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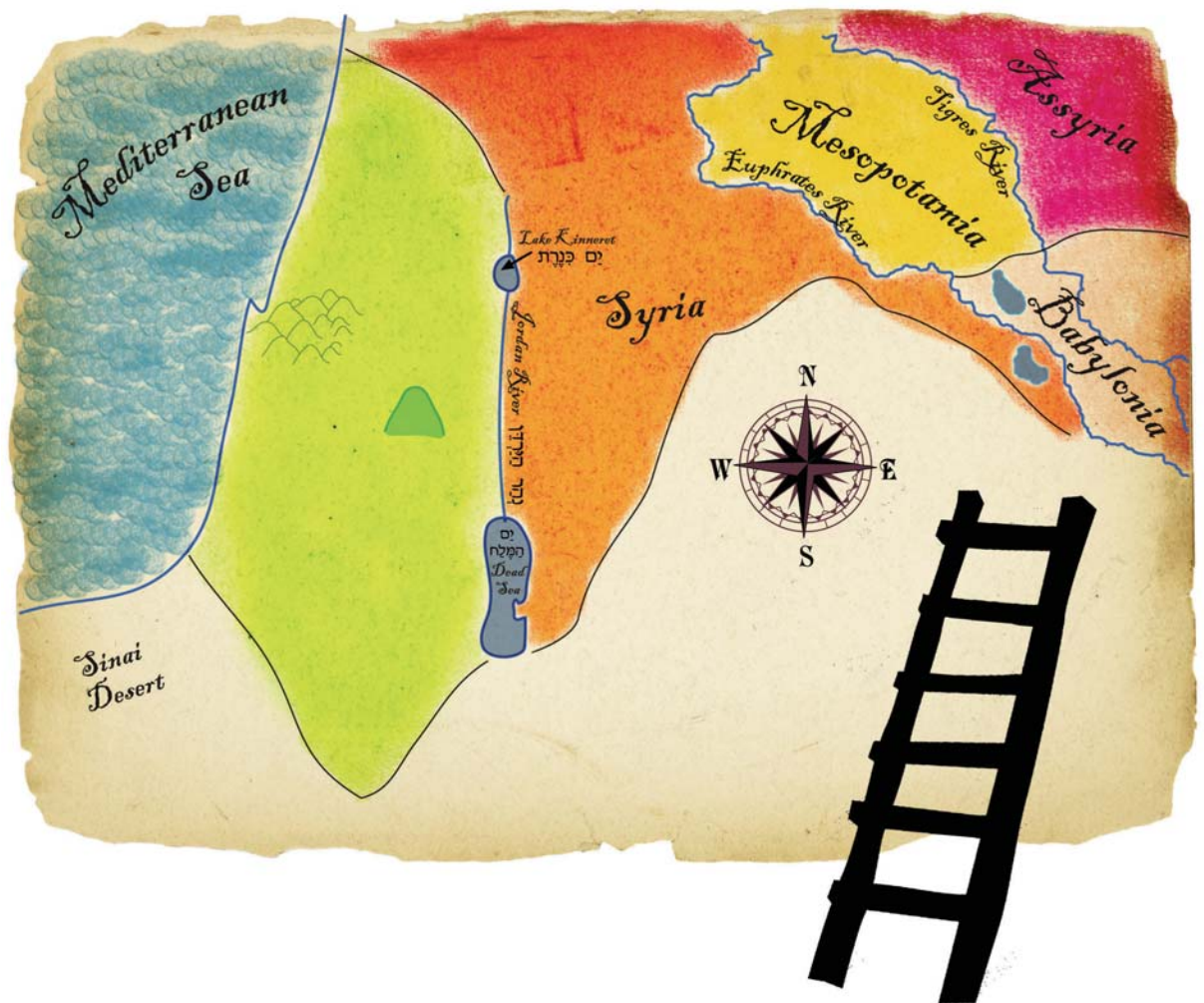
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Unit 9 - יַעֲקֹב Has a Dream

פְּרֶשֶׁת וַיֵּצֵא כ"ח: יו"ג-ט

Revised edition - November 2015/Kislev 5776

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

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

Unit 9 Acknowledgements

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

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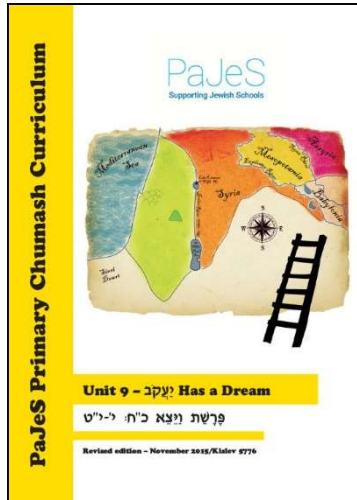
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Can Do Levels of Attainment Statements
Chumash Curriculum Planning Grid
Skills Spiral

How to Use This Pack



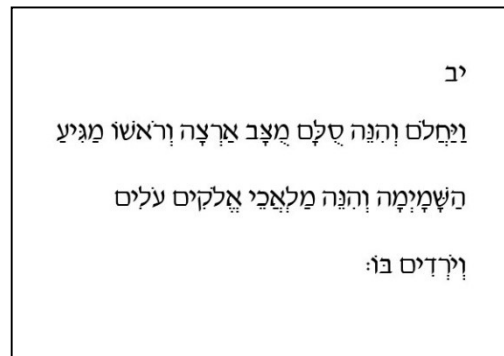
The Unit 9 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 9.



Reading רש"י introduces pupils to רש"י script, enabling them to read letters and familiar words in the script.

פסוק יי	
Line 1	וְהָיָה ה' נֹצֵב עָלָיו
Line 2	וַיֹּאמֶר אֱלֹהֵי אַבְרָהָם אֲבִיד וְאֵלֹהֵי יִצְחָק
Line 3	הָאָרֶץ אֲשֶׁר אָתָּה שֹׁכֵב עָלֶיהָ
Line 4	לְךָ אֲתִנְנֶנָּה וּלְרַעְיָךְ:

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



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



Classroom Resources support various classroom activities.

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 9

יַעֲקֹב has just received בְּרִכַּת אֲבִרָהָם from his father יִצְחָק and he is now responsible for realising the promises that ה' made to his father and grandfather.

This unit focuses on יַעֲקֹב as he leaves שֵׁבַע for חָרָן, and on his dream, in which ה' speaks to him for the very first time. In the dream, ה' reiterates the promise that his children will inherit the Land, assures יַעֲקֹב of His constant protection and promises יַעֲקֹב that He will bring him back to the Land. Upon awaking, יַעֲקֹב realises the significance of the place, הַמָּקוֹם, where he has slept. The word מָקוֹם is the מְלֶאכֶה מְנַחָה (repeated word) of this unit and its significance will be explored in some detail.

Unit 9 introduces pupils to reading רש"י directly from the text. To prepare pupils to begin reading רש"י, a Reading רש"י booklet has been provided which introduces pupils to reading רש"י letters and words. Unit 9 lessons also contain activities to support pupils in reading רש"י. The aim is for pupils to become comfortable reading רש"י rather than to comprehend the content of רש"י's comments at this stage.

Pupils will also explore a range of פְּרִשְׁנוֹת 'rules' that help us to derive deeper meaning from the פְּסוּקִים. These include:

- seemingly superfluous words (לְשׁוֹן יְתָרָה)
- words that are repeated (מְלֶאכֶה מְנַחָה)
- unusual word order (שְׁנוּי בְּסֵדֶר מְלִים)
- ambiguous words (הִבְנֵת מְלִים לֹא בְּרוּרָת)
- apparent grammatical inconsistency (דִּקְדּוּק לֹא עֲקָבִי)

These rules enable us to better understand רש"י's questions and answers on the חוּמָשׁ text.

Pupils will make textual comparisons between יַעֲקֹב leaving his home, and the journey of אֲבָרָם [אֲבָרָהָם] (י"ב: ד"ט) as well as the promises that ה' makes to both of them.

Unit 9 also introduces the past tense first person (עָשִׂיתִי, דְּבַרְתִּי) and סְמִיכוֹת, the grammatical construct that connects two words to each other. By the end of Unit 9 pupils should have a Hebrew vocabulary of about 150 keywords, which should enable them to reach the goal of independent comprehension more easily.

Brief Outline of Unit 9

Lessons 1 and 2: יַעֲקֹב Leaves אָרֶץ כְּנָעַן and Arrives at the 'Place' (מְקוֹם)

בְּרֵאשִׁית כ"ח: י"ג-י"א

Why does the תּוֹרָה emphasise יַעֲקֹב leaving חֶרֶן?

What can we learn from the תּוֹרָה's repetition of the word מְקוֹם?

Lessons 3 and 4: יַעֲקֹב Has a Dream: ה' Speaks to Him for the First Time

בְּרֵאשִׁית כ"ח: י"ב-ט"ו

What is the significance of the dream?

What promises does ה' make to יַעֲקֹב?

Lesson 5: יַעֲקֹב Wakes Up and Realises That He Has Slept in a Holy Place

בְּרֵאשִׁית כ"ח: ט"ז-י"ז

What is יַעֲקֹב's reaction when he realises he has slept in a holy place – מְקוֹם קְדוֹשׁ?

How does he feel after ה' has spoken to him for the first time?

Lesson 6: יַעֲקֹב Marks 'The מְקוֹם' as a Holy Site and Calls it בֵּית אֵל

בְּרֵאשִׁית כ"ח: י"ח-י"ט

What does the תּוֹרָה teach us about the importance of a holy place?

Lesson 7: Revision and Assessment

Keywords and Phrases of Unit 9

The table below features the keywords to be studied and practised in Unit 9.

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

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

place	מְקוֹם	בְּמְקוֹם, הַמְקוֹם
rest	לוּן	וַיָּלֵן
stone	אֶבֶן	מֵאֶבֶן, הָאֶבֶן, וְהָאֶבֶן
put	שׂוּם	וַיִּשֶׂם, שָׂם, שָׂמְתִי
head	רֹאשׁ	מִרְאֵשֶׁתִּי, וְרֹאשׁוֹ, רֹאשָׁה, לְרֹאשָׁהּ
lie down	שָׁכַב	וַיִּשְׁכַּב
dream	חֶלֶם	וַיַּחְלֵם
standing	יָצַב	מָצַב, נָצַב
monument	מִצְבֵּה	מִצְבֵּה
heaven	שָׁמַיִם	הַשָּׁמַיִם, הַשְּׁמַיִם
angel	מַלְאָךְ	מַלְאָכִי, מַלְאָכִים
up	עָלָה	עָלִים
down	יָרַד	וַיֵּרֵד
wake up	יָקַץ	וַיִּקְצֹץ
fear	יָרָא	וַיִּירָא
awesome	נֹרָא	נֹרָא
get up	שָׁכַם	וַיִּשְׁכָּם

Words that were studied in Units 1–8

Words that were studied in Unit 1		
say	אָמַר	וַיֹּאמֶר
to	אֶל	אֶל
go	הֵלַךְ	לָךְ, וַיֵּלֶךְ, לָלֶכֶת, הִלְכוּ
Land	אֶרֶץ	מֵאֶרֶץ, הָאֶרֶץ, אֶרֶץ, בְּאֶרֶץ
house	בַּיִת	וּבַיִת
father	אָב	אָבִיךָ
great	גָּדוֹל	גָּדוֹל
make great	גָּדַל	וַיַּגְדֵּל
blessing	בְּרָכָה	בְּרָכָה
bless	בָּרַךְ	וַיְבָרֵךְ, וַאֲבָרְכָה, מְבָרְכִיד, וַיְבָרְכוּ
seed/child	זֵרַע	לְזֵרַעְךָ
this	זֶה, זֹאת	הַזֶּה, הַזֹּאת

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

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

Words that were studied in Unit 4		
as	אֲשֶׁר	כְּאֲשֶׁר, אֲשֶׁר
make	עָשָׂה	וַיַּעַשׂ, עָשָׂה
speak	דָּבַר	דָּבַר
give birth	יָלַד	וַתֵּלֵד, הוֹלֵד, יָלַדָה
boy	יָלֵד	הַיָּלֵד
son	בֵּן	בֵּן, בְּנוֹ, בָּנָה, בְּנֵי
call	קָרָא	וַיִּקְרָא, יָקָרָא
name	שֵׁם	שֵׁם
command	צִוָּה	צִוָּה
hear/listen	שָׁמַע	הִשְׁמָע, שָׁמַע
laugh	צָחַק	צָחַקָה, יָצַחַק, מָצַחַק, וַתִּצְחַק
laughter	צָחַק	צָחַק

Words that were studied in Unit 5		
take	לָקַח	וַיִּקַּח
servant	עֶבֶד	הָעֶבֶד, לְעַבְדָּךְ
camel	גָּמֵל	גָּמְלִים, מִגָּמְלֵי, גָּמְלָיו, הַגָּמְלִים גָּמְלֵיךְ, לְגָמְלֵיךְ
hand	יָד	בְּיָדוֹ, יָדָה, יָד, יָדֶיךָ
master	אָדוֹן	אָדֹנָי, אָדֹנִי, אָדוֹן
hand	יָד	בְּיָדוֹ, יָדָה, יָד, יָדֶיךָ
get up	קוּם	וַיִּקָּם
kindness	חֶסֶד	חֶסֶד
jug	כַּד	כַּדָּךְ, כַּדָּהּ, מִכַּדָּךְ
drink	שָׁתָה	וַאֲשַׁתָּה, שָׁתָה, לְשָׁתָה

Words that were studied in Unit 6		
these	אֵלֶּה	וְאֵלֶּה
was	הָיָה	וַיְהִי
years old	בֶּן שָׁנָה	בֶּן-שָׁשִׁים שָׁנָה, בֶּן-שְׁשִׁים שָׁנָה
sister	אָחוֹת	אָחוֹת
wife	אִשָּׁה	אִשְׁתּוֹ, לְאִשָּׁה
nation	גּוֹי	גֵּוִים
people	לָאָם	לְאֻמִּים
young	צָעִיר	צָעִיר
fill	מָלָא	וַיִּמְלֵאוּ
go out	יָצָא	וַיֵּצֵא, יָצָא
first	רִאשׁוֹן	הָרִאשׁוֹן
heel	עָקֵב	בְּעָקֵב
know	יָדַע	לֵדַע
field	שָׂדֶה	שָׂדֶה
love	אָהַב	וַיֶּאֱהַב, אָהַבְתָּ

Words that were studied in Unit 7		
cook	זָוַד	וַיִּזְדֵּךְ
soup	זָוִיד	זָוִיד
lentil	עֲדָשָׁה	עֲדָשִׁים
come	בּוֹא	וַיָּבֹא
tired	עָיַף	עָיַף
red	אָדוּם	הָאָדוּם, אָדוּם
therefore	עַל כֵּן	עַל כֵּן
sell	מָכַר	מָכַרְהוּ, וַיִּמְכַּר
birthright	בְּכֻרָה	בְּכֻרְתְּךָ, בְּכֻרָה, בְּכֻרְתּוֹ, הַבְּכֻרָה
die	מוֹת	לָמוּת
why	לָמָּה	לָמָּה
eat	אָכַל	וַיֹּאכַל
swear/make an oath	שָׁבַע	הִשְׁבָּעָה, וַיִּשְׁבַּע
despise, hate	בוֹז	וַיְבֹז

Words that were studied in Unit 8		
now	עַתָּה	וְעַתָּה, עַתָּה
hunt	צִיד	לְצַוֵּד, וַיִּצְוֹדָה
hunted meat	צִיד	צִיד, מִצִּיד, מִצִּידוֹ
tasty food	מִטְעָמִים	מִטְעָמִים
bring	בּוֹא	הַבִּיֵּאָה, לְהַבִּיֵּא, וְהַבִּיֵּאָה, וַיָּבֹא, וְהַבִּאתָ, וְהַבִּאתִי
soul	נַפֶּשׁ	נַפְשִׁי, נַפְשָׁךְ
in order that	בְּעִבּוֹר	בְּעִבּוֹר
soul	נַפֶּשׁ	נַפְשִׁי, נַפְשָׁךְ
listen	שָׁמַע	כְּשָׁמַע, שָׁמַעְתָּ, שָׁמַעְתִּי, שָׁמַע
voice	קוֹל	קוֹל, הַקּוֹל, בְּקוֹלִי
garment	בְּגָד	בְּגָדִי, בְּגָדֵי
dress	לְבָשׁ	הַלְבִּישָׁה, וַתִּלְבָּשׁ
give	נָתַן	וַיִּתֵּן, וַתִּתֵּן
approach, come near	נָגַשׁ	גָּשָׁה, וַיִּגַּשׁ, וַיִּגְשָׁה
once, twice	פַּעַם	פַּעַמִּים
answer	עָנָה	וַיַּעַן
cry	בָּכָה	

Unit Learning Outcomes

Overview of KSU Learning Outcomes in Unit 9

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K3	Pupil can locate on a map the places associated with the events of the unit.
K4A	Pupil recognises and knows the selected Hebrew keywords in this חוּמֵשׁ unit and in the previous חוּמֵשׁ units.
K4B	Pupil knows the meaning of the phrase וּפְרָצְתָּ לְמָה וְקִדְמָה וְצַפְנָה וְנִגְבָּה.
K6	<p>Pupil knows that רש"י's explanation is not part of the תּוֹרָה text.</p> <p>Pupil knows רש"י's explanation on:</p> <ol style="list-style-type: none"> 1. בְּרֵאשִׁית כִּיח : י" : וַיֵּצֵא יַעֲקֹב 2. בְּרֵאשִׁית כִּיח : י"א : וַיִּפְגַּע בְּמִקּוֹם 3. בְּרֵאשִׁית כִּיח : י"א : וַיִּשָּׂם מְרֹאָשֵׁתָיו 4. בְּרֵאשִׁית כִּיח : י"ב : עֲלִים וְיֶרְדִים 5. בְּרֵאשִׁית כִּיח : י"ז : וְזֶה שַׁעַר הַשָּׁמַיִם
Skills Goals	
S1	Pupil can locate text when given its פָּרָק and פָּסוּק reference.
S3	Pupil can read יי פָּסוּקִים to י"ט fluently and with confidence using אֲתִנַּחֲתָא.
S4	Pupil can comprehend the plain meaning of the text independently.
S5	<p>Pupil can identify the שְׁרָשִׁים and word families of the keywords in the unit and in previous units.</p> <p>Pupil can identify the prefixes and suffixes of the keywords.</p> <p>Pupil can use their knowledge of word families, prefixes, suffixes and other grammatical constructs to independently work out the meaning of a new פָּסוּק.</p> <p>Pupil can identify first person masculine past tense verbs.</p>

	Pupil can identify סְמִיכוֹת: a grammatical construct that joins two words together.
S6	Pupil can read words and phrases in רש"י script.
Understanding Goals	
U1	Pupil can reflect on and discuss the significance of the מְקוֹם, the prophetic dream that יַעֲקֹב has there, and its implications for his and his descendants' relationship with ה'.
U2	<p>Pupil can identify words and phrases that support the following פְּרָשְׁנוֹת approaches:</p> <ul style="list-style-type: none"> • Extra meaning can be derived from seemingly superfluous words (לְשׁוֹן יִתְרָה) in the text. • Extra meaning can be derived from words that are repeated (מְלֵא מִנְחָה) in the text. • Extra meaning can be derived from unusual word order (שְׁנוּי בְּסֵדֶר מְלִים) in the text. • Extra meaning can be derived from ambiguous words (הִבְנֵת מְלִים לֹא בְרוּרֹת) in the text. • Extra meaning can be derived from apparent grammatical inconsistency (דִּקְדוּק לֹא עֲקָבִי) in the text.
U3	Pupil can compare and contrast יַעֲקֹב leaving home with אַבְרָם leaving home, as well as the promises ה' made to אַבְרָם and the promises He made to יַעֲקֹב.
U4	<p>Pupil can reflect on and discuss:</p> <ul style="list-style-type: none"> • the influence of a righteous person on the place where he lives • the significance of the place (מְקוֹם) where יַעֲקֹב has the dream • the fact that this place is a direct gateway to the שְׁל מַעֲלָה בֵּית הַמְקֻדָּשׁ שָׁל מַעֲלָה in שְׁמַיִם • the value that the best way to get something good done is to unite and work together

Knowledge Goals

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

- יַעֲקֹב leaves בְּאֵר שָׁבַע for חָרֵן
- יַעֲקֹב comes to a place and sleeps there as the sun sets
- יַעֲקֹב places stones around his head and lies down in that place
- While יַעֲקֹב sleeps he has a dream
- יַעֲקֹב dreams about a ladder on which angels of ה' are ascending and descending. ה' is "standing" over יַעֲקֹב
- ה' promises יַעֲקֹב
 - a. that He will give the Land (אֶרֶץ יִשְׂרָאֵל) upon which יַעֲקֹב is lying to his children
 - b. that his children will be as many as the dust of the earth
 - c. that he will spread out in many directions
 - d. that 'all the families of the earth' will be blessed because of יַעֲקֹב and his children
 - e. that He will protect him wherever he goes
 - f. that He will bring him back to the Land
- יַעֲקֹב wakes up and is concerned that he has slept in the place in which ה' has appeared to him
- יַעֲקֹב recognises the holiness of the place and sets up a מִזְבֵּחַ at the place where ה' has appeared to him
- יַעֲקֹב names the place בֵּית אֵל

K3: Locate on a map the places associated with the events – בְּאֵר שָׁבַע, חָרֵן, אֶרֶץ כְּנָעַן – שָׁכַם, עֵי, בֵּית אֵל, אֵלוֹן מוֹרָה.

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

place	מְקוֹם	בְּמְקוֹם, הַמְקוֹם
rest	לֹנ	וַיָּלֵן
stone	אֶבֶן	מֵאֲבָנֵי, הָאֶבֶן, וְהָאֶבֶן
put	שׂוּם	וַיִּשֶׂם, שָׂם, שָׂמְתִי
head	רֹאשׁ	מְרֹאשְׁתּוֹ, וְרֹאשׁוֹ, רֹאשָׁה, לְרֹאשָׁנָה
lie down	שָׁכַב	וַיִּשְׁכַּב
dream	חֶלֶם	וַיַּחְלֵם
standing	יָצַב	מָצַב, נָצַב
monument	מִצְבָּה	מִצְבָּה
heaven	שָׁמַיִם	הַשָּׁמַיִם, הַשְּׁמַיִם
angel	מַלְאָךְ	מַלְאָכִי, מַלְאָכִים
up	עָלָה	עָלִים
down	יָרַד	וַיִּרְדּוּ
wake up	יָקַץ	וַיִּיקָץ
fear	יָרָא	וַיִּירָא
awesome	נֹרָא	נֹרָא
get up	שָׁכַם	וַיִּשְׁכָּם

K4B: Pupil knows the meaning of the following phrase: וּפְרָצְתָּ יָמָה וְקִדְמָה וְצַפְנָה וְנִגְבָּה.**K6: Pupil knows that ר'רש"י's explanation is not part of the תּוֹרָה text.**

Pupil knows ר'רש"י's explanation on the following:

1. וַיֵּצֵא יַעֲקֹב בְּרֵאשִׁית כ"ח : י. We are told that יַעֲקֹב left שָׁבַע because when a צַדִּיק leaves a place it makes an impression.
2. וַיִּפְגַּע בְּמְקוֹם: בְּרֵאשִׁית כ"ח : י"א. The 'place' יַעֲקֹב arrives at is הַר הַמְרִיָּה, place of the עֲקֻדָּה and the place where the בֵּית הַמִּקְדָּשׁ would be built in future.
3. וַיִּשֶׂם מְרֹאשְׁתּוֹ: בְּרֵאשִׁית כ"ח : י"א. The stones that יַעֲקֹב placed around his head all became one stone – the best way to achieve good things is to work together.
4. וַיִּירָא: בְּרֵאשִׁית כ"ח : י"ב. The angels who accompanied יַעֲקֹב in Israel did not leave Israel because of the holiness of the land. New angels will accompany him once he leaves the land.
5. וְזֶה שְׁעַר הַשָּׁמַיִם: בְּרֵאשִׁית כ"ח : י"ז. There is a direct connection between this place and the בֵּית הַמִּקְדָּשׁ שֶׁל מַעְלָה in שָׁמַיִם and our תְּפִלוֹת go straight up to שָׁמַיִם from here.

Skills Goals

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

S3: Pupil can read יי-י"ט פְּסוּקִים fluently and with confidence using אֶתְנַחֵתָא.

S4: Pupil can comprehend the plain meaning of the text יי-י"ט בְּרֵאשִׁית כ"ח independently.

S5: Pupil can identify the שְׂרָשִׁים and word families of the keywords in the unit and in previous units.

Pupil can identify the prefixes and suffixes of the keywords.

Pupil can use their knowledge of word families, prefixes, suffixes and other grammatical constructs to independently work out the meaning of a new פְּסוּק.

