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Unit 8 - פְּרָכּוֹת יִצְחָק

פְּרִשֵׁת תּוֹלְדֹת כ"ז, כ"ח:א-ד'

Revised edition - January 2015/Shevat 5775

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

Unit 8 Acknowledgements

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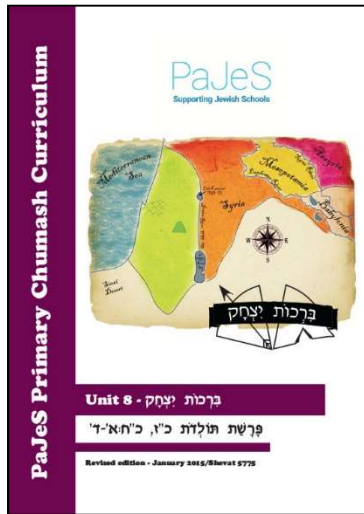
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- Can Do Levels of Attainment Statements
- Chumash Curriculum Planning Grid
- Skills Spiral

How to Use This Pack



The Unit 8 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 8.

פסוק טו

Go now to the flock	לְדָנָא אֶל־הַצֹּאֵן	line 1
and fetch me from there	וְקַח־לִי מִשָּׁם	line 2
two young goats, good ones	שְׁנֵי גְדֵי עֲזִים טוֹבִים	line 3
and I will prepare them as tasty food for your father	וְאֶעֱשֶׂה אֹתָם מִטְעָמִים לְאָבִיךָ	line 4
as he loves	כַּאֲשֶׁר אֱהֵב:	line 5

פְּסוּקִים (with or without English) are to be used selectively for differentiation.



Classroom Resources support various classroom activities.

ו

וְרַבְּקָה אָמְרָה אֶל־יַעֲקֹב בְּנֵה
לְאֹמֵר הִנֵּה שְׁמַעְתִּי אֶת אָבִיךָ
מְדַבֵּר אֶל־עֵשָׂו אַחִיד לְאֹמֵר:

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

now	עַתָּה	וְעַתָּה, עַתָּה
hunt, hunted meat	צוּד	לְצוּד, צוּדָה, צוּד, מְצוּדִי, מְצוּדָה, וְצוּדָה
tasty food	מִטְעָמִים	מִטְעָמִים
to bring	בָּוא	הֵבִיאוּ, לְהֵבִיא, וְהֵבִיאוּ, וָבֵא, וְהֵבִיאוּ, וְהֵבִיאוּ
in order that	בְּעִבּוֹר	בְּעִבּוֹר
soul	נַפְשׁ	נַפְשׁ, נַפְשׁוֹ
listen	שָׁמַע	כִּשְׁמָע, שָׁמַעַת, שָׁמַעְתִּי, שָׁמַעַתִּי
voice	קוֹל	קוֹל, הַקוֹל, בְּקוֹלִי
garment	בְּגָד	בְּגָדִי, בְּגָדָי
to dress	לְבַשׁ	הִלְבִּישׁוּ, וְלִבְשׁוּ
give	נָתַן	וְנָתַן, וְנָתַתִּי
approach, come near	נָגַשׁ	נִגְשׁוּ, וְנִגְשׁוּ, הִנְגַּשׁוּ
once, twice	פַּעַם	פַּעַמִּים
answer	עָנָה	וַעֲנֵה
cry	בָּכָה	וַיִּבְכּוּ

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

ו

וְרַבְּקָה אָמְרָה אֶל־יַעֲקֹב בְּנֵה
לְאֹמֵר הִנֵּה שְׁמַעְתִּי אֶת אָבִיךָ
מְדַבֵּר אֶל־עֵשָׂו אַחִיד לְאֹמֵר:

פְּסוּקִים are colour-coded based on the unit where they were first learned. They are used as part of the **Shoresh Research and Recall** independent learning tool, enabling pupils to work out the meaning of an unseen פְּסוּק.

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 8

The core focus of this unit is the בְּרָכָה that יִצְחָק gives to יַעֲקֹב and עֵשָׂו before his death. In Unit 7, pupils focused on the בְּכָרָה. We explained, according to רש"י, that the בְּכָרָה is the privilege and responsibility to continue the **spiritual** traditions of אַבְרָהָם from one generation to the next. The בְּרָכָה, on the other hand, is the blessing for **physical** wealth and leadership. יִצְחָק, as the son of אַבְרָהָם, had been given the gift by ה' to give this בְּרָכָה to others.

The ספרנו (בְּרָאשִׁית כִּיז : כִּיט) explains that this is why יִצְחָק wanted to give עֵשָׂו the בְּרָכָה for physical wealth and leadership: he thought that it would suit the role of יַעֲקֹב. יַעֲקֹב would have the privilege to continue the spiritual traditions of אַבְרָהָם. רַבֵּקָה, however, knew from the prophecy that יַעֲקֹב also needed the בְּרָכָה for physical wealth and leadership to succeed in his role.

According to this approach, the word similarity between בְּרָכָה and בְּכָרָה is not incidental. While the spiritual and physical aspects of our life seem very different, they are also very connected; possibly two sides of the same coin. Pedagogically, pupils should be encouraged, through a process of independent discovery while learning the text, to understand the motives and actions of the participants and how each one is influenced by the concepts of בְּכָרָה and בְּרָכָה.

Unit 8 raises a number of moral questions. How could רַבֵּקָה have deceived יִצְחָק in giving יַעֲקֹב the בְּרָכָה and, even more difficult, how could יַעֲקֹב have seemingly lied to his father by saying "I am עֵשָׂו your firstborn?" (בְּרָאשִׁית כִּיז : ייט).

The classical commentators did not shy away from these questions. Among those that deal with them are רבה, עקדת יצחק, רמב"ן, רשב"ם, רש"י, מדרש רבה and more.

There are two main approaches in חז"ל to understanding what happened, particularly about the seemingly dishonest behaviour of יַעֲקֹב.

1. יִצְחָק used ambiguous language. He did not lie directly to יַעֲקֹב: רש"י. So, in עֵשָׂו - "עֵשָׂו בְּכָרְדָּךְ" "אֲנֹכִי": "It is I who brings this to you." And "אֲנֹכִי" is your firstborn. According to this explanation the sentence is split into two. The טעמי המקרא support this explanation with the word "אֲנֹכִי" being separated from "עֵשָׂו בְּכָרְדָּךְ."

Although רש"י does not say so explicitly, it seems clear that יַעֲקֹב felt that he had to use this language and it was not in his nature to do so.

2. רַבֵּקָה was commanded to do this by יַעֲקֹב: הכתב והקבלה and רמב"ן, מדרש רבה. She received the prophecy of "the elder will serve the younger", which she did not share with יִצְחָק as ה' had not commanded her to do so. יַעֲקֹב was very unhappy to deceive his father but he felt he had to obey his mother (בְּרָאשִׁית כִּיז : טי) "what I command you"). According to מדרש רבה, יַעֲקֹב's head was bowed and he was in tears doing so. The הכתב והקבלה contrasts the language of

preparing the food (he went etc.) in יִיד to בְּרָאשִׁית כִּיז : אִי-ד' to אַבְרָהָם's running to prepare the food for the three visitors. He really did not want to do it.

In this unit we have followed the second approach, which we felt would be best understood by the pupils.

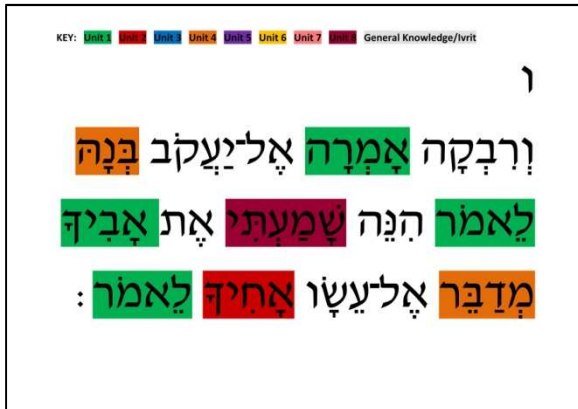
Strategies for studying the פְּסוּקִים

Although this unit covers a large number of פְּסוּקִים, pupils should know many recurring keywords from previous units. Pupils have also been introduced to the Independent Learning Checklist and the וְיֵאמֶר Sentence format in Unit 7. This should enable them to work out the meaning of פְּסוּקִים with increasing independence.

To further support independent learning, we are providing:

- large פְּסוּקִים
- large colour-coded פְּסוּקִים, with colours showing the unit where pupils first learned the פְּסוּק
- linear פְּסוּקִים with (and without) blanks for pupils to complete the English meaning of the פְּסוּקִים

Teachers can decide how and when to use any of these support materials.



פְּסוּקֵי טו'	
line 1	לְדָנָא אֱלֹהֵי צִיּוֹן
line 2	וְקָחְלִי מִשָּׁם
line 3	שְׁנֵי גְדֵי עֹזִים טָבִים
line 4	וְאֶעֱשֶׂה אֹתָם מִטְעָמִים לְאֲבִיד
line 5	פֶּאֶשׁוּר אֶהֱבֶה :

In order to do justice to the comprehension of this large number of פְּסוּקִים, pupils will learn פְּסוּקִים that are intrinsic to their understanding of the issues in the unit in Hebrew whereas some פְּסוּקִים will be summarised in English to retain a sense of the order of events.

This will be indicated at the start of each lesson.

Suggested study method	Hebrew	Teacher summary
for פְּסוּקִים:	פְּסוּקִים הִי-י'	פְּסוּקִים חִי-י'

Colour-coded פְּסוּקִים are available as an additional resource on the disk and on Fronter.

Brief Outline of Unit 8

Lesson 1: יִצְחָק Asks עֲשׂוּ to Prepare Food for Him

בְּרָאשִׁית כ"ז: א'-ד'

How does יִצְחָק create the right conditions in which to bless עֲשׂוּ?

Lesson 2: יַעֲקֹב Plans for רְבִכָּה to Receive the בְּרָכָה

בְּרָאשִׁית כ"ז: ה'-י'

What does a בְּרָכָה mean in this text? Why is רְבִכָּה determined that יַעֲקֹב should get the בְּרָכָה from יִצְחָק?

Lesson 3: יַעֲקֹב Responds to his Mother's Plan

בְּרָאשִׁית כ"ז: י"א-י"ז

How does the תּוֹרָה use significant words to help us explore the choices and motivation of the characters in this story? How does יַעֲקֹב respond to his mother's plan?

Lessons 4 and 5: יַעֲקֹב Disguised as עֲשׂוּ Brings Food to יִצְחָק

בְּרָאשִׁית כ"ז: י"ח-כ"ז

How does יַעֲקֹב behave and speak to his father?

Lesson 6: יִצְחָק Blesses יַעֲקֹב Thinking He Is עֲשׂוּ

בְּרָאשִׁית כ"ז: כ"ח-כ"ט

Why does יִצְחָק give יַעֲקֹב this בְּרָכָה?

Lessons 7 and 8: יִצְחָק Blesses עֲשׂוּ

בְּרָאשִׁית כ"ז: ל'-מ'

Why does יִצְחָק give עֲשׂוּ this בְּרָכָה?

Lesson 9: יִצְחָק Blesses יַעֲקֹב Knowing He Is יַעֲקֹב

בְּרָאשִׁית כ"ז: מ"א-מ"ו, כ"ח: א'-ד'

Why does יִצְחָק give יַעֲקֹב this final בְּרָכָה?

Lesson 10: Revision and Assessment

Keywords and Phrases of Unit 8

The table below features the keywords to be studied and practised in Unit 8.

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.

now	עֵתָה	וְעֵתָה, עֵתָה
hunt	צִיד	לְצוּד, וְצוּדָה
hunted meat	צִיד	צִיד, מְצִידִי, מְצִיד, מְצִידוֹ
tasty food	מִטְעָמִים	מִטְעָמִים
bring	בּוֹא	הֵבִיאַה, לְהֵבִיא, וְהֵבִיאַה, וָבִיא, וְהֵבִאתִי, וְהֵבִאתִי
in order that	בְּעִבוּר	בְּעִבוּר
soul	נַפְשׁ	נַפְשִׁי, נַפְשֶׁךָ
listen	שָׁמַע	כְּשָׁמַע, שָׁמַעַת, שָׁמַעְתִּי, שָׁמַע
voice	קוֹל	קוֹל, הַקּוֹל, בְּקוֹלִי
garment	בְּגָד	בְּגָדִי, בְּגָדָיו
dress	לְבוּשׁ	הַלְּבִישָׁה, וְתַלְבָּשׁ
give	נָתַן	וְנָתַן, וְנָתַתָּן
approach, come near	נִגַּשׁ	נִגַּשָׁה, וְנִגַּשׁ, וְנִגַּשְׁהָ
once, twice	פַּעַם	פַּעַמִּים
answer	עָנָה	וַיַּעַן
cry	בָּכָה	וַיִּבְךְּ

Words that were studied in Units 1–7

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	וַיַּגְדֵּלָהּ
blessing	בְּרָכָה	בְּרָכָה
bless	בָּרַךְ	וַיַּבְרַכֶּךָ, וַיַּבְרַכְהָ, מִבְּרַכֶּיךָ, וַיְבָרְכֵנִי
seed/child	זָרַע	לְזָרְעֶךָ
this	זֶה, זֹאת	הַזֹּאת

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

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

Words that were studied in Unit 5		
take	לָקַח	וַיִּקַּח
servant	עֶבֶד	הָעֶבֶד, לְעַבְדֶּךָ
camel	גָּמֵל	גָּמְלִים, מִגָּמְלֵי, גָּמְלִי, הַגָּמְלִים גָּמְלִידָּה, לְגָמְלִידָּה
master	אָדוֹן	אָדוֹנִי, אָדוֹן
hand	יָד	בְּיָדוֹ, יָדָהּ, יָד, יָדֶיךָ
get up	קוּם	וַיִּקָּם
kindness	חֶסֶד	חֶסֶד
jug	כַּד	כַּדָּהּ, כַּדָּהּ, מִכַּדָּהּ
drink	שָׁתָה	וַאֲשָׁתָהּ, שָׁתָה, לְשָׁתָהּ
also	גַּם	גַּם

Words that were studied in Unit 7		
cook	זָוַד	וַיִּזְד
soup	נִזְיָד	נִזְיָד
lentil	עֲדָשָׁה	עֲדָשִׁים
come	בּוֹא	וַיָּבֹא
tired	עָיַף	עָיַף
red	אָדוּם	הָאָדוּם, אָדוּם
therefore	עַל כֵּן	עַל כֵּן
sell	מָכַר	מָכַרְהָ, וַיִּמְכַר
birthright	בְּכֻרָה	בְּכֻרְתָּהּ, בְּכֻרָה, בְּכֻרְתּוֹ, הַבְּכֻרָה
die	מוֹת	לָמוּת
why	לָמָּה	לָמָּה
eat	אָכַל	וַיֹּאכַל
swear/make an oath	שָׁבַע	הִשָּׁבַעַהּ, וַיִּשָּׁבַע
despise, hate	בוֹז	וַיְבֹז

Words that were studied in Unit 4		
as	אֲשֶׁר	כְּאֲשֶׁר, אֲשֶׁר
make	עָשָׂה	וַיַּעַשׂ, עָשָׂה
speak	דָּבַר	דָּבַר
give birth	יָלַד	וַתֵּלֶד, הִנּוּלַד, יָלְדָהּ
boy	יָלֵד	הַיָּלֵד
son	בֵּן	בֵּן, בָּנוּ, בָּנָהּ, בְּנֵי
call	קָרָא	וַיִּקְרָא, יִקְרָא
name	שֵׁם	שֵׁם
command	צִוָּה	צִוָּה
hear/listen	שָׁמַע	הִשְׁמָעַ, שָׁמַע
laugh	צָחַק	צָחַקָהּ, יִצְחָק, מִצְחָק, וַתִּצְחַק
laughter	צָחֻק	צָחֻק

Words that were studied in Unit 6		
these	אֵלֶּה	וְאֵלֶּה
was	הָיָה	וַיְהִי
years old	בֶּן שָׁנָה	בֶּן-אָרְבָּעִים שָׁנָה, בֶּן-שָׁשִׁים שָׁנָה
sister	אָחוֹת	אָחוֹת
wife	אִשָּׁה	אִשְׁתּוֹ, לְאִשָּׁה
nation	גּוֹי	גַּיִם
people	לְאָמִם	לְאָמִים
young	צָעִיר	צָעִיר
fill	מָלָא	וַיִּמְלֵאוּ
go out	יָצָא	יָצָא, וַיֵּצֵא
first	רֵאשׁוֹן	הָרֵאשׁוֹן
heel	עָקֵב	בְּעָקֵב
know	יָדַע	יָדַעַהּ
field	שָׂדֵה	שָׂדֵה
love	אָהַב	וַיֶּאֱהַב, אָהַבְתָּ

Unit 8: בְּרֵאשִׁית כִּיז, כִּיח : אִ-ד' : בְּרֵכוֹת יִצְחָק – Revised January 2015

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

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

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

Unit Learning Outcomes

Overview of KSU Learning Outcomes in Unit 8

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K4A	Pupil recognises and knows the selected Hebrew keywords in this חוּמֵשׁ unit and in the previous חוּמֵשׁ unit.
K4B	Pupil knows the meaning of the phrase הַקֵּל קוֹל יַעֲקֹב וְהַיְדִים נְדִי עֶשָׂו.
K6	Pupil knows that רַשִׁיי and סַפְרָנו's explanation is not part of the תּוֹרָה text. Pupil knows רַשִׁי's explanation on: כִּיב : כִּיז - בְּרָאשִׁית כִּיז : כִּיב. Pupil knows סַפְרָנו's explanation of בְּרָכוֹת יִצְחָק's : כִּיז-כִּיט : בְּרָאשִׁית כִּיז : כִּיז-כִּיט and כִּיח : גִּד'.
Skills Goals	
S1	Pupil can locate text when given its פָּרָק and פְּסוּק reference.
S2	Pupil can use reference tools, e.g. vocabulary books, to help in comprehending text.
S3	Pupil can read words, phrases and פְּסוּקִים accurately, accentuating syllables correctly, and recognise an אֶתְנַחֲתָא.
S4	Pupil can understand the plain meaning of the פְּסוּקִים independently.
S5	Pupil can identify the word families of the keywords of the unit and the previous unit. Pupil can differentiate between verbs (שָׁרְשִׁים) and nouns (word families). Pupil can use their knowledge of word families and שָׁרְשִׁים to independently work out the meaning of a new פְּסוּק. Pupil can use their knowledge of prefixes and suffixes to independently work out the meaning of a new פְּסוּק.

Understanding Goals	
U1	Pupil can reflect on and discuss the motivations and actions of the characters and apply values learned to their own lives.
U2	<p>Pupil can identify repeated words and phrases:</p> <p>How the תּוֹרָה uses literary techniques (e.g. anagrams בְּרָכְתִּי/בְּכָרְתִּי and plays on words – וַיַּעֲקֹבֵנִי/יַעֲקֹב – to demonstrate how עֵשָׂו expresses his feelings by linking יַעֲקֹב's name with the fact that יַעֲקֹב has twice deceived him – once with the בְּכָרָה and now with the בְּרָכָה.</p>
U3	<p>Pupil can compare and contrast, with support:</p> <ul style="list-style-type: none"> • the difference between בְּרָאשִׁית כִּיז : בִּי-ד' עֵשָׂו's words to יִצְחָק and בְּרָאשִׁית כִּיז : וִי-י' יַעֲקֹב's repetition of these words • the differences in content between יִצְחָק's three בְּרָכוֹת: <ul style="list-style-type: none"> ○ the first, given to יַעֲקֹב when יִצְחָק presumes he is עֵשָׂו ○ the second, given to עֵשָׂו in response to עֵשָׂו's bitter cry ○ the third, given to יַעֲקֹב (בְּרָכוֹת אַבְרָהָם), which was intended for יַעֲקֹב

Knowledge Goals

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

- יִצְחָק is now elderly and unable to see
- He asks עֶשָׂו to hunt and prepare tasty food for him so that he can give him a בְּרָכָה before he dies
- רִבְקָה hears יִצְחָק's conversation with עֶשָׂו and repeats it to יַעֲקֹב
- רִבְקָה commands יַעֲקֹב to take tasty food to his father so that he will receive this בְּרָכָה
- יַעֲקֹב expresses concern that his father will realise that he is not עֶשָׂו and will regard him as deceitful
- רִבְקָה assures יַעֲקֹב that she will take full responsibility for the resulting outcome
- יַעֲקֹב goes to his father dressed in עֶשָׂו's clothes with his arms covered in goatskin
- יִצְחָק feels יַעֲקֹב. He says: "הַקֵּל קוֹל יַעֲקֹב וְהִנְדִים נְדִי עֶשָׂו"
- יִצְחָק asks again if he is עֶשָׂו. יַעֲקֹב answers "I am". He gives יִצְחָק the food to eat
- יִצְחָק blesses יַעֲקֹב with plentiful produce (wealth) and leadership
- As soon as יַעֲקֹב leaves יִצְחָק, עֶשָׂו returns and brings food to his father that he has prepared
- יִצְחָק becomes very agitated when he realises that he has just given the בְּרָכָה to יַעֲקֹב
- עֶשָׂו utters a bitter cry and asks him to bless him also
- יִצְחָק gives עֶשָׂו a בְּרָכָה of plentiful produce (wealth) and includes that he will be a servant to his brother
- עֶשָׂו hates יַעֲקֹב because of the בְּרָכָה and plans to kill him after his father dies
- רִבְקָה tells יַעֲקֹב to escape to her brother לָבָן in חָרָן until עֶשָׂו's anger subsides
- יִצְחָק tells יַעֲקֹב not to take a wife from כְּנָעַן but to find a wife from his family in פְּדוּן אֲרָם
- יִצְחָק blesses יַעֲקֹב with בְּרֵכוֹת אַבְרָהָם that he should have many children and inherit אֶרֶץ יִשְׂרָאֵל
- יַעֲקֹב obeys his parents and goes to חָרָן

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

now	עַתָּה	וְעַתָּה, עַתָּה
hunt	צִיד	לְצוּד, וְצוּדָה
hunted meat	צִיד	צִיד, מְצִידִי, מְצִיד, מְצִידוֹ
tasty food	מִטְעָמִים	מִטְעָמִים
bring	בוא	וְהֵבִיאוּ, וְהֵבִיאוּ, וְהֵבִיאוּ, וְהֵבִיאוּ, וְהֵבִיאוּ
in order that	בְּעֵבוֹר	בְּעֵבוֹר
soul	נֶפֶשׁ	נֶפֶשׁ, נֶפֶשׁ
listen	שמע	כְּשָׁמַע, שָׁמַעַת, שָׁמַעְתִּי, שָׁמַע
voice	קול	קוֹל, הַקּוֹל, בְּקוֹלִי
garment	בְּגָד	בְּגָדִי, בְּגָדִיו
dress	לבש	הִלְבִּישָׁה, וְתַלְבָּשׁ
give	נתן	וְנָתַן, וְנָתַן
approach, come near	נגש	וְנִגַּשׁ, וְנִגַּשׁ, וְנִגַּשׁ
once, twice	פעם	פְּעָמִים
answer	ענה	וַיַּעַן
cry	בכה	וַיִּבְדָּ

K4B: Pupil knows the meaning of the following phrase: הקל קול יעקב והיזים ידי עשו

K6: Pupil knows the explanation of רש"י : כִּי־ב : בְּרָאשִׁית כִּי־ז : כִּי־ב : בְּרָאשִׁית כִּי־ז – יִצְחָק did not mean that יַעֲקֹב's voice was different from the voice of עֵשָׂו. His manner of speaking was different from יַעֲקֹב: he spoke politely and mentioned ה' name.

Pupil knows the explanation of the ספרנו : כִּי־ז : בְּרָאשִׁית כִּי־ז : כִּי־ז : בְּרָאשִׁית כִּי־ז and גי-ד'. The first יִצְחָק (when יִצְחָק thinks that he is עֵשָׂו) does not mention יִשְׂרָאֵל only יִצְחָק. אָרַץ יִשְׂרָאֵל, included in בְּרָכּוֹת אַבְרָהָם, to יַעֲקֹב and not to עֵשָׂו.

Skills Goals

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

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

S3: Pupil can read words and phrases accurately, accentuating syllables correctly and recognising the אֶתְנַחֲתָא and the end of the פְּסוּק.

S4: Pupil can comprehend the plain meaning of בְּרָאשִׁית כִּיז: א'-מ"ו and בְּרָאשִׁית כִּיח: א'-ד' independently.

S5: Pupil can identify the שָׂרָשִׁים of the keywords in the grid above as well as שָׂרָשִׁים of keywords learned in previous units. They can apply this knowledge to independently work out the meaning of a new פְּסוּק.

Pupil can identify the prefixes and suffixes of the key-words in the grid above as well as previously learned prefixes and suffixes. They can apply this knowledge to independently work out the meaning of a new פְּסוּק.

Understanding Goals

U1: Pupil can reflect on and discuss:

- the differences in the conduct and motivations of יִצְחָק and רְבֵקָה towards each of their sons in relation to the giving of the בְּרָכוֹת:
 - יִצְחָק knows that although עֵשָׂו has married two כְּנַעֲנִי girls thereby making both his parents very unhappy, עֵשָׂו does have a redeeming quality – his desire to fulfil the מִצְוָה of אֶב כִּיבוֹד to the best of his ability. He hopes that he can enrich this quality so that he is worthy as the elder son to receive the בְּרָכָה of wealth and leadership.
 - רְבֵקָה knows through prophecy that יַעֲקֹב, the younger son, is destined to be the master over עֵשָׂו, the elder son [וְרַב יַעֲבֹד צְעִיר] and that she must do everything in her power to make it come about. She feels that עֵשָׂו is unworthy to receive the blessing of יִצְחָק as she is aware of his true character.
- the meaning and significance of a בְּרָכָה in the text and its relevance to us. אַבְרָהָם, יַעֲקֹב and יִצְחָק were blessed by ה' with the power to give בְּרָכוֹת that would determine the future of their children – עַם יִשְׂרָאֵל.

U2: Pupil can identify words and phrases:

How the תּוֹרָה uses literary techniques (e.g. anagrams בְּרָכְתִּי/בְּכָרְתִּי and plays on words – וַיַּעֲקֹב בְּנֵי/יַעֲקֹב) to demonstrate how יַעֲשֹׂו expresses his feelings by linking יַעֲקֹב's name with the fact that יַעֲקֹב has twice deceived him – once with the בְּכָרָה and now with the בְּרָכָה.

U3: Pupil can compare and contrast, with support:

- the difference between בְּרָכָה's words (בִּי-דִי : יַעֲשֹׂו) and רְבִקָּה's repetition of these words to יַעֲקֹב (וִי-יִי : יַעֲקֹב)
- the differences in content between יִצְחָק's three בְּרָכוֹת:
 - the first, given to יַעֲקֹב when יִצְחָק presumes he is יַעֲשֹׂו,
 - the second, given to יַעֲשֹׂו in response to יַעֲשֹׂו's bitter cry
 - the third, given to יַעֲקֹב (בְּרָכוֹת אַבְרָהָם), which was intended for יַעֲקֹב

Unit Skills and Understanding Spiral

<p>Unit 8</p> <p>1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4</p> <p>2. Identifying שְׂרָשִׁים בּוֹא, נֹתֵן, נִגַּשׁ, נִתַּן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="width: 100%;"> <tr> <th>וִי</th> <th>וַת</th> </tr> <tr> <td>וַיֵּאכַל</td> <td>וַתֹּאמֶר</td> </tr> <tr> <td>וַיָּבֵא</td> <td>וַתִּקַּח</td> </tr> <tr> <td>וַיִּקַּם</td> <td></td> </tr> <tr> <td>וַיִּבְדֵּן</td> <td></td> </tr> <tr> <td>וַיִּתֵּן</td> <td></td> </tr> <tr> <td>וַיִּגַּשׁ</td> <td></td> </tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="width: 100%;"> <tr> <td>ל</td> <td>ה</td> </tr> <tr> <td>לִי</td> <td>הַבְּכָרָה</td> </tr> </table> <p>Suffix:</p> <table border="1" style="width: 100%;"> <tr> <td>ו</td> </tr> <tr> <td>בְּנוֹ</td> </tr> </table>	וִי	וַת	וַיֵּאכַל	וַתֹּאמֶר	וַיָּבֵא	וַתִּקַּח	וַיִּקַּם		וַיִּבְדֵּן		וַיִּתֵּן		וַיִּגַּשׁ		ל	ה	לִי	הַבְּכָרָה	ו	בְּנוֹ	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. the relationship between יַעֲקֹב and יַעֲשֹׂו 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 וַיַּעֲקֹב) to express יַעֲשֹׂו's feelings U2</p> <p>3. Comparing and contrasting, with support:</p> <ul style="list-style-type: none"> • the difference between יִצְחָק's words and רְבִקָּה's repetition of these words to יַעֲקֹב • the differences in content between יִצְחָק's three בְּרָכוֹת: the first given to יַעֲקֹב when יִצְחָק presumes he is יַעֲשֹׂו; the second given to יַעֲשֹׂו in response to יַעֲשֹׂו's bitter cry; and the third given to יַעֲקֹב U3 <p>4. Understanding the פִּירוּשׁ of פְּרִינֵי explaining the significance of יִצְחָק's בְּרָכוֹת and analysing how he explains the text New U4</p>
וִי	וַת																				
וַיֵּאכַל	וַתֹּאמֶר																				
וַיָּבֵא	וַתִּקַּח																				
וַיִּקַּם																					
וַיִּבְדֵּן																					
וַיִּתֵּן																					
וַיִּגַּשׁ																					
ל	ה																				
לִי	הַבְּכָרָה																				
ו																					
בְּנוֹ																					

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: Pupils **does not** demonstrate this K/S/U expectation/ can only do so with **significant** support/prompting

? Results not available/child not assessed

Name of Child:	KNOWLEDGE		SKILLS				UNDERSTANDING	
	I know key words studied in Unit 8	I know the storyline, events and places in Unit 8	I can comprehend the plain meaning of a simple Torah text independently	I can identify word families/ shorashim: בכה, נגש, נתן, להביא	I can use verb prefixes וי and ות to help comprehend text	I can use noun prefixes ל, ה, and suffix י to help comprehend text	I can reflect on events and feelings of characters in the Unit eg. relationship between יעקב and עשו and their parents/ יעקב's dilemma	I can understand the Perush of the Seforno explaining the significance of יִצְחָק's בְּרָכוֹת
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								

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

Unit Levels of Attainment

Unit 8 is aimed at pupils in Year 4 so most pupils will be working within Level 3, and some very able pupils may achieve Level 4. Included below are level descriptors from Levels 3-4. For further levels please see Appendix 2.

