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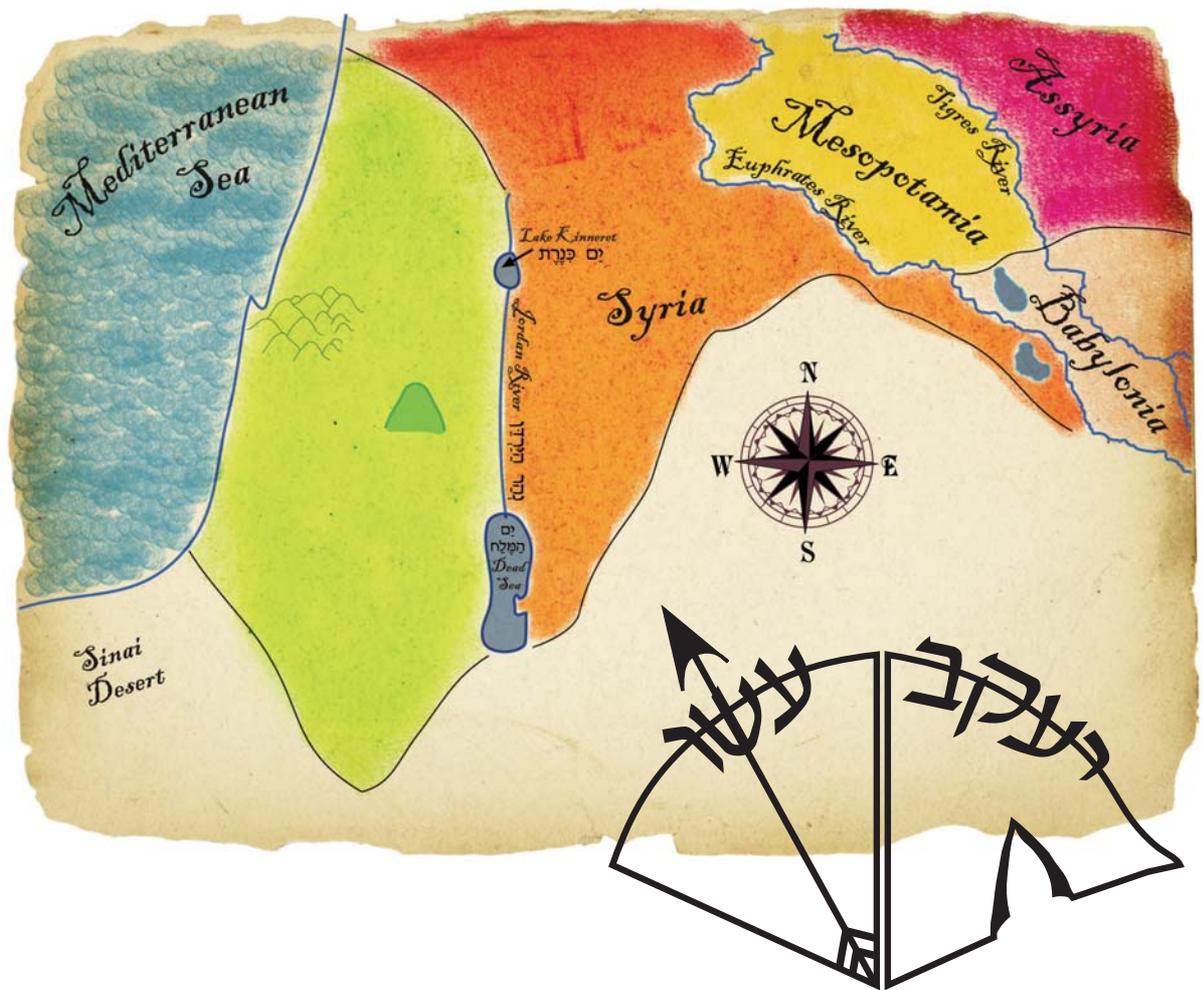
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Unit 7 - The בְּכֹרָה

פְּרִשֵׁת תּוֹלְדוֹת כ"ה: כ"ט-ל"ד

Revised edition - June 2014/Sivan 5774

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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- ❖ Provides opportunities for teachers to network and share best practice
- ❖ Delivers in-school support and coaching to teachers

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Unit 7 Acknowledgements

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

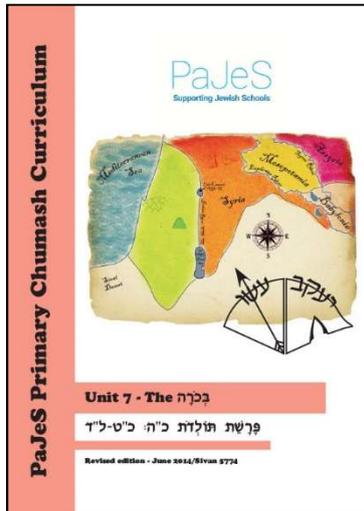
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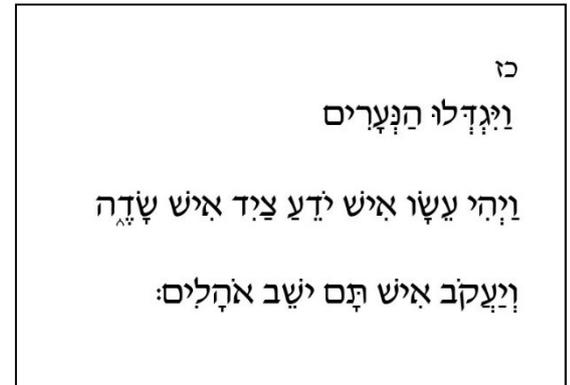
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How to Use This Pack



The Unit 7 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 7.



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.

פסוק כ"ט	
Ya'akov cooked a stew	ויגד יעקב נזיד line 1
and Esav came in from the field	ויבא עשו מן השדה line 2
and he was exhausted.	והוא עָנָף line 3

Classroom Resources support various classroom activities.

ויגד	ויאמר
וישב	וימכר
ויאכל	וישת
ויקם	וילך
ויבז	ויבא

Keywords to be studied in Unit 7		
cook	זר	ונז
soup	נזיד	נזיד
lentil	ענשה	ענשים
come	בוא	ובוא
tired	ענף	ענף
red	אדום	האדום, אדום
therefore	על כן	על כן
sell	מכר	מכרה, וימכר
birthright	בכרה	בכרה, בכרה, בכרה, הכרה
die	מות	למות
why	למה	למה
eat	אכל	ויאכל
swear/make an oath	שבוע	השבועה, וישבע
despise, hate	בז	ויבז

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 for information on how to log in to our MLE site.

Aim and Focus of Unit 7

Unit 7 focuses on the בְּכָרָה, as רש"י understands it: the responsibilities and privileges of the first born to continue the traditions of his father and grandfather to serve and trust in ה'. Having studied the physical differences between יַעֲקֹב and עֵשָׂו in Unit 6, we now explore their behavioural differences.

The unit begins with עֵשָׂו returning from an exhausting day in the field and demanding to have 'the red, red' lentil soup that יַעֲקֹב has been preparing poured down his throat (הִלְעִיטָנִי). יַעֲקֹב asks עֵשָׂו to sell him his בְּכָרָה and עֵשָׂו willingly does so, saying he has no use for it.

The fact that עֵשָׂו is not suited to the responsibilities of the בְּכָרָה can be seen by his behaviour: despite being prompted twice by יַעֲקֹב to consider his agreement clearly (כִּיֹּם/כִּיֹּם), עֵשָׂו focuses only on his immediate physical needs, acting in an unrefined manner. The תּוֹרָה concludes אֶת הַבְּכָרָה וַיִּבֶז עֵשָׂו אֶת הַבְּכָרָה, that עֵשָׂו despised the בְּכָרָה.

In this unit we contrast for the first time, different interpretations of the same text by רש"י and his grandson רשב"ם. Pupils are introduced to the concept of שְׂבָעִים פְּנִים לַתּוֹרָה, exploring how different interpretations add to our understanding of the פְּסוּקִים.

Unit 7 offers many opportunities for reinforcing and extending pupils' grammatical skills and building up their vocabulary. The common noun prefixes ה and ל are reinforced, as is the possessive suffix ו. The third person verb prefix ו is repeated often in the text, together with verbs that should be familiar to pupils from previous units. The present verb form הוֹלֵךְ is introduced in this unit.

As the unit is short and has many familiar words, teachers should expect most pupils to comprehend the plain meaning of the text independently, once they know the meaning of new keywords, by applying the grammar skills they have acquired over the previous six units.

Brief Outline of Unit 7

Lesson 1: עֶשׂוֹ Comes Home from the Field

בְּרֵאשִׁית כִּי־ה : כִּי־ט-לִיִּד

What can we learn from the behaviour and actions of יַעֲקֹב and עֶשׂוֹ in these פְּסוּקִים?

Lesson 2: יַעֲקֹב Asks and עֶשׂוֹ Responds

בְּרֵאשִׁית כִּי־ה : לִיא-לִיִּב

What is the בְּכֵרָה?

Why does יַעֲקֹב want the בְּכֵרָה?

Why doesn't עֶשׂוֹ want it?

Lesson 3: The Sale of the בְּכֵרָה

בְּרֵאשִׁית כִּי־ה : לִיג-לִיִּד

How does עֶשׂוֹ react to the selling of the בְּכֵרָה?

Lesson 4: Revision and Assessment

Activity 1: Who Did What?

Activity 2: Choose a Key Phrase

Activity 3: שֶׁרֶשׁ Stew

Activity 4: Playscript

Activity 5: Learning פְּסוּקִים On My Own

Keywords and Phrases of Unit 7

The table below features the keywords to be studied and practised in Unit 7.

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

cook	זוּד	וִיזָד
soup	נִזִּיד	נִזִּיד
lentil	עֲדָשָׁה	עֲדָשִׁים
come	בּוּא	וּבֵא
tired	עֵיף	עֵיף
red	אָדוּם	הָאָדוּם, אָדוּם
therefore	עַל כֵּן	עַל כֵּן
sell	מָכַר	מָכַרָה, וּמָכַר
birthright	בְּכֶרֶה	בְּכֶרֶתְךָ, בְּכֶרֶה, בְּכֶרֶתוֹ, הַבְּכֶרֶה
die	מוֹת	לָמוּת
why	לָמָּה	לָמָּה
eat	אָכַל	וּיֹאכַל
swear/make an oath	שָׁבַע	הִשָּׁבַעַה, וַיִּשָּׁבַע
despise, hate	בוּז	וַיִּבֹז

Words that were studied in Units 1–6

Words that were studied in Unit 1		
say	אָמַר	וַיֹּאמֶר
to	אֶל	אֶל
go	הֵלַךְ	לָךְ, וַיֵּלֶךְ, לָלֶכֶת, הִלּוּךְ
land	אֶרֶץ	מֵאֶרֶץ, הָאֶרֶץ, אֶרְצָה, בְּאֶרֶץ
house	בַּיִת	וּמִבַּיִת
father	אָב	אָבִיךָ
great	גָּדוֹל	גָּדוֹל
make great	גָּדַל	וַיַּגְדִּילָהּ
blessing	בְּרָכָה	בְּרָכָה
bless	בֵּרַךְ	וַיַּבְרֵךְ, וַיַּבְרֵכָה, מִבְּרַכְיָהּ, וַיְבָרֶכְהוּ
seed/child	זָרַע	לְזַרְעָךְ
this	זֶה, זֹאת	הַזֶּה

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

Unit 7: The בְּרֵאשִׁית כִּיָּה: כִּי־ט-לִיִּד: בְּכֹרָה – Revised December 2017

Words that were studied in Unit 3		
entrance	פֶּתַח	פֶּתַח, מִפְתָּח
tent	אֹהֶל	הָאֹהֶל, הַאֹהֶלָה
see	רָאָה	וַיִּרְאֵה
eye	עֵינַי	עֵינָיו
run	רוּץ	וַיָּרֻץ, רָץ
please	נָא	נָא
a little	מְעַט	מְעַט
water	מַיִם	מַיִם
tree	עֵץ	הָעֵץ
hurry	מָהֵר	וַיִּמְהַר, מְהֵרָה

Words that were studied in Unit 4		
as	אֲשֶׁר	כַּאֲשֶׁר, אֲשֶׁר
make	עָשָׂה	וַיַּעַשׂ, עָשָׂה
speak	דָּבַר	דָּבַר
give birth	יָלַד	וַתֵּלֵד, הִנּוּלַד, יָלְדָה
boy	יָלֵד	הַיָּלֵד
son	בֵּן	בֵּן, בָּנוּ, בְּנָה, בְּנֵי
call	קָרָא	וַיִּקְרָא, יָקָרָא
name	שֵׁם	שֵׁם
command	צִוָּה	צִוָּה
hear/listen	שָׁמַע	הִשְׁמָע, שָׁמַע
laugh	צָחַק	צָחַקָה, יָצַחַק, יָצַחַס, מָצַחַס, וַתִּצְחַס
laughter	צָחֻק	צָחֻק

Words that were studied in Unit 5		
take	לָקַח	וַיִּקַּח
servant	עֶבֶד	הָעֶבֶד, לְעֶבְדֶּךָ
camel	גָּמֵל	גָּמְלִים, מְגֻמְלִי, גָּמְלִיד, גָּמְלִיו, הַגָּמְלִים לְגָמְלִיד,
master	אָדוֹן	אָדֹנָי, אָדוֹן
hand	יָד	יָדָיו, יָדָה, יָדְיָה
get up	קוּם	וַיִּקָּם
kindness	חֶסֶד	חֶסֶד
jug	כַּד	כַּדָּה, מְכַדָּה
drink	שָׁתָה	וַאֲשֶׁתָּה, שָׁתָה, לְשָׁתֶת

