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## Unit 10 – יוֹסֵף Dreams

פְּרֶשֶׁת וַיֵּשֶׁב ל"ז: א'-י"א

Revised edition – April 2016/Nissan 5776

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

## Unit 10 Acknowledgements

### WRITING AND CONSULTANCY TEAM

Rabbi Dr Eli Kohn

Yolande Pieters

Ellie Gellman

Elizabeth Caplan

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.

### GRAPHIC DESIGNER

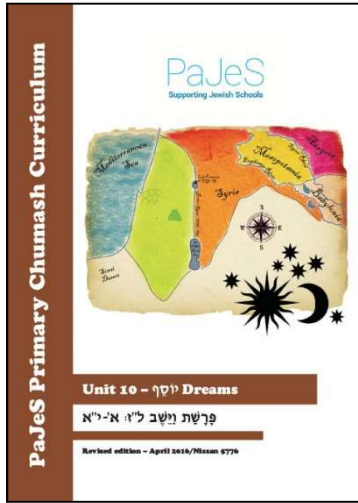
Ruhama Stern Welcher

# Contents

Section A: Teachers' Guidelines		Page
How to Use this Pack		3
Aim and Focus of Unit 10		4
Brief Outline of Unit 10		5
Keywords and Phrases of Unit 10		6
Unit Learning Outcomes		9
Unit Levels of Attainment		18
General Guidelines		21
Section B: Lesson Outlines		Page
<b>Lesson 1:</b> Introducing יוסף and his Brothers (אי-בי : א-י"א)		25
<b>Lesson 2:</b> Working with רש"י (בי : א-י"א)		29
<b>Lesson 3:</b> Family Relationships (גי-ה' : א-י"א)		34
<b>Lesson 4:</b> יוסף Relates his First Dream (וי-ח' : א-י"א)		40
<b>Lesson 5:</b> יוסף Relates his Second Dream (ט-י" : א-י"א)		46
<b>Lesson 6:</b> יעקב Reacts to the Dream (י"א : א-י"א)		51
<b>Lesson 7:</b> Revision and Assessment		59
Section C: Resources		Page
The Family Tree of יעקב (A)		R1
The Family Tree of יעקב (B)		R2
Who's Who in the Story?		R3
Investigating רש"י		R4/R5
יוסף and his Brothers		R6
WordWork: Possessive Suffixes ו and ו		R7
The First Dream		R8
ויאמר Sentence		R9
Comparing the Dreams		R10
WordWork: It Will Happen in the Future		R11
Investigating רש"י		R12/R13
Investigating רש"י		R14/R15
<b>Appendices:</b>		
Can Do Levels of Attainment Statements		A1:1
Chumash Curriculum Planning Grid		A2:1
Skills and Understanding Spiral		A3:1



# How to Use this Pack

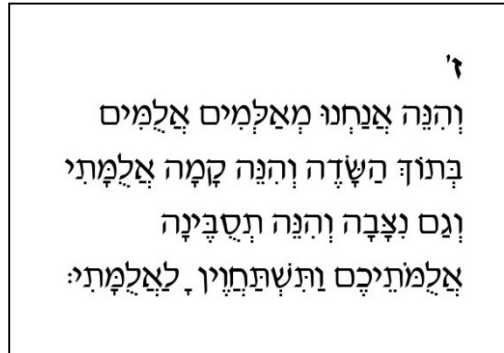


The Unit 10 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 10.

פסוק ב'	
These [are] the descendants of Yaakov	אלה תלדות יעקב line 1
Yosef [was] seventeen years old	יוסף בן-שבע עשרה שנה line 2
he was a shepherd with his brothers with the sheep	היה רעה את אחיו בצאן line 3
he was a young man with the sons of Bilhah and with the sons of Zilpah the wives of his father	והוא נער את בני בלהה ואת בני זלפה נשי אביו line 3
and Yosef would bring bad reports about them to their father.	יגבא יוסף את דברם רעה אל-אביהם: line 4

JOP Chumash Curriculum Unit 10 - Linear Packets July 08

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.

Keywords to be studied in Unit 10		
bad	רע	רָעָה
old age	זקן	בְּרִיחִים
hate	שונא	וּרְשָׁתִי, שׂוֹנֵא
to be able to	יכל	יָכַל
to tell	גיד	וַיִּגַּד
continue, increase	ימץ	וַיִּמָּץ
again, more	עוד	עוֹד
bow down	שחה	וַיִּשְׁתַּחוּ, שִׁחָתוּ, שִׁחָתוּת
be king	מלך	וַיִּמְלֹךְ
rule	משל	וַיִּשַׁל
tell	ספר	וַיִּסְפֵּר
moon	ירח	וַיִּרְאֶה
mother	אם	וַיִּמָּא
jealous	קנא	וַיִּקְנֵא
keep	שמר	וַיִּשְׁמֵר

© JOP Chumash Curriculum Unit 10 Wordlist - April 2016

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

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

## Aim and Focus of Unit 10

Unit 10 introduces pupils to יוֹסֵף. Through an in-depth study of the פְּסוּקִים, pupils encounter the events that trigger his brothers' hatred and jealousy. The narrative focuses on the way these events affect their relationship with each other: how יוֹסֵף's apparent tale-telling alienates his brothers, how יַעֲקֹב's gift of a כְּתֹנֶת to יוֹסֵף is perceived as favouritism and how יוֹסֵף's [prophetic] dreams of dominance provoke their outright anger, which eventually leads to bitter consequences for the family.

The unit explores questions like: What is the nature of יוֹסֵף's relationship with his brothers? How do the brothers react to the dreams? How do events affect the dynamics within the family?

Pupils will work through a number of רְשׁוּי comments in carefully structured stages, building on the reading and questioning skills they have practised in previous units. This will enable them to follow the methodology and apply the פְּרָשְׁנוֹת skills learned in Unit 9, which רְשׁוּי uses to address the issues at the heart of his commentaries.

Many of the words in this unit are keywords from previous units. Pupils will be encouraged to recall the פְּרָשְׁנָה of these words and their meanings to assist them in studying the פְּסוּקִים independently. Pupils are introduced to the future tense in this unit and will be able to add to their understanding of possessive suffixes.

## Brief Outline of Unit 10

### Lesson 1: Introducing יוסף and his Brothers

בְּרֵאשִׁית ל"ז: א-ב'

What is יַעֲקֹב's family doing now?

How do the brothers get on with one another?

### Lesson 2: Working with רש"י

(רש"י) בְּרֵאשִׁית ל"ז, ב'

How does רש"י understand the relationship between יוסף and his brothers?

How does רש"י go about analysing the פְּסוּק in order to arrive at his comment?

### Lesson 3: Family Relationships

בְּרֵאשִׁית ל"ז: ג-ה'

How do new events further shape the relationship between יוסף and his brothers?

What is the relationship like between יַעֲקֹב and יוסף?