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 סֵפֶר 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)	<input type="checkbox"/>	2. I can find the place in my חוּמֵשׁ. (S1)	<input type="checkbox"/>		
3. I know where אֶרֶץ יִשְׂרָאֵל is on a map of the Middle East. (K3)	<input type="checkbox"/>	3. I can read selected words on a חוּמֵשׁ page. (S3)	<input type="checkbox"/>		
4. I know the meaning of some of the keywords from the unit(s). (K4)	<input type="checkbox"/>	4. I can work out the meaning of part of a פְּסוּק using keywords I know. (S4)	<input type="checkbox"/>	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"/>
5. I know that a פְּרוּשׁ explains the meaning of a חוּמֵשׁ text but is not part of the חוּמֵשׁ text. (K6)	<input type="checkbox"/>				
Level 3b	<input type="checkbox"/>	Level 3b	<input type="checkbox"/>	Level 3b	<input type="checkbox"/>
1. I accurately retell most of the תּוֹרָה narrative of the unit. (K2)		1. I can find any פְּסוּק in סֵפֶר בְּרֵאשִׁית and also find the אֶתְנַחְתָּנָה. (S1)		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)	

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

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

Learning about Chumash (Knowledge-K)		Ability to learn Chumash (Skills-S)		Learning from Chumash (Understanding-U)			
Level 4c 1. I know how a פְּרוּשׁ or מְדַרְשׁ clarifies and extends the חוּמֵשׁ text. (K6)		<input type="checkbox"/>		Level 4c 1. I can find a חוּמֵשׁ text anywhere in סֵפֶר בְּרָאשִׁית and identify the אֲתֵנְחָתָא and סוּף פְּסוּק. (S1)		<input type="checkbox"/>	
				2. I can identify, independently, repeated words or phrases in the text that provide clues to its overall messages. (U2)		<input type="checkbox"/>	
				3. I can infer meaning, with a bit of help, from the similarities and differences of two texts I have studied. (U3)		<input type="checkbox"/>	
				4. I can explain, with some help, the reason why רש"י comments on a word or phrase. (U4)		<input type="checkbox"/>	

General Guidelines

A. Lesson Preparation

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

B. Lesson Structure and Strategies

- It is helpful to share the intended Learning Outcomes of the lesson with pupils and to return to these as part of the summary/plenary.
- Ideally, every pupil should have their own 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 (קִמְצָ קֶטָן and מְלַעֵיל/מְלַרַע, אֶתְנַחֵתָא). 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 פְּסוּקָא and develop analytical and reflective skills by actively examining the phrasing of each פְּסוּקָא.
 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 חוּמָשׁ.

- **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. However, true reading comprehension is not just 'knowing what the words mean' or 'knowing what the sentence is about'. Reading comprehension should involve an interaction between the learner and the text, not just between the learner and the information given in the text. Pupils at a beginning stage will not be able to 'derive meaning from a text' and will need to know what the story is about using other methods, such as pictures and having the narrative told to them. This does not mean that they don't begin the process of interacting with the text and realising that text conveys meaning.

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

- **Word Matching:**

This is an activity that is used when new פְּסוּקִים are introduced. Pupils practise separating the sounds that they hear into different words. Along with reading the פְּסוּקִים in their entirety, pupils must practise seeing and identifying individual words, to help them know the difference between letters and spaces, sounds and syllables, and know where they begin and end in the printed text.

- **Sentence Sections:**

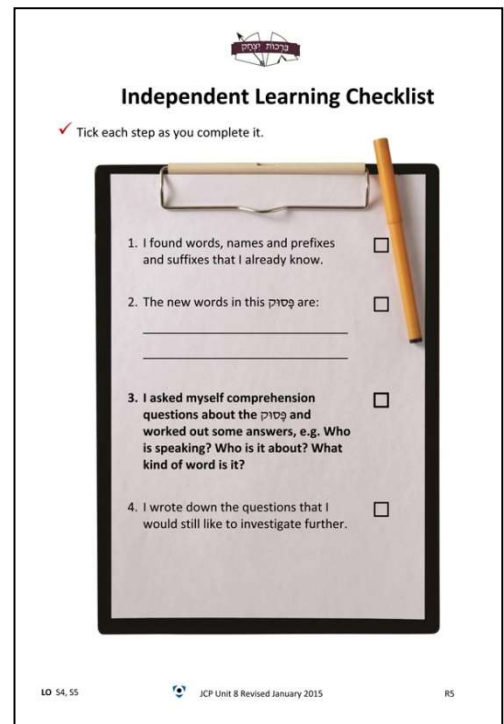
This activity helps pupils to develop awareness of sentence structure as one of the elements that give meaning to text, in addition to the more commonly recognised element: vocabulary. The activity gives pupils a chance to divide a sentence according to verb + noun phrases, without needing to label it 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. The questions give pupils a chance to show the meaning of the words without translation and without taking the phrases apart into individual bits, but rather by using the language in more of a real way.

● **Hand Sentences:**

This activity helps pupils develop awareness of a particular, and common, sentence form: a verb with several subjects. The graphic organiser 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.)

● **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** was 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.



● **וִיאמֵר Sentences**

וִיאמֵר Sentences

1. The פְּסוּקים 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.

וִיאמֵר יַעֲקֹב מִכְרָה כִּיּוֹם אֶת בְּכָרְתָּךְ לִי :

וִיאמֵר עֲשׂוּ הִנֵּה אֲנֹכִי הוֹלֵךְ לְמוֹת וְלָמָּה זֶה לִּי בְכָרָה :

וִיאמֵר יַעֲקֹב הִשְׁבַּעָה לִּי כִּיּוֹם וַיִּשְׁבַּע לוֹ וַיִּמְכַּר אֶת בְּכָרְתּוֹ לְיַעֲקֹב :

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 'מי אָמַר לְמִי': 'Who says what to whom', and a useful tool for pupils when analysing פְּסוּקִים that contain dialogue.

● **Shoresh Research and Recall Strategy**

In order to encourage independent learning, pupils are given פְּסוּקִים where words are color-coded according to the unit where the שְׂרָשִׁים were first learned, as well as a list of all the words they have learned so far. This enables

them to research and recall previous learned שְׂרָשִׁים and apply them to an unseen פְּסוּק.

KEY: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 General Knowledge/Ivrit

ט

לְדָן נָא אֶל הַצֵּאָן וְקַח לִי מִשָּׁם שְׁנֵי
 גְּדֵי עֲזִים טָבִים וְאֶעֱשֶׂה אֹתָם
 מִטַּעֲמִים לְאֲבִיךָ כַּאֲשֶׁר אָהָב :

Words that were studied in Unit 1			Words that were studied in Unit 2		
say	אמר	ויאמר	no, not	אם	אם לא
to	אל	אל	them	אֵתָם	אֵתָם
go	הלך	לך וילך	live, sit	שב	לשבת
land	ארץ	בארצו. הארץ. ארצה. ארצה. ארצה	shepherd	רעה	רעי רועה
house	בית	וביתו	between	בין	בין זכנוך
father	אב	אביו	man	איש	אנשים
great	גבול	גבול הארץ	brother	אח	אחים
bless	ברך	ויברך	we	אנחנו	אנחנו
seed/pupil	זרע	לזרע	all	כָּל	כָּל כֵּל
this	זה, זאת	זהה	before	לפני	לפניו לפני

Words that were studied in Unit 3			Words that were studied in Unit 4		
entrance	פתח	פתח	as	אשר	כאשר
tent	אהל	האהל	make	עשה	עשה
see	ראה	ויראה	speak	דבר	דבר
eye	עין	לעין	boy	ילד	הילד
run	רוץ	ירץ	son	בן	בן. בנה. בנה נבי
please	אב	בא	call	קרא	הקרא. קרא
a little	מיט	מיט	name	שם	שם
water	מים	מים	command	צוה	צוה
tree	עץ	העץ	hear/listen	שמע	השמע. שמע
hurry	מהר	וימהר	laugh	צחק	צחק. צחק צחק

Words that were studied in Unit 5			Words that were studied in Unit 6		
take	לקח	ויקח	these	אלה	אלה
servant	עבד	לעבד	was	היה	היה
camel	גמל	לגמל. הגמלים. גמלים. גמלים. גמלים. גמלים.	years old	בן שנה	בן שנים שנה
master	אדון	אדוני. אדוני. אדוני	sister	אחות	אחות
wife	אשה	אשתו	wife	אשה	אשתו
hand	יד	ידו. ידיו. ידיו	nation	גוי	גוים
get up	קום	ויקום	people	אנשים	אנשים
kind	חכם	חכמו	young	צעיר	צעיר
jug	כד	כדו. כדו. כדו	full	מלא	וימלא
drink	שתה	וישתה. שתה. לשתה	went out	יצא	יצא ויצא
also	גם	גם	first	ראשון	הראשון
			heel	עקב	עקבו
			know	ידע	ידע
			field	שדה	שדה
			love	אהב	ויאהב

Words that were studied in Unit 7			Words that were studied in Unit 8		
cook, soup	הכין	ויכין	now	עתה	הנה. עתה
lend	ענין	וענין	hunt, hunted meat	צוד	לצוד. צודה. צודה. צודה. צודה.
come	בוא	ויבא	tasty food	מטעמים	מטעמים
tired	עייף	ועייף	now	עתה	עתה
red	אדום	האדום	in order that	בטעם	בטעם
therefore	לכן	לכן	soul	נפש	נפשו. נפש
sell	מכר	וימכר	listen	שמע	שמע. שמע. שמע
first born	בכור	בכורו. בכורו. בכורו	voice	קול	קולו. קול. קול
die	מת	וימת	garment	בגד	בגדו. בגד
why	למה	למה	to dress	לבוש	הלבשו. ולבוש
swear/make an oath	שבוע	וישבוע	approach, come near	נגש	קשה. וגישי. וגישי. וגישי.
eat	אכל	ויאכל	give	נתן	וינתן
despite, hate	גזל	ויגזל	to bring	בוא	הביא. לקניא. וקניא. וקניא.
			answer	ענה	וענה
			cry	בכה	ויבך
			once, twice	פעם	פעמים

Lesson 1: יִצְחָק Asks עֵשָׂו to Prepare Food for Him (בְּרָאשִׁית כִּיז : אִ-ד')

Learning Outcomes:

- ❖ To understand how יִצְחָק creates the right conditions in which to bless עֵשָׂו

Suggested study method for פְּסוּקִים:	Hebrew
	פְּסוּקִים אִ-ד'


By the end of this lesson pupils should:

Knowledge	Skills	Understanding														
<p>K2: Know what has happened so far in the story of יַעֲקֹב and עֵשָׂו.</p> <p>Know that יִצְחָק is now elderly and unable to see. יִצְחָק asks עֵשָׂו to hunt and prepare tasty food for him so that he can give him a בְּרָכָה before he dies.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>עֵתָה</td> <td>וְעֵתָה</td> </tr> <tr> <td>צִיד</td> <td>וְצוּדָה</td> </tr> <tr> <td>צִיד</td> <td>צִיד</td> </tr> <tr> <td>מְטַעְמִים</td> <td>מְטַעְמִים</td> </tr> <tr> <td>בּוֹא</td> <td>וְהִבִּיֵּאָה</td> </tr> <tr> <td>בְּעֵבוֹר</td> <td>בְּעֵבֶר</td> </tr> <tr> <td>נֶפֶשׁ</td> <td>נֶפְשִׁי</td> </tr> </table>	עֵתָה	וְעֵתָה	צִיד	וְצוּדָה	צִיד	צִיד	מְטַעְמִים	מְטַעְמִים	בּוֹא	וְהִבִּיֵּאָה	בְּעֵבוֹר	בְּעֵבֶר	נֶפֶשׁ	נֶפְשִׁי	<p>S1: Locate בְּרָאשִׁית כִּיז : אִ-ד' 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 בְּרָאשִׁית כִּיז : אִ-ד'.</p> <p>S4: Comprehend the plain meaning of בְּרָאשִׁית כִּיז : אִ-ד' independently.</p> <p>S5: Identify the word families of the following words: וְעֵתָה, צִיד, מְטַעְמִים, הִבִּיֵּאָה, בְּעֵבוֹר, נֶפְשִׁי</p>	<p>U1: Explore the motivation and actions of the characters in the text.</p>
עֵתָה	וְעֵתָה															
צִיד	וְצוּדָה															
צִיד	צִיד															
מְטַעְמִים	מְטַעְמִים															
בּוֹא	וְהִבִּיֵּאָה															
בְּעֵבוֹר	בְּעֵבֶר															
נֶפֶשׁ	נֶפְשִׁי															

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

What do we already know about the family of יִצְחָק and רְבֵקָה?

Using the flashcards and table in the Classroom Resources, display the four names of the family members on the board or IWB and give pupils flashcards to sort under the correct names.

			
Likes עֵשָׂו best	Likes יַעֲקֹב best	hairy	an honest man
וְיֵאָכֵל יִצְחָק אֲדָמָה	רְבֵקָה אִהְבֶּת אֶת-יַעֲקֹב	שָׂעִיר	אִישׁ תָּם
Likes meat from a hunted animal	Heard a prophecy from ה'	Hunter	Stayed at home
כִּרְצוֹד בְּפִי	וַתִּלֶּךְ לְדֹרֵשׁ אֲנָחִי	אִישׁ דִּיעֻד	יָשִׁב אֱלֵלִים
Received a בְּרָכָה from אַנְרָהִם	Is the sister of לְבָן הָאֲרָמִי	First born	Second born
	רְבֵקָה בְּתֻמְנָל הָאֲרָמִי... אֲחֹת לְבָן הָאֲרָמִי	הָרֵאשִׁוֹן	עֵינִיר (younger)
		יַעֲקֹב בְּכֹרֵה עֵשָׂו	Received the בְּרָכָה from עֵשָׂו
		וַיִּמְכֹּר אֶת-בְּכֹרֹתָיו לְעֵשָׂו	'מִכְרָה בְּיָוֶם אֶת בְּכֹרֶתָ לִי'

The worksheet **What Do We Know About the Family of יִצְחָק and רְבֵקָה?** can be used for reinforcement.

What else has happened since we looked at the family?

Read or summarise בְּרָאשִׁית כִּי־ז : לִי־ד-לִי־ה for pupils: עֵשָׂו has married two כְּנַעֲנִי wives and יִצְחָק and רְבֵקָה are displeased. Give pupils the following cards to add to the table on the board or IWB:

displeased with the כְּנַעֲנִי wives,	displeased with the כְּנַעֲנִי wives,	married כְּנַעֲנִי wives	has not got married yet
---------------------------------------	---------------------------------------	--------------------------	-------------------------

Pupils can now use this information to answer the questions on their worksheets.

2. Reading Activity בְּרָאשִׁית כִּי־ז : אִי-ב' [S1, S3] (5 minutes)

Explain to pupils that because words recur in the חֲוֻמָּשׁ, they are now familiar with many words in the פְּסוּקִים that they are going to study. Therefore they will be reading more than one פְּסוּקָה at a time.

Encourage pupils to find בְּרָאשִׁית כִּי־ז : אִי-ב' and follow carefully as the teacher model reads the פְּסוּקִים at least twice using the correct punctuation (אֶתְנַחֲתָא). Encourage pupils to find בְּרָאשִׁית כִּי־ז : אִי-ב' and to read the פְּסוּקִים in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

Ask pupils to work in pairs to list words that they remember from previous חֲוֻמָּשׁ learning. Encourage them to discuss with their partners which story they remember the word from, and what reminded them of the meanings of the words.

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

א וְיָהִי כִּי-יִזְכֹּר יִצְחָק וַתִּכְהֶינּוּ עֵינָיו מְרֵאָה וַיִּקְרָא אֶת-עֵשָׂו בְּנֹהַג וַיִּאמֶר אֵלָיו בְּנִי וַיִּאמֶר אֵלָיו הִנְנִי : ב וַיִּאמֶר הִנְהָנָא זְקַנְתִּי לֹא יִדְעָתִי יוֹם מוֹתִי :

Display the colour-coded פְּסוּקִים on the IWB. The colour-coding indicates words that pupils have already encountered in previous units, thus reinforcing visually the principle

of recurring words in the חֲוֵמָה. Encourage pupils to share findings from their paired work in the Reading Activity, identifying as many familiar words as they can.

KEY: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 General Knowledge/Writ

ב

וַיֹּאמֶר הִנֵּה נָא זָקְנִיתִי
 לֹא יוֹדְעֵתִי יוֹם מוֹתִי :

KEY: Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 Unit 7 General Knowledge/Writ

א

וַיְהִי כִּי־זָקַן יִצְחָק וַתִּכְהֶינּוּ עֵינָיו
 מִרְאֵת וַיִּקְרָא אֶת־עֵשׂוֹ בְּנוֹ הַגָּדֹל
 וַיֹּאמֶר אֵלָיו בְּנִי וַיֹּאמֶר אֵלָיו הֲגַנִּי :

Pupils can now make a first attempt at the **Shoresh Research and Recall** activity. Give pupils a hard copy of the colour-coded large פְּסוּקִים and/or the linear פְּסוּקִים with blanks, as well as the colour-coded index of all the previous wordlists.

פסוק ב'ז

פסוק א'		line
	וַיְהִי כִּי־זָקַן יִצְחָק	1
	וַתִּכְהֶינּוּ עֵינָיו מִרְאֵת	2
	וַיִּקְרָא אֶת־עֵשׂוֹ בְּנוֹ הַגָּדֹל	3
	וַיֹּאמֶר אֵלָיו בְּנִי	4
	וַיֹּאמֶר אֵלָיו הֲגַנִּי :	5

פסוק ב'

	וַיֹּאמֶר	line 1
	הִנֵּה־נָא זָקְנִיתִי	line 2
	לֹא יוֹדְעֵתִי יוֹם מוֹתִי :	line 3

In pairs, using the colour key, pupils can:

- locate keywords from פְּסוּקִים אִי-ב' in previous wordlists
- highlight words in wordlists when found
- write the meanings they have found above the words on the large פְּסוּקִים /in the linear פְּסוּקִים blanks
- use this information to assist them in comprehension of the פְּסוּקִים

Remind pupils that they have come across the שָׂרֵשׁ זָקַן in Unit 5 – אַבְרָהָם was getting _____ which prompted him to send the עֶבֶד to find a wife for יִצְחָק.

Encourage pupils to write two new cards for the table about the family members based on what they have learned from these two פְּסוּקִים. You can guide pupils by prompting them with questions such as: What happened to יִצְחָק's eyes when he got old? Who did יִצְחָק call when he was old?

4. Trigger Activity [U1]**(5 minutes)**Distribute **Comparison Table 1**.

	פְּסוּקִים אִי-ה'	פְּסוּקִים אִי-ז'	פְּסוּקִים אִי-י'
Who is speaking?			
Who is listening?			
What instructions are being given?			
Are they direct or quoting someone else?			
What is the reason for the instructions?			
What is the listener's response to the instructions?			
Summary of events – including characters' possible reasons and motives			

It is advised to enlarge the table to A3 size to allow pupils ample space for recording information.

Explain to pupils that to understand the פְּסוּקִים in this unit they will be using tables to help them compare the various characters and their actions.

Explain the task as follows: As we read about the four members of this family we will learn the various ways they communicate with and respond to each other. We will also think about the plans and motives of the characters that might explain their actions. The questions in this comparison table will help us to do this.

We will complete the table gradually as we study the פְּסוּקִים. Let's look at the questions to give us an idea what information to look out for.

Note to teachers regarding layout of table:

In this comparison table, פְּסוּקִים have been grouped according to the nature of the instructions they include. This will be important for a later discussion about the differences in wording between the groups of פְּסוּקִים (Lesson 3 Activity 7).

פְּסוּקִים אִי-ה': **Direct instructions** from יִצְחָק to עֶשׂוּ

פְּסוּקִים אִי-ז': **quoting** the above instructions when speaking to יַעֲקֹב

פְּסוּקִים אִי-י': **Direct instructions** from יַעֲקֹב to רְבֵקָה.

Continue the explanation thus: In this lesson we will be looking at just the first column (פְּסוּקִים אִי-ה'). Let's begin by identifying who is speaking to whom? (יִצְחָק to עֶשׂוּ). The first two questions in column one can now be completed.

5. Reading Activity [S1, S3] בְּרֵאשִׁית כִּיז: גִּי-ד' [S1, S3]**(5 minutes)**

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

6. Comprehension Activity [K2, K3, K4A, S4, S5]**(15 minutes)**

ג ועתה שאנא כליד תליד וקשתד ויא השדה וצודה לי צידה [ציד] : ד ועשה לי מטעמים באשר
אהבתי והביאה לי ואכלה בעבור תברכה נפשי בטרום אמות :

Give pupils the colour-coded פְּסוּקִים and, as for the previous פְּסוּקִים (Activity 3 above), let them use the **Shoresh Research and Recall** approach to assist with comprehension of פְּסוּקִים ג-ד'.

Introduce the new keywords בְּעִבּוֹר, נִפְשִׁי, צִיד, מְטַעְמִים, הַבִּיאָה, עֲתָה – emphasising the difference between אֲתָה with an א and עֲתָה with an ע and using actions as well as pictures from the resources.

Ask the pupils questions that will help them understand the words in context, such as “Think of the two family members we are now reading about. Who do you think likes מְטַעְמִים? Who do you think can go and get צִיד? Who do you think has a reason 'בְּעִבּוֹר' to ask for food?”

To reinforce pupils' comprehension of the simple meaning of the פְּסוּקִים, guide them in using the Comprehension Strategy Sentence Sections to look at פְּסוּקִים א-ד' to answer these questions: (Using this strategy, pupils need to circle the verbs or commands to *do* something in each section, which will help them answer the questions by giving the correct section of the פְּסוּקִים, and then giving the answer in English.)

Who is יצחק calling? עֲשׂוּ בְנוֹ הַגָּדֹל?

What does he answer? הַנְּנִי

What is יצחק asking עֲשׂוּ to take? כָּלִיד תְּלִיד וְקִשְׁתְּד

Where is יצחק asking עֲשׂוּ to go? הַשָּׂדֶה

What does יצחק ask him to do there? וְצוּדָה לִי צִיד

What is יצחק asking עֲשׂוּ to make? מְטַעְמִים

Using this information, pupils can now return to **Comparison Table 1** and fill in what they have discovered from the פְּסוּקִים so far. (NB: We do not yet know עֲשׂוּ's response – this will become clear in פְּסוּקִים ה')

6b. Comprehension Activity [K4A, S4, S5] בְּעִבּוֹר: Instructions and Reasons**(5 minutes)**

Ask pupils to look again at the word בְּעִבּוֹר in the פְּסוּקִים.

What does it mean? (*so that*)

What does it hint at/what will follow it? (*a reason for something*)

What request in this פְּסוּקִים might need a reason? (יצחק's request for food)

Let's see if we can find the reason in the פְּסוּקִים.

Challenge pupils to complete the **Acrostic Activity** in order to find out the reason.

Acrostic Activity

Fill in the answers to the hints in the columns to reveal the hidden word. The first one has been done for you.

Hints:
Column 1: How יצחק feels about venison
Column 2: What יצחק should prepare for יצחק
Column 3: What יצחק should do with the food he prepares
Column 4: How יצחק should get the meat
Column 5: The reason יצחק wants יצחק to do all this

5	4	3	2	1
			מ	אָ
			ט	ה
			ע	ב
			פ	ת
			י	י

- What word appears in the shaded row? _____
- What does this word mean? _____
- What was the reason for יצחק's instructions to יצחק (Column 5)? _____

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5	4	3	2	1
ת			מ	אָ
ב	ע	ה	ט	ה
ך	ו	ב	ע	ב
ב	ד	י	פ	ת
ד	ה	אָ	י	י
		ה	ס	

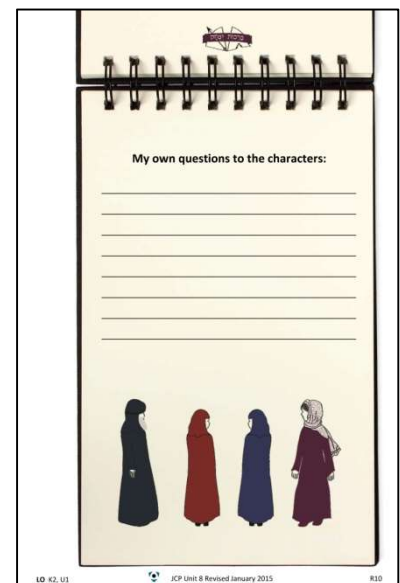
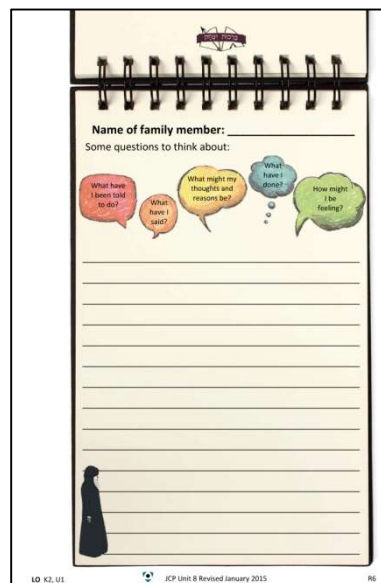
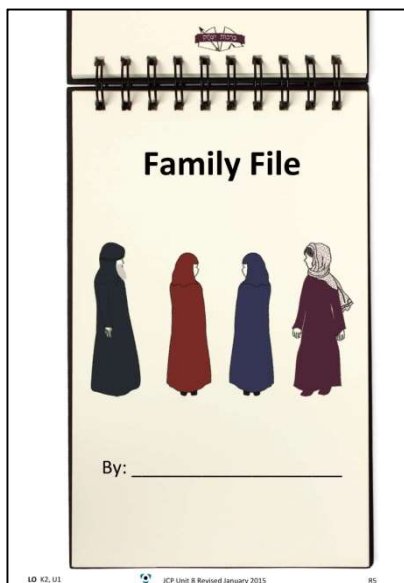
7. Understanding Activity [U1]

(5 minutes)

Using the **Family File** template, pupils can now prepare their own family file about the four main characters in the פְּסוּקִים. This will be used by pupils to record their findings as they learn the פְּסוּקִים, and build up a picture of each character.

The file should consist of:

- A front cover with a completed family tree and pupil's name.
- One page for each of the four characters: יצחק, רבקה, עשו, ועקב on which pupils can record information. These pages include some trigger questions to guide pupils as to what information they might consider recording.
- A final page of 'Questions for the characters' for pupils to note down any questions they might wish to ask the characters.
- Some examples of this might be: "יצחק, why did you need to have good food brought to you in order to give your son a בְּרָכָה?" and "עשו, do you think that you should be getting this בְּרָכָה? What sort of בְּרָכָה are you hoping to get?"



