4</p> <p>2. Identify שרשים: קום, לקח, שתה, and word families, עָבַד, נָמַל, בָּן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>וי</th> <th>ות</th> </tr> </thead> <tbody> <tr> <td>וַיִּקַּח</td> <td>וַתֹּאמֶר</td> </tr> <tr> <td>וַיִּקָּם</td> <td>וַתֵּרָא</td> </tr> <tr> <td>וַיִּלָּךְ</td> <td>וַתִּמְלֵא</td> </tr> <tr> <td>וַיֵּרָא</td> <td>וַתִּמְהַר</td> </tr> <tr> <td>וַיַּעַשׂ</td> <td>וַתֵּרֶץ</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" style="width: 100%; text-align: center;"> <tr> <td>ל</td> </tr> <tr> <td>לְעַבְדָּךְ</td> </tr> <tr> <td>לְיִצְחָק</td> </tr> </table> <p>Suffixes:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>ה</th> <th>י</th> </tr> </thead> <tbody> <tr> <td>כַּדָּה</td> <td>אֲדָנִי</td> </tr> <tr> <td>אֲדָה</td> <td>אֲחֵי</td> </tr> </tbody> </table> <p>5. Use of noun plural suffix יָךְ לְגַמְלִיךָ. New S5</p> <p>6. Prepositions עוֹד, עַד, גַּם S5</p>	וי	ות	וַיִּקַּח	וַתֹּאמֶר	וַיִּקָּם	וַתֵּרָא	וַיִּלָּךְ	וַתִּמְלֵא	וַיֵּרָא	וַתִּמְהַר	וַיַּעַשׂ	וַתֵּרֶץ	וַיִּקְרָא		ל	לְעַבְדָּךְ	לְיִצְחָק	ה	י	כַּדָּה	אֲדָנִי	אֲדָה	אֲחֵי	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p> <p>2. Comparing two texts: אַבְרָהָם's behaviour towards his guests in בְּרֵאשִׁית י"ח and the חֶסֶד of רִבְקָה U3</p>
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אֲדָה	אֲחֵי																								



# 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

	KNOWLEDGE		SKILLS						UNDERSTANDING	
Name of child:	K2: I know the storyline, events and places in Unit 5	K4A: I know keywords studied in Unit 5	S4: I can comprehend the plain meaning of a תורה text with <b>little</b> support	S5: I can identify word families שָׁרְשֵׁימִם: גָּמַל, עָבַד, בָּו קוּמ, שְׁתַּה, לָקַח	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	S5: I can use plural noun suffix יָד to help comprehend text	S5: I can use prepositions גם, עוד, עד, to help comprehend text	U1: I can relate an event/learned to my own life	U3: I can derive meaning from the comparison of two texts (תורה - ייח) - אַבְרָהָם's guests vs. רַבֵּקָה of הָסֹד
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

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

# Unit 5 Self Assessment Grid

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

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

Date:	KNOWLEDGE		SKILLS						UNDERSTANDING	
	K2: I know the storyline, events and places in Unit 5	K4A: I know keywords studied in Unit 5	S4: I can comprehend the plain meaning of a text with little support	S5: I can identify word families / שְׁרָשִׁים: גָּמַל, עָבַד, בֵּן, קוּם, שָׁתָה, לָקַח	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	S5: I can use plural noun suffix יָ to help comprehend text	S5: I can use prepositions גם, עוד, עד, to help comprehend text	U1: I can relate an event/value learnt to my own life	U3: I can derive meaning from the comparison of two texts. (בְּרֵאשִׁית י"ח) - אַבְרָהָם's guests vs. רַבְקָה of חָצַד

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

לָקַח	עָבַד	גָּמַל	אָדוֹן	יָד	קוּם	חָצַד	כָּד	שָׁתָה	גָּם
וַיִּקַּח	הָעֶבֶד לְעֶבְדוֹ	גָּמְלוֹ הַגְּמָלִים גְּמָלִים מִגְּמָלִי גָּמְלִיךָ לְגְּמְלִיךָ	אָדוֹן אֲדֹנָי אֲדֹנִי	יָד יָדֶיךָ בְּיָדוֹ יָדָה	וַיִּקָּם	חָצַד	כָּדָךְ כָּדָה מִכָּדָךְ	וַאֲשֶׁתָּה שָׁתָה לְשִׁתְּךָ	גָּם

# Unit Levels of Attainment

Unit 5 is aimed at pupils in Year 4 so most pupils will be working within Level 3, with very able pupils even achieving Level 4. Included below are level descriptors from Levels 3-4. For further levels please see Appendix.

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

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

2. I know where most places in the unit are on a map with some places filled in. (K3)	<input type="checkbox"/>	2. I can read words and phrases on a חומש page. (S3)	<input type="checkbox"/>	2. I can find, with a bit of help, words and phrases in the story that repeat themselves and understand how these words give clues to the מידות I can learn from the story. (U2)	<input type="checkbox"/>
3. I know the meaning of the keywords and phrases in the unit. (K4)	<input type="checkbox"/>	3. I can work out, with some help, the meaning of some פסוקים using Hebrew keywords that I know. (S4)	<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"/>
4. I can explain the details of a מצוה mentioned in the unit. (K5)	<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"/>		<input type="checkbox"/>
<b>Level 3a</b>	<input type="checkbox"/>	<b>Level 3a</b>	<input type="checkbox"/>	<b>Level 3a</b>	<input type="checkbox"/>
1. I know most of the people and places in the units studied. (K2)	<input type="checkbox"/>	1. I can read most פסוקים accurately, saying syllables correctly and pausing at the אָתְנַחְתָּא. (S3)	<input type="checkbox"/>	1. I can describe the values/מידות I learn from my חומש and say how they connect to my own life. (U1)	<input type="checkbox"/>
2. I know where most of the places and areas named in the unit can be found. (K3)	<input type="checkbox"/>	2. I can work out, with a bit of help, the meaning of most פסוקים using Hebrew words in the text. (S4)	<input type="checkbox"/>	2. I can find, with increasing independence, words or phrases that give clues to the מידות I can learn from the story. (U2)	<input type="checkbox"/>
3. I recognise word families of keywords in the unit studied. (K4)	<input type="checkbox"/>	3. I can find Hebrew words that are masculine/feminine and singular/plural to help me explain the פסוקים I learn. (S5)	<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 which מצוות in the unit studied apply nowadays. (K5)	<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"/>
5. I can retell in my own words the commentary of a מפרש in the unit studied. (K6)	<input type="checkbox"/>				

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

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

# General Guidelines

## A. Lesson Preparation

- Before teaching the פסוקים, 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 חומש to use in every lesson.
- A primary חומש 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 פסוקים at least twice, taking note of phrasing so that pupils read correctly (קמץ קטן and מלעייל/מלרע, אֶתְנַחֲתֵא). 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 teachers using our curriculum.
  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 פסוקים.
  4. **Understanding:** Pupils are guided to find the deeper meaning and values of the פסוק and develop analytical and reflective skills by actively examining the phrasing of each פסוק.
  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 תורה.
- 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 פסוק on an IWB for the initial reading. This may prove easier to follow than attempting the first reading from the חומש.

- **Make it Manageable:**

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

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

- **Give Me a Clue:**

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

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

Pupils are encouraged to find words they already know, such as names and places, as well as words they might recognise from עֵבֶרִית or other קוּדֶשׁ 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 פֿסוק, pupils use keywords and familiar words as 'hooks' to work out the meaning of the rest of the פֿסוק actively. Keywords can be reinforced through games, for example pupils can be asked to tell the story of the פֿסוק 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 פֿסוק into two halves, and they also work with smaller parts of the פֿסוק.

- **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: The Mission of the עֶבֶד

בְּרֵאשִׁית כ"ד : א'-ט'

בְּרֵאשִׁית כ"ד : י'-י"א

## Learning Outcome:

- ❖ To understand what אַבְרָהָם wants from the עֶבֶד in his mission to find a wife for יצחק



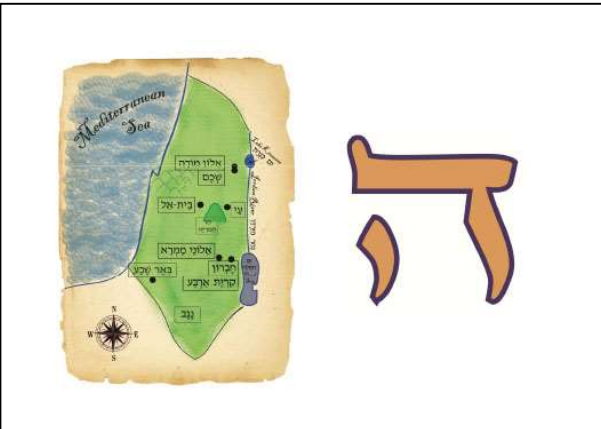
By the end of this lesson pupils should:

Knowledge	Skills	Understanding												
<p><b>K2:</b> Know that אַבְרָהָם is getting old and wants to find a wife for יצחק. He appoints his trusted עֶבֶד, the manager of his household, to do it. He makes the עֶבֶד promise not to take a wife from כְּנָעַן, and not to allow יצחק to leave כְּנָעַן. The עֶבֶד must go to his birthplace אֶרֶם נַחְרִים, the city of his brother נַחֲוֹר, to find a wife for יצחק. The עֶבֶד takes ten camels of אַבְרָהָם, and many of his master's possessions with him.</p> <p><b>K3:</b> Know the location on a map of אֶרֶם נַחְרִים.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>לַקַּח</td> <td>וַיִּקַּח</td> </tr> <tr> <td>עֶבֶד</td> <td>הָעֶבֶד</td> </tr> <tr> <td>גָּמַל</td> <td>מִגְמָלִים, גְּמָלִים, הַגְּמָלִים</td> </tr> <tr> <td>אָדוֹן</td> <td>אֲדֹנָיו</td> </tr> <tr> <td>יָד</td> <td>בְּיָדוֹ</td> </tr> <tr> <td>קוֹם</td> <td>וַיָּקָם</td> </tr> </table>	לַקַּח	וַיִּקַּח	עֶבֶד	הָעֶבֶד	גָּמַל	מִגְמָלִים, גְּמָלִים, הַגְּמָלִים	אָדוֹן	אֲדֹנָיו	יָד	בְּיָדוֹ	קוֹם	וַיָּקָם	<p><b>S1:</b> Recognise the beginning and end of י"א - י"ב and locate text in the חוּמֵשׁ when given its פָּסוּק and פָּרָק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמִּקְרָא (אֶתְנַחֲתָא) of בְּרֵאשִׁית כ"ד : י"א.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית כ"ד : י"א and י"ב with little support.</p> <p><b>S5:</b> Identify the word families of the following words: אָדוֹן, יָד, גָּמַל, עֶבֶד. גָּמַל is the plural form of גָּמַל. Identify the following שְׂרָשִׁים: קוֹם, לַקַּח.</p>	<p><b>U1:</b> Reflect on and discuss why אַבְרָהָם wants to choose a wife for his son יצחק from his family in אֶרֶם נַחְרִים.</p>
לַקַּח	וַיִּקַּח													
עֶבֶד	הָעֶבֶד													
גָּמַל	מִגְמָלִים, גְּמָלִים, הַגְּמָלִים													
אָדוֹן	אֲדֹנָיו													
יָד	בְּיָדוֹ													
קוֹם	וַיָּקָם													

**1. Contextual Background Activity [K2]**

**(10 minutes)**

Briefly review the events that happened to אברהם prior to this unit by giving pupils the picture and/or sentence clues in Classroom Resources.

<p>ה' promised that He would give ארץ פניען to my children.</p> <p>ה' changed my name to אברהם and changed שרי's name to שרה.</p>	<p>Three guests came to visit me and I gave them food and drink.</p> <p>שרה and I had a son named יצחק when we were already very old.</p>	<p>לוט and I separated because it was hard for us to live in the same place.</p>	<p>יצחק went with me to הר המריקה, and ה' saw how much I believed in Him. It was a difficult experience but it made יצחק become strongly connected to ה'.</p>
			

**2. Summary of בראשית כ"ד : א'-ט' [K2]**

**(10 minutes)**

יצחק decides that now is the right time to find a wife for אברהם.

Choose a pupil to be אברהם and another pupil to be the עבד. Use the four instructions (Classroom Resources) to play a game. אברהם reads one instruction, which the עבד and the class must repeat. אברהם then reads the next instruction and the עבד and the class must repeat both the previous instruction and the new one. They do this until they have repeated four instructions.

Ask pupils whether it was hard to remember everything they were told. Imagine how hard it must have been for the עבד to remember all these things!

<p>You must go to the land where I was born.</p>
<p>You must take a wife for יצחק from there.</p>
<p>You must not take a wife for my son from the פניעני women.</p>
<p>You must not let my son return to that land.</p>

### 3. Reading Activity [S1, S3]

(5 minutes)

Encourage pupils to find יי and follow carefully as the teacher models the reading of 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.

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

(10 minutes)

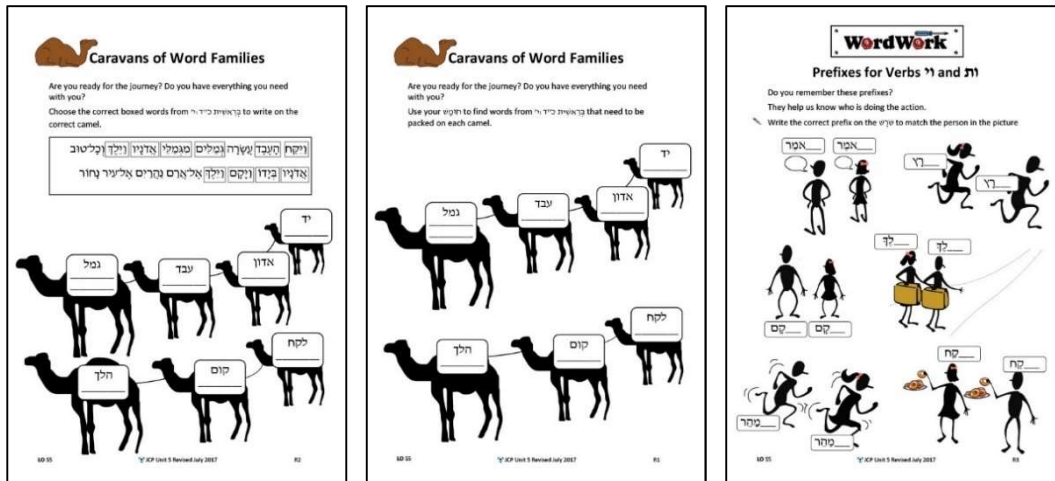
יי ויצחק העבד עשרה גמלים גדולים וילך וכליטוב אדניו וילך ויקם וילך אל-ארים נהרים אל-עיר נחור:

Encourage pupils to discover the meaning of the פסוק by using flashcards of the keywords. Pupils will be familiar with וילך and its שרש: הלכ from Unit 1. Review וי words studied in previous units: ויאמר (U1), וירא (U3), ויעש, ויקרא, ויעש (U4). Point out the repeated third person prefix וי in the new words in this פסוק: ויקח, ויקם, ויעבד, וילך.

The new words ויקח, ויקם, ויעבד, וילך, גמלים, יד, גדולים, אדון, אדון can be mimed or acted out, or you can use visual prompts to draw out the meaning of the פסוק. Point out that גמלים is the plural form of גמל.

Pupils should be familiar with the possessive suffix ו in the word וילך (similar to בנו in Unit 4 Lesson 3 (בראשית כ"א: ה')).

To reinforce learning pupils can complete the worksheets **Caravans of Word Families** and **WordWork: Prefixes for Verbs וי and ות**.



To assess comprehension of יי פסוק encourage pupils to summarise the contents in their own words and answer the following questions using the words in the פסוק:

- Who is the master of the עבד? (אברהם – Avraham)
- How many camels does the עבד take with him? (עשרה – ten)
- Who owns these camels? (מגמלי אדניו – they are his master's camels)
- What else does the עבד take with him? (וכל-טוב אדניו – all his master's valuable possessions)
- To which city is he going? (עיר נחור – the city of נחור)



**5. Comprehension Map Activity [K2, K3]****(5 minutes)**

Using the map **The Journey of the עֶבֶד** (Classroom Resources) or the All Unit Map (interactive version from Fronter or class hard copy), ask the following questions and encourage pupils to locate the places on the displayed map:

- Where is the עֶבֶד going to? (אָרם נְהָרִים)
- Where is he leaving from? (חֶבְרוֹן)
- Who made a similar journey but in the opposite direction? (אֲבָרָה *when he left* אֶרֶץ כְּנָעַן *for* חָרוֹן)

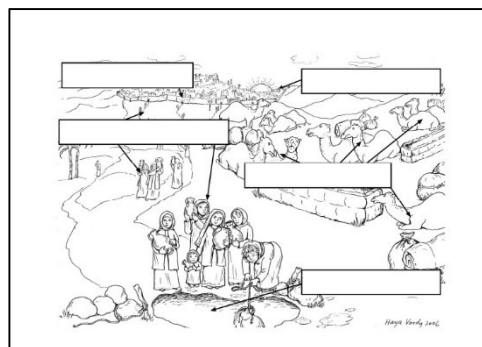
**6. Reading Activity בראשית כ"ד: י"א [S1, S3]****(5 minutes)**

Encourage pupils to find בראשית כ"ד: י"א and follow carefully as the teacher models the reading of the פָּסוּק at least twice using the correct punctuation (אֶתְנַחֲתָא). Ask pupils to read the פָּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

**7. Comprehension Activity (K2, K4A, S4)****(5 minutes)**

יא וַיִּבְרַךְ הַגַּמְלִים מִחוּץ לְעִיר אֶל־בְּאֵר הַמַּיִם לְעֵת עֶרֶב לְעֵת צֹאת הַשָּׁמֶלֶת :

Encourage pupils to recognise words from earlier units, for example מָיִם in Unit 3. Words and phrases can be mimed or acted out. Using the image and phrases from classroom resources, and/or the worksheet **בראשית כ"ד: י"א – At the Well** pupils can match the phrases from the פָּסוּק to the scene depicting י"א פָּסוּק.