Pupil can identify first person masculine past tense verbs: עָשִׂיתִי, דִּבַּרְתִּי, עָשִׂיתִי.

Pupil can identify סְמִיכוֹת: a grammatical construct that joins two words together מֵאֲבָנֵי הַמָּקוֹם.

S6: Pupil can accurately read letters and words in רש"י script.

Understanding Goals

U1: Pupil can reflect on and discuss:

- the significance of 'the place' and its link to holy places
- the significance of יַעֲקֹב's prophetic dream and its implications for his and his descendants' relationship with ה'.

U2: Pupil can identify with support the following פְּרָשְׁנוֹת ideas:

- Extra meaning can be derived from **seemingly superfluous words** (לְשׁוֹן יִתְרָה) in the text: וַיֵּצֵא יַעֲקֹב.
- Extra meaning can be derived from **words that are repeated** (מְלֶכָה מִנְחָה) in the text: מָקוֹם.
- Extra meaning can be derived from **unusual word order** (שְׁנוּי בְּסֵדֶר מְלִים) in the text: עֲלִים וְיִרְדִים.
- Extra meaning can be derived from **ambiguous words** (הִבְנַת מְלִים לֹא בְרוּרָה) in the text: שֶׁעַר הַשָּׁמַיִם.
- Extra meaning can be derived from **apparent grammatical inconsistency** (דִּקְדוּק לֹא עֲקָבִי) in the text: מֵאֲבָנֵי - הָאֶבֶן.

U3: Pupil can compare and contrast:

- the similarities and differences between the journeys of יַעֲקֹב and אַבְרָם
- the similarities and differences between the promises that ה' makes to יַעֲקֹב and the promises that He makes to אַבְרָם

U4: Pupil can discuss and reflect on:

- the influence of a righteous person on the place where he lives
- the significance of the place where יַעֲקֹב has the dream
- the fact that this place is a direct gateway to the שְׁמַיִם in בֵּית הַמִּקְדָּשׁ שֶׁל מַעֲלָה
- the value that the best way to achieve something good is to unite and work together.

Unit Skills and Understanding Spiral

<p>Unit 9</p>	<ol style="list-style-type: none"> 1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4 2. Identifying word families/שְׁרָשִׁימִים: עלה, ירד, חלם, ירד, עלה: שְׁרָשִׁימִים S5 3. Use of verb prefixes to help comprehend text S5 <table border="1" style="margin-left: 20px;"> <tr><td>וַי</td></tr> <tr><td>וַיֵּלֶךְ</td></tr> <tr><td>וַיִּשְׁכַּב</td></tr> <tr><td>וַיֵּצֵא</td></tr> <tr><td>וַיֵּלֶד</td></tr> <tr><td>וַיִּשְׁכַּם</td></tr> </table> <ol style="list-style-type: none"> 4. Use of noun singular prefixes and suffixes S5 <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>ו</td> <td>ה</td> <td>מ</td> </tr> <tr> <td>וְהָנָה</td> <td>הַשָּׁמַשׁ</td> <td>מֵאֲבָנֵי</td> </tr> <tr> <td>וְרָאָשׁוֹ</td> <td>הַמְּקוֹם</td> <td>מִבְּרֵאשִׁיתוֹ</td> </tr> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ד</td></tr> <tr><td>אֲבִיד</td></tr> <tr><td>זָרְעָד</td></tr> </table> <ol style="list-style-type: none"> 5. Past tense first person – יָדַעְתִּי, דִּבַּרְתִּי, יָדַעְתִּי New S5 6. Use of noun possessive plural suffix – מֵאֲבָנֵי New S5 7. Reading vowelled פְּרוּשִׁים accurately (רִשׁוּ"י) New S6 <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-top: 10px; background-color: #fff9e6;"> <p>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.</p> </div>	וַי	וַיֵּלֶךְ	וַיִּשְׁכַּב	וַיֵּצֵא	וַיֵּלֶד	וַיִּשְׁכַּם	ו	ה	מ	וְהָנָה	הַשָּׁמַשׁ	מֵאֲבָנֵי	וְרָאָשׁוֹ	הַמְּקוֹם	מִבְּרֵאשִׁיתוֹ	ד	אֲבִיד	זָרְעָד	<ol style="list-style-type: none"> 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 2. Identifying with support that extra meaning can be derived from: <ul style="list-style-type: none"> • seemingly superfluous words in the text (לְשׁוֹן תְּרָה) • words that are repeated in the text (מְלֵא מִנְחָה) • unusual order in the text (שְׁנוּי בְּסֵדֶר מֵלִים) • ambiguous words (הִבְנֵת מֵלִים לֹא בְּרוּרָה) • apparent grammatical inconsistency (דְּקָדוּק לֹא עֲקָבִי) U2 3. Identifying with support textual comparisons between יַעֲקֹב leaving home (י"ב: ב') and אַבְרָם leaving his home (י"ב: ה') U3
וַי																				
וַיֵּלֶךְ																				
וַיִּשְׁכַּב																				
וַיֵּצֵא																				
וַיֵּלֶד																				
וַיִּשְׁכַּם																				
ו	ה	מ																		
וְהָנָה	הַשָּׁמַשׁ	מֵאֲבָנֵי																		
וְרָאָשׁוֹ	הַמְּקוֹם	מִבְּרֵאשִׁיתוֹ																		
ד																				
אֲבִיד																				
זָרְעָד																				

Unit Assessment Template

Year Group: _____ Teacher: _____

KEY:

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

Name of child:	KNOWLEDGE		SKILLS						UNDERSTANDING			
	K2: I know the storyline, events and places in Unit 9	K4A: I know key words studied in Unit 9	S4: I can comprehend the plain meaning of a simple תּוֹרָה text independently	S5: I can identify word families/ שִׁבְבּ, שְׁרָשִׁים חֵלֶם, יָרַד, עָלָה	S5: I can use verb prefixes וי and noun prefixes מ, ה, ו and suffix תּ to help comprehend text	S5: I can use first person past tense verbs: עָשִׂיתִי, יָדַעְתִּי to comprehend text	S5: I can identify סְמִיכוֹת: מֵאֲבָנִי	S6: I can read vowelled פְּרוּשִׁים accurately	U1: I can reflect on the significance of the מְקוֹם and the prophetic dream of יַעֲקֹב	U2: I can derive meaning, with support from the פְּרָשְׁנוֹת ideas: 1. Seemingly superfluous words (לָשׁוֹן יְתָרָה) 2. Repeated words (מִלָּה מְנַחֵה) 3. Unusual word order (שְׁנוּי בְּסֵדֶר מְלִים) 4. Ambiguous words (הִבְנַת מְלִים לֹא בְּרוּרָת) 5. Grammatical inconsistency (דִּקְדוּק לֹא עֲקָבִי)	U3: I can identify with support textual comparisons רש"י between יַעֲקֹב (כ"ח : ב') אֲבָרָם (י"ב : ה') leaving home	U4: I can reflect on and discuss the deeper meaning of all רש"י commentaries I have studied
1.												
2.												
3.												
4.												
5.												
6.												

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

Unit 9 Self Assessment Grid

Name: _____

Class: _____

Unit 9: עֵקֶב Has a Dream: יי-יִיט : כִּיח : – Revised November 2015

	KNOWLEDGE		SKILLS						UNDERSTANDING			
Date:	K2: I know the storyline, events and places in Unit 9	K4A: I know key words studied in Unit 9	S4: I can comprehend the plain meaning of a simple תּוֹרָה text independently	S5: I can identify word families/ שְׁרָשִׁים: שָׁכַב, חָלַם, יָרַד, עָלָה	S5: I can use verb prefixes וַי and noun prefixes מַ, הַ, וַ and suffix ךַּ to help comprehend text	S5: I can use first person past tense verbs: עָשִׂיתִי, דִּבַּרְתִּי, יָדַעְתִּי to comprehend text	S5: I can identify סְמִיכוֹת: מְאֻבְּנִי	S6: I can read vowelled פְּרוּשִׁים accurately	U1: I can reflect on the significance of the מְקוֹם and the prophetic dream of עֵקֶב	U2: I can derive meaning, with support from the five פְּרָשְׁנוֹת ideas. See table below.	U3: I can identify with support textual comparisons between עֵקֶב (כִּיח : בִּי) and אֶבְרָם (יִיב : הִי) leaving home	U4: I can reflect on and discuss the deeper meaning of all five רְשׁוּיֵי commentaries I have studied

Keywords: I know the meaning of the following keywords:

מקום	לוג	אבן	שומ	ראש	שכב	חלם	יצב	מצבה	שמים	מלאך	עלה	ירד	יקצ	ירא	נורא	שכמ
במקום, המקום	וילן	מאבני, האבן, והאבן	וישם, שם, שמת	מראשתי, וראשו, ראשה, לראשנה	וישכב	ויחלם	מצב, נצב	מצבה	השמים, ה, השמים	מלאכי, מלאכים	עלים	וירדים	ויקצ	ויירא	נורא	וישכמ

I can explain and give an example of:

DATE:	1. Seemingly superfluous words (לשון יתרה)	2. Repeated words (מלה מנחה)	3. Unusual word order (שנוי בסדר מלים)	4. Ambiguous words (הבנת מלים לא ברורה)	5. Grammatical inconsistency (דקדוק לא עקבי)

I know רש"י's explanation on:

DATE:	בְּרֵאשִׁית כ"ח: י" וַיֵּצֵא יַעֲקֹב	בְּרֵאשִׁית כ"ח: י"א וַיִּפְגַּע בְּמִקְוֹם	בְּרֵאשִׁית כ"ח: י"ב עֲלִים וַיִּרְדּוּ	בְּרֵאשִׁית כ"ח: י"ז וְזֶה שְׁעַר הַשָּׁמַיִם	בְּרֵאשִׁית כ"ח: י"א וַיֵּשֶׁם מְרֵאשִׁתִּי

Unit Levels of Attainment

Unit 9 is aimed at pupils in Year 5 so most pupils will be working between Levels 3 and 4. Included below are level descriptors from Levels 3-4. For further levels please see Appendix.

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

Learning about Chumash (Knowledge-K)		Ability to learn Chumash (Skills-S)		Learning from Chumash (Understanding-U)	
Level 3c 1. I know the names of the פְּרָשָׁה and סֵפֶר I am learning. (K1)	<input type="checkbox"/>	Level 3c 1. I can show where a פְּסוּקָה begins and ends in my חומש . (S1)	<input type="checkbox"/>	Level 3c 1. I can describe the feelings of the people I have learned about in my חומש . (U1)	<input type="checkbox"/>
2. I know, giving only a few details, most of the story in the unit. (K2)	<input type="checkbox"/>	2. I can find the place in my חומש . (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 חומש 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 פְּסוּקָה 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 מידות I can learn from the story. (U2)	<input type="checkbox"/>
5. I know that a פְּרוּשׁ explains the meaning of a חומש text but is not part of the חומש text. (K6)	<input type="checkbox"/>				
Level 3b 1. I accurately retell most of the תּוֹרָה narrative of the unit. (K2)	<input type="checkbox"/>	Level 3b 1. I can find any פְּסוּקָה in סֵפֶר בְּרָאשִׁית and also find the אֲתֵנְחָתָא . (S1)	<input type="checkbox"/>	Level 3b 1. I can describe the values/ מידות I learn from my חומש and, with a little help, say how they connect to my own life. (U1)	<input type="checkbox"/>

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

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

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

General Guidelines

A. Lesson Preparation

- Before teaching the פְּסוּקִים, learn them, preferably 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 קָטָן and מְלַעֵיל/מְלַרַע, אֶתְנַחֲתֵא). Modelled reading is followed by group reading with the purpose of immersing pupils in the text of the תּוֹרָה. See below for reading strategies suggested by 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 פְּסוּקָ and develop analytical and reflective skills by actively examining the phrasing of each פְּסוּקָ.
 5. **Plenary/Summary:** Learning summarised and assessed and bridge built to following lesson.
- The core parts of the lesson, particularly in Y3 and Y4, are the reading and comprehension activities. Building up reading and comprehension skills will enable pupils to build their confidence and competence in learning the תּוֹרָה.

- Vocabulary books are available for pupils to record keywords. These can then be used by pupils for revision and as a reference tool in their subsequent learning.

Reading strategies suggested by teachers using our curriculum:

- **Interactive Whiteboard:**

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

- **Make it Manageable:**

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

- **Whispers:**

Encourage pupils to whisper the words as you read them in the second modelling.

- **Chevruta:**

Pupils work in mixed ability pairs to listen to each other's reading.

- **Match the Word:**

Prepare words of the פְּסוּק in triplicate (so that every pupil gets a card) on flashcards and distribute to the class. As the teacher reads the words, pupils hold up the matching cards and say them.

- **Echoes:**

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

- **Give Me a Clue:**

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

- **Familiar Words:**

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

- **Catch Me Out:**

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

- **Follow My Leader:**

Pairs/small group begins; when the bell/buzzer rings, the next group continues and so on. Encourage pupils to retain the momentum.

- **Invent an Action:**

Pupils take ownership of specific words by inventing actions to match them.

- **Incentives:**

Stickers, team/house points, rewards, praise, praise and more praise.

C. Comprehension Strategies

With comprehension, we mean that pupils actively work out the plain meaning of the text. At first, pupils will need to use other methods such as pictures and actions to help them derive the meaning of a פָּסוּק. They are starting the process of interacting with the text and its meaning.

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

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

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

- **Sentence Sections:**

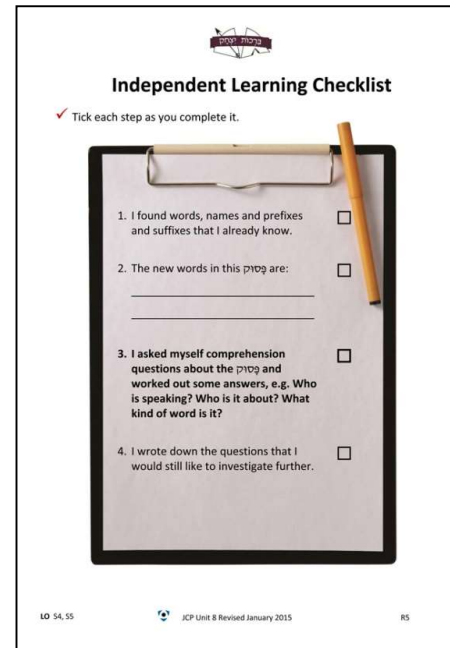
This activity helps pupils to develop awareness of sentence structure as one of the elements that give meaning to text, in addition to the more commonly recognised element: vocabulary. The activity gives pupils a chance to divide a sentence according to verb + noun phrases, without needing to label it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

• **Hand Sentences:**


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

• **Independent Comprehension Checklist:**

By the time pupils study this unit they should be developing strategies to comprehend a פסוק 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 פסוק, e.g. finding new words in the פסוק, practising their meaning and looking for sentence patterns. The checklist should support pupils in becoming increasingly independent חומש learners.



• **ויאמר Sentences:**



ויאמר Sentences

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

ויאמר יעקב מכרה כיום את בכרתו לי :

ויאמר עשו הנה אנכי הולך למות ולמה זה לי בכרה :

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

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 אומר למי**: 'Who says what to whom', and a useful tool for pupils when analysing פסוקים that contain dialogue.

Lessons 1 and 2: אֶרֶץ כְּנָעַן Leaves יַעֲקֹב and Arrives at the 'Place' (בְּרֵאשִׁית כ"ח: יי-י"א)

Learning Outcomes:

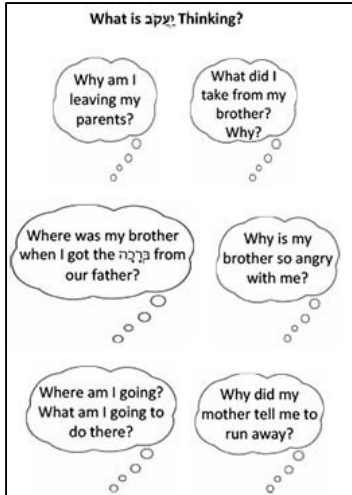
- ❖ To understand why the תּוֹרָה uses seemingly superfluous words:
וַיֵּצֵא יַעֲקֹב מִבְּאֵר שָׁבַע
- ❖ To understand the significance of the תּוֹרָה's repetition of the word מְקוֹם

By the end of these lessons pupils should:

Knowledge	Skills	Understanding												
<p>K2: Know that יַעֲקֹב leaves בְּאֵר שָׁבַע for הַרְרָן and comes to a place and sleeps there as the sun has set. יַעֲקֹב places stones around his head and lies down in that place.</p> <p>K3: Locate on a map the places associated with the events – הַרְרָן, אֶרֶץ כְּנָעַן – שָׁבַע.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <thead> <tr> <th>מְקוֹם</th> <th>בְּמְקוֹם, הַמְקוֹם</th> </tr> </thead> <tbody> <tr> <td>לֹוּן</td> <td>וַיִּלָּן</td> </tr> <tr> <td>אָבֹן</td> <td>מֵאבְנֵי</td> </tr> <tr> <td>שׁוּמ</td> <td>וַיִּשָּׂם</td> </tr> <tr> <td>רֵאשׁ</td> <td>מֵרֵאשִׁיתוֹ</td> </tr> <tr> <td>שָׁכַב</td> <td>וַיִּשְׁכַּב</td> </tr> </tbody> </table> <p>K6: Know the explanation of רש"י of the seemingly superfluous words וַיֵּצֵא יַעֲקֹב (בְּרֵאשִׁית כ"ח: יי) and of the repeated word מְקוֹם (בְּרֵאשִׁית כ"ח: יי"א).</p>	מְקוֹם	בְּמְקוֹם, הַמְקוֹם	לֹוּן	וַיִּלָּן	אָבֹן	מֵאבְנֵי	שׁוּמ	וַיִּשָּׂם	רֵאשׁ	מֵרֵאשִׁיתוֹ	שָׁכַב	וַיִּשְׁכַּב	<p>S1: Locate חוֹמֵשׁ in the בְּרֵאשִׁית כ"ח: יי-י"א when given the פָּרֶקֶת and פְּסוּקָה reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא) of בְּרֵאשִׁית כ"ח: יי-י"א.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כ"ח: יי-י"א.</p> <p>S5: Identify the word families of the following words: מֵרֵאשִׁיתוֹ, וַיִּלָּן, וַיִּשָּׂם, בְּמְקוֹם, הַמְקוֹם, מֵאבְנֵי, וַיִּשְׁכַּב Identify verb prefixes וי וַיִּלָּן, וַיִּשְׁכַּב, וַיֵּצֵא, וַיִּלָּן Identify noun prefix מ: מֵבְאֵר שָׁבַע Identify the locative suffix ה: הַרְרָנָה</p> <p>S6: Accurately read a section of רש"י script.</p>	<p>U1: Reflect on how יַעֲקֹב may have felt at this stage of the story.</p> <p>U2: Identify and discuss the significance of: Seemingly superfluous words (וַיֵּצֵא יַעֲקֹב לְשׁוֹן יְתָרָה). The repeated word (מְלֵא מִנְחָה) in the text: מְקוֹם.</p> <p>U3: Compare and contrast the journeys of יַעֲקֹב and אַבְרָם [אַבְרָהָם] by referring to earlier texts (וי"ט).</p> <p>U4: Discuss the values that the story has to teach us: The influence of a צַדִּיק on his environment as learned from the words וַיֵּצֵא יַעֲקֹב מִבְּאֵר שָׁבַע (רש"י). The importance of the מְקוֹם as the site of the עֲקֻדָּה (רש"י).</p>
מְקוֹם	בְּמְקוֹם, הַמְקוֹם													
לֹוּן	וַיִּלָּן													
אָבֹן	מֵאבְנֵי													
שׁוּמ	וַיִּשָּׂם													
רֵאשׁ	מֵרֵאשִׁיתוֹ													
שָׁכַב	וַיִּשְׁכַּב													

1. Revision Activity [K2, U1]

(5 minutes)



Fill an envelope with the thought bubbles **What is יַעֲקֹב Thinking?** (Classroom Resources). Choose pupils to select a question from the envelope to read aloud and then answer as יַעֲקֹב.

2. Reading Activity: יַי בְּרִאשִׁית כִּיח: יי [S1, S3]

(5 minutes)

Encourage pupils to find יַי בְּרִאשִׁית כִּיח and follow carefully as the teacher models the reading of the פָּסוּק at least twice using the correct punctuation. Pupils read the פָּסוּק in pairs or groups using the strategies suggested in the Teachers' Guidelines.

3a. Comprehension Activity: Simple Meaning [K4A, S4, S5]

(5 minutes)

יַי וַיֵּצֵא יַעֲקֹב מִבְּעָר שְׁבַע וַיֵּלֶךְ חָרָה :

Distribute large יַי פָּסוּק, then point to the map as pupils read the פָּסוּק. Pupils should be able to work out the meaning of the פָּסוּק independently.

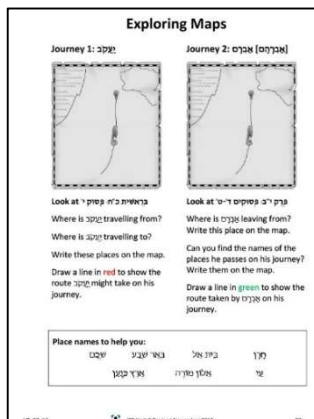
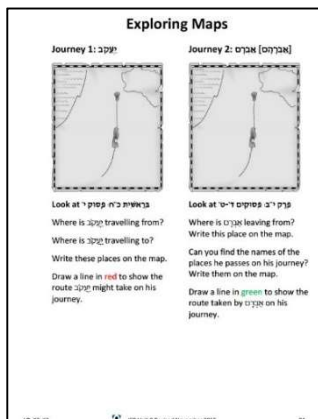
Ask pupils to circle the prefix that means 'from' and the suffix that means 'to' (מְ and הַ). We have seen this prefix before: אֶרֶץ (Unit 1) and הָאָרֶץ (Unit 3).

3b. Comprehension Activity: Other Journeys [K3, S4, U3]

(10 minutes)

Distribute the worksheet **Exploring Maps**. Ask pupils to work in groups or tables to explore and compare the journeys of יַעֲקֹב and אַבְרָם [אַבְרָהָם].

This can also be done as a class activity using the **All Unit Map** and relevant flashcards (עַי, אֵלּוֹן מוֹרָה, אֶרֶץ כְּנָעַן, חָרָן, בְּעָר שְׁבַע, בֵּית אֵל, שְׁכָם) or the interactive map on Fronter.



Discuss some similarities and differences between the two journeys. (*יעקב travelled out of ארץ כנען, אברם travelled in the opposite direction; יעקב travelled alone, אברם travelled with his family and household; יעקב travelled to his mother's family whom he had never met and אברם travelled to an unknown place.*)

3c. Word Work Activity: Locative ה SATNAV Game [K3, S5] (10 minutes)

In order to reinforce the prefix מ and locative suffix ה, as well as the compass directions that are mentioned in אברם's journey and will recur in פסוק י"ד, pupils could play the following game.

Using the **Origin Cards** and **Destination Cards**, pupils plot a 'journey' by selecting one card from each set, placing them in the correct locations on the map, and then attaching footprints (**All Unit Map**) to show the path and direction of the journey.

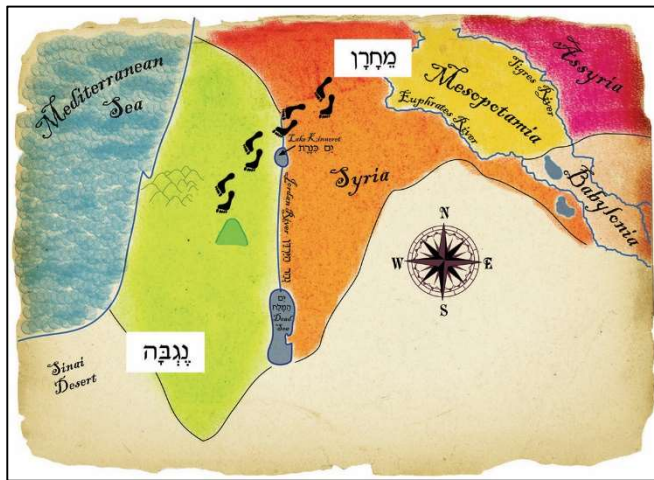
Origin Cards:

מקדם	ממצרים
משכם	מחרו
מתברון	מנגב
מיים	מצפון

Destination Cards:

קדמה	ימה
צפנה	נגבה
חרנה	שכמה
מצרימה	חברונה

An example is shown below for *מחרו, נגבה*.



4. Understanding Activity [U2, U4]

(10 minutes)

Use the template **Our פרשנות Pack** (Classroom Resources) or a real backpack. Explain to pupils that this is a pack of useful tools to help us learn deeper lessons about the פסוקים.