Lesson 2: יַעֲקֹב Plans For רְבֵקָה to Receive the בְּרָכָה (בְּרָאשִׁית כִּי־ז : הִי-יָ)

Learning Outcomes:

- ❖ To understand what a בְּרָכָה means in this text
- ❖ To understand why רְבֵקָה is determined that יַעֲקֹב should get the בְּרָכָה from יִצְחָק
- ❖ To continue exploring the relationship between the family members

Suggested study method for פְּסוּקִים:	Hebrew	Teacher summary
	פְּסוּקִים הִי-יָ	פְּסוּקִים חִי-יָ

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p>K2: Know that רְבֵקָה hears the conversation between יִצְחָק and יַעֲקֹב and repeats it to רְבֵקָה. יַעֲקֹב commands to take tasty food to his father so that he will receive the בְּרָכָה.</p> <p>K4A: Know the following Hebrew keywords:</p> <table border="1"> <tbody> <tr> <td>שָׁמַע</td> <td>שָׁמַעַת שָׁמַעְתִּי שָׁמַעַת</td> </tr> <tr> <td>קוֹל</td> <td>בְּקוֹלִי</td> </tr> </tbody> </table>	שָׁמַע	שָׁמַעַת שָׁמַעְתִּי שָׁמַעַת	קוֹל	בְּקוֹלִי	<p>S1: Locate בְּרָאשִׁית כִּי־ז : הִי-יָ 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 בְּרָאשִׁית כִּי־ז : הִי-יָ.</p> <p>S4: Comprehend the plain meaning of בְּרָאשִׁית כִּי־ז : הִי-יָ independently.</p> <p>S5: Recognise and apply the שְׁרָשִׁים and word families of words learned in previous units, e.g אמר, אהב, אכל, דבר Revise ו prefix (and), which appears many times in these פְּסוּקִים.</p>	<p>U1: Begin to understand the meaning and significance of the term בְּרָכָה in the text: יַעֲקֹב and יִצְחָק, אֲבָרְהָם were blessed by ה' with the power to give a בְּרָכָה that would determine the future of their children – עַם יִשְׂרָאֵל –</p> <p>Reflect on and discuss the differences in the conduct of יִצְחָק and רְבֵקָה towards each of their sons in relation to the giving of the בְּרָכָה.</p> <p>רְבֵקָה knows through prophecy that יַעֲקֹב is destined to be the master over עֶשָׂו – וְרַב יַעֲבֹד – עֶשָׂו and works to achieve that.</p> <p>U4: Compare and contrast, with support, the פְּסוּקִים that יִצְחָק says to יַעֲקֹב and the one that רְבֵקָה says to יַעֲקֹב about what יִצְחָק said.</p>
שָׁמַע	שָׁמַעַת שָׁמַעְתִּי שָׁמַעַת					
קוֹל	בְּקוֹלִי					

1. Revision Activity: What Did יִצְחָק Ask עֵשָׂו to Do? [K2, K4A, S4] (5 minutes)

Display or hand out the following instruction verbs that יִצְחָק speaks to עֵשָׂו in פְּסוּקִים ג'-ד':

שְׁאֲנָא
וָצָא
וְצוּדָה
וַעֲשֵׂה
וְהִבִּיאָהּ
בְּעִבוּר

Display or hand out the following sentence completers:

מְטַעְמִים
הַשָּׂדֶה
כְּלִיד תְּלִיד וְקֹשֶׁתֶּךָ
תִּבְרָכְךָ נַפְשִׁי בְּטָרֵם אָמוֹת
לִי צִידָה [צִיד]
לִי וְאֹכְלָהּ

Pupils should match the sentence completers to the instruction words from פְּסוּקִים אִי-ד'.

Next, pupils should match the completed sentences with the pictures on the flashcards (see Classroom Resources). With each child holding a set of instruction word, sentence completer and picture, they could read their sentences in the correct order to their groups to revise the instructions that יִצְחָק gave to עֵשָׂו.



2. Understanding Activity [U1]: What Is a בְּרָכָה in This Story? [S1, S3] (5 minutes)

פְּסוּק ד' פְּסוּק ד'.

וַעֲשֵׂה לִי מִטַּעֲמִים כַּאֲשֶׁר אֶהְבֵּתִי וְהַבִּיָּאָה לִי וְאֹכְלָהּ בְּעִבּוֹר תִּבְרַכְךָ נַפְשִׁי בְּטָרֶם אָמוֹת

After pupils have presented the instructions given to יַעֲקֹב in activity 1, ask:

What word precedes the reason for these instructions? (בְּעִבּוֹר)

What is the reason? (תִּבְרַכְךָ)

What is the שְׂרֵשׁ of this word? (ברכ) What word/s do we know with this שְׂרֵשׁ?

(בְּרוּךְ, בְּרָכָה)

Ask the class if they know what a בְּרָכָה is. Ask for examples of a בְּרָכָה.

Write down examples given by pupils, with separate columns to distinguish between בְּרָכּוֹת for food, בְּרָכּוֹת in תְּפִילָּה and בְּרָכּוֹת we receive from our parents or from the כְּהֲנִיִּם.

When we make a בְּרָכָה on food or as part of תְּפִילָּה, what are we saying? (*We are acknowledging that everything comes from ה' and we are praising Him for it.*)

How is this different to the בְּרָכַת הַכְּהֲנִיִּם and the בְּרָכַת כְּהֲנִיִּם? (*ה' is sending us gifts and blessings through representatives; כְּהֲנִיִּם - the leaders of the Jewish people, and our parents.*)

What gifts and blessings do you think our leaders would hope they could bring to the Jewish people? What gifts and blessings do you think our parents hope they could bring to us? Write good answers on the board.

In this פְּסוּק יִצְחָק, יִצְחָק is preparing to be a messenger from ה' – he wants to channel gifts from ה' to יַעֲקֹב.

What gifts and blessings do you think that יִצְחָק hopes he can bring from ה' to יַעֲקֹב?

Write good answers on the board and on paper to refer to later. Explain to the class that we will talk about the idea of בְּרָכָה more in the next lessons.

As an extension, pupils could look through the rest of the פָּרָק for words that use the שְׂרֵשׁ: ברכ and see how many times these words occur.

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

ה' וְרַבְקָה שָׁמַעַת בְּדָבָר יִצְחָק אֶל־עֵשָׂו בְּנֵו וַיִּלְךְ עֵשָׂו הַשְּׂדֵה לְצוּד צִיד לְהַבְיָא :

Encourage pupils to find ה' בְּרָאשִׁית כ"ז: ה' and follow carefully as the teacher model reads the פְּסוּק with pupils reading the פְּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines. Ask pupils to find the אֶתְנַחֲתָא. When we cut the פְּסוּק in half (use large פְּסוּקִים) we will see the actions of two different people – who might they be? Ask pupils to circle the two people in the פְּסוּק, using different colours.

ה' וְרַבְקָה שָׁמַעַת בְּדָבָר יִצְחָק אֶל־עֵשָׂו בְּנֵו וַיִּלְךְ (עֵשָׂו) הַשְּׂדֵה לְצוּד צִיד לְהַבְיָא :

4. Comprehension Activity [K2, K4A, K4B, S4, S5]

(10 minutes)

With the colour-coded פְּסוּקֵי הַיּוֹם and corresponding wordlists, pupils can now use the **Shoresh Research and Recall** strategy to assist with comprehension of this פְּסוּקֵי הַיּוֹם.

Now that they are familiar with this strategy, pupils can also be encouraged to use the **Independent Learning Checklist** to guide them in פְּסוּקֵי הַיּוֹם comprehension.

Introduce the new keyword שמע, which pupils should know from the daily שמע prayer.

Once pupils have had a chance to share what they worked out, display the פְּסוּקֵי הַיּוֹם on the IWB and ask pupils to find the names that they have circled.

See the פְּסוּקֵי הַיּוֹם in the previous activity.

Explain that these are the active characters in this פְּסוּקֵי הַיּוֹם.


Encourage pupils to find the action words (verbs) for each of these characters and guide them to work out who did what. Then circle the verbs on the board in the same colours used for the names.

ה וְרִבְקָה שָׁמְעַת בְּדַבַּר יִצְחָק אֲלֵעֵשָׂו בְּנֹו (וַיִּלְךְ עֵשָׂו) הַשָּׂדֶה לְצוּד צִיד לְהַבְיָא :

Ask the pupils why they didn't circle יִצְחָק. (He is not an active character in this פְּסוּקֵי הַיּוֹם – his name is mentioned in the context of רִבְקָה overhearing his conversation with עֵשָׂו.)

Ask pupils to re-tell what יִצְחָק told עֵשָׂו. Pupils can use **Comparison Table 1** and the files they created in the Summary activity of Lesson 1 to help them answer the question and write good suggestions on the board to save for a later activity.

Now that pupils know עֵשָׂו's response they can fill this in on **Comparison Table 1**.

 Comparison Table 1			
Complete the table as you learn each group of פְּסוּקֵי הַיּוֹם shown.			
	פְּסוּקֵי הַיּוֹם א'-ה'	פְּסוּקֵי הַיּוֹם ו'-ז'	פְּסוּקֵי הַיּוֹם ח'-י'
Who is speaking?	יִצְחָק		
Who is listening?	עֵשָׂו		
What instructions are being given? Are they direct or quoting someone else?	<p>ג שֵׂאֵנָה כְּלִיד תִּלְךְ וְקִשְׁתְּךָ וְצֵא הַשָּׂדֶה וְצוּדָה לִי צִידָה ד וְעֵשָׂו הָלַךְ מִטַּעֲמִים כְּאִשֶּׁר אָהַבְתִּי וְהַבְיָאָה לִי וְאֶכְלָה</p> <p>Direct instructions from יִצְחָק to עֵשָׂו to prepare him the food he loves</p>		
What is the reason for the instructions?	<p>ד בְּעֵבֹר תִּבְרַכְךָ נִפְשִׁי בְּטָרָם אָמוֹת עֵשָׂו So that יִצְחָק can bless before he dies</p>		
What is the listener's response to the instructions?	<p>ה וַיִּלְךְ עֵשָׂו הַשָּׂדֶה לְצוּד צִיד לְהַבְיָא עֵשָׂו goes and obeys his father's instructions</p>		

5. Reading Activity [S1, S3]**(5 minutes)**

וּרְבִקָּה אָמְרָה אֶל־יַעֲקֹב בְּנֵה לְאִמְרֵי הַנָּה שְׁמַעְתִּי אֶת־אָבִיךָ מִדְּבַר אֶל־עֵשָׂו אַחִידֵךְ לֵאמֹר : זֶה הִבִּיאָה לִי צֵיד וְעָשָׂה־לִּי מִטְעָמִים וְאָכְלָה וְאֶבְרַכְּךָ לְפָנָי הִ' לְפָנָי מוֹתִי :

Encourage pupils to find ו־זֵי and בְּרָאוּת כִּי־ז and follow carefully as the teacher model reads the פְּסוּק with pupils reading the פְּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

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

These פְּסוּקִים repeat the words of יִצְחָק and pupils should be able to work out their meaning by comparing them with the original words spoken by יִצְחָק in אִי-דִי.

To practise and revise רְבִקָּה's words, hand out coloured cards to individual pupils: purple for רְבִקָּה, red for עֵשָׂו, blue for יַעֲקֹב and green for יִצְחָק.

'רְבִקָּה' should speak her words in Hebrew and 'יִצְחָק' should repeat the words the פְּסוּק quotes him as saying by reading them together with 'רְבִקָּה'.

'יַעֲקֹב' and 'עֵשָׂו' can explain what the parents are saying in English.

Revise the שְׂרָשִׁים דָּבָר, עֲשָׂה, אִמְרֵי, אִכְלָה, בָּרַךְ from previous units and the prefix ו (and).

Then challenge pupils with the following question:

Were these the words יִצְחָק actually said? Let's look back at the earlier פְּסוּקִים to investigate.


7. Understanding Activity [U1, U3]**(10 minutes)**

Call up another four pupils and give them a second set of character name cards in the same colours. Ask each pupil to read what their character says in אִי-דִי פְּסוּקִים. Note that in these פְּסוּקִים, רְבִקָּה is listening (she and the class could give the meaning of the פְּסוּקִים) and יַעֲקֹב is not present.

Ask the class to point out any differences between what the first group read (in activity 6) and what the second group read in this activity. If needed, ask the groups to re-read the פְּסוּקִים section by section so that pupils can listen carefully for any differences.

Highlight on the IWB those words that are different from the actual instructions that יִצְחָק gave to עֵשָׂו.

Pupils can now use the information from אִי-דִי פְּסוּקִים to complete the second column of **Comparison Table 1**.

 Comparison Table 1			
Complete the table as you learn each group of פְּסוּקִים shown.			
	פְּסוּקִים א'-ה'	פְּסוּקִים ו'-ז'	פְּסוּקִים ח'-י'
Who is speaking?	יִצְחָק	רִבְקָה	
Who is listening?	עֵשָׂו	יַעֲקֹב	
What instructions are being given? Are they direct or quoting someone else?	ג שְׂאֵנָה כְּלִיד תְּלִיד וְקִשְׁתָּד וְצֹא הַשְׂדֵה וְצוּדָה לִי צִידָה ד וְעִשְׂהִלִּי מִטַּעֲמִים כְּאֲשֶׁר אֶהְבֵּתִי וְהִבִּיאָה לִי וְאֶכְלָה Direct instructions from יִצְחָק to עֵשָׂו to prepare him the food he loves	ז הִבִּיאָה לִי צִיד וְעִשְׂהִלִּי מִטַּעֲמִים וְאֶכְלָה רִבְקָה is quoting the instructions given by יִצְחָק to עֵשָׂו	
What is the reason for the instructions?	ד בְּעִבּוֹר תְּבָרְכֵךְ נַפְשִׁי בְּטָרַם אָמוּת. עֵשָׂו יִצְחָק can bless before he dies	ז וְהִבִּרְכָה לִפְנֵי ה' לִפְנֵי מוֹתִי עֵשָׂו יִצְחָק can bless 'before ה' ' prior to his death	
What is the listener's response to the instructions?	ה וַיִּלְד עֵשָׂו הַשְׂדֵה לְצוּד צִיד לְהִבִּיאַ עֵשָׂו goes and obeys his father's instructions	ז וְיַעֲקֹב is listening - no response yet	
Summary of events – including characters' possible reasons and motives	עֵשָׂו is getting old. He calls יִצְחָק and instructs him to go and prepare him his favourite delicacies so יִצְחָק can bless him before his death - יִצְחָק wants to give עֵשָׂו a בְּרָכָה when he is feeling good about him (it will be about material success)	רִבְקָה is retelling יִצְחָק's instructions to עֵשָׂו. She wants יַעֲקֹב to get the בְּרָכָה because she knows from the prophecy (ה' לִפְנֵי ה') that the בְּרָכָה should go to him.	

With the help of the comparison table, prompt pupils to notice any differences in wording and language between the first two columns and discuss possible reasons for this.


- What significant extra words does רִבְקָה include when she repeats the conversation to יַעֲקֹב (ה')? (לִפְנֵי ה')
- What do you think רִבְקָה is telling יַעֲקֹב by including these words? (*Perhaps she knows that יַעֲקֹב is connected to ה', and thinks that he will be happy to do what she asks if she uses those words. She is also hinting that she has reason to believe this is what ה' wants because of the prophecy given to her.*)
- Challenge question: Can anyone remember when רִבְקָה received this prophecy and what it was? Encourage pupils to think back to previous learning (Unit 6) and if possible refer back to כִּי־חַיָּה: פְּסוּקֵי כִּי־חַיָּה. (*It was while she was pregnant, and experiencing discomfort that she was told that she was expecting twins and that - וְרַב יַעֲבֹד צָעִיר - the older would serve the younger.*)
- What extra words does יִצְחָק use that רִבְקָה leaves out? (כְּאֲשֶׁר אֶהְבֵּתִי)
- Why do you think יִצְחָק used those words when he spoke to עֵשָׂו? (*He knows that עֵשָׂו likes to please him and thinks that he will be happy to do what he asks if he uses those words.*)
- Why do you think that רִבְקָה chose not to add those words when telling יַעֲקֹב about the conversation? (*This is an open question: pupils can suggest their thoughts based on what they know about the family relationships.*)

8. Comprehension Activity [S5]**(5 minutes)**

ח וְעַתָּה בְּנֵי שְׁמֹעַ בְּקֹלִי לְאֲשֶׁר אָנֹכִי מְצַוֶּה אֹתְךָ : ט לֵדָנָה אֱלֹהֵינוּ וְקֹחֲלֵי מִשָּׁם שְׁנֵי גְדֵי עִזִּים טְבִים וְאֵעֲשֶׂה אֹתָם מִטְעָמִים לְאֲבִידָה כְּאֲשֶׁר אָהֵב : י וְהִבַּאתְ לְאֲבִידָה וְאָכַל בְּעֵבֶר אֲשֶׁר יְבָרְכֶךָ לְפָנָי מוֹתוֹ :

Summarise in English (or use the linear פְּסוּקִים ח'-י). רְבֵקָה asks יַעֲקֹב to get two goats for her to cook for his father. When they are cooked, יַעֲקֹב is to give them to his father who will then bless him. Stronger classes can be asked to work out the פְּסוּקִים in pairs, using the colour-coded פְּסוּקִים and פְּסוּקִים they have already learned to help them.

Using these פְּסוּקִים, ask pupils to independently complete the final column of **Comparison Table 1**.

			
Comparison Table 1			
Complete the table as you learn each group of פְּסוּקִים shown.			
	פְּסוּקִים א'-ה'	פְּסוּקִים ו'-ז'	פְּסוּקִים ח'-י'
Who is speaking?	יִצְחָק	רְבֵקָה	רְבֵקָה
Who is listening?	עֵשָׂו	יַעֲקֹב	יַעֲקֹב
What instructions are being given? Are they direct or quoting someone else?	ג שְׂאֵנָה כְּלִיד תְּלִיד וְקֹשֶׁתָּד וְצֵא הַשָּׂדֶה וְצֹנֶה לִי צִנִּידָה ד וְעֲשֵׂה לִי מִטְעָמִים כְּאֲשֶׁר אָהֵבְתִי וְהִבֵּאתָ לִי וְאָכַלָּה יִצְחָק קֹחֲלֵי מִשָּׁם עִזִּים טְבִים וְאֵעֲשֶׂה אֹתָם מִטְעָמִים לְאֲבִידָה כְּאֲשֶׁר אָהֵב : י וְהִבַּאתְ לְאֲבִידָה וְאָכַל... Direct instructions from עֵשָׂו to prepare him the food he loves	ז הִבֵּאתָ לִי צִנִּידָה וְעֲשֵׂה לִי מִטְעָמִים וְאָכַלָּה רְבֵקָה is quoting the instructions given by יִצְחָק to עֵשָׂו	ח וְעַתָּה בְּנֵי שְׁמֹעַ בְּקֹלִי לְאֲשֶׁר אָנֹכִי מְצַוֶּה אֹתְךָ : ט לֵדָנָה אֱלֹהֵינוּ מְצַוֶּה אֹתְךָ : י וְעֲשֵׂה לִי מִטְעָמִים כְּאֲשֶׁר אָהֵב : י וְהִבַּאתְ לְאֲבִידָה וְאָכַל... Direct instructions from רְבֵקָה to יַעֲקֹב to fetch 2 goats which she will make into a tasty dish for יִצְחָק.
What is the reason for the instructions?	ד בְּעֵבֶר תְּבָרְכֶךָ נְפֹשִׁי בְּטָרְם אָמוֹת עֵשָׂו So that יִצְחָק can bless before he dies	ז וְאֲבָרְכֶךָ לְפָנָי ה' לְפָנָי מוֹתִי עֵשָׂו So that יִצְחָק can bless 'before ה' prior to his death	...בְּעֵבֶר אֲשֶׁר יְבָרְכֶךָ לְפָנָי מוֹתוֹ so יַעֲקֹב can receive the blessing from יִצְחָק.
What is the listener's response to the instructions?	ה וַיֵּלֶךְ עֵשָׂו הַשָּׂדֶה לְצַד צִנִּידָה לְהִבְיֵא עֵשָׂו goes and obeys his father's instructions	יַעֲקֹב is listening - no response yet	יַעֲקֹב is listening - no response yet
Summary of events – including characters' possible reasons and motives	עֵשָׂו is getting old. He calls יִצְחָק and instructs him to go and prepare him his favourite delicacies so יִצְחָק can bless him before his death - יִצְחָק wants to give עֵשָׂו a בְּרָכָה when he is feeling good about him (it will be about material success)	רְבֵקָה is retelling יִצְחָק's instructions to עֵשָׂו. She wants יַעֲקֹב to get the בְּרָכָה because she knows from the prophecy ('לְפָנָי ה') that the בְּרָכָה should go to him.	יַעֲקֹב wants to make sure רְבֵקָה received the בְּרָכָה that she believes should be his. By helping יַעֲקֹב with her plan, she will make sure this happens.

Using the information from the פְּסוּקִים so far and the completed table, review the following points with pupils:

- Why did רְבֵקָה want יַעֲקֹב to bring יִצְחָק food? (So he could get the בְּרָכָה instead.)
- Why did רְבֵקָה want יַעֲקֹב to receive the בְּרָכָה rather than עֵשָׂו? (She knew from the prophecy that יַעֲקֹב was supposed to be greater than עֵשָׂו.)
- What words does she use that hint at this? (The words ה' לְפָנָי ה' - she is hinting that ה' wants it to happen this way.)
- After רְבֵקָה heard the conversation between יִצְחָק and עֵשָׂו, instead of telling יַעֲקֹב to bring יִצְחָק food, what else could she have done? (Pupils should be encouraged to suggested alternatives that they can later record in their **Family File**.)
- Why do you think she did not choose to do that?

9. Plenary [K2, U1, U3]**(5 minutes)**

Pupils can now be given time to work on the next pages of their **Family File** using the suggested questions as pointers.

They may also wish to add some questions to the characters on the final page of their files. For example: “רַבֶּקָה, why are you talking to יַעֲקֹב before you talk to יִצְחָק?” and “יַעֲקֹב, why do you think your mother is telling you this?” “יַעֲקֹב, what do you plan to do?”

Pupils can share what they have recorded and their additional questions to the characters. If time allows, pupils can act out imaginary dialogues between the family members, posing their own questions and suggesting answers from the characters’ perspectives.

Lesson 3: יַעֲקֹב Responds to His Mother's Plan

(בְּרָאוּת כִּי־אֵל : יִי-אֵל-יִיז)

Learning Outcomes:

- ❖ To understand how the תּוֹרָה uses significant words to help us explore the choices and motivation of characters in the story
- ❖ To understand the dilemma of יַעֲקֹב when he hears his mother's plan

Suggested study method for פְּסוּקִים:	Hebrew	Teacher summary
	פְּסוּקִים יִי-אֵל-יִיז	פְּסוּקִים יִי-ד-יִיז

By the end of this lesson pupils should:

Knowledge	Skills	Understanding									
<p>K2: Know that יַעֲקֹב expresses concern that his father will realise that he is not עָשׂוּ and will regard him as deceitful.</p> <p>רַבֵּקָה assures יַעֲקֹב that she will take full responsibility for the resulting outcome.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tbody> <tr> <td>garment</td> <td>בְּגָד</td> <td>בְּגָדִי</td> </tr> <tr> <td>to dress</td> <td>לְבַשׁ</td> <td>וּתְלַבֵּשׁ הַלְבִּישָׁה</td> </tr> <tr> <td>give</td> <td>נָתַן</td> <td>וַתִּתֵּן</td> </tr> </tbody> </table>	garment	בְּגָד	בְּגָדִי	to dress	לְבַשׁ	וּתְלַבֵּשׁ הַלְבִּישָׁה	give	נָתַן	וַתִּתֵּן	<p>S1: Locate בְּרָאוּת כִּי־אֵל : יִי-אֵל-יִיז in the חוּמֵשׁ when given the פָּרָק and פְּסוּקִים reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic הַמְקָרָא טַעְמֵי (אֶתְנַחֵתָא) of בְּרָאוּת כִּי־אֵל : יִי-אֵל-יִיז.</p> <p>S4: Comprehend the plain meaning of בְּרָאוּת כִּי־אֵל : יִי-אֵל-יִיז independently.</p> <p>S5: Identify the שְׂרָשִׁים of the following keywords: הַלְבִּישָׁה, וּתְלַבֵּשׁ, בְּגָדִי, בְּקָלִי, וַתִּתֵּן, וְהִבֵּאתִי, וַתִּתֵּן. Use suffixes to better understand word choice and meaning.</p>	<p>U1: Appreciate the dilemma יַעֲקֹב faces: He is aware of his obligation to obey his mother (כִּיבוּד אָב וְאֵם), but is also reluctant to deceive his father by pretending to be עָשׂוּ.</p>
garment	בְּגָד	בְּגָדִי									
to dress	לְבַשׁ	וּתְלַבֵּשׁ הַלְבִּישָׁה									
give	נָתַן	וַתִּתֵּן									

1. Revision Activity [K2, K4A]**(5 minutes)**

Display the **Comparison Table 1** that was used in Lesson 2 (see previous lesson plans).

Who Says What to Whom?
Using the information you have learned in the פְּסוּקִים so far, complete the following sentences:

Scenario 1:
In פְּסוּקִים אִי-ד' _____ speaks to _____
_____ tells _____ to go to the field and get him _____.
What is his reason? _____

Scenario 2:
In פְּסוּקִים טו-י"ג _____ speaks to _____
_____ tells _____ to go to the flock and get _____.
What is her reason? _____

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Ask pupils to refer to their own copies of this table or use the one on the IWB to help them complete the worksheet **Who Says What to Whom**.

Ask the class how the two conversations are similar.

(Both involve one parent talking to their favourite child.

Both involve one parent telling the child to get food for יִצְחָק.

Both involve one parent planning to have their favourite child get the בְּרָכָה. Other answers or versions of these answers are possible.)

Discuss the following questions with the class:

1. Do you think that יִצְחָק wanted to go along with his mother's plan? Why/why not? *(Pupils can give any answer provided that they explain their reasoning well.)*
2. What do you think יִצְחָק would choose to do instead? *(Encourage a variety of answers, such as 'give up the בְּרָכָה', 'argue with his mother', 'discuss the problem with his father' or 'explain to עֵשָׂו and see what he thinks'.)*
3. The characters in these פְּסוּקִים have different views of what should happen. יִצְחָק wants עֵשָׂו to get the בְּרָכָה and רְבֵקָה is sure that יִצְחָק should get the בְּרָכָה. Suggest other ways that רְבֵקָה and יִצְחָק could solve this dilemma.

2. Scanning Activity – Working With Words We Know [K2, K4A, S5]**(10 minutes)**

Ask the pupils to look through פְּסוּקִים י"א-י"ז and identify who is participating in the conversation. (רְבֵקָה וְיִצְחָק.) Have the pupils circle the names of the participants in the פְּסוּקִים. (This can be done together on the IWB or individually then checked together. Answers are marked below in red.)

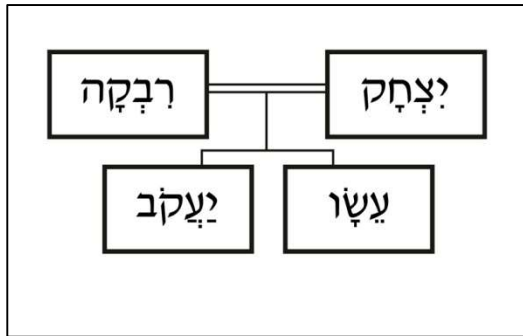
יָא וַיֹּאמֶר יִצְחָק אֶל רְבֵקָה אִמּוֹ הֲוֹן עֵשָׂו אָחִי אִישׁ שָׂעִר וְאַנְכִי אִישׁ חֶלֶק : יב אוֹלֵי יִמְשְׁנֵי אָבִי וְהִיִּיתִי בְּעֵינָיו כְּמִתְעַתֵּעַ וְהִבֵּאתִי עָלַי קֶלֶה וְלֹא בְרָכָה : יג וַתֹּאמֶר לוֹ אִמּוֹ עָלַי קֶלֶתְךָ בְּנִי אֵךְ שָׁמַע בְּקוֹלִי וְלֹךְ קַח־לִי : יד וַיֵּלֶךְ וַיִּקַּח וַיָּבֵא לְאִמּוֹ וַתַּעַשׂ אִמּוֹ מִטְעָמִים כַּאֲשֶׁר אָהֵב אָבִיו : טו וַתִּקַּח רְבֵקָה אֶת־בְּגָדֵי עֵשָׂו בְּנֵהּ הַגָּדֹל הַחֲמֹדֹת אֲשֶׁר אֶתָּה בִּבְיֹת וַתִּלְבַּשׂ אֶת יִצְחָק בְּנֵהּ הַקָּטָן : טז וְאֵת עֶרְת גְּדֵי־הָעֵזִים הַלְבִּישָׁה עַל־יָדָיו וְעַל חֻלְקֹת צַוְאָרָיו : יז וַתִּתֵּן אֶת־הַמִּטְעָמִים וְאֶת־הַלֶּחֶם אֲשֶׁר עָשְׂתָה בְּיַד יִצְחָק בְּנֵהּ :

Ask the class: Who are the two active characters in these פְּסוּקִים? (רְבֵקָה and יִצְחָק)

Explain to the class that before we read the פְּסוּקִים we will look for other ways that the characters are referred to in the story. This will make it easier for us to follow the plot.