As there are no new keywords in this פָּסוּק it can be learned quickly.

To assess comprehension ask:

- Why do you think the עֶבֶד has come to the well? (*It is where women and girls come to draw water, so he is more likely to find the girl he is looking for.*)
- Why do you think he has come at this time of the day? (*Sunset is when women and girls come to draw water – before people had running water in their homes, women and girls needed to draw water from communal wells.*)

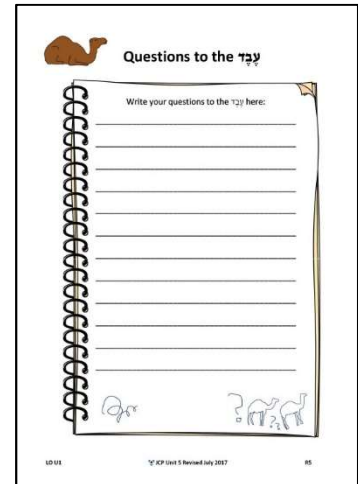
- What difficulty do you think the עֶבֶד is now faced with as he stands near the well? (*How would he know which girl among all these girls at the well could be a suitable wife for יצחק?*)

### 8. Understanding Activity [K2, U1]

(10 minutes)

Ask pupils to work in pairs/small groups to compose questions to ask the עֶבֶד about his journey, using the worksheet **Questions to the עֶבֶד**, and share with the class. They might include the following:

- Why was it so important for אַבְרָהָם that you go all the way from אֶרֶץ כְּנָעַן to אֶרֶם נְהָרִים to find יצחק a wife?
- Is there no suitable girl for יצחק in אֶרֶץ כְּנָעַן?
- Why did אַבְרָהָם not go instead of you?
- What is so special about the people in אֶרֶם נְהָרִים?
- What will happen if you can't find a suitable girl there?
- Why are you taking so many camels with you?
- What are you going to do with all the good things of your master?
- How do you feel about your mission and do you think it will be successful?



Hot-seat different pupils as the עֶבֶד to answer the questions using their knowledge of the פְּסוּקִים studied or, if pupils have written their questions on mini-whiteboards, allow them to swap the boards for other pupils to answer and report back on.

### 9. Plenary [K2]

(5 minutes)

Revise the main points of the story so far through questions like: How many camels did the עֶבֶד take with him? (*ten*) Where did he go to? (אֶרֶם נְהָרִים) To which place does the עֶבֶד go when he arrives? (*the well*) Ask pupils what they think will happen next.

## Lesson 2: The תפילה of the עבד to ה'

בראשית כ"ד: י"ב-י"ג

### Learning Outcomes:

- ❖ To understand the challenge faced by the עבד in finding a wife for יצחק
- ❖ To appreciate that he turns to ה' to ask for help

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p><b>K2:</b> Know that the עבד goes to the well outside the city in the hope of meeting a potential wife for יצחק.</p> <p>The עבד prays to ה' for success in his mission and that ה' will show חסד to help him find the right girl as a wife for יצחק.</p> <p><b>K4A:</b> Know the following Hebrew keyword:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">חסד</div>	<p><b>S1:</b> Recognise the beginnings and ends of י"ב-י"ג and locate the חוק text when given its פסוק and פקק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טעמי המקרא (אתגרות) בראשית כ"ד: י"ב-י"ג of .</p> <p><b>S4:</b> Comprehend the plain meaning of י"ב-י"ג with little support.</p> <p><b>S5:</b> Identify the noun prefixes מ, ב, ה, ו.</p>	<p><b>U1:</b> Express with support the thoughts and feelings of the עבד when facing the challenge of which girl at the well is the right girl.</p>

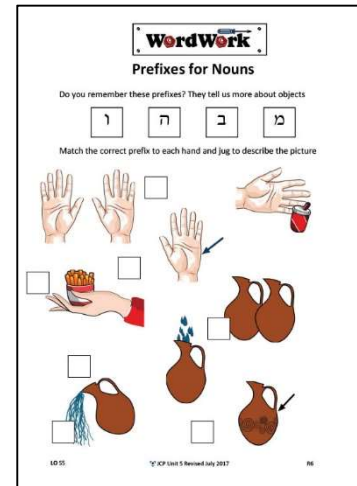
**1. Revision WordWork Activity [K4A, S5]****(10 minutes)**

Review the meaning of the following keywords and noun prefixes from יי בראשית כייא. Encourage pupils to identify their word families.

בידו

העבד

To reinforce learning, pupils can complete the worksheet **WordWork: Prefixes for Nouns**.

**2. Reading Activity ייב בראשית כיד: ייב [S1, S3]****(10 minutes)**

Encourage pupils to find ייב בראשית כיד and follow carefully as the teacher models the reading of 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.

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

יב ויאמר | ה' אלקי אדני אברהם הקרהנא לפני היום ועשהחסד עם אדני אברהם:

Encourage pupils to recognise familiar words from earlier units: עשה, ויאמר, היום. Words and phrases can be mimed or acted out, or you can use visual prompts to draw out the meaning of the פסוק.

Instruct pupils to write keywords in their vocabulary books.

To assess comprehension of פסוק ייב, encourage pupils to summarise the contents in their own words and answer the following questions using the words in the פסוק:

- What is the עבד doing? (ה' ויאמר – *he is talking to*)
- Which words in the פסוק tell us that he is talking to ה'? (ה' אלקי אדני אברהם)
- What is the עבד asking of ה'? (ועשהחסד עם אדני אברהם) – *be kind; do חסד with my master*
- What act of חסד is the עבד asking of ה'? (*to help him find a girl who will be a suitable wife for יצחק*)

Explain that the following פסוקים detail the way in which the עבד wants ה' to be kind to his master אברהם. The עבד prays for something to happen that will show him which girl among all the girls at the well is the one that ה' has chosen as the wife for יצחק.

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

Encourage pupils to find **בְּרֵאשִׁית כִּיד: י"ג** and follow carefully as the teacher models the reading of the פָּסוּק at least twice using the correct punctuation (אֶתְנַחֲתָא). Ask pupils to read the פָּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

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

יג הנה אנכי נצב על־עין המים ובנות אנשי העיר יצאת לשאב מים:

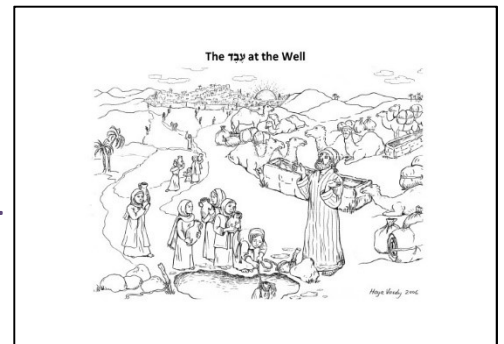
Ask pupils to recognise words they have learned previously: המים (Unit 3) and אנשי (Unit 2). The word ובנות should also be familiar from the word בן in Unit 4. Words and phrases can be mimed or acted out, or you can use visual prompts to draw out the meaning of the פָּסוּק.

To assess comprehension, encourage pupils to summarise the contents in their own words and answer the following questions using the words in the פָּסוּק:

- Where is the עֶבֶד standing? (על־עין המים – *by the well of water*)
- How does the עֶבֶד describe the girls who live in this place? (ובנות אנשי העיר – *and the daughters of the men of the city*)
- Why are these girls at the well? (לשאב מים) – *to draw water*)

To provide a visual aspect of the scene, display the picture **The עֶבֶד at the Well** (Classroom Resources) on the IWB and encourage pupils to describe the scene in detail to include:

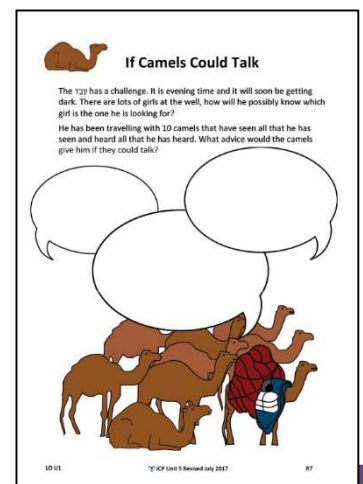
- The עֶבֶד is standing outside the city near the well.
- The camels are kneeling (and resting).
- Women/girls are coming down the hill to the well.

**6. Plenary and Understanding Activity [U1]****(10 minutes)**

Challenge pupils to suggest what the עֶבֶד may be thinking and feeling as he faces this dilemma:

- There are so many girls at the well, how can I possibly know who is the right one?
- How will I know if this girl belongs to my master's family?

Display the picture of the camel with a speech bubble from Classroom Resources or use the worksheet **If Camels Could Talk** for pupils to give advice to the עֶבֶד at this stage of his journey.



# Lesson 3: The Plan of the עֶבֶד

## בְּרֵאשִׁית כ"ד : י"ד

### Learning Outcomes:

- ❖ To understand the particular sign the עֶבֶד asks 'ה for
- ❖ To appreciate why he specifically asks for this sign

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p><b>K2:</b> Know that the עֶבֶד prays to 'ה for success in his mission, and asks for a sign – that the right girl who will be a wife for יצחק will show חֶסֶד by giving him and his camels water.</p> <p><b>K4A:</b> Know the following two new Hebrew keywords:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>כָּד</td> <td>כַּדָּד</td> </tr> <tr> <td>שְׁתָּה</td> <td>וְאֶשְׁתָּה, שְׁתָּה</td> </tr> </table> <p><b>K4B:</b> Know the key phrase כִּי־עָשִׂיתָ חֶסֶד עִמָּ־אֲדָנִי</p> <p><b>K6:</b> Know the explanation of רש"י that the עֶבֶד was looking for the girl's quality of חֶסֶד.</p>	כָּד	כַּדָּד	שְׁתָּה	וְאֶשְׁתָּה, שְׁתָּה	<p><b>S1:</b> Recognise the beginning and end of בְּרֵאשִׁית כ"ד : י"ד and locate text when given its פָּרָק and פְּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic הַמְקָרָא טַעְמֵי (אֶתְנַחֲתָא) of בְּרֵאשִׁית כ"ד : י"ד.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית כ"ד : י"ד with little support.</p> <p><b>S5:</b> Identify the following פְּסוּקִים in the שְׁרָשִׁים: אמר, עשה, שתה Identify the suffix ך in the following keywords: עֶבְדָּד, גְּמֻלָּד, כַּדָּד Focus on the possessive plural suffix יָדָּ.</p>	<p><b>U1:</b> Reflect on and discuss: The עֶבֶד wants to fulfil the wishes of אֲבִרְהָם and find the right wife for יצחק. The values that the story has to teach us: That חֶסֶד is not only what we do for each other, but that we can ask 'ה to do חֶסֶד for us.</p> <p><b>U2:</b> Understand with support: How two similar phrases are repeated (in בְּרֵאשִׁית כ"ד : י"ב and בְּרֵאשִׁית כ"ד : י"ד) that are central to what the עֶבֶד is asking 'ה: כ"ד : י"ד) כִּי־עָשִׂיתָ חֶסֶד עִמָּ־אֲדָנִי and כ"ד : י"ב) וַעֲשֵׂה־חֶסֶד</p>
כָּד	כַּדָּד					
שְׁתָּה	וְאֶשְׁתָּה, שְׁתָּה					



**1. Revision Activity [S1, S3]**

**(10 minutes)**

Read פסוקים using the strategies outlined in the Teachers' Guidelines. Go over the storyline again and challenge pupils to suggest what the עבד's plan may be.

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

**(10 minutes)**

Encourage pupils to find בראשית כ"ד: י"ד and follow carefully as the teacher models the reading of 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.

**3. Comprehension Activity [K2, K4A, S4]**

**(15 minutes)**

יָד וְהָיָה הַנֶּעֱרָר אֲשֶׁר אָמַר אֵלָיָהּ הַטִּינָא כַדָּד וְאֲשֶׁתָּהּ וְאִמְרָהּ שְׂתָהּ וְגַם גִּמְלִיד אֲשָׁקָה אֶתָּה הַכַּחֲתָ לְעַבְדְּךָ לְיִצְחָק וְבָהּ אֵדַע כִּי־עֲשִׂיתָ חֶסֶד עִם־אֲדֹנָי :

Encourage pupils to recognise the שְׂרָשִׁים and meanings of keywords studied in earlier units, such as the שְׂרָשִׁים and אמר שְׂרָשִׁים and עשה, in their various forms. Focus also on the keywords חֶסֶד, כַּד, שְׂתָהּ, and their שְׂרָשִׁים and meanings.

Ask pupils to suggest possible meanings for two new suffixes: כַּדָּד and גִּמְלִיד.

Using the worksheet **WordWork: Possessive Suffix י**, support pupils to discover the feminine form of 'your'. Once pupils are more secure in their understanding of the masculine and feminine, return to the word גִּמְלִיד in the פסוק. Using the worksheet **WordWork: Your Camel – Your Camels**, guide pupils to spot the difference between a possessive suffix on a plural noun and on a singular noun.

**WordWork**

**Possessive Suffix י: 'Your' Masculine and Feminine**

In Unit 1, the suffix י turns the word ( ) into ( ) into

In יד נָתַן לְיָדָנוּ we see that י turns יָדָנוּ into ( ) into

יָדָנוּ referred to \_\_\_\_\_, a man. יָדָנוּ referred to \_\_\_\_\_, a woman.

Match the correct form of the words in the box to its picture:

יָדָנוּ	יָדָנוּ	יָדָנוּ	יָדָנוּ
יָדָנוּ	יָדָנוּ	יָדָנוּ	יָדָנוּ
יָדָנוּ	יָדָנוּ	יָדָנוּ	יָדָנוּ

Your (M)      Your (F)

10 | 11

**WordWork**

**Your Camel – Your Camels: Possessive Suffix on a Plural Noun**

In your worksheet on possessive suffixes, find the Hebrew for:

- Your (m) camel \_\_\_\_\_

Now, in יד נָתַן לְיָדָנוּ, find the word for your camels – יָדָנוּ offers to give water to your (the יָדָנוּ) camels:

- Your camels \_\_\_\_\_

What difference do you notice?

Write a 1 after the words that refer to 1 item and a plus sign (+) after the words that refer to more than one item. The first two have been done as an example.

Then find the matching English word in the box.

יָדָנוּ	+	
יָדָנוּ	1	
יָדָנוּ		
יָדָנוּ		
יָדָנוּ		
יָדָנוּ		
יָדָנוּ		
יָדָנוּ		

your houses      your hand      your jug      your camels  
 your house      your servants      your hands      your land

10 | 11

Encourage pupils to summarise the contents of the עבד's request by answering the following questions, which can also be displayed on the IWB:

- What is the עבד actually asking ה' for? (a sign)
- What is this sign? (that the girl should demonstrate acts of kindness – חֶסֶד – to people and animals)



- In what way will the girl show kindness? (*by giving the עֶבֶד a drink and offering to give his camels a drink*)
- What do you think we can learn from this? (*that people's actions reveal their character/מִידוֹת – the girl who fulfils the sign has the מְדָה of חֶסֶד*)
- Why do you think the עֶבֶד is asking ה' for this particular sign? (*From living in the home of אַבְרָהָם the עֶבֶד knows that a girl with the מְדָה of חֶסֶד will be a good wife for יצחק.*)

#### 4. Understanding Activity [K4B, K6, U1, U2] (15 minutes)

Encourage pupils to scan פְּסוּקִים and י"ד to discover two similar phrases that are repeated in both פְּסוּקִים and are central to what the עֶבֶד is asking from ה':

כִּי־עָשִׂיתָ חֶסֶד עִמָּאָדְנִי and וְעָשָׂה־חֶסֶד – the עֶבֶד is asking ה' to do *kindness* to his master אַבְרָהָם.

What can we learn from the repetition of these two phrases? (*that חֶסֶד is not just what we do to others but is also what ה' does for us*)

Pupils revise the meaning of the phrase כִּי־עָשִׂיתָ חֶסֶד עִמָּאָדְנִי.

To reinforce their understanding, pupils can complete the worksheet **What is the עֶבֶד Thinking?**

רש"י tells us that the עֶבֶד was looking for a kind person, a גוֹמְלֵת חֶסֶד, which we learn from the repetition of the above phrases. Get pupils to complete the first part of the worksheet **What Did the עֶבֶד Plan? What Actually Happened?** They should colour all the Hebrew or English words in the plan section and then fill in the planning questions in the second table. This can then be compared with what actually happened (in Lesson 6).

**What is the עֶבֶד thinking? רש"י Activity**

רש"י tells us that the עֶבֶד will know that ה' did a חֶסֶד for him as soon as he finds the right girl. What about the girl will tell this to the עֶבֶד? Circle what you think the עֶבֶד is thinking:

Thought bubbles:

- I will know ה' was kind because He showed me a girl who loves animals.
- I will know ה' is kind because He showed me a hard-working girl.
- I will know ה' is kind because He showed me a kind girl.
- I will know ה' is kind because He showed me a girl who loves animals.