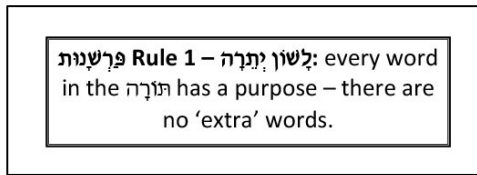


Pull out from the pack the following phrases (Classroom Resources):

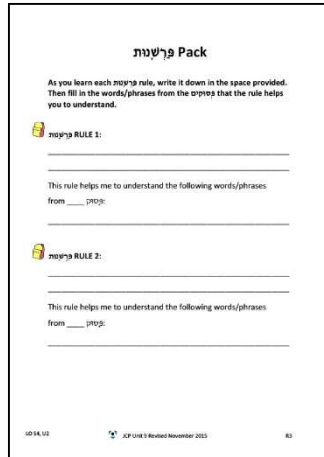


Which of these sentences seems to contain extra information? (ויצא יעקב מבאר שבע)

Pull out from the pack the flashcard for Rule 1: לשון יתרה



What question might we ask if we apply this rule to 'פסוק י' (If there are no extra words in the תורה, why does the פסוק say 'יעקב left שבע באר' as well as 'and he went to תרן'?)



Display the rule on the **Our פּרשנות Pack** poster (Classroom Resources), and add the relevant phrases under it as an example.

Ask pupils to complete the first פּרשנות rule of the **Our פּרשנות Pack** worksheet to reinforce this rule. They will add the remaining rules as they are encountered in the upcoming פּסוקים.

Remind pupils that when a פּסוק seems to contain a difficulty we can look at how רש"י explains it to help us understand better.

5. Reading רש"י Words [K6, S6]

(10 minutes)

At this stage, pupils are not expected to comprehend רש"י from the Hebrew. This activity is aimed at helping pupils become comfortable with following a רש"י text as it is read aloud by the teacher – hence the use of the term 'stepping stone words' in the activity below:

1. Display the **Stepping Stone Words** (Classroom Resources) in block and רש"י script. Point out to the class which letters in רש"י print are similar to those in block. Choose pupils to match the Hebrew words to the words in רש"י script.

Stepping-Stone Words רש"י פסוק י'	
לְמָה	הַמָּקוֹם
לְדִיק	בְּעִיר
וְיָאֵת	הוֹדָה

Stepping-Stone Words רש"י פסוק י'	
לְמָה	הַמָּקוֹם
צְדִיק	בְּעִיר
וְיָאֵת	הוֹדָה

2. Display רש"י פסוק י' with the stepping stone words highlighted (Classroom Resources), either in Hebrew or רש"י script.

רש"י פסוק י'

וַיֵּאָמֶר לֹא הָיָה לִי לָרִיד לְקַחוֹב אֲלֵא וַיִּנְגַד יַעֲקֹב תְּנַחֵהוּ,
 וַיֵּאָמֶר הַזְּכִיר וְיָאֵתוּ,
 אֲלֵא מַגִּיד שְׂעִיָּאת לְדִיק מִן הַמָּקוֹם עוֹשֶׂה רוֹשָׁם,
 שְׂבִימוֹ שְׂעִיָּאת בְּעִיר בְּעִיר הוּא הוֹדָה הוּא זִינֵה הוּא הַבְּרָה,
 יֵאָמֶר מֵשֶׁם, פְּנֵה הוֹדָה פְּנֵה זִינֵה פְּנֵה הַבְּרָה,
 וְכֵן "וְיָאֵת מִן הַמָּקוֹם"
 הַאֲמֹר פְּנֵעֵמֵי אֶרֶץ:

רש"י פסוק י'

וַיֵּאָמֶר לֹא הָיָה לִי לָרִיד לְקַחוֹב אֲלֵא וַיִּנְגַד יַעֲקֹב תְּנַחֵהוּ,
 וַיֵּאָמֶר הַזְּכִיר וְיָאֵתוּ,
 אֲלֵא מַגִּיד שְׂעִיָּאת צְדִיק מִן הַמָּקוֹם עוֹשֶׂה רוֹשָׁם,
 שְׂבִימוֹ שְׂעִיָּאת בְּעִיר בְּעִיר הוּא הוֹדָה הוּא זִינֵה הוּא הַבְּרָה,
 יֵאָמֶר מֵשֶׁם, פְּנֵה הוֹדָה פְּנֵה זִינֵה פְּנֵה הַבְּרָה,
 וְכֵן "וְיָאֵת מִן הַמָּקוֹם"
 הַאֲמֹר פְּנֵעֵמֵי אֶרֶץ:

Point out the דיבור המתחיל 'וַיֵּאָמֶר', and support pupils in finding רש"י's comment in their חומש.

3. Read the רש"י text out loud twice with expression as pupils follow on the board or in their חומשים.
4. Display and read רש"י's comment in English (Classroom Resources), pointing out the highlighted stepping stone words as they are read.

(Pupils may be familiar with the meanings of some stepping stone words, such as לְמָה – why; וְיָאֵת – leaving/departure; צְדִיק – righteous person; הַמָּקוֹם – the place; בְּעִיר – in the city. These can be pointed out, even though comprehension is not the aim of this exercise.)

5. Ask the following questions:

- What question is רש"י asking? (Why does the פסוק say 'And יַעֲקֹב left בְּאֶרֶץ לְשִׁבְעָה' as well as 'And he went to הַרְרָן'?)
- What sort of person was יַעֲקֹב? (A צְדִיק?)
- How would you define a צְדִיק? (A righteous person, who is known for their goodness, and who is a positive influence on the people around them.)
- How might a community feel and behave when a special personality like the Chief Rabbi spends a שָׁבֹת with them? (They feel that it is an honour to have such an important person with whom to celebrate שָׁבֹת. Everyone makes an effort to attend שׁוה"ל on שָׁבֹת and listens carefully to his דְרָשָׁה. His very presence makes an impression and influences them to attend שׁוה"ל.)
- How might יַעֲקֹב leaving לְשִׁבְעָה בְּאֶרֶץ לְשִׁבְעָה have affected the people around him? (They might have felt a personal loss at no longer having a great צְדִיק living nearby.)

- What answer does רש"י suggest to his question on יי פִּסּוּק? (By including what seems to be extra information, the תּוֹרָה is emphasising the greatness of נַעֲקֹב and the emptiness his departure leaves for the inhabitants of שְׂבַע.)

6. Summary Activity [K6, K6]

(5 minutes)

Display and distribute the worksheet **Journeys**. Ask pupils to complete the questions in the footsteps to revise the פִּסּוּק learned so far.

Journeys

Questions:

- 1) Where was נַעֲקֹב leaving from? _____
- 2) Where was נַעֲקֹב travelling to? _____
- 3) Why is נַעֲקֹב making this journey?

- 4) What extra information does the פִּסּוּק seem to give us?

- 5) What reason does רש"י give for this?


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Lesson 2

1. Revision Activity: Questions about 'Places' [K2, U1, U2] (5 minutes)

Reviewing the Journey

יִיט is travelling from יִיט to יִיט. Answer the question at each stage of the journey.



Question 1: What places are mentioned in יִיט? _____
 Question 2: Who is leaving יִיט? _____
 Question 3: Where is he going? _____
 Question 4: Why is he going there? _____
 Question 5: Who went from יִיט to the south? Why? _____
 Question 6: Why does יִיט say יִיט and also יִיט? _____
 Question 7: Which יִיט rule helps us understand this יִיט? _____

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Ask pupils to complete the worksheet **Reviewing the Journey** by answering the questions at each stage of the journey shown.

This can also be done as a group activity. Each child receives a **Question Card** (Classroom Resources), with the answer on the reverse. Working in pairs within the group, pupils ask their questions to each other. If both partners answer correctly, they swap cards, then repeat this with a different member of the group. If their partner does not know the answer to a question, they keep the card and find a different member of the group to answer it. The aim is for pupils to have answered all the questions. Pupils can then complete the worksheet **Reviewing the Journey** for reinforcement.

2. Reading Activity: **בְּרֵאשִׁית כִּיח**: יִיט [S1, S3] (5 minutes)

Encourage pupils to find **בְּרֵאשִׁית כִּיח**: יִיט and follow carefully as the teacher models the reading of the פָּסוּק at least twice using the correct punctuation. Pupils read the פָּסוּק in pairs or groups using the strategies suggested in the Teachers' Guidelines.

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

יִיט וְיִיט בְּמָקוֹם וְיִיט שֶׁם כִּי-בָא הַשָּׁמֶשׁ וַיִּקַּח מֵאֲבְנֵי הַמָּקוֹם וַיִּשֶׂם מְרֵאשֶׁתוֹ וַיִּשְׁכַּב בְּמָקוֹם הַהוּא.

Display the new keywords **בְּמָקוֹם**, **הַמָּקוֹם**, **וְיִיט**, **מְרֵאשֶׁתוֹ**, **וַיִּשְׁכַּב**, and the pictures from Classroom Resources. Use these, with miming actions, to illustrate the meaning of the פָּסוּק.

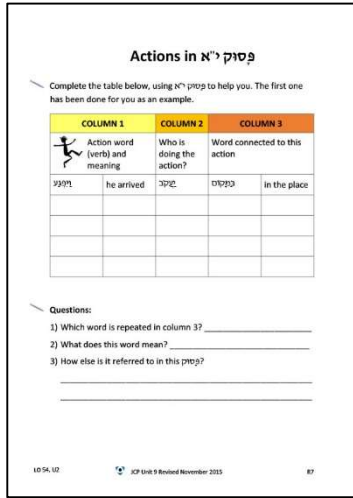
יִיט וְיִיט בְּמָקוֹם וְיִיט שֶׁם
 כִּי-בָא הַשָּׁמֶשׁ
 וַיִּקַּח מֵאֲבְנֵי הַמָּקוֹם
 וַיִּשֶׂם מְרֵאשֶׁתוֹ
 וַיִּשְׁכַּב בְּמָקוֹם הַהוּא:

Questions:

- How many יִיט verbs can you find? Circle them
- Write any meanings you know above the words
- Who is doing these actions?
- Find and circle the word יִיט each time it appears in the פָּסוּק. How many can you find?

Using large **פָּסוּק** with questions (Classroom Resources), encourage pupils to look at the פָּסוּק more closely.

To reinforce their comprehension of **פְּסוּק י"א**, ask pupils to complete the worksheet **Actions in י"א פְּסוּק**, using information from the **פְּסוּק**.



The completed table is shown below:

COLUMN 1		COLUMN 2	COLUMN 3	
Action word (verb) and meaning		Who is doing the action?	Word connected to this action	
וַיָּבֹא	he arrived	יָבֹא	בַּמָּקוֹם	in the place
וַיָּשָׁן	he rested	יָבֹא	שָׁם	there
וַיִּקַּח	he took	יָבֹא	מֵאֲבְנֵי הַמָּקוֹם	stones from the place
וַיָּשֶׂם	he placed	יָבֹא	מְרֹאשְׁתּוֹ	around his head
וַיִּשְׁכַּב	he lay down	יָבֹא	בַּמָּקוֹם הַהוּא	in that place

Questions:

- Which word is repeated in column 3? (מָקוֹם)
- What does this word mean? (Place)
- How else is it referred to in this פְּסוּק? (שָׁם)

4. Understanding Activity [U2, U4]

(10 minutes)

Ask: Why do you think that the word **מָקוֹם** is repeated so many times?

Let's look in our פְּרָשְׁנוֹת pack for a second פְּרָשְׁנוֹת rule. Remove the following phrases from the pack:

וַיָּבֹא בַּמָּקוֹם
וַיִּקַּח מֵאֲבְנֵי הַמָּקוֹם
וַיִּשְׁכַּב בַּמָּקוֹם הַהוּא

Explain that when words are repeated in this way in the **תורה**, they are telling us something important.

Remove from the pack **Rule 2 – מלה מנחה** פּרשנות

Rule 2 – מלה מנחה: When a word is repeated several times in a פּסוק or group of פּסוקים, this word is very important to the story.

Display the rule on the **Pack פּרשנות** poster, together with the flashcards of the three phrases.

What question should we ask about the repetition of the word **מקום**? *Why is this word so important to the story? What is so special about this place?*

We will explore this further with the help of רש"י.

Pupils can now complete the second **פּרשנות** rule on the **Rules פּרשנות** worksheet.

5. Reading רש"י [K6, S6]

(15 minutes)

The format of the following activity is similar to that of Lesson 1 Activity 5.

1. Display the **Stepping Stone Words** (Classroom Resources) in block and script. Point out to the class which letters in רש"י script are similar to or different from those in block. Choose pupils to match the Hebrew words to the words in רש"י script.

Stepping-Stone Words רש"י פסוק י"א		Stepping-Stone Words רש"י פסוק י"א	
אֶלָּא	לֹא	אֶלָּא	לֹא
מָקוּם	הַכְּתוּב	מָקוּם	בְּכְתוּב
הַמָּקוּם	בַּמָּקוּם	בַּמָּקוּם	בַּמָּקוּם
הוּא	אַחַר	הוּא	אַחַר
וַיִּרְא	הַר	וַיִּרְא	הַר
	הַמּוֹרֶה		הַמּוֹרֶה

2. Display **רש"י פסוק י"א** (Classroom Resources) with the stepping stone words highlighted, either in Hebrew or רש"י script.

<p>רש"י פסוק י"א</p> <p>וַיִּשְׁנֶה בְּמָקוֹם. לֹא הִזְכִּיר הַכְּתוּב בְּאֵיזוֹ מְקוֹם,</p> <p>אֲלֵא "בְּמָקוֹם" הַזֶּה בְּמָקוֹם אַחֵר,</p> <p>הוּא הַר הַמְּוֵרָה שְׁנֵאמַר בּוֹ</p> <p>"וַיֵּרָא אֵת הַמָּקוֹם מֵרְחוֹק":</p>	<p>רש"י פסוק י"א</p> <p>וַיִּשְׁנֶה בְּמָקוֹם. לֹא הִזְכִּיר הַכְּתוּב בְּאֵיזוֹ מְקוֹם,</p> <p>אֲלֵא "בְּמָקוֹם" הַזֶּה בְּמָקוֹם אַחֵר,</p> <p>הוּא הַר הַמְּוֵרָה שְׁנֵאמַר בּוֹ</p> <p>"וַיֵּרָא אֵת הַמָּקוֹם מֵרְחוֹק":</p>
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Point out the **הַמְּוֵרָה**: 'וַיִּפְגַּע בְּמָקוֹם', and support pupils in finding רש"י's comment in their חומש.

3. Read the רש"י text out loud twice, with expression, as pupils follow on the board or in their חומשים.
4. רש"י comprehension is not the aim of this exercise. This רש"י does, however, contain simple vocabulary that may be familiar to pupils and it might be appropriate to challenge pupils to identify familiar words to give a clue as to רש"י's comment (for example; לֹא = *not*, מְקוֹם = *place*, הוּא = *that is*, הַר = *mountain*, וַיֵּרָא = *and he saw*).
5. Display and read רש"י's comment in English, pointing out the highlighted stepping stone words as they are read.

רש"י פסוק י"א

He arrived at the Place:

The Pasuk does not mention which place, but 'at the place' that has been mentioned elsewhere.

This is Mount Moriah about which it was said 'And he saw the place from afar.'

Summarise רש"י by explaining that the פסוק doesn't tell us what place יַעֲקֹב is in; instead it tells us that he was in a place that has already been mentioned in a different פסוק (בְּרֵאשִׁית כ"ב, הַמְּוֵרָה), where it was also called The Place. From that story we know that The Place is הַר הַמְּוֵרָה. The תּוֹרָה's repetition of מְקוֹם shows its importance. The prefix בְּ shows that this place was already described elsewhere in בְּרֵאשִׁית.

6. Understanding רש"י [U2, U4]

(10 minutes)

Ask the following questions:

By repeating the word מְקוֹם, what clue is the פסוק giving us about this place? (*It is an important and special place.*)

What does the word בְּמָקוֹם mean? (*In the place.*)

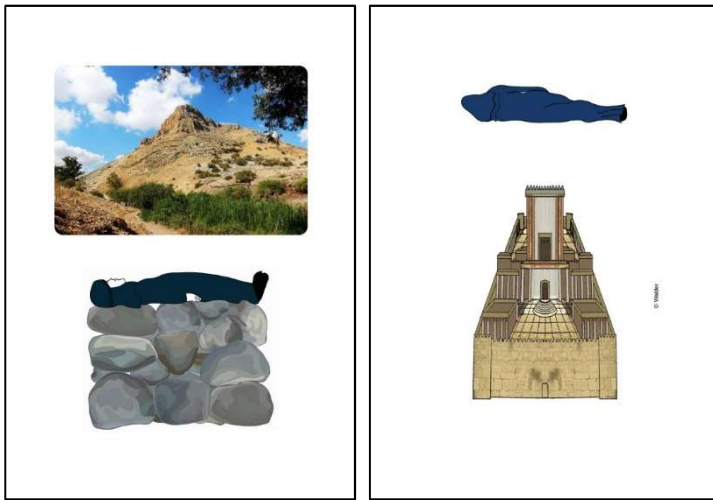
When the פְּסוּק uses the word 'בְּמָקוֹם' what is it hinting at? *(This is the same place that has been mentioned before in the תּוֹרָה.)*

Where else can we find this place in the תּוֹרָה? ('הַמָּקוֹם' – **the** place that is mentioned in כִּיב בְּרֵאשִׁית – *the place of the עֵקֶדָה*.)

What is this מָקוֹם? (הַר הַמְרִיקָה)

Challenge pupils to say what else makes this place important and special. *(It is the place where the בֵּית הַמִּקְדָּשׁ stood.)*

Display the picture of הַר הַמְרִיקָה (Classroom Resources) on the board or IWB, and around it display the images of the עֵקֶדָה, יַעֲקֹב lying down, and the בֵּית הַמִּקְדָּשׁ, to show how all these are linked to the one 'מָקוֹם'.



7. Summary Activity [K2, S4]

(5 minutes)

Ask pupils to complete the worksheet **What Happened in the Place?**, to review the actions of יַעֲקֹב in י"א פְּסוּק. At the same time, review the two פְּרָשְׁנוֹת rules that pupils have learned so far.

What Happened in the Place?

What happened when יַעֲקֹב arrived at the מָקוֹם? Look at the pictures below. Match each phrase to the correct picture by writing the letter in the circle.

	<input type="radio"/>
	<input type="radio"/>
	<input type="radio"/>
	<input type="radio"/>

a) וַיִּקְרָא הַמָּקוֹם הַזֶּה
 b) וַיִּשְׁכַּב בְּמָקוֹם
 c) וַיִּזְכֹּר יַעֲקֹב כִּיבָא הַמָּקוֹם
 d) וַיִּשְׁכַּב בְּמָקוֹם הַזֶּה
 e) וַיִּקְרָא הַמָּקוֹם הַזֶּה

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Lessons 3 and 4: **יַעֲקֹב** Has a Dream

(**בְּרֵאשִׁית כ"ח: י"ב-ט"ו**)

Learning Outcome:

- ❖ To understand the dream and its significance

By the end of these lessons pupils should:

Knowledge	Skills	Understanding												
<p>K2: Know that יַעֲקֹב dreams about a ladder on which angels of ה' are ascending and descending. ה' is 'standing over' יַעֲקֹב.</p> <p>יַעֲקֹב promises ה' that:</p> <p>He will give the Land (אֶרֶץ יִשְׂרָאֵל) upon which יַעֲקֹב is lying to his children.</p> <p>His children will be as many as the dust of the earth.</p> <p>He will spread out in many directions.</p> <p>All the families of the earth will be blessed because of יַעֲקֹב and his children.</p> <p>He will protect him wherever he goes.</p> <p>He will bring him back to the Land.</p> <p>K4A: Know the following Hebrew keywords:</p> <table border="1"> <tbody> <tr> <td>חלם</td> <td>וַיַּחְלֶם</td> </tr> <tr> <td>נצב</td> <td>מַצֵּב, נֹצֵב</td> </tr> <tr> <td>שמים</td> <td>הַשָּׁמַיִם</td> </tr> <tr> <td>מלאך</td> <td>מַלְאָכִי</td> </tr> <tr> <td>עלה</td> <td>עָלָה</td> </tr> <tr> <td>ירד</td> <td>וַיֵּרֵד</td> </tr> </tbody> </table> <p>K4B: Know the meaning of the following phrase וַיַּרְצֵת יָמָה וַיְקַדְמָה וַצַּפְנָה וַנִּגְבְּהָ.</p> <p>K6: Know רש"י's explanation of עליו ירדו: that יַעֲקֹב was accompanied by a different group of מלאכים inside and outside יִשְׂרָאֵל.</p>	חלם	וַיַּחְלֶם	נצב	מַצֵּב, נֹצֵב	שמים	הַשָּׁמַיִם	מלאך	מַלְאָכִי	עלה	עָלָה	ירד	וַיֵּרֵד	<p>S1: Locate בְּרֵאשִׁית כ"ח: י"ב-ט"ו in the חומש when given the פָּרָק and פָּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טעמי (אֲתֻנְחָתָא) of בְּרֵאשִׁית כ"ח: י"ב-ט"ו.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כ"ח: י"ב-ט"ו.</p> <p>S5: Identify the word families of the following words: יָרַד, נָצַב, מָצַב, מְלָאכִי, עָלָה, הַשָּׁמַיִם, וַיֵּרֵד.</p> <p>Identify word prefixes ו and וַ in יָרַד and וַיֵּרֵד.</p> <p>S6: Accurately read a section of רש"י script.</p>	<p>U1: Reflect on and discuss the beginning of יַעֲקֹב's relationship with ה' as he receives this prophecy in his dream.</p> <p>U2: Understand that extra meaning can be derived from unusual word order in the text (שְׁנוּי בְסֵדֶר) (מַלְאכִים).</p> <p>U3: Compare and contrast with support the promises made by ה' to יַעֲקֹב (כ"ח: י"ב) and אַבְרָם (י"ב: א-ג, ז).</p>
חלם	וַיַּחְלֶם													
נצב	מַצֵּב, נֹצֵב													
שמים	הַשָּׁמַיִם													
מלאך	מַלְאָכִי													
עלה	עָלָה													
ירד	וַיֵּרֵד													

1. Revision Activity: Leaving a Place and Being in a Place [K2, K4A] (10 minutes)

Display the **Journey Scene** (Classroom Resources). Ask pupils to place the journey scene cards on the **מְקוֹם** to which they refer.

Journey Scene

וַיֵּצֵא	וַיֵּלֶךְ	וַיֵּלֶךְ
מֵאֲבָנִי	וַיֵּשֶׁב	צֹדֵיק

2. Reading Activity: בְּרֵאשִׁית כ״ח: י״ב (5 minutes)

Explain that we will be using this **פְּסוּק** to help us picture what **יַעֲקֹב** saw as he lay in this **מְקוֹם**.

Encourage pupils to find **י״ב** and follow carefully as the teacher models the reading of the **פְּסוּק** at least twice using the correct punctuation. Pupils read the **פְּסוּק** in pairs or groups using the strategies suggested in the Teachers' Guidelines.

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

י״ב וַיַּחְלֵם וְהָיָה סֵלֶם מִצֵּב אֶרְצָה וְרָאָשׁוֹ מִגִּיעַ הַשְּׁמַיְמָה וְהָיָה מִלְּאֲכֵי אֱלֹקִים עֲלָיִם וַיֵּרְדִים בּוֹ :

Display the keywords: **וַיַּחְלֵם**, **וַיֵּרְדִים**, **עֲלָיִם**, **מִלְּאֲכֵי**, **הַשְּׁמַיְמָה**, **רָאָשׁוֹ**, **מִצֵּב**, **אֶרְצָה** and the pictures from Classroom Resources. Use these, with miming and actions, to illustrate the meaning of the **פְּסוּק**.

Distribute large **י״ב** **פְּסוּק** and the **Independent Learning Checklist**. In pairs, pupils can try to work out the meaning of the **פְּסוּק**, and draw the image described on mini whiteboards.

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.

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יב

וַיַּחְלֵם וְהָיָה סֵלֶם מִצֵּב אֶרְצָה וְרָאָשׁוֹ מִגִּיעַ

הַשְּׁמַיְמָה וְהָיָה מִלְּאֲכֵי אֱלֹקִים עֲלָיִם

וַיֵּרְדִים בּוֹ:

Read through the פְּסוּק with the class, asking them to describe what עַקְבֹּב sees in his dream. As they mention each element, draw it on the board, ensuring that pupils clearly comprehend the פְּסוּק.

Once the picture on the board is complete, ask pupils to hold up their mini whiteboards to see how their original attempts compare.