Display a family tree of the four main characters.

Ask: What are the relationships between the characters? How else might they be referred to in the פְּסוּקִים? (*Mother, father, son, brother*)



Remind the class that suffixes can give us further clues as to who is being mentioned.

Display the **Suffix Table** and complete it together with the class, guiding pupils to look at פְּסוּקִים to help them.

It may now be helpful for pupils to scan through the פְּסוּקִים and locate the above references to the characters. They can highlight them in a designated colour for each character if they wish.

Word	Suffix	Word with suffix	Meaning	Who does this refer to
אִמָּא	ו	אִמּוֹ	His mother	רַבֵּקָה
בֵּן	ה	בְּנֶהּ	Her son	עֵשָׂו (or יַעֲקֹב)
בֵּן	י	בְּנִי	My son	יַעֲקֹב
אָח	י	אָחִי	My brother	עֵשָׂו
אָב	י	אָבִי	My father	יִצְחָק

3. Reading Activity [S1, S3] יִי-א-יִיב (5 minutes)

Encourage pupils to find יִי-א-יִיב and follow carefully as the teacher model reads the פְּסוּק at least twice using the correct punctuation (אָתְנַחֲתָא). Instruct 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] (10 minutes)

יִיב וְיִיאֲמֹר יַעֲקֹב אֶל-רַבֵּקָה אִמּוֹ הֵן עֵשָׂו אָחִי אִישׁ שָׂעַר וְאָנֹכִי אִישׁ חֲלָק : יִיב אוּלַי יִמְשְׁנִי אָבִי וְהִיִּיתִי בְּעֵינָיו כְּמַתְעֵתֶעַ וְהִבֵּאתִי עָלַי קִלְלָה וְלֹא בְּרָכָה :

Read the פְּסוּקִים with the class. Pupils can use words identified in the scanning activity to work out who is being referred to in the פְּסוּקִים. Provide the following prompts to assist with comprehension.

הֵן עֵשָׂו אָחִי אִישׁ שָׂעַר וְאָנֹכִי אִישׁ חֲלָק

Ask the class if they remember the differences between the boys. Provide the meaning of חֲלָק (smooth) and remind them of the meaning of שָׂעַר (full of hair).

אוּלַי יִמְשְׁנִי אָבִי וְהִיִּיתִי בְּעֵינָיו כְּמַתְעֵתֶעַ

Provide the meaning for מַתְעֵתֶעַ (doing wrong, cheater) and יִמְשְׁנִי (touch me).

יִיאֲמֹר עָלַי קִלְלָה וְלֹא בְּרָכָה

Ask the pupils if they remember the word קָלָה (reminder from Unit 1).

פְּסוּקִים can now be displayed on the board, and pupils can be challenged to work out their meaning using the **Shoresh Research and Recall** strategy – either in pairs or as a class.

If pupils have not had prior opportunity to scan פְּסוּקִים before reading (Activity 2) the **Suffix Table** can be displayed at this point. Pupils can be primed to look for alternative references to the family members (יִצְחָק = אָב + שְׁלִי referring to יִצְחָק and אָח = אָח + שְׁלִי referring to אָח).

Assist the pupils in using the above information to comprehend the פְּסוּקִים, then discuss the following questions:

- What did יִצְחָק instruct יַעֲקֹב to do? (*Bring food to יִצְחָק pretending to be יַעֲשֹׂוּ.*)
- How does יַעֲקֹב describe his brother? (*He is a hairy person.*)
- What does יַעֲקֹב say his father may do? (*Feel him to see if he is hairy.*)
- What is יַעֲקֹב worried will happen then? (*That his father will think he is a cheater he will be cursed instead of blessed.*)
- Why do the פְּסוּקִים use so many words that talk about family members? (*This story shows how family members talk about and to each other, which is part of the complex relationships within families.*)
- How do you think יַעֲקֹב feels about his mother's plan? (*Encourage pupils to back up their answers with words from the פְּסוּקִים.*)

5. Understanding Activity: יַעֲקֹב Has a Dilemma [U1]

(5 minutes)

What Is יַעֲקֹב Thinking?
 מילוי: Fill in the missing words of the פְּסוּקִים and then write what יַעֲקֹב might be thinking.

I am different from my brother because _____

If my father touches me he will think _____

And then he will give me _____ of a _____

What does יַעֲקֹב think his father might do? _____

What is יַעֲקֹב worried about? _____

Do you think that יַעֲקֹב will do what רִבְקָה asked him to? _____

Why/Why not? _____

Do you think that יַעֲקֹב should do what רִבְקָה asked him to? _____

Why/Why not? _____

After reading the פְּסוּקִים point out that there are several parts to the פְּסוּקִים and each one shows a different thing that יַעֲקֹב is thinking about.

Display the worksheet **What Is יַעֲקֹב Thinking?** Guide the pupils in using words from the פְּסוּקִים on the board to complete the thought bubbles and speech bubbles.

Ask pupils:

- Which speech bubble tells us how the boys are different?
- Which speech bubble tells us what יִצְחָק might do?
- Which speech bubble tells us what יַעֲקֹב is worried about?

Unit 8: בְּרָאשִׁית כִּיז, כִּיח : אִי-דִי : בְּרָכוֹת יִצְחָק – Revised January 2015

Use the following questions to poll pupils' opinions and write down the resulting predictions and 'advice'.

- Do you think that יַעֲקֹב will do what his mother says? Why?
- Do you think that יַעֲקֹב *should* do what his mother says? Why?

Pupils should support their answers using phrases from the פְּסוּק.

After the discussion pupils can complete the questions at the bottom of the worksheet. Alternatively, this can be given as a homework activity.

This worksheet can be added to the **Family File** for later use.

6. Reading Activity [S1, S3]

(5 minutes)

Encourage pupils to find בְּרָאשִׁית כִּיז : יִיג and follow carefully as the teacher model reads the פְּסוּק at least twice using the correct punctuation (אֶתְנַחֵתָּא). Instruct 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]

(5 minutes)

וַתֹּאמֶר לוֹ אִמּוֹ עָלַי קָלְתָּךְ בְּנִי אֵךְ שָׁמַע בְּקוֹלִי וְלֹךְ קַח-לִי :

Together with the class find words that have been identified in previous פְּסוּקִים (underlined below). The color coded list from the **Shoresh Research and Recall** resource can assist with this.

וַתֹּאמֶר לוֹ אִמּוֹ עָלַי קָלְתָּךְ בְּנִי אֵךְ שָׁמַע בְּקוֹלִי וְלֹךְ קַח-לִי :

Write the word עָלַי on the board and show how it can be broken up into a word with a suffix. In this case, 'on me' means my fault/my responsibility/my problem.

Ask the class why רַבֵּקָה takes responsibility for what she is asking יַעֲקֹב to do. If needed they can look in the **Family File** to remind themselves of the reasoning behind her plan. (*She had received the prophecy of 'וְרַב יַעֲבֹד צְעִיר' and therefore believed that יַעֲקֹב should receive the בְּרָכָה.*)

For more advanced classes share the following פִּירוּשׁ of the גֵּרִיָּא:

ע.ל.י = עֵשׂוֹ, לָבֵן, יוֹסֵף : יַעֲקֹב is a hint to a future punishment/curse of יַעֲקֹב.

The letters stand for each of the events in יַעֲקֹב's life that caused him sorrow.

Pupils who can remember this 'warning' will be able to make the connection when studying later events in יַעֲקֹב's life.

8. Understanding Activity: What Will יַעֲקֹב Do? [U1]

(5 minutes)

Ask a pupil to come to the front of the class as יַעֲקֹב.

Frame the scene: Now יַעֲקֹב is about to go and fulfil his mother's instructions. Let's 'pause' the story and explore what he might be thinking and feeling.

Instruct 'יַעֲקֹב' to act out beginning to walk to the flock. Direct him to 'freeze' before he gets there. Present 'יַעֲקֹב' with the sentence starters below in a basket. Let him choose one, read it aloud to the class and complete it with his own idea to finish the sentence.

Allow a few pupils the chance to be 'יַעֲקֹב' to explore the thoughts and emotions he may have been experiencing.

Sentence starters:

- I am going to take the goat to my mother because
- I absolutely will not take this goat to my mother because
- I am still thinking whether I should take the goat or not because
- I suppose I will have to do this anyway because

9. Comprehension Activity: What יַעֲקֹב Does י"ד-י"ז [K4, S4]

(10 minutes)

יד וַיֵּלֶךְ וַיִּקַּח וַיָּבֵא לְאִמּוֹ וַתַּעַשׂ אִמּוֹ מִטְעָמִים כַּאֲשֶׁר אָהַב אָבִיו : טו וַתִּקַּח רֶבֶקָה אֶת בְּגָדֵי עֹשׂוֹ בְּנֵה הַגְּדֹל הַחֲמֹדֹת אֲשֶׁר אֶתָּה בֹּבֵית וַתִּלְבַּשׂ אֶת יַעֲקֹב בְּנֵה הַקָּטָן : טז וַיָּאֵת עֹרֹת גְּדֵי הָעִזִּים הַלְבִּיֶשָׁה עַל-יָדָיו וְעַל חֻלְקֹת צִוּאָרָיו : יז וַתִּתֵּן אֶת-הַמִּטְעָמִים וְאֶת-הַלֶּחֶם אֲשֶׁר עָשְׂתָה בְּיַד יַעֲקֹב בְּנֵה : יח וַיָּבֵא אֶל-אָבִיו וַיֹּאמֶר אָבִי וַיֹּאמֶר הֲנִנִּי מִי אֶתָּה בְּנִי :

These פְּסוּקִים will be summarised in three readings, using different techniques to reinforce the events and actions that occur.

First reading: Encourage pupils to find י"ז, ט"ו, ט"ז, י"ד, כ"ז and follow carefully as the teacher reads the פְּסוּקִים once using the correct punctuation (אֶתְנַחֲתָא). (**Note: Pupils don't read these פְּסוּקִים.**)

Second reading: Distribute the following pictures or props, labelled with corresponding words from the פְּסוּקִים, to a few pupils in the class. Challenge the pupils holding props to listen carefully as the פְּסוּקִים are read for a second time, and stand up and show their object/picture when it is mentioned.

- מִטְעָמִים (a plate of grilled meat)
- בְּגָדֵי עֹשׂוֹ (hunter's leathery clothes)
- עֹרֹת גְּדֵי הָעִזִּים (goat skins)
- לֶחֶם (bread)

Display the following verbs on the board under the headings **What יַעֲקֹב Does/What רֶבֶקָה Does**. Remind pupils of the ones that are familiar (weaker classes should have picture clues as well as actions).

Read the words with the class and ask them to act out what יַעֲקֹב and רֶבֶקָה are doing in these פְּסוּקִים.

What יַעֲקֹב Does


וַיֵּלֶךְ וַיִּקַּח וַיָּבֵא

Extension for HA pupils: Display the verbs written on cards (see Classroom Resources). Challenge pupils to allocate each verb to the character who performed it.

Third reading: The teacher can now read the פְּסוּקִים in English (more advanced classes can follow in Hebrew). Encourage pairs of pupils to mime what each of the participants is doing, using the props to help. Allow a few pairs of pupils the opportunity to act out the פְּסוּקִים, perhaps reading the פְּסוּקִים in Hebrew the second or third time.

Ask: Which character appears more active in this scene? Why do you think this is? Encourage pupils to explain their answers based on earlier activities and discussion. (Possible answers can relate to יַעֲקֹב's reluctance and hesitation; רַבֵּקָה's determination that the בְּרָכָה must go to יַעֲקֹב; רַבֵּקָה's conviction that her plan is the correct course of action.)

An optional extension worksheet **What יַעֲקֹב Does; What רַבֵּקָה Does** can be used for reinforcement.





What יַעֲקֹב Does; What רַבֵּקָה Does

Write the verbs from פְּסוּקִים יִי-יִי in the correct column. Use the table to help you choose the correct words to circle in the sentences below.

פְּסוּקִים	What יַעֲקֹב Does	What רַבֵּקָה Does
יִי	_____ (he went to the sheep pen)	_____ (she made food)
יִי	_____ (he took the sheep he chase)	
יִי	_____ (he brought it to his mother)	
יִי		_____ (she took the clothes)
יִי		_____ (she dressed him in the clothes)
יִי		_____ (she dressed him in the clothes)
יִי		_____ (she gave him the food)
יִי		_____ (she had made bread)
	How many things did יַעֲקֹב do? ____	How many things did רַבֵּקָה do? ____

1. רַבֵּקָה/יַעֲקֹב got the food ready.
2. רַבֵּקָה/יַעֲקֹב got the disguise ready.
3. רַבֵּקָה/יַעֲקֹב put the disguise on.
4. רַבֵּקָה/יַעֲקֹב put the food out to be carried to יִצְחָק.
5. רַבֵּקָה/יַעֲקֹב did more in order to help יַעֲקֹב get the בְּרָכָה.
6. רַבֵּקָה/יַעֲקֹב showed that they really wanted it to happen.
7. רַבֵּקָה/יַעֲקֹב wasn't so sure about the plan.

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10. Plenary Activity [U1]

Distribute the character adjectives shown below. Ask pupils holding the cards to decide which of the two participants their word best describes. Encourage them to support their answers using words or phrases from the פְּסוּקִים. (Differentiation: stronger pupils can find the words in the text; others can use their own words.)

Character adjectives: determined, frightened, obedient, creative, active, thoughtful, confused, secretive, calm, worried, confident, careful

Summarise with the class:

- What have we learned about יִעֲקֹב and his possible thoughts and feelings from these פְּסוּקִים.
- What have we learned about רְבֵקָה and her possible thoughts and feelings from these פְּסוּקִים.

For homework ask pupils to add the character adjectives they have discussed to the **Family File** and use them to describe each of the participants in these פְּסוּקִים.

Lessons 4 and 5: עֶשָׂו Disguised as יַעֲקֹב Brings Food to יצחק (בְּרֵאשִׁית כ"ז: י"ח-כ"ז)

Learning Outcomes:

- ❖ To appreciate the refined nature of יַעֲקֹב in the way he behaves and speaks to his father

Suggested study method for פְּסוּקִים:	Hebrew	Teacher summary
	פְּסוּקִים י"ח-כ"ז	פְּסוּקִים כ"ה-כ"ז

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p>K2: Know that יַעֲקֹב goes to his father dressed in עֶשָׂו's clothes with his arms covered in goatskin. יַעֲקֹב feels יצחק. He says: הקל קול יַעֲקֹב וְהִזְדִּים יְדֵי עֶשָׂו עֶשָׂו asks again if he is יַעֲקֹב. יַעֲקֹב answers "I am". He gives יצחק the food to eat and יַעֲקֹב blesses him.</p> <p>K4A: Know the following new Hebrew keywords: וְנִגְשׁ and its various Hebrew forms: רִיחַ, גִּשָׁה, הַגִּשָּׁה, קוֹל</p> <p>K4B: Know and understand the meaning of the phrase: הקל קול יַעֲקֹב וְהִזְדִּים יְדֵי עֶשָׂו</p> <p>K6: רש"י on הקל קול יַעֲקֹב וְהִזְדִּים יְדֵי עֶשָׂו</p>	<p>S3: Read words and phrases in בְּרֵאשִׁית כ"ז : י"ח-כ"ז accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקַרָּא.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כ"ז : י"ח-כ"ז independently.</p> <p>S5: Revise the שְׂרָשֻׁמִים of keywords from previous units and this unit including: וַיָּבֵא, אָבִיו, בְּנֵי, וַיֹּאמֶר, עֲשִׂיתִי, כְּאֲשֶׁר, דְּבַרְתָּ</p>	<p>U1: Understand the explanation given by רש"י of the key phrase הקל קול יַעֲקֹב וְהִזְדִּים יְדֵי עֶשָׂו to imply a difference in language used by יַעֲקֹב in comparison to עֶשָׂו (as opposed to a difference in their voices) and how this applies to pupils' lives.</p>

Lesson 4: בְּרֵאשִׁית כ"ז: י"ח-כ"א

1. Revision Activity [S4, S5]

(10 minutes)

Display the following words from פְּסוּקִים ט"י (Lesson 2 Activity 8) with the title **The Instructions יַעֲקֹב Gives רְבֵקָה**. (Phrases should be shown in the same format in which the פְּסוּקִים were studied in Lesson 2 – either in English, or Hebrew.)

Display pictures of the actions mentioned in the פְּסוּקִים, and ask pupils to match the actions to the pictures.

לְדַבֵּר אֶל־הַצֹּאן
וְקָח־לִי מִשָּׂם שְׁנֵי גְדֵי עִזִּים טָבִים
וְאָעָשָׂה אֹתָם מְטַעְמִים לְאָבִיךָ
וְהִבֵּאתָ לְאָבִיךָ
וְאָכַל
בְּעֵבֶר אֲשֶׁר יְבָרְכֶךָ לִפְנֵי מוֹתוֹ

Now the class can investigate which of the instructions יַעֲקֹב has carried out.

Display the followings phrases from פְּסוּק י"ד (Lesson 3 Activity 6) under the title: **יַעֲקֹב Follows the Instructions:**

וַיֵּלֶךְ
וַיִּקַּח
וַתַּעַשׂ אִמּוֹ מְטַעְמִים כַּאֲשֶׁר אָהֵב אָבִיו

Ask pupils to identify what יַעֲקֹב has already done to follow those instructions by matching each of the verbs to its matching phrase in the instructions as shown below:

יַעֲקֹב Follows the Instructions	The Instructions יַעֲקֹב Gives רְבֵקָה
וַיֵּלֶךְ	לְדַבֵּר אֶל־הַצֹּאן
וַיִּקַּח	וְקָח־לִי מִשָּׂם שְׁנֵי גְדֵי עִזִּים טָבִים
וַתַּעַשׂ אִמּוֹ מְטַעְמִים כַּאֲשֶׁר אָהֵב אָבִיו	וְאָעָשָׂה אֹתָם מְטַעְמִים לְאָבִיךָ
	וְהִבֵּאתָ לְאָבִיךָ
	וְאָכַל
	בְּעֵבֶר אֲשֶׁר יְבָרְכֶךָ לִפְנֵי מוֹתוֹ

What instructions does יַעֲקֹב still need to do in order for רְבֵקָה's plan to work? (Look at the remaining phrases in the 'instructions' group.)

(וְהִבֵּאתָ לְאָבִיךָ וְאָכַל בְּעֵבֶר אֲשֶׁר יְבָרְכֶךָ לִפְנֵי מוֹתוֹ)
יַעֲקֹב *now has to bring the food to his father.*

Direct pupils to refer back to the worksheet, **What is יַעֲקֹב Thinking** (Lesson 3, Activity 5). Ask them to report their predictions of what יַעֲקֹב would do.

Ask: Did you predict correctly? Do you think the rest of the plan will be successful? Do you think that יַעֲקֹב *should* proceed as רַבְקָה has suggested? Ask pupils to explain their answers.

2. Reading Activity Part 1 י"ח-י"ט : בְּרָאשִׁית כ"ז [S1, S3] (5 minutes)

Encourage pupils to find י"ח-י"ט : בְּרָאשִׁית כ"ז and follow carefully as the teacher model reads the פָּסוּק at least twice using the correct punctuation (אֶתְנַחֵתָא). Instruct pupils to read in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

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

יח ויבא אל-אביו ויאמר אבי ויאמר הנני מי אתה בני : יט ויאמר יעקב אל-אביו אנכי עשו בכרד עשיתי כפאשר דברת אלי קום-נא שבה ואכלה מצידו בעבור תברכני נפשך :

Challenge pupils to work out the meaning of the פָּסוּקִים, using the **Shoresh Research and Recall** strategy and colour-coded פָּסוּקִים. Encourage pupils to summarise the conversation between יַעֲקֹב and יִצְחָק in their own words.

Once pupils have grasped the general meaning of י"ח-י"ט פָּסוּקִים, display the פָּסוּקִים and the following colour-coded titles

What יִצְחָק asks

What יַעֲקֹב answers

What יַעֲקֹב asks יִצְחָק to do

Distribute large י"ח-י"ט פָּסוּקִים. Challenge pupils to work in pairs to study the פָּסוּקִים, and decide which phrases belong in each of these three categories.

A worked example is shown below.

What יִצְחָק asks

מי אתה בני

What יַעֲקֹב answers

אנכי עשו בכרד עשיתי כפאשר
דברת אלי

What יַעֲקֹב asks יִצְחָק to do

קום-נא שבה ואכלה מצידו
בעבור תברכני נפשך

Pupils can then colour-code the phrases on their own copies of the פָּסוּקִים, as shown below.

יח ויבא אל-אביו ויאמר אבי ויאמר הנני מי אתה בני : יט ויאמר יעקב אל-אביו אנכי עשו בכרד עשיתי כפאשר דברת אלי קום-נא שבה ואכלה מצידו בעבור תברכני נפשך :

The resource **Who Asks? Who Answers? י"ח-י"ט פָּסוּקִים** is also provided for this activity.

The image of the two characters can be displayed on the IWB. Pupils can then be chosen to come and drag each phrase into the correct coloured speech bubble.

Alternatively, this resource can be used as a worksheet for pupils to work on independently or in pairs, to reinforce comprehension of these פָּסוּקִים.

פְּסוּקִים י"ח-י"ט
Who Asks? Who Answers?

Copy the underlined phrases from the פְּסוּקִים into the speech bubbles below. Use the key to help you decide which phrase belongs in which speech bubble.

וַיִּבְרָא אֱלֹהִים וַיֹּאמֶר אֱבִי וַיֹּאמֶר הֲנִי מִן אֲחֵיהֶם בְּנֵי - וַיֹּאמֶר יִצְחָק
 אֱלֹהִים וַיֹּאמֶר אֱבִי וַיֹּאמֶר הֲנִי מִן אֲחֵיהֶם בְּנֵי - וַיֹּאמֶר יִצְחָק
 וַיִּבְרָא אֱלֹהִים וַיֹּאמֶר אֱבִי וַיֹּאמֶר הֲנִי מִן אֲחֵיהֶם בְּנֵי - וַיֹּאמֶר יִצְחָק

Key:
 Blue: question
 Red: answer
 Green: instruction

4. Reading Activity Part 2 and Comprehension Activity י"ח-י"ט (5 minutes)
[S3, S4]

Instruct pupils to work in pairs to re-enact the conversation between יִצְחָק and יַעֲקֹב in these פְּסוּקִים. Each should take on the role of either יִצְחָק or יַעֲקֹב, read the phrases their character says, and then switch roles.

Pupils can then record this conversation in English, either on their large פְּסוּקִים, or on a second copy of the worksheet

Who Asks? Who Answers? י"ח-י"ט

פְּסוּקִים י"ח-י"ט
Who Asks? Who Answers?

Copy the underlined phrases from the פְּסוּקִים into the speech bubbles below. Use the key to help you decide which phrase belongs in which speech bubble.

וַיִּבְרָא אֱלֹהִים וַיֹּאמֶר אֱבִי וַיֹּאמֶר הֲנִי מִן אֲחֵיהֶם בְּנֵי - וַיֹּאמֶר יִצְחָק
 אֱלֹהִים וַיֹּאמֶר אֱבִי וַיֹּאמֶר הֲנִי מִן אֲחֵיהֶם בְּנֵי - וַיֹּאמֶר יִצְחָק
 וַיִּבְרָא אֱלֹהִים וַיֹּאמֶר אֱבִי וַיֹּאמֶר הֲנִי מִן אֲחֵיהֶם בְּנֵי - וַיֹּאמֶר יִצְחָק

Key:
 Blue: question
 Red: answer
 Green: instruction

5. Understanding Activity: Paying Attention to Words and Feelings [K4, U1] (10 minutes)

Ask pupils to read פְּסוּקִים י"ח-י"ט aloud and retell the conversation in their own words. As they read, complete the first three columns of the table below (**Who Asks? Who Answers?**) on the board.

To encourage pupils to think about the characters' possible feelings, ask the following questions:

1. What did יִצְחָק ask? Why did he need to ask this? How do you think he felt when he asked this?
2. What did יַעֲקֹב answer? Why did he answer in this way? How do you think he felt when he answered in this way?

3. What additional information did יַעֲקֹב include in his answer? Why? How do you think he felt when saying this?
4. What do you think יִצְחָק's thoughts and feelings might have been following this conversation?

Pupils may question the fact that יַעֲקֹב appeared to be lying when his father asked who he was (we recommend that teachers do not raise this question at this stage). This issue is dealt with extensively by the מְפָרְשִׁים, and pupils should be commended for asking. Following the simple meaning of the פְּסוּקִים learned so far it should be clear to pupils that יַעֲקֹב felt he *had* to listen to his mother despite feeling uncomfortable with her instruction. Encourage pupils to identify with his feelings but not to judge his actions.

Who Asks? Who Answers?
פְּסוּקִים י"ח-י"ט

	In the words of the פְּסוּקִים	In my words	How might he have felt when he said this?
יִצְחָק asks:			
יַעֲקֹב answers:			
יִצְחָק tells יַעֲקֹב:			

Who Asks? Who Answers?

	In the words of the פְּסוּקִים	In my words	How might he have felt when he said this?
יִצְחָק asks:	הֲנִי מִי אַתָּה בְּנִי		(confused, unsure about who he is talking to)
יַעֲקֹב answers:	אֲנִכִּי עֹשֶׂה בְּכַרְךָ		(worried, nervous, uncomfortable)
	עֲשִׂיתִי כְּאֲשֶׁר דִּבַּרְתָּ אֵלַי		(worried that his father will discover that he is not עֹשֶׂה)
יִצְחָק tells יַעֲקֹב:	קוֹסֵמָה שֶׁבָּהּ		(hoping that his father will like the food and he will think that it is hunted food)
	וְאֶכְלָה מִצִּידִי		
	בְּעִבּוֹר תִּבְרַכְנִי נַפְשְׁךָ		

6. Reading and Comprehension Activities כ' בְּרָאשִׁית כ"ז : [S1, S3, K2, K4A, S4] (10 minutes)

Display the worksheet **Who Asks? Who Answers? כ' פְּסוּקִים**. Read the פְּסוּקִים aloud with the class, pausing between the phrases to emphasise who is asking and who is answering.

כ ויאמר יצחק אל בנו מהזה מהרת למצא בני ויאמר פי הקרה ה' אלקיך לפני :

Who Asks? Who Answers? פְּסוּק כ' : אִי-ד' : בְּרֵכוֹת יִצְחָק

Copy the underlined phrases from the פְּסוּקִים into the speech bubbles below. Use the key to help you decide which phrase belongs in which speech bubble.

וַיֹּאמֶר יִצְחָק אֶל-בְּנֵי מְדוּחַ מְדוּחַ לְמַעַן בְּנֵי וַיֹּאמֶר כִּי הִקְרָה ה' אֵלַי. אֶלְמִנִי :

Key:
Blue: question
Red: answer

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Read the פְּסוּק a second time. Ask pupils to identify which words are spoken by יִצְחָק and which words are יִצְחָק's response. Once pupils have identified the correct phrases, drag and drop or copy them into the correct speech bubbles on the board.

Point out to pupils words that might be familiar to them from units they studied in the past (the **Shoresh Research and Recall** resource can assist with this): בְּנֵי, מְהֵרָה בְּנֵי.

Ask what יִצְחָק might be asking using the words hurry (מְהֵרָה) and my son (בְּנֵי). (For example: *My son, why did you hurry? My son, what made you hurry? My son, you must have really hurried, how did you manage to return so quickly?*)

Ask the class how יִצְחָק might have been thinking and feeling when he heard this question (“Oh no, what can I say?” “I should have taken a bit longer.” “Now I am really in trouble.”) and what he could answer (“I was lucky with the hunt.” “I am a good hunter so I finished fast.” “It doesn’t matter, just eat what I brought while it is hot.”)

Explain יִצְחָק's answer to the class – ‘he made the hunt happen quickly’. Pupils might be familiar with the phrase מֶה קָרָה (what happened?) which they can connect to the word ‘הִקְרָה’ in the פְּסוּק.

7. Reading Activity כִּיז : בְּרֵאשִׁית כִּיז : כִּיא [S1, S3]

(5 minutes)

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

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

(5 minutes)

כִּיא וַיֹּאמֶר יִצְחָק אֶל-יִצְחָק בְּנֵי וַיֹּאמֶר יִצְחָק בְּנֵי הִקְרָה ה' אֵלַי :

Display כִּיא with the words below emphasised. Read the פְּסוּק to the class and then with the class while putting emphasis on the marked words. These words hint at one possible way for יִצְחָק to find out which son was standing before him.