Words that were studied in Unit 6		
these	אֵלֶּה	וְאֵלֶּה
was	הָיָה	וַיְהִי
years old	בֶּן שָׁנָה	בֶּן-אַרְבָּעִים שָׁנָה, בֶּן-שְׁשִׁים שָׁנָה
sister	אָחוֹת	אָחוֹת
wife	אִשָּׁה	אִשְׁתּוֹ, לְאִשָּׁה
nation	גּוֹי	גַּיִם
people	לְאָם	לְאָמִים
young	צָעִיר	צָעִיר
fill	מָלָא	וַיִּמְלֵאוּ
go out	יָצָא	וַיָּצֵא וַיִּצָּא
first	רִאשׁוֹן	הָרִאשׁוֹן
heel	עָקֵב	בְּעָקֵב
know	יָדַע	יָדַע
field	שָׂדֵה	שָׂדֵה
love	אָהַב	וַיֵּאָהֵב אֶהָבֶת

Unit Learning Outcomes

Overview of KSU Learning Outcomes in Unit 7

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K4A	Pupil recognises and knows the selected Hebrew keywords in this חומש unit and in the previous חומש units.
K4B	Pupil knows the meaning of the key phrase וְלָמָּה-זֶה לִי בְּכֹרָה.
K6	<p>Pupil knows that רִשְׁיִי's explanation is not part of the תּוֹרָה text.</p> <p>Pupil knows בְּרֵאשִׁית כִּיָּה : ל, לִיָּא, לִיָּב, לִיָּג, לִיָּד explanation on לִיָּד.</p> <p>Pupil knows בְּרֵאשִׁית כִּיָּה : לִיָּב explanation on רִשְׁבִּיִּים.</p> <p>Pupil knows about the concept of פְּנִיִּם לַתּוֹרָה : שְׁבַעִים פְּנִיִּם: the תּוֹרָה text can be interpreted by our sages in many different ways.</p>
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 אֶתְנַחְתָּא.
S4	Pupil can comprehend the plain meaning of the פְּסוּקִים with support.
S5	<p>Pupil can identify the שְׂרָשִׁים and the word families of the keywords of this unit and the previous units.</p> <p>Pupil can identify the male person singular form of the past tense (prefix וי added to שָׁרַשׁ).</p> <p>Pupil can identify the prefixes הַ and לְ from this and previous units.</p> <p>Pupil can identify the possessive suffix ו (his).</p> <p>Pupil can identify the present form הוֹלֵךְ.</p>

Understanding Goals	
U1	Pupil can reflect on and discuss the different characteristics of the twins and what we can learn from them; the intrinsic value of the בְּכֹרָה as representing the responsibilities of the first born to uphold the traditions of his fathers.
U2	Pupil can identify words and phrases that express subtle messages e.g. repetition of כִּיּוֹם/כִּיּוֹם. Pupil can identify words and phrases that express messages e.g. וַיִּבְּזוּ עֲשׂוּ אֶת הַבְּכֹרָה.
U3	Pupil analyses and interprets פְּסוּקִים by comparing them: יַעֲקֹב's words in לִיג and פְּסוּק לִיא.
U4	Pupil can explain why a commentator interprets a text as he does, e.g. הִנֵּה אָנֹכִי הוֹלֵךְ לְמוֹת (רשב"ם, רש"י) Pupil can compare and contrast two or more commentaries of a text.

Knowledge Goals

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

- יַעֲקֹב prepares a red lentil soup when....
- יַעֲשׂוּ comes in feeling tired from the field
- יַעֲשׂוּ tells יַעֲקֹב to pour the 'red red stuff' into his throat
- יַעֲשׂוּ is called אָדוּם (red) because of this action
- יַעֲקֹב asks יַעֲשׂוּ to sell him the בְּכָרָה
- יַעֲשׂוּ replies that he is going to die and the בְּכָרָה means nothing to him
- יַעֲקֹב asks יַעֲשׂוּ to make a solemn oath and יַעֲשׂוּ sells him the בְּכָרָה
- יַעֲקֹב gives יַעֲשׂוּ bread and lentil soup
- יַעֲשׂוּ eats, drinks, gets up and leaves – he despises the בְּכָרָה

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

cook	זוּד	וְזָד
soup	נְזִיד	נְזִיד
lentil	עֲדָשָׁה	עֲדָשִׁים
come	בּוֹא	וַיָּבֹא
tired	עֵיף	עֵיף
red	אָדוּם	הָאָדוּם, אָדוּם
therefore	עַל כֵּן	עַל כֵּן
sell	מָכַר	מָכַרָה, וַיִּמְכַּר
birthright	בְּכָרָה	בְּכָרְתָּהּ, בְּכָרָה, בְּכָרְתּוֹ, הַבְּכָרָה
die	מוֹת	לָמוּת
why	לָמָּה	לָמָּה
eat	אָכַל	וַיֹּאכַל
swear/make an oath	שָׁבַע	הִשָּׁבַע, וַיִּשָּׁבַע
despise, hate	בוֹז	וַיִּבֹז

K4B: Pupil knows the meaning of the following phrase: וְלָמָּה-זֶה לִי בְּכָרָה (בְּרֵאשִׁית כ"ה: ל"ב)

K6: Pupil knows that רש"י's and רשב"ם's explanations are not part of the תּוֹרָה text.

Pupil knows the following five explanations of רש"י on

בְּרָאשִׁית כִּיָּה: ל', ל"א, ל"ב, ל"ד:

- A reason why the תּוֹרָה tells us that יַעֲקֹב was making a soup
- An explanation of what the בְּכֶרֶה is
- An explanation of the meaning of כִּיּוֹם
- An explanation of the phrase הִנֵּה אָנֹכִי הוֹלֵךְ לְמוֹת (comparison to רשב"ם)
- A reason why the תּוֹרָה says וַיָּבֹז עָשׂוּ אֶת-הַבְּכֶרֶה

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 אֶתְנַחֲמָא and the end of the פְּסוּק.

S4: Pupil can comprehend the plain meaning of בְּרָאשִׁית כִּיָּה: כִּי־ט-ל"ד independently.

S5: Pupil can differentiate between verbs (שְׂרָשִׁים) and nouns (word families).
Pupil can identify the male person singular form of the past tense (prefix י added to שְׂרָש).

Pupil can identify the prefixes and suffixes of the key חוּמָשׁ words.

Pupil can identify the past and present forms of הוֹלֵךְ.

Understanding Goals

U1: Pupil can reflect on and discuss, with support, the characters involved, including:

- The different characteristics of the twins and what we can learn from them
- The intrinsic value of the בְּכֶרֶה as representing the responsibilities of the first born to uphold the traditions of his fathers

Unit 7: The בְּרֵאשִׁית כִּיָּה : כִּי־ט-ל"ד: בְּכֹרָה – Revised December 2017

U2: Pupil can identify words and phrases that express subtle messages
e.g. בָּיוֹם/בְּיוֹם.

U3: Pupil can analyse and interpret פְּסוּקִים by comparing them: יַעֲקֹב's words
in לִיג and פְּסוּק לִיא.

U4: Pupil can explain why a commentary interprets a text as he does, e.g.
הַיָּה אָנֹכִי הוֹלֵךְ לְמוֹת (רשב"ם and רש"י) הַיָּה אָנֹכִי הוֹלֵךְ לְמוֹת, and compare and contrast two
or more commentaries of a text.

Unit Skills and Understanding Spiral

<p>Unit 7</p>	<p>1. Comprehending the plain meaning of a <u>simple תורה text</u> independently New S4</p> <p>2. Identifying שְׂרָשִׁים בוא, מכר, מות, אכל, and word families בְּכָרָה אָדוּם, S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><td>וַי</td></tr> <tr><td>וַיֹּאכַל</td></tr> <tr><td>וַיִּקַּח</td></tr> <tr><td>וַיִּלְד</td></tr> <tr><td>וַיִּמָּקֵר</td></tr> <tr><td>וַיָּבֵא</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>לִי</td><td>הַבְּכָרָה</td></tr> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ו</td></tr> <tr><td>שְׁמוֹ</td></tr> </table> <p>5. Use of present verb form הוֹלֵךְ S5</p>	וַי	וַיֹּאכַל	וַיִּקַּח	וַיִּלְד	וַיִּמָּקֵר	וַיָּבֵא	ל	ה	לִי	הַבְּכָרָה	ו	שְׁמוֹ	<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> <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 בְּכָרָה as representing the responsibilities of the firstborn to uphold the traditions of his ancestors U1</p> <p>4. Identifying words and phrases that express subtle messages, e.g. אָדוּם New U2</p> <p>5. Identifying significance of words, e.g. the phrase הַזֶּה הָאָדָם הָאָדָם הַזֶּה relates to עָשׂוּ being called אָדוּם U2</p> <p>6. Comparing and contrasting two פְּרָשִׁים of a text: רַשִׁי and פָּסוּק ל"ב on רַשִׁי"ם New U4</p>
וַי														
וַיֹּאכַל														
וַיִּקַּח														
וַיִּלְד														
וַיִּמָּקֵר														
וַיָּבֵא														
ל	ה													
לִי	הַבְּכָרָה													
ו														
שְׁמוֹ														

Unit Assessment Template

Year Group: _____ Teacher: _____

KEY:

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

NOTE: By the end of Unit 7 most pupils will be expected to ‘comprehend the plain meaning of a simple תּוֹרָה text independently’. During this Unit, ensure that children are supported to become increasingly independent in the comprehension of new פְּסוּקִים.

	KNOWLEDGE		SKILLS					UNDERSTANDING		
Name of child:	K2: I know the storyline, events and places in Unit 7	K4A: I know keywords studied in Unit 7	S4: I can comprehend the plain meaning of a תּוֹרָה text independently	S5: I can identify word families שָׂרָשִׁים: אָדוֹם, בְּכוֹרֶה, אָכַל, מוֹת, מָכַר, בּוֹא	S5: I can verb prefix וַי to help comprehend text	S5: I can use noun prefixes ל, ה, ו to help comprehend text	S5: I use present verb form הוֹלֵךְ to help comprehend text.	U1: I can relate an event/ learned to my own life e.g. the responsibilities of leadership	U2: I can identify the significance of words e.g. the phrase הָאָדָם הַזֶּה relates to עָשׂוּ being called אָדָם	U4: I can compare and contrast two פְּרֻשִׁים on a text (רש"י) and רשבי"ם on (פְּסוּק ל"ב)
1.										
2.										
3.										
4.										
5.										
6.										
7.										

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

Unit 7 Self Assessment Grid

Name: _____

Class: _____

Name of child:	KNOWLEDGE		SKILLS					UNDERSTANDING				
	K2: I know the storyline, events and places in Unit 7	K4A: I know keywords studied in Unit 7	S4: I can comprehend the plain meaning of a text תּוֹרָה independently	S5: I can identify word families /שָׂרָשִׁים: אָדוּם, בְּכוֹרָה, אָכַל, מוֹת, מָכַר, בּוֹא	S5: I can verb prefix וַי to help comprehend text	S5: I can use noun prefixes ל, ה, ו to help comprehend text	S5: I use present verb form הוֹלֵךְ to help comprehend text.	U1: I can relate an event/ learned to my own life e.g. the responsibilities of leadership	U2: I can identify the significance of words e.g. the phrase הָאָדָם הַזֶּה relates to גָּשׁוּוּ being called אָדָם	U4: I can compare and contrast two פְּרוּשִׁים on a text (רשׁ"י) and רשׁב״ם on (פְּסוּק ל״ב)		

Keywords: I know the meaning of the following keywords:

זוּד	נָזִיד	עֲדָשָׁה	בּוֹא	עֵינַי	אָדָם	עַל כֵּן	מָכַר	בְּכָרָה	מוֹת	לָמָּה	אָכַל	שֶׁבַע	בּוֹז
וַיִּזְד	נָזִיד	עֲדָשִׁים	וַיָּבֹא	עֵינַי	הָאָדָם אָדָם	עַל כֵּן	מָכַר וַיִּמְכַר	בְּכָרְתָּךְ בְּכָרָה בְּכָרְתוֹ הַבְּכֹרֶה	לְמוֹת	לָמָּה	וַיֹּאכַל	הַשְּׁבַעָה וַיִּשְׁבַּע	וַיְבֹז

Unit Levels of Attainment

Unit 7 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)	
Level 3c	<input type="checkbox"/>	Level 3c	<input type="checkbox"/>	Level 3c	<input type="checkbox"/>
1. I know the names of the פְּרָשָׁה and סִפְרֵי I am learning. (K1)		1. I can show where a פְּסוּק begins and ends in my חוּמֵשׁ. (S1)		1. I can describe the feelings of the people I have learned about in my חוּמֵשׁ. (U1)	
2. I know, giving only a few details, most of the story in the unit. (K2)		2. I can find the place in my חוּמֵשׁ. (S1)			
3. I know where אֶרֶץ יִשְׂרָאֵל is on a map of the Middle East. (K3)		3. I can read selected words on a חוּמֵשׁ page. (S3)			
4. I know the meaning of some of the keywords from the unit(s). (K4)		4. I can work out the meaning of part of a פְּסוּק using keywords I know. (S4)		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. (U2)	
5. I know that a פְּרוּשׁ explains the meaning of a חוּמֵשׁ text but is not part of the חוּמֵשׁ text. (K6)					
Level 3b	<input type="checkbox"/>	Level 3b	<input type="checkbox"/>	Level 3b	<input type="checkbox"/>
1. I can accurately retell most of the תּוֹרָה narrative of the unit. (K2)		1. I can find any פְּסוּק in סִפְרֵי בְּרֵאשִׁית and also find the אֶתְנַחְתָּהּ. (S1)		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. (U1)	

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

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

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

General Guidelines

A. Lesson Preparation

- Before teaching the פְּסוּקִים, learn them, preferably בְּחִבּוּתָא, 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 חוֹמֵשׁ to use in every lesson.
- A primary חוֹמֵשׁ lesson is structured as follows:
 1. **Contextualisation/Review/Starter:** Teacher contextualises lesson and/or reviews and assesses previous learning.
 2. **Reading:** Teacher models the reading of the פְּסוּקִים at least twice, taking note of phrasing so that pupils read correctly (קוֹמֵץ קֶטָן and מְלֵעִיל/מְלָרַע, אֶתְנַחֲתָא). Modelled reading is followed by group reading with the purpose of immersing pupils in the text of the תּוֹרָה. See below for reading strategies suggested by partner teachers.
 3. **Comprehension:** Pupils work out the plain meaning of the text with teacher support, e.g. picture and other non-verbal clues. Pupils are further supported to develop reading comprehension skills by being encouraged to notice patterns in the פְּסוּקִים.
 4. **Understanding:** Pupils are guided to find the deeper meaning and values of the פְּסוּקִים and develop analytical and reflective skills by actively examining the phrasing of each פְּסוּקִים.
 5. **Plenary/Summary:** Learning summarised and assessed and bridge built to following lesson.