What word is repeated in the פְּסוּק? (וְהִנֵּה)

This word is an exclamation that indicates an element of surprise – ‘and then!’ Ask pupils to read the פְּסוּק with expression, showing surprise at what follows each וְהִנֵּה.

4. Understanding Activity (פְּרָשְׁנוֹת) [U1, U2]

(15 minutes)

What does the phrase עֲלִים וְיָרְדִים mean? (*going up and down*)

Which word means ‘going up’? (עֲלִים)

Which word means ‘going down’? (יָרְדִים)

Choose a few pupils to stand in front of the class beside a low chair, and follow the instructions they are given. Ask the class to say the words עֲלִים and יָרְדִים while the pupil goes up and down from the chair. This can also be played as Simon Says, and with the addition of the words ‘מְצָב’ (standing still) and ‘גִּישָׁכָב’ (lying down).

What is strange about the direction in which the angels are moving on the ladder? (*We usually think of angels as coming from שָׁמַיִם, in which case they would come **down** before going **up**. However, in this פְּסוּק they are going **up** and only then coming **down**.)*

Show or display on the IWB **Our פְּרָשְׁנוֹת Pack**. Remind pupils that this is a pack of useful tools to help us learn deeper lessons about the פְּסוּקִים.



Pull out from the pack the phrase:

מִלְאָכֵי אֱלֹקִים עֲלִים וְיָרְדִים בּוֹ

Does it fit any of the other פְּרָשְׁנוֹת rules we have learned? (*No repeated words, no extra words.*)

We need a new rule as a ‘tool’ to help us understand this phrase.

Pull out from the pack the flashcard for פְּרָשְׁנוֹת Rule 3:

Rule 3 – שִׁנוּי בְּסֵדֶר מַלְיָם: We can learn deeper meaning when words in a פְּסוּק are in an unusual order.

What question we might ask if we apply this rule to ייב פֿסוק (If מְלֶאכִי אֶלְקִים usually come from שְׂמִים, why does the פֿסוק say they are first going up then going down?)

Display the rule on the פֿרֶשְׁנוֹת Pack poster (Classroom Resources), and add the relevant phrase under it as an example.



<p>פֿרֶשְׁנוֹת RULE 3:</p> <p>_____</p> <p>This rule helps me to understand the following words/phrases from _____:</p> <p>_____</p>
<p>פֿרֶשְׁנוֹת RULE 4:</p> <p>_____</p> <p>This rule helps me to understand the following words/phrases from _____:</p> <p>_____</p>
<p>פֿרֶשְׁנוֹת RULE 5:</p> <p>_____</p> <p>This rule helps me to understand the following words/phrases from פֿסוקים _____ and _____:</p> <p>_____</p>

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Ask pupils to complete the third section of the פֿרֶשְׁנוֹת Rules worksheet to reinforce this rule.

Remind pupils that when a פֿסוק seems to contain a difficulty, we can look at how רש"י explains it to help us understand the פֿסוק.

5. Reading רש"י Words [K6, S6]

(10 minutes)

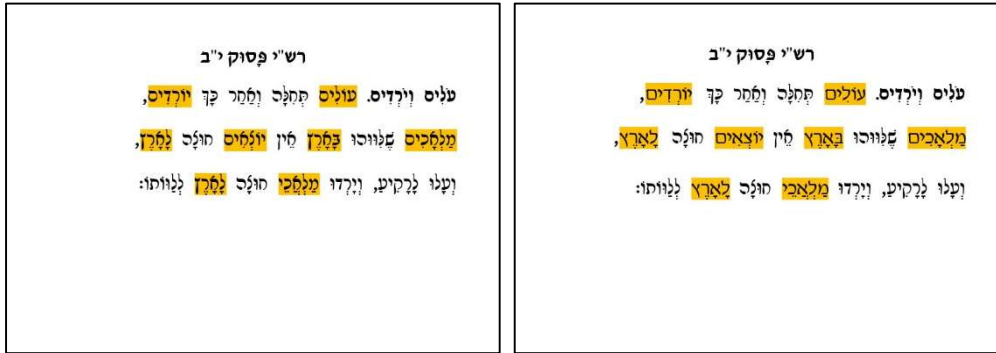
1. Display the ייב רש"י Stepping Stone Words (Classroom Resources) in block and רש"י script. Point out to the class which letters in רש"י print are similar to those in block. Choose pupils to match the Hebrew words to the words in רש"י script.

Stepping-Stone Words רש"י פסוק ייב	
עֲלִים	יְרָדִים
בְּאֶרֶץ	מְלֶאכִים
לְאֶרֶץ	יוֹצְאִים
	מְלֶאכִי

Stepping-Stone Words רש"י פסוק ייב	
עֲלִים	יְרָדִים
צְהָרָן	מְלֶאכִים
לְאֶרֶץ	יוֹצְאִים
	מְלֶאכִי

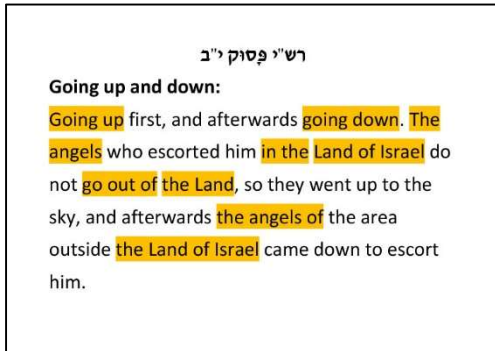
Ask pupils to identify any familiar stepping stone words, and write these on the board. There should be many words that are familiar, since many of the words in רש"י's comment are also in the פֿסוק.

2. Display רש"י with the stepping stone words highlighted (Classroom Resources), either in block letters or רש"י script.



Point out the 'עלים וירדים', and support pupils in finding רש"י's comment in their חומש.

3. Read the רש"י text out loud twice, with expression, as pupils follow on the board or in their חומשים. Point out the stepping stone words as they are read. (Remember that pupils are not expected to comprehend what רש"י says from the text; at this stage they should be following along and tracking words as they are read by the teacher.)
4. Display and read רש"י's comment in English (Classroom Resources),



5. What question is רש"י asking? (Why does the פסוק say עלים – going up before ירדים – going down? Shouldn't מלאכים be going down first and up second?)

Point out the words לְאֶרֶץ and בְּאֶרֶץ. Explain that the word לְאֶרֶץ is part of the phrase, אֶרֶץ יִשְׂרָאֵל (or חוץ לְאֶרֶץ), meaning everywhere outside of יִשְׂרָאֵל. Write some place names on the board and ask pupils to tell you if those places are בְּאֶרֶץ or חוץ לְאֶרֶץ.

What other differences are there between בְּאֶרֶץ and חוץ לְאֶרֶץ? (Speaking Hebrew/speaking English, Jewish majority/many religions, people have Hebrew names/people have English or other names, and so on.)

רש"י is telling us another difference between אֶרֶץ יִשְׂרָאֵל and חוץ לְאֶרֶץ. There are different מְלָאכִים in each place.

Which place is יַעֲקֹב leaving? (אֶרֶץ יִשְׂרָאֵל) Which place is he going to? (חוץ לְאֶרֶץ)

Explain רש"י's comment in English: יַעֲקֹב has מְלָאכִים with him in אֶרֶץ יִשְׂרָאֵל, and a different group of מְלָאכִים that will be with him outside אֶרֶץ יִשְׂרָאֵל. First the מְלָאכִים

who accompanied him in **יִשְׂרָאֵל** אָרְץ are going *up* the ladder (עֲלִים), and then the **מְלַאכִים** who will accompany him outside of **יִשְׂרָאֵל** אָרְץ come *down* (יֵרְדִים).

Why do you think **יַעֲקֹב** has **מְלַאכִים** accompanying him?

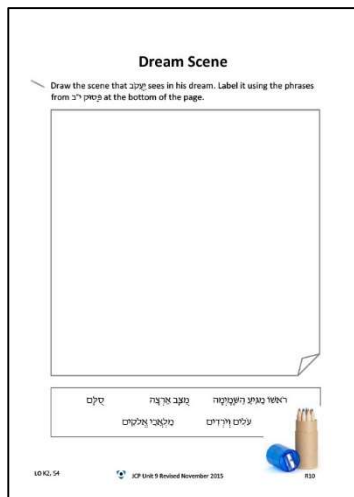
Ask pupils to note down their ideas. The answer to this question will become clear in the next **פְּסוּק**.

What answer does **רִשִׁי** suggest to his question on **יַעֲקֹב**? (By including words in an unexpected order the **פְּסוּק** tells us that **יַעֲקֹב** had two separate groups of **מְלַאכִים** accompanying him in **יִשְׂרָאֵל** אָרְץ and **לְאָרְץ** חוּץ. As he left **יִשְׂרָאֵל** אָרְץ, the first group of **מְלַאכִים** went up the ladder and the next group came down. Due to the holiness of the land of Israel, the **מְלַאכִים** do not leave it.)

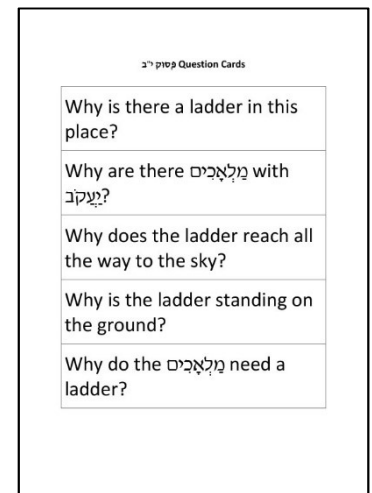
6. Summary Activity [K2, U1]

(10 minutes)

Ask pupils to complete the worksheet **Dream Scene** to review what they have learned in **יַעֲקֹב**.



Optional extension: Display the **יַעֲקֹב** **פְּסוּק** **Question Cards** (Classroom Resources). Pupils can choose one of the questions and write it on their scene beside the object it relates to. They can write down suggested answers, to be revisited next lesson. Pupils can also make their own questions by using question cubes.



Lesson 4: **יַעֲקֹב** speaks to **ה'** for the first time (**בְּרֵאשִׁית כ"ח: י"ג-ט"ו**)

1. Revision Activity [K2, K4A]

(5 minutes)

Who am I? Riddles
I am tall and reach the sky. יַעֲקֹב sees me in his dream
We go up and we go down. יַעֲקֹב sees us in his dream
I am at the very bottom. יַעֲקֹב lies down to sleep when he arrives at me
I am a place. I include יְרוּשָׁלַיִם and תְּלֵאבָה
I am a place. I include לונדון, פָּרִיס, and פָּרִיס

Distribute the **Who Am I?** riddles (Classroom Resources). Ask pupils to work in pairs or groups to solve the riddles using words from **י"ב**, then share their answers with the class.

The answers are as follows:

I am tall and reach the sky. יַעֲקֹב sees me in his dream. (סֵלֶם)

We go up and we go down. יַעֲקֹב sees us in his dream. (מְלָאכֵי אֱלֹהִים)

I am at the very bottom. יַעֲקֹב lies down to sleep when he arrives at me. (מְקוֹם הַיָּסוּד)

I am a place. I include יְרוּשָׁלַיִם and תְּלֵאבָה. (אֶרֶץ יִשְׂרָאֵל)

I am a place. I include לונדון, פָּרִיס, and פָּרִיס. (חוּץ לְאֶרֶץ)

Optional extension: Pupils can share their suggested answers to the questions chosen in the extension activity at the end of Lesson 3.

2. Reading Activity: **בְּרֵאשִׁית כ"ח: י"ג-י"ד** [S1, S3]

(5 minutes)

The next פְּסוּקִים tell us about someone speaking to יַעֲקֹב.

Encourage pupils to find **בְּרֵאשִׁית כ"ח: י"ג-י"ד** and follow carefully as the teacher models the reading of the פְּסוּקִים at least twice using the correct punctuation.

Point out the phrases as defined by the אֲתֵנְחֵתָא, which will aid comprehension.

Pupils read the פְּסוּקִים in pairs or groups using the strategies suggested in the

Teachers' Guidelines. Remind the class to read the phrase that begins with **וְהִנֵּה** in a surprised voice.

3. Comprehension Activity [K4A, K4B, S4]

(10 minutes)

י"ג וְהִנֵּה ה' נֹצֵב עָלָיו וַיֹּאמֶר אֲנִי ה' אֱלֹהֵי אֲבֹתֶיךָ וְאַתָּה שָׁכַב עָלֶיךָ לֵד אֲתֵנְחֵתָא וְלִזְרָעָה:

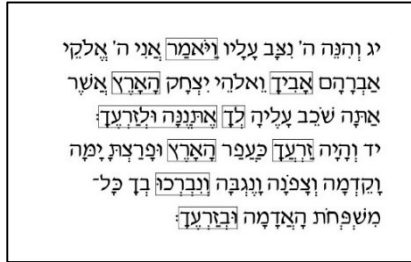
י"ד וְהִנֵּה זָרַעַד כַּעֲפֹר הָאֶרֶץ וּפְרָצְתָּ יָמָה וְקִדְמָה וְצַפְנָה וְנִגְבָּה וְנִבְרַחוּ בְךָ כָּל־מִשְׁפְּחוֹת הָאָדָמָה וּבְזָרְעָה:

Introduce the new keyword **שָׁכַב** with miming and actions.

Display and distribute large **ייג-יייד** פֿסוקים, and ask pupils to work out their meaning in pairs.

As a prompt, ask pupils to find words with **שָׁרְשִׁים** that are familiar from previous units. (וּנְבָרְכוּ, זָרַעְדָּ/וּבְרָעָדָ/וּלְזָרַעְדָּ, אֶתְנַנְהָ, לָדָּ, הָאָרֶץ, אָבִיךָ, וַיֹּאמֶר.)

ייג-יייד פֿסוקים with these words circled are also available in Classroom Resources.



Remind pupils of the compass directions **קָדָם**, **צָפוֹן** and **נָגַב** that they learned in Lesson 1, to help them with **יייד** פֿסוק.

What do the words in these פֿסוקים remind us of? (Clue: **יַעֲקֹב** is receiving the same promise as someone else has previously.) (These פֿסוקים contain similar words to the פֿסוקים in **לָדָּ לָדָּ** (Unit 1), when ה' made promises to אַבְרָם.)

Review the meaning of the פֿסוקים with the class.

Who is speaking to whom in these פֿסוקים (ה' is speaking to ה')?

What does ה' say to יַעֲקֹב in **ייג** פֿסוק? (He introduces Himself as ה' the God of אַבְרָהָם and יצחק; He promises the land to יַעֲקֹב and his descendants.)

What does ה' promise יַעֲקֹב in **יייד** פֿסוק? (He will have many descendants who will spread in all directions; others will be blessed through him and his descendants.)

The promise made to יַעֲקֹב is a key phrase of this unit and pupils could practise saying it while pointing in the four directions.

וַיִּפְרָצֶת יָמָה וְקִדְמָה וְצָפְנָה וְנִגְבָּה

In which unit and פֿרָשָׁה do many of the words in these פֿסוקים first appear? (Unit 1, **לָדָּ לָדָּ**)

What is happening in that section of חוּמָשׁ (ה' is telling אַבְרָם to leave his home, and making promises to him about his future.)

4. Understanding Activity: Connecting **יַעֲקֹב** and **אַבְרָהָם** [U1, U3] (10 minutes)

We are now going to compare what ה' said to אַבְרָם and to יַעֲקֹב.



Ask pupils to locate **פֿרָק ייב**: פֿסוקים א'–ז' and display **ה' Promises to אַבְרָם** on the board (Classroom Resources).

Unit 9: **Has a Dream: כִּיח' : יי-י"ט** – Revised November 2015

Ask pupils to read through the פְּסוּקִים and spot any words that are similar to those in וַיְבָרְכוּ/וַאֲבָרְכָה/וַאֲבָרְכֶךָ, לְוָרְעָה, אֲבִיךָ, הָאֲרֶז/מֵאֲרָצְךָ, לָךְ, וַיֵּאמֶר (פְּסוּקִים ייג-י"ד וְאֶתְּךָ). If there is too much text to look through, display only וַיְבָרְכוּ/וַאֲבָרְכָה/וַאֲבָרְכֶךָ and וַיֵּאמֶר. Pupils can also work from the printed פְּסוּקִים (Classroom Resources).

What is ה' saying to אַבְרָם in וַיְבָרְכוּ (He promises that He will:

- Make אַבְרָם a great nation
- Bless him
- Make his name great
- Make him a blessing
- Bless those who bless him, curse those who curse him
- Others will be blessed through him.)

What is ה' saying to אַבְרָם in וַיֵּאמֶר (He promises that He will give the land to אַבְרָם's descendants.)

Let's look at the words used in the promises to אַבְרָם and see what we can learn from their similarities and differences.

5. Understanding Activity: Comparing the Promises [U1, U3] (5 minutes)

Display **Promises in the פְּסוּקִים** (Classroom Resources), showing בְּרֵאשִׁית פָּרָק י"ב: בְּרֵאשִׁית פָּרָק י"ב: בְּרֵאשִׁית פָּרָק י"ב alongside each other (colour-coded and black and white versions available). Ask pupils if they can spot any similarities and differences between the two sets of promises. Highlight these on the board.

Promises in the פְּסוּקִים

בְּרֵאשִׁית פָּרָק י"ב	אֲבִרָם	יַעֲקֹב	בְּרֵאשִׁית פָּרָק י"ב
א וַיֵּאמֶר ה' אֶל-אַבְרָם לֵךְ מֵאֶרֶץ אֲבְרָם וְסוּפְלוּתְךָ וְעַמְּתָה אֲבִיךָ אֶל-מֵאֲרָצְךָ אֲשֶׁר אָרָאתָ. ב וְהֵעֵשָׂךְ לְגִי גְדוֹל וְאֲבָרְכָה וְאֶזְדַּחְלֶךָ שְׂמֹךְ וְנָחָה בְרַבְרָה ג וְאֲבָרְכָה מִבְּרִיךְ וְיִשְׁקַלְכֶךָ אִמְרֵי וְיִבְרָכֶךָ בְּכָל-מְשֻׁפְרוֹת הָאָרֶץ	א וַיֵּאמֶר ה' אֶל-אַבְרָם לֵךְ מֵאֶרֶץ אֲבְרָם וְסוּפְלוּתְךָ וְעַמְּתָה אֲבִיךָ אֶל-מֵאֲרָצְךָ אֲשֶׁר אָרָאתָ. ב וְהֵעֵשָׂךְ לְגִי גְדוֹל וְאֲבָרְכָה וְאֶזְדַּחְלֶךָ שְׂמֹךְ וְנָחָה בְרַבְרָה ג וְאֲבָרְכָה מִבְּרִיךְ וְיִשְׁקַלְכֶךָ אִמְרֵי וְיִבְרָכֶךָ בְּכָל-מְשֻׁפְרוֹת הָאָרֶץ	א וַיֵּאמֶר ה' אֶל-אַבְרָם לֵךְ מֵאֶרֶץ אֲבְרָם וְסוּפְלוּתְךָ וְעַמְּתָה אֲבִיךָ אֶל-מֵאֲרָצְךָ אֲשֶׁר אָרָאתָ. ב וְהֵעֵשָׂךְ לְגִי גְדוֹל וְאֲבָרְכָה וְאֶזְדַּחְלֶךָ שְׂמֹךְ וְנָחָה בְרַבְרָה ג וְאֲבָרְכָה מִבְּרִיךְ וְיִשְׁקַלְכֶךָ אִמְרֵי וְיִבְרָכֶךָ בְּכָל-מְשֻׁפְרוֹת הָאָרֶץ	א וַיֵּאמֶר ה' אֶל-אַבְרָם לֵךְ מֵאֶרֶץ אֲבְרָם וְסוּפְלוּתְךָ וְעַמְּתָה אֲבִיךָ אֶל-מֵאֲרָצְךָ אֲשֶׁר אָרָאתָ. ב וְהֵעֵשָׂךְ לְגִי גְדוֹל וְאֲבָרְכָה וְאֶזְדַּחְלֶךָ שְׂמֹךְ וְנָחָה בְרַבְרָה ג וְאֲבָרְכָה מִבְּרִיךְ וְיִשְׁקַלְכֶךָ אִמְרֵי וְיִבְרָכֶךָ בְּכָל-מְשֻׁפְרוֹת הָאָרֶץ

Promises in the פְּסוּקִים

בְּרֵאשִׁית פָּרָק י"ב	יַעֲקֹב	בְּרֵאשִׁית פָּרָק י"ב	אֲבִרָם
א וַיֵּאמֶר ה' אֶל-אַבְרָם לֵךְ מֵאֶרֶץ אֲבְרָם וְסוּפְלוּתְךָ וְעַמְּתָה אֲבִיךָ אֶל-מֵאֲרָצְךָ אֲשֶׁר אָרָאתָ. ב וְהֵעֵשָׂךְ לְגִי גְדוֹל וְאֲבָרְכָה וְאֶזְדַּחְלֶךָ שְׂמֹךְ וְנָחָה בְרַבְרָה ג וְאֲבָרְכָה מִבְּרִיךְ וְיִשְׁקַלְכֶךָ אִמְרֵי וְיִבְרָכֶךָ בְּכָל-מְשֻׁפְרוֹת הָאָרֶץ	א וַיֵּאמֶר ה' אֶל-אַבְרָם לֵךְ מֵאֶרֶץ אֲבְרָם וְסוּפְלוּתְךָ וְעַמְּתָה אֲבִיךָ אֶל-מֵאֲרָצְךָ אֲשֶׁר אָרָאתָ. ב וְהֵעֵשָׂךְ לְגִי גְדוֹל וְאֲבָרְכָה וְאֶזְדַּחְלֶךָ שְׂמֹךְ וְנָחָה בְרַבְרָה ג וְאֲבָרְכָה מִבְּרִיךְ וְיִשְׁקַלְכֶךָ אִמְרֵי וְיִבְרָכֶךָ בְּכָל-מְשֻׁפְרוֹת הָאָרֶץ	א וַיֵּאמֶר ה' אֶל-אַבְרָם לֵךְ מֵאֶרֶץ אֲבְרָם וְסוּפְלוּתְךָ וְעַמְּתָה אֲבִיךָ אֶל-מֵאֲרָצְךָ אֲשֶׁר אָרָאתָ. ב וְהֵעֵשָׂךְ לְגִי גְדוֹל וְאֲבָרְכָה וְאֶזְדַּחְלֶךָ שְׂמֹךְ וְנָחָה בְרַבְרָה ג וְאֲבָרְכָה מִבְּרִיךְ וְיִשְׁקַלְכֶךָ אִמְרֵי וְיִבְרָכֶךָ בְּכָל-מְשֻׁפְרוֹת הָאָרֶץ	א וַיֵּאמֶר ה' אֶל-אַבְרָם לֵךְ מֵאֶרֶץ אֲבְרָם וְסוּפְלוּתְךָ וְעַמְּתָה אֲבִיךָ אֶל-מֵאֲרָצְךָ אֲשֶׁר אָרָאתָ. ב וְהֵעֵשָׂךְ לְגִי גְדוֹל וְאֲבָרְכָה וְאֶזְדַּחְלֶךָ שְׂמֹךְ וְנָחָה בְרַבְרָה ג וְאֲבָרְכָה מִבְּרִיךְ וְיִשְׁקַלְכֶךָ אִמְרֵי וְיִבְרָכֶךָ בְּכָל-מְשֻׁפְרוֹת הָאָרֶץ

Comparing the Promises (1)

Use the information in the פְּסוּקִים to list the promises given to אֲבִרָם and יַעֲקֹב.

Highlight in matching colours the promises that are about similar topics in each column.

אֲבִרָם פָּרָק י"ב בְּרֵאשִׁית	יַעֲקֹב פָּרָק י"ב בְּרֵאשִׁית
1. I will make you a great nation	1. I will give this land to you and your descendants
2. I will bless you	2. Your descendants will be like the dust of the earth and will spread in all directions
3. I will make your name great	3. The families of the Earth will be blessed through you and your descendants
4. You will be a blessing	4. I will be with you and look after you wherever you go
5. I will bless those who bless you, curse those who curse you	5. I will bring you back to this land
6. The families of the earth will be blessed through you	
7. I will give your descendants this land	

Distribute the worksheet **Comparing the Promises (1)**. Working in pairs, pupils can use the information in the פְּסוּקִים they have learned so far to fill in the first page of the table, listing the promises made to אַבְרָם and יַעֲקֹב. (Pupils will complete information about אַבְרָם later in the lesson.)

6. Reading פְּסוּק ט"ו [S1, S3]**(5 minutes)**

Encourage pupils to find פְּסוּק ט"ו and follow carefully as the teacher models the reading of the פְּסוּק at least twice using the correct punctuation. Pupils read the פְּסוּקִים in pairs or groups using the strategies suggested in the Teachers' Guidelines. Remind the class to read the phrase that begins with וְהִנֵּה in a surprised voice.