כִּיא וַיֹּאמֶר יִצְחָק אֶל-יִצְחָק בְּנֵי וַיֹּאמֶר יִצְחָק בְּנֵי הִקְרָה ה' אֵלַי :

Using the worksheet template **Who Asks? Who Answers כִּיא** פְּסוּק, write the phrases in this פְּסוּק into the speech bubble corresponding to either instructions (בְּנֵי וַיֹּאמֶר יִצְחָק) or questions (הִקְרָה ה' אֵלַי).

Who Asks? Who Answers? פְּסוּק כ"א

Copy the underlined phrases from the פְּסוּקִים into the speech bubbles below. Use the key to help you decide which phrase belongs in which speech bubble.

כִּי וַיִּמְדוּ יִצְחָק אֶל-יַעֲקֹב שְׂדֵמָה וְהַמָּשֶׁבֶט בְּנֵי הַמַּחֲנֶה זֶה בְּנֵי עֵשָׂו.
אֲמַלִּיא:

Key:
Blue: question
Green: instruction

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Ask pupils to suggest their own translation for the question asked by יִצְחָק in this פְּסוּק (for example “Are you my son, עֵשָׂו, or not?”).

To revise the conversation between יִצְחָק and יַעֲקֹב, choose pupils to role-play this exchange. Direct them to re-enact the conversation from the moment יַעֲקֹב comes in to יִצְחָק (פְּסוּק י"ח), using their **Who Asks? Who Answers** worksheets to guide them.

After יִצְחָק asks “How did you get here so quickly?” and יַעֲקֹב responds “ה' made the hunt happen quickly”, pause the scene and ask יִצְחָק the following questions:

- Do you know which of your sons you are talking to?
- What have you done to try to work it out? Did this help you?
- What else can you do to try and work this out? (*Touch יַעֲקֹב, touch the food, smell יַעֲקֹב, or smell the food.*) How might this solve your dilemma?

Encourage the pupil playing the role of יִצְחָק to act out one of the above ideas and make a note of his chosen action on the board.

Ask some more pupils to come up in pairs and act out this scene. Add their suggestions to the list on the board. (These will be used for כִּי-ה' כִּי-כִי.)

9. Plenary Activity

Review the story up till now. Ask pupils: Will יִצְחָק find out that this is יַעֲקֹב not עֵשָׂו?

To review the פְּסוּקִים studied this lesson ask:

- What did יִצְחָק ask יַעֲקֹב in פְּסוּק י"ח?
- How did יַעֲקֹב respond in פְּסוּק י"ט?
- What puzzled יִצְחָק about the timing of his son's arrival?
- How did יַעֲקֹב explain this in פְּסוּק כ'? Do you think יִצְחָק was convinced by this explanation?
- What did he ask יַעֲקֹב to do next in פְּסוּק כ"א?
- Do you think he will find out that this is really יַעֲקֹב?

Lesson 5: בְּרַאשִׁית כִּיז : כִּיב-כִּיז

1. Word Work Review Activity [K4, S5]

(5 minutes)

Display the keyword נִגַּשׁ. Explain to pupils that this word comes from the שָׂרַשׁ: נגש and appears in the פְּסוּקִים in various forms (הִגִּישָׁה, גִּישָׁה-נָא, וַיִּגַּשׁ, וַיִּגַּשׁוּ). Introduce the following game, which will help to reinforce this keyword, and some other verbs encountered in the פְּסוּקִים so far. There are two options for how this game can be played, depending on space available.

Option 1: (similar in format to 'What's the time, Mr Wolf?')

- Put the following verbs in a hat/bag/basket (Classroom Resources):

וַיִּגַּשׁ, וַיִּמְשְׁחוּ, הִגִּישָׁה, תִּבְרַכְךָ, וַיִּגַּשׁ, וַיָּבֵא, גִישָׁה-נָא, וַאֲמַשְׁדָּה, וַיִּשְׁק, וַיָּרַח, וַשָּׁקָה, הִבִּיֵּאָה, וְהִבְאֵתָ, הִלְבִּישָׁה, וְתִלְבַּשׁ, וְתִתֵּן, וַיִּתֵּן

- Instruct pupils to stand in a line facing the board. The teacher should stand with their back to the board facing the line.
- Select a word from the hat.
- If the word is anything *other than* a word from the ויגש family, pupils should act it out where they are. If the word *is* a form of ויגש they should take a few steps forward until the teacher says STOP.
- The first pupil to reach the front of the class wins, and is then the caller for the second round.

Note: Point out to pupils that the words הִגִּישָׁה and וַיִּגַּשׁ actually relate to serving food. These come from the family word of נגש meaning *to come close*, because when we serve a meal we *bring something close* (the food).

Option 2: (similar in format to 'Simon Says')

- Put the following verbs in a hat/bag/basket (Classroom Resources):

וַיִּמְשְׁחוּ, תִּבְרַכְךָ, וַיָּבֵא, וַאֲמַשְׁדָּה, וַיִּשְׁק, וַיָּרַח, וַשָּׁקָה, הִבִּיֵּאָה, וְהִבְאֵתָ, הִלְבִּישָׁה, וְתִלְבַּשׁ, וְתִתֵּן, וַיִּתֵּן

- Ask pupils to stand by their chairs. The teacher should then select a verb from the hat and choose one of the following options:
 - Read the verb aloud, at which point pupils should act out the verb while standing in their places.
 - Read the verb aloud preceded by either וַיִּגַּשׁ, גִישָׁה-נָא, וַיִּגַּשׁ or הִגִּישָׁה. When this happens, pupils should take one small step forwards before acting out the verb.

To reinforce correct phrasing, try to ensure that pairing of verbs makes grammatical sense. The following is a suggestion for how this can be done.

נגש verb:

וַיִּגַּשׁ/וַיִּגַּשׁוּ (past tense)

Can be paired with:

הִלְבִּישָׁה וְתִלְבַּשׁ וְתִתֵּן וַיִּתֵּן וַיָּרַח וַיִּשְׁק וַיִּמְשְׁחוּ וַיָּבֵא

תְּבָרְכֶךָ וְאַמְשָׁדוּשְׁקוּהָ וְהִבִּיאוּהָ וְהִבְאֵתָ (future tense/command)

Repeat this process with a few verbs. When a child is 'out', they can be given the opportunity to select and read the verbs aloud to the class.

2. Reading Activity כִּיב : בְּרָאשִׁית כִּיז [S1, S3] (5 minutes)

Encourage pupils to find כִּיב : בְּרָאשִׁית כִּיז and follow carefully as the teacher model reads the פָּסוּק at least twice using the correct punctuation (אֶתְנַחֵתָּא). Read in pairs and groups. Instruct pupils to read in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

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

כב ויגש יעקב אל־יצחק אביו וימשֶהו ויאמר הקל קול יעקב והיָדִים יָדֵי עֵשָׂו :

Display פָּסוּקִים כִּי־א-כִיב alongside each other. Challenge pupils to find שְׂרָשִׁים they have encountered in כִּי־א פָּסוּק that appear again in כִּיב פָּסוּק. To reinforce this, display the words ויגש/וימשֶהו/ויאמר.

Choose volunteers to act out one of these שְׂרָשִׁים. The class can guess which שְׂרָש they are acting out, and identify the words with that שְׂרָש in כִּי־א-כִיב פָּסוּקִים.

Pupils can now be given time to work out the meaning of the פָּסוּק independently (reminding them of the words יָד and קוֹל if needed).

Provide pupils with the following English phrases and ask them to match them to the correct parts of the displayed פָּסוּק. (Answers shown below.)

ויגש יעקב אל־יצחק אביו	walked up to his father יעקב
וימשֶהו	His father touched <u>him</u>
הקל קול יעקב	The voice is the <u>voice</u> of יעקב
והיָדִים יָדֵי עֵשָׂו	The <u>hands</u> are עֵשָׂו's hands

The words in bold can be circled on the displayed פָּסוּק and pupils can be challenged to find the matching word in the English phrase.

To check pupils' comprehension, ask the following:

- What did יצחק want to know? (*Whether it was עֵשָׂו or יעקב in front of him.*)
- How did יצחק try to work this out? (*By feeling him.*)
- What two things did he notice? (*His voice sounded like יעקב, but his hands felt like those of עֵשָׂו.*)

4. Understanding Activity [K4B, K6, U1] (10 minutes)

Introduce the phrase קול יעקב והיָדִים יָדֵי עֵשָׂו as the key phrase of the unit. Ask pupils to practise saying this phrase until they know it by heart. Ask them what

יִצְחָק might have been feeling when he said this phrase. Select pupils to repeat the phrase in the tone of voice they think he might have used (*e.g. uncertain, afraid*).

Choose a pupil to play the role of יִצְחָק, and send him out of the room. Discuss with pupils how they would answer as either יַעֲקֹב or עֵשָׂו, were יִצְחָק to ask them why they returned so early. How might their responses differ in tone and wording?

Ask pupils to refer back to י"ט-כ' to remind them of יַעֲקֹב's answer, as well as his polite way of speaking to his father.

Ask 'יִצְחָק' to return, and blindfold him. 'יִצְחָק' should then ask "Who are you?" The teacher should quietly point to an individual child who then responds: "I am your son עֵשָׂו." יִצְחָק then asks "How did you return so quickly?" The selected pupil can answer in their own words either as יַעֲקֹב, or as עֵשָׂו himself might have.

Repeat this activity a few times with different volunteers. Then asks the pupils who played יִצְחָק: How were you able to identify which of your sons was speaking? (*The way they answered my question, the words and language they used.*)

Discuss with pupils: When using our sense of hearing, what else apart from someone's voice can give us a clue as to their identity? (*People have different ways of speaking, using different words and language.*)

How might עֵשָׂו and יַעֲקֹב have used language differently, based on what you know about their characters? (עֵשָׂו possibly harsher and more abrupt, יַעֲקֹב gentler and more refined, which is what רש"י says in his commentary.)

What might יִצְחָק have heard that made him suspect the speaker was יַעֲקֹב? Clue: Look at י"ט-כ' .פְּסוּקִים י"ט-כ' .יִצְחָק asked יַעֲקֹב to 'please' eat the food; יַעֲקֹב gave credit to עֵשָׂו for making the hunt happen quickly.)

Discuss with the class: What do our word choices say about our character? Can you think of some examples?

5. Reading Activity כ"ז : כ"ג-כ"ד בְּרֵאשִׁית [S1, S3] (5 minutes)

Encourage pupils to find כ"ג-כ"ד בְּרֵאשִׁית כ"ז and follow carefully as the teacher model reads the פְּסוּקִים at least twice using the correct punctuation (אֶתְנַחֵתָּא). Have pupils read the פְּסוּקִים in pairs.

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

כג וְלֹא הִפְרִירוּ בְּיָהוּי יָדָיו בְּיַדֵּי עֵשָׂו אָחִיו שְׁעָרַת וּבִבְרָכָהּ: כד וַיֹּאמֶר אֶתָּה זֶה בְּנִי עֵשָׂו וַיֹּאמֶר אָנֹכִי:

Challenge pupils to work in pairs and work out the meaning of the פְּסוּקִים, using the **Shoresh Research and Recall** strategy and vocabulary from previous lessons.

Ask: Did יִצְחָק know who he was really talking to in this פְּסוּק? (Give the word 'לא' as a clue if needed.)

What was it about this ‘test’ that confused him? (Point out the words שְׁעָרַת to help pupils.)

7. Understanding Activity [U1]

(5 minutes)

Ask pupils to summarise the steps יִצְחָק has taken to work out which son has approached him (פְּסוּקִים יִיח-כִּיג).

יִצְחָק is blind. Which *senses* has he used so far instead of his sight? (*Hearing, touch.*)

Ask pupils to predict what he might discover when using his other senses.

Pupils can record their thoughts on the worksheet **יִצְחָק Uses his Senses to Find Out.**

פְּסוּקִים number	What sense did יִצְחָק use?	What did he do? (English)	How the פְּסוּקִים tells us this (Hebrew)	What did יִצְחָק decide after this step?
יִיח כִּיז				
כִּיה כִּיב				
כִּיה				
כִּיז כִּיז				

- Who did יִצְחָק decide he was talking to? _____
- How did he decide this? _____
- Was there anything else he could have tried?

- What might he have found out? _____
- Do you think יִצְחָק was sure about his final decision? Why/why not?

Display the **Senses Checklist** worksheet and distribute a copy for the **Family File**. This expands on the previous worksheet by encouraging pupils to look at the פְּסוּקִים, and explore step by step how יִצְחָק came to his final conclusion. Pupils can complete the first two rows of the table using the information they have learned in the פְּסוּקִים so far. ('Touch', 'Smell' and the questions at the end will be completed as the פְּסוּקִים are studied.)

פְּסוּק number	What sense did יִצְחָק use?	What did he do? (English)	How the פְּסוּק tells us this (Hebrew)	What did יִצְחָק decide after this step?
י"ח כ' כ"ד	hearing	Asked questions and listened to his son's response	מִי אֶתָּה בְּנִי? מֵהֵזָה מְהֵרָת? הֲאֶתָּה זֶה בְּנִי עָשׂוֹ?	This sounds like יִעֲקֹב (although he says he is עָשׂוֹ)
כ"א כ"ב	touch	Felt his son's skin	וַיִּמָּשְׁהוּ	This feels like עָשׂוֹ
כ"ה	taste			
כ"ו כ"ז	smell			

8. Reading and Scanning Activity כ"ז: בְּרָאשִׁית כִּי [S1, S3, S4] (5 minutes)

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

Write the following words on the board: הַגֶּשֶׁה/וְאֹכְלָה/צִיד/תְּבָרְכֶךָ and ask pupils to predict what יִעֲקֹב is telling יִצְחָק to do. Ask pupils to circle these words on their own copies of the פְּסוּקִים.

Write the following words on the board: וַיִּגֶשׁ/וַיֹּאכַל/וַיִּבֶא/וַיִּשְׁתֶּה (reminding pupils of word meanings where necessary) and ask them to predict what יִעֲקֹב is doing for יִצְחָק. Then ask the class to circle these words on their own copies of the פְּסוּקִים.

9. Comprehension Activity [S4, S5] (5 minutes)

כה וַיֹּאמֶר הַגֶּשֶׁה לִי וְאֹכְלָה מִצִּיד בְּנִי לְמַעַן תְּבָרְכֶךָ נִפְשִׁי וַיִּגֶשׁ לוֹ וַיֹּאכַל וַיִּבֶא לוֹ יַיִן וַיִּשְׁתֶּה :

Ask pupils to locate the אֶתְנַחֲתָא which divides the פְּסוּק into two parts. The first part is what יִצְחָק asks and the second is what יִעֲקֹב does. Challenge pupils to work out the meaning of this פְּסוּק independently.

Once pupils have shared the meaning of the פְּסוּק in their own words, ask them to complete the third row of the **Senses Checklist**.

פְּסוּק number	What sense did יִצְחָק use?	What did he do? (English)	How the פְּסוּק tells us this (Hebrew)	What did יִצְחָק decide after this step?
י"ח כ' כ"ד	hearing	Asked questions and listened to his son's response	מִי אֶתָּה בְּנִי? מִהֲזֶה מְהֻרָּת? הֲאֶתָּה זֶה בְּנִי עָשׂוּ?	This sounds like יִעֲקֹב (although he says he is עָשׂוּ)
כ"א כ"ב	touch	Felt his son's skin	וַיַּמְשְׁחוּ	This feels like עָשׂוּ
כ"ה	taste	Ate the food his son served him	וַיֹּאכַל	This tastes like עָשׂוּ serves
כ"ו כ"ז	smell			

Which sense is יִצְחָק using in this פְּסוּק? (*Taste.*)

What does he conclude? (*Unclear. He seems to think it is עָשׂוּ because he does not ask questions about the taste of the meat.*)

10. Understanding Activity [U1]

(5 minutes)

Ask pupils to refer to the table and suggest which sense יִצְחָק can still use to identify who he is speaking to (*smell*). Ask: How he can use his sense of smell to do this? (*Get close to his son.*) Which word means 'get close' (גש) and ask which word means 'smell' (ריח). Prompt pupils to listen for those words as the teacher reads פְּסוּקִים כ"ו-כ"ז first in Hebrew then in English.

Ask pupils what further information they now have to answer the question.

Did יִצְחָק know who he was talking to?

What clues did his sense of smell give him? What clues did his sense of taste give him? What was his final conclusion? Point out the word וַיִּבְרַכְהוּ as a hint.

Pupils can now complete the **Senses Checklist** (but they should not answer the summary questions yet).

פְּסוּק number	What sense did יִצְחָק use?	What did he do? (English)	How the פְּסוּק tells us this (Hebrew)	What did יִצְחָק decide after this step?
י"ח כ' כ"ד	hearing	Asked questions and listened to his son's response	מִי אֶתָּה בְּנִי? מֵהֲזֶה מְהֵרָתָ? הֲאֶתָּה זֶה בְּנִי עָשׂוּ?	This sounds like יִעֲקֹב (although he says he is עָשׂוּ)
כ"א כ"ב	touch	Felt his son's skin	וַיִּמְשְׁחוּ	This feels like עָשׂוּ
כ"ה	taste	Ate the food his son served him	וַיֹּאכַל	This tastes like the food עָשׂוּ serves
כ"ו כ"ז	smell	Kissed his son and smelt his clothes	וַיִּשְׁקֵלוּ וַיִּרַח אֶת־ רִיחַ בְּגָדָיו	The smell is like the field – עָשׂוּ this is

11. Plenary Activity**(5 minutes)**

Place flashcards for the four senses (Class Resources) in a hat/bag/bowl. Ask pairs of pupils to select one sense, find the פְּסוּקִים in which יִצְחָק uses that sense, and act out what happens (in Hebrew or English depending on the level of the class).

After pupils have seen several versions of this, ask them whether they think יִצְחָק knew who he was speaking to. Select volunteers to approach the pupil acting יִצְחָק and suggest some alternative ways for him to reach a final conclusion.

Lesson 6: יִצְחָק בְּרָאשִׁית כִּי-ז Thinking He Is

יִצְחָק (בְּרָאשִׁית כִּי-ז : כִּי-ח-כִּי-ט) עָשׂוּ

Learning Outcomes:

- ❖ To appreciate why יִצְחָק gives בְּרָכָה this בְּרָכָה

Suggested study method for פְּסוּקִים:	Hebrew
	פְּסוּקִים כִּי-ח-כִּי-ט

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p>K2: Know that יִצְחָק receives the בְּרָכָה that עָשׂוּ should have received: ה' will give him the best of the produce.</p> <p>K4A: Know the following new Hebrew keywords: מִטַּל הַשָּׁמַיִם וַיִּשְׁתַּחֲוּוּ וּמִשְׁמַנֵּי הָאָרֶץ</p> <p>K6: Know the explanation of the ספרנו: The first בְּרָכָה to יִצְחָק (when יִצְחָק thinks that he is עָשׂוּ) does not mention אָרֶץ יִשְׂרָאֵל.</p>	<p>S1: Locate בְּרָאשִׁית כִּי-ז : כִּי-ח-כִּי-ט in the חוּמָשׁ when given the פְּרָק and פְּסוּקִים reference.</p> <p>S3: Read words and phrases in בְּרָאשִׁית כִּי-ז : כִּי-ח-כִּי-ט accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא).</p> <p>S4: Comprehend the plain meaning of בְּרָאשִׁית כִּי-ז : כִּי-ח-כִּי-ט independently.</p> <p>S5: Revise the שְׂרָשִׁים of keywords from previous units and this unit including: וַיִּתְּנוּ לָדָד, הָאָרֶץ, לְאַחִידָה, בְּנֵי אֲמֹדָה</p>	<p>U1: Reflect on and discuss the differences in the conduct of יִצְחָק and רַבְקָה towards each of their sons in giving the בְּרָכָה.</p>

1. Revision Activity [K2] (10 minutes)

Ask pupils to refer to the tables and questions they have collected about each family member. Ask them to work in pairs to complete the following worksheet: **Remembering and Revisiting What We Learned.**

Ask the pairs to share some of their predictions and their reasons.

2. Reading Activity כִּיח-כִּיט : בְּרָאשִׁית כִּיז : [S1, S3] (10 minutes)

Encourage pupils to find בְּרָאשִׁית כִּיז : כִּיח-כִּיט and follow carefully as the teacher model reads the פָּסוּק at least twice using the correct punctuation (אֶתְנַחֵתָא). Instruct pupils to read in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

3. Scanning and Comprehension Activity [K2, K4A, S4, S5] (10 minutes)

כח ויתרוֹלָךְ הָאֱלֹקִים מִטַּל הַשָּׁמַיִם וּמִשְׁמַנֵּי הָאָרֶץ וְרֹב דָּגָן וְתִירֹשׁ : כט יַעֲבֹדוּךָ עַמִּים וַיִּשְׁתַּחֲוּוּ לָךְ לְאֵמִים הַיּוֹה גְבִיר לְאֶחָיֶךָ וַיִּשְׁתַּחֲוּוּ לָךְ בְּנֵי אֲמֹת אַבְרָהָם אַרְוִר וּמִבְּרָכֶיךָ בְּרוּךְ :

Before working out the meaning of the פָּסוּקִים, remind pupils that this is the בְּרָכָה that יִצְחָק is giving. Point out that this בְּרָכָה (like others in the תּוֹרָה) is written like poetry. Ask the class what they know about poetry from literacy classes (short lines, description words, rhythm). Poetry in the תּוֹרָה has some similar qualities that they will explore.

Display the **בְּרָכָה in Poetry Format** poster (Classroom Resources) and explain that they will use the form of the poem to help them understand the בְּרָכָה.

Display the words: וַיִּתְרוֹלָךְ/ הַשָּׁמַיִם/ הָאָרֶץ

Ask the pupils to recall the meanings of these words from previous units. Using those words to help them, ask them to work out what יִצְחָק בְּרָכָה is giving. Point out that they don't have to know all the words in the פָּסוּק, but use the words they know to try and suggest what the בְּרָכָה might be about.

When pupils suggest 'land and sky', explain that the בְּרָכָה includes other words relating to both the land and the sky. Display and give the meanings of the following words: טַל – 'dew', (which they might know from Tefillah), שְׁמֵנֵי הָאָרֶץ – 'the juiciest fruit of the land', דָּגָן – 'grain' and תִּירֹשׁ – 'grape juice'. Display these words with their meanings alongside the **בְּרָכָה in Poetry Format** poster. Ask pupils to read each word and decide if it relates to a blessing from the land or a blessing from the sky.

Add the words וַיִּשְׁתַּחֲוּוּ/ יַעֲבֹדוּךָ/ לְאֵמִים/ בְּנֵי אֲמֹת/ אַחָיֶךָ. Ask pupils to recall the meanings of those words from previous units, and challenge them to work out the next section of the בְּרָכָה from these words. Again, point out that they don't have to know all the words in the פָּסוּק, but use the words they know to try and suggest

Unit 8: בְּרָכּוֹת יִצְחָק : אֵי-דִי : כִּיִּז, בְּרָאשִׁית כִּיִּז, – Revised January 2015

what the בְּרָכָה might be about (*family, his brother and his mother, other nations, servants*). Explain that the בְּרָכָה gives us details about those topics.

Provide the meaning of the words עַמִּים (nations), לְפָנֶיךָ (in front of you) and גְּבִיר (the boss, the master). Display these words at the bottom of the **בְּרָכָה in Poetry Format** poster. Ask pupils to read the words and decide whether they refer more to a blessing to lead the family or a blessing to lead other nations.

Ask the pupils to recall the meaning of אָרוּר and בְּרָכָה from previous lessons. Display these words on the bottom of the **בְּרָכָה in Poetry Format** poster.

Pupils should read the בְּרָכָה from the poster along with the teacher, while the teacher points to the words and their meanings as they read.

4. Comprehension Activity 2 [K2, K4A, S4]

(10 minutes)

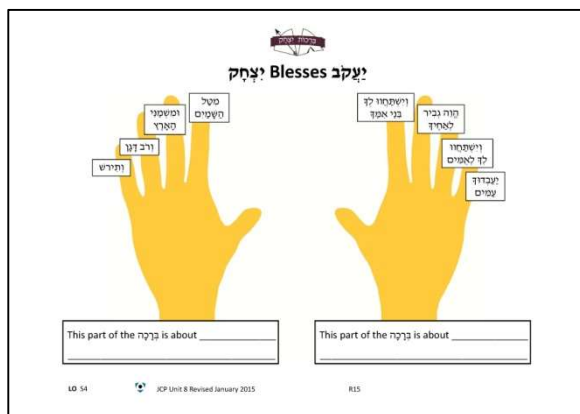
With the help of the poster, point out to pupils that in the תּוֹרָה poetry often has sentences with two halves, and each half says the same thing in a different way. Ask pupils to choose a phrase from the poster, read it and say the same thing in a different way (in their own words). Examples of possible answers:

מִטַּל הַשָּׁמַיִם = *please give dew that falls*

יַעֲבֹדוּךָ עַמִּים = *you will have other people be your servants*

Continue until all the phrases have been read and interpreted at least once.

To reinforce the content and structure of the בְּרָכָה, pupils can complete the worksheet **יַעֲקֹב Blesses יִצְחָק**.



5. Understanding Activity – Paying Attention to Words and Feelings [K4, K6, U1]

(15 minutes)

Raise the following questions in an open discussion with the class:

- In what way is this a good בְּרָכָה? Explain.
- Who did יִצְחָק think he was giving this בְּרָכָה to?

- Would this be an appropriate בְּרָכָה for עֵשָׂו? Would עֵשָׂו have received things that were important to him in this בְּרָכָה? (*Wealth, leadership.*)
- Why did יִצְחָק give it to him? (*As a ‘man of the field’ he thought it was most suited to him.*)
- Is this an appropriate בְּרָכָה for יַעֲקֹב? Is יַעֲקֹב given things that are important to him in this בְּרָכָה? What else would יַעֲקֹב want that isn't in this בְּרָכָה? (*אֶרֶץ יִשְׂרָאֵל, children etc.*)

The ספרנו explains that the בְּרָכָה that יִצְחָק (בְּרָאשִׁית כִּי־ז: כִּי־ט) wanted to give עֵשָׂו was for physical wealth and leadership. This would not be an appropriate בְּרָכָה for יַעֲקֹב who would have the privilege to continue the spiritual traditions of אַבְרָהָם.

Display pictures (such as fields, sunlight, rain and damp ground, people's faces). Distribute a variety of craft material such as raffia, ribbon, silver foil and dried flowers. Tell pupils that they are going to explore ways to visually represent the בְּרָכָה given by יִצְחָק to יַעֲקֹב.

Show some examples of pictures and materials and ask which words they could be used to depict (e.g. picture of fields could match רֵב דָגָן וְתִירֵשׁ; shiny gold paper could match הַיְיֹהָ גְבִיר לְאַחֶיךָ). Distribute the בְּרָכָה printed in 'bubble letters' on cardboard, and give pupils time to fill in the letters with a collage of pictures and/or craft material that they feel best portrays their meaning. (Alternatively, print the words on larger pieces of poster paper and get pupils to work in pairs or groups.)

6. Plenary Activity

(5 minutes)

When pupils have completed their posters ask them to present their work to the class, reading the בְּרָכָה and explaining their choice of material/images to decorate the words.