### Lesson 4: יוסף Relates his First Dream

בְּרֵאשִׁית ל"ז: ו-ח'

What is יוסף's first dream about?

How do the brothers react to it?

### Lesson 5: יוסף Relates his Second Dream

בְּרֵאשִׁית ל"ז: ט-י'

What is יוסף's second dream about?

How does יַעֲקֹב react to it?

What is the brothers' reaction?

### Lesson 6: יַעֲקֹב Reacts to the Dream

(י"א and רש"י) בְּרֵאשִׁית ל"ז: י"א

How does רש"י understand יַעֲקֹב's reaction to the second dream?

How does רש"י go about analysing the פְּסוּק in order to arrive at his comment.

### Lesson 7: Revision and Assessment

# Keywords and Phrases of Unit 10

The table below features the keywords to be studied and practised in Unit 10.

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.

bad	רָע	רָעָה
old age	זָקֵן	בֶּן-זָקֵנִים
hate	שָׂנֵא	וַיִּשְׂנְאוּ, שָׂנֵא
to be able to	יָכַל	יָכְלוּ
to tell	נָגַד	וַיִּגַּד
continue, increase	יָסַפּ	וַיּוֹסֶפֶוּ
again, more	עוֹד	עוֹד
bow down	שָׁחָה	וַתִּשְׁתַּחֲוֶי, מִשְׁתַּחֲוִים, לְהִשְׁתַּחֲוֹת
be king	מָלַךְ	הַמֶּלֶךְ וְתִמְלֹךְ
rule	מָשַׁל	מָשׁוּל תִּמְשַׁל
tell	סָפַר	וַיִּסְפֹּר
moon	יָרַח	וְהַיָּרֵחַ
mother	אִם	וְאִמָּה
jealous	קָנָא	וַיִּקְנְאוּ
keep	שָׁמַר	שָׁמַר

## Words that were studied in Units 1–9

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

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

Words that were studied in Unit 3		
entrance	פְּתַח	פְּתַח, מִפְתַּח
tent	אֹהֶל	הָאֹהֶל, הַאֹהֶלָה
see	רָאָה	וַיִּרְאֵ
eye	עֵינַי	עֵינָיו
run	רוּץ	וַיָּרֻץ, רָץ
please	נָא	נָא
a little	מְעַט	מְעַט
water	מַיִם	מַיִם
tree	עֵץ	הָעֵץ
hurry	מָהֵר	וַיְמַהֵר, מָהֵרִי

Words that were studied in Unit 5		
take	לָקַח	וַיִּקַּח
servant	עֶבֶד	הָעֶבֶד, לְעַבְדֶּךָ
camel	גָּמֵל	גָּמְלִים, מִגָּמְלֵי, גָּמְלִיד, גָּמְלִיו, הַגָּמְלִים לְגָמְלִיד,
hand	יָד	בְּיָדוֹ, יָדָהּ, יָד, יָדֶיךָ
master	אֲדוֹן	אֲדוֹנָיו, אֲדוֹנִי, אֲדוֹן
hand	יָד	בְּיָדוֹ, יָדָהּ, יָד, יָדֶיךָ
get up	קוּם	וַיִּקָּם
kindness	חֶסֶד	חֶסֶד
jug	כַּד	כַּדָּי, כַּדָּיָהּ, מִכַּדָּי
drink	שָׁתָה	וַאֲשֶׁתָּהּ, שָׁתָהּ, לְשָׁתוֹת
also	גַּם	גַּם

Words that were studied in Unit 7		
cook	זָוַד	וַיִּזְדֵּ
soup	גִּזִּיד	גִּזִּיד
lentil	עֲדָשָׁה	עֲדָשִׁים
come	בּוֹא	וַיָּבֹא
tired	עָיֵף	עָיֵף
red	אָדוּם	הָאָדוּם, אָדוּם
therefore	עַל כֵּן	עַל כֵּן
sell	מָכַר	מָכַרָהּ, וַיִּמְכַּר
birthright	בְּכֻרָה	בְּכֻרָתָהּ, בְּכֻרָהּ, בְּכֻרָתוֹ, הַבְּכֻרָה
die	מוֹת	לָמוֹת
why	לָמָּה	לָמָּה
eat	אָכַל	וַיֹּאכַל
swear/make an oath	שָׁבַע	הִשָּׁבַעַהּ, וַיִּשָּׁבַע
despise, hate	בוֹז	וַיְבִזֵּ

Words that were studied in Unit 4		
as	אֲשֶׁר	כַּאֲשֶׁר, אֲשֶׁר
make	עָשָׂה	וַיַּעַשׂ, עָשָׂה
speak	דָּבַר	דָּבַר
give birth	יָלַד	וַתֵּלֵד, הֵנִילָד, יָלְדָהּ
boy	יָלֵד	הַיָּלֵד
son	בֵּן	בֵּן, בְּנוֹ, בְּנָהּ, בְּנֵי
call	קָרָא	וַיִּקְרָא, יִקְרָא
name	שֵׁם	שֵׁם
command	צִוָּה	צִוָּה
hear/listen	שָׁמַע	הִשְׁמָעַע, שָׁמַע
laugh	צָחַק	צָחַקָהּ, יִצְחָק, יִצְחָקוֹ, מִצְחָקוֹ, וַתִּצְחַק
laughter	צָחֻק	צָחֻק

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

Words that were studied in Unit 8		
now	עַתָּה	וְעַתָּה, עַתָּה
hunt	צִיד	לְצוּד, וַצֹּדָהּ
hunted meat	צִיד	צִיד, מִצִּידֵי, מִצִּידוֹ, מִצִּידוֹ
tasty food	מִטְעָמִים	מִטְעָמִים
bring	בּוֹא	הַבִּיאָהּ, לְהַבִּיאַהּ, וַיָּבֵא, וַהֲבִיאָהּ, וַהֲבִיאָתִי
soul	נַפֶּשׁ	נַפְשִׁי, נַפְשֶׁךָ
in order that	בְּעִבּוּר	בְּעִבּוּר
soul	נַפֶּשׁ	נַפְשִׁי, נַפְשֶׁךָ
listen	שָׁמַע	כְּשָׁמַע, שָׁמַעַת, שָׁמַעְתִּי, שָׁמַעַתִּי
voice	קוֹל	קוֹל, הַקּוֹל, בְּקוֹלִי
garment	בְּגָד	בְּגָדִי, בְּגָדוֹ
dress	לְבוֹשׁ	הַלְבִישָׁהּ, וַתִּלְבֹּשׁ
give	נָתַן	וַיִּתֵּן, וַתִּתֵּן
approach, come near	נָגַשׁ	גָּשָׁהּ, וַיִּגַּשׁ, וַיִּגַּשׁוּ
once, twice	פַּעַם	פַּעַמִּים
answer	עָנָה	וַיַּעַן
cry	בָּכָה	וַיִּבְכֵּ