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

Reading strategies suggested by teachers using our curriculum:

- **Interactive Whiteboard:**

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

- **Make it Manageable:**

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

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

- **Give Me a Clue:**

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

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

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

- **Sentence Sections:**

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

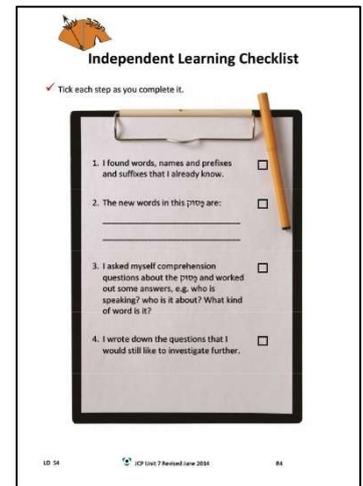
● **Hand Sentences:**

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

New comprehension strategies introduced in this unit.

● **Independent Comprehension Checklist**

By the time pupils study this unit they should be developing strategies to comprehend a פְּסוּק independently. To support pupils in this process, in Unit 7 an **Independent Learning Checklist** is introduced. This list guides pupils in the steps to take when approaching a new פְּסוּק, e.g. finding new words in the פְּסוּק, practising their meaning and looking for sentence patterns. The checklist should support pupils in becoming increasingly independent חוֹמְשׁ learners.



● **ויאמר Sentences**

ויאמר Sentences

1. The פָּסוּקים below all start with the same word. Circle the word and write its meaning underneath.

2. Draw a picture of the person who is speaking below their name.

3. Draw a speech bubble or speech marks around the part of the sentence that the person says.

4. Underline any extra words that are not spoken by the person.

ויאמר יַעֲקֹב מִכֶּרֶךְ כִּי־ט אֵת בְּכֶרֶךְ לִי :

ויאמר עֶשׂוּ הִנֵּה אֲנִי הוֹלֵךְ לִמּוֹת וְלָמָּה זֶה לִי בְּכֶרֶךְ :

ויאמר יַעֲקֹב הִשְׁבַּעָה לִי כִּי־ט וַיִּסְבַּר אֵת בְּכֶרֶתוֹ לְיַעֲקֹב :

ID: K2, K4A, S4, S5 ICP Unit 7 Revised Jan 2016 86

When pupils encounter a sentence that includes direct speech, this strategy helps them to distinguish between the direct speech, the introduction and any additional information. It is a visual way of introducing the skill of מִי אָמַר לְמִי: ‘Who says what to whom’, and a useful tool for pupils when analysing פְּסוּקִים that contain dialogue.

Lesson 1: עֵשָׂו Comes Home from the Field (בְּרֵאשִׁית כ"ה: כ"ט-ל')

Learning Outcomes:

- ❖ To understand what we can learn from the behaviour and actions of יַעֲקֹב and עֵשָׂו in these פְּסוּקִים

By the end of this lesson pupils should:

Knowledge	Skills	Understanding														
<p>K2: Know that יַעֲקֹב prepares a red lentil soup when עֵשָׂו comes in feeling tired from the field.</p> <p>עֵשָׂו tells יַעֲקֹב to pour the 'red red stuff' into his throat.</p> <p>עֵשָׂו is called אָדוּם, because of this action.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tbody> <tr> <td>זוּד</td> <td>וְנִזְד</td> </tr> <tr> <td>נִזִיד</td> <td>נָזִיד</td> </tr> <tr> <td>עֲדָשָׁה</td> <td>עֲדָשִׁים</td> </tr> <tr> <td>בּוֹא</td> <td>וְנִבֵּא</td> </tr> <tr> <td>עֵינָי</td> <td>עֵינָיו</td> </tr> <tr> <td>אָדוּם</td> <td>הָאָדָם, אָדוּם</td> </tr> <tr> <td>עַל כֵּן</td> <td>עַל כֵּן</td> </tr> </tbody> </table> <p>K6: Know the explanation of רַשִׁי"י on ל' כ"ה: בְּרֵאשִׁית כ"ה: ל'. A reason why יַעֲקֹב is now preparing a red lentil soup: to comfort his father עִזְרָק on the passing of his grand-father אַבְרָהָם.</p>	זוּד	וְנִזְד	נִזִיד	נָזִיד	עֲדָשָׁה	עֲדָשִׁים	בּוֹא	וְנִבֵּא	עֵינָי	עֵינָיו	אָדוּם	הָאָדָם, אָדוּם	עַל כֵּן	עַל כֵּן	<p>S1: Locate בְּרֵאשִׁית כ"ה: כ"ט-ל' in the חוּמָשׁ when given the פְּרָק and פְּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא) of בְּרֵאשִׁית כ"ה: כ"ט-ל'.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כ"ה: כ"ט-ל' independently.</p> <p>S5: Identify the word families of the following words: וְנִבֵּא and וְנִזְד. Identify the prefixes ה, ו, and the suffix י in a range of words in the פְּסוּקִים.</p>	<p>U1: Reflect on and discuss the different characteristics of the twins and what we can learn from them including:</p> <p>(a) the behaviour of עֵשָׂו when he tells יַעֲקֹב to pour the "red red stuff" into his throat</p> <p>(b) רַשִׁי"י's explanation as to why יַעֲקֹב is now preparing a red lentil soup – this teaches us his respect for his grandfather who has just died.</p>
זוּד	וְנִזְד															
נִזִיד	נָזִיד															
עֲדָשָׁה	עֲדָשִׁים															
בּוֹא	וְנִבֵּא															
עֵינָי	עֵינָיו															
אָדוּם	הָאָדָם, אָדוּם															
עַל כֵּן	עַל כֵּן															

1. Trigger Activity: An Introduction to Independence and Responsibility (5 minutes)

Growing Up
 Growing up means doing things by yourself, for yourself. Growing up means having more responsibilities.
 Read this checklist. Number the sentences from 1 to 10 (1 is the highest) to show which activities would make you feel the most independent and responsible.

- Riding a bike by myself
- Going to the shop by myself
- Preparing food for myself
- Looking after younger brothers and sisters by myself
- Doing my homework by myself
- Cleaning my room by myself
- Saying by myself
- Finding the page in a by myself
- Lighting the by myself

Doing things for myself makes me feel _____
 Doing things to help others makes me feel _____
 Doing things that are part of my tradition makes me feel _____

You can do more than is expected of you. It is exciting to be more capable but it can be hard too.
 It is exciting to be able to learn our people's story on your own. It can be hard too.

● Discuss: How might learning on your own be like earning the – the special privilege that is the gift given to our people?

Using the worksheet **Growing Up**, discuss with pupils the concept of having more independence and more responsibility.

How does it feel to start becoming independent תּוֹרָה learners and to be responsible for our connection to our tradition?

In what way is it enjoyable to learn more independently?
 In what way might it be challenging?

יַעֲקֹב and יִשְׁשׁוּר have also grown up – let us see how they deal with their independence and responsibility.

2. Contextual Background and Revision Activity [K2, K4A, S5] (10 minutes)

Using the worksheet **What Do We Know About the Twins?** on the IWB or in pairs, ask pupils to revise what they know about יַעֲקֹב and יִשְׁשׁוּר.

What Do We Know About the Twins?
 Here are some words from the story of the birth of יַעֲקֹב and יִשְׁשׁוּר.
 Put each word in the correct circle.

בְּרֵאשִׁית	בְּרֵאשִׁית
עֵד	עֵד
עֵשָׂו	אִישׁ סָם
בְּדֵי אֶתְנֵת בְּעֵקֶב	אֶתְנֵת

Two circles are shown: a red circle with a scale icon and a blue circle with a tent icon.

In what way does יַעֲקֹב show his independence?
 In what way does יִשְׁשׁוּר show his independence?

What Do We Know About the Twins?
 Here are some words from the story of the birth of יַעֲקֹב and יִשְׁשׁוּר.
 Put each word in the correct circle.

the first – בְּרֵאשִׁית	red – אֶדְמוּמִי
hunting – עֵד	field – שָׂדֵה
hair – עֵשָׂו	an honest man – אִישׁ סָם
his hand grasping the heel – בְּדֵי אֶתְנֵת בְּעֵקֶב	tents – אֶתְנֵת

Two circles are shown: a red circle with a scale icon and a blue circle with a tent icon.

In what way does יַעֲקֹב show his independence?
 In what way does יִשְׁשׁוּר show his independence?

How are the twins independent in different ways?

What further information do we need to answer this question? Let's see what we can learn from the next פְּסוּקִים.

3. Reading Activity כ"ה: כ"ט [S1, S3] (5 minutes)

Before reading the פְּסוּקִים, display all the new keywords as well as words pupils know from before (used in the previous activity and available as flashcards in the Classroom Resources). Practise pronouncing the words with pupils and guide them in recalling those they learned in past units.

Encourage pupils to find כ"ט and follow carefully as the teacher model reads the פְּסוּק at least twice using the correct punctuation (אֶתְנַחֲתָא). Ask pupils to read the פְּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

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

(5 minutes)

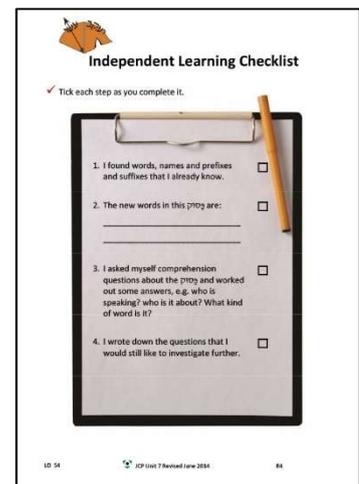
כט וְנִזְדַּעַב וְעָקַב נָזִיד וְנִבְא עָשׂוּ מִן הַשְּׂדָה וְהוּא עֵינָי:

In the words וְנִזְדַּעַב, עָקַב, נָזִיד can be mimed, acted out or represented by visual prompts as the פְּסוּק is read. Encourage pupils to identify the prefix וי in the words וְנִבְא, וְנִזְדַּעַב. They should also be familiar with the word שְׂדָה from the previous unit and the word מִן (from) to the learned prefix מ. Connect the word מִן (from) to the בְּכֹרָה they already know מִן הַאָרֶץ. Encourage pupils to identify the prefix ו in the word וְהוּא.

5. Independent Learning Checklist [S4]

(5 minutes)

Explain to the class that when they are asked to work out a פְּסוּק independently, it helps to use a checklist of the steps. Display the checklist and ask the class which of the steps they have already been through with this new פְּסוּק. Model how the checklist can help pupils to work out the meaning of the פְּסוּק – they will be expected to work out the next פְּסוּק independently using this checklist. Ensure that pupils know the simple meaning of the פְּסוּק.



6. Reading Activity [S1, S3] ל' בְּרֵאשִׁית כ"ה:

(5 minutes)

Encourage pupils to find ל' and follow carefully as the teacher model reads the פְּסוּק at least twice using the correct punctuation (אֶתְנַחֲתָא). Ask pupils to read the פְּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

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

(10 minutes)

ל וַיֹּאמֶר עָשׂוּ אֶל יַעֲקֹב הֲלָעִיטְנִי נָא מִן־הָאָדָם הַזֶּה כִּי עָנָף אֲנֹכִי עַל כֵּן קָרָא שְׁמוֹ אֲדָוָם:

The words הֲלָעִיטְנִי נָא can be mimed, acted out or represented by visual prompts as the פְּסוּק is read. The word אֲדָוָם and the שָׂרֵשׁ: קָרָא should be familiar to pupils from Unit 6. The word אָדָם should be familiar from עֵבְרִית as well as from the previous unit. Identify the prefix ה in the word הָאָדָם. Introduce the term עַל כֵּן meaning therefore/for this reason. Pupils may recognise the term from עֵלֵינוּ לָדָּ: עַל כֵּן נִקְוָה לָדָּ.

Pupils should be familiar with the possessive suffix ם in the word שָׁמוֹ learned in Unit 6 (also בָּנוּ in Unit 4 and בָּיְדוֹ in Unit 5).