Lessons 7 and 8: עֵשָׂו Blesses יִצְחָק

(בְּרָאשִׁית כִּי־ז : לִי-מ')

Learning Outcomes:

- ❖ To appreciate why יִצְחָק gives עֵשָׂו this בְּרָכָה

Suggested study method for פְּסוּקִים:	Hebrew	Teacher summary
	פְּסוּקִים לִיב, לִיט-מ'	פְּסוּקִים לִי-לִיא, לִיג-לִיח

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p>K2: Know that עֵשָׂו also receives a בְּרָכָה that ה' will give him good produce.</p> <p>K4A: Know the following new Hebrew keywords: צָיִד (מְצִיד) מְטַעְמִים וְיִבְא</p> <p>K6: Know the explanation of the ספרנו: The second בְּרָכָה to עֵשָׂו (when יִצְחָק knows that he is עֵשָׂו) is the בְּרָכָה he always intended to give עֵשָׂו – for wealth and leadership and not mentioning Israel.</p>	<p>S1: Locate בְּרָאשִׁית כִּי־ז : לִי-מ' in the חוּמֶשׁ when given the פְּרָק and פְּסוּק reference.</p> <p>S3: Read words and phrases in בְּרָאשִׁית כִּי־ז : לִי-מ' accurately, accentuating syllables correctly and recognising basic טַעְמֵי (אֲתַנְחֵתָא) הַמְקָרָא.</p> <p>S4: Comprehend the plain meaning of בְּרָאשִׁית כִּי־ז : לִי-מ' independently.</p> <p>S5: Revise the שְׂרָשִׁים of keywords from previous units and this unit including: וַיַּעַשׂ, גַּם, אָבִיו, בְּכָרְדָּ, לְבָרְדָּ, בְּנוֹ</p>	<p>U1: Reflect on and discuss how רַבְקָה and יִצְחָק behave towards each of their sons in the giving of the בְּרָכָה and how יַעֲקֹב and עֵשָׂו feel about the בְּרָכָה יִצְחָק acknowledges that עֵשָׂו as the 'man of the field' should receive the בְּרָכָה of wealth and leadership, even if his choices do not please his parents.</p> <p>U2: How the תּוֹרָה uses literary techniques (e.g. plays on words – בְּרָכָה\בְּכָרָה) to convey the message that there is a link between the two concepts.</p> <p>U3: Compare and contrast, with support, the differences in content between יִצְחָק's first two בְּרָכּוֹת: The first, given to יַעֲקֹב when עֵשָׂו thinks he is יִצְחָק; The second, given to עֵשָׂו. The difference in the way the two brothers speak to their father.</p>

Lesson 7: Returns and יִצְחָק Is Confused (בְּרָאשִׁית כִּיז : לִי- לִי'ד)

1. Revision Activity [K2]

(10 minutes)

Display the phrases listed on the resource **One Goes Out and the Other Comes In** (Classroom Resources) in random order and ask pupils to put them in the order that they happened with יִצְחָק and יַעֲקֹב.

<p>One Goes Out and the Other Comes In</p> <p>מְטַעַמִּים</p> <p>a plate of grilled meat</p> <p>עֶרְת גְּדֵיי הָעֹזִים</p> <p>woolly sheep skins</p> <p>וַיֵּלֶךְ וַיִּקַּח וַיָּבֵא</p> <p>he went and got the meat and brought it in</p>	<p>אֲנֹכִי עֹשֶׂה בְּכִרְךָ</p> <p>I am your firstborn, עֹשֶׂה</p> <p>עֲשִׂיתִי כַּאֲשֶׁר דִּבַּרְתָּ אֵלַי</p> <p>I did what you told me to do</p> <p>גִּשְׁהֲנָא וְאַמְשֹׁד בְּנֵי</p> <p>come close and let me feel you</p>	<p>הַקֶּל קוֹל יַעֲקֹב וְהַיָּדַיִם יְדֵי עֹשֶׂה</p> <p>the voice is יַעֲקֹב's voice but the hands are עֹשֶׂה's hands</p> <p>וַיִּנְגֹשׁ לוֹ וַיֹּאכַל וַיִּשְׂתֶּה לוֹ יַיִן וַיִּשְׂתֶּה</p> <p>he gave him the food and he ate it and drank wine</p>	<p>וַיְבָרְכֵהוּ</p> <p>and then he blessed him</p>
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Ask pupils to read each phrase after it has been placed and decide whether the same thing will happen to עֹשֶׂה when he comes to see יִצְחָק.

Keep the table on the IWB so that it can be compared to עֹשֶׂה and יִצְחָק's interaction in the next פְּסוּקִים.

2. Contextual Background and English Story Activity [K2]

(5 minutes)

After pupils have predicted what will happen to עֹשֶׂה (in the previous activity), display פְּסוּקִים לִי- לִי'א. Read aloud in Hebrew and in English and ask: Which of the things that happened to יַעֲקֹב do you notice happening also to עֹשֶׂה? (*He also brought meat, he also asked his father to eat, he also asked for a בְּרָכָה*.)

Let's see what happens next...

3. Reading Activity לִי'ב : בְּרָאשִׁית כִּיז [K2]

(5 minutes)

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

4. Scanning and Comprehension Activity לִי'ב : בְּרָאשִׁית כִּיז [K2, K4A, S4, S5]

(10 minutes)

לב וַיֹּאמֶר לוֹ יִצְחָק אָבִיו מִי־אֶתָּה וַיֹּאמֶר אָנֹכִי בְנֶךָ בְּכִרְךָ עֹשֶׂה :

Pupils should be able to identify all the words in this פְּסוּק from previous knowledge. Get pupils to put speech bubbles around the words spoken by יִצְחָק and עֵשָׂו.

5. Understanding Activity [U1, U3]

(10 minutes)

Which of the statements about יִצְחָק (from Activity 2) use similar words to the actions and words of עֵשָׂו and יִצְחָק in לִיא-לִיב?

Display פְּסוּקים לִיא-לִיב alongside פְּסוּקים יִח-יִיט (see Classroom Resources)

Compare the Pesukim	
יִצְחָק and יִקָּב: פְּסוּקִים יִח-יִיט	יִצְחָק and עֵשָׂו: פְּסוּקִים לִיא-לִיב
וַיָּבֵא אֶל-אָבִיו וַיֹּאמֶר אָבִי וַיֹּאמֶר הֲנִנִּי מִי אֶתָּה בְּנִי : וַיֹּאמֶר יִצְחָק אֶל-אָבִיו אֲנֹכִי עָשׂוּ בְכָרְךָ עָשִׂיתִי כְּאֲשֶׁר דִּבַּרְתָּ אֵלַי קוּם-נָא שֹׁבָה וְאָכְלָה מִצֵּידִי בְּעִבּוֹר תְּבָרְכֵנִי נְפֻשָׁד :	וַיַּעַשׂ גָּם-הוּא מִטְעָמִים וַיָּבֵא לְאָבִיו וַיֹּאמֶר לְאָבִיו וַיֹּאמֶר יָקֹם אָבִי וַיֹּאכַל מִצֵּיד בְּנֹו בְּעִבְרַתְּ תְבָרְכֵנִי נְפֻשָׁד : וַיֹּאמֶר לוֹ יִצְחָק מִי-אֶתָּה וַיֹּאמֶר אֲנִי בְנֶךָ בְּכָרְךָ עָשׂוּ :

Ask pupils to compare the two groups of פְּסוּקִים and to look for similarities and differences between them, perhaps using different colours to highlight compared phrases.

יִצְחָק and יִקָּב: פְּסוּקִים יִח-יִיט	יִצְחָק and עֵשָׂו: פְּסוּקִים לִיא-לִיב
<p>יח וַיָּבֵא אֶל-אָבִיו וַיֹּאמֶר אָבִי וַיֹּאמֶר הֲנִנִּי מִי אֶתָּה בְּנִי : יט וַיֹּאמֶר יִצְחָק אֶל-אָבִיו אֲנֹכִי עָשׂוּ בְכָרְךָ עָשִׂיתִי כְּאֲשֶׁר דִּבַּרְתָּ אֵלַי קוּם-נָא שֹׁבָה וְאָכְלָה מִצֵּידִי בְּעִבּוֹר תְּבָרְכֵנִי נְפֻשָׁד :</p>	<p>לא וַיַּעַשׂ גָּם-הוּא מִטְעָמִים וַיָּבֵא לְאָבִיו וַיֹּאמֶר לְאָבִיו יָקֹם אָבִי וַיֹּאכַל מִצֵּיד בְּנֹו בְּעִבְרַתְּ תְבָרְכֵנִי נְפֻשָׁד : לב וַיֹּאמֶר לוֹ יִצְחָק אָבִיו מִי אֶתָּה וַיֹּאמֶר אֲנִי בְנֶךָ בְּכָרְךָ עָשׂוּ :</p>

Have the two brothers done exactly the same thing for יִצְחָק so far? (They both brought meat, they both gave it to their father.)

Have they said the same thing? (יִצְחָק asked his father to sit down before he ate; יִצְחָק spoke respectfully and used the word ‘please’ whereas עֵשָׂו did not; יִצְחָק reminded his father that he had done what he had been asked to do, which עֵשָׂו did not; יִצְחָק used the word בְּכָרְךָ and not בְּנֶךָ, which עֵשָׂו did.)

Encourage pupils to explain their answers using phrases from the פְּסוּקִים or the comparison sheet. (יִצְחָק was trying to say that he had done lots of things that he wanted in the past, so he deserved the בְּרִכָּה; יִצְחָק wanted to use fewer words when he was saying that he was עָשָׂו so that יִצְחָק wouldn’t hear his voice; עֵשָׂו did not tell his father to sit down because he was in a rush; יִצְחָק spoke respectfully.)

Other answers are possible. Encourage pupils to anchor their answers in the words of the פְּסוּקִים, whether English or Hebrew.

Ask the class to recall what happened next with יַעֲקֹב, referring to the Activity 2 table on the board if needed. (יִצְחָק *used his senses to check who it was.*) Encourage them to predict what will happen next with עֵשָׂו, using the יַעֲקֹב column as a guide.

6. Reading and Active Listening Activity לִיג-לִיד: בְּרָאשִׁית כִּיז: [K2, S4, S5]

(5 minutes)

Give pupils an introduction to the פְּסוּקִים that will be read. Explain that they will be learning the meaning of the פְּסוּק in English but that they should listen to the פְּסוּק read in Hebrew because there may be some words they understand, and they will be able to listen to the way the words are spoken.

Read לִיג-לִיד aloud 'exaggerating' the phrases that convey the feelings of the speaker. Ask pupils to suggest how the speaker felt (based on the way the פְּסוּקִים were read).

Read the פְּסוּקִים again with expression, this time asking the class if they heard any familiar words. Get pupils to explain the meaning of the פְּסוּק using these as a starting point, e.g. צִנֵּד – Who has already brought צִנֵּד? מָרָה – like the מָרוֹר – What might have been bitter for עֵשָׂו?

Summarise the meaning of the פְּסוּקִים by asking:

- How did יִצְחָק feel?
- What did עֵשָׂו ask יִצְחָק?
- How did עֵשָׂו react?
- What did עֵשָׂו ask?

7. Comprehension and Understanding Activity לִיג-לִיד: בְּרָאשִׁית כִּיז: [K2, S4, U1]

(10 minutes)

Provide pupils with a copy of the linear translation to use in the following activity.

Ask the class what they think יִצְחָק is thinking and feeling at this point. (*Very confused.*) In order to help them feel like יִצְחָק get pupils to complete the linear פְּסוּק – יִצְחָק **Is Confused**, where the English phrases have been jumbled up.

8. Plenary Activity

(5 minutes)

Ask pupils to suggest emotion words that describe עֵשָׂו and יִצְחָק in these פְּסוּקִים (*angry, impatient, confused, stressed, worried, afraid, sad*). Ask pupils to find one phrase or sentence spoken by one of the two and act it out showing the emotion of the character.

Lesson 8: בְּרָאשִׁית כִּי־ז : לִי-ה-מִ' (בְּרָכָה) Also Gets a עֵשׂוּ

1. Revision Activity

(5 minutes)

Write the following words describing feelings on the board or IWB: angry, impatient, confused, stressed, worried, afraid, sad. Ask pupils to suggest which of the characters might have been experiencing each of these emotions and why.

Ask the following questions to summarise the events studied last lesson:

- What did עֵשׂוּ say when he came to יִצְחָק?
- What did יִצְחָק reply?
- What did עֵשׂוּ say in response?

Ask the class who is likely to speak next (יִצְחָק) and what question he needs to answer (*Can't you please give me a בְּרָכָה too?*). Ask pupils to look out for words and phrases that answer this question as we read the next פְּסוּקִים.

2. Reading and Active Listening Activity לִי-ה-מִ' : בְּרָאשִׁית כִּי־ז [K2, S3, U3]

(10 minutes)

The teacher should give pupils an introduction to the פְּסוּקִים that will be read. Explain that they will be learning the meaning of the פְּסוּקִים in English but that they should listen to the פְּסוּקִים read in Hebrew because there may be some words they understand, and they will be able to listen to the way the words are spoken.

The teacher should read בְּרָאשִׁית כִּי־ז : לִי-ה-מִ' aloud, exaggerating the phrases that convey the feelings of the speaker. Ask pupils to suggest how the speaker felt (based on the way the פְּסוּקִים were read). Read the פְּסוּקִים aloud, with expression, a second time, this time asking the class if they hear any familiar words. This should include words such as אַחִידָה, בְּכִרְתִּי, בְּרִכְתִּי, בְּנִי and אֶחָד. Expand on pupils' responses to help put these familiar words in context (e.g. *The פְּסוּקִים contains the word מָה because יִצְחָק wonders what he should do. עֵשׂוּ feels sad in this פְּסוּקִים and you can tell because it says וַיִּבֶךְ, he cried*).

Ask pupils if they can see a link between the two words: בְּכִרְתִּי, בְּרִכְתִּי.

Two of the most important words in this unit and the last unit contain exactly the same letters!

What do you think this might be suggesting to us? (*There is a connection between these two concepts.*)

Challenge pupils to suggest what the connection might be. Remind them that we learned that the בְּכִרְתִּי was a *spiritual* inheritance and responsibility, to continue the values of אֲבֹתָם. The בְּרִכְתִּי is for *physical* wealth and power. They are two sides of the same coin.

Following this activity the teacher should summarise the meaning of the פְּסוּקִים, and provide pupils with a copy of the linear translation to use in the following activities.

3. Understanding Activity – Paying Attention to Words and Feelings [K2, U1] (10 minutes)

Read פְּסוּק לִיז aloud and ask pupils to complete the second part of the worksheet **יִצְחָק is Confused**. Give them time to share what they have written with the class.

Ask pupils to refer again to the feeling words that were displayed and discussed at the beginning of the lesson. Challenge them to look at פְּסוּקִים לִיח-לִיח in English and highlight phrases that seem to show these feelings. Are there any other feelings expressed by the characters in these פְּסוּקִים? (e.g. *desperate, apologetic*). Ask pupils to read their chosen phrases aloud in a voice expressing the feeling behind it. (Stronger classes can attempt this activity with pre-selected Hebrew phrases.)

As an extension to this activity, pupils can work in pairs to role play the conversation between יִצְחָק and יַעֲקֹב in their own words. Allow a few pairs of pupils to present their dialogues, using expression to convey the characters' feelings.

4. Reading Activity 'לִיט-מ' : לִיט-מ' : בְּרָאשִׁית כִּיז [S1, S3] (5 minutes)

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

5. Scanning and Comprehension Activity [S3, S4] (15 minutes)

Display בְּרָאשִׁית כִּיח : כִּיח-כִּיט beside it, which the pupils learned in the previous lesson and beside it לִיט-מ' : לִיט-מ'. Tell the class that the new פְּסוּקִים are the בְּרָכָה that יִצְחָק gives to יַעֲקֹב after יַעֲקֹב cries and begs יִצְחָק to bless him. Ask them to find words that are the same in each of two בְּרָכוֹת. As pupils identify these words, write them in the table **Comparing the בְּרָכוֹת**, alongside the corresponding phrase from the בְּרָכָה given to יַעֲקֹב. (The teacher should write the whole phrase in each section, even if the pupils can only identify one word from the phrase.)

Complete the first part of the table. (The second part will be completed during the next activity.)

	The בְּרָכָה that יַעֲקֹב was given	The בְּרָכָה that עֵשָׂו was given
About land and food	וַיִּתֵּן־לָהּ הָאֱלֹקִים וּמִשְׁמַנֵּי הָאָרֶץ וְרֹב דָּגָן וְתִירֹשׁ	מִשְׁמַנֵּי הָאָרֶץ יְהִיָּה מוֹשָׁבֶךָ
About the sky and the heavens	מִטַּל הַשָּׁמַיִם	וּמִטַּל הַשָּׁמַיִם מֵעַל
About the other nations	יַעֲבֹדוּךָ עַמִּים וַיִּשְׁתַּחֲוּ וַיִּשְׁתַּחֲווּ לָךְ לְאֲמִים	וְעַל־חֲרָבֶךָ תִּתְחַיֶּה
About his relationship with his family	הָיָה גְבִיר לְאָחִיךָ וַיִּשְׁתַּחֲוּ לָךְ בְּנֵי אִמְךָ	וְאֶת־אָחִיךָ תַעֲבֹד
Other topics in the בְּרָכָה	אֲרִיכָה אָרוּר וּמִבְּרַכְיָךְ בְּרוּךְ	וְהָיָה כְּאִשֶּׁר תִּרְיֵד וּפְרֻקֶתָ עָלוּ מֵעַל צְנֹאֲרֶךָ
What are the positive aspects of this בְּרָכָה?		
What might be challenging about this בְּרָכָה?		

Using the table to support comprehension, teachers should guide pupils in working out what יִצְחָק says in this בְּרָכָה. (יַעֲקֹב gave most of the plentiful grain and the grape juice, and he gave עֵשָׂו some of the land full of grain. יִצְחָק gave dew from the sky and he gave the same to עֵשָׂו.) Encourage the pupils to use the pictures they made in Lesson 6 to help recall the בְּרָכָה given to יַעֲקֹב. Encourage pupils to retell each phrase of the בְּרָכָה in their own words, and write their suggestions below the Hebrew in the table. (This activity can also be done using just the linear פְּסוּקִים if more suited to the level of the class.)

The teacher should provide the class with the word חֲרָבָךְ in order to help them work out the beginning of מִי פְּסוּקֵי. Tell pupils that they will work out the meaning of the end of מִי פְּסוּקֵי when they evaluate the whole בְּרָכָה.

6. Understanding Activity [K6, U1, U3]

(10 minutes)

Ask the class to look at the table and compare the two בְּרָכּוֹת.

What was similar about each בְּרָכָה? (Both of them got a blessing for prosperity and food and rain/dew; both got a blessing for ruling other nations, one by others bowing down to him and one by conquering them in battle.)

How did each בְּרָכָה suit the person receiving it? (It was good for עֵשָׂו to get a blessing about living by the sword because he might choose that anyway. It was good for יַעֲקֹב to get a blessing about other nations bowing down to him because he might not have achieved this by his strength only.)

Which part of the בְּרָכָה is clearly gives one brother power over the other? ('You will be the boss of your brother and your family will bow down to you', given to יַעֲקֹב.)

What can יִצְחָק do now, since he can't take this בְּרָכָה away? (Give עֲשׂוּ an 'un-doing' בְּרָכָה.)

With this background, provide the pupils with the meaning of the last phrase of the בְּרָכָה. ('You will be able to undo your brother's lordship when you have had enough.') Pupils can now complete the final section of the table **Comparing the בְּרָכּוֹת**.

7. Plenary: Four Corners Activity

(5 minutes)

Display the following four sentences (Classroom Resources):

- בְּרָכָה got the stronger יַעֲקֹב.
- בְּרָכָה got the stronger עֲשׂוּ.
- יַעֲקֹב got a בְּרָכָה that was a good match for his personality.
- עֲשׂוּ got a בְּרָכָה that was a good match for his personality.

Give pupils a chance to decide which of the four sentences they agree with the most. Stick the statements in four separate corners of the room and ask pupils to show which they agree with most by going to that corner. Give them a few minutes in their chosen corner to discuss the best way to prove that their statement is correct. When each group has decided on their 'evidence,' allow them to present their opinion to the other three groups to persuade them that their statement is correct.

At the end of the activity the class should vote on which statement they agree with the most, taking note as to whether anyone has been convinced to change their minds.

As an optional extension, ask the class to suggest or write down which of the four statements the participants in the story would most agree with and why.

יִצְחָק would say _____ because _____

רְבֵקָה would say _____ because _____

יַעֲקֹב would say _____ because _____

עֲשׂוּ would say _____ because _____

Lesson 9: יַעֲקֹב יְבָרְכֵם Knowing He Is יַעֲקֹב: The בְּרָכָה and בְּכָרָה

(בְּרָאשִׁית כִּיז: מִ"א-מִ"ו, כִּיח: אִי-ד')

Learning Outcomes:

❖ To appreciate why יִצְחָק gives יַעֲקֹב this בְּרָכָה


Suggested study method for פְּסוּקִים:	Hebrew	Teacher summary
	פְּסוּקִים אִי-ד'	פְּסוּקִים מִ"א-מִ"ו

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p>K2: Know that יַעֲקֹב also receives the בְּרָכָה that he was always meant to get – that of the land and children.</p> <p>K6: Know the explanation of the ספרנו: The third בְּרָכָה to יַעֲקֹב (when יִצְחָק knows that he is אָרְץ (יַעֲקֹב) יִשְׂרָאֵל).</p>	<p>S1: Locate בְּרָאשִׁית כִּיח: אִי-ד' in the פָּרָק when given the פְּסוּקִים and פְּסוּקִים reference.</p> <p>S3: Read words and phrases in בְּרָאשִׁית כִּיח: אִי-ד' accurately, accentuating syllables correctly and recognising basic טַעְמֵי (אֶתְנַחֲתָא) הַמְקָרָא.</p> <p>S4: Comprehend the plain meaning of בְּרָאשִׁית כִּיח: אִי-ד' independently.</p> <p>S5: Revise the שְׂרָשִׁים of keywords from previous units and this unit including: בְּנוֹת, אִמָּה, אָרְץ, זֶרְעֵךְ</p>	<p>U1: Reflect on and discuss the differences in the conduct of יִצְחָק and רְבֵקָה towards each of their sons in relation to the giving of the בְּרָכָה, and the feelings of יַעֲקֹב and עֵשָׂו.</p> <p>יִצְחָק knows that יַעֲקֹב is to get the בְּרָכָה of the land and children.</p> <p>U3: Pupil can compare and contrast, with support, the differences in content between יִצְחָק's three בְּרָכוֹת: the third, given to יַעֲקֹב by יִצְחָק when he knows he is יַעֲקֹב.</p>

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

Prepare several copies of the **Character Silhouette Cards** (Classroom Resources) which represent the four members of the family.

<p>What was the secret you didn't tell anyone?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>עֵשָׂו</p> <p>1. I just did what my father asked me to.</p> <p>_____</p> <p>2. My brother took the בְּנִיזִי when I didn't really want to give it to him.</p> <p>_____</p> <p>3. I am so angry at my brother for what he took from me.</p> <p>_____</p>
<p>1. Why do you think your father wanted to give you the רְבִקָּה and not your brother?</p> <p>_____</p> <p>_____</p> <p>2. What is the difference between the בְּנִיזִי and the רְבִקָּה? Which did you really want?</p> <p>_____</p> <p>_____</p> <p>3. If you are angry, what do you think you will do?</p> <p>_____</p> <p>_____</p>	

Pupils choose a character figure and look at all the facts that they have collected about each of the family members during the story, and other worksheets they have completed during the unit.

Each pupil should find a phrase, word or פָּסוּק they have studied that supports the sentence on the front of the card and fill it in.

Then pupils answer the questions inside the card based on their own opinion and reactions to the story.

Finally, pupils could attempt the 'secret' of each character on the back of the card – this is further explored in Activity 8 below.

Pupils who choose the same figure but give different answers should be encouraged to discuss their choices. At the end of the discussion the teacher should display large figures on the board and write inside them some of the good answers given to the questions asked. Be sure to reinforce those answers that fit the concepts presented in the introduction to Unit 8, and suggest other possible answers in that vein.

2. Contextual Background Activity [K2]**(5 minutes)**

Ask pupils:

- What do you think עֵשָׂו did then?
- How do you think יַעֲקֹב reacted?
- What do you think רְבִקָּה did next?

After pupils orally give some suggestions, the teacher should summarise what happens in פָּסוּקִים מִ"א-מ"ו.

- עֵשָׂו was furious at יַעֲקֹב and made up his mind to kill him once his father had died.

- רֵבֶקָה found out what עֵשָׂו was planning and told יַעֲקֹב he should run away to her brother לָבָן who lived in חָרָן.
- She said he should stay there until עֵשָׂו was no longer angry.
- רֵבֶקָה reminded יצחק that they didn't want יַעֲקֹב to marry a כְּנַעֲנִי woman.

Which of the questions from Activity 1 (**Character Silhouette Cards**) are answered in these פְּסוּקִים? (*How did עֵשָׂו react? What did יַעֲקֹב do? What did רֵבֶקָה do?*)

What made רֵבֶקָה suggest that יַעֲקֹב should not marry someone from Canaan? (*She herself was not from Canaan because אַבְרָהָם didn't want יצחק to marry a כְּנַעֲנִי woman.*)

Show the **Family Tree** (Classroom Resources) and remind pupils of the relationships in the family of רֵבֶקָה. (*Her grandfather נְחוּר was the brother of אַבְרָהָם; her father was בְּתוּאֵל; her brother was לָבָן and his children were רְחֵל and לָאָה.*)

3. Reading Activity כ"ח: א-ב' [K2] (5 minutes)

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

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

Hand Sentence Template



וַיִּקְרָא יצחק	וַיִּצְוֵהוּ	וַיֹּאמֶר
לְבִיתֵנוּ אִשָּׁה מִבְּנוֹת כְּנָעַן	כֹּסֶם לֶךְ פְּדוּנָה אֲרָם	וַיִּשְׁמַע יצחק אֶת־כְּלֵמֶת אִשָּׁה

Display the **Hand Sentence Template** (Classroom Resources) on the board or IWB .

א וַיִּקְרָא יצחק אֶל־יעקב וַיִּבְרָךְ אֹתוֹ וַיִּצְוֵהוּ וַיֹּאמֶר לוֹ לֹא־תִקַּח אִשָּׁה מִבְּנוֹת כְּנַעַן : ב קוים לך פְּדוּנָה אֲרָם בֵּיתָה בְּתוּאֵל אָבִי אִמְךָ וְקַח־לְךָ מִשָּׂם אִשָּׁה מִבְּנוֹת לָבָן אַחִי אִמְךָ :

In the palm of the hand, place the flashcard וַיִּקְרָא and ask pupils what it means (וַיִּצְוֵהוּ, וַיֹּאמֶר, וַיִּשְׁמַע יצחק spoke to יַעֲקֹב). Ask pupils to scan the פְּסוּקִים and find two other verbs that have a similar meaning and tell us that יַעֲקֹב spoke to יַעֲקֹב (וַיִּצְוֵהוּ, וַיֹּאמֶר, וַיִּשְׁמַע יצחק). Help pupils recall the meaning of those words and let them put the flashcards below וַיִּקְרָא in the palm of the hand.

In these פְּסוּקִים, יִצְחָק is telling יַעֲקֹב three things. Can pupils find the three phrases? The teacher could give a clue by giving the first word of each instruction. Once pupils have found all three and worked out their meaning using the **Shoresh Research and Recall** resource, get them to put each flashcard in the correct place on the hand. Alternatively, give three groups of pupils one phrase each to work out, then each group can share their results with the class to discover the meaning of the whole פְּסוּק.

5. Understanding Activity [U1]

(5 minutes)

Write the following question words on the board (or use a question cube) and challenge pupils to answer them based on the פְּסוּקִים they worked out in the last activity.

- WHO: Who is supposed to go? (יַעֲקֹב)
- WHERE: Where is he supposed to go? (To פְּדוּן אֶרֶם, to בְּתוּאֵל's house)
- WHY: Why should יַעֲקֹב go there? (To take a wife from לֵבָן's family)
- WHAT: What should יַעֲקֹב not do? (Marry a woman from כְּנָעַן)

Ask the class to compare the answers to these questions for פְּסוּקִים א-ב' to what רְבֵקָה said at the end of פָּרָק כ"ז.

- WHO is supposed to go? (יַעֲקֹב)
- WHERE? (To חָרָן, to her brother's house – explain that חָרָן is a city in the state of אֶרֶם)
- WHY? (To run away until עֵשָׂו calms down)
- WHAT should not happen? (יַעֲקֹב should not be killed by his brother)
- What are the differences? How can they be explained?
- Why did יִצְחָק decide to send יַעֲקֹב to חָרָן? (He also took a wife from there)
- Why did רְבֵקָה decide to send יַעֲקֹב to חָרָן? (To run away and hide from עֵשָׂו)
- What made יִצְחָק decide to send יַעֲקֹב away? (רְבֵקָה suggested it)
- What didn't רְבֵקָה tell יִצְחָק? (That she had another reason for sending יַעֲקֹב away)
- Why, in your opinion, did רְבֵקָה hide that fact? (She didn't want יִצְחָק to know that עֵשָׂו planned to kill יַעֲקֹב)
- Do you think she was right to hide this from יִצְחָק?
- How is this similar to other events in the story? (A range of answers are acceptable if they are supported by thoughtful reasons.)

6. Reading Activity בְּרָאוּת כִּיח : גִ-ד' [S1, S3] (5 minutes)

Encourage pupils to find בְּרָאוּת כִּיח : גִ-ד' and follow carefully as the teacher model reads the פָּסוּק at least twice using the correct punctuation (אֶתְנַחֵתָא). Instruct pupils to read the פָּסוּק in pairs, groups and/or as a class using the strategies suggested in the Teachers' Guidelines.

7. Scanning and Comprehension Activity [K2, K4A, S4] (5 minutes)


Display פָּסוּקִים גִ-ד'. Ask pupils to identify words and phrases that are familiar and try to work out when they learned those words and phrases. (Possible answers are highlighted.)