Words that were studied in Unit 9		
place	מְקוֹם	בְּמְקוֹם, הַמְקוֹם
stay over	לֹוּן	וַיִּלָּן
stone	אֶבֶן	מֵאֶבֶן, הָאֶבֶן, וְהָאֶבֶן
put	שׂוּם	וַיִּשֶׂם, שָׂם, שָׂמְתִי
head	רֹאשׁ	מִרְאשֹׁתָיו, וְרֹאשׁוֹ, רֹאשָׁה, לְרֹאשָׁנָה
lie down	שָׁכַב	וַיִּשְׁכַּב
dream	חֶלֶם	וַיַּחְלֵם
stand	יָצַב	מָצַב, נָצַב
monument	מִצְבֵּה	מִצְבֵּה
heaven	שָׁמַיִם	הַשָּׁמַיִם, הַשְּׁמַיִם
angel	מַלְאָךְ	מַלְאָכִי, מַלְאָכִים
go up	עָלָה	עָלִים
go down	יָרַד	וַיִּרְדִּים
wake up	יָקַץ	וַיִּיקָץ
fear	יָרָא	וַיִּירָא
awesome	נֹרָא	נֹרָא
get up	שָׁכַמ	וַיִּשְׁכֶּם



# Unit Learning Outcomes

## Overview of KSU Learning Outcomes in Unit 10

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K4A	Pupil recognises and knows the selected Hebrew keywords in this חומש unit and in the previous חומש units.
K6	Pupil knows that תורה's explanation is not part of the תורה text. Pupil knows רש"י's explanation on: 1. בְּרֵאשִׁית ל"ז : ב' : אֶת בְּנֵי בִלְהָה 2. בְּרֵאשִׁית ל"ז : י' : הַבּוֹא נְבוֹא 3. בְּרֵאשִׁית ל"ז : י"א : שָׁמַר אֶת הַדָּבָר
Skills Goals	
S1	Pupil can locate text when given its פָּרָק and פָּסוּק reference. Pupil can locate רש"י's commentary on a חומש page.
S3	Pupil can read י"א : י- י"א fluently and with confidence using אֶתְנַחֲתֵא.
S4	Pupil can comprehend the plain meaning of the text 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 פָּסוּק. Pupil can identify possessive suffixes. Pupil can identify the use of the future tense. Pupil can identify the interrogative ה'.
S6	Pupil can read vowelled פְּרוּשִׁים (רש"י script).

S7	<p>Pupil can comprehend the plain meaning of רש"י on:</p> <ol style="list-style-type: none"> <li>1. בְּרֵאשִׁית לֵיז : ב' : אֶת בְּנֵי בְלָהָה</li> <li>2. בְּרֵאשִׁית לֵיז : י' : הַבּוֹא נְבוֹא</li> <li>3. בְּרֵאשִׁית לֵיז : י"א : שָׁמַר אֶת הַדָּבָר</li> </ol>
<h3>Understanding Goals</h3>	
U1	<p>Pupil can reflect on and discuss the motivations and actions of the characters and apply values learned to their own lives.</p>
U2	<p>Pupil can identify words and phrases that support the following פְּרִשְׁנוּת approach:</p> <ul style="list-style-type: none"> <li>• Extra meaning can be derived from <b>ambiguous words</b> (הִבְנַת מְלִים לֹא בְרוּרָה) in the text.</li> </ul> <p>Extra meaning can be derived from the <b>repetition of words</b> such as עוֹד, הִנֵּה and שָׁנָא, which provide clues about likely feelings and intentions of the characters in the narrative.</p>
U3	<p>Pupil can compare and contrast יוסף's two dreams and the reaction of the brothers and יַעֲקֹב to the dreams.</p>
U4	<p>Pupil can reflect on and discuss:</p> <ul style="list-style-type: none"> <li>• how יוסף had a better relationship with some of his brothers</li> <li>• how יוסף's dream astonished יַעֲקֹב and caused him concern</li> <li>• יַעֲקֹב's sense of anticipation regarding the fulfilment of יוסף's dream.</li> </ul>

# Knowledge Goals

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

- דְּרֹסָה is now a young man of 17 years old and is a shepherd with his brothers
- דְּרֹסָה brings bad reports about his brothers to יַעֲקֹב their father
- יַעֲקֹב, referred to as יִשְׂרָאֵל, loves דְּרֹסָה more than his other sons
- יַעֲקֹב makes a כְּתֹנֶת – a coloured coat of fine wool for דְּרֹסָה
- דְּרֹסָה's brothers see that he is his father's favourite and hate him – they are unable to speak to him in a friendly way
- דְּרֹסָה relates his dream in which he and his brothers are all sheaves (of wheat). דְּרֹסָה's sheaf remains upright while the brothers' sheaves bow down to his sheaf
- The brothers accuse דְּרֹסָה of wanting to rule over them and their hatred for him increases
- דְּרֹסָה relates another dream to his brothers in which the sun, the moon and 11 stars bow down to him
- דְּרֹסָה relates this dream to his father in the presence of his brothers
- יַעֲקֹב reacts to this dream by rebuking דְּרֹסָה but he keeps the message of the dream in mind
- The brothers' reaction to this dream is one of jealousy

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

bad	רַע	רָעָה
old age	זָקֵן	בְּ-זָקְנִים
hate	שָׂנֵא	וַיִּשְׂנְאוּ, שָׂנֵא
to be able to	יָכַל	יָכְלוּ
to tell	נָגַד	וַיִּגַּד
continue, increase	יָסַפּ	וַיִּסְפּוּ
again, more	עוֹד	עוֹד
bow down	שָׁחָה	וַתִּשְׁתַּחֲוֶינּוּ, מִשְׁתַּחֲוִים, לְהַשְׁתַּחֲוֹת
be king	מָלַךְ	הִמְלִיךְ תִּמְלִיךְ
rule	מָשַׁל	מָשׁוּל תִּמְשַׁל
tell	סָפַר	וַיְסַפֵּר
moon	יָרַח	וְהַיָּרֵחַ
mother	אִם	וְאִמּוֹ
jealous	קָנָא	וַיִּקְנְאוּ
keep	שָׁמַר	שָׁמַר



## Understanding Goals

**U1:** Pupil can reflect on and discuss the feelings of יַעֲקֹב, יוֹסֵף and the brothers and relate the values learned to their own lives.

**U2:** Pupil can identify words and phrases that support the following פְּרָשְׁנוֹת approaches:

- Extra meaning can be derived from **ambiguous words** (הַבְּנֵי מְלִים לֹא בְרוּרֹת) in the text: אֶת בְּנֵי בְלָהָה,  
הַבּוֹא וְהַבּוֹא וְהַבּוֹא and  
שָׁמַר אֶת הַדְּבָר

Extra meaning can be derived from the repetition of words such as עוֹד, הִנֵּה and שָׁנָא, which provide clues about likely feelings and intentions of the characters in the narrative.