Complete these sentences to follow רש"י's thinking.

ה' will show the עֶבֶד a girl who is \_\_\_\_\_.

When ה' shows him a girl who is kind, ה' will also be showing His own \_\_\_\_\_.

\_\_\_\_\_ The word that describes ה' in this פְּסוּקִים is \_\_\_\_\_.

\_\_\_\_\_ The word that will describe the girl He chooses is \_\_\_\_\_. The word \_\_\_\_\_ is an important word in this story because \_\_\_\_\_.

Practice the phrase ה' עָשָׂה חֶסֶד עִמָּאָדְנִי to tell about this idea and this idea.

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**What Did the עֶבֶד Plan? What Actually Happened?**

The table below compares what the עֶבֶד planned with what actually happened.

How many similarities can you find? Colour or highlight all the repeated words.

Water nouns in blue	Similar verbs in yellow	Any other similar words in green (one has been done for you)
מים = water יָג = jug בְּעֵר = well	שָׁתָה = drink יָצַק = give a drink to שָׁבַע = draw water	

The Plan	What Actually Happened
13. See, I stand here by the spring of water. And the _____ of the men of the town are coming out to draw water.	13. A _____, very beautiful, who had never been married, came down to the spring, filled up her jug and went back up.
14. Let it be that the young girl to whom I say: Please tip your jug so that I can drink. And she will reply: Drink.	14. She replied: Drink, my lord.
And I will even give water to your camels.	15. When she finished giving him drink, she said: I will draw water even for your camels and they have finished drinking.
	16. She hurried and she emptied the jug into the trough and kept running to the well to draw water, and she drew for all his camels.

Her You will have chosen for your servant, for Yitzhak, and may know that through her You have done kindness with my master.

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	The Plan	What Really Happened
Who did the עֶבֶד see?		
What was she doing?		
What did the עֶבֶד say?		
What did she answer?		

- How many matches did you find in blue? \_\_\_\_\_
- How many matches did you find in yellow? \_\_\_\_\_
- How many matches did you find in green? \_\_\_\_\_
- How many things were in the plan that did NOT happen? \_\_\_\_\_
- How many things happened that were NOT in the plan? \_\_\_\_\_
- Copy the words that tell what happened that was NOT in the plan: \_\_\_\_\_

**Discuss with your partner:**

What can you say about the differences between the plan and what really happened? Why are those differences important? (Think about the two different מִדוֹת that רש"י has and who this reminds us of).

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









## 5. Plenary

(10 minutes)

Explain the Rebus technique in which pictures and letters make up the words required. Instruct pupils to complete worksheet **תפילה Rebus** to reinforce their knowledge and understanding of what the עבד is asking from ה'.

**תפילה Rebus**

To decode the תפילה of the עבד, sound out the word picture. Then follow the instructions by adding or removing a letter.

"Please  make it  that the  to whom I will say,  over your  so that I may  and she replies,  and I will also give your  a drink," this will be the  that I  that Hashem has chosen this  to be the  for . In  will know that I have  to my master."

What sign does the עבד pray for to know who will be the right wife for יצחק? Tick the correct answer.

1. She will wear pretty flowers in her hair.
2. She will be friendly and chat with the women at the well.
3. She will show kindness to people and animals by giving them water.
4. She will wait for her turn to draw water from the well.

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## Lesson 4: רבקה Makes her Appearance

### בראשית כ"ד: ט"ו- ט"ז

#### Learning Outcome:

- ❖ To understand the concept of השגחת ה' as demonstrated by the sudden appearance of רבקה while the עבד is still praying

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p><b>K2:</b> Know that:</p> <p>רבקה appears while the עבד is still praying to ה'.</p> <p>She is the daughter of בתואל, and the granddaughter of מלכה and נחור, who is the brother of אברהם.</p>	<p><b>S1:</b> Recognise the beginnings and ends of בראשית כ"ד: ט"ו-ט"ז and locate text when given its פרק and פסוק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic המקרא טעמי (אתנחתא) of בראשית כ"ד: ט"ו-ט"ז.</p> <p><b>S4:</b> Comprehend the plain meaning of בראשית כ"ד: ט"ו-ט"ז with little support.</p> <p><b>S5:</b> Revise the שרשים of the following keywords from previous units and this unit: אמר, עשה, שתה.</p> <p>Focus on the possessive suffix הַ of כדה.</p>	<p><b>U1:</b> Reflect on and discuss, with support, the value of השגחת ה', as demonstrated by the appearance of רבקה while the עבד is still in the middle of תפילה.</p>

**1. Revision WordWork Activity [S5]****(10 minutes)**

**WordWork**  
אמר עשה שתה

Use the ווקאל to find 3 words in ייב and ייב which have the אָר. Write them in the box below.

Use the ווקאל to find 2 words in ייב and ייב which have the אָי. Write them in the box below.

Use the ווקאל to find 2 words in ייב and ייב which have the אָת. Write them in the box below.

How many times in ייב and ייב is the word אמר written?

How many times in ייב and ייב is the word אמר written?

10 15 PaJeS Unit 5 Revised July 2017 #12

Instruct pupils to revise the previous פֿסוקים by completing the worksheet **WordWork: אמר, עשה, שתה** to reinforce vocabulary and grammar skills.

Review the previous lesson to include the following questions:

- What does the עֶבֶד ask for in his תְּפִילָּה to ה' ? (*a sign through which he will know that the girl who shows kindness will be a suitable wife for יצחק*)
- What מַדָּה will the עֶבֶד see in the girl who carries out his request? (*the מַדָּה: רש"י of חסד*)

**2. Reading Activity בְּרֵאשִׁית כ"ד: ט"ו [S1, S3]****(5 minutes)**

Encourage pupils to find בְּרֵאשִׁית כ"ד: ט"ו and follow carefully as the teacher models the reading of the פֿסוק at least twice using the correct punctuation (אָתְנַחֲתָא). Ask pupils to read the פֿסוק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

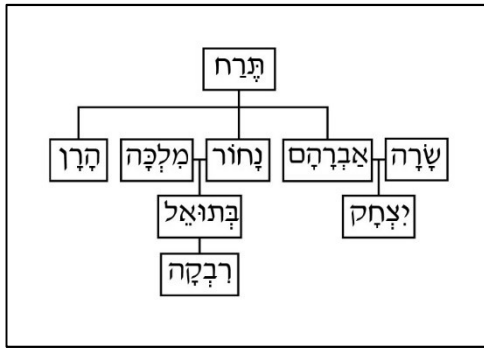
**3. Comprehension Activity [K2, K4A, S4]****(15 minutes)**

טו וַיְהִי־הוּא טָרָם כָּלָה לְדַבֵּר וְהִנֵּה רְבֵקָה יֹצֵאת אֲשֶׁר יָלְדָה לְבְתוּאֵל בְּרֵמְלָכָה אֵשֶׁת נָחוֹר אָחִי אַבְרָהָם וְכַדָּה עַל־שִׁכְמָה:

Encourage pupils to discover the meaning of the פֿסוק by miming or acting out the words and phrases and using visual prompts. Focus on revising the new word כַּדָּה.

Encourage pupils to summarise the contents by using the words in the פֿסוק to answer the following questions:

- What happens before the עֶבֶד has even finished his תְּפִילָּה ? (*רְבֵקָה comes out – רְבֵקָה יֹצֵאת*)
- What is רְבֵקָה doing when the עֶבֶד sees her? (*She has a jug on her shoulder – וְכַדָּה עַל־שִׁכְמָה*)



Display an enlarged copy of **The Family Tree of אברהם** (Classroom Resources) on the IWB.

Encourage pupils to work out the relationship between רבקה and יצחק. Ask pupils:

- Who is the father of רבקה? (בתואל)
- Who are the grandparents of רבקה? (מלכה and נחור)

- What relation is אברהם to רבקה? (He is her great uncle – the brother of her grandfather נחור.)

Challenge pupils to suggest an answer to the following:

Why does the תורה describe in detail exactly who רבקה is – that she is the daughter of בתואל, who is the son of מלכה, who is the wife of נחור, the brother of אברהם?

(To show the reader that רבקה is a direct answer to the עבד's prayer. She is related to אברהם. The עבד does not know this yet.)

#### 4. Reading Activity כ"ד: ט"ז [S1, S3]

(5 minutes)

Encourage pupils to find כ"ד: ט"ז and follow carefully as the teacher models the reading of the פסוק at least twice using the correct punctuation (אֶתְנַחֲתָא). Ask pupils to 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)

טז והנער טבת מראה מאד בתולה ואיש לא ידעה ותגד העינה ותמלא כדה ותעל:

Encourage pupils to discover the meaning of the פסוק by using flashcards of the keyword (כדה) and strategies outlined in the Teachers' Guidelines. Words and phrases can be mimed or acted out, or you can use visual prompts to draw out the meaning of the פסוק.

Focus on the suffix of the word כדה suffix הַ (her).

Ask pupils to describe רבקה and her actions from the information indicated in the פסוק. (She is very beautiful; she is a young girl; she goes down to the well, fills her jug and goes up again.)

#### 6. Understanding Activity [U1]

(10 minutes)

Encourage pupils to summarise what has happened so far in their own words.

(The עבד is standing by the well, in the middle of asking ה' for help to find a suitable wife for יצחק when – out of the blue – the very girl who will turn out to be the one

*he is looking for, suddenly appears with a jug on her shoulder. She goes down to the well, fills her jug and goes up again.)*

Ask pupils to discuss in pairs whether they think this might have just been an amazing coincidence or a stroke of good luck?

Encourage pupils to share some coincidences from their own lives, for example:

- *I answered the phone to discover that the very person I was just about to call was on the line.*
- *I was walking behind someone who accidentally dropped her purse. Fortunately I was right there to pick it up.*
- *I forgot to bring my lunch to school but my friend happened to have a spare sandwich that day.*

Did these incidents just happen by chance? Were they really mere coincidences? Or might there be something much more remarkable behind these seemingly chance events?

The fact that the עֶבֶד has not yet finished talking to ה' when רַבֵּקָה, who is related to אַבְרָהָם, comes out to draw water is not a chance happening – it is הַשְּׁגָחַת ה'. The תּוֹרָה is telling us that ה' has answered the תְּפִילָּה of the עֶבֶד while he is still in the middle of praying. It is all part of the master plan of ה' for the עֶבֶד, for אַבְרָהָם, for רַבֵּקָה and יצחק and ultimately for יִשְׂרָאֵל.

## 7. Plenary

(5 minutes)

To reinforce pupils' knowledge and understanding of what the עֶבֶד is asking of ה', instruct pupils to fill in the speech bubble in worksheet **The תְּפִילָּה of the עֶבֶד**, by summarising his תְּפִילָּה in their own words.



# Lesson 5: רבקה Reveals her Character

## בראשית כ"ד: י"ז-כ'

### Learning Outcomes:

- ❖ To appreciate the way in which רבקה demonstrates the מידות of למצנה and חסד
- ❖ To examine the תורה's use of the words רץ and מהר to illustrate her actions

By the end of the lesson pupils should:

Knowledge	Skills	Understanding
<p><b>K2:</b> Know that רבקה does what the עבד requests and hurries to give water to him, and also to his camels.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">גם</div>	<p><b>S1:</b> Recognise the beginnings and ends of י"ז-כ' and locate text when given its פָּרָק and פָּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טעמי המקרא (אתגנתא) of י"ז-כ'.</p> <p><b>S4:</b> Comprehend the plain meaning of י"ז-כ' with little support.</p> <p><b>S5:</b> Identify the שרשים of the following keywords from previous units: ותָּרַץ and ותַּמְהָר. Identify the prefix ות in the words ותָּרַץ and ותַּמְהָר. Identify the prepositions גַּם / עַד / עוֹד.</p>	<p><b>U1:</b> Reflect on and discuss with support, the values of:</p> <ul style="list-style-type: none"> <li>• חסד: as demonstrated by רבקה, who not only gives the עבד water but also gives water to all of his camels.</li> <li>• למצנה: enthusiasm to perform a מצנה as demonstrated by רבקה when she hurries to give the עבד a drink, and hurries to and from the well to draw water for all the camels.</li> </ul> <p><b>U2:</b> Identify, with support, how the repeated use of the words ותַּמְהָר and ותָּרַץ illustrate the חסד of רבקה.</p> <p><b>U3:</b> Compare, with support, two texts where similar words are used (אָבְרָהָם with his guests and חסד of רבקה).</p>



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

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

- Which words in פסוק ט"ו tell us that the עבד has not yet finished speaking to ה' when רבקה appears on the scene? (וַיְהִי־הוּא טָרַם כְּלָה לְדַבֵּר)
- How does the תורה tell us that רבקה is the answer to what the עבד is asking for? (The תורה tells us that she is from the family of אברהם – רבקה יצאת אשר ילדה לבתואל בן-מלכה אשת נחור אחי אברהם)
- רבקה appearing at exactly this moment seems to be a coincidence. How do we explain such seemingly chance events? (Nothing happens by chance. ה' watches over everyone and everything. This is called ה' השגחת ה'. Coincidences give us a brief glimpse of ה' השגחת ה'.)

Challenge pupils to suggest what the עבד is going to do next.

**2. Reading Activity בראשית כ"ד: י"ז-י"ט [S1, S3]****(10 minutes)**

These three פסוקים have been selected to be read together in order to maintain the drama of the narrative. They need to be read with the correct intonation, expression and action for each dialogue voice, to help reveal the meaning of the פסוק.

Use the IWB (or flashcards) to display and help pupils practise reading the following 'difficult' words prior to reading the complete פסוקים: ותשקהו, הגמיאיני, פסוקים, לקראתה, להשקותו, להשתת, לשאב, לשאב, לגמליך.

Encourage pupils to find the פסוקים and follow carefully as the teacher reads them at least twice using the correct punctuation (אֲתִנַּחֵתָא). Ask pupils to read the פסוקים in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines. Encourage pupils to imitate the voices and actions in their reading.

**3. Comprehension Activity בראשית כ"ד: י"ז-י"ט [K2, K4A, S3]****(10 minutes)**

- יז וַיֵּרָץ הָעֶבֶד לְקִרְאֹתָהּ וַיֹּאמֶר הַגְּמִיאֵינִי נָא מְעַט־מִיָּמִים מִכַּפְדָּךְ :  
 יח וַתֹּאמֶר שְׂתֵה אֲדֹנָי וַתִּמְהַר וַתֵּרֶד כְּדָה עַל־גֵּדָה וַתִּשְׁקֶהוּ :  
 יט וַתִּכַּל לְהַשְׁקֹתוֹ וַתֹּאמֶר גַּם לְגַמְלֶיךָ אֲשָׂאב עַד אִם־כָּלוּ לְשֵׂתֵת :

Display the following keywords on the IWB to include the new keywords גם and עד (which should be written into vocabulary books) and the following words:

מְעַט־מִיָּמִים, עָבֵד, לְגַמְלֶיךָ, שְׂתֵה, גֵּדָה, כְּדָה, מִכַּפְדָּךְ.

Encourage pupils to recognise words they are already familiar with from previous units. Use flashcards, mime, visual prompts and hand actions to encourage pupils to discover the meaning of each of the פסוקים. To reinforce comprehension, divide the class into groups and assign each group a פסוק to act out through mime or statues 'coming to life'.

Encourage pupils to summarise the main points of the פסוקים to include:

- רבקה has filled her jug and is on the way back up to her home (ט"ז).
- The עבד runs towards her and asks for a little water.
- She gives him water.
- When she has finished giving him water, she offers to draw water for the camels.

#### 4. Reading Activity בראשית כ"ד: כ' [S1, S3 ]

(5 minutes)

Encourage pupils to find בראשית כ"ד: כ' and follow carefully as the teacher models the reading of the פסוק at least twice using the correct punctuation (אֶתְנַחֵתָא). Ask pupils to read the פסוק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

#### 5. Comprehension and Understanding Activity [K2, K4A, S4, U1] (15 minutes)

כ ותמהר ותער כדה אלה שקת ותרך עוד אלהבאר לשאב ותשאב לכל גמליו :

Draw pupils' attention to the words 'she ran *again* – ותרך עוד' and 'for *all* his camels – לכל גמליו'. Ask the following questions:

- What clue do you think these 'small' words – עוד and כל (learned in Unit 2) – give us about the way רבקה carries out her task? (*She went again and again (עוד) until she had finished giving (כל) all the ten camels a drink.*)
- What do we know about camels in general? (*They drink an enormous amount of water.*)
- How many camels are there? (*ten*)
- What do רבקה's actions reveal about her character? (*that she is exceptionally kind because she not only gives the עבד water but also offers to give the camels all the water that they need*)
- What Hebrew word do we use to describe this מדה of kindness? (חסד)

Display the following points on the IWB for pupils to put in the correct chronological sequence. Alternatively, print them as separate cards for pupils to put in the correct order.

- רבקה has filled her jug and is on her way home.
- The עבד runs towards her and asks for a little water.
- She gives him water.
- When she has finished giving him water, she offers to draw water for the camels.
- She hurries to fill up the troughs.
- She keeps running to bring water again and again until all the camels have had their fill.

To reinforce their understanding of the role played by these small words (see below) and to reinforce the role of מְדָה of חֶסֶד shown by רַבֵּקָה, pupils can complete the worksheet **A Little Word Makes a Big Difference.**

גַּם – also

עַד – until

לְכָל – for all (כָּל in Unit 2)

עוֹד – again

**WordWork**

**A Little Word Makes a BIG Difference**


Read the sentences carefully then fill in each box with the correct little word from the words on the camel.