ג וְאֵל שְׂדֵי יִבְרָךְ אֶתְךָ וְיִפְרֶךָ וְיִרְבֶּךָ וְהֵייתָ לְקַהֲל עַמִּים : ד וְיִתְּנוּ לְךָ אֶת־בְּרַכְתּוֹת אַבְרָהָם לְךָ וּלְזַרְעֶךָ אֶתְךָ לְרִשְׁתְּךָ אֶת־אֶרֶץ מִגְרִיד אֲשֶׁר־נָתַן אֱלֹהִים לְאַבְרָהָם :

Guide the pupils in working out that these are the words of a בְּרָכָה (hint words: יִבְרָךְ, וְיִתְּנוּ). Ask pupils if they can work out what is being given in this בְּרָכָה.






(בְּרָכָה אֶרֶץ כְּנָעַן, many children = פְּרוּ וַרְבוּ)

8. Understanding Activity [K6, U1, U3] (10 minutes)


בְּרָכוֹת הַשְּׁלֹשָׁה


The Contents of the Three בְּרָכוֹת

Look back over the פָּסוּקִים you have learned. Tick the topics that are mentioned in each בְּרָכָה.

	The בְּרָכָה that יִצְחָק received when יִצְחָק thought he was יִצְחָק	The בְּרָכָה that יִצְחָק received when יִצְחָק knew he was יִצְחָק	The בְּרָכָה that יִצְחָק received when יִצְחָק knew he was יִצְחָק
 About food and making a living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 About the sky and the rain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About other nations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 About being a ruler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 About having many children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 About inheriting אִרְצוֹ כְּנָעַן	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
About being a בְּרָכָה	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Which two בְּרָכוֹת seem similar? _____

2. Which בְּרָכָה seems different? _____

LO K2, S4, U3  JCP Unit 8 Revised January 2015 R23

Display and distribute the worksheet **The Contents of the Three בְּרָכוֹת**.

Pupils should tick which topics are mentioned in each בְּרָכָה.

Which two בְּרָכוֹת are similar? (1 and 2)

What do they include? (Making a living, food, rain, relationship with other nations and rulers)

What title would you give this type of בְּרָכָה? (Practical בְּרָכָה, succeeding in life בְּרָכָה)

Unit 8: בְּרָכּוֹת יִצְחָק : אֵי-דִי : כִּי־ח : כִּי־ז , בְּרָאשִׁית כִּי־ז – Revised January 2015

Which בְּרָכָה is different? (3)

What does it include? (אָרְץ יִשְׂרָאֵל, אָרְץ, *being a בְּרָכָה*)

What title would you give this בְּרָכָה (*Religious בְּרָכָה, בְּרָכָה like our forefathers etc.*)

Which one of the בְּרָכּוֹת types (1-2 or 3) do you think עֵשָׂו would prefer? Why?

Which do you think יַעֲקֹב would prefer? Why?

Which of these בְּרָכּוֹת have we learned about already? Who else got a בְּרָכָה with those three parts in it? (בְּרָאשִׁית כִּי־ו : בִּי-ה' : יִצְחָק and בְּרָאשִׁית יִיג : טִיּוֹ-יִיח : אַבְרָהָם)

Who gave that בְּרָכָה in the past? (ה')

(Stronger classes can revisit those בְּרָכּוֹת in the פְּסוּקִים. The teacher can display them on the board and point out their similarities with these בְּרָכּוֹת.)

The ספרנו explains that יִצְחָק wanted to give עֵשָׂו the בְּרָכָה for physical wealth and leadership. That, he thought, was עֵשָׂו's role while יַעֲקֹב, having received the בְּרָכָה, would have the privilege of continuing the spiritual traditions of אַבְרָהָם. The first two בְּרָכּוֹת therefore focus on physical wealth and leadership. The last בְּרָכָה, given to יַעֲקֹב when יִצְחָק knows that he is יַעֲקֹב, reinforces his spiritual role of continuing the traditions of אַבְרָהָם in יִשְׂרָאֵל.

What do you now know about יִצְחָק's plans for giving the בְּרָכּוֹת that we didn't know before? (*He knew that יַעֲקֹב was more suited to the בְּרָכָה connected to his forefathers and he knew that עֵשָׂו needed a בְּרָכָה for success in life.*)

Do you think that רַבֵּקָה knew what יִצְחָק planned? Encourage pupils to explain their answers.

Return to the **Character Silhouette Cards** that were used in Activity 1.

Get pupils to work in groups to suggest answers to the question on the back of the cards: What was the secret you did not tell anyone?

Suggested answers for each character:

רַבֵּקָה: *I knew that ה' promised that the older brother would serve the younger. No one else knew this.*

יִצְחָק: *I knew that I had **two** different types of בְּרָכּוֹת to give and I knew which one was best for each son. No one else knew this.*

יַעֲקֹב: *I knew that I was pretending to be עֵשָׂו, and יִצְחָק and עֵשָׂו didn't know this.*

עֵשָׂו: *I knew that I had sold my בְּכֹרָה to יַעֲקֹב. יַעֲקֹב and רַבֵּקָה and יִצְחָק didn't know this.*

9. Plenary Activity

(5 minutes)

Re-interview the participants.

Ask four pupils to volunteer to be the four family members.

Unit 8: בְּרַאשִׁית כִּיז, כִּיח : אִי-דִי : בְּרַכּוֹת יִצְחָק – Revised January 2015

Choose pupils to ask them some of the questions raised in Activity 1. Point out that now the answers may have changed. At the end of the discussion ask each participant what secrets they kept from others and why.

- Do you think it was a good idea not to tell others what you knew?
- What could you have done differently?
- Would that have been a good idea?
- Why?

Explain to the class that the last line of the story is like the end of a film, the scene ends and everything moves on. Guide the class in working out what will be the next step in יִצְחָק's story and how this part of the story will end. Read פְּסוּק ה' together in a dramatic manner to indicate the ending of a long story.

Ask pupils to 'freeze' the final scene and to describe how it would look.

Who would be standing where? What would their expressions be? How would they exit? What would the scenery look like?

As an optional homework activity, pupils can copy the פְּסוּק under a picture of the characters as they might look at the final 'scene'.

Lesson 10: Revision and Assessment

Below are a variety of activities and resources to assess Unit 8. These are designed to help teachers assess various Knowledge, Skills and Understanding outcomes covered in the פְּסוּקִים, and can be used in conjunction with the assessment grid for this unit.

1. Retelling the Story [K2, K4A, S5]

Divide the class into five groups. Distribute flashcards of the keywords from Unit 8, (and, as an optional extension, relevant keywords from previous units). Challenge each group to retell their part of the story using the flashcards, using their חוֹמְשִׁים and/or linear פְּסוּקִים for reference.

As a guide, the story can be divided as follows:

- יִצְחָק's decision to bless יַעֲקֹב; יַעֲקֹב's plan (כִּיז : אִי-י')
- יַעֲקֹב comes to יִצְחָק (כִּיז : יִיא-כִּיא)
- יַעֲקֹב blesses יִצְחָק (כִּיז : כִּיב-כִּיט)
- יִצְחָק comes in to יַעֲקֹב to receive his blessing; his reaction on hearing the בְּרָכָה has been given (כִּיז : לִי-מ')
- יִצְחָק's hatred towards יַעֲקֹב; יַעֲקֹב's blessing to יִצְחָק before he flees (כִּיז : מִיא - כִּיח : ה')

Pupils can retell the story by standing in the correct order holding the flashcards and telling the story, or by sticking the flashcards in order on a display wall.

now	עַתָּה	וְעַתָּה, עַתָּה
hunt	צִיד	לְצוּד, וְצוּדָה
hunted meat	צִיד	צִיד, מְצִידִי, מְצִיד, מְצִידוֹ
tasty food	מְטַעַמִּים	מְטַעַמִּים
bring	בּוֹא	וְהָבִיָּא, לְהָבִיָּא, וְהָבִיָּאָה, וְהָבִיָּא, וְהָבִיָּאתָ, וְהָבִיָּאתִי
in order that	בְּעִבּוּר	בְּעִבּוּר
soul	נַפֶּשׁ	נַפְשִׁי, נַפְשֶׁךָ
listen	שָׁמַע	שָׁמַעְתָּ, שָׁמַעְתִּי, שָׁמַע
voice	קוֹל	קוֹל, הַקּוֹל, בְּקוֹלִי
garment	בְּגָד	בְּגָדִי, בְּגָדְךָ
dress	לְבַשׁ	הִלְבִּישָׁה, וְתַלְבָּשׁ
give	נָתַן	וְנָתַן, וְנָתַתָּ
approach, come near	נָגַשׁ	וְנִגַּשׁ, וְנִגַּשְׁתָּ, הִגַּשָׁה
once, twice	פְּעַם	פְּעַמִּים
answer	עָנָה	וַיַּעַן
cry	בָּכָה	וַיִּבְךְּ

<p>Words that were studied in Unit 1</p> <table border="1"> <tr><td>say</td><td>אמר</td><td>יאמר</td></tr> <tr><td>to</td><td>אל</td><td>אל</td></tr> <tr><td>go</td><td>הלך</td><td>לך, ילך</td></tr> <tr><td>land</td><td>ארץ</td><td>מטריפה, סארף, ארצות קארץ</td></tr> <tr><td>house</td><td>בית</td><td>ומבית</td></tr> <tr><td>father</td><td>אב</td><td>אביך</td></tr> <tr><td>great</td><td>גדול</td><td>גדול, הגדולה</td></tr> <tr><td>bless</td><td>ברך</td><td>ומברך, ברכה</td></tr> <tr><td>seed/pupil</td><td>זרע</td><td>לזרע</td></tr> <tr><td>this</td><td>זה, זאת</td><td>הזאת</td></tr> </table>	say	אמר	יאמר	to	אל	אל	go	הלך	לך, ילך	land	ארץ	מטריפה, סארף, ארצות קארץ	house	בית	ומבית	father	אב	אביך	great	גדול	גדול, הגדולה	bless	ברך	ומברך, ברכה	seed/pupil	זרע	לזרע	this	זה, זאת	הזאת	<p>Words that were studied in Unit 2</p> <table border="1"> <tr><td>no, not</td><td>לא</td><td>לֹא</td></tr> <tr><td>them</td><td>אנדם</td><td>אֲנֵם</td></tr> <tr><td>live, sit</td><td>ישב</td><td>לְשֹׁבֵת</td></tr> <tr><td>shepherd</td><td>רועה</td><td>רעי, רועה</td></tr> <tr><td>between</td><td>בין</td><td>בֵּינָם, בֵּינֵךְ</td></tr> <tr><td>man</td><td>איש</td><td>אִישִׁים</td></tr> <tr><td>brother</td><td>אח</td><td>אֲחִים, אָחוּז</td></tr> <tr><td>we</td><td>אנחנו</td><td>אֲנַחְנוּ</td></tr> <tr><td>all</td><td>כל</td><td>כָּל, כָּל־</td></tr> <tr><td>before</td><td>לפני</td><td>לְפָנַי, לְפָנֶיךָ</td></tr> </table>	no, not	לא	לֹא	them	אנדם	אֲנֵם	live, sit	ישב	לְשֹׁבֵת	shepherd	רועה	רעי, רועה	between	בין	בֵּינָם, בֵּינֵךְ	man	איש	אִישִׁים	brother	אח	אֲחִים, אָחוּז	we	אנחנו	אֲנַחְנוּ	all	כל	כָּל, כָּל־	before	לפני	לְפָנַי, לְפָנֶיךָ																											
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Below are some suggestions for other games to further consolidate pupils' knowledge of keywords:


Team Games

- Give each team a selection of Hebrew and English flashcards. Pupils have to collaborate to pair them. The first team to finish wins the game. Following this activity, pupils can proceed to tell the story by putting the flashcards in order as in the above activity.
- Choose a caller from each team. The callers, in rotation, read the Hebrew word to their team who take turns to reply with the English meaning of the word. A correct answer gains a point. An incorrect answer allows another team to answer and gain the point.
- The teacher writes a list of 'word families' or שְׁרָשִׁים on the board. Teams have to sort their words into groups according to the 'word families'. The first team to sort all the words wins.
- Lucky dip: The teacher chooses and reads out flashcards at random. Pupils take turns to suggest the meaning and receive the card if s/he answers.
- Each table receives all the flashcards. The teacher says the English of a word and the pupils have to find the Hebrew.

2. Thoughts, feelings and secrets [K6, U1, U2, U3]

a. Character silhouettes

Refer to the character silhouettes completed by pupils (Lesson 9, Activity 1). Use these to assess pupils' understanding of characters' thoughts and motives throughout the unit.

<p>What was the secret you didn't tell anyone?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	 <p>עֵשׂוֹ</p> <p>1. I just did what my father asked me to.</p> <p>_____</p> <p>2. My brother took the בְּכֹרָה when I didn't really want to give it to him.</p> <p>_____</p> <p>3. I am so angry at my brother for what he took from me.</p> <p>_____</p>
<p>1. Why do you think your father wanted to give you the בְּכֹרָה and not your brother?</p> <p>_____</p> <p>_____</p> <p>2. What is the difference between the בְּכֹרָה and the בְּכֹרָה? Which did you really want?</p> <p>_____</p> <p>_____</p> <p>3. If you are angry, what do you think you will do?</p> <p>_____</p> <p>_____</p>	

b. Playscript

Ask pupils to choose one or more parts of the story and write a playscript for it. Playscripts should include evidence of characters' thoughts, feelings and motives, as explored in the מְפַרְשִׁים and פְּסוּקִים. This can be by way of dialogue between characters, narration by a third party, or by characters expressing their own thoughts and feelings to themselves.

The questions below can be displayed or distributed, to guide pupils as to what to include within their scripts.

Part 1: כִּיז : אִי-י' : יִצְחָק's decision to bless יַעֲקֹב; רְבֵקָה's plan

- What does יִצְחָק ask עֵשׂוֹ to do and why?
- What does רְבֵקָה ask יַעֲקֹב to do and why?
- How does רְבֵקָה's request to יַעֲקֹב compare to the wording of the conversation she has overheard?
- Why is רְבֵקָה so determined that יַעֲקֹב should receive the בְּרָכָה?
- What is יַעֲקֹב's response to her plan and why? What are his thoughts and emotions as he goes along with the plan?

Part 2: כִּיז : יִי-א-כִּיט : יִצְחָק comes to יַעֲקֹב and יִצְחָק blesses him

- How does יִצְחָק respond to יַעֲקֹב's arrival?
- How does יִצְחָק use his senses to identify which son has approached him?
- When יִצְחָק says 'הַקֵּל קוֹל יַעֲקֹב וְהִנְדִּים יְדֵי עֵשׂוֹ', what has confused him? What is his final conclusion about the identity of his son?
- What are the contents of the first בְּרָכָה, given by יִצְחָק to יַעֲקֹב (thinking he is עֵשׂוֹ)?

Part 3: כִּיז : ל-מ') יִצְחָק and יִצְחָק comes in to עֶשָׂו

- What are the reactions of both יִצְחָק and עֶשָׂו when עֶשָׂו comes in to receive his בְּרָכָה?
- What are the contents of the second בְּרָכָה and how do they compare with the first?

Part 4: יִצְחָק's feelings towards יַעֲקֹב; יִצְחָק's blessing to יַעֲקֹב before he flees (כִּיז : מ"א - כ"ח : ה')

- How does עֶשָׂו now feel towards יַעֲקֹב? What does he want to do?
- What does רְבֵקָה instruct יַעֲקֹב to do when she finds out עֶשָׂו's motives?
- What does יִצְחָק instruct יַעֲקֹב to do?
- What is יִצְחָק's בְּרָכָה to יַעֲקֹב before he leaves?

General questions:

- How and why are these three בְּרָכוֹת different?
- How can we understand עֶשָׂו's play on words (בְּכָרָה/בְּרָכָה, וַיַּעֲקֹבֵנִי/יַעֲקֹב)?

c. רְבֵקָה's letter (or video diary)

Ask pupils to write (or record) a letter or video diary from רְבֵקָה to her brother לָבָן, to send with יַעֲקֹב, explaining why he has come. What would she tell him? What wouldn't she want him to know?

The following points can be used to help pupils consider what to include in their letter/video diary:

- What important information will רְבֵקָה need to share with לָבָן?
- What reason(s) might רְבֵקָה give for יַעֲקֹב leaving home?
- What information will/won't רְבֵקָה share with לָבָן about the events that have occurred between יִצְחָק, יַעֲקֹב and עֶשָׂו?
- What might she ask לָבָן now that יַעֲקֹב will be in his care?

3. Independent Learning [S4, S5]





Throughout the unit pupils have been developing their independent learning skills using the colour-coded פְּסוּקִים and the **Shoresh Research and Recall** strategy. Samples of פְּסוּקִים they have worked on can be used as assessment evidence for goals S4 and S5.

Alternatively, pupils can be given an unseen פְּסוּקִים to comprehend, using keyword lists from Units 1-8 to help them.



What Do We Know About the Family of יִצְחָק and רַבֵּקָה?

What have we learned about these characters from the פְּסוּקִים so far? Sort the phrases below into the correct columns of the table.

 יִצְחָק	 רַבֵּקָה	 יַעֲשׂוּ	 יַעֲקֹב

likes יַעֲשׂוּ best	likes יַעֲקֹב best	hairy	born second
likes meat from a hunted animal		is the sister of לֵבִן הָאֲרָמִי	
received a בְּרָכָה from אַבְרָהָם	firstborn	an honest man	
heard a prophecy from ה'		sold the בְּכֹרָה to יַעֲקֹב	
stayed at home	hunter	received the בְּכֹרָה from יַעֲשׂוּ	



What else has happened? Answer the following questions:

Who married כְּנִיעָנִי wives? _____

Who was not pleased with this? _____

Who was not yet married? _____



What Do We Know About the Family of יצחק and רבקה?

What have we learned about these characters from the פסוקים so far? Sort the phrases below into the correct columns of the table.

 יצחק	 רבקה	 יעשו	 יעקב

אישה תם	ישב אהלים	שער	ויאהב יצחק את יעשו
רבקה בת בתואל הארמי	כיציד בפיו	הראשון	ותלך לדרש אתה'
וימכר את בכרתו ליעקב	ורבקה אהבת את יעקב	מכרה כיום את בכרתה לי	צעיר
אברהם	איש ידע ציד	אחות לבן הארמי	received a ברכה from אברהם



What else has happened? Answer the following questions:


Who married כנעני wives? _____

Who was not pleased with this? _____

Who was not yet married? _____



Comparison Table 1

 Complete the table as you learn each group of פְּסוּקִים shown.

	פְּסוּקִים א'-ה'	פְּסוּקִים ו'-י'	פְּסוּקִים ח'-י'
Who is speaking?			
Who is listening?			
What instructions are being given? Are they direct or quoting someone else?			
What is the reason for the instructions?			
What is the listener's response to the instructions?			
Summary of events – including characters' possible reasons and motives			



Acrostic Activity

Fill in the answers to the hints in the columns to reveal the hidden word. The first one has been done for you.



Hints:

Column 1: How יצחק feels about venison

Column 2: What עשו should prepare for יצחק

Column 3: What עשו should do with the food he prepares

Column 4: How עשו should get the meat

Column 5: The reason יצחק wants עשו to do all this

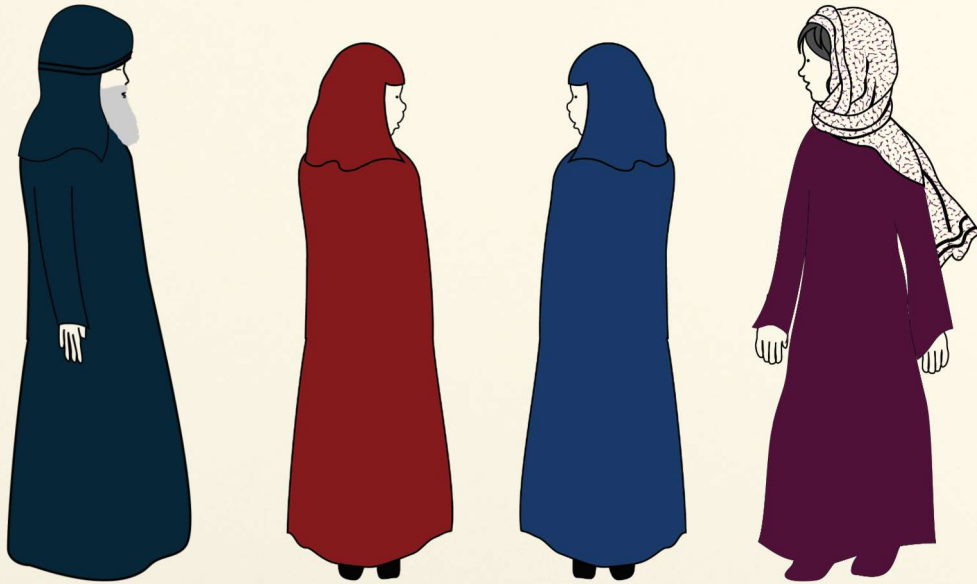
5	4	3	2	1
				אָ
				ה
				בִּ
				תִּ
				וּ

1. What word appears in the shaded row? _____

2. What does this word mean? _____

3. What was the reason for יצחק's instructions to עשו (Column 5)?

Family File



By: _____

Name of family member: _____

Some questions to think about:





Name of family member: _____

Some questions to think about:



What have I been told to do?

What have I said?

What might my thoughts and reasons be?

What have I done?

How might I be feeling?

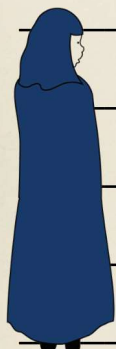


Name of family member: _____

Some questions to think about:



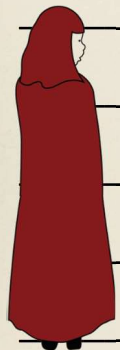
Handwriting practice lines consisting of horizontal lines for writing.



Name of family member: _____

Some questions to think about:





My own questions to the characters:





Independent Learning Checklist

✓ Tick each step as you complete it.

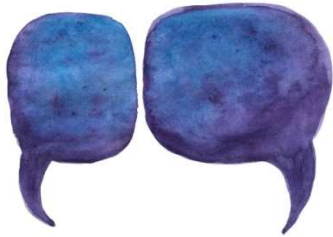
1. I found words, names and prefixes and suffixes that I already know.
2. The new words in this פְּסוּק are:

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.



Who Says What to Whom?

Using the information you have learned in the פְּסוּקִים so far, complete the following sentences:

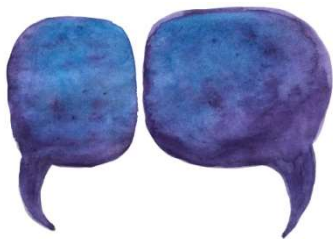


In פְּסוּקִים אִי-ד'י _____ speaks to

_____.

_____ tells _____ to go to the field and get him _____.

 What is his reason? _____



In פְּסוּקִים טִי-י'י _____ speaks to

_____.

_____ tells _____ to go to the flock and get _____.

 What is her reason? _____

What Is יַעֲקֹב Thinking?

פִּסּוּקִים: Fill in the missing words of the פִּסּוּקִים and then write what יַעֲקֹב might be thinking.

I am different from my brother because _____

הוּ עָשׂוּ אָחִי
_____ וְאָנֹכִי

If my father touches me he will think _____

אוֹלִי

And then he will give me a _____ instead of a _____

וְהֵייתִי

וְהִבֵּאתִי עָלַי
וְלֹא _____

- What does יַעֲקֹב think his father might do? _____
- What is יַעֲקֹב worried about?




- Do you think that יַעֲקֹב will do what רַבֵּקָה asked him to? _____
- Why/Why not? _____
- Do you think that יַעֲקֹב *should* do what רַבֵּקָה asked him to? _____
- Why/Why not? _____



What יַעֲקֹב Does; What רְבֵקָה Does

Write the verbs from פְּסוּקִים י"ד-י"ז in the correct column. Use the table to help you choose the correct words to circle in the sentences below.

פְּסוּקִים	What יַעֲקֹב Does	What רְבֵקָה Does
י"ד	_____ (he went to the sheep pen)	_____ (she made food)
י"ד	_____ (he took the sheep he chose)	
י"ד	_____ (he brought it to his mother)	
ט"ו		_____ (she took the clothes)
ט"ו		_____ (she dressed him in the clothes)
ט"ז		_____ (she dressed him in the clothes)
י"ז		_____ (she gave him the food)
י"ז		_____ (she had made bread)
	How many things did יַעֲקֹב do? ____	How many things did רְבֵקָה do? ____

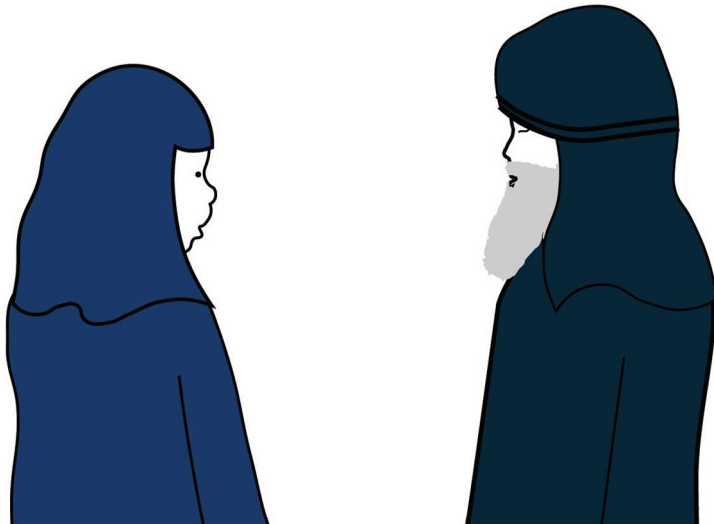
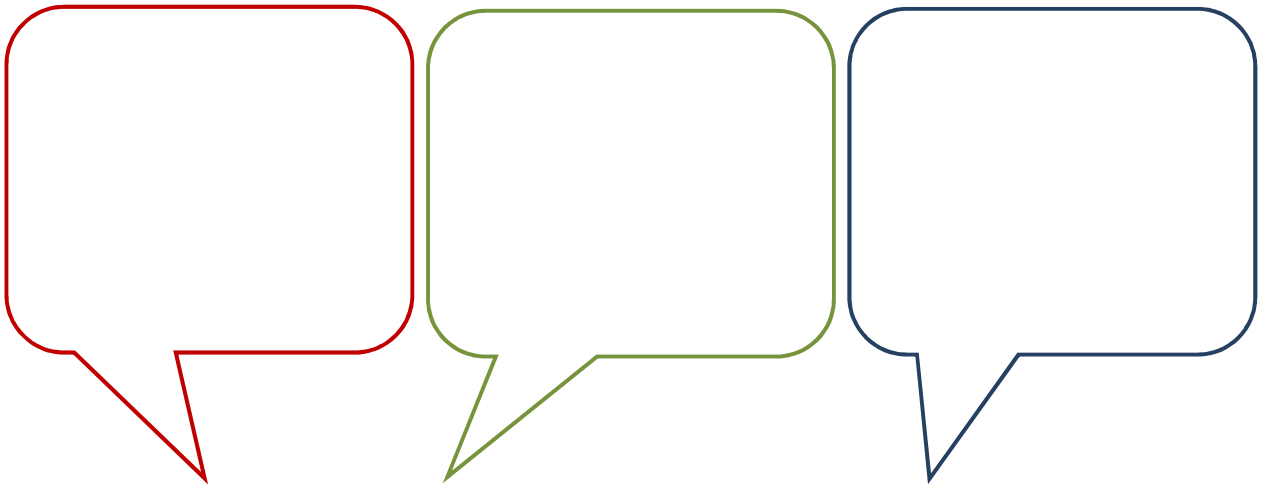
1. יַעֲקֹב/רְבֵקָה got the food ready.
2. יַעֲקֹב/רְבֵקָה got the disguise ready. 
3. יַעֲקֹב/רְבֵקָה put the disguise on. 
4. יַעֲקֹב/רְבֵקָה put the food out to be carried to יִצְחָק. 
5. יַעֲקֹב/רְבֵקָה did more in order to help יַעֲקֹב get the בְּרָכָה.
6. יַעֲקֹב/רְבֵקָה showed that they really wanted it to happen.
7. יַעֲקֹב/רְבֵקָה wasn't so sure about the plan.



Who Asks? Who Answers? פְּסוּקִים י"ח-י"ט

Copy the underlined phrases from the פְּסוּקִים into the speech bubbles below. Use the key to help you decide which phrase belongs in which speech bubble.