Point out that וַיֹּאמֶר uses the word פְּסוּקִים ל' so that we are working out what someone is *saying* not doing. This will be important later in the story when the פְּסוּקִים alternate between dialogue and action.

Encourage pupils to use the **Independent Learning Checklist** in pairs to figure out the meaning of the פְּסוּקִים and provide support where needed.

To reinforce word comprehension, pupils could play a 'Headbands' style activity using the flashcards from the Classroom Resources. One pupil, facing the class or table group, holds a flashcard on top of their head without being able to read it. They then get up to three clues from other pupils about the word (using the information from the table) before the word is revealed and returned to the pile.

Ensure that pupils know the simple meaning of the פְּסוּקִים.

עָשׂוּ	יַעֲקֹב
אֲדַמּוּנִי	הִרְאִשׁוֹן
וַיָּדוּ אֶחְזֹת	שָׁעַר
שָׂדֶה	צִיד
וַיִּזְדַּן נָזִיד	אֶהְלִים
אֲנָכִי	וַיָּבֵא
עָנָף	אֲדוֹם
הִלְעִיטְנִי נָא	עַל כֵּן
קָרָא שְׁמוֹ אֲדוֹם	

8. Understanding Activity [K6, U1] The Behaviour of יַעֲקֹב and עָשׂוּ (10 minutes)

- Which words tell us what יַעֲקֹב is doing? (וַיִּזְדַּן נָזִיד)
- Which words show what עָשׂוּ is doing? (וַיָּבֵא עָשׂוּ מִן הַשָּׂדֶה עָנָף וַיֹּאמֶר הִלְעִיטְנִי נָא)
- How does this connect to what we already know about the brothers – אִישׁ יָדַע צִיד אִישׁ שָׂדֶה אִישׁ תָּם יָשֵׁב אֶהְלִים. (*אִישׁ seems to be doing what he always does; יַעֲקֹב is in the tent, but we did not know about him cooking before.*)
- If עָשׂוּ always went to the field and hunted, why do you think the תּוֹרָה mentions him being tired on this particular day? If יַעֲקֹב always took care of things in the family home, why might it be so important to mention that he is the one making the dinner on this day? (עָשׂוּ *had a harder time than usual hunting that day.* יַעֲקֹב *was making food that was not the usual dinner on that day OR this is what happened every day, i.e. יַעֲקֹב took care of the family needs all the time, including this day, and עָשׂוּ came in from the hunt tired and impatient every day, including this day.*)
- What do we learn about עָשׂוּ if he tells יַעֲקֹב to pour “the red red stuff” into his mouth (it can be acted out)? Who eats in such a way? (*He is impatient, asks to be given the soup right away, even if it isn't yet fully cooked – he just wants it immediately.*)

רש"י Helps Us Understand

רש"י explains that יַעֲקֹב is not cooking ordinary stew. אַבְרָהָם, his grandfather, has just died (at 175 years old) and יִצְחָק is in mourning (שֹׁבֵעָה). יַעֲקֹב is preparing the stew to comfort his father.

Where is עֵשָׂו at this time? He has spent the day hunting as usual. When he arrives home he doesn't seem to relate to what יַעֲקֹב is doing for the family now that his grandfather has died. He only focuses on his own physical needs.

- What does רש"י's explanation tell us about יַעֲקֹב? (*That he is a person who looks after the needs of his family.*)
- What did we learn from the פְּסוּק about עֵשָׂו? (*He is totally occupied with hunting and with his own feelings.*)

9. Plenary [K2]**(5 minutes)**

Discuss: Earlier in this lesson we talked about being independent and responsible for your family and its traditions. Think about רש"י's explanation.

How do יַעֲקֹב and עֵשָׂו show their independence? (*עֵשָׂו goes hunting by himself, יַעֲקֹב cooks a meal for the family.*)

How do they each shoulder the responsibility that this independence brings? (*עֵשָׂו only thinks of his own needs, he does not seem to consider his responsibilities towards his family; יַעֲקֹב is looking after the needs of his family.*)

Write these down to refer to later in the unit.

Lesson 2: יַעֲקֹב Asks and עֵשָׂו Responds

(בְּרֵאשִׁית כ"ה: ל"א - ל"ב)

Learning Outcomes:

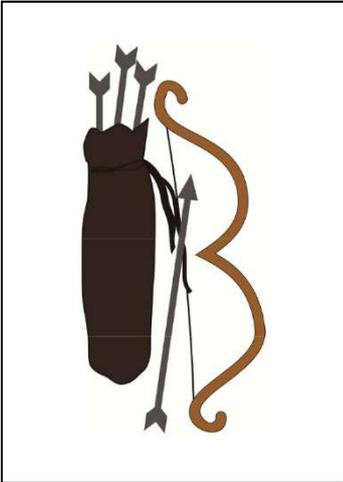
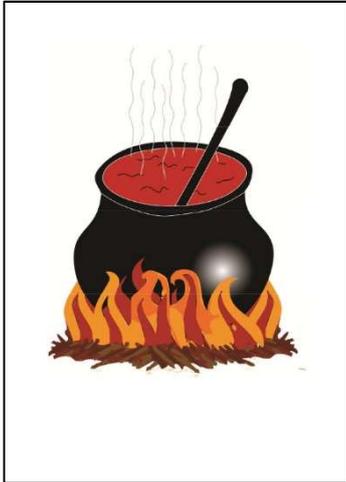
- ❖ To understand what the בְּכָרָה is: Why does יַעֲקֹב want the בְּכָרָה? Why doesn't עֵשָׂו want it?
- ❖ To understand what עֵשָׂו means by the phrase הִנֵּה אֲנֹכִי הוֹלֵךְ לָמוֹת

By the end of this lesson pupils should:

Knowledge	Skills	Understanding								
<p>K2: Know that יַעֲקֹב asks עֵשָׂו to sell him the בְּכָרָה. He replies that he is going to die and it means nothing to him.</p> <p>K4A: Know the following Hebrew keywords:</p> <table border="1"> <tr> <td>מכר</td> <td>מְכָרָה</td> </tr> <tr> <td>בְּכָרָה</td> <td>בְּכָרְתָּדָ, בְּכָרָה</td> </tr> <tr> <td>מות</td> <td>לָמוֹת</td> </tr> <tr> <td>לָמָה</td> <td>לָמָה</td> </tr> </table> <p>K6: Know the following explanations of רָשִׁי on בְּרֵאשִׁית כ"ה: ל"א-ל"ב: An explanation of what the בְּכָרָה is and the phrase הִנֵּה אֲנֹכִי הוֹלֵךְ לָמוֹת (comparison to רשב"ם). An explanation of what the word כּוֹס signifies.</p>	מכר	מְכָרָה	בְּכָרָה	בְּכָרְתָּדָ, בְּכָרָה	מות	לָמוֹת	לָמָה	לָמָה	<p>S1: Locate בְּרֵאשִׁית כ"ה: ל"א-ל"ב in the פָּרָק when given the חוּמָשׁ and פְּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא) of בְּרֵאשִׁית כ"ה: ל"א-ל"ב.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כ"ה: ל"א-ל"ב independently.</p> <p>S5: Identify the verb prefix וי and the suffixes י and דָּ. Comprehend the present form הוֹלֵךְ.</p>	<p>U1: Reflect on and discuss the intrinsic value of the בְּכָרָה as representing the responsibilities of the first born to uphold the traditions of his fathers.</p> <p>U4: Explain why a commentator interprets a text as he does, e.g. רש"י (הִנֵּה אֲנֹכִי הוֹלֵךְ לָמוֹת, רשב"ם) and compare and contrast two or more commentaries of a text.</p>
מכר	מְכָרָה									
בְּכָרָה	בְּכָרְתָּדָ, בְּכָרָה									
מות	לָמוֹת									
לָמָה	לָמָה									

1. Revision Activity [K2]: Soup or Satchel?**(5 minutes)**

Display the images of the pot cooking on the fire and the hunting satchel, as well as the seven flashcards from the Classroom Resources. Ask pupils to put each word in the correct place: in the pot if it is a word that talks about יַעֲקֹב, and in the hunting satchel if it is a word that talks about עֵשָׂו. Encourage pupils to use the words to make an entire sentence about what has happened to each of the brothers so far.

עֵשָׂו		
קָרָא		
וַיִּזְד		
נָזִיד		
הִלְעִיטְנִי		
וַיֹּאמֶר		
וַיָּבֵא		

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

Encourage pupils to find ל"א: בְּרֵאשִׁית כ"ה and follow carefully as the teacher model reads the פָּסוּק at least twice using the correct punctuation (אֶתְנַחֵתָא). Ask pupils to read the פָּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

3. Comprehension Activity [K2, K4A, S4, S5]**(5 minutes)**

לא וַיֹּאמֶר יַעֲקֹב מִכָּרָה כִּיּוֹם אֶת בְּכָרְתְּךָ לִי:

Introduce the keywords:

מִכָּרָה: What is יַעֲקֹב asking from עֵשָׂו in return for the נָזִיד?

בְּכָרְתְּךָ/בְּכָרָה: Means 'birthright'. This used to be something that a firstborn child would receive and we will explore this idea more later in the lesson.

Pupils should know the words: וַיֹּאמֶר, יַעֲקֹב, כִּיּוֹם.

Challenge pupils to work out what כִּיּוֹם means in this sentence. (*רש"י explains that it means 'as clear as day' – יַעֲקֹב wants עֵשָׂו to clearly understand what he is asking so that it is a clear and open sale.*)

Encourage pupils to identify the verb prefix וַי and the suffix תְּךָ in the word בְּכָרְתְּךָ.

4. Reading Activity ל"א : ל"א [S1, S3]**(5 minutes)**

Encourage pupils to find ל"א : ל"א and follow carefully as the teacher model reads the פְּסוּק at least twice using the correct punctuation (אֶתְנַחֵתָא). Ask pupils to read the פְּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

5. Comprehension Activity [K2, K4A, K4B, S4, S5]**(10 minutes)**

לב וַיֹּאמֶר עֲשׂוּ הִנֵּה אָנֹכִי הוֹלֵךְ לָמוּת וְלָמָּה זֶה לִי בְּכָרָה :

Introduce the keywords:

לָמָּה and לָמוּת through mime and by saying them the way עֲשׂוּ might have done.

בְּכָרָה means 'birth-right' and pupils should know הוֹלֵךְ from Unit 1. Point out that it is in the present tense and when put together with an infinitive it forms a future tense. They have seen a present tense אוֹהֵב in Unit 6.

Pupils should know וַיֹּאמֶר and זֶה.

Encourage pupils to identify the verb prefix וַי and revise the possessive suffix י in the פְּסוּק – לִי.

Use the keywords to help pupils work out the meaning of the two phrases spoken by עֲשׂוּ:

What does עֲשׂוּ mean when he says: הִנֵּה אָנֹכִי הוֹלֵךְ לָמוּת? (*I am going to die.*)

What does עֲשׂוּ mean when he says: וְלָמָּה זֶה לִי, בְּכָרָה? (*What does this בְּכָרָה mean to me?*)

Reinforce comprehension of both פְּסוּקִים by asking pupils:

Who is speaking in ל"א?

What is he saying?

Who is speaking in ל"ב?

What is he saying?

Pupils who are able could use the **Independent Learning Checklist** for all or part of the comprehension activity.

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

What is the meaning of the בְּכָרָה (רש"י)?

Introduce the concept of duties and responsibilities by referring pupils to the worksheet **Growing Up**.

Which tasks do we enjoy being responsible for?

Which tasks do we not enjoy being responsible for?

Which tasks would we like to be responsible for?

Why do responsibilities have both positive and negative aspects? Think of the role of a parent, a teacher or a class monitor. *(They have more privileges or rights, but they also have greater responsibility.)*

In the time of יַעֲקֹב and עֵשָׂו, the firstborn son or בְּכֹר had specific duties and responsibilities towards his family. A בְּכֹר also had certain rights once his father passed away. These rights and responsibilities are called the בְּכֹרָה.

One of these responsibilities is to serve ה' by continuing the traditions of his father. One of the rights of the בְּכֹר is to receive a double portion of his father's inheritance.

- Who was the בְּכֹר in יַצְחָק's family? (עֵשָׂו)
- As the son of יַצְחָק and the grandson of אַבְרָהָם, what kind of responsibilities would the בְּכֹר be expected to carry out? *(To continue the traditions of his parents and grandparents by believing and trusting in ה', by doing ה'’s מִצְוֹת, by being kind and welcoming to people, by being responsible for his family when his father is no longer alive.)*

Now that we understand what the בְּכֹרָה was, let's look again at עֵשָׂו's response when he is asked to sell the בְּכֹרָה to יַעֲקֹב.

7. Understanding Activity [K6, U4] What is the meaning of the phrase (רשב"ם and רש"י) הֲנִה אֲנֹכִי הוֹלֵךְ לָמוֹת (15 minutes)

Using the worksheet **Help Us Understand רשב"ם and רש"י** and the flashcards in the Classroom Resources help pupils to explore what עֵשָׂו might have meant when he said: הֲנִה אֲנֹכִי הוֹלֵךְ לָמוֹת.