**U3:** Pupil can compare and contrast the language and contents of יוֹסֵף's two dreams and the differing reactions of the brothers (hating him more and feeling jealous) and יַעֲקֹב (astonishment and anticipation) to these dreams.

**U4:** Pupil can discuss and reflect on:

- how יוֹסֵף had a better relationship with some of his brothers
- how יוֹסֵף's dream astonished יַעֲקֹב and caused him concern
- יַעֲקֹב's sense of anticipation regarding the fulfilment of יוֹסֵף's dream.

# Unit Skills and Understanding Spiral

<p><b>Unit 10</b></p>	<ol style="list-style-type: none"> <li>1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4</li> <li>2. Identifying word families/שְׂרָשֻׁימוֹת: קָנָה, סָפַר, שָׁנָה, יָסַף S5</li> <li>3. Use of singular and plural verb prefixes/suffixes to help comprehend text S5</li> </ol> <p>Prefix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>וַי</td></tr> <tr><td>וַיִּשְׁנֶאֱוֶה</td></tr> <tr><td>וַיִּזְכֹּר</td></tr> <tr><td>וַיִּסְפֹּר</td></tr> <tr><td>וַיִּתְחַלֵּם</td></tr> <tr><td>וַיִּשָּׁב</td></tr> </table> <ol style="list-style-type: none"> <li>4. Use of noun suffixes S5</li> </ol> <table border="1" style="margin-left: 20px;"> <tr> <td>יָן, plural</td> <td>וֹ singular</td> </tr> <tr> <td>בָּנָיו</td> <td>בְּנוֹ</td> </tr> <tr> <td>אֶחָיו</td> <td></td> </tr> </table> <ol style="list-style-type: none"> <li>5. Use of future tense תִּמְשַׁל, תִּמְלֹךְ, New S5</li> <li>6. Reading vowelled פְּרוּשִׁים accurately (רש"י) S6</li> <li>7. Comprehending the plain meaning of a simple מִקְרָא (רש"י) with support New S7</li> </ol>	וַי	וַיִּשְׁנֶאֱוֶה	וַיִּזְכֹּר	וַיִּסְפֹּר	וַיִּתְחַלֵּם	וַיִּשָּׁב	יָן, plural	וֹ singular	בָּנָיו	בְּנוֹ	אֶחָיו		<ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>3. Understanding the meaning of a מִקְרָא 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</li> </ol>
וַי														
וַיִּשְׁנֶאֱוֶה														
וַיִּזְכֹּר														
וַיִּסְפֹּר														
וַיִּתְחַלֵּם														
וַיִּשָּׁב														
יָן, plural	וֹ singular													
בָּנָיו	בְּנוֹ													
אֶחָיו														



# 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 10	K4A: I know keywords studied in Unit 10	S4: I can comprehend the plain meaning of a simple תּוֹרָה text on my own	S5: I can identify word families/שְׁרָשָׁיִם: יָשַׁב, שָׁנָא, סָפַר, קָנָא	S5: I can use singular and plural verb prefixes/suffixes/וְיָ וְיָ	S5: I can use noun singular/plural prefixes and suffixes: מְ, וְ	S5: I can use future tense: תִּמְלֹךְ, תִּמְשַׁל	S6: I can read vowelled פְּרוּשִׁים accurately	S7: I can comprehend the plain meaning of a simple (רְשׁוּי) מִפְּרָשׁ with support	U1: I can reflect on events and feelings of characters in the unit, eg. יוֹסֵף's feelings and relationship with his brothers	U2: I can understand how the use of various reference terms (פְּיִנּוּיִים) for יוֹסֵף, provide clues about likely feelings	U3: I can compare and contrast the text of יוֹסֵף's two dreams, and the differing reactions of the brothers and יַעֲקֹב	U4: I can understand the meaning of a מִפְּרָשׁ and how it helps us gain a deeper understanding of the text, eg. the relationship between יוֹסֵף and his brothers
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													

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



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

רַע	זָקֵן	שָׁנָא	יָכַל	נָגַד	יָסַפּ	עוֹד	שָׁחָה	מָלַךְ	מָשַׁל	סָפַר	יָרַח	אָם	קָנָא	שָׁמַר
רָעָה	בֶּן-זָקֵנִים	וַיִּשְׁנֹאוּ, שָׁנָא	יָכְלוּ	וַיַּגֵּד	וַיִּוְסַפּוּ	עוֹד	וַתִּשְׁתַּחֲוֶינָה מִשְׁתַּחֲוִים, לְהַשְׁתַּחֲוֹת	הַמֶּלֶךְ תִּמְלֹךְ	מָשׁוּל תִּמְשָׁל	וַיִּסְפָּר	וַהֲיָרַח	וְאִמָּךְ	וַיִּקְנֹאוּ	שָׁמַר

I know רש"י's explanation on:

בְּרֵאשִׁית ל"ז, ב' אֶת בְּנֵי בְלָהָה	בְּרֵאשִׁית ל"ז: י' הָבּוֹא נְבוֹאָה	בְּרֵאשִׁית ל"ז: י"א שָׁמַר אֶת הַדָּבָר

# Unit Levels of Attainment

Unit 10 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)	
<b>Level 3c</b>	<input type="checkbox"/>	<b>Level 3c</b>	<input type="checkbox"/>	<b>Level 3c</b>	<input type="checkbox"/>
1. I know the names of the פְּרָשָׁה and סֵפֶר I am learning. (K1)		1. I can show where a פְּסוּק begins and ends in my חוּמֵשׁ. (S1)		1. I can describe the feelings of the people I have learned about in my חוּמֵשׁ. (U1)	
2. I know, giving only a few details, most of the story in the unit. (K2)	<input type="checkbox"/>	2. I can find the place in my חוּמֵשׁ. (S1)	<input type="checkbox"/>		
3. I know where אֶרֶץ יִשְׂרָאֵל is on a map of the Middle East. (K3)	<input type="checkbox"/>	3. I can read selected words on a חוּמֵשׁ page. (S3)	<input type="checkbox"/>		
4. I know the meaning of some of the keywords from the unit(s). (K4)	<input type="checkbox"/>	4. I can work out the meaning of part of a פְּסוּק using keywords I know. (S4)	<input type="checkbox"/>	2. I can find, with a bit of help, words in the story that <i>repeat</i> themselves and understand how these words give clues to the מִיּוֹדוֹת I can learn from the story. (U2)	<input type="checkbox"/>
5. I know that a פְּרִוּשׁ explains the meaning of a חוּמֵשׁ text but is not part of the חוּמֵשׁ text. (K6)	<input type="checkbox"/>				
<b>Level 3b</b>	<input type="checkbox"/>	<b>Level 3b</b>	<input type="checkbox"/>	<b>Level 3b</b>	<input type="checkbox"/>
1. I can accurately retell most of the תּוֹרָה narrative of the unit. (K2)		1. I can find any פְּסוּק in סֵפֶר בְּרָאשִׁית and also find the אֶתְנַחְתָּהּ. (S1)		1. I can describe the values/מִיּוֹדוֹת I learn from my חוּמֵשׁ and, with a little help, say how they connect to my own life. (U1)	