When the רַבֵּקָה asked רַבֵּקָה for a little water from her jug, she said politely, "Please  drink my master."

רַבֵּקָה could then have continued up the hill to her home, but she said, "I will  draw water for your camels to drink."

רַבֵּקָה could have given water to one or two of his camels, but she gave water to  of his camels.

רַבֵּקָה could have given the camels a little water, but she gave them water  they had enough to drink.



Challenge: Find each of these words in the story. Fill in the number of the סיפור where you found the words.

לכל	גם
עד	גם

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**WordWork**

**A Little Word Makes a BIG Difference**


Read the sentences carefully then fill in each box with the correct little word from the words on the camel.

When the רַבֵּקָה asked רַבֵּקָה for a little water from her jug, she said politely, "Please  drink my master."

רַבֵּקָה could then have continued up the hill to her home, but she said, "I will  draw water for your camels to drink."

רַבֵּקָה could have given water to one or two of his camels, but she gave water to  of his camels.

רַבֵּקָה could have given the camels a little water, but she gave them water  they had enough to drink.



Can you think of a little word that makes a big difference when you use it?

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### 6. Understanding Activity [K4A, S4, S5, U1, U2, U3]

(10 minutes)

Display the words וְתַרְרַץ and וְתַמְהַר on the IWB. Encourage pupils to find these words (כִּי and פְּסוּקִים יִיח), and recall their meaning and whose actions they are describing.

Encourage pupils to work in pairs to locate וְתַרְרַץ and וְתַמְהַר in the חוּמֶשׁ (or use the פְּסוּקִים in the Classroom Resources). Ask pupils to find or underline the words that have the same שְׂרָשׁ as וְתַמְהַר and וְתַרְרַץ. (רָץ and מְהַרֵּי and וְתַמְהַר).

Ask the following questions:

- What do the words in וְתַמְהַר tell us about the actions of אַבְרָהָם and שָׂרָה? (They tell us how אַבְרָהָם and שָׂרָה performed the מְצוּחַ of אוֹרְחִים – welcoming and taking care of guests, by hurrying and running to do the מְצוּחַ.)
- What do these two words in וְתַרְרַץ tell us about the actions of רַבֵּקָה? (They tell us how רַבֵּקָה performs her act of חֶסֶד – by running and hurrying – וְתַרְרַץ and וְתַמְהַר.)

To reinforce and extend pupils' understanding of this comparison, they can complete the worksheet **אַבְרָהָם is Like רַבֵּקָה.**

Encourage pupils to list רַבֵּקָה's actions and consider which מִידוֹת she is demonstrating. Write good answers on the board.

- She has already filled her jug and is on the way home yet she stops by to give the עֶבֶד water. (חֶסֶד)
- She offers to give the עֶבֶד water. (חֶסֶד)
- She hurries and runs to fulfil the מְצוּחַ of חֶסֶד. (זְרִיזוּת לְמַצְוָה)
- She offers to give water to all of the ten camels of the עֶבֶד. (kindness to animals)

**אַבְרָהָם is Like רַבֵּקָה**

Find the words in each story that are very similar and from the same פְּסוּקִים. See how רַבֵּקָה reminds us of אַבְרָהָם.

מילים from the story of אַבְרָהָם welcoming guests.	מילים from the story of רַבֵּקָה fetching water for the עֶבֶד and his camels.
וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה	וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה
וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה	וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה
וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה	וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה
וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה	וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה
וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה	וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה
וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה	וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה
וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה	וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה
וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה	וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה
וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה	וְהָאֵלֹהִים יָשִׁיב וְיָרֵם לְרַבֵּקָה

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Unit 5: Choosing a Wife for יצחק – יי-כ"ב – Reprinted July 2017

Discuss with pupils how the תורה likens רבקה's acts of חסד and למצנה to אברהם and שרה's acts of חסד and למצנה by using the same words: ותָרַץ, ותָמַר, ותָמַהר.

### 7. Plenary

(5 minutes)

To what extent is רבקה the answer to what the עֶבֶד requested from ה' ? Encourage pupils to write down their own explanations of this question, to be compared to an answer that will emerge from the פְּסוּקִים studied in the next lesson.

# Lesson 6: The Mission of the עֶבֶד is Successful

## בְּרֵאשִׁית כ"ד : כ"א-כ"ב

### Learning Outcome:

- ❖ To compare and contrast the way the תּוֹרָה describes the תְּפִילָּה of the עֶבֶד with the way it is realised, as shown by the actions of רִבְקָה

By the end of the lesson pupils should:

Knowledge	Skills	Understanding
<p><b>K2:</b> Know that the עֶבֶד realises that רִבְקָה is the right girl to become a wife for יצחק and gives her gifts of jewellery. He asks her who she is and her answer confirms that she is related to אַבְרָהָם.</p>	<p><b>S1:</b> Recognise the beginnings and ends of כ"א-כ"ד and locate text when given its פָּרָק and פְּסוּק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמִּקְרָא (אֶתְנַחֲתָא) of בְּרֵאשִׁית כ"ד : כ"א-כ"ד.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית כ"ד : כ"א-כ"ד with little support.</p> <p><b>S5:</b> Identify the prefixes וַת and וַי in a range of verbs. Identify the prefixes ה, מ, ל, in a range of keywords.</p>	<p><b>U1:</b> Reflect and discuss, with support, the value of חֶסֶד as demonstrated by רִבְקָה, who not only gives the עֶבֶד water but also gives his camels a drink.</p> <p><b>U3:</b> Compare the text describing the plan of the עֶבֶד and its realisation.</p>

**1. Reading Revision [K2, S3]**

**(10 minutes)**

Read **פְּסוּקִים י"ז-כ'** and reinforce pupils' knowledge of the interaction between **רַבֶּקָה** and the **עֶבֶד**. Cut the four **פְּסוּקִים** into meaningful phrases and hand these out in random order to pairs of pupils. Ask them to put their phrases in the correct order by lining them up correctly and then to act out their phrases as they are read out in order.

**2. Understanding Activity [K2, S3, U3]**

**(15 minutes)**

Instruct pupils to read **בְּרֵאשִׁית כ"ד : י"ד** again from the **חומש** and answer the following questions, which can also be displayed on the IWB:

- Who is talking to whom? (*The עֶבֶד is talking to ה'.*)
- What is he asking for? (*a sign by which he will know which girl is suitable to become the wife of יצחק*)
- What should the sign be? (*When he asks a girl, "May I have a drink of water from your jug?" she would reply, "Drink and I will also give your camels a drink."*)

Give the phrases below to pairs of pupils in random order. Ask them to match the **עֶבֶד's** requests to the actions that take place. Encourage pupils to colour matching words and phrases. To differentiate, encourage pupils to use the **חומש**.

הִטְיֵא כִדֵּךְ וְאַשְׁתָּה (י"ד)

הַגְמִיאֵנִי נָא מֵעֵטְמִים מִכִּדְךָ (י"ז)

וְאַמְרָה שְׂתֵה (י"ד)

שְׂתֵה אֶדְנִי (י"ח)

וְגַם־גְמְלִידְךָ אֲשַׁקָּה (י"ד)

גַּם לְגַמְלִידְךָ אֲשַׁאֵב (י"ט)

How do we know that the words and actions of **רַבֶּקָה** indicate that what the **עֶבֶד** has asked for has been answered? (*Her words and actions are almost identical to the words and actions the עֶבֶד mentions in his תְּפִילָּה.*)

To further reinforce the comparison of these two texts, pupils can complete the worksheet **What Did the עֶבֶד Plan? What Actually Happened?**

**What Did the עֶבֶד Plan? What Actually Happened?**

The table below compares what the עֶבֶד planned with what actually happened.

How many similarities can you find? Colour or highlight all the repeated words.

<b>Water occurs in blue</b> מים = water יָג = jug בְּוֵל = well	<b>Similar verbs in yellow</b> תָּרַח = drink שָׁפַח = give a drink to שָׁבַע = draw water	<b>Any other similar words in green</b> (have been done for you)
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The Plan	What Actually Happened
13. See, I stand here by the spring of water. And the <b>men</b> of the town of the town are coming out to draw water.	13. אִישׁ יֵצֵא מִן־הַבְּאֵר וְיָשָׁב וְיִשְׁתָּה וְיִשְׁאָב וְיִשָּׂא לְעַמְלֵיהֶם.
14. Let it be that the young girl to whom I say, Please to your jug so that I can drink. And she will reply, drink.	14. אִישׁ יֵצֵא מִן־הַבְּאֵר וְיָשָׁב וְיִשְׁתָּה וְיִשְׁאָב וְיִשָּׂא לְעַמְלֵיהֶם.
And I will even give water to your camels.	15. When she finished giving him drink, she said, I will draw water even for your camels until they have finished drinking.
Her You will have chosen for your servant for Hittah, and may I know that through her You have done kindness with my master.	16. She hurried and she emptied the jug into the trough and kept turning to the well to draw water; and she drew for all her camels.

	The Plan	What Really Happened
Who did the עֶבֶד see?		
What was she doing?		
What did the עֶבֶד say?		
What did she answer?		

- How many matches did you find in blue? \_\_\_\_\_
- How many matches did you find in yellow? \_\_\_\_\_
- How many matches did you find in green? \_\_\_\_\_
- How many things were in the plan that did NOT happen? \_\_\_\_\_
- How many things happened that were NOT in the plan? \_\_\_\_\_
- Copy the words that tell what happened that was NOT in the plan: \_\_\_\_\_

**Discuss with your partner:**  
What can you say about the differences between the plan and what really happened? Why are those differences important? (Think about the two different טוֹעֵי הַדָּבָר that רַבֶּקָה has and who this reminds us of.)



**3. Reading Activity בראשית כ"ד : כ"א-כ"ב [S1, S3] (10 minutes)**

Encourage pupils to find the פסוקים and follow carefully as the teacher models the reading of the פסוקים at least twice using the correct punctuation (אֲתִנַּחֲתָא). Ask pupils to read the פסוקים in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

**4. Comprehension Activity: בראשית כ"ד : כ"א-כ"ב [K4A, S4] (5 minutes)**

כא והאיש משתאה לה מחריש לדעת ההצליח ה' ודרכו אמלא :

כב ויהי כאשר פלו הגמלים לשתות ויקח האיש נזם וזהב בקע משקלו ושני צמידים על ידיו  
עשרה זהב משקלם :

Encourage pupils to discover the meaning of the פסוק by miming or acting out the words and phrases using hand actions and visual prompts. In בראשית כ"ד : כ"ב, focus on revising the meaning of the keywords גמלים, לשתות, ויקח, ידיה

To assess comprehension, ask the following questions:

- While רבקה is going backwards and forwards to the well to water the camels, what is the עבד doing? (*He is watching her with astonishment.*)

(Encourage pupils to make facial and hand gestures that express astonishment, wonder and admiration.)

- What does the עבד do as soon as he realises that רבקה is the answer to his תפילה? (*He gives רבקה gifts of jewellery.*)

**5. Understanding Activity [U1] (10 minutes)**

Challenge pupils to suggest why the עבד presents רבקה with gifts of jewellery before finding out whether she is in fact related to אברהם. Write good answers on the board.

*Her acts of חסד are so outstanding that the עבד realises that his תפילה has been answered and that she is worthy of being יצחק's wife. Coming from the home of אברהם, the עבד knows what true חסד is. The עבד also trusts in ה' that his תפילה has been answered and that he has been guided to the right girl.*

Challenge pupils to suggest how the עבד is suddenly able to produce this jewellery. Refer pupils back to פסוק י' to the phrases וכל טוב אדניו בידו and עשרה גמלים and their meanings.

- Why does the עבד need to take וכל טוב אדניו בידו? (*to carry גמלים, as well as what he needs for the journey there and back*)
- Why do you think the עבד needs to take וכל טוב אדניו בידו? (*It is important for the עבד to show the wealth of אברהם to the parents of רבקה so they will be more willing to let their daughter go to ארץ כנען to marry יצחק.*)



The עֶבֶד has come prepared for a successful mission, so the jewellery is readily available, and the עֶבֶד is therefore able to produce it immediately.

### 6. Plenary: What Happens Next?

(10 minutes)

Encourage pupils to put the following statements in the correct order to complete the story:

- After receiving the gifts, רִבְקָה tells the עֶבֶד that she is the daughter of בְּתוּיָאֵל, who is the son of מְלֵכָה, the wife of נְחוּר.
- She shows her kindness once again by inviting the עֶבֶד to her home where she says there is a place for him to stay and food for his camels.
- The עֶבֶד now knows for sure that his mission to find a suitable wife for his master's son יצחק has been fulfilled.
- He bows down to ה' and thanks Him for His kindness to אַבְרָהָם and for making his mission successful.
- רִבְקָה runs home to tell her mother what has happened.
- Her brother לָבָן comes out to meet the עֶבֶד at the well.
- The עֶבֶד gives the family of רִבְקָה a detailed account of all that has happened to him. Her family agrees to allow her to become a wife for יצחק but wants her to remain at home for another ten months.

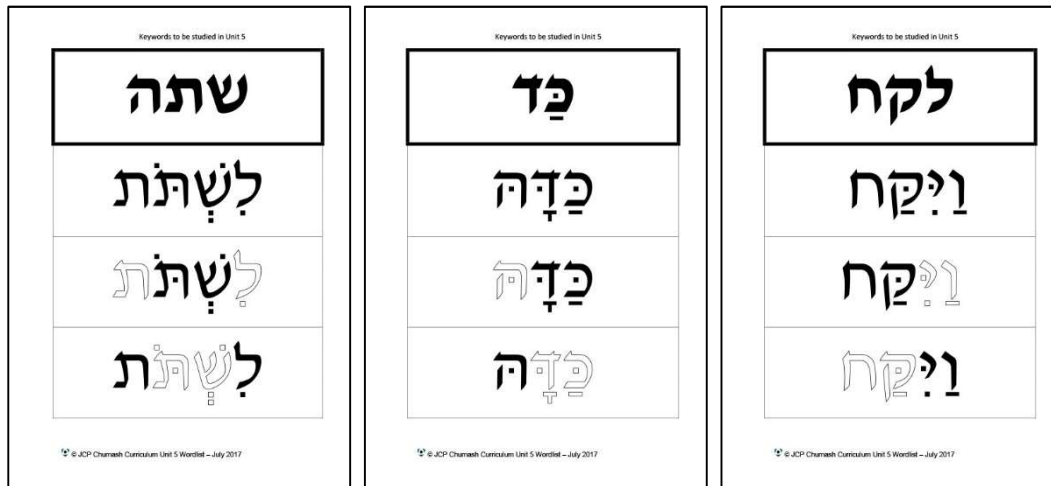
The עֶבֶד insists that he cannot wait. So רִבְקָה is asked if she is prepared to go straight away. She says: "I will go."

רִבְקָה leaves her home and returns with the עֶבֶד to אֶרֶץ כְּנָעַן to become the wife of יצחק and a future mother of ישׂרָאֵל.

# Lesson 7: Revision and Assessment

## 1. Keyword and Narrative Revision [K2, K4A]

Using the flashcard version of the keywords (Wordlist Flashcards), 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.



In addition, the following team games can be played to reinforce learning keywords:

- Give each team a selection of Hebrew and English flashcards. Pupils have to collaborate to pair them. The first team to complete is the winner. Alternatively, get pupils to pair the words and put them on the wall in order (or stand in front of the class holding the words in the right order). Groups then tell the story of the unit by using the keywords.
- Choose a caller from each team. The callers, in rotation, read the Hebrew word to their team who take turns to reply with the English meaning of the word. A correct answer gains a point. An incorrect answer allows another team to answer and gain the point.
- Teacher writes a list of 'word families' or שְׁרָשִׁים on the board. Teams have to sort their words to match the 'word families'. The first team to sort all the words wins.
- Lucky dip: Teacher chooses and reads out flashcards at random. Pupils take turns to suggest the meaning and receive the card if they know the answer.
- Each table receives all the flashcards. The teacher says the English of a word and the pupils have to find the Hebrew.

## 2. Possessive Suffixes Revision [S4, S5]

Revise the possessive suffixes learned in the unit (see the table below), then pupils can complete the assessment worksheet **WordWork: Singular and Plural Prefixes and Suffixes** to assess their application of suffixes to keywords.

My ( <u>my</u> son)	בְּנִי (י)
His ( <u>his</u> son)	בְּנוֹ (ו)
Her ( <u>her</u> son)	בְּנֶהָ (ה)
Your (masculine singular) son	בְּנֶיךָ (ך)
Your (feminine singular) son	בְּנֶיךָ (ך)
Your (masculine singular) <u>sons</u> (plural)	בְּנֵיכָם (יך)

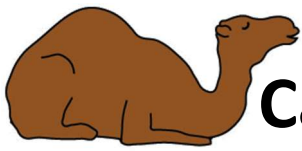
## 3. Creative Assessment [K2, U1]

Instruct pupils to write a short imaginary letter, rhyme or song from the עֶבֶד to אַבְרָהָם, reporting on his mission. This could also be performed or filmed. The letter should include the following:

- The promise of the עֶבֶד to his master not to take a wife for יצחק from the daughters of כְּנָעַן, but to go to אַבְרָהָם's family in נְהָרִים
- How the עֶבֶד prepares for the journey
- The תְּפִילָּה of the עֶבֶד to ה', detailing his request for a sign
- The arrival of רְבֵקָה as a demonstration of הַשְּׂגָחַת ה', and a description of her physical appearance
- The way in which what the עֶבֶד asks for is fulfilled, as demonstrated by the acts of חֶסֶד shown by רְבֵקָה
- The way in which the עֶבֶד acknowledges that רְבֵקָה is the girl he is looking for, as demonstrated by the offering of gifts
- רְבֵקָה reveals that she is related to אַבְרָהָם

Pupils should include some Hebrew words and phrases that they have learned from the text.