<p>רש"י asked, 'what does it mean to have the בְּכֹרָה?' He was told that there are consequences if you don't fulfill your responsibilities... עֵשָׂו said 'I will die because of it, so what do I want it for?'</p> <p>רשב"ם: עֵשָׂו said to himself, 'every day I go to hunt animals in the forest where there are bears and lions and wild beasts and I am in danger of death. Why does it make sense for me to wait for the portion of the בְּכֹרָה that I will only get when our father dies?'</p>	<p style="text-align: center;">RIGHTS</p> <hr/> <p style="text-align: center;">RESPONSIBILITIES</p>	<p style="text-align: center;">Help Us Understand רשב"ם and רש"י</p> <p>What is עֵשָׂו saying? הֲנִה אֲנֹכִי הוֹלֵךְ לָמוֹת</p> <p>רש"י asked: 'What does it mean to have the בְּכֹרָה?' He was told that there are consequences if you don't fulfill your responsibilities... עֵשָׂו said 'I will die because of it, so what do I want it for?'</p> <p>רשב"ם said to himself: 'Every day I go to hunt animals in the forest where there are bears and lions and wild beasts and I am in danger of death. Why does it make sense for me to wait for the double portion of the בְּכֹרָה that I will only get when our father dies?'</p> <p>רשב"ם</p> <p>What is עֵשָׂו saying according to רש"י? _____</p> <p>What is עֵשָׂו saying according to רשב"ם? _____</p> <p><small>Colour the explanation that focuses on RIGHTS in blue and the explanation that focuses on RESPONSIBILITIES in green.</small></p> <p><small>10 KS_U3 © 2017 Revised Jan 2018 85</small></p>
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What did עֵשָׂו say when יַעֲקֹב asked him to sell the בְּכֹרָה? *(I am going to die.)*

What do you think he meant by this? Encourage pupils to explore a variety of different possible meanings.

Explain that different מְפָרְשִׁים have different ways of looking at expressions in the חוּמֵשׁ.

According to רש"י, יֵעָשׂוּ focuses on the **responsibilities** of the בְּכֹרֶה – he will die because he is not worthy of it. According to the רשב"ם, יֵעָשׂוּ focuses on the **rights** of the בְּכֹרֶה: he will die because of his dangerous lifestyle and will therefore never get the double portion of the בְּכֹרֶה.

To reinforce pupils' comprehension of the different interpretations of רש"י and רשב"ם, ask them to role play the different readings.

8. Plenary

(5 minutes)

- Why do you think there can be more than one way of understanding a פְּסוּק from the תּוֹרָה? How can רש"י and רשב"ם both have valid but different ways of understanding the פְּסוּק? *(The מְפָרְשִׁים are interpreting the פְּסוּק, reading 'between the lines' to get to the deeper meaning. Their differences create a richer picture and a deeper understanding of the תּוֹרָה and help us to consider the issue from a variety of points of view, thereby adding to our understanding. This is what we understand as פְּנִיִּים לַתּוֹרָה.)*
- How do these two explanations help us understand more about יֵעָשׂוּ? *(It shows us what יֵעָשׂוּ's motivations might have been when he said: I am going to die. This gives us clues about his character and helps to explain his future behaviour.)*
- Do we know from these פְּסוּקִים any more about how יַעֲקֹב feels? Ask pupils to suggest what will happen next in the story.

Lesson 3: The Sale of the בְּכָרָה (בְּרֵאשִׁית כ"ה: ל"ג- ל"ד)

Learning Outcomes:

❖ To understand how עֶשָׂו reacts to the selling of the בְּכָרָה

By the end of this lesson pupils should:

Knowledge	Skills	Understanding								
<p>K2: Know that יַעֲקֹב asks עֶשָׂו to make a solemn oath and עֶשָׂו sells him the בְּכָרָה. יַעֲקֹב gives עֶשָׂו bread and lentil soup. עֶשָׂו eats, drinks, gets up and leaves – he despises the בְּכָרָה.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>שבע</td> <td>השִׁבְעָה, וַיִּשְׁבַּע</td> </tr> <tr> <td>מכר</td> <td>וַיִּמְכַר</td> </tr> <tr> <td>אכל</td> <td>וַיֹּאכַל</td> </tr> <tr> <td>בוז</td> <td>וַיְבֹזֵז</td> </tr> </table> <p>K6: Know רש"י's explanation of : וַיְבֹזֵז עֶשָׂו אֶת הַבְּכֹרָה עֶשָׂו despised the responsibility of the בְּכָרָה.</p>	שבע	השִׁבְעָה, וַיִּשְׁבַּע	מכר	וַיִּמְכַר	אכל	וַיֹּאכַל	בוז	וַיְבֹזֵז	<p>S1: Locate בְּרֵאשִׁית כ"ה: ל"ג-ל"ד in the פָּרָק when given the חוּמָשׁ and פָּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising טַעְמֵי הַמִּקְרָא (אֶתְנַחֲתָא) of בְּרֵאשִׁית כ"ה: ל"ג-ל"ד.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כ"ה: ל"ג-ל"ד with support.</p> <p>S5: Identify the שְׂרָשִׁים of the following key words: וַיְבֹזֵז, וַיִּשְׁבַּע, וַיִּמְכַר, וַיֹּאכַל Identify the prefixes וי, ה and ל, and the suffix ו in לו and בְּכֹרְתוֹ and the suffix י in לִי.</p>	<p>U1: Reflect on and discuss with support the characters involved, including the fact that עֶשָׂו does not value the בְּכָרָה.</p> <p>U2: Identify words and phrases that express messages, e.g. וַיְבֹזֵז עֶשָׂו אֶת הַבְּכֹרָה</p> <p>U3: Compare the words יַעֲקֹב uses in בְּרֵאשִׁית כ"ה: ל"א and בְּרֵאשִׁית כ"ה: ל"ג.</p>
שבע	השִׁבְעָה, וַיִּשְׁבַּע									
מכר	וַיִּמְכַר									
אכל	וַיֹּאכַל									
בוז	וַיְבֹזֵז									

1. Revision Activity [S1, S3]**(10 minutes)**

This revision game requires pupils to put themselves in the place of the characters in the story, while reviewing some pronouns and possessive suffixes.

Using the flashcards from the Classroom Resources (differentiated with pronouns and suffixes in either the same or a different colour), ask pupils to select an item to represent each character, for example a red marker for עֶשָׂו and a blue marker for יַעֲקֹב, or by using a silhouette picture from the Classroom Resources.

וַיִּזְד יַעֲקֹב נְזִיד	הַלְעִיטְנִי
וַיָּבֵא עֵשָׂו מִן הַשָּׂדֶה	כִּי עֲנִף אֲנֹכִי
וַיֹּאמֶר עֵשָׂו אֶל יַעֲקֹב	עַל כֵּן קָרָא שְׁמוֹ אָדוֹם
הַלְעִיטְנִי	מִכֶּרֶה כִּיֹּס אֶת בְּכֵרְתְּךָ לִי
כִּי עֲנִף אֲנֹכִי	וְלָמָּה זֶה לִי בְּכֵרֶה
עַל כֵּן קָרָא שְׁמוֹ אָדוֹם	
מִכֶּרֶה כִּיֹּס אֶת בְּכֵרְתְּךָ לִי	
וְלָמָּה זֶה לִי בְּכֵרֶה	

Choose a pupil to read one of the phrases. Ask the class to hold up the item/picture that represents the person who is the subject of the phrase. Ask pupils to explain their choice.

Begin with the phrases that include proper names, then move onto phrases with pronouns (remind the class that pronouns come in place of a person's name).

A possible extension or adaptation of this activity: Ask two pupils to stand up to represent יַעֲקֹב and עֶשָׂו. When the class identifies who is the subject of the phrase, ask the pupil who represents that person to act out the phrase that was read.

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

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

3. Comprehension Activity [K2, K4A, K4B, S4, U3]**(5 minutes)**

לג וַיֹּאמֶר יַעֲקֹב הַשֹּׁבְעָה לִי כִּיֹּס וַיִּשְׁבַּע לוֹ וַיִּמְכַר אֶת־בְּכֵרְתּוֹ לְיַעֲקֹב:

Encourage pupils to recognise the meanings of familiar words. Re-emphasise the word לִי (it appears three times in three פָּסוּקִים) and the suffix ו in לוֹ and בְּכֵרְתּוֹ.

Introduce the new keywords וַיִּמְכַר and וַיִּשְׁבַּע.

Challenge pupils to look at פָּסוּק ל"א and פָּסוּק ל"ג side by side and to circle or underline the words that occur in both texts in order to help them work out the simple meaning of the פָּסוּק. Also challenge pupils to ask questions about why these words are repeated. (*Words that are repeated are בְּכָרְתוּ וַיֹּאמֶר, פְּיוֹם, וַיִּמְכֹּר, וַיֵּשֶׁב וַיֵּשְׁבֵהּ is repeating his request clearly, using the same word פְּיוֹם, which implies that עֵשָׂו needs to clearly understand what he is being asked to sell. He adds the word הַשְּׁבֵעָה to again show עֵשָׂו that this is a serious matter.*)

4. Comprehension Activity 2: The וַיֹּאמֶר Sentence [K2, K4A, S4, S5] (10 minutes)

וַיֹּאמֶר Sentences

- The מילים below all start with the same word. Circle the word and write its meaning underneath.
- Draw a picture of the person who is speaking below their name.
- Draw a speech bubble or speech marks around the part of the sentence that the person says.
- Underline any extra words that are not spoken by the person.

לא וַיֹּאמֶר יַעֲקֹב מְכַרָה כִּיּוֹם אֶת־בְּכֹרְתוֹ לְעֵשָׂו:

לב וַיֹּאמֶר עֵשָׂו הִנֵּה אֲנִי הוֹלֵךְ לְמִוְתָהּ לְמִוְתָהּ לְעֵשָׂו לְעֵשָׂו:

לג וַיֹּאמֶר יַעֲקֹב הַשְּׁבֵעָה לִּי כִּיּוֹם וְשָׁבַע לְעֵשָׂו אֶת־בְּכֹרְתוֹ לְעֵשָׂו:

10 K2, K4A, S4, S5 PaJeS Supporting Jewish Schools © 2017

Using the **וַיֹּאמֶר Sentences** worksheet, ask pupils to spot the structure of sentences that start with וַיֹּאמֶר. The first sentence can be modelled on the board.

5. Reading Activity ל"ד: בְּרֵאשִׁית כ"ה [S1, S3] (5 minutes)

Encourage pupils to find בְּרֵאשִׁית כ"ה: ל"ג-ל"ד and follow carefully as the teacher model reads the פָּסוּק at least twice using the correct punctuation (אֶתְנַחֲתֵא). Ask pupils to read the פָּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

6. Comprehension Activity [K2, K4A, K4B, S4] (10 minutes)

לד וַיַּעֲקֹב נָתַן לְעֵשָׂו לֶחֶם וּנְזִיד עֲדָשִׁים וַיֹּאכַל וַיִּשְׂתֶּה וַיִּקַּם וַיֵּלֶךְ וַיֵּבֶז עֵשָׂו אֶת הַבְּכֹרָה:

Mime or use visual clues to suggest the meaning of the פָּסוּק to pupils. Pupils should know נָתַן from Unit 1, where it is part of the key phrase, and from Unit 4, and they should know וַיִּקַּם from Unit 5.

Introduce the new keywords וַיֵּבֶז and וַיֹּאכַל.

Revise the prefix וי in the words וַיֵּבֶז, וַיֵּלֶךְ, וַיִּקַּם, וַיִּשְׂתֶּה, וַיֹּאכַל.

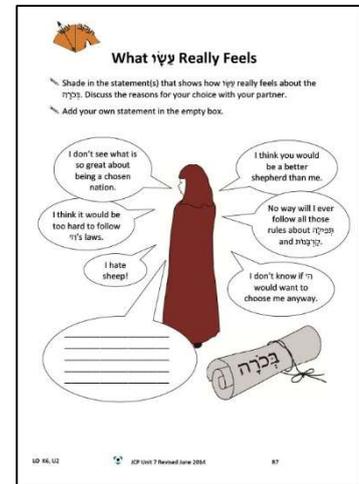
Distribute the **Independent Learning Checklist**. Circulate to assist pupils in working out the פָּסוּקִים, using the checklist as a guide.

7. Understanding Activity [K6, U2]: בְּכָרְהָ עֵשָׂו Despises the בְּכָרְהָ (10 minutes)

- What does עֵשָׂו do once יַעֲקֹב gives him the soup? (*He eats, drinks, gets up and leaves.*)

- Why do you think he does not say anything? (*He seems to only be interested in his immediate physical needs. Even though he has now eaten and drunk something, he does not seem to give any thought at all to the בְּכָרָה.*)
- The פְּסוּק mentions five verbs in succession: וַיֵּבֶן, וַיִּלְבֵּד, וַיִּקַּם, וַיִּשְׁתֶּה, וַיֵּאָכֵל. Which verb does not describe a physical action? (וַיֵּבֶן)
- What Hebrew word *could* the פְּסוּק have used to say that עֶשָׂו didn't want the בְּכָרָה? (רָשִׁי explains that the פְּסוּק could have said *לא*, which would mean that he just did not want it. Instead the פְּסוּק uses the word וַיֵּבֶן to tell us that he actually despised it.)
- What did עֶשָׂו despise about the בְּכָרָה? Let's look at רָשִׁי to remind ourselves: Display רָשִׁי's comment on פְּסוּק לֵיב, that was looked at previously. What was it about the בְּכָרָה that עֶשָׂו despised, according to רָשִׁי? (עֶשָׂו despised the responsibility of serving ה'.)

Discuss the difference between not wanting something and despising it. Then distribute the worksheet **What עֶשָׂו Really Feels** for pupils to complete.



8. Plenary: Revision

(5 minutes)

Revise pupils' knowledge and understanding of all the פְּסוּקִים in the unit.