7. Comprehension and Understanding: פְּסוּק ט"ו [S4, S5, U3]**(10 minutes)**

ט"ו וְהִנֵּה אֲנֹכִי עֹמֵד וְשֹׁמְרֵיךָ בְּכָל אֲשֶׁר-תִּלְךָ וְהִשְׁבַּתִּיךָ אֶל-הָאָדָמָה הַזֹּאת כִּי לֹא אֶעֱזָבְךָ עַד אֲשֶׁר אִם-עָשִׂיתִי אֶת אֲשֶׁר-דִּבַּרְתִּי לָךְ :

Display פְּסוּק ט"ו on the IWB.

What suffix repeats itself in the פְּסוּק (ךָ)?

What does this suffix mean? (*you/your*)

Ask a pupil to highlight the suffix on the displayed פְּסוּק, then read the פְּסוּק again as a class, with emphasis on the suffix 'ךָ'.

What does the word הִנֵּה give us a clue about? (*something surprising*)

What is surprising here is that ה' will add something to the promise that He gave אַבְרָהָם.

פְּסוּקִים Flashcards	
I will be with YOU	עִמָּךְ
I will watch over YOU	וְשֹׁמְרֵיךָ
I will return YOU to your land	וְהִשְׁבַּתִּיךָ
I will not leave YOU alone	לֹא אֶעֱזָבְךָ
I will do all these things I am telling YOU	דִּבַּרְתִּי לָךְ

Display the **פְּסוּק ט"ו Flashcards** (Classroom Resources) in Hebrew and English and point out the ך suffix in each phrase (NB: Pupils are not expected to know the meanings of the individual words in this פְּסוּק, but rather its overall meaning.)

ה' is giving עֵקֶב a promise 'especially for **you**'.

Pupils can now add the information from פְּסוּק ט"ו to the second page of **Comparing the Promises (1)** table (as shown on following page).

Note that the final two rows of the table will be completed after studying פְּסוּקִים ט"ז-י"ט (Lesson 6).

Ask pupils to share any similarities and differences they found between the two sets of promises. Challenge pupils to suggest reasons for these, based on אַבְרָם's and עֵקֶב's individual circumstances at the time ה' spoke to them.

Pupils can then work in pairs to complete the worksheet **Comparing the Promises (2)** (completed version shown below). These two worksheets spread over three

pages can be photocopied side by side on A3 paper so pupils can refer easily to the table when answering the questions.

	אַבְרָם בְּרַחֵם פְּסוּקִים אֶי-ו	יעֲקֹב בְּרַחֵם פְּסוּקִים יִי-ו
Words/ which appear in both groups of promises	וְיָמֵיךָ יָמֵי אֲבֹתֶיךָ וְאַתָּה יָשִׁיבְךָ אֶלְדֶּיךָ וְאַתָּה יָשִׁיבְךָ אֶלְדֶּיךָ וְאַתָּה יָשִׁיבְךָ אֶלְדֶּיךָ	וְיָמֵיךָ יָמֵי אֲבֹתֶיךָ וְאַתָּה יָשִׁיבְךָ אֶלְדֶּיךָ וְאַתָּה יָשִׁיבְךָ אֶלְדֶּיךָ וְאַתָּה יָשִׁיבְךָ אֶלְדֶּיךָ
Where was he when he received the promises?	בְּבֵית אֲבֹתָיו	בְּבֵית אֲבֹתָיו
Where was he travelling to?	אֶרֶץ מִצְרָיִם	בְּבֵית אֲבֹתָיו
What was the reason for his journey?	לֵךְ לְבַרְכָּתְךָ וְלֵךְ לְבַרְכָּתְךָ וְלֵךְ לְבַרְכָּתְךָ	לֵךְ לְבַרְכָּתְךָ וְלֵךְ לְבַרְכָּתְךָ וְלֵךְ לְבַרְכָּתְךָ
Who was he travelling with?	לְבַת אִשְׁתּוֹ וְלְבַת אִשְׁתּוֹ וְלְבַת אִשְׁתּוֹ	אַלֹנֶה
Places that were important to him		
Ways that he showed he was in a Holy place		

(To be completed after studying both sets of promises)

Comparing the Promises (2)

Using the information from your completed table, answer the questions below:

- What is similar about the two sets of promises?
The promises use similar language (eg. יָמֵי אֲבֹתָיְךָ) and are about similar topics. Both אַבְרָם and יַעֲקֹב are promised that they will have many children, the land will belong to their descendants and others would be blessed through them.
- What is different about the journeys of אַבְרָם and יַעֲקֹב?
They are travelling in opposite directions when they receive the promises. אַבְרָם is travelling to מִצְרָיִם, as יִי has told him to leave his home. He is with his household and possessions. יַעֲקֹב is escaping in fear from his brother עֵשָׂו and is travelling alone.
- What is different about the two sets of promises? List some differences below, with possible reasons.

	Difference	Reason
1	אַבְרָם is given the land to his descendants, יַעֲקֹב is given promises 2-5	יַעֲקֹב is one of אַבְרָם's descendants so the land is being promised to him
2	אַבְרָם is given extra promises (4 and 5) about looking after him, and bringing him back to יִי	אַבְרָם is being asked to leave his home, and go to an unknown place. יִי is reassuring him at the start of the journey that there will be good things for him in the future
3	יַעֲקֹב is given extra promises (4 and 5) about looking after him, and bringing him back to יִי	יַעֲקֹב is alone and running away in fear from his brother, he doesn't know if he will ever come back to יִי. יִי has not spoken to him until this point in his journey when he is about to leave יִי. יִי therefore promises יַעֲקֹב that he will look after him, and bring him back to יִי one day in the future

8. Summary Activity: The Promises [S4, U3] (10 minutes)

Hand out a full set of **Promises Flashcards** to groups of pupils. Using their חוּמָשִׁים or the side by side comparison of פְּסוּקִים of the promises ה' made to אַבְרָם (עַקבֹּב חַס אַ דְרֵם: יִי-יִיט: בְּרֵאשִׁית כִּיח׃) and the promises ה' made to יַעֲקֹב (בְּרֵאשִׁית כִּיח׃: יִי-ג-ט"ו), pupils take turns to:

1. Turn over a Promises card.
2. Find the פְּסוּק where this word is used in the promise to the person who is named on the card.
3. Explain what the word means in the context of the promise.

Note that some words occur more than once and the cards only give the שְׁרֵשׁ or word family. If another pupil has already pointed out the same שְׁרֵשׁ/word family, the new card refers to another occurrence of the word that must be found.

Promises Flashcards

אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם
אַבְרָם	אַבְרָם

אַבְרָם	לָךְ
יעֲקֹב	לָךְ
יעֲקֹב	אַבְרָם
יעֲקֹב	אֲמַר
יעֲקֹב	בְּרַחֵם
יעֲקֹב	אַרְצֵךְ
יעֲקֹב	זָרַעְךָ
יעֲקֹב	זָרַעְךָ
יעֲקֹב	זָרַעְךָ
יעֲקֹב	זָרַעְךָ
יעֲקֹב	אַתָּן

Lesson 5: **יַעֲקֹב** Wakes up and Realises That He Has Slept in a Holy Place

(**בְּרֵאשִׁית כ״ח׃ ט״ז-י״ז**)

Learning Outcomes:

- ❖ To understand how **יַעֲקֹב** feels after speaking to **ה'** for the first time
- ❖ To examine the concepts of **מְקוֹם** (place) and **שַׁעַר הַשָּׁמַיִם**

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p>K2: Retell events in the text: יַעֲקֹב wakes up and is concerned that he has slept in the place where ה' appeared to him. יַעֲקֹב recognises the holiness of the place.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>יַעֲקֹב</td> <td>וַיִּקְרָא</td> </tr> <tr> <td>יָרָא</td> <td>וַיִּירָא</td> </tr> <tr> <td>נִרְאָה</td> <td>נִרְאָה</td> </tr> </table>	יַעֲקֹב	וַיִּקְרָא	יָרָא	וַיִּירָא	נִרְאָה	נִרְאָה	<p>S1: Locate בְּרֵאשִׁית כ״ח׃ ט״ז-י״ז in the חומשׁ when given the פָּרָק and פְּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic המקרא טעמי (אֶתְנַחֲתָא) of בְּרֵאשִׁית כ״ח׃ ט״ז-י״ז.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כ״ח׃ ט״ז-י״ז.</p> <p>S5: Identify the שָׂרֵשׁ of the word וַיִּקְרָא. Identify the first person past tense: וַיִּקְרָא, וַיִּירָא, וַיִּרְא, עָשִׂיתִי</p> <p>S6: Accurately read a section of רשׁי script.</p>	<p>U1: Reflect on and discuss the significance of 'the place' where יַעֲקֹב is and its link to holy places. Examine the concept of מְקוֹם (place): What is a holy place? How do we behave in a holy place? What special places do we know of? Reflect on and discuss יַעֲקֹב's feelings when he discovers he slept in a place where ה' is.</p> <p>U2: Understand that extra meaning can be derived from ambiguous words in the text (הַבְּנֵת מְלִים לֹא בְרוּרָה).</p> <p>U4: Discuss the value the story teaches us: This מְקוֹם is where the בַּיִת הַמְקֻדָּשׁ will be built and it forms a direct gateway to a שַׁעַר הַשָּׁמַיִם in בַּיִת הַמְקֻדָּשׁ שֶׁל מַעֲלָה.</p>
יַעֲקֹב	וַיִּקְרָא							
יָרָא	וַיִּירָא							
נִרְאָה	נִרְאָה							

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

Divide the class into groups. Distribute a large piece of blank paper (A3 or flipchart size) and a marker to each group. Ask them to divide the paper into two columns, one labelled 'Promises to **אֲבָרָהִם**' and the other 'Promises to **יַעֲקֹב**'.

Promises Prompt Cards
Where am I when ה' makes promises to me?
Where am I travelling from?
Where am I going to?
Who is with me?
What does ה' promise me?
Why is this promise right for me?

Display the **Promises Prompt Cards** (Classroom Resources), and ask pupils to fill in each character's response to the questions in the columns of their table.

Introduce this lesson's topic: **יַעֲקֹב** has woken up in the middle of the night, and is trying to recall and understand his dream. What might his reaction be?

Give pupils one minute in their groups to think of as many words as possible to describe his feelings after his dream. These can be written on sticky notes, or mini whiteboards. After a minute, ask pupils to share their ideas by sticking their sticky notes at the front of the class, or adding their words to a list on the board.

Possible words might be: *confused, frightened, shocked, excited, nervous, afraid, proud, reassured, curious, amazed, suspicious, etc.*

The next פָּסוּק will tell us something about **יַעֲקֹב**'s reaction to his dream.

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

Encourage pupils to find **בְּרֵאשִׁית כ"ח : ט"ז** and follow carefully as the teacher models the reading of the פָּסוּק at least twice using the correct punctuation. Pupils read the פָּסוּק in pairs or groups using the strategies suggested in the Teachers' Guidelines.


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

ט"ז וַיִּיקֹץ יַעֲקֹב מִשְׁנָתוֹ וַיֹּאמֶר אָכֵן יֵשׁ ה' בְּמִקְוֹם הַזֶּה וְאֲנֹכִי לֹא יָדַעְתִּי :

טז
וַיִּיקֹץ יַעֲקֹב מִשְׁנָתוֹ וַיֹּאמֶר
אָכֵן יֵשׁ ה' בְּמִקְוֹם הַזֶּה
וְאֲנֹכִי לֹא יָדַעְתִּי:

Questions:

- The פָּסוּק tells us two things that **יַעֲקֹב** did. Can you circle them? (clue: look for the 'י' prefix)
- Draw a speech bubble around what **יַעֲקֹב** says in this פָּסוּק.
- Write the meaning of this phrase in the speech bubble below



Display and distribute large פָּסוּק ט"ז with questions (Classroom Resources).

Display the new keyword **וַיִּקָּץ** and use mime to hint to its meaning (*and he awoke*).

If the word **וַיִּקָּץ** tells us that **עַקבִּי** woke up, what does the word **מִשְׁנָתוֹ** tell us? (Clue: **מ** prefix – he awoke *from* something, i.e. his sleep.) This **פְּסוּק** takes place in the middle of the night, when he woke up briefly from his dream before he fell asleep again.

Pupils should be familiar with the words **לֹא**, **אָנֹכִי**, **מְקוֹם**, **יֵשׁ**, and **יָדַעְתִּי** (Unit 6). Ask them to work out the meaning of the **פְּסוּק** in pairs, and attempt the questions that follow it.

Discuss with the class:

What two things did **עַקבִּי** do in this **פְּסוּק**? (**וַיִּקָּץ** = *he awoke*, **וַיֹּאמֶר** = *he spoke*)

Who is he speaking to? (*himself*)

What does **עַקבִּי** say in this **פְּסוּק**? (**אֲכֹן יֵשׁ ה' בְּמְקוֹם הַזֶּה וְאָנֹכִי לֹא יָדַעְתִּי**) *is in this place, and I didn't know it!*

To summarise the meaning of the **פְּסוּק**, draw an image of **עַקבִּי** on the board with a speech bubble. Choose a pupil to come and fill in **עַקבִּי**'s words in the speech bubble, and another to write the meaning alongside it.

אֲכֹן יֵשׁ ה' בְּמְקוֹם הַזֶּה
וְאָנֹכִי לֹא יָדַעְתִּי

I think ה' is in this place
and I didn't know.

3b. Comprehension Activity: First Person Past Tense [S5]

(5 minutes)

Using the flashcards of the first person past tense verbs pupils have come across in the last two **פְּסוּקִים**, ask pupils to work out how to form a first person past tense (find the **שָׁרֵשׁ** and add **תִּי** to the end of the word).

דַּבַּרְתִּי	דָּבַר
יָדַעְתִּי	יָדַע
עָשִׂיתִי	עָשָׂה

Point out to pupils that, in some cases, a letter from the **שָׁרֵשׁ** disappears (e.g. **עָשִׂיתִי**, where the **ה** disappears, but we are mainly focusing on the regular examples). Pupils can complete the worksheet **First Person Past Tense** to reinforce the way in which this tense is formed. Refer pupils back to **פְּסוּק ט"ו** (Lesson 4) to find two further examples (**דַּבַּרְתִּי**, **עָשִׂיתִי**).

First Person Past Tense

Fill in the correct form of the verbs below. The first one has been done for you.

Meaning	First person past tense	ש"פ
I spoke	דַּבַּרְתִּי	דבר
	נִשְׁמַחְתִּי	שמח
		ירע
		שכב
I ate		לקח
I listened		
I loved		יָמָא
I laughed		קרא
I lived		אָבֵד
I went		

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First Person Past Tense

Fill in the correct form of the verbs below. Use the words in the box to help with the Meaning and ש"פ columns. The first one has been done as an example.

Meaning	First person past tense	ש"פ
I spoke	דַּבַּרְתִּי	דבר
	נִשְׁמַחְתִּי	
		ירע
		שכב
I ate		לקח
I listened		
I loved		יָמָא
I laughed		קרא
I lived		אָבֵד
I went		

I said	I did	I took	הִלַּכְתִּי	חָסַד
I called	I went out	I knew	אָבֵד	קָרָא
I lay down			קָרָא	אָבֵד

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4. Understanding Activity [U1] (5 minutes)

What has יַעֲקֹב just realised? (*He has slept in a place where ה' is present.*)

Ask pupils to look at the feeling words on the sticky notes from Activity 1.

Which feeling most closely matches יַעֲקֹב's reaction in this פְּסוּק? Why? (e.g. יַעֲקֹב was nervous – he thought he might have done something wrong by sleeping there/ יַעֲקֹב was excited – he had just discovered that he was in a special place.)

5. Reading Activity: י"ז בְּרֵאשִׁית כ"ח : י"ז [S1, S3] (5 minutes)

The next פְּסוּק continues to tell us how יַעֲקֹב felt after his dream.

Encourage pupils to find י"ז בְּרֵאשִׁית כ"ח and follow carefully as the teacher models the reading of the פְּסוּק at least twice using the correct punctuation. Pupils read the פְּסוּק in pairs or groups using the strategies suggested in the Teachers' Guidelines.

6. Comprehension Activity [K2, K4A, S4, U1] (5 minutes)

י"ז וַיִּירָא וַיֹּאמֶר מִהֲנוֹרָא הַמָּקוֹם הַזֶּה אִין זָה כִּי אִם בַּיִת אֱלֹהִים וְזֶה שַׁעַר הַשָּׁמַיִם :

י
וַיִּירָא וַיֹּאמֶר
מִהֲנוֹרָא הַמָּקוֹם הַזֶּה
אִין זָה כִּי אִם בַּיִת אֱלֹהִים
וְזֶה שַׁעַר הַשָּׁמַיִם:

1. Draw a circle around the word that shows what יַעֲקֹב is feeling in this פְּסוּק
2. Draw a speech bubble around what יַעֲקֹב says

Display and distribute large פְּסוּק with questions (Classroom resources).

Point out the new keywords וַיִּירָא (*he was afraid*) and נוֹרָא (*awesome*), and demonstrate their meanings using mime and facial expressions.

The class may know the word שַׁעַר from learning about יְרוּשָׁלַיִם (שַׁעַר יְפוֹ) or from the name of a local synagogue (שַׁעַר תְּפִלָּה), etc.).

Return to the list of feelings words compiled by the class, and together divide them into two categories—positive feelings (*excited, proud, reassured, curious,*

amazed) and negative feelings (*confused, frightened, shocked, nervous, afraid, suspicious*). The words **נִירָא** and **נִירָא** in this פֿסוק express a feeling that is somewhere between negative (**נִירָא** – *fear*) and positive (**נִירָא** – *awesome, amazing*).

Ask pupils to work out the meaning of the פֿסוק in pairs, and answer the questions that follow.




On the board draw the image from Activity 3a or יִעֲקֹב lying down. Choose a pupil to fill in the speech bubble with the words said by יִעֲקֹב, and another to write their meaning alongside, prompting where necessary, for example:

<p>מה נִירָא הַמָּקוֹם הַזֶּה אֵין זֶה כִּי אִם בַּיִת אֱלֹקִים וְזֶה שַׁעַר הַשָּׁמַיִם</p>	<p>This is an awesome place. It must be God's house, and this must be the gate to heaven.</p>
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7. Understanding Activity: Pre-רש"י Trigger [S6]

(5 minutes)

Using the resource cards **What יִעֲקֹב Doesn't Know** (Classroom Resources), ask pupils to discuss the questions that יִעֲקֹב might have and note down their answers. These can be used as a trigger for studying רש"י's comment. Pupils could either formulate their own questions, based on the Hebrew phrases, or they could read the English questions on the 'back' of the cards.

What יִעֲקֹב Doesn't Know	
 וְאֵנֹכִי לֹא יָדַעְתִּי	I didn't know
 הַמָּקוֹם	I don't know what this place is. Do you know?
 יֵשׁ ה' בַּמָּקוֹם הַזֶּה	I don't know how ה' can be in a place. Do you know?
 וְיִירָא	I don't know what I am afraid of. Do you know?
 נִירָא	I don't know what makes this place so amazing. Do you know?
 בַּיִת אֱלֹקִים	I don't know what "the house of ה'" could be. Do you know?
 שַׁעַר הַשָּׁמַיִם	I don't know what "the gates to הַשָּׁמַיִם" could be. Do you know?

Show or display on the IWB **Our פֿרשנות Pack** (Classroom Resources). Remind pupils that this is a pack of useful tools to help us learn deeper lessons about the פֿסוקים.

Pull out from the pack the phrase:

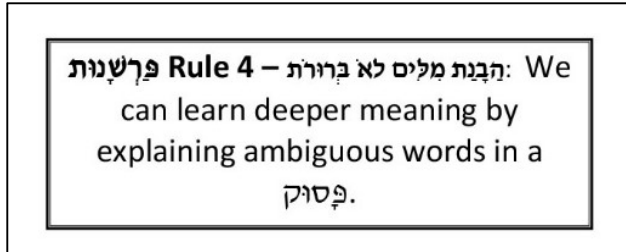
בַּיִת אֱלֹקִים וְזֶה שַׁעַר הַשָּׁמַיִם



Does it fit any of the other פְּרָשְׁנוֹת rules we have learned? (*No repeated words, no extra words, no unusual word order.*)

What question might we have on this phrase? (*What is meant by בֵּית אֱלֹקִים? and שְׁעַר הַשָּׁמַיִם?*)

Pull out from the pack the flashcard for פְּרָשְׁנוֹת Rule 4:



Display the rule on the **פְּרָשְׁנוֹת Pack** poster (Classroom Resources), and add the relevant phrase under it as an example.

Ask pupils to complete the fourth section of the **פְּרָשְׁנוֹת Rules** worksheet to reinforce this rule.

If we don't understand something in a פְּסוּק where do we look? (רש"י)

Let's see how רש"י explains these words.

8. Optional Reading: **רש"י Words** [K6, S6]

(5 minutes)

This activity is aimed at helping pupils become comfortable with following a רש"י text as it is read aloud by the teacher. It is optional here, as pupils have now had some experience reading רש"י words in Lessons 1–4 and so now may be confident enough to proceed straight to Activity 10.

Display the **רש"י י"ז פְּסוּק Stepping Stone Words** (Classroom Resources) in block and רש"י script. Point out to the class which letters in רש"י print are similar to those in block. Choose pupils to match the Hebrew words to the words in רש"י script.

Stepping-Stone Words רשׁׁי פסוק י״ז		Stepping-Stone Words רשׁׁי פסוק י״ז	
תַּפְלָה	מְקוֹם	תַּפְלָה	מְקוֹם
הַשְּׂמִימָה	תַּפְלֹתֶם	הַשְּׂמִימָה	תַּפְלֹתֶם
שֶׁל	בֵּית הַמִּקְדָּשׁ	שֶׁל	בֵּית הַמִּקְדָּשׁ
בֵּית הַמִּקְדָּשׁ	מַעֲלָה	בֵּית הַמִּקְדָּשׁ	מַעֲלָה
מִטָּה	שֶׁל	מִטָּה	שֶׁל

Ask pupils to identify any familiar stepping stone words, and write these on the board.

9. Understanding Activity [U2, U4]

(10 minutes)

1. Display **רשׁׁי פסוק י״ז** with familiar words highlighted (Classroom Resources), either in block letters or **רשׁׁי** script.

רשׁׁי פסוק י״ז	רשׁׁי פסוק י״ז
וְזֶה שֶׁעַר הַשָּׁמַיִם. מְקוֹם תַּפְלָה לְעֹלֹת תַּפְלֹתֶם	וְזֶה שֶׁעַר הַשָּׁמַיִם. מְקוֹם תַּפְלָה לְעֹלֹת תַּפְלֹתֶם
הַשְּׂמִימָה. וַיַּדְרֹשׁוּ, שְׂבִית הַמִּקְדָּשׁ שֶׁל מַעֲלָה מִזֶּהוּ	הַשְּׂמִימָה. וַיַּדְרֹשׁוּ, שְׂבִית הַמִּקְדָּשׁ שֶׁל מַעֲלָה מִזֶּהוּ
כִּנְגַד בֵּית הַמִּקְדָּשׁ שֶׁל מִטָּה:	כִּנְגַד בֵּית הַמִּקְדָּשׁ שֶׁל מִטָּה:

- Point out the **‘וְזֶה שֶׁעַר הַשָּׁמַיִם’** and support pupils in finding **רשׁׁי**’s comment in their **חומשׁ**.
2. Read the **רשׁׁי** text out loud twice, with expression, as pupils follow on the board or in their **חומשׁ**.
 Display and read **רשׁׁי**’s comment in English (Classroom Resources).
 What question is **רשׁׁי** asking? (*What exactly is שֶׁעַר הַשָּׁמַיִם and how is it connected to אֲלֵקִים?*)
 3. Point out the words **מְקוֹם תַּפְלָה**. What would a place for **תַּפְלָה** be called in our words? (*A בֵּית הַכְּנָסֶת, a synagogue*) Write pupils’ ideas on the board to return to later.
 Point out the phrase **לְעֹלֹת תַּפְלֹתֶם הַשְּׂמִימָה**.
 Which words do we recognise? (*עֹלִים* – *going up* – *as in* **וַיַּרְדִּים**)

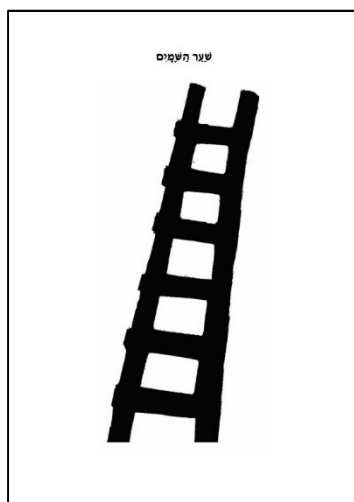
What might it mean to have תַּפְלוֹת 'go up'? Where would they go? (הַשָּׁמַיְמָה – to heaven)

רש"י is picturing this place as a place where תַּפְלוֹת go up to שָׁמַיִם.