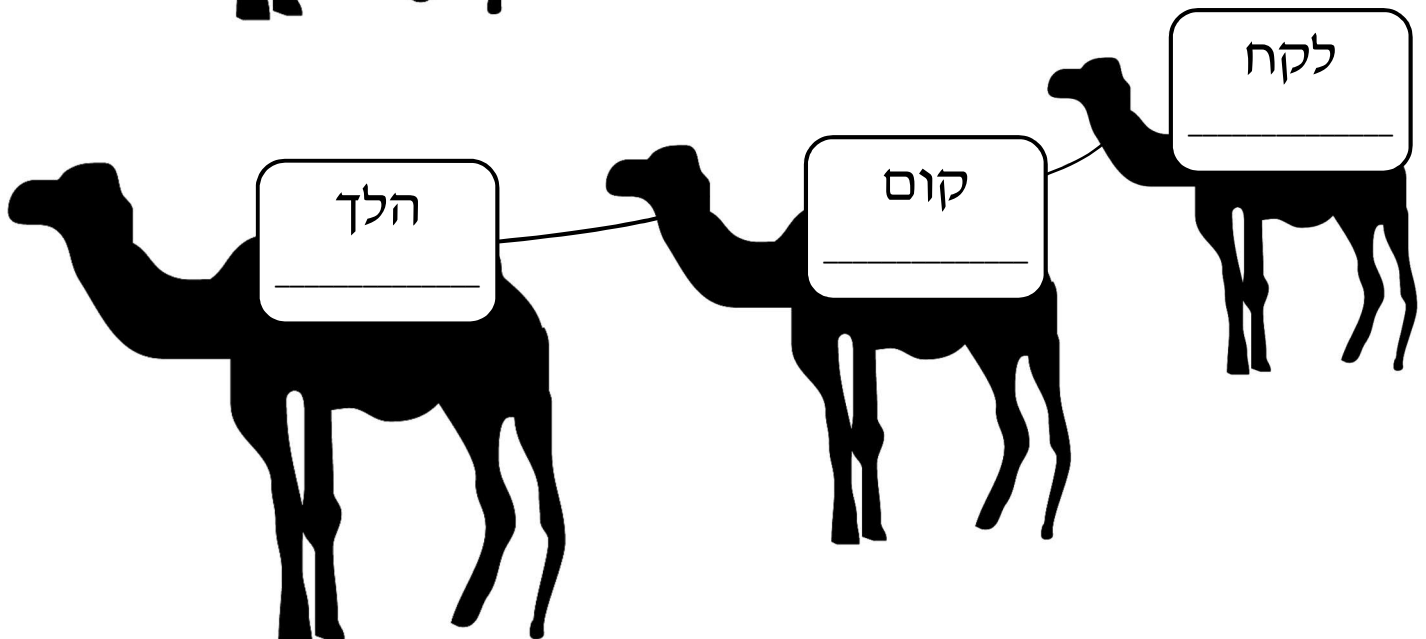
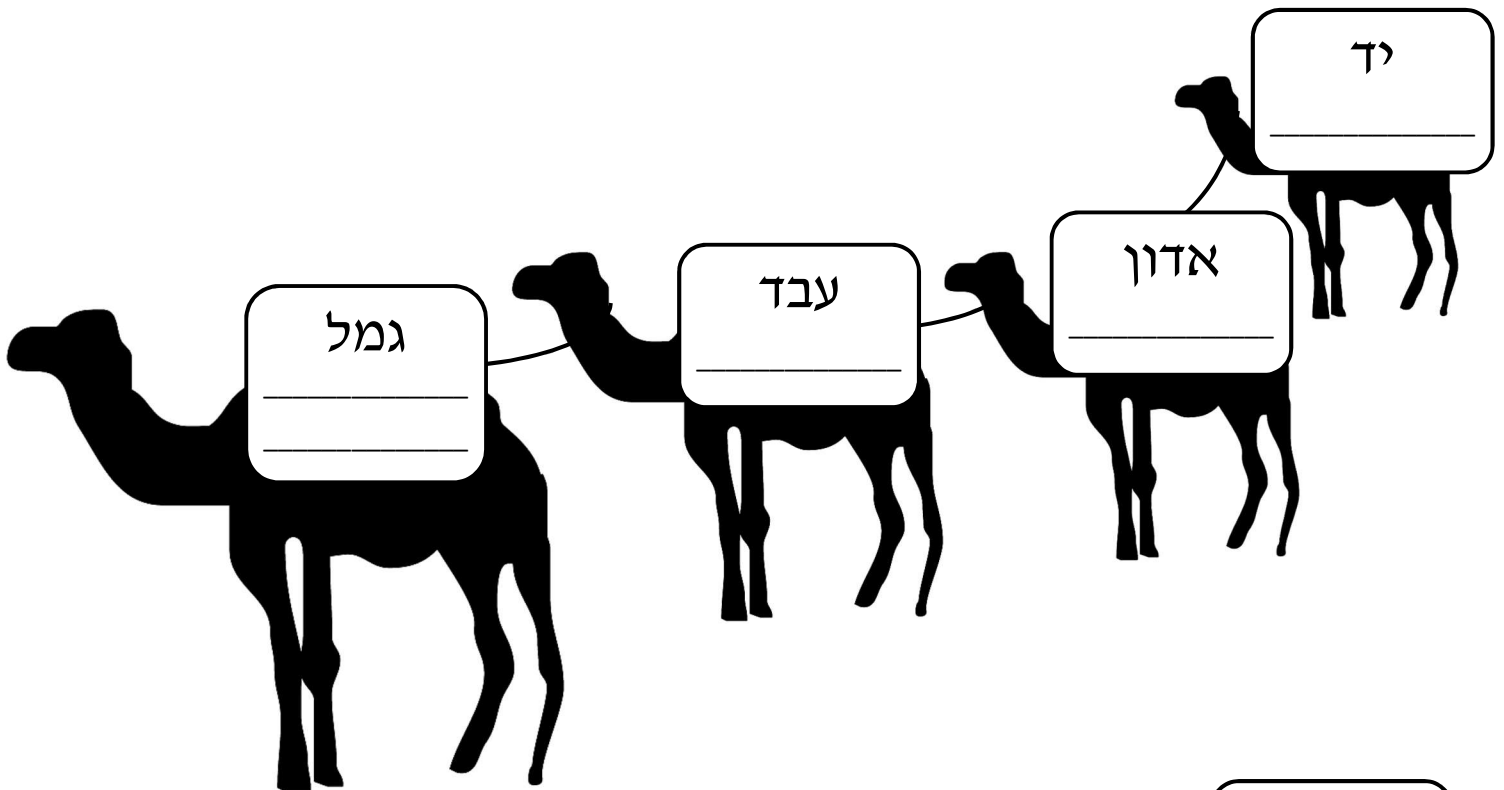
Pupils should be encouraged to demonstrate their knowledge and understanding of these events and include the thoughts and feelings of the עֶבֶד from whose point of view they are writing. (It might be helpful to include objects, photos or pictures that provoke feelings so they do not merely write a verbatim account of the narrative.)

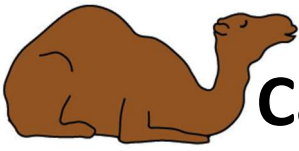


# Caravans of Word Families

Are you ready for the journey? Do you have everything you need with you?

Use your חוקֵשׁ to find words from בְּרֵאשִׁית כ"ד: י"י that need to be packed on the camels.



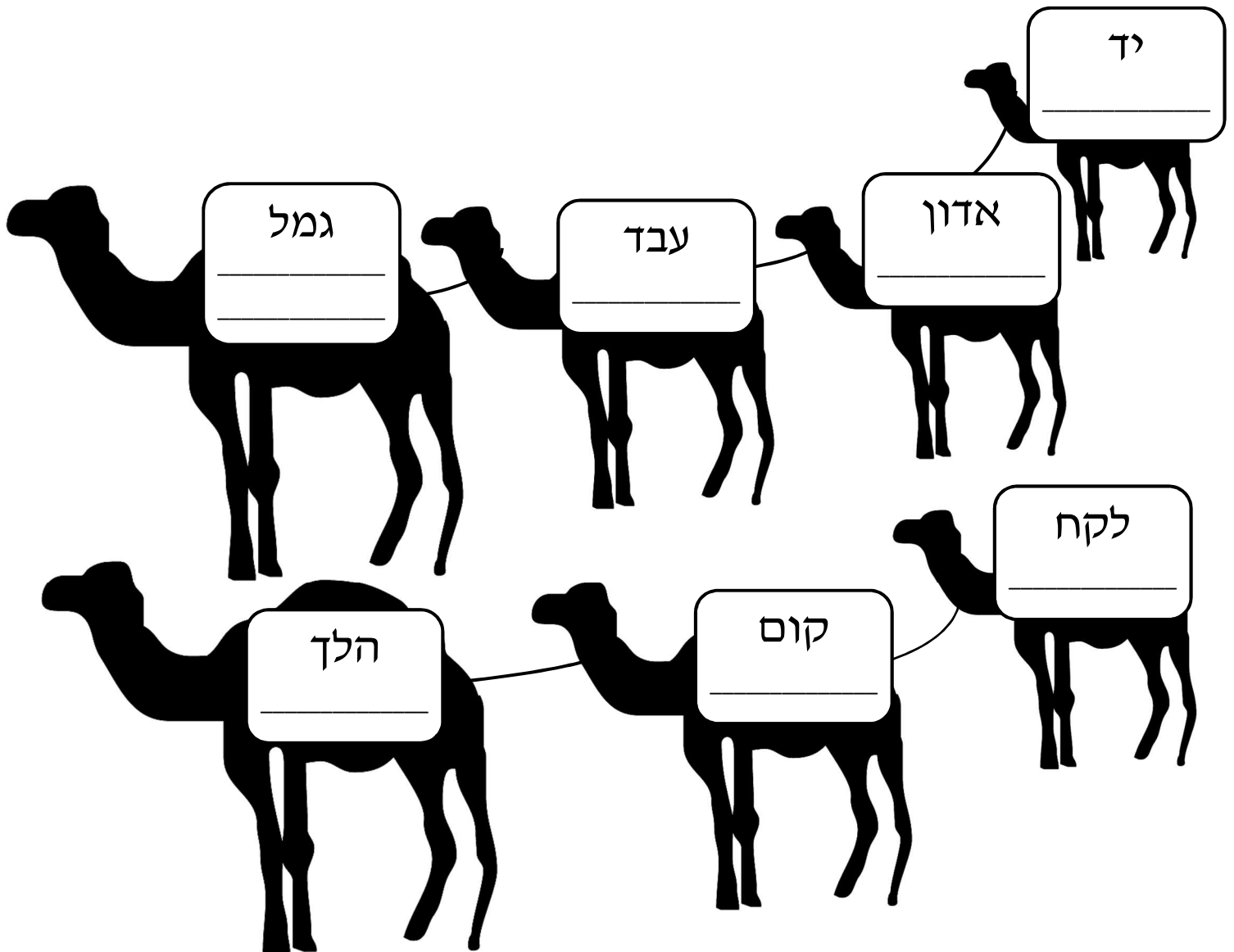


# Caravans of Word Families

Are you ready for the journey? Do you have everything you need with you?

Choose the correct boxed words from 'י: בְּרֵאשִׁית כִּיד' to write on the camels.

וַיִּקַּח	הָעֶבֶד	עֲשָׂרָה	גַּמְלִים	מִגְמְלֵי	אֲדָנָיו	וַיִּלְךְ	וְכָל־טוֹב
אֲדָנָיו	בְּיָדוֹ	וַיִּקָּם	וַיִּלְךְ	אֶל־אָרֶם	נְהַרִים	אֶל־עִיר	נְחוּר

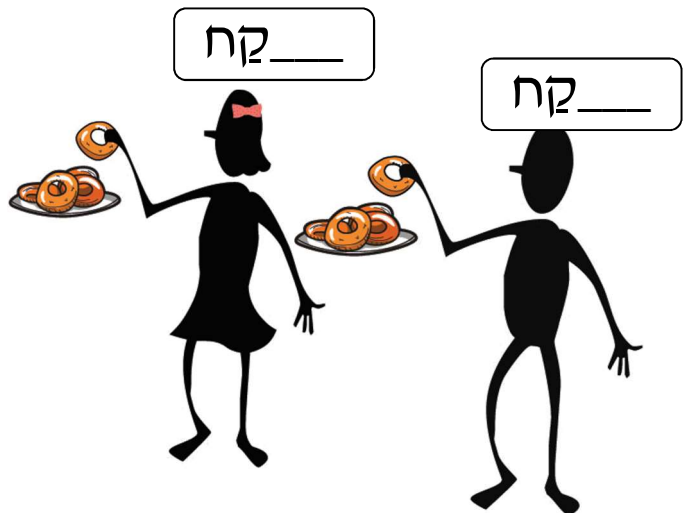
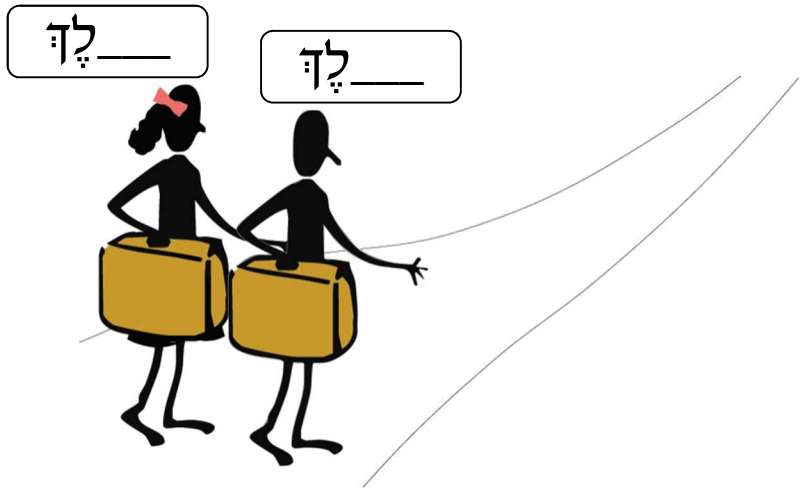
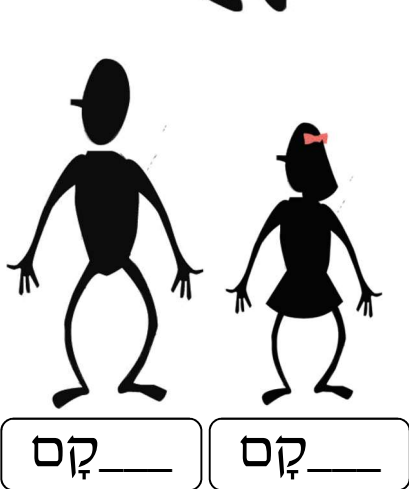
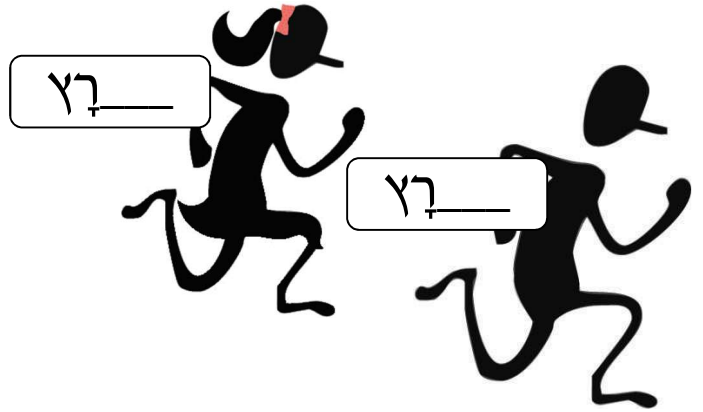


## Prefixes for Verbs וי and ות

Do you remember these prefixes?

They help us know who is doing the action.