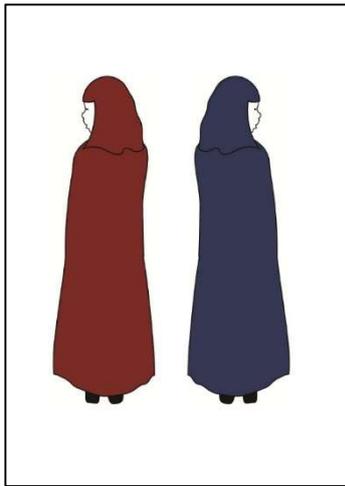
Suggested Strategies:

1. Challenge pupils to write questions to ask עֶשָׂו and יַעֲקֹב about what they did and said in the פְּסוּקִים. This will prepare pupils for the playscript writing assessment in Lesson 4.
2. Ask pupils to look at all the פְּסוּקִים and choose a key phrase that they think describes or encapsulates the message of this unit, for example לִי בְּכָרָה. They need to justify their choice.

Lesson 4: Revision and Assessment

Below are a variety of resources and activities to assess Unit 7. These activities assess various Knowledge, Skills and Understanding elements of the curriculum. Used in tandem with the assessment grid for this unit, this assessment evidence can provide useful information for planning towards Unit 8.

1. Who Did What? [K2, K4A, S4, S5]



Place silhouettes of יַעֲקֹב and עֵשָׂו (from the Classroom Resources) on each table or on the board. Make enough copies of the keyword flashcards for pupils to use in pairs or in table groups. Ask pupils to select a word and place it under the person it applies to.

Extension 1: After the words are sorted, ask pupils to put them in order to tell the story.

Extension 2: Choose pupils to narrate and/or act out the story, using the words on the board.

Extension 3: Ask pupils to highlight all prefixes and suffixes in one colour and all word families in another colour. They can write out the meaning of these in English on the back of the flashcards or on a separate sheet.

2. Choose a Key Phrase [U1]

לְרַעֲדָה אֶתְּוֹ אֶתְּ הָאָרֶץ הַזֹּאת
אֲנָשִׁים אֲחִים אֲנָחְנוּ
בִּיקוּר חוֹלִים
הַכְּנֵסֶת אֲוֹרְחִים
זְרִיוֹת לְמִצְוָה
אָמֹר מַעַט וַעֲשֵׂה הַרְבֵּה
כִּי בְּיָצֵחַ יִקְרָא לְךָ זָרַע
כִּי עֲשִׂיתָ חֶסֶד עִם־אֲדֹנָי
וּלְאֵם מִלְּאָם יִאָּמָר
וְרַב יַעֲבֹד צְעִיר

Unit 1	Unit 2
Unit 3	Unit 4
Unit 5	Unit 6
לָךְ לָךְ	לָךְ לָךְ
וַיִּרְא	וַיִּרְא
חַיֵּי שָׂרָה	תּוֹלְדוֹת

In table groups or in pairs, challenge pupils to match the key phrases from Unit 1 to Unit 6 to the correct unit numbers (and as an extension to also match them to the פְּרָשׁוֹת).

These then need to be placed in chronological order, with pupils briefly summarising the storyline.

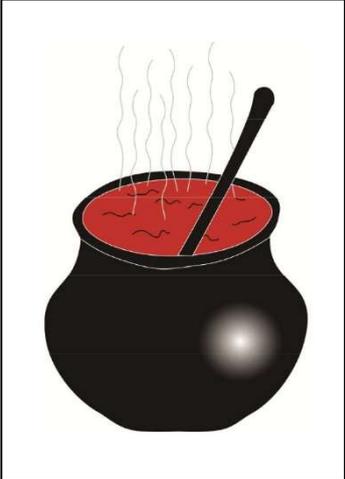
Ask pupils to discuss why particular key phrases were used in particular units. Does it express a key Jewish idea or value? Does it refer to an important part of the narrative?

Now challenge pupils to find a key phrase for Unit 7 and to explain their choice.

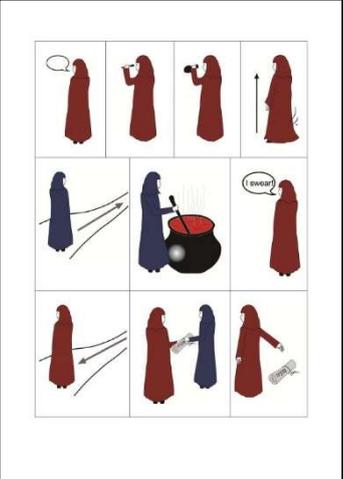
A suggested key phrase would be עֵשָׂו's words: וְלָמָּה זֶה לִי בְּכָרָה as the בְּכָרָה is a key concept in this unit, but another well motivated phrase would be acceptable as well.

3. שְׂרָט Stew [K2, K4A, S1, S4]

1. Display the **שְׂרָט Stew** (Classroom Resources) – placing the verb flashcards on/around the image of the pot of stew.
2. Challenge pupils to select a verb from the 'stew', and then match it to the corresponding picture card..



וַיִּזְד	וַיֹּאמֶר
וַיִּשְׁבַּע	וַיִּמְכַר
וַיֹּאכַל	וַיִּשְׁתָּ
וַיִּקַּם	וַיִּלְדָּ
וַיָּבֹ	וַיָּבֵא



Challenge pupils to find each verb in their חוּמָשִׁים. They can record the reference on the **שְׂרָט Stew** worksheet.

שְׂרָט Stew

Find the words from the stew in your eighth and complete the table.

Verb from the stew	In which פסוק is it in the חומש?	Who says or does it?	What does it mean?
וַיִּזְד			
וַיָּבֵא			
וַיִּמְכַר			
וַיִּשְׁבַּע			
וַיֹּאכַל			
וַיָּבֹ			
וַיִּשְׁתָּ			
וַיֹּאמֶר			

Extension:

1. Which פסוק has the most action words? _____
2. Why do you think this is?

10 K2, K4A, S1, S4 © PaJeS Unit 7 Revised June 2016 88

The worksheet allows pupils to record who is doing the actions as well as what the action words mean.



Growing Up

Growing up means doing things by yourself, for yourself. Growing up means having more responsibilities.

Read this checklist. Number the sentences from 1 to 10 (1 is the highest) to show which activities would make you feel the most independent and responsible.

- Riding a bike  by myself
- Going to the shop by myself
- Preparing food  for myself
- Looking after younger brothers and sisters  by myself
- Doing my homework by myself
- Cleaning my room  by myself
- Saying בְּרָכוֹת by myself
- Finding the page in a סִידוּר by myself
- Lighting the חֲנוּכָּה candles  by myself

 Doing things for myself makes me feel

 Doing things to help others makes me feel

 Doing things that are part of my tradition makes me feel

You can do more than is expected of you. It is exciting to be more capable but it can be hard too.

It is exciting to be able to learn our people's story on your own. It can be hard too.

 **Discuss:** How might learning חֻמְט on your own be like earning the בְּכָרָה – the special privilege that is the gift given to our people?

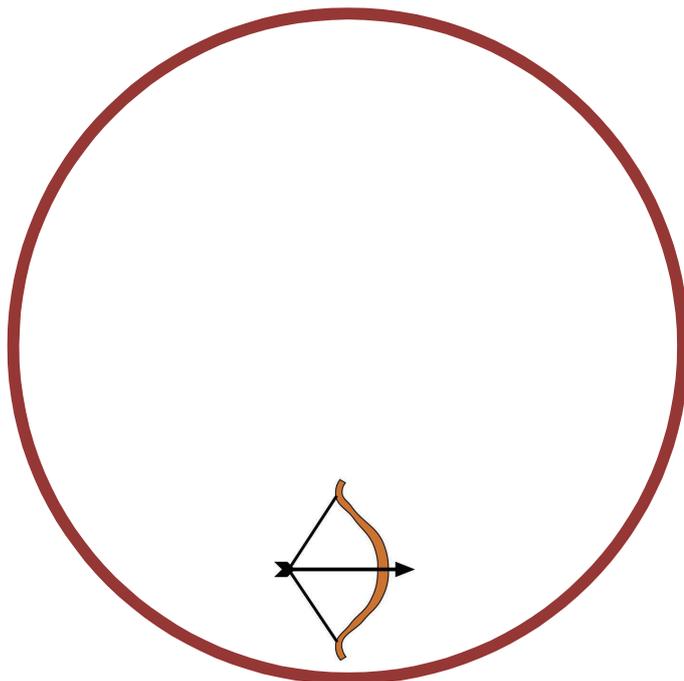


What Do We Know About the Twins?

Here are some words from the story of the birth of יעקב and עשו.

 Put each word in the correct circle.

the first – הראשון	red – אדמוני
hunting – ציד	field – שדה
hair – שער	an honest man – איש תם
– וידו אחזת בעקב his hand grasping the heel	tents – אהלים



In what way does עשו show his independence?



In what way does יעקב show his independence?

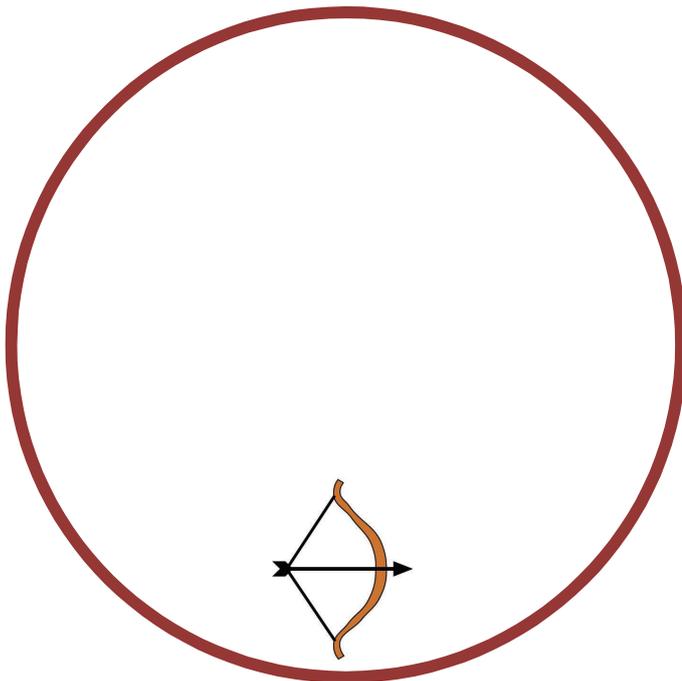


What Do We Know About the Twins?

Here are some words from the story of the birth of יעקב and עשו.

 Put each word in the correct circle.

הָרָאשׁוֹן	אֲדָמוֹנִי
צִיד	שָׂדֶה
שֶׁעַר	אִישׁ תָּם
וַיָּדֹא אַחֲזֵת בְּעֵקֶב	אֱהָלִים



 In what way does עשו show his independence?

 In what way does יעקב show his independence?



Independent Learning Checklist

✓ Tick each step as you complete it.

1. I found words, names and prefixes and suffixes that I already know.

2. The new words in this פְּסוּק are:

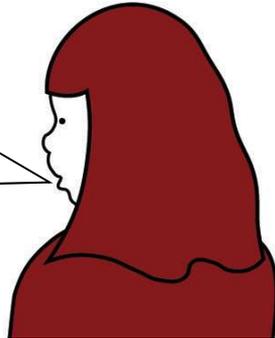
3. I asked myself comprehension questions about the פְּסוּק and worked out some answers, e.g. who is speaking? who is it about? What kind of word is it?

4. I wrote down the questions that I would still like to investigate further.



רֵשָׁאִי and רֵשָׁבִים Help Us Understand

הֲיֵנָה אָנֹכִי
הוֹלֵךְ לָמוֹת



What is עֵשׂוֹ saying?



רֵשָׁאִי

עֵשׂוֹ asked: 'What does it mean to have the בְּכֹרָה?' He was told that there are consequences if you don't fulfil your responsibilities... עֵשׂוֹ said 'I will die because of it, so what do I want it for?'

עֵשׂוֹ said to himself: 'Every day I go to hunt animals in the forest where there are bears and lions and wild beasts and I am **in danger of death**. Why does it make sense for me to wait for the double portion of the בְּכֹרָה that I will only get when our father dies?'



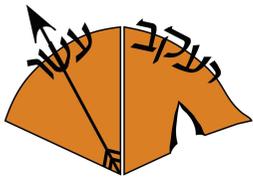
רֵשָׁבִים

What is עֵשׂוֹ saying according to רֵשָׁאִי?

What is עֵשׂוֹ saying according to רֵשָׁבִים?



Colour the explanation that focuses on RIGHTS in blue and the explanation that focuses on RESPONSIBILITIES in green.



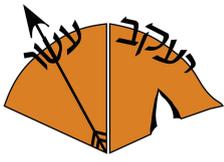
ויאמר Sentences

1. The פסוקים below all start with the same word. Circle the word and write its meaning underneath.
2. Draw a picture of the person who is speaking below their name.
3. Draw a speech bubble or speech marks around the part of the sentence that the person says.
4. Underline any extra words that are not spoken by the person.