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

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

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



## General Guidelines

### A. Lesson Preparation

- Before teaching the 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 חֲמוּשׁ to use in every lesson.
- A primary חֲמוּשׁ lesson is structured as follows:
  1. **Contextualisation/Review/Starter:** Teacher contextualises lesson and/or reviews and assesses previous learning.
  2. **Reading:** Teacher models the reading of the פְּסוּקִים at least twice, taking note of phrasing so that pupils read correctly (אֶתְנַחֲתָא, מְלַעִיל/מְלַרַע, קִמְצָ קֶטָן). Modelled reading is followed by group reading with the purpose of immersing pupils in the text of the תּוֹרָה. See below for reading strategies suggested by partner teachers.
  3. **Comprehension:** Pupils work out the plain meaning of the text with teacher support, e.g. picture and other non-verbal clues. Pupils are further supported to develop reading comprehension skills by being encouraged to notice patterns in the פְּסוּקִים.
  4. **Understanding:** Pupils are guided to find the deeper meaning and values of the פְּסוּקִים and develop analytical and reflective skills by actively examining the phrasing of each פְּסוּקִים.
  5. **Plenary/Summary:** Learning summarised and assessed and bridge built to following lesson.
- The core parts of the lesson, particularly in Y3 and Y4, are the reading and comprehension activities. Building up reading and comprehension skills will enable pupils to build their confidence and competence in learning the תּוֹרָה.

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

### Reading strategies suggested by teachers using our curriculum:

- **Interactive Whiteboard:**

Display the פְּסוּק on an IWB for the initial reading. This may prove easier to follow than attempting the first reading from the 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 קוֹדֵשׁ subjects. Keywords are introduced through pictures and/or actions and become part of pupils' חוּמָשׁ vocabulary as they progress in their learning. Rather than knowing the meaning of every individual word in the פָּסוּק, pupils use keywords and familiar words as 'hooks' to work out the meaning of the rest of the פָּסוּק actively. Keywords can be reinforced through games, for example pupils can be asked to tell the story of the פָּסוּק by using the keywords.

- **Sentence Sections:**

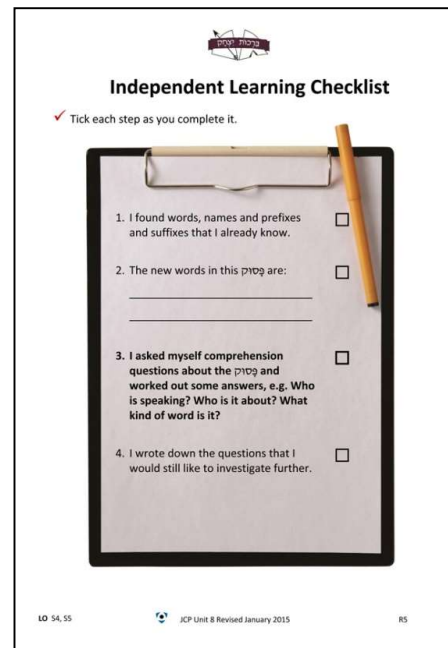
This activity helps pupils to develop awareness of sentence structure as one of the elements that give meaning to text, in addition to the more commonly recognised element: vocabulary. The activity gives pupils a chance to divide a sentence according to verb + noun phrases, without needing to label it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

• **Hand Sentences:**

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

• **Independent Comprehension Checklist:**

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



• **וִיאַמֶר Sentences:**

**וִיאַמֶר Sentences**

1. The פֿאַרשטאַנד 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.

וִיאַמֶר יַעֲקֹב מִכְרָה כִּיּוֹם אֶת בְּכֵרְתּוֹ לִי :

וִיאַמֶר עֲשׂוּ הִנֵּה אֲנֹכִי הוֹלֵךְ לְמוֹת וְלָמָּה זֶה לִי בְּכֵרָה :

וִיאַמֶר יַעֲקֹב הַשְּׂבָעָה לִי כִּיּוֹם וַיִּשְׁבַּע לוֹ וַיִּמְכֹּר אֶת בְּכֵרְתּוֹ לְיַעֲקֹב :

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

# Lesson 1: Introducing יוסף and his Brothers (בראשית לייז : אי-בי)

**Learning Outcomes:**

- ❖ To contextualise the story of the family of יעקב through the use of key vocabulary
- ❖ To begin asking questions about the ambiguities in the text of the first two פסוקים

By the end of this lesson pupils should:

Knowledge	Skills	Understanding																														
<p><b>K2:</b> Place in chronological order a series of events relating to the life of יעקב within בראשית יעקב.</p> <p>Know that יוסף is now a young man of 17 and a shepherd together with his brothers.</p> <p>Know that יוסף brings bad reports about his brothers to יעקב, their father.</p> <p><b>K4A:</b> Know the following new Hebrew keyword:</p> <table border="1" style="margin-left: 20px;"> <tr> <td>רע</td> <td>רעה</td> </tr> </table> <p>Know the following Hebrew keywords from Units 1-9.</p> <table border="1" style="margin-left: 20px;"> <tr> <td>בן</td> <td>בני, בניו</td> <td>ישב</td> <td>וישב</td> </tr> <tr> <td>בוא</td> <td>ויבא</td> <td>ארץ</td> <td>בארץ</td> </tr> <tr> <td>דבר</td> <td>דברו</td> <td>אב</td> <td>אביו, אביהם</td> </tr> <tr> <td>אהב</td> <td>אהב</td> <td>אח</td> <td>אחיו</td> </tr> <tr> <td>עשה</td> <td>ועשה</td> <td>חלם</td> <td>ויחלם</td> </tr> <tr> <td>ראה</td> <td>ויראו</td> <td>רועה</td> <td>רעה</td> </tr> <tr> <td>חלום</td> <td>חלום</td> <td></td> <td></td> </tr> </table>	רע	רעה	בן	בני, בניו	ישב	וישב	בוא	ויבא	ארץ	בארץ	דבר	דברו	אב	אביו, אביהם	אהב	אהב	אח	אחיו	עשה	ועשה	חלם	ויחלם	ראה	ויראו	רועה	רעה	חלום	חלום			<p><b>S1:</b> Locate בראשית לייז : אי-בי in the חומש when given the פסוק and פרק reference.</p> <p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טעמי המקרא (אתנחתא) of בראשית לייז : אי-בי.</p> <p><b>S4:</b> Comprehend the plain meaning of בראשית לייז : אי-בי.</p> <p><b>S5:</b> Identify the word שרש/ש of new keywords and words studied in previous units.</p>	<p><b>U2:</b> Understand that extra meaning can be derived by the use of particular words in the פסוק.</p>
רע	רעה																															
בן	בני, בניו	ישב	וישב																													
בוא	ויבא	ארץ	בארץ																													
דבר	דברו	אב	אביו, אביהם																													
אהב	אהב	אח	אחיו																													
עשה	ועשה	חלם	ויחלם																													
ראה	ויראו	רועה	רעה																													
חלום	חלום																															

**Words from Units 1-9**

**New words this lesson**

א וישב יעקב בארץ מגורי אביו בארץ כנען : ב אלה תלדות יעקב יוסף בן שבע עשרה שנה הנה רעה את אחיו בצאן והוא נער את בני בלהה ואת בני זלפה נשי אביו ויבא יוסף את דבתם רעה אל אביהם :

**1a. Revision and Contextual Background Activity [K2]**

**(5 minutes)**

Use the **Milestones** (teaching version) flash game on Fronter to revise the milestones in יַעֲקֹב's life with pupils. They can then play the **Milestones** (drag and drop) game to revise these events.