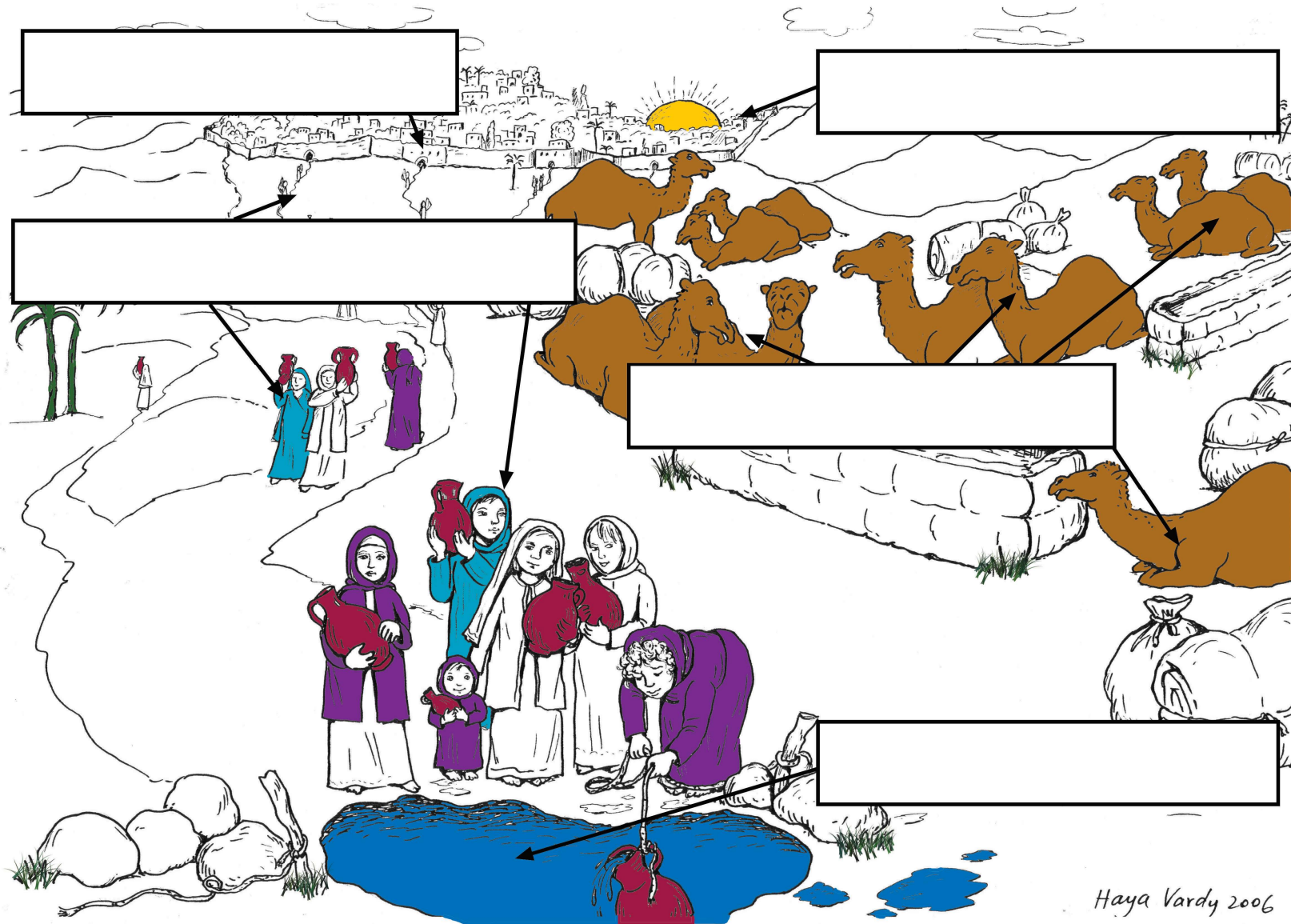
✎ Write the correct prefix on the שְׂרָט to match the person in the picture.



# בְּרֵאשִׁית כִּיד: יִיא – At the Well

Use your חוּמָשׁ to put the correct phrases from בְּרֵאשִׁית כִּיד: יִיא in the boxes.

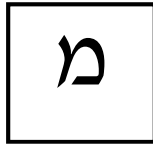
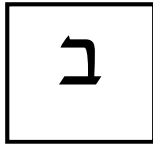
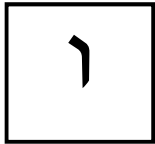




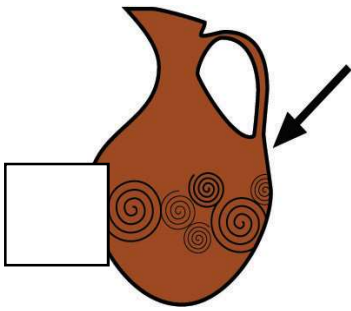
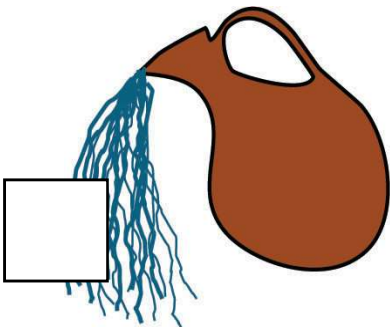
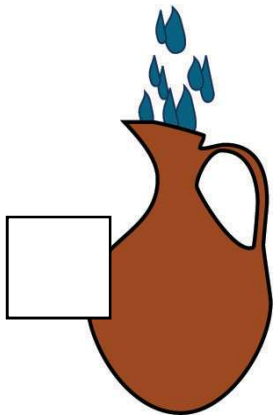
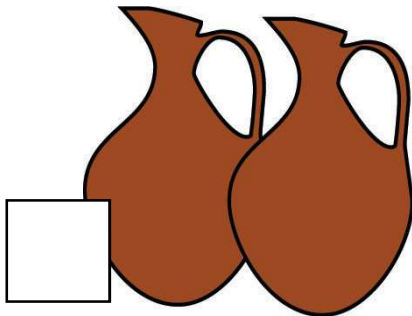
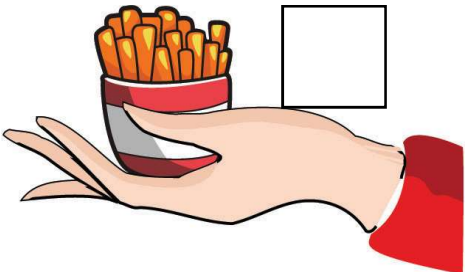
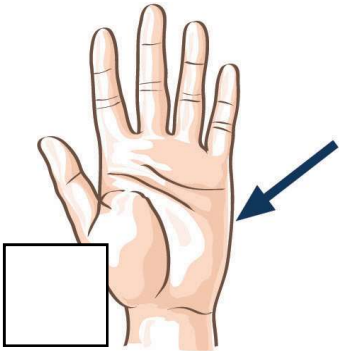
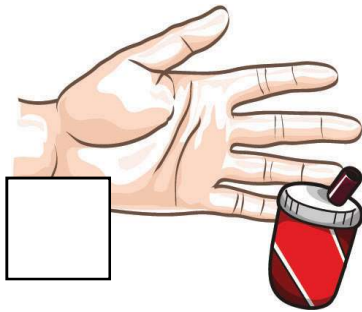
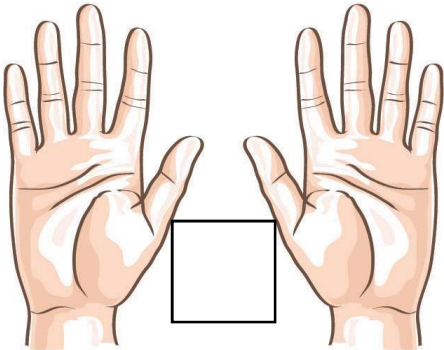


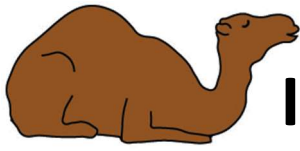
## Prefixes for Nouns

Do you remember these prefixes? They tell us more about objects.



Match the correct prefix to each hand and jug to describe the picture.





## If Camels Could Talk

The עֶבֶד has a challenge. It is evening and it will soon be getting dark. There are lots of girls at the well. How will he possibly know which girl is the one he is looking for?

He has been travelling with ten camels that have seen all that he has seen and heard all that he has heard. What advice would the camels give him if they could talk?



# WordWork

## Possessive Suffix ך: 'Your' Masculine and Feminine

In Unit 1, the suffix ך in אַרְצֶךָ turns the word אָרֶץ ( \_\_\_\_\_ ) into

\_\_\_\_\_

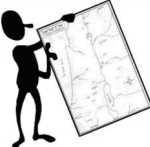
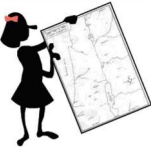




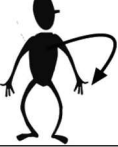





In בְּרֵאשִׁית כִּיד: יי"ד we see that כְּדֶךָ turns כָּד ( \_\_\_\_\_ ) into

\_\_\_\_\_

אַרְצֶךָ referred to \_\_\_\_\_, a man. כְּדֶךָ referred to \_\_\_\_\_, a woman.

Match the correct form of each word in the box to its picture.

כְּדֶךָ	כְּדֶךָ	יְדֶךָ	יְדֶךָ
אַרְצֶךָ	אַרְצֶךָ	גְּמִלְךָ	גְּמִלְךָ
עֲבֹדְךָ	עֲבֹדְךָ	בְּנֶךָ	בְּנֶךָ

	Your (M)	Your (F)	
			
			
			
			
			
			



## Your Camel – Your Camels: Possessive Suffix on a Plural Noun

In your worksheet on possessive suffixes, find the Hebrew for:

- your (m) camel \_\_\_\_\_

Now, in **בְּרֵאשִׁית כִּיד: י"ד**, find the word for 'your camels': 'רְבִקָּה offers to give water to your (the עֶבֶד's) camels.'

- your camels \_\_\_\_\_

What difference do you notice?

\_\_\_\_\_

Write a 1 after the words that refer to one item and a plus sign (+) after the words that refer to more than one item. The first two have been done as an example.

Then find the matching English word in the box below.

גַּמְלִיךָ	+	
יָדְךָ	1	
עֶבְדֶיךָ		
אֶרְצְךָ		
בֵּיתְךָ		
יָדֶיךָ		
כַּדָּךָ		
בֵּיתֶיךָ		

your houses	your hand	your jug	your camels
your house	your servants	your hands	your land

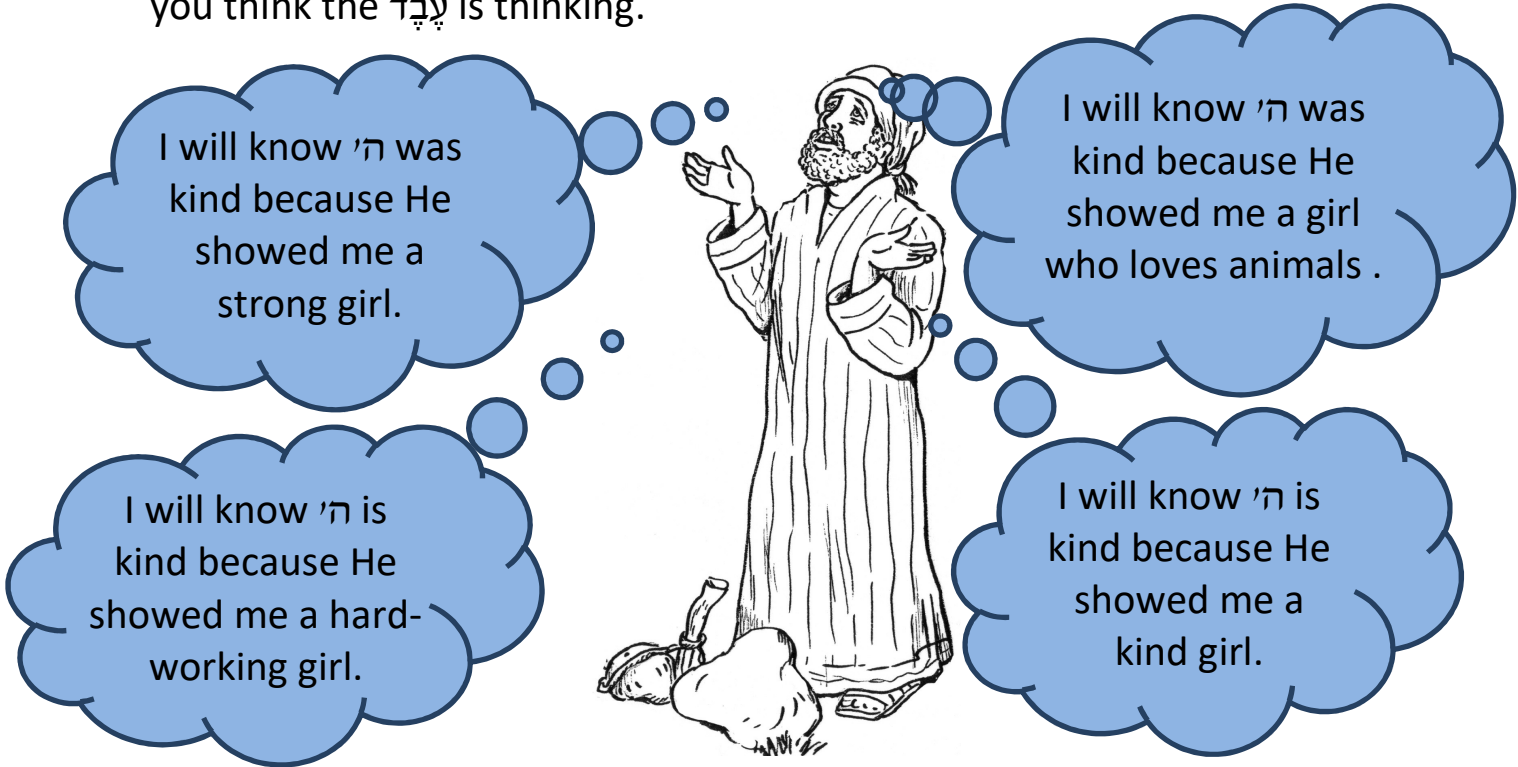




# What is the עֶבֶד Thinking? רש"י Activity

וי"ד tells us that the עֶבֶד will know that ה' did a חֶסֶד for אַבְרָהָם as soon as he finds the right girl.

What things about the girl will allow the עֶבֶד to know this? Circle what you think the עֶבֶד is thinking.



I will know ה' was kind because He showed me a strong girl.

I will know ה' was kind because He showed me a girl who loves animals .

I will know ה' is kind because He showed me a hard-working girl.

I will know ה' is kind because He showed me a kind girl.

**Complete these sentences to follow רש"י's thinking.**

ה' will show the עֶבֶד a girl who is \_\_\_\_\_.

When ה' shows him a girl who is kind, ה' will also be showing His own \_\_\_\_\_.

The word that describes ה' in this פְּסוּק is \_\_\_\_\_.

The word that would describe the girl He chooses is \_\_\_\_\_.

The word \_\_\_\_\_ is an

important word in this story because \_\_\_\_\_

\_\_\_\_\_

Practise the phrase כִּי עָשִׂיתָ חֶסֶד עִמָּי to talk about this word and this

idea.





## What Did the עֶבֶד Plan? What Actually Happened?

The table below compares what the עֶבֶד planned with what actually happened.



How many similarities can you find? Colour or highlight all the repeated words:

### Water nouns in blue

מַיִם = water

כַּד = jug

בְּאֵר = well

### Similar verbs in yellow

שָׁתָה = drink

שָׁקָה = give a drink to

שָׁאב = draw water

Any other similar words in green (one has been done for you)

The Plan בְּרֵאשִׁית כִּיד : יוֹג-יִיד	What Actually Happened בְּרֵאשִׁית כִּיד : טִיז-כִּי
הִנֵּה אָנֹכִי נֹצֵב עַל עֵין הַמַּיִם	
וּבְנֹת אֲנָשֵׁי הָעִיר יֵצְאוּ לְשָׂאב מַיִם	וְהַנְּעָר טִבֵּת מְרֹאָה מְאֹד בְּתוֹלָה וְאִישׁ לֹא יִדְעָה וְתִרְדַּד הָעֵינָה וְתִמְלֵא כַּדָּה וְתַעַל
וְהָיָה הַנְּעָר אֲשֶׁר אָמַר אֵלֶיהָ הַטִּינָא כַּדָּךְ וְאַשְׁתָּה	וַיִּרְץ הָעֶבֶד לְקַרְאָתָהּ וַיֹּאמֶר הַגְּמִיאֵינִי נָא מֵעַט־מַיִם מִכַּדָּךְ
וְאָמְרָה שְׁתֵּה	וְתֹאמֶר שְׁתֵּה אֲדֹנָי
	וְתִמְהַר וְתִרְדַּד כַּדָּה עַל־יָדָהּ וְתִשְׁקֶהוּ
וְגַם־גִּמְלִיף אֲשָׁקָה	וְתִכַּל לְהִשְׁקֹתוֹ וְתֹאמֶר גַּם לְגִמְלִיף אֲשָׂאב עַד אִם־כָּלוּ לְשִׁתּוֹת
	וְתִמְהַר וְתַעַר כַּדָּה אֶל־הַשִּׁקֹּת
	וְתִרְץ עוֹד אֶל־הַבְּאֵר לְשָׂאב וְתִשָּׂאב לְכָל־גִּמְלִיו
אֲתָה הַכַּחֲתָ לְעֶבְדְּךָ לְיִצְחָק וְבָה אִדַּע כִּי־עָשִׂיתָ חֶסֶד עִם־אֲדֹנָי	

	The Plan	What Really Happened
Who did the עֵבֶד see?		
What was she doing?		
What did the עֵבֶד say?		
What did she answer?		

1. How many matches did you find in blue? \_\_\_\_\_
2. How many matches did you find in yellow? \_\_\_\_\_
3. How many matches did you find in green? \_\_\_\_\_
4. How many things were in the plan that did NOT happen? \_\_\_\_\_
5. How many things happened that were NOT in the plan? \_\_\_\_\_
6. Copy the words that say what happened that was NOT in the plan:  
\_\_\_\_\_



**Discuss with your partner:**

What can you say about the differences between the plan and what really happened? Why are those differences important? (Think about the two different מִידוֹת that רַבֵּקָה has and who this reminds us of.)



## What Did the עֶבֶד Plan? What Actually Happened?

The table below compares what the עֶבֶד planned with what actually happened.



How many similarities can you find? Colour or highlight all the repeated words.