What other מָקוֹם in ancient times was a place for תַּפְלוֹת? Can you find this word in רש"י (בֵּית הַמְּקֻדָּשׁ)?

4. What in יַעֲקֹב's dream led him to realise that this was a מָקוֹם where תַּפְלוֹת went up to heaven? (*The ladder reaching from the מָקוֹם to שָׁמַיִם, from where ה' is speaking to יַעֲקֹב.*)

Display the image 'שַׁעַר הַשָּׁמַיִם' with flashcards (Classroom Resources). Choose pupils to come and place the flashcards in the correct place on the image, in answer to the following questions:



בֵּית הַמְּקֻדָּשׁ שָׁל מַטְהָר	בֵּית הַמְּקֻדָּשׁ שָׁל מְטֵה
בֵּית אֱלֹהִים	שַׁעַר הַשָּׁמַיִם
Where תַּפְלוֹת are said	Where תַּפְלוֹת are listened to and answered

Which of the phrases in רש"י describes the בֵּית הַמְּקֻדָּשׁ on earth? (בֵּית אֱלֹהִים)

Which describes the בֵּית הַמְּקֻדָּשׁ in heaven? (שַׁעַר הַשָּׁמַיִם)

What is the purpose of a בֵּית הַמְּקֻדָּשׁ on earth? (*It is the place where תַּפְלוֹת are said.*)

What is the purpose a בֵּית הַמְּקֻדָּשׁ in heaven? (*It is the place where תַּפְלוֹת are listened to and answered.*)




What answer does רש"י suggest to his question on פְּסוּק י"ז? (*This place is a place for prayers to go up to heaven. The מִדְרָשׁ tells us that the בֵּית הַמְּקֻדָּשׁ on earth was exactly opposite the בֵּית הַמְּקֻדָּשׁ in heaven.*)

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

Using the list of feelings compiled at the start of the lesson, and the worksheet **Places of תפלה**, discuss the following:

תפלה of Places

Complete the table below. Fill in the rows at the bottom of the table with your own ideas.

Place where you go to heaven מקום שבו יוצאים לרקיע	What does this place look like? מה נראה המקום הזה?	What makes this place special? מה שהופך את המקום הזה לייחודי?	How do people feel in this place? מה שהרגשות של אנשים במקום הזה?	How do people behave in this place? מה שהתנהגות של אנשים במקום הזה?
The place where Yitzchak was המקום שבו היה יצחק				
My room חדרי				
The school הבית הספר				
My own example: דוגמה משלי:				
My own example: דוגמה משלי:				

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How do you think יצחק felt when he realised that this was a place of תפלה?

What other places can you think of where prayers go up to heaven? (*the מועד, כותל, מקדש, מקדש, מקדש, מקדש*)

What makes those places special?

How do you feel when you are in a place of תפלה?

How are you expected to behave in a place of תפלה? (*sit quietly, listen, follow what is going on, dress in a special way, speak or sing when it is appropriate etc.*)

Lesson 6: **יַעֲקֹב** Marks ‘The Place’ as a Holy Site and Calls it **בֵּית אֵל** (בְּרֵאשִׁית כ״ח: י״ח-י״ט)

Learning Outcomes:

- ❖ To examine what the **תּוֹרָה** teaches us about a **מְקוֹם קָדוֹשׁ**
- ❖ To help pupils understand how we can derive deeper meaning from apparent grammatical inconsistencies

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p>K2: Know that יַעֲקֹב sets up a מַצֵּבָה at the place where ה' has appeared to him.</p> <p>Know that יַעֲקֹב names the place אֵל בֵּית.</p> <p>K3: Locate on a map the places associated with the events: הַרְרֹן, בְּאֵר שֶׁבַע, בֵּית אֵל etc.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1" data-bbox="191 1355 566 1482"> <tr> <td>שִׁכְמָה</td> <td>וַיִּשְׁכֶּם</td> </tr> <tr> <td>מַצֵּבָה</td> <td>מַצֵּבָה</td> </tr> </table> <p>K6: Know רשׁ״י's explanation of הָאֲבָן / אֲבָנֵי הַמְּקוֹם Know that ה' made the stones by יַעֲקֹב's head into one stone.</p>	שִׁכְמָה	וַיִּשְׁכֶּם	מַצֵּבָה	מַצֵּבָה	<p>S1: Locate כִּיח׃ י״ח- בְּרֵאשִׁית in the חֻמֶּשׁ when given the פָּרָק and פָּסוּק reference.</p> <p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעֲמֵי בְּרֵאשִׁית (אֶתְנַחֵתָא) of כִּיח׃ י״ח-י״ט.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית כִּיח׃ י״ח-י״ט.</p> <p>S5: Identify words from the word family רֵאשׁ in the פָּסוּקִים learned: עַל רֵאשָׁה, מְרֵאשֵׁתִיו, רֵאשָׁה, לְרֵאשֵׁנָה. Identify verb prefix וַי in וַיִּשְׁכֶּם, וַיִּקַּח, וַיִּשָּׂם, וַיִּצַק, וַיִּקְרָא, וַיִּשְׁכֶּם. Identify סְמִיכוֹת: a grammatical construct that connects two words together.</p> <p>S6: Accurately read a section of רשׁ״י script.</p>	<p>U1: Reflect on and discuss why יַעֲקֹב sets up a מַצֵּבָה at ‘The Place’.</p> <p>U2: Identify with support the following פְּרָשְׁנוֹת idea: That deeper meaning can be derived from the תּוֹרָה's use of an apparent grammatical inconsistency (דְּקָדוּק לֹא עָקְבִי). בְּרֵאשִׁית כִּיח׃ י״א in אֲבָנֵי and בְּרֵאשִׁית כִּיח׃ י״ח in אֲבָן.</p> <p>U3: Compare and contrast the journeys of אֲבָרָם and יַעֲקֹב.</p> <p>U4: Discuss the values that the story teaches us: The best way of achieving something good is if we all unite and do it together.</p>
שִׁכְמָה	וַיִּשְׁכֶּם					
מַצֵּבָה	מַצֵּבָה					

1. Revision Activity [K2, K4A, S4]

(5 minutes)

Display the table **Evening, Night and Morning**, and distribute the accompanying phrase and word cards (Classroom Resources).

Evening, Night and Morning		
Evening (בא ערב) ערב	Middle of the Night (בזמן הלילה) הלילה	Morning (בבוקר) בוקר

ויחלם	עלים ויירד	סלם מצב ארצה
ויקח	וישכב	מאבני
ויגל	ויצא	וישם מראשתי
מלאכי אלקים	ויקח	וצפנה
שער השמים	ונגבה	יפנה וקדמה
זרעו כצפר הארץ	ויניח	יש ה' במקום הזה

Ask pupils to come and place their card in the correct column to correspond to when it is mentioned (for example: **ויגל** – evening, **יפנה וקדמה** – the middle of the night).

In this lesson we will learn what happened in the morning.

2. Reading Activity: בראשית כ"ח: י"ח [S1, S3]

(5 minutes)

Encourage pupils to find **בראשית כ"ח: י"ח** and practise reading the פסוק in pairs or groups using the strategies suggested in the Teachers' Guidelines.

3. Comprehension Activity: Word Families [S4, S5]

(10 minutes)

י"ח וישכם יעקב בבקר ויקח את האבן אשר שם וישם אתה מצבה ויצק שמן על ראשה:

Display and distribute large פסוק י"ח with questions.

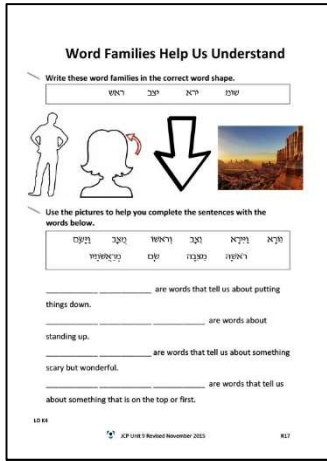
Show the new keyword **וישכם** and provide hints to its meaning with mime/actions.

Pupils should recognise familiar word families **מראשתי**, **מצבה** and **ראשה**.

Display **י"ח** (Classroom Resources). Choose pupils to come to the board and highlight words from the word families **יצב** (which is also appears as the **שָׁרַשׁ**) and **ראש** as shown. Help pupils to work out how **יצב** is related to **מצבה**: **מצבה** is something that stands up.

ראש	יצב
י"א ויפגע במקום ויגל עם כרביא השמש ויקח מאבני המקום וישם מראשתי וישכב במקום ההוא	
י"ב ויחלם והנה סלם מצב ארצה ראשו מגיע העמקימה והנה מלאכי אלקים עלים וירדים בו:	
י"ג והנה ה יצב עליו ויאמר אני ה' אלקי אברהם אביך ואלהי יצחק הארץ אשר אתה ישכב עליה לך אתנגה ולרעיך:	
י"ח וישכם יעקב בבקר ויקח את האבן אשר שם מראשתי וישם אתה מצבה ויצק שמן על ראשה :	

Pupils can now try to work out the meaning of **פְּסוּקֵי י"ח** in pairs.



Pupils can complete the worksheet **Word Families Help Us Understand** to reinforce new keywords they have learned in this unit.

On their large **פְּסוּקֵי י"ח**, pupils can now circle the action words in **פְּסוּקֵי י"ח**.

What actions is **יַעֲקֹב** doing in this **פְּסוּקֵי י"ח**?

Can you think of a mimed action for each to share with the class?

The teacher can also display/provide pupils with images for each action (see Classroom Resources) to match to its Hebrew term.

4. Understanding Activity: Why did יַעֲקֹב Do These Actions? [U1] (5 minutes)

Ask pupils to discuss in pairs:

Why do you think **יַעֲקֹב** performed these actions? What is a **מַצְבָּה** for? (*It marks something important. יַעֲקֹב wanted to mark the fact that something important had happened to him in this place.*)

What examples of **מַצְבּוֹת** have you seen? (*cemeteries, war memorials, heritage buildings, city parks in honour or memory of someone*)

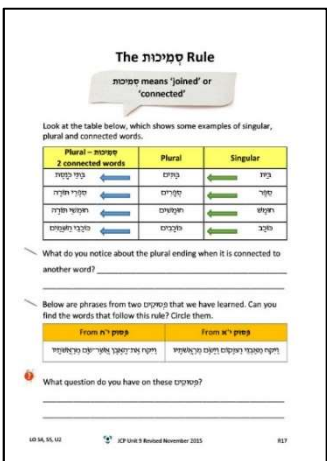
If a **מַצְבָּה** is to remember or mark something important, what is **יַעֲקֹב** remembering or marking here? (*The Place where he dreamed the important dream.*)

Why do you think **יַעֲקֹב** poured oil on the **מַצְבָּה**? (*He was anointing it.*)

What examples of pouring oil do you know? (*גֵּר תְּמִיד, מְנוּחָה מְנוּחָה, kings being anointed*)

What is **יַעֲקֹב** making special here? (*The marker: the rock is no longer an ordinary rock.*)

5a. Understanding Trigger Activity [S5] (10 minutes)



Display and distribute the worksheet **The סְמִיכוֹת Rule**.

Ask pupils to work in pairs to complete the worksheet. Encourage them to share their answers when they have worked out the rule and the question that needs to be asked about these **פְּסוּקֵי י"ח**.

In the starter activity, we divided the story into evening/middle of the night/morning.

In the evening how many rocks are described (פְּסוּק י"א)? (*many rocks*)

In the morning, how many rocks are described (פְּסוּק י"ח)? (*one rock*)



Reinforce this idea visually using the images in Classroom Resources.

What is the problem? (*There is an apparent contradiction. In פְּסוּק י"א there are many stones, whereas in פְּסוּק י"ח there is only one.*)

Who can we turn to for an answer? (רש"י)

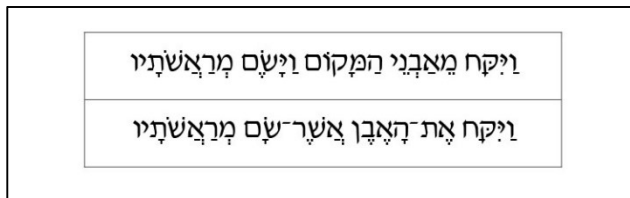
5b. Understanding Activity: New פְּרָשְׁנוֹת Rule [U2]

(5 minutes)



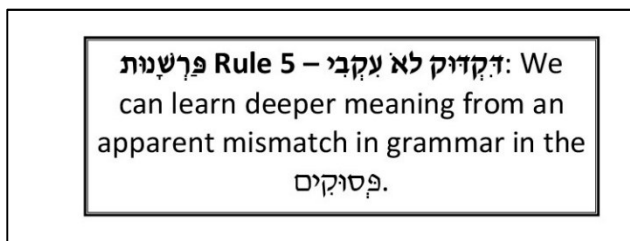
Display **Our פְּרָשְׁנוֹת Pack**. Remind pupils that this is a pack of useful tools to help us learn deeper lessons about the פְּסוּקִים.

Pull out from the pack the phrases:



Why are these phrases in the פְּרָשְׁנוֹת pack? (*Because they can't both be true, the words seem to contradict each other.*)

Pull out from the pack the flashcard for פְּרָשְׁנוֹת Rule 5:



How does this rule apply to what we've seen in פְּסוּקִים י"א and י"ח? (*פְּסוּק י"א refers to אֲבְנֵי הַמִּקְוֹם, many stones, whereas פְּסוּק י"ח refers to אֶבֶן – one stone.*)

Display the rule on the פְּרָשְׁנוֹת **Pack** poster (Classroom Resources), and add the relevant phrases under it as an example.

Ask pupils to complete the next section of the **פּרָשְׁנוֹת Rules** worksheet to reinforce this rule.

Remind pupils that when a פּסוק seems to contain a difficulty we can look at how רש"י explains it to help us understand the פּסוק.

5c. Optional Reading: רש"י Words [K6, S6] (5 minutes)

This activity helps pupils become comfortable with following a רש"י text as it is read aloud by the teacher. It is optional here, as pupils have now had some experience reading רש"י words in Lessons 1–5 and may be confident enough to proceed straight to Activity 5d.

Note that the רש"י comment appears in פּסוק י"א; refer to the **דיבור המתחיל** 'וַיִּשֶׁם מְרֵאֲשֵׁתָיו'.

Display the **Stepping Stone Words** (Classroom Resources) in block and רש"י script. Point out to the class which letters in רש"י print are similar to those in block. Choose pupils to match the Hebrew words to the words in רש"י script.

רש"י פסוק י"א		רש"י פסוק י"א	
לְרֵאשׁוֹ	שְׂרָא	לְרֵאשׁוֹ	שְׂרָא
חַיֹּת	רְעוֹת	חַיֹּת	רְעוֹת
זֹאת	אוֹמְרָת	זֹאת	אוֹמְרָת
לְדַיֵּק	רֵאשׁוֹ	לְדַיֵּק	רֵאשׁוֹ
אֶחָת	אָבֹן	אֶחָת	אָבֹן

Ask pupils to identify any familiar stepping stone words, then write these on the board.

5d. Understanding Activity [U2] (10 minutes)

1. Display רש"י פּסוק י"א with familiar words highlighted (Classroom Resources), either in block letters or רש"י script.

<p style="text-align: center; font-size: small;">רש"י פסוק י"א</p> <p>וַיִּשֶׁם מְרֵאֲשֵׁתָיו. עֲשָׂאן כַּמִּין מִרְזַב סָבִיב לְרֵאשׁוֹ,</p> <p>שְׂרָא מִפְּנֵי חַיֹּת רְעוֹת. הִתְחִילוּ מְרִיבוֹת</p> <p>זו עס זו, זֹאת אוֹמְרָת עָלַי וַיֵּחַ צְדִיק חַת רֵאשׁוֹ זֹאת</p> <p>אוֹמְרָת עָלַי וַיֵּחַ, מִיָּד עֲשָׂאן הַקְּדוֹשׁ בְּרִידָה הוּא אָבֹן אֶחָת,</p> <p>וַיְהִי שְׂנֵאֲמֵי "וַיִּשַׁח חַת הַבָּבֹן אֶשֶׁר עָם מְרֵאֲשֵׁתָיו":</p>	<p style="text-align: center; font-size: small;">רש"י פסוק י"א</p> <p>וַיִּשֶׁם מְרֵאֲשֵׁתָיו. עֲשָׂאן כַּמִּין מִרְזַב סָבִיב לְרֵאשׁוֹ,</p> <p>שְׂרָא מִפְּנֵי חַיֹּת רְעוֹת. הִתְחִילוּ מְרִיבוֹת</p> <p>זו עס זו, זֹאת אוֹמְרָת עָלַי וַיֵּחַ צְדִיק חַת רֵאשׁוֹ זֹאת</p> <p>אוֹמְרָת עָלַי וַיֵּחַ, מִיָּד עֲשָׂאן הַקְּדוֹשׁ בְּרִידָה הוּא אָבֹן אֶחָת,</p> <p>וַיְהִי שְׂנֵאֲמֵי "וַיִּשַׁח חַת הַבָּבֹן אֶשֶׁר עָם מְרֵאֲשֵׁתָיו":</p>
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Point out the **דיבור המתחיל** 'וַיִּשֶׁם מְרֵאֲשֵׁתָיו' and support pupils in finding רש"י's comment in their חוּמֶשׁ (they will need to refer back to פּסוק י"א).

2. Read the **רש"י** text out loud twice, with expression, as pupils follow on the board or in their **חומשים**. Point out the stepping stone words as they are read.

Display and read **רש"י's** comment in English (Classroom Resources).

רש"י פסוק י"א

And he put them around his head: He made them like a waterpipe around **his head**, because **he was afraid of dangerous animals**. They started to quarrel with one another. **This one was saying** 'let the **righteous man** rest **his head** on me', and **this one was saying** 'let him rest on me'. Hashem immediately made them into **one stone**. This is why it says 'And he took **the stone** that he placed by his head' (פסוק י"ח).

What question is **רש"י** asking (*How can both פְּסוּקִים describe the same story when they seem to have different information? What tells the actual story, singular or plural?*)

3. Explain to the class that **רש"י** sometimes gives us an answer that Rabbis in the past have given. The Rabbis of the time of the **מְדַרְשׁ** explain how it is possible for both **פְּסוּקִים** to be correctly telling what happened to **נֶעֱקֵב**.

Read the **מְדַרְשׁ** as brought by **רש"י** and explain it in English.

According to the **מְדַרְשׁ** what were the rocks arguing about? (*They all wanted to be closest to נֶעֱקֵב*.)

What was **י'ה's** solution? (*To make them all into one rock.*)

What can we learn from this? (*The best way of achieving something good is if we all unite and do it together.*)

Can you think of some examples? (*Working together on a צְדָקָה project, deciding on ideas together to help someone in need.*)

6. Reading and Comprehension Activity: **פְּסוּק י"ט** [S3, S4] (10 minutes)

י"ט וַיִּקְרָא אֶת־שְׁמֵהֶמְקוֹם הַהוּא בְּיַתְאֵל וְאוּלָם לִוְי שְׁם־הָעִיר לְרֵאשֶׁנָּה :

What ideas have been important in this unit? (*מְקוֹם – a holy place, the place, dreams, promises from ה'י*)

Read **פְּסוּק י"ט** for the class and ask the pupils to find the name of the place according to the **פְּסוּק**. (*לִוְי and בְּיַתְאֵל*).

What was the place called at first? (*לִוְי*)

What is the new name for the place? (*בְּיַתְאֵל*)

What does this name tell us about the place? (*That this is the house of ה'י*.)

Challenge pupils to find the words spoken by **נֶעֱקֵב** in **י"ז** **פְּסוּק** that echo the name of this place. (*בְּיַתְאֵלְקִים*)

9. Summary Activity [K3, U3]**(5 minutes)**

Remind pupils of **עֵקֶב**'s and **אַבְרָם**'s journeys (they can refer back to the map worksheet completed in Lesson 1).

Where is **עֵקֶב** now? (**בֵּית אֵל**)

What did **אַבְרָם** do when he was in **בֵּית אֵל** (**ח' : פְּסוּק י"ב : פָּרַק י"ב**)? (*He built a **מִזְבֵּחַ**.*)

How is this similar to what **עֵקֶב** does when he comes to this same place? (*He recognises the importance of the place where **ה'** has appeared to him.*)

Ask pupils to refer to the table on their worksheet **Comparing the Promises (1)** from Lesson 4. Now they can complete the last two rows of the table with the information they have learned in these **פְּסוּקִים**.

(פְּרָק כ"ח : פְּסוּקִים ט"ז-י"ט)		
Places that were important to him	בֵּית אֵל	בֵּית אֵל
Ways that he showed he was in a Holy place	<i>Built a מִזְבֵּחַ</i>	<i>Set up a מִזְבֵּחַ and poured oil on it</i>

Lesson 7: Revision and Assessment

Below are a variety of activities and resources to assess Unit 9. 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, K6]

Distribute flashcards of the keywords from Unit 9, as well as the compass directions and some silhouettes (Classroom Resources), to groups of pupils and challenge them to retell the story by putting the words in the correct chronological order.

Pupils could be encouraged to include some of the deeper questions they have explored (for example around the word **מָקוֹם**) and offer some of the explanations given by **רש"י** on these questions.

Once pupils have told the story as a group, they could be challenged to tell the story from a particular perspective, for example: Imagine that you are **נַעֲקֹב** telling the story to your relatives in **תְּרֹךְ** at the end of the journey/Imagine that you are the rocks **נַעֲקֹב** used and tell the story from their perspective.

The story can be filmed or drawn as a cartoon, or written as a diary entry or any other suitable format.

<table border="1"> <tbody> <tr><td>צָפוֹן</td></tr> <tr><td>קֶדֶם</td></tr> <tr><td>יָם</td></tr> <tr><td>נֶגֶב</td></tr> </tbody> </table>	צָפוֹן	קֶדֶם	יָם	נֶגֶב		<table border="1"> <tbody> <tr><td>מָקוֹם</td></tr> <tr><td>בְּמָקוֹם</td></tr> <tr><td>הַמָּקוֹם</td></tr> <tr><td> </td></tr> </tbody> </table>	מָקוֹם	בְּמָקוֹם	הַמָּקוֹם	
צָפוֹן										
קֶדֶם										
יָם										
נֶגֶב										
מָקוֹם										
בְּמָקוֹם										
הַמָּקוֹם										

2. Matching Promises Flash Activity [K2]

Pupils can play the flash activity game (see Fronter) in which they match the promises that ה' makes to יעקב and put them in the correct order. There are two games with different degrees of difficulty.

Read the phrases on each of the stones. Use the Chumash to help you match each phrase to its partner. Then place the stones in the order in which they appear in ה' promise to יעקב. Watch what happens!

1 The land on which you are lying I will give to you and your children

2 Your children will be

3

4

5

6 They will spread out

7

through you and until I do what I have spoken I will not leave you

to the west, east, north, and south

All the families of the earth will be blessed

like the dust wherever you go I will be with you and watch over you

to this land

3. Reviewing רש"י [K4A, S4, K6]

Scatter the **Rock Cards** (Classroom Resources) over the board/tables. Challenge pupils to match the pairs of cards (consisting of either similar or contrasting words).

When they have done this correctly, they can complete the **Reviewing רש"י** worksheet, reviewing the explanation provided by רש"י for each of the pairs, and the פְּרָשְׁנוֹת rule that applies.

Reviewing רש"י

Complete the table below as follows:

- Write the word pair you have matched next to its number in column A.
- Which פְּרָשְׁנוֹת rule did we use to understand each one? Write it in column B.
- How did רש"י explain each? Write a brief explanation in column C.

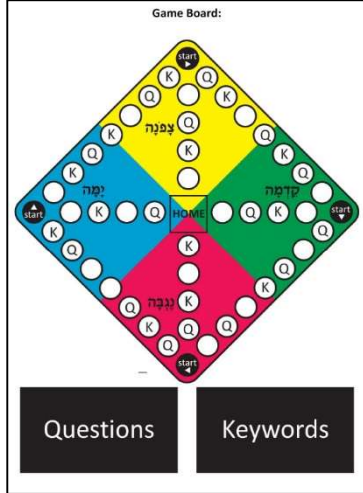
מספר	A. Word pair	B. פְּרָשְׁנוֹת rule	C. רש"י explains
1			
2			
3			
4			
5			

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4. Revision Game [K4A, K2]

The **Revision Game** can be played by pupils to revise the main events and keywords of the unit. Pupils can play as a whole class or in tables.

See the **Revision Game Pack** (Classroom Resources) for materials required.



Revision Game Kit:

You will need:

- 1 Die
- 4 counters
- Revision Game board
- Question cards
- Unit 9 keyword flashcards

Aim of the game: For each team to try and reach their home corner the quickest.