לא ויאמר יעקב מכרה כיום את בכרתו לי :

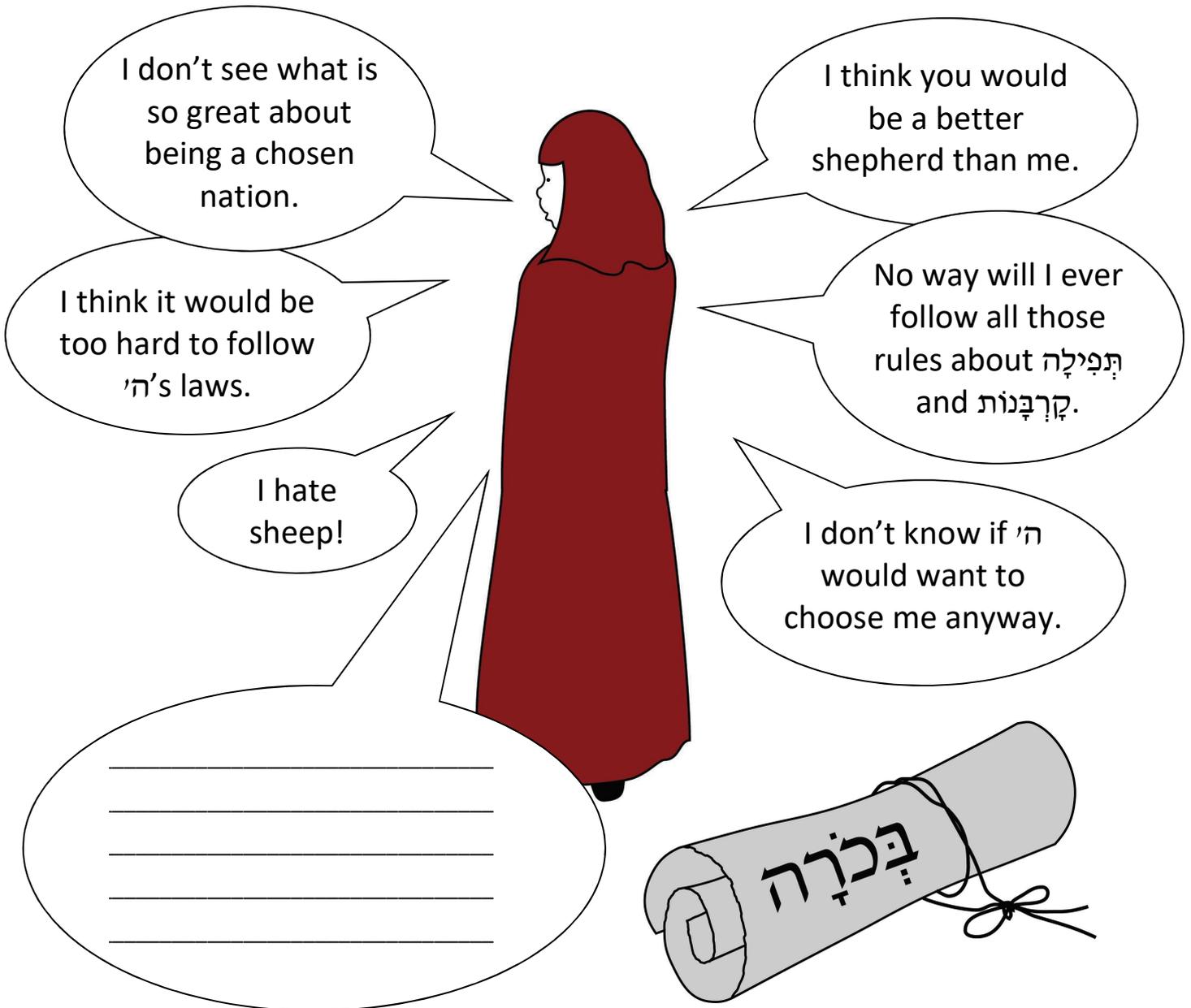
לב ויאמר עשו הנה אנכי הולך למות ולמה זה לי בכרה :

לג ויאמר יעקב השבעה לי כיום וישבע לו וימכר את בכרתו ליעקב :



What עֶשׂוּ Really Feels

-  Shade in the statement(s) that shows how עֶשׂוּ really feels about the בְּכֹרָה. Discuss the reasons for your choice with your partner.
-  Add your own statement in the empty box.



I don't see what is so great about being a chosen nation.

I think it would be too hard to follow ה'ִ' laws.

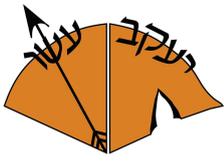
I hate sheep!

I think you would be a better shepherd than me.

No way will I ever follow all those rules about תְּפִילָּה and קְרִבְנוּת.

I don't know if ה'ִ would want to choose me anyway.

בְּכֹרָה



שְׂרָשׁ Stew

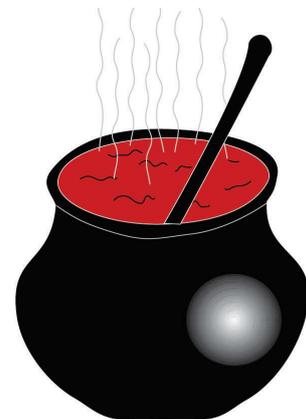
Find the words from the stew in your חוּמֵשׁ and complete the table.

Verb from the stew	In which פְּסוּק is it in the חוּמֵשׁ?	Who says or does it?	What does it mean?
וַיִּזְד			
וַיָּבֵא			
וַיִּמְכַר			
וַיִּשָּׁבַע			
וַיֹּאכַל			
וַיִּבֹז			
וַיִּשְׁתָּה			
וַיֹּאמֶר			

Extension:

1. Which פְּסוּק has the most action words? _____

2. Why do you think this is?





Independent פְּסוּקָה Comprehension (1)

Learning פְּסוּקָה independently (1)

In this unit we started to learn פְּסוּקָה independently, using a checklist with steps to help us. Below is a פְּסוּקָה from Unit 7 (פָּרָק כ"ה פְּסוּקָה ל"ו).

וַיֹּאמֶר עֲשׂוּ אֶל-יַעֲקֹב הַלְעִיטֵנִי נָא מִן-
הָאֲדָם הָאֲדָם הַזֶּה כִּי עֵיף אֲנִי עַל-
כֵּן קָרָא שְׁמוֹ אֲדָוָם :

Write down three of the steps you used to help you work out the meaning of this פְּסוּקָה. For each step, give an example from the פְּסוּקָה. (You can also colour-code or write word meanings onto the פְּסוּקָה to show your steps.)

⇒ Step 1

⇒ Step 2

⇒ Step 3

What is happening in this פְּסוּקָה?



Independent פְּסוּק Comprehension (2)

Learning פְּסוּקִים independently (2)

In this unit we started to learn פְּסוּקִים independently, using a checklist with steps to help us.

Here is a new פְּסוּק (פְּרָק כ"ז פְּסוּק ו'):

וְרַבָּקָה אָמְרָה אֶל־עֵקֶב בְּנֵה לֵאמֹר הִנֵּה
שָׁמַעְתִּי אֶת־אָבִיךָ מִדְּבַר אֶל־עֲשׂוֹ אַחִיךָ לֵאמֹר :

1. I found words, names and prefixes and suffixes that I already know.
2. The new words in this פְּסוּק are:

3. I asked myself comprehension questions about the פְּסוּק and worked out some answers, e.g. Who is speaking? Who is it about? What kind of word is it?
4. I wrote down the questions that I would still like to investigate further.

New words:

שָׁמַעְתִּי – I heard

בְּנֵה – her son

Using the **Independent Learning Checklist**, have a go at working out the meaning of this פְּסוּק. You can write word meanings on top of the words, and also colour-code the prefixes/suffixes and שְׂרָשִׁים to help you as you are working through the פְּסוּק.

What do you think is happening in this פְּסוּק?

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

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

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

Level 2 (suggested by the end of Year 2)

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

Level 1 (suggested by the end of Year 1)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHUMASH CURRICULUM UNIT PLANNING GRID

Suggested for Year 3 – four units – סֵפֶר בְּרֵאשִׁית				
	TITLE OF UNIT	פְּסוּקִים	פָּרָק	פְּרָשָׁה
U1	אֲבָרָם Goes to the Land	א' - ט'	י"ב	לָדָּ לָדָּ
U2	אֲבָרָם and לוֹט Part Company	א' - י"ג	י"ג	לָדָּ לָדָּ
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 אַבִּיךָ, 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>Unit 2</p>	<p>1. Finding the place in a חומש S1 2. Reading most פסוקים in this unit accurately S3 3. Comprehending the plain meaning of תורה text with support S4 4. Identifying ישב: שָׁרַשׁ S5 5. Use of noun prefixes to help comprehend text S5</p> <table border="1" data-bbox="360 748 624 948"> <tr><td>ו</td></tr> <tr><td>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 3. Comparisons: similar events השוואה (the travels of אברהם and his entourage from הָרֶן to כְּנָעַן with their travels from כְּנָעַן to מִצְרַיִם) New U3</p>
ו							
וְאֶשְׁתּוֹ							
וְלוֹט							
וּבְקָר							
וְאֶהְלִים							
<p>Unit 3</p>	<p>1. Finding the place in a חומש S1 2. Reading most פסוקים in this unit accurately S3 3. Comprehending the plain meaning of תורה text with support S4 4. Identifying שָׁרְשֵׁים: רוצ, מהר, ראה S5 5. prefix ב; בְּאֶלְנֵי מִמְרָא; prefixes ה and מ and suffix ך revised S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Comparisons: of promise and fulfilment השוואה within same text New U3 3. Explaining why a פירוש comments on specific words: רש"י explains the repetition of the word וַיִּרָא as emphasising אברהם's desire to do הכנסת אורחים New U4</p>					

Unit 4

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

2. Identifying word families/שְׂרָשִׁימִם: עשה, צחק, ילד, and בן S5

3. Use of verb prefixes to help comprehend text S5

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

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

Prefix:

ל
לשרה
לאברהם

Suffixes:

י	ה	ו
בני	בנה	בנו
לי	בקלה	לו

By the end of Unit 4 most pupils should know all the noun prefixes ל/ה/ב/מ/ו; all possessive suffixes הִ/הָ/הּ; and the third person verb prefixes וי and ות.

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

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

Unit 5

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

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

	<p>2. Identify שְׂרָשִׁים קומ, לקח, שתה, and word families עָבַד, גָּמַל, בָּרַן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 331 900 603"> <thead> <tr> <th>וי</th> <th>ות</th> </tr> </thead> <tbody> <tr> <td>וַיִּקַּח</td> <td>וַתֹּאמֶר</td> </tr> <tr> <td>וַיִּקָּם</td> <td>וַתִּרְאֶה</td> </tr> <tr> <td>וַיִּלָּךְ</td> <td>וַתִּמְלֵא</td> </tr> <tr> <td>וַיִּרְאֶה</td> <td>וַתִּמְהַר</td> </tr> <tr> <td>וַיַּעַשׂ</td> <td>וַתִּרְצֶה</td> </tr> <tr> <td>וַיִּקְרָא</td> <td></td> </tr> </tbody> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 708 624 836"> <thead> <tr> <th>ל</th> </tr> </thead> <tbody> <tr> <td>לְעַבְדָּךְ</td> </tr> <tr> <td>לְיִצְחָק</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 895 900 1023"> <thead> <tr> <th>תָּ</th> <th>יָ</th> </tr> </thead> <tbody> <tr> <td>כַּדְתָּ</td> <td>אָדַנִּי</td> </tr> <tr> <td>יָדַתָּ</td> <td>אָחִי</td> </tr> </tbody> </table> <p>5. Use of noun plural suffix 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	תָּ	יָ	כַּדְתָּ	אָדַנִּי	יָדַתָּ	אָחִי	<p>2. Comparing two texts: אַבְרָהָם's behaviour towards his guests in בְּרֵאשִׁית י"ח and the חֶסֶד of רִבְקָה U3</p>
וי	ות																								
וַיִּקַּח	וַתֹּאמֶר																								
וַיִּקָּם	וַתִּרְאֶה																								
וַיִּלָּךְ	וַתִּמְלֵא																								
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כַּדְתָּ	אָדַנִּי																								
יָדַתָּ	אָחִי																								
<p>Unit 6</p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with little support S4</p> <p>2. Identifying שְׂרָשִׁים יָדַע, אָהַב, יָצָא, and word families 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 תִּפְקֹלָה U1</p> <p>2. Identify seemingly extra words, e.g. the לְשׁוֹן יְתָרָה U2</p> <p>אֲבָרָהָם הוֹלִיד אֶת יִצְחָק U2</p>																							

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 236 900 437"> <tr> <td>וי</td> <td>ות</td> </tr> <tr> <td>ויהי</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותהר</td> </tr> <tr> <td>ויאָהב</td> <td>ותהר</td> </tr> <tr> <td>ויקרא</td> <td></td> </tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="358 555 900 673"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>ואָלָה</td> <td>בְּקִרְבָּהּ</td> </tr> <tr> <td></td> <td>בְּפִיו</td> </tr> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 724 900 871"> <tr> <td>ו</td> <td>ָהּ</td> </tr> <tr> <td>לו</td> <td>ָהּ</td> </tr> <tr> <td>אֶשְׁתּוֹ</td> <td></td> </tr> <tr> <td>ָדוֹ</td> <td></td> </tr> </table> <p>5. Use of verb male plural suffix New S5</p> <table border="1" data-bbox="358 935 622 1098"> <tr> <td>וְ...ו</td> </tr> <tr> <td>וַיִּמְלֵאוּ</td> </tr> <tr> <td>וַיִּקְרְאוּ</td> </tr> <tr> <td>וַיִּגְדְּלוּ</td> </tr> </table> <p>6. Use of present verb form אֹהֲבֵת New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאָהב	ותהר	ויקרא		ו	ב	ואָלָה	בְּקִרְבָּהּ		בְּפִיו	ו	ָהּ	לו	ָהּ	אֶשְׁתּוֹ		ָדוֹ		וְ...ו	וַיִּמְלֵאוּ	וַיִּקְרְאוּ	וַיִּגְדְּלוּ	<p>3. Comparing two texts in בְּרֵאשִׁית where there are similar actions – תִּפְלָה of the עֶבֶד and that of יִצְחָק U3</p>
וי	ות																													
ויהי	ותאמר																													
ויאמר	ותהר																													
ויאָהב	ותהר																													
ויקרא																														
ו	ב																													
ואָלָה	בְּקִרְבָּהּ																													
	בְּפִיו																													
ו	ָהּ																													
לו	ָהּ																													
אֶשְׁתּוֹ																														
ָדוֹ																														
וְ...ו																														
וַיִּמְלֵאוּ																														
וַיִּקְרְאוּ																														
וַיִּגְדְּלוּ																														
<p>Unit 7</p>	<p>1. Comprehending the plain meaning of a <u>simple תּוֹרָה text independently</u> New S4</p> <p>2. Identifying שְׂרָשִׁים בּוֹא, מֵכַר, מוֹת, אֹכֵל, and word families אָדוּם, בְּכֶרֶה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the responsibilities of leadership U1</p>																												