### Water nouns in blue

מַיִם = water

כַּד = jug

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### Similar verbs in yellow

שָׁתָה = drink

שָׁקָה = give a drink to

שָׁאָב = draw water

Any other similar words in green (one has been done for you)

<b>The Plan</b> בְּרֵאשִׁית כִּיד : י"ג-י"ד	<b>What Actually Happened</b> בְּרֵאשִׁית כִּיד : ט"ז-כ'
13. See, I stand here by the spring of water.	
And the daughters of the men of the town are coming out to draw water.	16. A young girl, very beautiful, who had never been married came down to the spring, filled up her jugs and went back up.
14. Let it be that the young girl to whom I say: Please tip your jug so that I can drink.	17. The Eved ran towards her and said: Let me sip, please, a little water from your jug.
And she will reply: drink.	18. She replied: Drink, my lord.
	And she hurried, and she lowered her jug to her hand and she gave him a drink.
And I will even give water to your camels.	19. When she finished giving him drink, she said: I will draw water even for your camels until they have finished drinking.
	20. She hurried and she emptied the jug into the trough and kept running to the well to draw water; and she drew for all his camels.
Her You will have chosen for your servant, for Yitzchak; and may I know that through her You have done kindness with my master.	

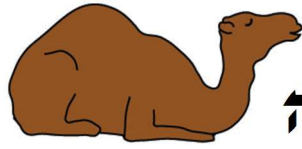
	The Plan	What Really Happened
Who did the עֵבֶד see?		
What was she doing?		
What did the עֵבֶד say?		
What did she answer?		

1. How many matches did you find in blue? \_\_\_\_\_
2. How many matches did you find in yellow? \_\_\_\_\_
3. How many matches did you find in green? \_\_\_\_\_
4. How many things were in the plan that did NOT happen? \_\_\_\_\_
5. How many things happened that were NOT in the plan? \_\_\_\_\_
6. Copy the words that say what happened that was NOT in the plan:  
\_\_\_\_\_



**Discuss with your partner:**


What can you say about the differences between the plan and what really happened? Why are those differences important? (Think about the two different מִידוֹת that רַבֵּקָה has and who this reminds us of.)




# תּפִּילָה Rebus

To decode the תּפִּילָה of the עֶבֶד, sound out the word picture. Then follow the instructions by adding or removing a letter.

“Please הָ, make it  that the  to whom I

will say, “   over your  so that I may

,” and she replies, “  and I will also give your

 a drink,” this will be the  that I  that

Hashem has chosen this  to be the  for יִצְחָק?

In  ,  will know that U have 

 to my master.”

What sign does the עֶבֶד pray for to know who will be the right wife for יִצְחָק? Tick the correct answer.

1. She will wear pretty flowers in her hair.
2. She will be friendly and chat with the women at the well.
3. She will show kindness to people and animals by giving them water.
4. She will wait for her turn to draw water from the well.



## אמר עשה שתה

Use the חוקֵם to find three words in י"ב and פְּסוּקִים י"ד that have the שָׁרֵשׁ **ר** **מ** **א**. Write them in the box below.




Use the חוקֵם to find two words in י"ב and פְּסוּקִים י"ד that have the שָׁרֵשׁ **ה** **ש** **ע**. Write them in the box below.

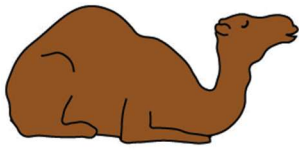



Use the חוקֵם to find 2 words in י"ד פְּסוּקִים which have the שָׁרֵשׁ **ה** **ת** **ש**. Write them in the box below.




 How many times in י"ב and פְּסוּקִים י"ד is the word חָסֵד written?

 How many times in י"ב and פְּסוּקִים י"ד is the word אֲדוֹנֵי written?



# The תְּפִילָּה of the עֶבֶד

Complete the עֶבֶד's תְּפִילָּה in your own words.

Please ה' \_\_\_\_\_

---

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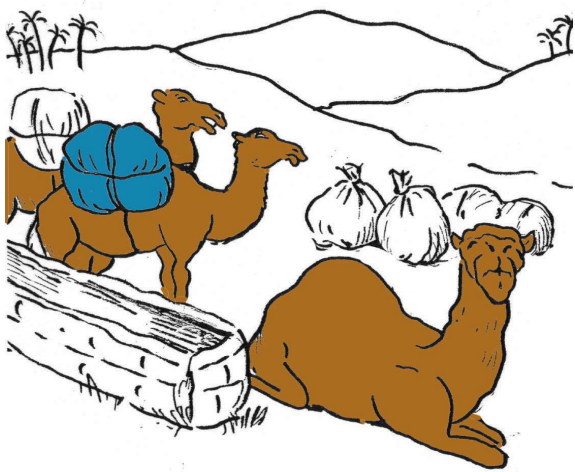
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## A Little Word Makes a **BIG** Difference


Read the sentences carefully then fill in each box with the correct little word from the words on the camel.

 When the עֶבֶד asked רַבֶּקָה for a little water from her jug, she said

politely, 

"Please	
---------	--


 drink my master."

 רַבֶּקָה could then have continued up the hill to her home, but she said, "I

will 

also	
------	--

 draw water for your camels to drink."

 רַבֶּקָה could have given water to one or two of his camels, but she gave

water to 

all	
-----	--

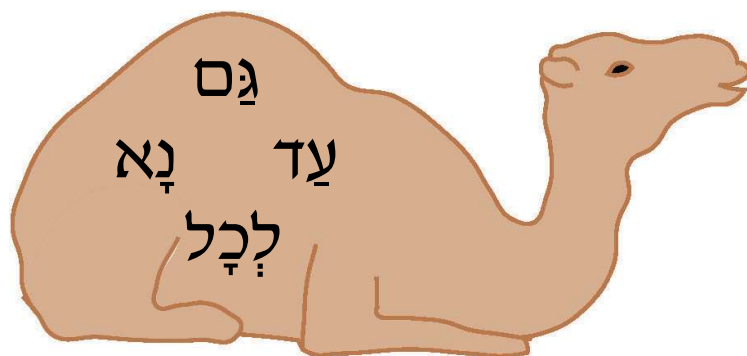
 of his camels.


 רַבֶּקָה could have given the camels a little water, but she gave them

water 

until	
-------	--

 they had enough to drink.



 Can you think of a little word that makes a big difference when you use

it? 

--

## A Little Word Makes a **BIG** Difference

Read the sentences carefully then fill in each box with the correct little word from the words on the camel.

✎ When the עֶבֶד asked רַבֵּקָה for a little water from her jug, she said politely, 

"Please	
---------	--

 drink my master."

✎ רַבֵּקָה could then have continued up the hill to her home, but she said, "I will 

also	
------	--

 draw water for your camels to drink."

✎ רַבֵּקָה could have given water to one or two of his camels, but she gave water to 

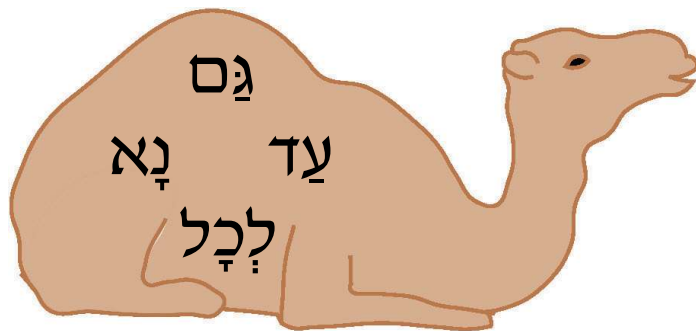
all	
-----	--

 of his camels.

✎ רַבֵּקָה could have given the camels a little water, but she gave them water 

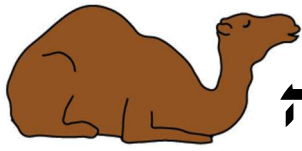
until	
-------	--

 they had enough to drink.




✎ **Challenge:** Find each of these words in the חֲוִימָשׁ. Fill in the number of the פְּסוּק where you found the words.

לְכֹל	נָא
גֵּם	עַד



# אַבְרָהָם is Like רְבֵקָה

Find the words in each story that are very similar and from the same שְׂרָשׁ. See how רְבֵקָה reminds us of אַבְרָהָם.

פְּסוּקִים from the story of אַבְרָהָם welcoming guests	פְּסוּקִים from the story of רְבֵקָה fetching water for the עֶבֶד and his camels
	וּתְאִמֶּר שְׂתָה אֲדֹנָי
וַיֵּרָא וַיִּרְץ לְקִרְאָתָם	וַתִּמְהַר וַתִּרְדַּךְ כַּדָּה עַל זָדָה וַתִּשְׁקָהוּ
	לְהִשְׁקֹתוֹ וּתְאִמֶּר גַּם לְגַמְלֵיךְ אֲשָׂאב עַד אִם כָּלוּ לְשֵׁתֶת
יָקַח-נָא מֵעַט-מַיִם	וַתִּמְהַר וַתַּעַר כַּדָּה אֶל הַשִּׁקָּת
וַיִּמְהַר אַבְרָהָם הָאֱהֻלָּה אֶל-שָׂרָה	וַתִּרְץ עוֹד אֶל הַבְּאֵר לְשָׂאב וַתִּשְׂאֵב לְכָל גַּמְלֵיו
וְאֶל-הַבָּקָר רָץ אַבְרָהָם	
וַיִּתֵּן לַפְּנִיָּהִם וְהוּא-עֹלֵמַד עָלֵיהֶם	

Look for these words:	What אַבְרָהָם did	What we learn about אַבְרָהָם	What רְבֵקָה did	What we learn about רְבֵקָה
giving something to drink	_____	_____	_____	_____
running to do a good deed	_____	_____	_____	_____
hurrying to do something for someone else	_____	_____	_____	_____
giving something to someone	_____	_____	_____	_____



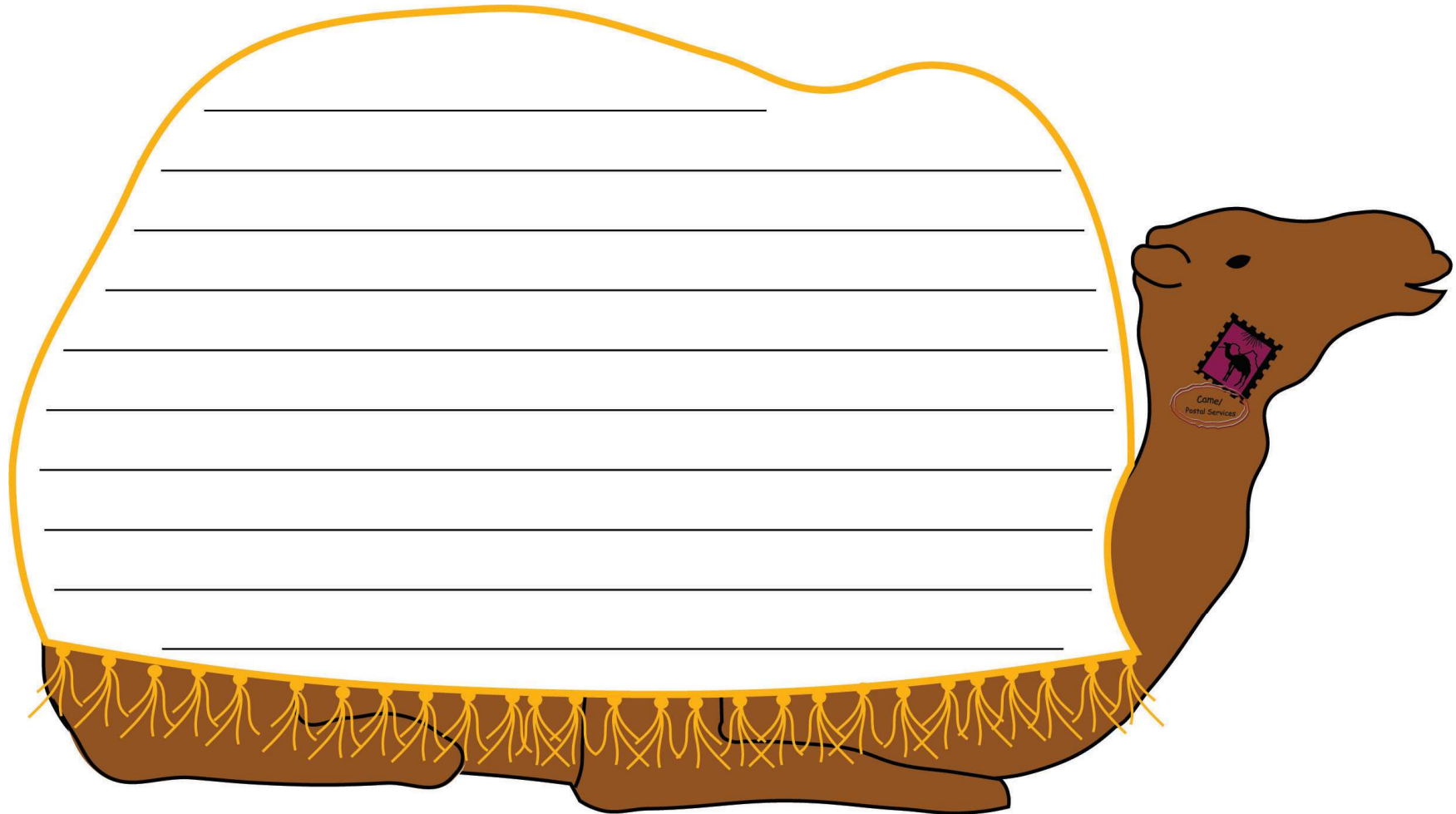
## Singular and Plural Prefixes and Suffixes – Assessment Worksheet

Each of the following words has a prefix or suffix added. Circle those letters in each word. Then circle the correct meaning from the choices.

1. **בְּאַרְצֶךָ** ▶ in my land      ▶ your land      ▶ in your land
2. **לְאַרְצִי** ▶ to his land      ▶ to my land      ▶ your land
3. **בְּיָדוֹ** ▶ from his hand      ▶ in his hand      ▶ in my hand
4. **עַבְדֶּיךָ** ▶ your servant      ▶ his servant      ▶ your servants
5. **מִיָּדֶיךָ** ▶ your hands      ▶ your hand      ▶ from your hands
6. **בְּנָהּ** ▶ his son      ▶ my son      ▶ her son
7. **לְבֵיתֶיךָ** ▶ to your houses      ▶ to her house      ▶ to your house
8. **גַּמְלוֹ** ▶ his camels      ▶ from your camels      ▶ his camel
9. **חֲסִידֶךָ** ▶ his kindness      ▶ your (masc.) kindnesses      ▶ your (fem.) kindness
10. **הַגַּמְלִים** ▶ the camel      ▶ camels      ▶ the camels
11. **בְּשֵׁמֶךָ** ▶ in your name      ▶ from your names      ▶ from your name
12. **מֵעַבְדּוֹ** ▶ his servant      ▶ from his servant      ▶ from her servant

## Letter from the עֶבֶד

Write a short imaginary letter from the עֶבֶד to אַבְרָהָם to tell him the good news. Your letter should contain a description of רֵבְקָה and the ways in which she showed חֶסֶד to both the עֶבֶד and the camels.



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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

Learning about Chumash (Knowledge-K)	
<b>Level 5c</b> 1. I make associations, with support, between people, places and events mentioned in the units. <b>(K2)</b>	<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. <b>(K3)</b>	<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. <b>(K4)</b>	<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. <b>(K6)</b>	<input type="checkbox"/>

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

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

<b>Level 5b</b>	
1. I make independent associations between people, places and events mentioned in the units studied. <b>(K2)</b>	<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. <b>(K3)</b>	<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. <b>(K4)</b>	<input type="checkbox"/>
4. I can explain all the different opinions in the commentaries regarding the meaning of a text in the units studied. <b>(K6)</b>	<input type="checkbox"/>

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

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

## CHUMASH CURRICULUM UNIT PLANNING GRID

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

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



## CHUMASH CURRICULUM UNIT PLANNING GRID

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

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

# PaJeS Primary Chumash Curriculum – Skills and Understanding Spiral

## Chumash Readiness-Unit 14

December 2017/Kislev 5778

Please note:

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

Unit	Skills	Understanding								
Chumash Readiness	1. Identifying the beginnings and ends of פְּסוּקִים S1 2. Finding the פָּרָק and the פְּסוּק with the help of 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 (סֵדֵר מְלִים) (מִבֵּית אֲבִיךָ, מִמּוֹלַדְתְּךָ, מֵאֲרָצְךָ) U2								
	<table border="1"> <thead> <tr> <th>ו</th> <th>ב</th> <th>ה</th> <th>מ</th> </tr> </thead> <tbody> <tr> <td>וּמְבִית</td> <td>בְּאֶרֶץ</td> <td>הָאָרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי</td> <td>מֵאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית</td> </tr> </tbody> </table>	ו	ב	ה	מ	וּמְבִית	בְּאֶרֶץ	הָאָרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית	
ו	ב	ה	מ							
וּמְבִית	בְּאֶרֶץ	הָאָרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית							