Rules of the game:

1. Display the game board, (or distribute to pupils at their tables).
2. Divide pupils into four teams, one for each direction word: **צפון**, **מזרח**, **דרום**, **מערב**.
3. Each team rolls the dice to proceed along the map route.
4. When a group lands on a Question space they must pick up one of the question cards and answer it. If answered correctly, they may roll the dice again and move forward.
5. When a group lands on a word square, they must choose a flashcard of one of the Keywords, find it in the **קטן** and explain the word and say its meaning. If answered correctly, they may roll the dice again and move forward.

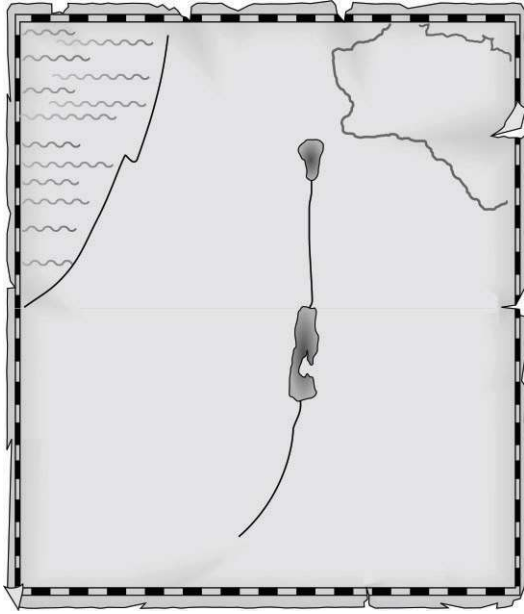
Question cards:

Where does יעקב leave from and where is he going?	Why does the תורה seem to give us unnecessary information in ויסעקו in ויסעקו ?
Which word is repeated 3 times in ויסעקו ?	What does the repeated word in ויסעקו teach us?
Where does יעקב see ה'ו in the dream?	How does ה'ו introduce Himself to יעקב in the dream?
What does ה'ו tell יעקב about the Place where he is sleeping?	What does ה'ו tell יעקב about his children?
Where does ה'ו tell יעקב that his children will live?	What will ה'ו do for יעקב and his children?

What extra promise does ה'ו make to יעקב ?	How are the promises that ה'ו made to יעקב similar to those made to אברהם ?
How are the promises that ה'ו made to יעקב different to those made to אברהם ?	Why were ה'ו 's promises to יעקב different to His promises to אברהם ?
What is יעקב 's reaction when he wakes up from the dream?	What is special about the place where יעקב was sleeping?
What does יעקב mean by the phrase ועוד חלומות (according to ירושלמי)?	What has happened (פסוק) to the stones that יעקב put around his head?
What does יעקב do to the stone when he wakes up?	What does יעקב call the place where he had the dream?

Exploring Maps

Journey 1: יַעֲקֹב



Look at בְּרֵאשִׁית כ"ח: פְּסוּק י'.

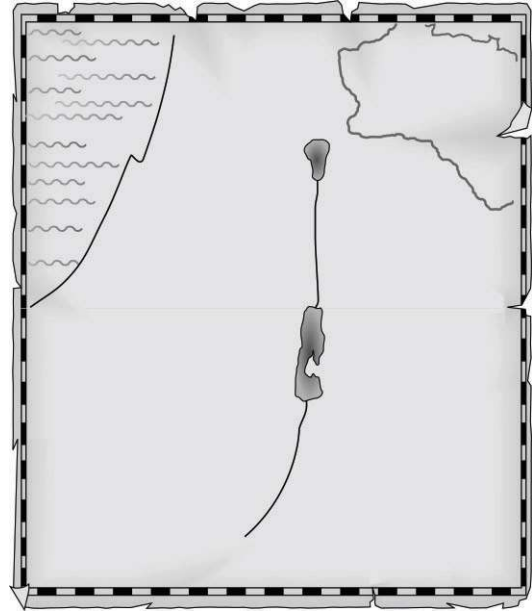
Where is יַעֲקֹב travelling from?

Where is יַעֲקֹב travelling to?

Write these places on the map.

Draw a line in **red** to show the route יַעֲקֹב might take on his journey.

Journey 2: אַבְרָם [אַבְרָהָם]



Look at פְּרֵק י"ב: פְּסוּקִים ד'-ט'.

Where is אַבְרָם leaving from?

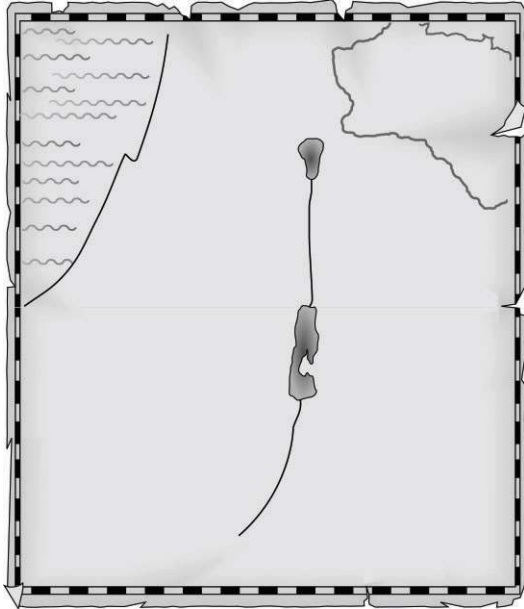
Write this place on the map.

Can you find the names of the places he passes on his journey?
Write them on the map.

Draw a line in **green** to show the route taken by אַבְרָם on his journey.

Exploring Maps

Journey 1: יַעֲקֹב



Look at בְּרֵאשִׁית כ"ח: פְּסוּק י'.

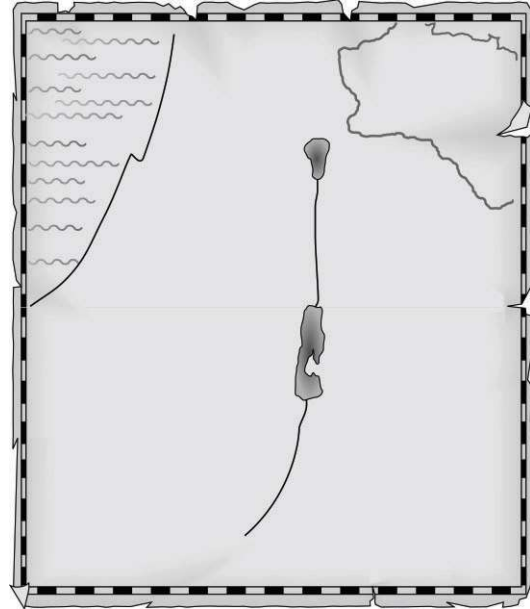
Where is יַעֲקֹב travelling from?

Where is יַעֲקֹב travelling to?

Write these places on the map.

Draw a line in **red** to show the route יַעֲקֹב might take on his journey.

Journey 2: אַבְרָם [אַבְרָהָם]



Look at פְּרֶק י"ב: פְּסוּקִים ד'-ט'.

Where is אַבְרָם leaving from?

Write this place on the map.

Can you find the names of the places he passes on his journey?

Write them on the map.

Draw a line in **green** to show the route taken by אַבְרָם on his journey.

Place names to help you:

שָׂכֶם

בְּאֵר שָׁבַע

בֵּית אֵל

חָרָן

אֶרֶץ כְּנָעַן

אֵלוֹן מוֹרְהָ

עֵי

פְּרָשָׁנוֹת Pack

As you learn each פְּרָשָׁנוֹת rule, write it down in the space provided. Then fill in the words/phrases from the פְּסוּקִים that the rule helps you to understand.



פְּרָשָׁנוֹת RULE 1:

This rule helps me to understand the following words/phrases from ____ פְּסוּק:



פְּרָשָׁנוֹת RULE 2:

This rule helps me to understand the following words/phrases from ____ פְּסוּק:



פְּרָשְׁנוֹת RULE 3:

This rule helps me to understand the following words/phrases

from _____ פְּסוּק:



פְּרָשְׁנוֹת RULE 4:

This rule helps me to understand the following words/phrases

from _____ פְּסוּק:



פְּרָשְׁנוֹת RULE 5:

This rule helps me to understand the following words/phrases

from _____ פְּסוּקִים and _____:

Journeys



Questions:

1) Where was יַעֲקֹב leaving from? _____


2) Where was יַעֲקֹב travelling to? _____

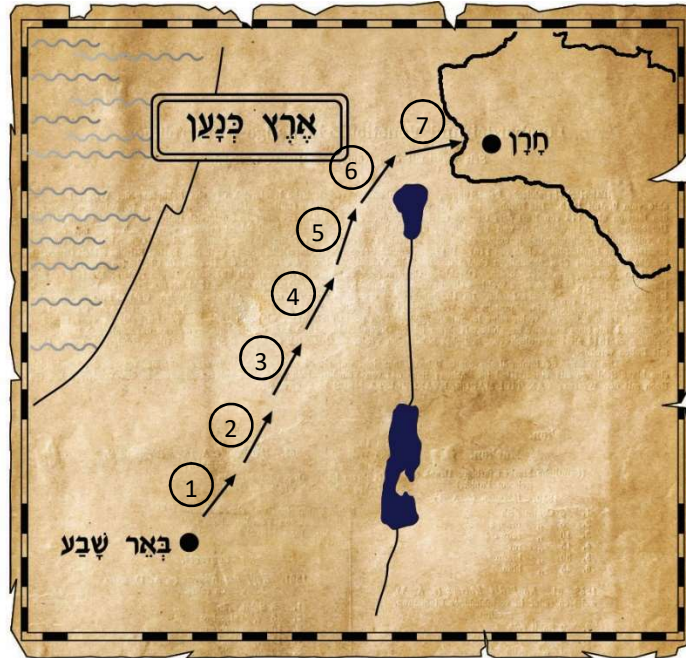
3) Why is יַעֲקֹב making this journey?

4) What extra information does the פְּסוּק seem to give us?

5) What reason does רַשִׁי give for this?

Reviewing the Journey

 יַעֲקֹב is travelling from שְׂבַע בָּאָר to חֶרֶן. Answer the question at each stage of the journey.



Question 1: What places are mentioned in י' פְּסוּק?

Question 2: Who is leaving שְׂבַע בָּאָר? _____

Question 3: Where is he going? _____

Question 4: Why is he going there? _____

Question 5: Who went from חֶרֶן to the south? Why? _____


Question 6: Why does the פְּסוּק say וַיֵּצֵא יַעֲקֹב מִבְּאֵר שְׂבַע and also

וַיֵּלֶךְ חֶרֶן? _____

Question 7: Which פְּרָשְׁנוֹת rule helps us understand this פְּסוּק?

Actions in פְּסוּק י"א

Complete the table below, using פְּסוּק י"א to help you. The first one has been done for you as an example.

COLUMN 1		COLUMN 2	COLUMN 3	
	Action word (verb) and meaning	Who is doing the action?	Word connected to this action	
וַיָּבֹא	he arrived	יַעֲקֹב	בְּמָקוֹם	in the place

Questions:

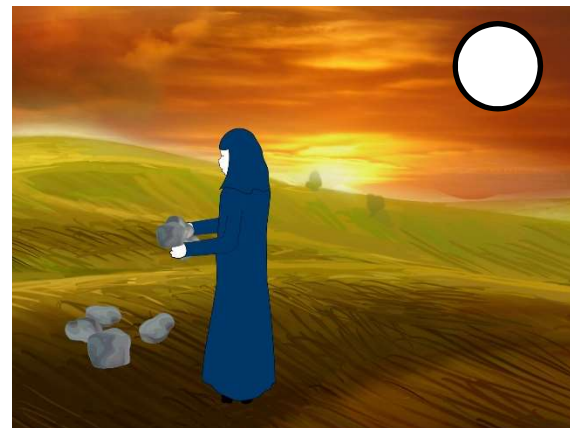
1) Which word is repeated in column 3? _____

2) What does this word mean? _____

3) How else is it referred to in this פְּסוּק?

What Happened in the Place?

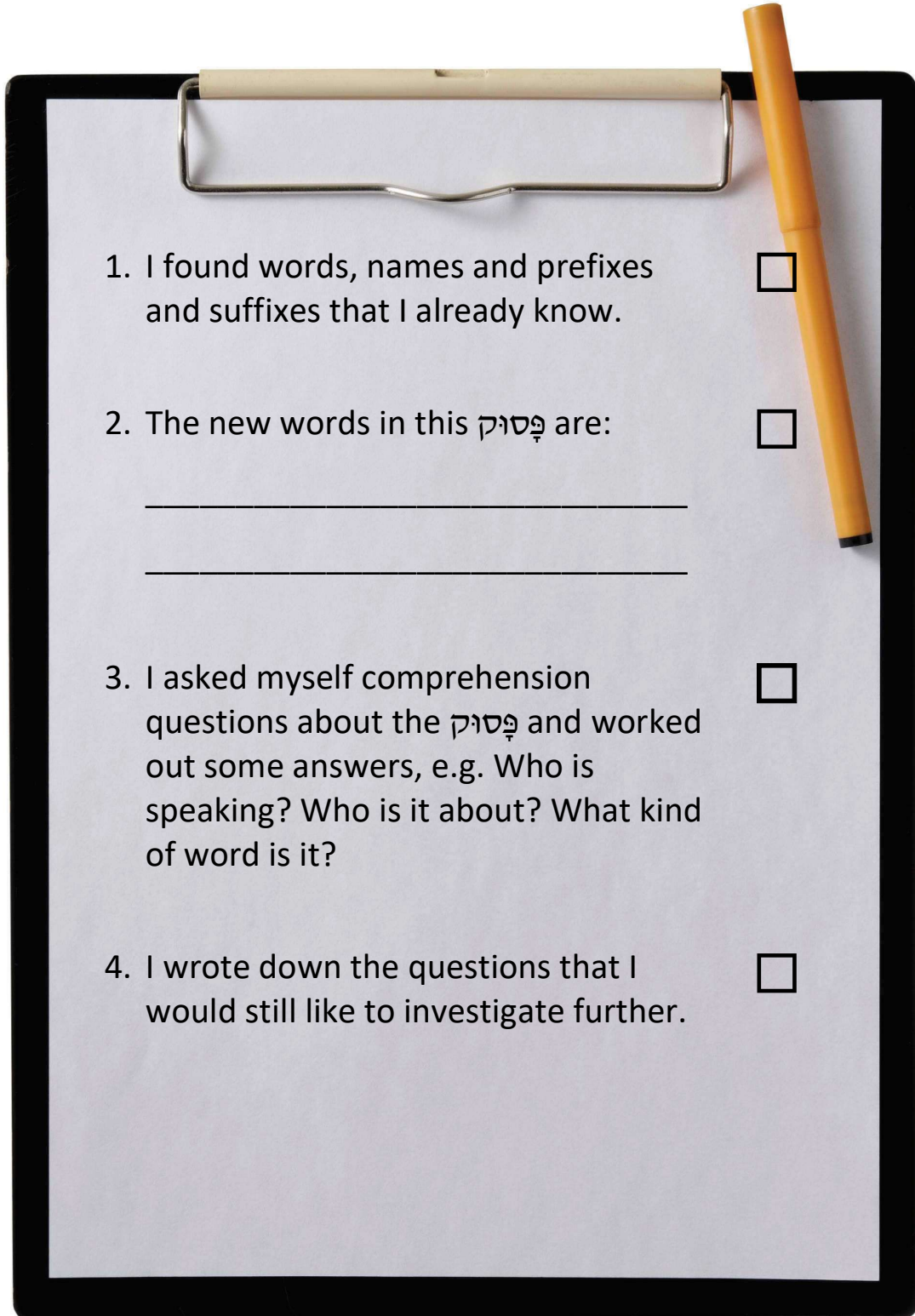
What happened when יַעֲקֹב arrived at the מְקוֹם? Look at the phrases below. Match each phrase to the correct picture by writing the letter in the circle.



- a) וַיִּקַּח מֵאֲבְנֵי הַמָּקוֹם
- b) וַיִּפְגַּע בַּמָּקוֹם
- c) וַיִּלֶן שָׁם כִּי־בָא הַשֶּׁמֶשׁ
- d) וַיִּשְׁכַּב בַּמָּקוֹם הַהוּא
- e) וַיִּשֶׂם מְרֹאֲשֹׁתָיו

Independent Learning Checklist

✓ Tick each step as you complete it.

A clipboard with a silver clip at the top, holding a white sheet of paper. An orange pen is resting on the right side of the paper. The paper contains a checklist with four items, each followed by a square checkbox. Item 2 has two horizontal lines for writing.

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

2. The new words in this פָּסוּק are:

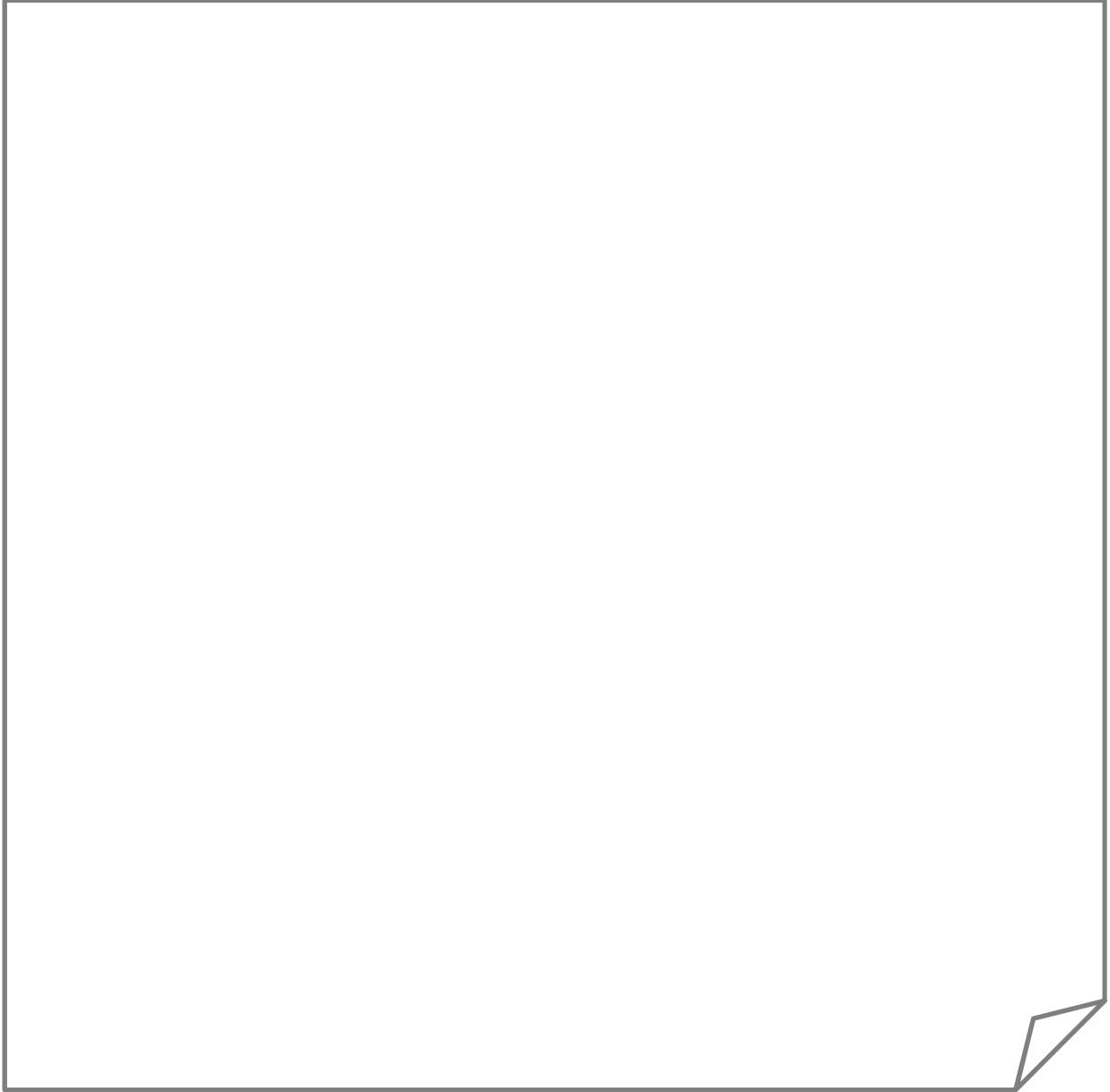
3. I asked myself comprehension questions about the פָּסוּק and worked out some answers, e.g. Who is speaking? Who is it about? What kind of word is it?

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

Dream Scene



Draw the scene that יַעֲקֹב sees in his dream. Label it using the phrases from פְּסוּק י"ב at the bottom of the page.



סְלָם

מִצֵּב אֲרָצָה

רֵאשׁוּ מִגִּיעַ הַשְּׁמַיְמָה

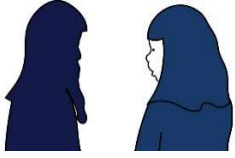
מִלְאֲכֵי אֱלֹקִים

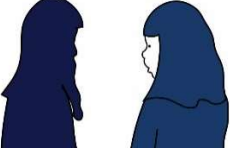
עֲלִים וַיִּרְדּוּ



Comparing the Promises (1)

- Use the information in the פְּסוּקִים to list the promises given to אַבְרָם and יַעֲקֹב.
- Use matching colours to highlight promises that are about similar topics in both columns.

	אַבְרָם פָּרַק י"ב: פְּסוּקִים א'-ג', ז'	יַעֲקֹב פָּרַק כ"ח: פְּסוּקִים י"ג-ט"ו
What did ה' promise him?		

	אַבְרָם פָּרַק י"ב: פְּסוּקִים א'-ג', ד'	יַעֲקֹב פָּרַק כ"ח: פְּסוּקִים י"ג-ט"ו
Words/שְׂרָשִׁימִים that appear in both groups of פְּסוּקִים		
Where was he when he received the promises?		
Where was he travelling to?		
What was the reason for his journey?		
Who was he travelling with?		
(To be completed after studying פָּרַק כ"ח: פְּסוּקִים ט"ז-י"ט)		
Places that were important to him		
Ways that he showed he was in a holy place		

Comparing the Promises (2)



Use the information from your completed table to answer the questions below.



What is similar about the two sets of promises?



What is different about the journeys of אַבְרָם and יַעֲקֹב?



What is different about the two sets of promises? List some differences below, with possible reasons.

	Difference	Reason
1		
2		
3		

First Person Past Tense



Fill in the correct form of the verbs below. The first one has been done for you.

Meaning	First person past tense	שָׁרַשׁ
I spoke	דִּבַּרְתִּי	דבר
	עָשִׂיתִי	
		ידע
		שכב
I ate		
		לקח
I listened		
I loved		
		יצא
I laughed		
		קרא
I lived		
		אמר
I went		

First Person Past Tense



Fill in the correct form of the verbs below.

Use the words in the box to help with the Meaning and שְׁרָשׁ columns.

The first one has been done as an example.


Meaning	First person past tense	שְׁרָשׁ
I spoke	דִּבַּרְתִּי	דבר
	עָשִׂיתִי	
		ידע
		שכב
I ate		
		לקח
I listened		
I loved		
		יצא
I laughed		
		קרא
I lived		
		אמר
I went		

I said	I did	I took	הלכ	ישב
I called	I went out		אהב	שמע
I lay down	I knew			עשה
				צחק

Places of תפילה



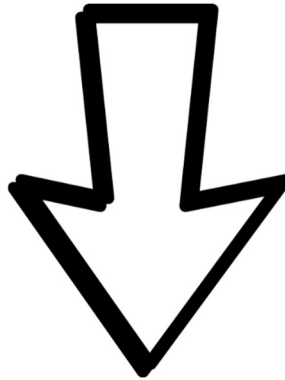
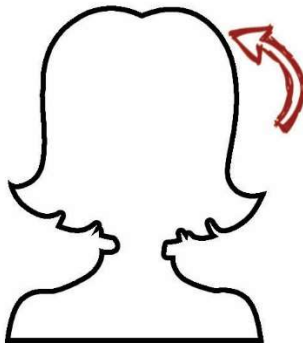
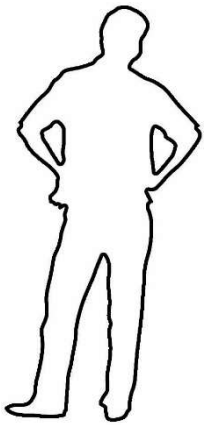
Complete the table below. Fill in the rows at the bottom of the table with your own ideas.

Place where תפילות go up to heaven	What does this place look like?	What makes this place special?	How do people feel in this place?	How do people behave in this place?
The place where יעקב was				
The בית המקדש 				
My בית הכנסת 				
The פותל 				
My own example:				
My own example:				

Word Families Help Us Understand

Write these word families in the correct word shape.