	<table border="1" style="margin-left: 20px;"> <tr><td>וי</td></tr> <tr><td>ויאכל</td></tr> <tr><td>ויקום</td></tr> <tr><td>וילך</td></tr> <tr><td>ויאמר</td></tr> <tr><td>ויבא</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ו</td></tr> <tr><td>שמו</td></tr> </table> <p>5. Use of present verb form הולך S5</p>	וי	ויאכל	ויקום	וילך	ויאמר	ויבא	ל	ה	לי	הבכרה	ו	שמו	<p>2. Reflecting on the different characteristics of the twins and what we can learn from them U1</p> <p>3. Understanding the intrinsic value of the בכרה as representing the responsibilities of the firstborn to uphold the traditions of his ancestors U1</p> <p>4. Identifying words and phrases that express subtle messages, e.g. כיום New U2</p> <p>5. Identifying significance of words, e.g. the phrase אָדום האָדם האָדם relates to עָשׂוּ being called אָדום U2</p> <p>6. Comparing and contrasting two פּרוּשִׁים of a text: רש"י and פסוק ל"ב on רשב"ם New U4</p>						
וי																				
ויאכל																				
ויקום																				
וילך																				
ויאמר																				
ויבא																				
ל	ה																			
לי	הבכרה																			
ו																				
שמו																				
<p>Unit 8</p>	<p>1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4</p> <p>2. Identifying שְׂרָשִׁים בוא, נתנ, גגש, בכה, S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><th>וי</th><th>ות</th></tr> <tr><td>ויאכל</td><td>ותאמר</td></tr> <tr><td>ויבא</td><td>ותקח</td></tr> <tr><td>ויקום</td><td></td></tr> <tr><td>וילך</td><td></td></tr> <tr><td>ויתן</td><td></td></tr> <tr><td>ויגש</td><td></td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table>	וי	ות	ויאכל	ותאמר	ויבא	ותקח	ויקום		וילך		ויתן		ויגש		ל	ה	לי	הבכרה	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. the relationship between יַעֲקֹב and עֵשָׂו with their parents and understanding יַעֲקֹב's dilemma U1</p> <p>2. Identifying repeated words and phrases; how the תּוֹרָה uses literary techniques (e.g. anagrams (בְּרָכָה/בְּכָרָה) and plays on words (יַעֲקֹב וַיַּעֲקֹבֵנִי) to express עֵשָׂו's feelings U2</p> <p>3. Comparing and contrasting, with support:</p> <ul style="list-style-type: none"> • the difference between יַצְחָק's words and רַבֵּקָה's repetition of these words to יַעֲקֹב • the differences in content between יַצְחָק's three בְּרָכוֹת: the first given to יַעֲקֹב when יַצְחָק presumes he is עֵשָׂו; the second given to עֵשָׂו in response to עֵשָׂו's bitter cry; and the third given to יַעֲקֹב U3
וי	ות																			
ויאכל	ותאמר																			
ויבא	ותקח																			
ויקום																				
וילך																				
ויתן																				
ויגש																				
ל	ה																			
לי	הבכרה																			

	<p>Suffix:</p> <table border="1" data-bbox="362 236 660 328"> <tr><td>ו</td></tr> <tr><td>בְּנוּ</td></tr> </table>	ו	בְּנוּ	<p>4. Understanding the פירוש of the ספרנו explaining the significance of ברכות's יצחק and analysing how he explains the text New U4</p>																
ו																				
בְּנוּ																				
<p>Unit 9</p>	<p>1. Comprehending the plain meaning of a simple תורה text independently S4</p> <p>2. Identifying word families/שָׁרָשִׁים/עלה ירד, חלמ, שכב, ירד, עלה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 533 660 751"> <tr><td>ו</td></tr> <tr><td>וַיֵּלֶן</td></tr> <tr><td>וַיִּשְׁכַּב</td></tr> <tr><td>וַיֵּצֵא</td></tr> <tr><td>וַיֵּלֶד</td></tr> <tr><td>וַיִּשְׁכַּם</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="362 855 1173 979"> <thead> <tr> <th>ו</th> <th>ה</th> <th>מ</th> </tr> </thead> <tbody> <tr> <td>וְהִנֵּה</td> <td>הַשָּׁמַשׁ</td> <td>מֵאֲבָנֵי</td> </tr> <tr> <td>וְרֹאשׁוֹ</td> <td>הַמָּקוֹם</td> <td>מִבְּרֵאשִׁיתוֹ</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" data-bbox="362 1031 636 1155"> <tr><td>ך</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זָרְעֶךָ</td></tr> </table> <p>5. Past tense first person – יָדַעְתִּי, דִּבַּרְתִּי, נָדַעְתִּי New S5</p> <p>6. Use of noun possessive plural suffix – מֵאֲבָנֵי New S5</p> <p>7. Reading vowelled פְּרוּשִׁים accurately (רש"י) New S6</p>	ו	וַיֵּלֶן	וַיִּשְׁכַּב	וַיֵּצֵא	וַיֵּלֶד	וַיִּשְׁכַּם	ו	ה	מ	וְהִנֵּה	הַשָּׁמַשׁ	מֵאֲבָנֵי	וְרֹאשׁוֹ	הַמָּקוֹם	מִבְּרֵאשִׁיתוֹ	ך	אָבִיךָ	זָרְעֶךָ	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יַעֲקֹב's feelings after his vision of the ladder U1</p> <p>2. Identifying with support that extra meaning can be derived from:</p> <ul style="list-style-type: none"> • seemingly superfluous words in the text (לְשׁוֹן יִתְרָה) • words that are repeated in the text (מְלֵא מִנְחָה) • unusual order in the text (שְׁנוּי בְּסֵדֶר מְלִים) • ambiguous words (הִבְנֵת מְלִים לֹא בְּרוּרָת) • apparent grammatical inconsistency (דִּקְדוּק לֹא עֲקָבִי) U2 <p>3. Identifying with support textual comparisons between יַעֲקֹב leaving home (כ"ח : ב') and אַבְרָם leaving his home (י"ב : ה') U3</p>
ו																				
וַיֵּלֶן																				
וַיִּשְׁכַּב																				
וַיֵּצֵא																				
וַיֵּלֶד																				
וַיִּשְׁכַּם																				
ו	ה	מ																		
וְהִנֵּה	הַשָּׁמַשׁ	מֵאֲבָנֵי																		
וְרֹאשׁוֹ	הַמָּקוֹם	מִבְּרֵאשִׁיתוֹ																		
ך																				
אָבִיךָ																				
זָרְעֶךָ																				

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

Unit 10

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

Prefix:

וַי
וַיִּשְׁנֶאֱו
וַיִּסְפּוּ
וַיִּסְפֵּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וַי plural	וַי singular
בָּנָיו	בֶּנִי
אָחָיו	

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

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

<p>Unit 11</p>	<p>1. Comprehending the plain meaning of a more difficult תורה text independently S4</p> <p>2. Identifying word families/שָׁרְשֵׁים שלכ: מצא בקש הרג שלכ S5</p> <p>3. Use of plural verb constructs to help comprehend text New S5</p> <table border="1" data-bbox="362 438 660 595"> <tr><td>וי.....הו</td></tr> <tr><td>וישָׁלַחְהו</td></tr> <tr><td>וימְצָאֵהו</td></tr> <tr><td>וישָׁאֲלֵהו</td></tr> </table> <p>4. Use of noun suffixes S5</p> <table border="1" data-bbox="362 655 900 818"> <tr><td>וְ</td><td>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>7. Comprehending the plain meaning of a number of commentaries of רש"י with support New S7</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. יוסף's and the brothers' feelings when he is about to be sold U1</p> <p>2. Understanding with support how the repetition of certain words and phrases, e.g. repetition of the word אַח provides clues about likely feelings U2</p> <p>3. Understanding with support how certain words and phrases, such as the use of various reference terms (כְּיִנְיָיִם) for יוסף, provide clues about likely feelings U2</p> <p>4. Understanding the meaning of a number of commentaries of רש"י and how his explanation helps us to gain a deeper understanding of the text, e.g. the relationship between יוסף and his brothers New U4</p>
וי.....הו														
וישָׁלַחְהו														
וימְצָאֵהו														
וישָׁאֲלֵהו														
וְ	יְ													
אָחִיו	אָחִיךָ													
אָבִיו														
חֲלֹמֹתָיו														
<p>Unit 12</p>	<p>1. Comprehending the plain meaning of a more difficult תורה text independently S4</p> <p>2. Identifying שָׁרְשֵׁים: נשק, זכר, נכר S5</p> <p>3. Identify when a ו' is a הַהִפּוּךְ and when it is a הַחִיבוּר and when it is a הַחִיבוּר New S5</p>	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוסף's and the brothers' feelings when יוסף reveals himself U1</p> <p>2. Identifying independently how the repetition of certain words or groups of words, e.g. שלח and מכר, and ambiguous words e.g. וְאֶחָדֵינוּ, וְאֶחָדֵינוּ can provide clues about the likely feelings, intentions and leading ideas of the unit U2</p>												

	<p>4. Use of noun suffixes S5</p> <table border="1" data-bbox="362 236 900 389"> <tr> <td>י</td> <td>ף</td> </tr> <tr> <td>אָבִי בָּנִי אָחִי</td> <td>בֵּיתֵךְ</td> </tr> </table> <p>5. Reading vowelled פְּרוּשִׁים 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	בֵּיתֵךְ	<p>3. Comparing and contrasting language in parallel texts U3</p> <p>4. Understanding how the brothers felt ashamed of their past actions, and were only able to speak once יוֹסֵף cried and showed his feelings</p>
י	ף					
אָבִי בָּנִי אָחִי	בֵּיתֵךְ					
<p>Unit 13</p>	<p>1. Comprehending the plain meaning of a תּוֹרָה and מְשֻׁנָּה text New S4</p> <p>2. Identifying word families: קוֹדֵשׁ, תְּרוּעָה, זְכוּרוֹן, שְׁבִתוֹן, תְּרוּעָה, קוֹדֵשׁ S5</p> <p>3. Use of future tense plural form תֵּשָׁבוּ, תִּתְּנוּ, תִּחַגְּגוּ New S5</p> <p>4. Use of noun prefixes S5</p> <table border="1" data-bbox="362 863 660 1086"> <tr> <td>ה</td> </tr> <tr> <td>הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַסְּכוּת</td> </tr> </table> <p>5. Reading vowelled פְּרוּשִׁים accurately (רש"י) S6</p> <p>6. Comprehending the plain meaning of a number of commentaries (רש"י) with support S7</p>	ה	הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַסְּכוּת	<p>1. Reflecting on the values that can be learned from the מִצְוֹת in this unit, e.g. the meaning of the שׁוֹפֵר, forgiveness for יוֹם כִּיפּוּר and שְׂמֵחָה connected to סוּכּוֹת U1</p> <p>2. Understanding how certain words provide clues about the meaning of the text, e.g. אָדָּךְ U2</p> <p>3. Comparing תּוֹרָה and מְשֻׁנָּה texts and seeing how the מְשֻׁנָּה elaborates on the details of the מִצְוָה first mentioned in the תּוֹרָה texts New U3</p> <p>4. Explaining why a פְּרוּשׁ (רש"י) explains the text as it does U4</p>		
ה						
הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַסְּכוּת						
<p>Unit 14</p>	<p>1. Comprehending the plain meaning of a more difficult תּוֹרָה text independently S4</p>	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. מִשָּׁה's feelings when he hits the מְצָרִי U1</p>				

2. Identifying word families/שְׂרָשִׁימַם/ברח שְׂרָשִׁימַם, שִׁפְט, פְּנָה, שִׁפְט, נָכָה, S5

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

4. Comprehending the plain meaning of a number of different מְפָרְשִׁימַם (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 ל, ה, ב, מ, ו
- all possessive suffixes וְ/וְ/וְ/וְ
- singular and plural noun forms
- the third person singular verb prefixes וְ...וְ and וְ...וְ
- the third person plural verb prefixes and suffixes וְ...וְ and וְ...וְ, e.g. וְאָמְרוּ and וְאָמְרוּ
- present verb forms like אוֹהֵב, אוֹהֵבִית
- past verb forms like שָׁמַעְנוּ, שָׁמַעְתִּי
- future verb forms like תִּלְדֶּה and תִּלְדֶּה
- a וְ הַהַפּוּדָה and a וְ הַחִיבוּר and their function
- imperative forms such as עֲלוּ, מִהֲרוּ

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

3. Explaining how different מְפָרְשִׁימַם 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