**1b. Revision Activity: Who are the Children of יַעֲקֹב? [K2]**

**(10 minutes)**

Using the **Family Tree** flash game on Fronter, reinforce the names of יַעֲקֹב's children and the mother of each child.

Pupils can then complete either version of **The Family Tree of יַעֲקֹב**.

**2. Who's Who in the Story [K2, S3, S4]**

**(10 minutes)**

**Who's Who in the Story?**

Circle all names and words referring to family members (e.g. אָבִי) in the text below.

א וַיְעֵב יַעֲקֹב בְּאֶרֶץ מִצְרַיִם אֲבִיו בְּעֵשָׂו  
 ב אֵלֶּה הַלְוִיִּם יַעֲקֹב יוֹסֵף בֶּן לְעֵשָׂו עֲשֵׂרָה נָחָה רְעֵה אֲחֵי-אֲחִי  
 ג בְּאֶרֶץ מִצְרַיִם וְגַם אֶת בְּנֵי בְרָחָה וְאֶת בְּנֵי זְלֵפָה וְאֶת אֲבִי יוֹסֵף  
 ד אֲחֵי-בְרָחָה רְעֵה אֶת אֲבִיהֶם  
 ה וַיִּשְׂרָאֵל אֶרֶב יוֹסֵף אֶת מִטְלַב בְּנֵי כִי בָּר  
 וַיִּזְכֹּר הוּא לִּי וַיִּשְׁעַח לִי כְתוּבַת נְפִישִׁים  
 ז וַיִּזְכֹּר דָּוִד אֲחִי כִּי יָצִיא אֶת אֲבִיהֶם מִכַּל  
 ח אֲחִי וַיִּשְׂאֵנִי אִתּוֹ וְלֹא יָכַח בְּעֵינַי לְעֵלֶם  
 ט וַיִּתְחַלֵּם יוֹסֵף הַלֵּל לְאֲחָיו וַיִּסְמְכוּ עָלָיו שְׂנֵא אִתּוֹ

Complete the first three columns of the table below. One has been done as an example.

Characters	Also known or referred to as	מִסּוּד where first mentioned	Words that talk about them
1	יעקב	א	
2	יוסף	ב	
3	בני בלחה	ג	
4	בני זלפה	ד	
5	אחיו	ה	

To help pupils become familiar with the main characters in the story, ask them to find and circle any names and words referring to family members in the Hebrew text **Who's Who in the Story** (or in their חוּמְשִׁים – בְּרֵאשִׁית ל"ז : א-י"א). They can then complete the first three columns in the table below the text.



**3. Vocabulary Activity: Word Search [K2, K4A]**

**(10 minutes)**

Display the words that will appear in this unit that have been studied in previous units (see flashcards in Classroom Resources).

Keywords Studied in Previous Units

וְיָבֵא	בּוֹא
דַּבְּרוּ	דָּבַר
אָהַב	אֱהָב
עָשָׂה	עָשָׂה
וַיִּרְאוּ	רָאָה


וַיַּחְלֹם	חָלַם
חֲלֻמֹתָיו	
בְּאֶרֶץ	אֶרֶץ
וַיָּשָׁב	יָשַׁב
אָבִיו	אָב
אֲבִיהֶם	
אָחָיו	אָח

רָעָה	רוּעָה
בָּנָיו	בָּן
חֲלֻמוֹת	חֲלוֹם
חֲלֻמֹתָיו	
נָעַר	נָעַר

**Who's Who in the Story?**

Circle all names and words referring to family members (e.g. אָבִיו) in the text below.

א וַיָּשָׁב יַעֲקֹב בְּאֶרֶץ מִצְרַיִם אֵבִי בְּאֶרֶץ כְּנָעַן  
 ב אֵלֶּה תִּלְדוּת יַעֲקֹב יוֹסֵף בֶּן שִׁבְעָה עָשָׂרָה שָׁנָה רָעָה אֶת־אָחָיו  
 בְּצִאֵן הָרְחָל נָעַר אֶת בְּנֵי בְלָחָה וְאֶת בְּנֵי זִלְפָּה נְשֵׁי אָבִיו וְיָבֵא יוֹסֵף  
 אֶת־דָּבָרָם רָעָה אֶל אָבִיהֶם  
 ג וַיִּשְׂרָאֵל אֶהָב יוֹסֵף אֶת מִכְּלֵי בְנָיו כִּי בֶן  
 זָקֵנִים הוּא לֹא וַעֲשֵׂה לוֹ כִּתְנֵת פְּסִימִם  
 ד וַיִּקְרָא אָחָיו כִּירְאָהוּ אֶהָב אֲבִיהֶם מִכָּל  
 אָחָיו וְשָׂמָא אֶת־וְלָא וְלֵבָל דְּבָרֵי לְשִׁלֵּם  
 ה וַיִּחְלֹם יוֹסֵף חֲלֹם וַיַּגֵּד לְאָחָיו וַיַּסְתֵּפוּ עִדֵּי שְׂמָא אֹתוֹ:



Complete the first three columns of the table below. One has been done as an example.

Characters	Also known or referred to as	פְּסוּקִים where first mentioned	Words that talk about them
1	יעקב	יעֲרֵאֵל, אָבִיו	א' וַיָּשָׁב בְּאֶרֶץ אֱהָב וַיַּעֲשֶׂה
2	יוסף	נָעַר	רָעָה, וְיָבֵא, וַיַּחְלֹם
3	בני בלחה	בָּנָיו	
4	בני זלפה	בָּנָיו	
5	אחיו	בָּנָיו	וַיִּרְאוּ, דַּבְּרוּ

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Review the meaning of the words with the class. Then ask pupils to decide which of the characters in their table each word matches best. They can then complete the fourth column of the table.

Now that we have an idea about who is who in the story, we can read the first two פְּסוּקִים to get a clearer picture about the family.

**4. Reading Activity: פְּסוּקִים א'-ב' [S1, S3]**

**(5 minutes)**

Model the reading of these פְּסוּקִים using the strategies outlined in the Teachers' Guidelines.