ראש	יצב	ירא	שומ
-----	-----	-----	-----



Use the pictures to help you complete the sentences with the words below.

וַיִּשֶׁם	מִצָּב	וַיִּרְאֵהוּ	נִצַּב	וַיִּירָא	נִירָא
מִרְאֵשְׁתִּיּוֹ	שָׁם	מִצְבָּה	רֵאשִׁי		

_____ are words that tell us about putting things down.

_____ are words about standing up.

_____ are words that tell us about something scary but wonderful.

_____ are words that tell us about something that is on the top or first.

The סְּמִיכוֹת Rule

סְּמִיכוֹת means 'joined' or 'connected'

Look at the table below, which shows some examples of singular, plural and connected words.

Plural – סְּמִיכוֹת 2 connected words		Plural	Singular	
בְּתֵי כְּנֶסֶת	←	בְּתִים	←	בֵּית
סְפָרֵי תוֹרָה	←	סְפָרִים	←	סֵפֶר
חוֹמְשֵׁי תוֹרָה	←	חוֹמְשִׁים	←	חוֹמֵשׁ
כוֹכְבֵי הַשָּׁמַיִם	←	כוֹכָבִים	←	כוֹכֵב

What do you notice about the plural ending when it is connected to another word? _____

Below are phrases from two פְּסוּקִים that we have learned. Can you find the words that follow this rule? Circle them.

From פְּסוּק י"ח	From פְּסוּק י"א
וַיִּקַּח אֶת־הָאֶבֶן אֲשֶׁר־שָׂם מִרְאֲשֵׁתוֹ	וַיִּקַּח מֵאֲבְנֵי הַמָּקוֹם וַיָּשֶׂם מִרְאֲשֵׁתוֹ


What question do you have on these פְּסוּקִים? _____

Reviewing רש"י



Complete the table below as follows:

1. Write the word pair you have matched next to its number in column A.
2. Which פְּרָשְׁנוֹת rule did we use to understand each one? Write it in column B.
3. How did רש"י explain each? Write a brief explanation in column C.


פְּסוּק	A. Word pair	B. פְּרָשְׁנוֹת rule 	C. רש"י explains
י	1		
י"א	2		
י"ב	3		
י"ז	4		
י"א & י"ח	5		

Reviewing רש"י



Complete the table below as follows:

1. Write the word pair you have matched next to its number in column A.
2. Which פְּרָשְׁנוֹת rule did we use to understand each one? Write it in column B (they are listed below to help you).
3. How did רש"י explain each? Write a brief explanation in column C.

פְּסוּק	A. Word pair	B. פְּרָשְׁנוֹת rule 	C. רש"י explains
י	1		
י"א	2		
י"ב	3		
י"ג	4		
י"א & י"ח	5		

מְלֵא מְנַחָה – repeated words לְשׁוֹן יִתְרָה – extra words

שְׁנוּי בְּסֵדֶר מְלִים – unusual word order

דְּקָדוּק לֹא עֲקָבִי – inconsistent grammar

מְלִים לֹא בְּרוּרֹת – ambiguous/unclear words

PaJeS Primary Chumash Aims

'Can Do' Statements for Pupils

The overall aim of the PaJeS Primary Chumash Project is to help teachers ensure that pupils leaving primary schools are:

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

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

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

Level 2 (suggested by the end of Year 2)

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

Level 1 (suggested by the end of Year 1)

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

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

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

Ability to learn Chumash (Skills-S)	
Level 3c 1. I can show where a פָּסוּק begins and ends in my חוּמֵשׁ. (S1)	<input type="checkbox"/>
2. I can find the place in my חוּמֵשׁ. (S1)	<input type="checkbox"/>
3. I can read selected words on a חוּמֵשׁ page. (S3)	<input type="checkbox"/>
4. I can work out the meaning of part of a פָּסוּק using keywords I know. (S4)	<input type="checkbox"/>
Level 3b 1. I can find any פָּסוּק in סֵפֶר בְּרֵאשִׁית and also find the אֶתְנַחְתָּהּ. (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 מְצִנָּה mentioned in the unit. (K5)	<input type="checkbox"/>
Level 3a	
1. I know most of the people and places in the units studied. (K2)	<input type="checkbox"/>
2. I know where most of the places and areas named in the unit can be found. (K3)	<input type="checkbox"/>
3. I recognise word families of keywords in the unit studied. (K4)	<input type="checkbox"/>
4. I can explain which מְצִנּוֹת in the unit studied apply nowadays. (K5)	<input type="checkbox"/>
5. I can retell in my own words the commentary of a מְפָרֵשׁ in the unit studied. (K6)	<input type="checkbox"/>

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

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

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

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

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

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

2. I can explain, independently, the reason why רש"י comments on a word or phrase. (U4)	<input type="checkbox"/>
Level 4a	
1. I ask moral questions about the behaviour of characters in the חומש. I propose and debate possible solutions, linking these questions and responses to my own experiences and feelings. (U1)	<input type="checkbox"/>
2. I can infer meaning, independently, from the similarities and differences of two texts I have studied. (U3)	<input type="checkbox"/>
3. I can explain, independently, the reason why any 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 סוּף פְּסוּק. (S3)	<input type="checkbox"/>
2. I can explain simple new/unseen פסוקים in the חומש and gain, with support, information from them. (S4)	<input type="checkbox"/>
3. I can also apply more complex grammatical structures, like וְהִתְפַּוֵּךְ and verb conjugations, to help me comprehend new פסוקים. (S5)	<input type="checkbox"/>
4. I can read vowelised words written in רש"י script accurately. (S6)	<input type="checkbox"/>
5. I can explain from the Hebrew text the plain meaning of a simple מִפְרָשׁ(ים) independently. (S7)	<input type="checkbox"/>

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

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

Level 5b	
1. I can read all new/unseen פְּסוּקִים accurately and fluently using אֲתֵנְחֶנְתָּא and סוּף פְּסוּק. (S3)	<input type="checkbox"/>
2. I can explain simple new/unseen פְּסוּקִים in the 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	לָדָּ לָדָּ
U2	אֲבֶרֶם and לוֹט Part Company	א' - י"ג	י"ג	לָדָּ לָדָּ
U3	אֲבֶרֶהֶם Welcomes Visitors	א' - ח'	י"ח	וַיָּרָא
U4	The Birth of יִצְחָק	א' - י"ג	כ"א	וַיָּרָא

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

CHUMASH CURRICULUM UNIT PLANNING GRID

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

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

PaJeS Primary Chumash Curriculum – Skills and Understanding Spiral

Chumash Readiness-Unit 14

December 2017/Kislev 5778

Please note:

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

Unit	Skills	Understanding								
Chumash Readiness	1. Identifying the beginnings and ends of פְּסוּקִים S1 2. Finding the פָּרָק and the פְּסוּק with the help of גְּמַטְרִיָּה S1 3. Decoding words and phrases with accuracy S3	1. Understanding the importance of a חוּמָשׁ and treating it with respect U1								
Unit 1	1. Finding the place in a חוּמָשׁ S1 2. Reading most פְּסוּקִים in this unit accurately S3 3. Comprehending plain meaning of תּוֹרָה text with support S4 4. Identifying word families/שָׂרָשִׁים: הלכ, אָרַץ, גדל, ברכ, S5 5. Use of noun prefixes to help comprehend text S5 <table border="1" data-bbox="353 1187 1128 1393"> <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 מִמּוֹלַדְתָּהּ מִבֵּית</td> </tr> </tbody> </table>	ו	ב	ה	מ	וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֶרֶץ מִמּוֹלַדְתָּהּ מִבֵּית	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 מְנַחֶה): אֶרֶץ U2 3. Deriving meaning from word order and phrasing (סֵדֵר מְלִים) (מִבֵּית אֲבִיךָ, מִמּוֹלַדְתָּהּ, מֵאֶרֶץ) U2
ו	ב	ה	מ							
וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֶרֶץ מִמּוֹלַדְתָּהּ מִבֵּית							

	<p>6. Use of noun suffixes to help comprehend text S5</p> <table border="1" data-bbox="360 245 624 454"> <tr><td>ף</td></tr> <tr><td>אָרְצֵךְ</td></tr> <tr><td>מוֹלְדֵיךָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זֶרְעֵךְ</td></tr> </table>	ף	אָרְצֵךְ	מוֹלְדֵיךָ	אָבִיךָ	זֶרְעֵךְ	
ף							
אָרְצֵךְ							
מוֹלְדֵיךָ							
אָבִיךָ							
זֶרְעֵךְ							
<p>Unit 2</p>	<p>1. Finding the place in a חומש S1 2. Reading most פסוקים in this unit accurately S3 3. Comprehending the plain meaning of תורה text with support S4 4. Identifying ישב: שָׁרַשׁ S5 5. Use of noun prefixes to help comprehend text S5</p> <table border="1" data-bbox="360 751 624 948"> <tr><td>ו</td></tr> <tr><td>וְאֶשְׁתּוֹ</td></tr> <tr><td>וְלוֹט</td></tr> <tr><td>וּבְקָר</td></tr> <tr><td>וְאֶהְלִים</td></tr> </table>	ו	וְאֶשְׁתּוֹ	וְלוֹט	וּבְקָר	וְאֶהְלִים	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Deriving meaning from seemingly extra words לָשׁוֹן יִתְרָה (וְהַכְנִיעַנִי וְהַפְרִיזֵנִי אֲזִי יוֹשֵׁב בְּאֶרֶץ) U2 3. Comparisons: similar events השוואה (the travels of אַבְרָם and his entourage from הָרֶן to כְּנָעַן with their travels from כְּנָעַן to מִצְרַיִם) New U3</p>
ו							
וְאֶשְׁתּוֹ							
וְלוֹט							
וּבְקָר							
וְאֶהְלִים							
<p>Unit 3</p>	<p>1. Finding the place in a חומש S1 2. Reading most פסוקים in this unit accurately S3 3. Comprehending the plain meaning of תורה text with support S4 4. Identifying שָׁרְשֵׁים: רוצ, מהר, ראה S5 5. prefix בּ; בְּאֵלֵי 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>New וי</th> <th>New ות</th> </tr> </thead> <tbody> <tr> <td>ויעש</td> <td>ותצחק</td> </tr> <tr> <td>ויקרא</td> <td>ותהר</td> </tr> <tr> <td>וימל</td> <td>ותלד</td> </tr> <tr> <td>ויגדל</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותרא</td> </tr> </tbody> </table> <p>4. Use of noun prefixes and suffixes to help comprehend text S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 730 624 858"> <tbody> <tr> <td>ל</td> </tr> <tr> <td>לְשָׂרָה</td> </tr> <tr> <td>לְאַבְרָהָם</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 906 1140 1034"> <thead> <tr> <th>י</th> <th>ה</th> <th>ו</th> </tr> </thead> <tbody> <tr> <td>בְּנֵי</td> <td>בְּנֵה</td> <td>בְּנוֹ</td> </tr> <tr> <td>לִי</td> <td>בְּקִלָּהּ</td> <td>לוֹ</td> </tr> </tbody> </table> <p>By the end of Unit 4 most pupils should know all the noun prefixes ל/ה/ב/מ/ו; all possessive suffixes הִ/הָ/הּ; and the third person verb prefixes וי and ות.</p>	New וי	New ות	ויעש	ותצחק	ויקרא	ותהר	וימל	ותלד	ויגדל	ותאמר	ויאמר	ותרא	ל	לְשָׂרָה	לְאַבְרָהָם	י	ה	ו	בְּנֵי	בְּנֵה	בְּנוֹ	לִי	בְּקִלָּהּ	לוֹ	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p> <p>2. Deriving meaning from the use of words with multiple meanings (צחק) New U2</p>
New וי	New ות																									
ויעש	ותצחק																									
ויקרא	ותהר																									
וימל	ותלד																									
ויגדל	ותאמר																									
ויאמר	ותרא																									
ל																										
לְשָׂרָה																										
לְאַבְרָהָם																										
י	ה	ו																								
בְּנֵי	בְּנֵה	בְּנוֹ																								
לִי	בְּקִלָּהּ	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>יְדָה</td> <td>אֲחִי</td> </tr> </tbody> </table> <p>5. Use of noun plural suffix יָךְ לְגַמְלֶיךָ New S5</p> <p>6. Prepositions עַד, עוֹד, גַּם S5</p>	וי	ות	וַיִּקַּח	וַתֹּאמֶר	וַיִּקָּם	וַתִּרְאֶה	וַיִּלָּךְ	וַתִּמְלֵא	וַיִּרְאֶה	וַתִּמְהַר	וַיַּעַשׂ	וַתִּרְצֶה	וַיִּקְרָא		ל	לְעַבְדָּךְ	לְיִצְחָק	הַ	יְ	כַּדָּה	אֲדָנִי	יְדָה	אֲחִי	<p>2. Comparing two texts: אַבְרָהָם's behaviour towards his guests in בְּרֵאשִׁית י"ח and the חֶסֶד of רִבְקָה U3</p>
וי	ות																								
וַיִּקַּח	וַתֹּאמֶר																								
וַיִּקָּם	וַתִּרְאֶה																								
וַיִּלָּךְ	וַתִּמְלֵא																								
וַיִּרְאֶה	וַתִּמְהַר																								
וַיַּעַשׂ	וַתִּרְצֶה																								
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ל																									
לְעַבְדָּךְ																									
לְיִצְחָק																									
הַ	יְ																								
כַּדָּה	אֲדָנִי																								
יְדָה	אֲחִי																								
<p>Unit 6</p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with little support S4</p> <p>2. Identifying שְׂרָשִׁים יָדַע, אָהַב, יָצָא, and word families אֲחוֹת, אִשָּׁה, S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the power of תְּפִלָּה U1</p> <p>2. Identify seemingly extra words, e.g. the לְשׁוֹן יְתָרָה U2</p> <p>אֲבָרְהָם הוֹלִיד אֶת יִצְחָק U2</p>																							

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 237 900 437"> <tr> <td>וי</td> <td>ות</td> </tr> <tr> <td>ויהי</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותהר</td> </tr> <tr> <td>ויאהב</td> <td>ותהר</td> </tr> <tr> <td>ויקרא</td> <td></td> </tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="358 555 900 675"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>ואלה</td> <td>בקרבך</td> </tr> <tr> <td></td> <td>בפיו</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>לה</td> </tr> <tr> <td>אשתו</td> <td></td> </tr> <tr> <td>ידו</td> <td></td> </tr> </table> <p>5. Use of verb male plural suffix New S5</p> <table border="1" data-bbox="358 935 624 1098"> <tr> <td>ו...ו</td> </tr> <tr> <td>וימלאו</td> </tr> <tr> <td>ויקראו</td> </tr> <tr> <td>ויגדלו</td> </tr> </table> <p>6. Use of present verb form אהבת New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאהב	ותהר	ויקרא		ו	ב	ואלה	בקרבך		בפיו	ו	ה	לו	לה	אשתו		ידו		ו...ו	וימלאו	ויקראו	ויגדלו	<p>3. Comparing two texts in בראשית where there are similar actions – תפלה of the עבד and that of יצחק U3</p>
וי	ות																													
ויהי	ותאמר																													
ויאמר	ותהר																													
ויאהב	ותהר																													
ויקרא																														
ו	ב																													
ואלה	בקרבך																													
	בפיו																													
ו	ה																													
לו	לה																													
אשתו																														
ידו																														
ו...ו																														
וימלאו																														
ויקראו																														
ויגדלו																														
<p>Unit 7</p>	<p>1. Comprehending the plain meaning of a <u>simple תורה text independently</u> New S4</p> <p>2. Identifying שרשים: בוא, מכר, מות, אכל, and word families אדום, בכרה 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" data-bbox="362 193 660 430"> <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 data-bbox="353 446 967 478">4. Use of noun singular prefixes and suffixes S5</p> <p data-bbox="353 491 470 518">Prefixes:</p> <table border="1" data-bbox="362 529 775 619"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table> <p data-bbox="846 491 936 518">Suffix:</p> <table border="1" data-bbox="833 529 1057 619"> <tr><td>ו</td></tr> <tr><td>שמו</td></tr> </table> <p data-bbox="353 635 817 667">5. Use of present verb form הולך S5</p>	וי	ויאכל	ויקום	וילך	ויאמר	ויבא	ל	ה	לי	הבכרה	ו	שמו	<p data-bbox="1220 199 2011 268">2. Reflecting on the different characteristics of the twins and what we can learn from them U1</p> <p data-bbox="1220 295 2049 402">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 data-bbox="1220 427 2056 497">4. Identifying words and phrases that express subtle messages, e.g. כיום New U2</p> <p data-bbox="1220 523 1892 593">5. Identifying significance of words, e.g. the phrase אָדום האָדם האָדם relates to עָשׂוּ being called אָדום U2</p> <p data-bbox="1220 619 2027 689">6. Comparing and contrasting two פּרוּשׁים 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 data-bbox="206 730 295 758">Unit 8</p>	<p data-bbox="353 730 1115 801">1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4</p> <p data-bbox="353 813 884 842">2. Identifying שְׂרָשִׁים בוא, נתנ, גגש, נתנ, S5</p> <p data-bbox="353 858 1019 890">3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 896 900 1168"> <tr><td>וי</td><td>ות</td></tr> <tr><td>ויאכל</td><td>ותאמר</td></tr> <tr><td>ויבא</td><td>ותקח</td></tr> <tr><td>ויקום</td><td></td></tr> <tr><td>וילך</td><td></td></tr> <tr><td>ויאמר</td><td></td></tr> <tr><td>ויבא</td><td></td></tr> </table> <p data-bbox="353 1184 967 1216">4. Use of noun singular prefixes and suffixes S5</p> <p data-bbox="353 1232 470 1259">Prefixes:</p> <table border="1" data-bbox="362 1270 900 1359"> <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 data-bbox="1220 730 2065 837">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 data-bbox="1220 865 2027 970">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 data-bbox="1220 997 1796 1029">3. Comparing and contrasting, with support:</p> <ul data-bbox="1265 1050 2056 1300" 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 style="text-align: center;">ו</td></tr> <tr><td style="text-align: center;">בְּנוּ</td></tr> </table>	ו	בְּנוּ	<p>4. Understanding the פירוש of the ספרנו explaining the significance of ברכות's יצחק and analysing how he explains the text New U4</p>													
ו																	
בְּנוּ																	
<p>Unit 9</p>	<p>1. Comprehending the plain meaning of a simple תורה text independently S4</p> <p>2. Identifying word families/שָׁרָשִׁים/עלה ירד, חלמ, שכב, ירד, עלה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">וּ</td></tr> <tr><td style="text-align: center;">וַיֵּלֶן</td></tr> <tr><td style="text-align: center;">וַיִּשְׁכַּב</td></tr> <tr><td style="text-align: center;">וַיֵּצֵא</td></tr> <tr><td style="text-align: center;">וַיֵּלֶד</td></tr> <tr><td style="text-align: center;">וַיִּשְׁכַּם</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">ו</th> <th style="text-align: center;">ה</th> <th style="text-align: center;">מ</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">וְהָיָה וְרָאִישׁוֹ</td> <td style="text-align: center;">הַשָּׂמֶשׁ הַמְּקוֹם</td> <td style="text-align: center;">מֵאֲבָנֵי מִרְאֵשֵׁתָיו</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">ָ</td></tr> <tr><td style="text-align: center;">אָבִידָ</td></tr> <tr><td style="text-align: center;">זָרַעָדָ</td></tr> </table> <p>5. Past tense first person – יָדַעְתִּי, דִּבַּרְתִּי, עָשִׂיתִי New S5</p> <p>6. Use of noun possessive plural suffix – מֵאֲבָנֵי New S5</p> <p>7. Reading vowelled פְּרוּשִׁים accurately (רש"י) New S6</p>	וּ	וַיֵּלֶן	וַיִּשְׁכַּב	וַיֵּצֵא	וַיֵּלֶד	וַיִּשְׁכַּם	ו	ה	מ	וְהָיָה וְרָאִישׁוֹ	הַשָּׂמֶשׁ הַמְּקוֹם	מֵאֲבָנֵי מִרְאֵשֵׁתָיו	ָ	אָבִידָ	זָרַעָדָ	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יַעֲקֹב's feelings after his vision of the ladder U1</p> <p>2. Identifying with support that extra meaning can be derived from:</p> <ul style="list-style-type: none"> • seemingly superfluous words in the text (לְשׁוֹן יִתְרָה) • words that are repeated in the text (מְלֵא מִנְחָה) • unusual order in the text (שְׁנוּי בְּסֵדֶר מְלִים) • ambiguous words (הִבְנֵת מְלִים לֹא בְּרוּרָת) • apparent grammatical inconsistency (דִּקְדּוּק לֹא עֲקָבִי) U2 <p>3. Identifying with support textual comparisons between יַעֲקֹב leaving home (כ"ח : ב') and אַבְרָם leaving his home (י"ב : ה') U3</p>
וּ																	
וַיֵּלֶן																	
וַיִּשְׁכַּב																	
וַיֵּצֵא																	
וַיֵּלֶד																	
וַיִּשְׁכַּם																	
ו	ה	מ															
וְהָיָה וְרָאִישׁוֹ	הַשָּׂמֶשׁ הַמְּקוֹם	מֵאֲבָנֵי מִרְאֵשֵׁתָיו															
ָ																	
אָבִידָ																	
זָרַעָדָ																	

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	בֶּנֹו
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="362 657 900 817"> <tr><td>וְ</td><td>יְ</td></tr> <tr><td>אָחִיו</td><td>אָחִיךָ</td></tr> <tr><td>אָבִיו</td><td></td></tr> <tr><td>חֲלֻמֹתָיו</td><td></td></tr> </table> <p>5. Use of future tense נִרְאֶה, נִלְכֶה S5</p> <p>6. Reading vowelled פְּרוּשִׁים accurately (רש"י) S6</p> <p>7. Comprehending the plain meaning of a number of commentaries of רש"י with support New S7</p>	וי.....הו	וישָׁלַחְהו	וימְצָאֵהו	וישָׁאֲלֵהו	וְ	יְ	אָחִיו	אָחִיךָ	אָבִיו		חֲלֻמֹתָיו		<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														
חֲלֻמֹתָיו														
<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>בֵּיתִךְ</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	בֵּיתִךְ	<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	בֵּיתִךְ					
<p>Unit 13</p>	<p>1. Comprehending the plain meaning of a תּוֹרָה and מְשֻׁנָּה text New S4</p> <p>2. Identifying word families: קוֹדֵשׁ, תְּרוּעָה, זְכוּרוֹן, שְׁבִתוֹן, תְּרוּעָה, קוֹדֵשׁ S5</p> <p>3. Use of future tense plural form תֵּשָׁבוּ, תִּתְּנוּ, תִּחַגְּגוּ New S5</p> <p>4. Use of noun prefixes S5</p> <table border="1" data-bbox="362 863 660 1086"> <tr> <td>ה</td> </tr> <tr> <td>הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַסְּכוּת</td> </tr> </table> <p>5. Reading vowelled פֿרוּשִׁים accurately (רש״י) S6</p> <p>6. Comprehending the plain meaning of a number of commentaries (רש״י) with support S7</p>	ה	הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַסְּכוּת	<p>1. Reflecting on the values that can be learned from the מִצְוֹת in this unit, e.g. the meaning of the שׁוֹפֵר, forgiveness for יוֹם כִּיפּוּר and שְׂמֵחָה connected to סוּכּוֹת U1</p> <p>2. Understanding how certain words provide clues about the meaning of the text, e.g. אָדָּךְ U2</p> <p>3. Comparing תּוֹרָה and מְשֻׁנָּה texts and seeing how the מְשֻׁנָּה elaborates on the details of the מִצְוָה first mentioned in the תּוֹרָה texts New U3</p> <p>4. Explaining why a פֿירוּשׁ (רש״י) explains the text as it does U4</p>		
ה						
הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַסְּכוּת						
<p>Unit 14</p>	<p>1. Comprehending the plain meaning of a more difficult תּוֹרָה text independently S4</p>	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. מִשָּׁה's feelings when he hits the מִצְרִי U1</p>				

2. Identifying word families/שָׂרָשִׁים/ שֵׁפֶט, פְּנָה, נִכְה, S5

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

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

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

They should also know the meaning of:

- all the noun prefixes ו, מ, ב, ה, ל
- all possessive suffixes וְ/וְ/וְ/וְ/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. וְיִאמְרוּ and וְיִאמְרוּ
- present verb forms like אוֹהֵב, אוֹהֵבִית
- past verb forms like שָׁמַעְנוּ, שָׁמַעְתִּי
- future verb forms like תִּלְדָּה and תִּלְדִּי
- a וְ הַהֲפֹךְ and a וְ הַחִיבוּר and their function
- imperative forms such as עֲלוּ, מִהֲרוּ

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

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