	<p>6. Use of noun suffixes to help comprehend text S5</p> <table border="1" data-bbox="360 245 624 454"> <tr><td>ף</td></tr> <tr><td>אָרְצֵךְ</td></tr> <tr><td>מוֹלְדֵיךָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זֶרְעֵךְ</td></tr> </table>	ף	אָרְצֵךְ	מוֹלְדֵיךָ	אָבִיךָ	זֶרְעֵךְ	
ף							
אָרְצֵךְ							
מוֹלְדֵיךָ							
אָבִיךָ							
זֶרְעֵךְ							
<p><b>Unit 2</b></p>	<p>1. Finding the place in a חומש S1  2. Reading most פסוקים in this unit accurately S3  3. Comprehending the plain meaning of תורה text with support S4  4. Identifying ישב: שָׁרַשׁ S5  5. Use of noun prefixes to help comprehend text S5</p> <table border="1" data-bbox="360 748 624 948"> <tr><td>ו</td></tr> <tr><td>וְאֶשְׁתּוֹ</td></tr> <tr><td>וְלוֹט</td></tr> <tr><td>וּבְקָר</td></tr> <tr><td>וְאֶהְלִים</td></tr> </table>	ו	וְאֶשְׁתּוֹ	וְלוֹט	וּבְקָר	וְאֶהְלִים	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1  2. Deriving meaning from seemingly extra words לָשׁוֹן יִתְרָה (וְהַכְנִיעַנִי וְהַפְרִיזֵנִי אֲזִי יוֹשֵׁב בְּאֶרֶץ) U2  <b>3. Comparisons: similar events השוואה (the travels of אברהם and his entourage from הָרֶן to כְּנָעַן with their travels from כְּנָעַן to מִצְרַיִם) New U3</b></p>
ו							
וְאֶשְׁתּוֹ							
וְלוֹט							
וּבְקָר							
וְאֶהְלִים							
<p><b>Unit 3</b></p>	<p>1. Finding the place in a חומש S1  2. Reading most פסוקים in this unit accurately S3  3. Comprehending the plain meaning of תורה text with support S4  4. Identifying שָׁרְשֵׁים: רוצ, מהר, ראה S5  5. prefix ב; בְּאֵלֶיךָ מִמָּוֶלָה; prefixes ה and מ and suffix ך revised S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1  <b>2. Comparisons: of promise and fulfilment השוואה within same text New U3</b>  <b>3. Explaining why a פירוש comments on specific words: רש"י explains the repetition of the word וַיִּרָא as emphasising אברהם's desire to do הכנסת אורחים New U4</b></p>					

<p><b>Unit 4</b></p>	<p><b>1. Comprehending the plain meaning of תּוֹרָה text with <u>little support</u> New S4</b></p> <p>2. Identifying word families/שָׁרְשֵׁים: עשה, צחק, ילד, and בָּן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 395 898 639"> <thead> <tr> <th>וי New</th> <th>ות New</th> </tr> </thead> <tbody> <tr> <td>וַיַּעַשׂ</td> <td>וַתְּצַחֵק</td> </tr> <tr> <td>וַיִּקְרָא</td> <td>וַתִּהְיֶה</td> </tr> <tr> <td>וַיָּמַל</td> <td>וַתִּלְד</td> </tr> <tr> <td>וַיִּגְדֵּל</td> <td>וַתֵּאמֶר</td> </tr> <tr> <td>וַיֵּאמֶר</td> <td>וַתִּקְרָא</td> </tr> </tbody> </table> <p>4. Use of noun prefixes and suffixes to help comprehend text S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 730 624 858"> <tbody> <tr> <td>ל</td> </tr> <tr> <td>לְשָׂרָה</td> </tr> <tr> <td>לְאַבְרָהָם</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 906 1137 1034"> <tbody> <tr> <td>י</td> <td>הָ</td> <td>ו</td> </tr> <tr> <td>בְּנֵי</td> <td>בְּנֵהָ</td> <td>בְּנוֹ</td> </tr> <tr> <td>לִי</td> <td>בְּקֵלָהּ</td> <td>לוֹ</td> </tr> </tbody> </table> <p><b>By the end of Unit 4 most pupils should know all the noun prefixes ל/מ/ב/ה/ל; all possessive suffixes הָ/הּ/וֹ/וָ; and the third person verb prefixes וי and ות.</b></p>	וי New	ות New	וַיַּעַשׂ	וַתְּצַחֵק	וַיִּקְרָא	וַתִּהְיֶה	וַיָּמַל	וַתִּלְד	וַיִּגְדֵּל	וַתֵּאמֶר	וַיֵּאמֶר	וַתִּקְרָא	ל	לְשָׂרָה	לְאַבְרָהָם	י	הָ	ו	בְּנֵי	בְּנֵהָ	בְּנוֹ	לִי	בְּקֵלָהּ	לוֹ	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p> <p><b>2. Deriving meaning from the use of words with multiple meanings (צחק) New U2</b></p>
וי New	ות New																									
וַיַּעַשׂ	וַתְּצַחֵק																									
וַיִּקְרָא	וַתִּהְיֶה																									
וַיָּמַל	וַתִּלְד																									
וַיִּגְדֵּל	וַתֵּאמֶר																									
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י	הָ	ו																								
בְּנֵי	בְּנֵהָ	בְּנוֹ																								
לִי	בְּקֵלָהּ	לוֹ																								
<p><b>Unit 5</b></p>	<p>1. Comprehension of plain meaning of תּוֹרָה text with little support S4</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p>																								

	<p>2. Identify שְׂרָשִׁים קומ, לקח, שתה, and word families עָבַד, גָּמַל, עָבַד, בָּר S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 331 900 603"> <thead> <tr> <th>וי</th> <th>ות</th> </tr> </thead> <tbody> <tr> <td>וַיִּקַּח</td> <td>וַתֹּאמֶר</td> </tr> <tr> <td>וַיִּקָּם</td> <td>וַתִּרְאֶה</td> </tr> <tr> <td>וַיִּלָּךְ</td> <td>וַתִּמְלֵא</td> </tr> <tr> <td>וַיִּרְאֶה</td> <td>וַתִּמְהַר</td> </tr> <tr> <td>וַיַּעַשׂ</td> <td>וַתִּרְצֶה</td> </tr> <tr> <td>וַיִּקְרָא</td> <td></td> </tr> </tbody> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefix:</p> <table border="1" data-bbox="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 לְגִמְלֵיךְ New S5</p> <p>6. Prepositions עַד, עוֹד, גַּם S5</p>	וי	ות	וַיִּקַּח	וַתֹּאמֶר	וַיִּקָּם	וַתִּרְאֶה	וַיִּלָּךְ	וַתִּמְלֵא	וַיִּרְאֶה	וַתִּמְהַר	וַיַּעַשׂ	וַתִּרְצֶה	וַיִּקְרָא		ל	לְעַבְדָּךְ	לְיִצְחָק	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																								
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כַּדָּה	אֲדָנִי																								
יְדָה	אֲחִי																								
<p><b>Unit 6</b></p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with little support S4</p> <p>2. Identifying שְׂרָשִׁים ידע, אהב, יצא, and word families אֲשֶׁה, אַחֹת S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the power of תְּפִלָּה U1</p> <p>2. Identify seemingly extra words, e.g. the לְשׁוֹן יְתָרָה U2</p> <p>אֲבָרְהָם הוֹלִיד אֶת יִצְחָק U2</p>																							

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 236 900 437"> <tr> <td>וי</td> <td>ות</td> </tr> <tr> <td>ויהי</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותהר</td> </tr> <tr> <td>ויאָהב</td> <td>ותהר</td> </tr> <tr> <td>ויקרא</td> <td></td> </tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="362 555 900 673"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>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>אֲשֶׁתוֹ</td> <td></td> </tr> <tr> <td>יָדוֹ</td> <td></td> </tr> </table> <p>5. Use of verb male plural suffix New S5</p> <table border="1" data-bbox="362 935 622 1098"> <tr> <td>וְ...ו</td> </tr> <tr> <td>וַיִּמְלְאוּ</td> </tr> <tr> <td>וַיִּקְרְאוּ</td> </tr> <tr> <td>וַיִּגְדְּלוּ</td> </tr> </table> <p>6. Use of present verb form אֹהֶבֶת New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאָהב	ותהר	ויקרא		ו	ב	ואָה	בְּקִרְבָּה		בְּפִיו	ו	ָה	לו	ָה	אֲשֶׁתוֹ		יָדוֹ		וְ...ו	וַיִּמְלְאוּ	וַיִּקְרְאוּ	וַיִּגְדְּלוּ	<p>3. Comparing two texts in בְּרֵאשִׁית where there are similar actions – תִּפְלָה of the עֶבֶד and that of יִצְחָק U3</p>
וי	ות																													
ויהי	ותאמר																													
ויאמר	ותהר																													
ויאָהב	ותהר																													
ויקרא																														
ו	ב																													
ואָה	בְּקִרְבָּה																													
	בְּפִיו																													
ו	ָה																													
לו	ָה																													
אֲשֶׁתוֹ																														
יָדוֹ																														
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וַיִּקְרְאוּ																														
וַיִּגְדְּלוּ																														
<p><b>Unit 7</b></p>	<p>1. Comprehending the plain meaning of a <u>simple תּוֹרָה text independently</u> New S4</p> <p>2. Identifying שְׂרָשִׁים בּוֹא, מֵכָר, מוֹת, אֹכֵל, and word families אָדוּם, בְּכֶרֶה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the responsibilities of leadership U1</p>																												

	<table border="1" style="margin-left: 20px;"> <tr><td>וי</td></tr> <tr><td>ויאכל</td></tr> <tr><td>ויקום</td></tr> <tr><td>וילך</td></tr> <tr><td>ויאמר</td></tr> <tr><td>ויבא</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ו</td></tr> <tr><td>שמו</td></tr> </table> <p>5. Use of present verb form הולך S5</p>	וי	ויאכל	ויקום	וילך	ויאמר	ויבא	ל	ה	לי	הבכרה	ו	שמו	<p>2. Reflecting on the different characteristics of the twins and what we can learn from them U1</p> <p>3. Understanding the intrinsic value of the בכרה as representing the responsibilities of the firstborn to uphold the traditions of his ancestors U1</p> <p><b>4. Identifying words and phrases that express subtle messages, e.g. כיום New U2</b></p> <p>5. Identifying significance of words, e.g. the phrase אָדום האָדם האָדם relates to עָשׂוּ being called אָדום U2</p> <p><b>6. Comparing and contrasting two פּרוּשׁים of a text: רש"י and פסוק ל"ב on רשב"ם New U4</b></p>						
וי																				
ויאכל																				
ויקום																				
וילך																				
ויאמר																				
ויבא																				
ל	ה																			
לי	הבכרה																			
ו																				
שמו																				
<p><b>Unit 8</b></p>	<p>1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4</p> <p>2. Identifying שְׂרָשִׁים בוא, נתנ, גגש, נתנ, בוא: שְׂרָשִׁים S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><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>ויקום</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	ויקום		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"> <li>• the difference between יַצְחָק's words and רַבֵּקָה's repetition of these words to יַעֲקֹב</li> <li>• the differences in content between יַצְחָק's three בְּרָכוֹת: the first given to יַעֲקֹב when יַצְחָק presumes he is עֵשָׂו; the second given to עֵשָׂו in response to עֵשָׂו's bitter cry; and the third given to יַעֲקֹב U3</li> </ul>
וי	ות																			
ויאכל	ותאמר																			
ויבא	ותקח																			
ויקום																				
וילך																				
ויאמר																				
ויבא																				
ל	ה																			
לי	הבכרה																			



	<p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">ו</td></tr> <tr><td style="text-align: center;">בְּנוּ</td></tr> </table>	ו	בְּנוּ	<p><b>4. Understanding the פירוש of the ספרנו explaining the significance of ברכות's יצחק and analysing how he explains the text New U4</b></p>													
ו																	
בְּנוּ																	
<p><b>Unit 9</b></p>	<p>1. Comprehending the plain meaning of a simple תורה text independently S4</p> <p>2. Identifying word families/שקטים/עלה: שרשים 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;">וי</td></tr> <tr><td style="text-align: center;">וילן</td></tr> <tr><td style="text-align: center;">וישפב</td></tr> <tr><td style="text-align: center;">ויצא</td></tr> <tr><td style="text-align: center;">וילד</td></tr> <tr><td style="text-align: center;">וישפם</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;">והנה וראשו</td> <td style="text-align: center;">השמש המקום</td> <td style="text-align: center;">מאבני מראשתי</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">ף</td></tr> <tr><td style="text-align: center;">אביף</td></tr> <tr><td style="text-align: center;">זרעף</td></tr> </table> <p>5. Past tense first person – ודעתי, דברתי, עשיתי New S5</p> <p>6. Use of noun possessive plural suffix – מאבני New S5</p> <p>7. Reading vowelled פרושים accurately (רש"י) New S6</p>	וי	וילן	וישפב	ויצא	וילד	וישפם	ו	ה	מ	והנה וראשו	השמש המקום	מאבני מראשתי	ף	אביף	זרעף	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יעקב's feelings after his vision of the ladder U1</p> <p>2. Identifying with support that extra meaning can be derived from:</p> <ul style="list-style-type: none"> <li>• seemingly superfluous words in the text (לשון יתרה)</li> <li>• words that are repeated in the text (מלה מנחה)</li> <li>• unusual order in the text (שנוי בסדר מלים)</li> <li>• ambiguous words (הבנת מלים לא ברורה)</li> <li>• apparent grammatical inconsistency (דקדוק לא עקבי) U2</li> </ul> <p>3. Identifying with support textual comparisons between יעקב leaving home (כ"ח: ב') and אבraham leaving his home (י"ב: ה') U3</p>
וי																	
וילן																	
וישפב																	
ויצא																	
וילד																	
וישפם																	
ו	ה	מ															
והנה וראשו	השמש המקום	מאבני מראשתי															
ף																	
אביף																	
זרעף																	

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

**Unit 10**

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

Prefix:

וַי
וַיִּשְׁנֶאֱו
וַיִּסְפּוּ
וַיִּסְפֵּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וַי plural	וּ singular
בָּנָיו	בֶּנִי
אָחָיו	

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

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

<p><b>Unit 11</b></p>	<p><b>1. Comprehending the plain meaning of a more difficult תורה text independently S4</b></p> <p>2. Identifying word families/שָׁרְשֵׁים שלכ: מצא בקש הרג שלכ S5</p> <p><b>3. Use of plural verb constructs to help comprehend text New S5</b></p> <table border="1" data-bbox="362 438 660 595"> <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="362 657 900 817"> <tr><td>וְ</td><td>יְ</td></tr> <tr><td>אָחִיו</td><td>אָחִיךָ</td></tr> <tr><td>אָבִיו</td><td></td></tr> <tr><td>חֲלֹמֹתָיו</td><td></td></tr> </table> <p>5. Use of future tense נִרְאֶה, נִלְכֶה S5</p> <p>6. Reading vowelled פְּרוּשִׁים accurately (רש"י) S6</p> <p><b>7. Comprehending the plain meaning of a number of commentaries of רש"י with support New S7</b></p>	וי.....הו	וישָׁלַחְהו	וימְצָאֵהו	וישָׁאֲלֵהו	וְ	יְ	אָחִיו	אָחִיךָ	אָבִיו		חֲלֹמֹתָיו		<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוֹסֵף's and the brothers' feelings when he is about to be sold U1</p> <p>2. Understanding with support how the repetition of certain words and phrases, e.g. repetition of the word אַח provides clues about likely feelings U2</p> <p>3. Understanding with support how certain words and phrases, such as the use of various reference terms (כְּיִנְיָיִם) for יוֹסֵף, provide clues about likely feelings U2</p> <p><b>4. Understanding the meaning of a number of commentaries of רש"י and how his explanation helps us to gain a deeper understanding of the text, e.g. the relationship between יוֹסֵף and his brothers New U4</b></p>
וי.....הו														
וישָׁלַחְהו														
וימְצָאֵהו														
וישָׁאֲלֵהו														
וְ	יְ													
אָחִיו	אָחִיךָ													
אָבִיו														
חֲלֹמֹתָיו														
<p><b>Unit 12</b></p>	<p>1. Comprehending the plain meaning of a more difficult תורה text independently S4</p> <p>2. Identifying שָׁרְשֵׁים שלכ: נשק, נכר, זכר, נשק S5</p> <p><b>3. Identify when a ו' is a הַהִפּוּךְ and when it is a הַחִיבוּר and when it is a הַחִיבוּר New S5</b></p>	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוֹסֵף's and the brothers' feelings when יוֹסֵף reveals himself U1</p> <p>2. Identifying independently how the repetition of certain words or groups of words, e.g. שלח and מכר, and ambiguous words e.g. וְאֶחָדֵינוּ, וְאֶחָדֵינוּ can provide clues about the likely feelings, intentions and leading ideas of the unit U2</p>												

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

2. Identifying word families/ שְׁרָשִׁים/ פנה, שפט, ברח שְׁרָשִׁים S5

3. Reading vowelled פְּרוּשִׁים of a number of different מְפָרְשִׁים accurately (רמב"ן and רש"י) New S6

4. Comprehending the plain meaning of a number of different מְפָרְשִׁים (נצי"ב, רמב"ן, רש"י) with support New S7

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

They should also know the meaning of:

- all the noun prefixes ו, מ, ב, ה, ל
- all possessive suffixes וְ/וְ/וְ/וְ
- singular and plural noun forms
- the third person singular verb prefixes וְ...וְ and וְ...וְ
- the third person plural verb prefixes and suffixes וְ...וְ and וְ...וְ, e.g. וְאָמְרוּ and וְאָמְרוּ
- present verb forms like אוֹהֵב, אוֹהֵבִים
- past verb forms like שָׁמַעְנוּ, שָׁמַעְתֶּם
- future verb forms like תִּלְדָּן and תִּלְדֶּן
- a וְ הַהַפּוּדָה and a וְ הַחִיבוּר and their function
- imperative forms such as מֵהָרֹץ, עָלוּ

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

3. Explaining how different מְפָרְשִׁים derive their comments from the פְּסוּקִים, e.g. רש"י on ב'ב' explains the reason for the missing information in the text; נצי"ב (נצי"ב) learns from the guiding word that repeats itself in the text New U4