**5. Comprehension Activity [K2, S4, S5]**

**(10 minutes)**

א וַיָּשָׁב יַעֲקֹב בְּאֶרֶץ מִצְרַיִם אֵבִיו בְּאֶרֶץ כְּנָעַן : ב אֵלֶּה תִּלְדוּת יַעֲקֹב יוֹסֵף בֶּן שִׁבְעָה עָשָׂרָה שָׁנָה  
 הִזָּה רָעָה אֶת־אָחָיו בְּצִאֵן הָרְחָל וְהוּא נָעַר אֶת בְּנֵי בְלָחָה וְאֶת בְּנֵי זִלְפָּה נְשֵׁי אָבִיו וְיָבֵא יוֹסֵף אֶת־  
 דָּבָרָם רָעָה אֶל־אָבִיהֶם :

Display the relevant keywords learned in Units 1-9 as well as the new keyword (רעה). Working with the large פסיקים, pupils can independently work out:

פסיק א':

- **Who** is this פסיק about? (יעקב)
- **What** is he doing? (וישב)
- **Where** is he? (ארץ מגורי אביו, ארץ כנען, *which is the same as* אביו)

פסיק ב':

- **Who** are the characters in this פסיק? (יוסף, *his brothers, the בְּנֵי בְלָהָה and the בְּנֵי זְלֶפְחָה, his father*.)
- **What** are they doing? (*They are shepherds.*)
- **How** is יוסף behaving? (*brings bad reports to his father about his brothers.*)

<p>וַיֵּשֶׁב יַעֲקֹב בְּאֶרֶץ מְגוּרֵי אָבִיו בְּאֶרֶץ כְּנָעַן:</p>	<p>אֱלֹהֵי תְלָדוֹת יַעֲקֹב יוֹסֵף בְּרִשְׁבַע־עֶשְׂרֵה שָׁנָה הָיָה רֹעֵה אֶת־אֶחָיו בְּצֹאן וְהוּא נָעַר אֶת־בְּנֵי בְלָהָה וְאֶת־בְּנֵי זְלֶפְחָה נָשִׂי אָבִיו וַיָּבֵא יוֹסֵף אֶת־דְּבָרֵם רָעָה אֶל־אָבִיהֶם:</p>
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## 6. פְּרָשָׁנוֹת Plenary Activity [U2]

(10 minutes)

Encourage pupils to use their פְּרָשָׁנוֹת skills from Unit 9 to ask some good questions about the seeming ambiguities in פסיק ב', for example:

- Why does the פסיק talk about תְּלָדוֹת יַעֲקֹב but then only mention יוסף by name?
- Why does the פסיק call יוסף a נָעַר?
- Why does the פסיק say that יוסף was with the בְּנֵי בְלָהָה and the בְּנֵי זְלֶפְחָה?
- Which brothers is יוסף bringing evil reports about?

Pupils can write good questions on sticky notes to keep for the next lesson where they will be looking at רש"י's comment on this פסיק in depth.

## Lesson 2: Working with רש"י

(בְּרֵאשִׁית ל"ז : ב')

### Learning Outcomes:

- ❖ To examine רש"י's explanation of the relationship between יוסף and his brothers
- ❖ To understand the process used by רש"י when offering comments about the חומש text

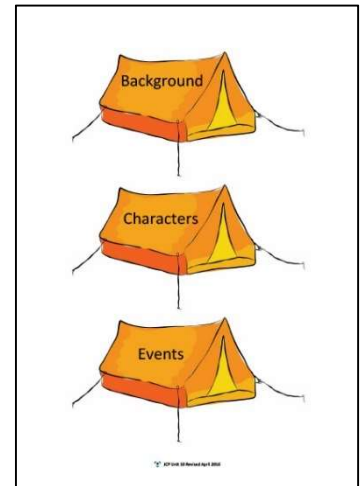
By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p><b>K2:</b> Know associations between people, places and events mentioned in the text.</p> <p><b>K6:</b> Know how רש"י understands the phrase אֶת בְּנֵי בְלָהָה to mean that יוסף was closer to the sons of בְלָהָה and זְלָפָה than to the sons of לָאָה.</p>	<p><b>S1:</b> Locate רש"י on בְּרֵאשִׁית ל"ז : ב' in the חומש.</p> <p><b>S3:</b> Read בְּרֵאשִׁית ל"ז : ב' accurately, recognising אֶת־נְחֻמָּא.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית ל"ז : ב'.</p> <p><b>S6:</b> Accurately read words in רש"י script.</p> <p><b>S7:</b> Comprehend the simple meaning of a פִּירוּשׁ with support: רש"י on אֶת בְּנֵי בְלָהָה – בְּרֵאשִׁית ל"ז : ב'.</p>	<p><b>U1:</b> Reflect on and discuss the described feelings of the characters.</p> <p><b>U2:</b> Identify a phrase that supports the פְּרָשְׁנוּת approach: הַבְּנֵי מְלִים לֹא בְרוּרֵת. (Extra meaning can be derived from ambiguous words.) אֶת בְּנֵי בְלָהָה</p> <p><b>U4:</b> Understand how the ambiguity in the text אֶת בְּנֵי בְלָהָה (וְאֶת בְּנֵי זְלָפָה) בְלָהָה provides clues about the likely feelings and intentions of יוסף and his brothers (הַבְּנֵי מְלִים לֹא בְרוּרֵת).</p>

**1. Revision Activity [K2]**

**(5 minutes)**

Display the Background, Characters, Events cards (see Classroom Resources) Ask pupils to open their חומשים to ב' : בי and put words or short phrases under each heading to summarise the פסוק and any relevant information they have about the story so far.



**Investigating Rashi**

**A** I am investigating קריב קריב

- Read the פסוק and summarise its meaning.

\_\_\_\_\_

\_\_\_\_\_

**B** My questions on the פסוק

- What questions do I have when I read this פסוק?

\_\_\_\_\_

\_\_\_\_\_

**C** The פסוק rule

- Which פסוק rule could help me understand this פסוק?

\_\_\_\_\_

\_\_\_\_\_

**D** רש"י on the פסוק

- Find the רש"י in the פסוק.
- Copy the פסוק and write its meaning next to it.

meaning \_\_\_\_\_

רש"י \_\_\_\_\_

LO: HL, SE, ST, UZ, U4 JCP Unit 10 Revised April 2016 84

**Investigating Rashi**

**E** רש"י's comment

- Read the רש"י. Then copy it here.
- Circle all the words you recognise.

\_\_\_\_\_

\_\_\_\_\_

- רש"י's comment in my own words:

\_\_\_\_\_

\_\_\_\_\_

- Has רש"י answered any of my questions?
- Highlight the questions in Section B that רש"י has answered.

**F** Using רש"י to make connections

- Summarise the פסוק to include רש"י's comment.

\_\_\_\_\_

\_\_\_\_\_

LO: HL, SE, ST, UZ, U4 JCP Unit 10 Revised April 2016 85

We are about to investigate רש"י's comment on the פסוק. Distribute the **Investigating Rashi** template to pupils and ask them to find the רש"י comment on the חומש page.