יח וַיָּבֹא אֶל־אָבִיו וַיֹּאמֶר אָבִי וַיֹּאמֶר הֲנִנִּי מִי אַתָּה בְּנִי : יט וַיֹּאמֶר יַעֲקֹב
אֶל־אָבִיו אֲנֹכִי עָשׂוּ בְּכֹרֶךָ עָשִׂיתִי כַּאֲשֶׁר דִּבַּרְתָּ אֵלַי קוּם־נָא שָׁבָה
וְאֲכַלְהָ מִצִּידֵי בַעֲבוּר תִּבְרַכְנִי נַפְשֶׁךָ :



Key:

Blue: question

Red: answer

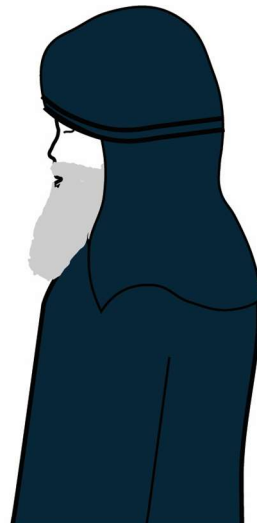
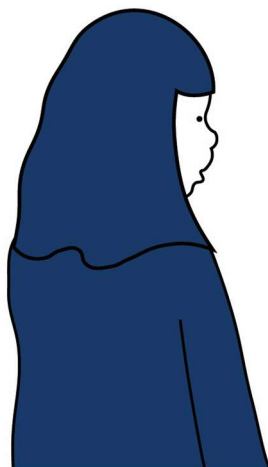
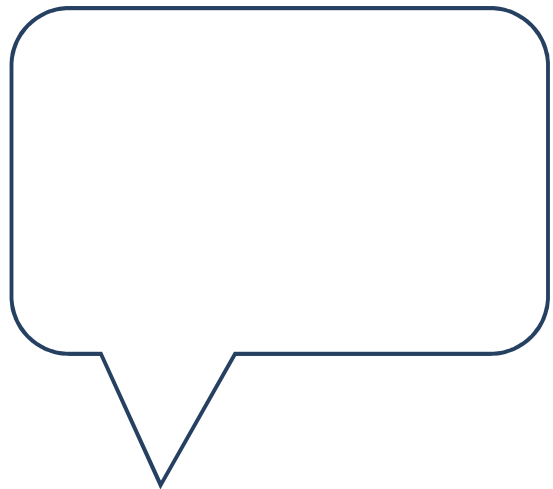
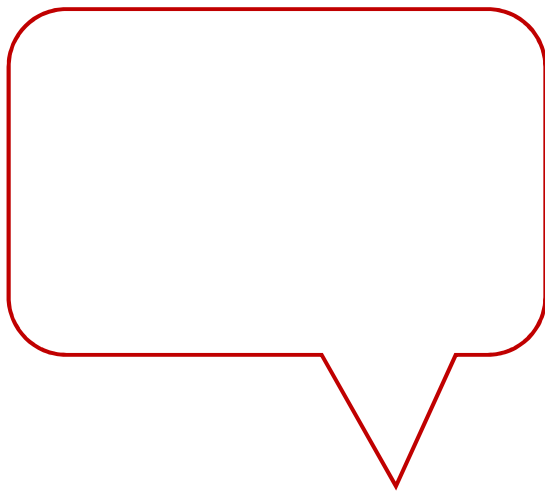
Green: instruction



Who Asks? Who Answers? פְּסוּק כ'

Copy the underlined phrases from the פְּסוּקִים into the speech bubbles below. Use the key to help you decide which phrase belongs in which speech bubble.

כ וַיֹּאמֶר יִצְחָק אֶל־בְּנוֹ מִהֲזָה מִהֲרַת לְמִצַּא בְּנִי וַיֹּאמֶר כִּי הַקְּרָה הִ' אֱלֹקֶיךָ לְפָנַי :



Key:

Blue: question

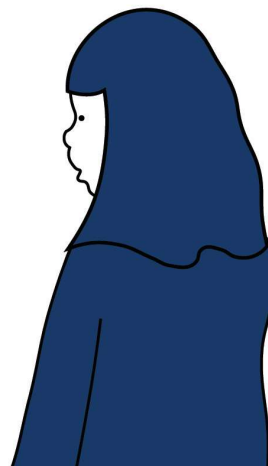
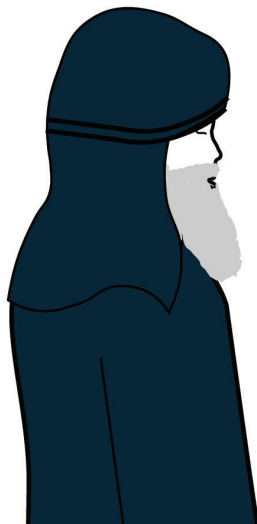
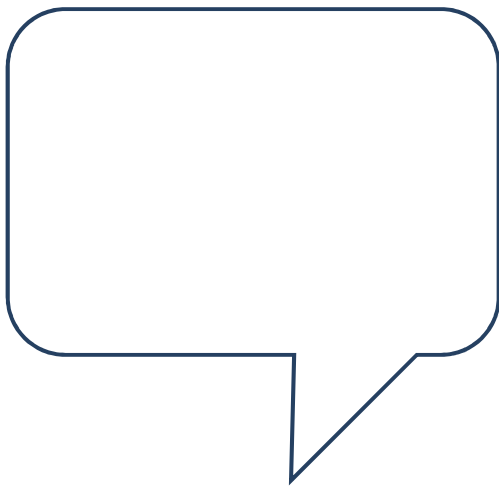
Red: answer



Who Asks? Who Answers? פְּסוּק כ"א

Copy the underlined phrases from the פְּסוּקִים into the speech bubbles below. Use the key to help you decide which phrase belongs in which speech bubble.

כֹּה וַיֹּאמֶר יִצְחָק אֶל־יַעֲקֹב גְּשֶׁה־נָּא וְאִמְשָׁד בְּנֵי הָאֶתֶר זֶה בְּנֵי עֵשָׂו
אִסְלָא :



Key:

Blue: question

Green: instruction



יצחק Uses his Senses to Find Out

Using the information you have learned in the פסוקים so far as well as your own predictions, complete the information boxes below.



SENSE: Taste
How יצחק can use it:

I think he will decide he is talking to



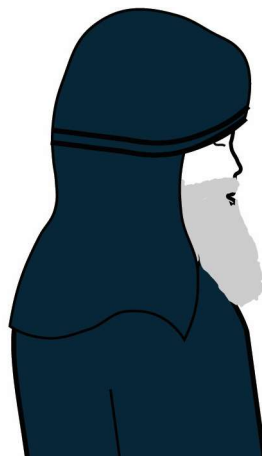
SENSE: Smell
How יצחק can use it:

I think he will decide he is talking to



SENSE: Touch
How יצחק used it:

I think he will decide he is talking to



SENSE: Hearing
How יצחק used it:





I think he will decide he is talking to





Senses Checklist

As you learn the פְּסוּקִים, complete the table below. Then answer the questions at the bottom of the page.

פְּסוּק number	What sense did יצחק use?	What did he do? (English)	How the פְּסוּק tells us this (Hebrew)	What did יצחק decide after this step?
י"ח כ' כ"ד				
כ"א כ"ב				
כ"ה				
כ"ו כ"ז				

- Who did יצחק decide he was talking to? _____
- How did he decide this? _____
- Was there anything else he could have tried?

- What might he have found out? _____
- Do you think יצחק was sure about his final decision? Why/why not?



Remembering and Revisiting What We Learned

Part 1: Read each phrase and put a tick under the name of the person it applies to. (You can tick more than one column for each statement.)



Phrases	יצחק	רבקה	יעקב	עשו
Is good at bringing home meat				
Is good at taking care of the house				
Listens to what his parents tell him				
Wants to have possessions				
Wants to pass on the family traditions				
Wanted to decide who got the בְּרָכָה				
Knew who should get the בְּרָכָה				
Wanted the בְּרָכָה				
Wanted to do what he was told				
Told a child what to do				
Was confused about what to do				



Part 2: Using the information from this table, what can you predict about the בְּרָכוֹת?

1. This is what יצחק will say in the בְּרָכָה he gives יעקב:

2. This is what יצחק will say in the בְּרָכָה he gives עשו:

3. This is what יעקב will feel after he gets the בְּרָכָה: _____

4. This is what עשו will feel after he gets the בְּרָכָה: _____

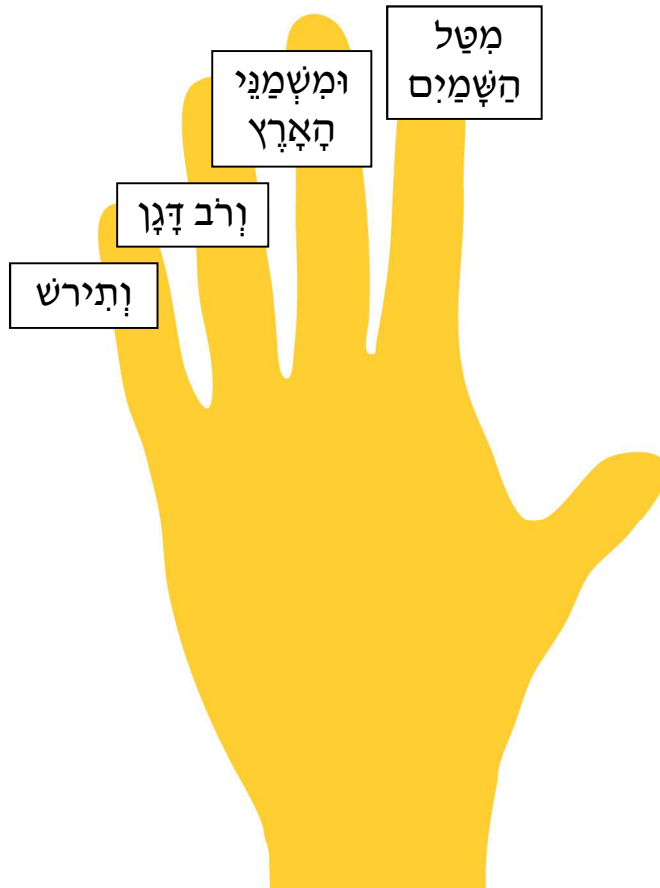
5. This is what יצחק will feel after he gives the בְּרָכוֹת: _____

6. This is what רבקה will feel after יצחק gives the בְּרָכוֹת: _____

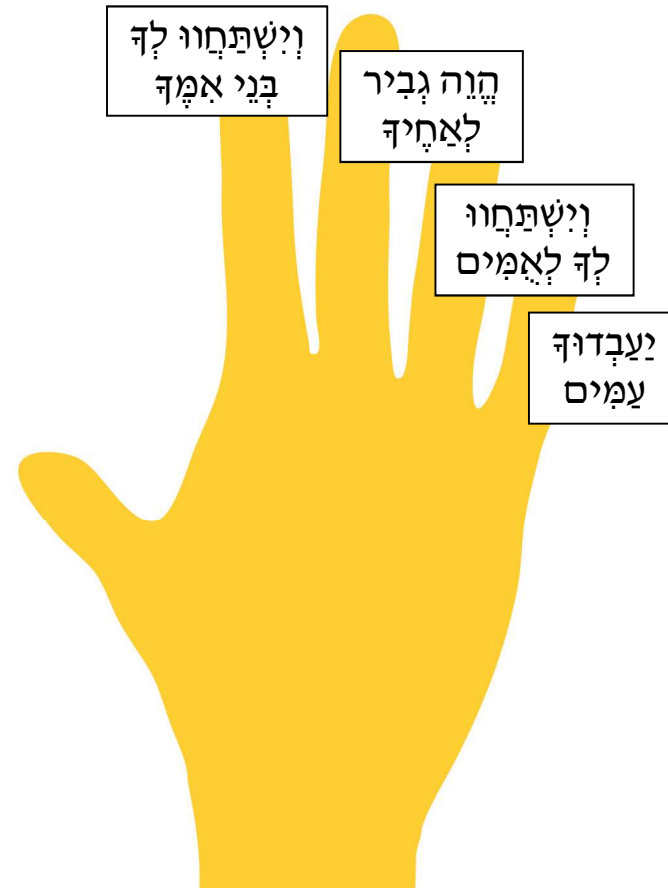
Be ready to explain the reasons for your predictions.



יְעֻקֵּב בְּרֵכֵה יִצְחָק



This part of the בְּרֵכָה is about _____



This part of the בְּרֵכָה is about _____



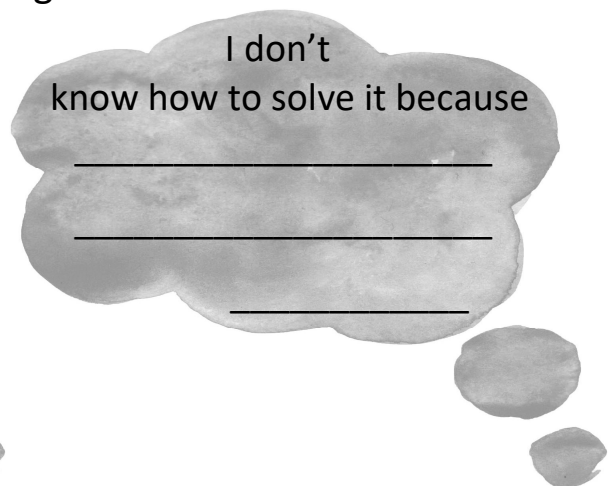
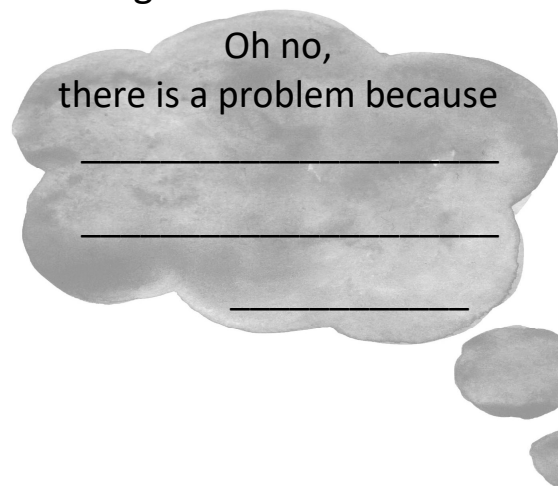
פְּרָק כ"ז: ל"ג: יִצְחָק Is Confused

Part 1: The English phrases below are mixed up. Put them in the correct order next to the Hebrew phrases from the פְּסוּק.

before you came who, where is he I blessed him I ate it all
with a great and fearful trembling who hunted hunted meat
he will remain blessed and יִצְחָק trembled and he said and
he brought it to me

	וַיְחַרְד יִצְחָק
	חָרְדָה גְדֹלָה עַד מְאֹד
	וַיֹּאמֶר
	מִי אֶפּוֹא הוּא
	הֵצֵד צִיד
	וַיָּבֵא לִי
	וְאָכַל מִכֹּל
	בְּטָרִם תָּבוֹא
	וַאֲבָרְכֶהוּ
	גַּם בָּרוּךְ יִהְיֶה


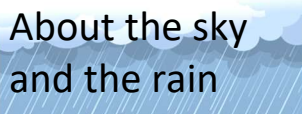



Part 2: יִצְחָק needs to think. Help him think about what happened by finishing the sentences in his thinking balloons.





The Contents of the Three בְּרָכוֹת

Look back over the פְּסוּקִים you have learned. Tick the topics that are mentioned in each בְּרָכָה.

	The בְּרָכָה that יִצְחָק received when he thought he was עֲשׂוּ	The בְּרָכָה that יִצְחָק received when he knew he was עֲשׂוּ	The בְּרָכָה that יִצְחָק received when he knew he was יַעֲקֹב
 About food and making a living			
 About the sky and the rain			
About other nations			
 About being a ruler			
 About having many children			
 About inheriting אֶרֶץ כְּנָעַן			
About being a בְּרָכָה			

1. Which two בְּרָכוֹת seem similar? _____

2. Which בְּרָכָה seems different? _____

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 חוקֵם learners who have good levels of knowledge, skills and understanding in חוקֵם**
- **engaged in חוקֵם 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 חוקֵם.	S1 Pupil can locate text in a חוקֵם.	U1 Pupil reflects on events, characters and מְצוֹת in a חוקֵם and elicits meaning and values from them.
K2 Pupil knows events, peoples and places in the חוקֵם.	S3 Pupil can read text in a חוקֵם.	U2 Pupil understands how particular phrasing and grammar affects meaning of the חוקֵם text.
K3 Pupil knows the location of places mentioned in the חוקֵם.	S4 Pupil can comprehend the plain meaning of a חוקֵם text by using key Hebrew words and phrases.	U3 Pupil analyses and interprets חוקֵם texts by comparing them.
K4 Pupil knows keywords and phrases in the חוקֵם.	S5 Pupil can apply knowledge of Hebrew grammar to help them comprehend חוקֵם text.	U4 Pupil understands the meaning of פְּרוֹשִׁים.
K5 Pupil knows some Halachic sections in the חוקֵם.	S6 Pupil can read vowelled פְּרוֹשִׁים.	
K6 Pupil knows selections of פְּרוֹשִׁים and מְדַרְשִׁים in the חוקֵם.	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 סִינַי. (K1)	<input type="checkbox"/>
2. I know that the חוֹמֵשׁ is the printed version of the סֵפֶר תּוֹרָה. (K1)	<input type="checkbox"/>
3. I know the names of the five books of the תּוֹרָה. (K1)	<input type="checkbox"/>
4. I can talk about stories I learned from 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 חוֹמֵשׁ story but is not written in the חוֹמֵשׁ. (K6)	<input type="checkbox"/>
Ability to learn Chumash (Skills-S)	
1. I can read Hebrew words and phrases on a blank page. (S3)	<input type="checkbox"/>
2. I can explain the meaning of a few Hebrew words and phrases in the 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 חוֹמֵשׁ contains the actual words of the תּוֹרָה and that it must be treated with care and respect. (U1)	<input type="checkbox"/>

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

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

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

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

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

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

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

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

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

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

CHUMASH CURRICULUM UNIT PLANNING GRID

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

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

CHUMASH CURRICULUM UNIT PLANNING GRID

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

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

PaJeS Primary Chumash Curriculum – Skills and Understanding Spiral

Chumash Readiness-Unit 14

December 2017/Kislev 5778

Please note:

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

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

	<p>6. Use of noun suffixes to help comprehend text S5</p> <table border="1" data-bbox="360 245 624 454"> <tr><td>ף</td></tr> <tr><td>אָרְצֵךְ</td></tr> <tr><td>מוֹלְדֵיךָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זֶרְעֵךְ</td></tr> </table>	ף	אָרְצֵךְ	מוֹלְדֵיךָ	אָבִיךָ	זֶרְעֵךְ	
ף							
אָרְצֵךְ							
מוֹלְדֵיךָ							
אָבִיךָ							
זֶרְעֵךְ							
<p>Unit 2</p>	<p>1. Finding the place in a חומש S1 2. Reading most פסוקים in this unit accurately S3 3. Comprehending the plain meaning of תורה text with support S4 4. Identifying ישב: שָׁרַשׁ S5 5. Use of noun prefixes to help comprehend text S5</p> <table border="1" data-bbox="360 751 624 948"> <tr><td>ו</td></tr> <tr><td>וְאֶשְׁתּוֹ</td></tr> <tr><td>וְלוֹט</td></tr> <tr><td>וּבְקָר</td></tr> <tr><td>וְאֶהָלִים</td></tr> </table>	ו	וְאֶשְׁתּוֹ	וְלוֹט	וּבְקָר	וְאֶהָלִים	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Deriving meaning from seemingly extra words לָשׁוֹן יִתְרָה (וְהַכְנִיעַנִי וְהַפְרִיזֵנִי אֲזִי יוֹשֵׁב בְּאֶרֶץ) U2 3. Comparisons: similar events השוואה (the travels of אַבְרָם and his entourage from הָרֶן to כְּנָעַן with their travels from מְצָרַיִם to כְּנָעַן) New U3</p>
ו							
וְאֶשְׁתּוֹ							
וְלוֹט							
וּבְקָר							
וְאֶהָלִים							
<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 רש"י explains the repetition of the word וַיִּרָא as emphasising אַבְרָהָם's desire to do הכנסת אורחים New U4</p>					

<p>Unit 4</p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with <u>little support</u> New S4</p> <p>2. Identifying word families/שְׁרָשִׁים: עשה, צחק, ילד, and בן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 395 900 639"> <thead> <tr> <th>וי New</th> <th>ות New</th> </tr> </thead> <tbody> <tr> <td>ויעש</td> <td>ותצחק</td> </tr> <tr> <td>ויקרא</td> <td>ותהר</td> </tr> <tr> <td>וימל</td> <td>ותלד</td> </tr> <tr> <td>ויגדל</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותרא</td> </tr> </tbody> </table> <p>4. Use of noun prefixes and suffixes to help comprehend text S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 730 624 858"> <tbody> <tr> <td>ל</td> </tr> <tr> <td>לְשָׂרָה</td> </tr> <tr> <td>לְאַבְרָהָם</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 906 1137 1034"> <tbody> <tr> <td>י</td> <td>ה</td> <td>ו</td> </tr> <tr> <td>בְּנֵי</td> <td>בְּנֵה</td> <td>בְּנוֹ</td> </tr> <tr> <td>לִי</td> <td>בְּקִלָּה</td> <td>לוֹ</td> </tr> </tbody> </table> <p>By the end of Unit 4 most pupils should know all the noun prefixes ל/מ/ב/ה/ל; all possessive suffixes הִ/הָ/הּ; and the third person verb prefixes וי and ות.</p>	וי New	ות New	ויעש	ותצחק	ויקרא	ותהר	וימל	ותלד	ויגדל	ותאמר	ויאמר	ותרא	ל	לְשָׂרָה	לְאַבְרָהָם	י	ה	ו	בְּנֵי	בְּנֵה	בְּנוֹ	לִי	בְּקִלָּה	לוֹ	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p> <p>2. Deriving meaning from the use of words with multiple meanings (צחק) New U2</p>
וי New	ות New																									
ויעש	ותצחק																									
ויקרא	ותהר																									
וימל	ותלד																									
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בְּנֵי	בְּנֵה	בְּנוֹ																								
לִי	בְּקִלָּה	לוֹ																								
<p>Unit 5</p>	<p>1. Comprehension of plain meaning of תּוֹרָה text with little support S4</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p>																								

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

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 236 900 437"> <tr> <td>וי</td> <td>ות</td> </tr> <tr> <td>ויהי</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותהר</td> </tr> <tr> <td>ויאָהב</td> <td>ותהר</td> </tr> <tr> <td>ויקרא</td> <td></td> </tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="362 555 900 673"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>ואָה</td> <td>בְּקִרְבָּה</td> </tr> <tr> <td></td> <td>בְּפִיו</td> </tr> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 724 900 874"> <tr> <td>ו</td> <td>ָה</td> </tr> <tr> <td>לו</td> <td>ָה</td> </tr> <tr> <td>אָשְׁתּוֹ</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="362 935 624 1098"> <tr> <td>וְ...ו</td> </tr> <tr> <td>וַיִּמְלְאוּ</td> </tr> <tr> <td>וַיִּקְרְאוּ</td> </tr> <tr> <td>וַיִּגְדְּלוּ</td> </tr> </table> <p>6. Use of present verb form אֹהֶבֶת New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאָהב	ותהר	ויקרא		ו	ב	ואָה	בְּקִרְבָּה		בְּפִיו	ו	ָה	לו	ָה	אָשְׁתּוֹ		ָדוֹ		וְ...ו	וַיִּמְלְאוּ	וַיִּקְרְאוּ	וַיִּגְדְּלוּ	<p>3. Comparing two texts in בְּרֵאשִׁית where there are similar actions – תִּפְלָה of the עֶבֶד and that of יִצְחָק U3</p>
וי	ות																													
ויהי	ותאמר																													
ויאמר	ותהר																													
ויאָהב	ותהר																													
ויקרא																														
ו	ב																													
ואָה	בְּקִרְבָּה																													
	בְּפִיו																													
ו	ָה																													
לו	ָה																													
אָשְׁתּוֹ																														
ָדוֹ																														
וְ...ו																														
וַיִּמְלְאוּ																														
וַיִּקְרְאוּ																														
וַיִּגְדְּלוּ																														
<p>Unit 7</p>	<p>1. Comprehending the plain meaning of a <u>simple תּוֹרָה text independently</u> New S4</p> <p>2. Identifying שְׂרָשִׁים בּוֹא, מֵכָר, מוֹת, אֹכֵל, and word families אָדוּם, בְּכָרָה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the responsibilities of leadership U1</p>																												

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

	<p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ו</td></tr> <tr><td>בְּנוּ</td></tr> </table>	ו	בְּנוּ	<p>4. Understanding the פירוש of the ספרנו explaining the significance of ברכות's יצחק and analysing how he explains the text New U4</p>																
ו																				
בְּנוּ																				
<p>Unit 9</p>	<p>1. Comprehending the plain meaning of a simple תורה text independently S4</p> <p>2. Identifying word families/שְׂרָשִׁים/עלה: שָׁכַב, חָלַם, יָרַד, עלה: שְׂרָשִׁים S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><td>וַי</td></tr> <tr><td>וַיֵּלֶן</td></tr> <tr><td>וַיִּשְׁכַּב</td></tr> <tr><td>וַיֵּצֵא</td></tr> <tr><td>וַיֵּלֶד</td></tr> <tr><td>וַיִּשְׁכַּם</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>ו</th> <th>ה</th> <th>מ</th> </tr> </thead> <tbody> <tr> <td>וְהָיָה</td> <td>הַשָּׂמֶשׁ</td> <td>מֵאֲבָנֵי</td> </tr> <tr> <td>וְרֵאשִׁוּ</td> <td>הַמְּקוֹם</td> <td>מִבְּרֵאשִׁתּוֹ</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זָרְעֶךָ</td></tr> </table> <p>5. Past tense first person – יָדַעְתִּי, דִּבַּרְתִּי, יָדַעְתִּי New S5</p> <p>6. Use of noun possessive plural suffix – מֵאֲבָנֵי New S5</p> <p>7. Reading vowelled פְּרוּשִׁים accurately (רש"י) New S6</p>	וַי	וַיֵּלֶן	וַיִּשְׁכַּב	וַיֵּצֵא	וַיֵּלֶד	וַיִּשְׁכַּם	ו	ה	מ	וְהָיָה	הַשָּׂמֶשׁ	מֵאֲבָנֵי	וְרֵאשִׁוּ	הַמְּקוֹם	מִבְּרֵאשִׁתּוֹ	ָ	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>
וַי																				
וַיֵּלֶן																				
וַיִּשְׁכַּב																				
וַיֵּצֵא																				
וַיֵּלֶד																				
וַיִּשְׁכַּם																				
ו	ה	מ																		
וְהָיָה	הַשָּׂמֶשׁ	מֵאֲבָנֵי																		
וְרֵאשִׁוּ	הַמְּקוֹם	מִבְּרֵאשִׁתּוֹ																		
ָ																				
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
וַיִּשְׁנֶאֱוֶי
וַיִּסְפֹּו
וַיִּסְפֹּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וַי plural	וּ singular
בָּנָיו	בְּנוֹ
אָחָיו	

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

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

<p>Unit 11</p>	<p>1. Comprehending the plain meaning of a more difficult 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. יוֹסֵף's and the brothers' feelings when he is about to be sold U1</p> <p>2. Understanding with support how the repetition of certain words and phrases, e.g. repetition of the word אַח provides clues about likely feelings U2</p> <p>3. Understanding with support how certain words and phrases, such as the use of various reference terms (כְּיִנְיָיִם) for יוֹסֵף, provide clues about likely feelings U2</p> <p>4. Understanding the meaning of a number of commentaries of רש"י and how his explanation helps us to gain a deeper understanding of the text, e.g. the relationship between יוֹסֵף and his brothers New U4</p>
וי.....הו														
וישָׁלַחְהו														
וימְצָאֵהו														
וישָׁאֲלֵהו														
וְ	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 שלכ: 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. יוֹסֵף's and the brothers' feelings when יוֹסֵף reveals himself U1</p> <p>2. Identifying independently how the repetition of certain words or groups of words, e.g. שלח and מכר, and ambiguous words e.g. וְאֶחָדֵינוּ, וְאֶחָדֵינוּ can provide clues about the likely feelings, intentions and leading ideas of the unit U2</p>												

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

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

4. Comprehending the plain meaning of a number of different מְפָרְשִׁימַם (רַמְבַּ"ן, רַש"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, אוֹהֵב
- past verb forms like שָׁמַעְתִּי, שָׁמַעְתִּי
- future verb forms like תִּלְדֶּךָ and תִּלְדֶּךָ
- a וְ הַהַפּוּדָה and a וְ הַחִיבוּר and their function
- imperative forms such as מְהֵרָה, עָלוּ

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. רַש"י on ב' :ב' explains the reason for the missing information in the text; נַצִּי"ב (נַצִּי"ב) learns from the guiding word that repeats itself in the text New U4