**2. Summarising the פסוק [S4]**

**(5 minutes)**

Before we look at the question that רש"י is asking, we need to make sure that we understand the פסוק well. Pupils can complete part A of the רש"י template by summarising the פסוק in their own words. Good answers can be shared with the class and pupils should improve their summaries if they have not included relevant information.

**3. Questions on the פסוק [U2]**

**(10 minutes)**

Pupils can refer back to the questions they compiled in Lesson 1 for example:

- Why does the פסוק talk about ותלדות יעקב but then only mention יוסף by name?
- Why does the פסוק call יוסף a נער?
- Why does the פסוק say that יוסף was with the בנה בלהה and the זלפה?
- Which brothers is יוסף bringing evil reports about?

Remind pupils that the questions need to focus closely on the פסוק and on anything that is not entirely clear when we read the פסוק.



Ask pupils to work in pairs to read through the רש"י using the רש"י alphabet chart as a reference. This is likely to be a decoding exercise but there may be one or two words that are familiar, for example בְּנֵי בְלָהָה and אֶחָיו. To reinforce letter and word recognition, pupils can copy the רש"י comment into the first section of part E of the template.

### 6. Comprehending רש"י [S7]

(10 minutes)

#### חַת צְנִי צְלָכָה.

כְּלוֹמֵר, רְגִיל אֶלֶל צְנִי צְלָכָה, לְפִי שִׁדְיוֹ אֶחָיו מְצַיֵּן אוֹתָן וְהוּא מְקַרְצָן



Display the linear or large רש"י on the IWB.

Encourage pupils to circle the words they recognise.

This will probably include בְּנֵי בְלָהָה, אֶחָיו, וְהוּא.

Encourage pupils to put רש"י's comment in their own words and to complete part E of the template with the best version of the translation. (*befriended the sons of בְּלָהָה (and זְלָפָה) because יֵלָאָה's sons mocked or made fun of them.*)

### 7. רש"י's Question [U1, U4]

(5 minutes)

Encourage pupils to discuss the following:

What do you think בְּנֵי לָאָה might actually be saying to בְּנֵי בְלָהָה and בְּנֵי זְלָפָה? (*Our mother is our father's real wife. Your mothers are maidservants, so you are not as important as we are.*)

What do you think is going on in יוֹסֵף's mind when he befriends בְּנֵי בְלָהָה and בְּנֵי זְלָפָה? (*Our mothers don't like בְּנֵי לָאָה and they don't like me so we might as well be friends. Maybe, if I am their friend, בְּנֵי לָאָה might tease them less.*)

### 8. Making Connections with רש"י [U4, K6]

(5 minutes)

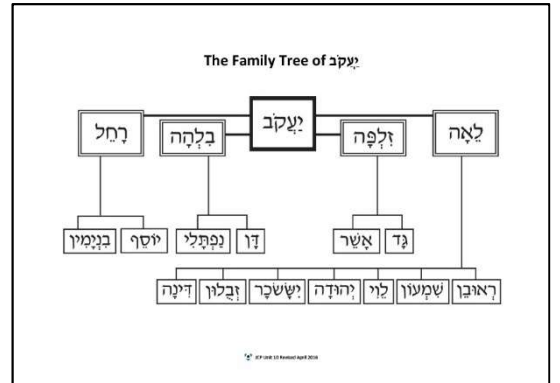
Pupils can now complete part F of the template where they summarise the פְּסוּקָה to include בְּנֵי בְלָהָה – דְּיַבּוֹר הַמִּתְחִיל – רש"י's comment on the בְּנֵי לָאָה.

(*בְּנֵי לָאָה is usually with בְּנֵי בְלָהָה and בְּנֵי זְלָפָה and not with בְּנֵי לָאָה because they are making fun of them. So יוֹסֵף befriends בְּנֵי בְלָהָה and זְלָפָה.*)

**9. Summary Activity [U1, U4]**

**(10 minutes)**

Use the **The Family Tree of יעקב** (IWB version or hard copy) to revise who exactly are the **בני לאה**, **בני בלהה** and **בני זלפה**.



Using the worksheet **יוסף and his Brothers**, ask pupils to write, based on the **פסוקים** and on **רש"י's** comment, what the brothers might be thinking of one another. Share good examples with the class.



# Lesson 3: Family Relationships

(בְּרֵאשִׁית ל"ז : ג'-ה')

## Learning Outcome:

- ❖ To reflect on the feelings of the characters: יעקב's feelings for יוסף, and יוסף's relationship with his brothers

By the end of this lesson pupils should:

Knowledge	Skills	Understanding																																
<p><b>K2:</b> Know that:</p> <p>יעקב, referred to as ישראֵל, loves יוסף more than his other sons and that he makes him a כְּתֹנֶת פָּסִים – a coloured coat of fine wool.</p> <p>יוסף's brothers see that he is his father's favourite and hate him.</p> <p>יוסף tells his brothers about his dream, which makes them hate him more.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>זָקוּ</td> <td>בן-זקנים</td> </tr> <tr> <td>שָׂנֵא</td> <td>וישנאו, שנא</td> </tr> <tr> <td>יָכַל</td> <td>יכולו</td> </tr> <tr> <td>נָגַד</td> <td>וינגד</td> </tr> <tr> <td>יִסְפּוּ</td> <td>ויספּוּ</td> </tr> <tr> <td>עוֹד</td> <td>עוד</td> </tr> </table> <p>Know the following Hebrew words from the keywords studied in Units 1-9:</p> <table border="1"> <tr> <td>אָהַב</td> <td>אָהַב</td> <td>אָב</td> <td>אָבִיחָם</td> </tr> <tr> <td>בָּן</td> <td>בָּנָיו</td> <td>אָח</td> <td>אָחִיו, לְאָחִיו</td> </tr> <tr> <td>עָשָׂה</td> <td>עָשָׂה</td> <td>דָּבַר</td> <td>דָּבָרוֹ</td> </tr> <tr> <td>רָאָה</td> <td>וַיִּרְאֶה</td> <td>חָלַם</td> <td>וַיַּחְלֵם</td> </tr> <tr> <td></td> <td></td> <td>חָלַם</td> <td>חָלוֹם</td> </tr> </table>	זָקוּ	בן-זקנים	שָׂנֵא	וישנאו, שנא	יָכַל	יכולו	נָגַד	וינגד	יִסְפּוּ	ויספּוּ	עוֹד	עוד	אָהַב	אָהַב	אָב	אָבִיחָם	בָּן	בָּנָיו	אָח	אָחִיו, לְאָחִיו	עָשָׂה	עָשָׂה	דָּבַר	דָּבָרוֹ	רָאָה	וַיִּרְאֶה	חָלַם	וַיַּחְלֵם			חָלַם	חָלוֹם	<p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic אֶתְנַחֵתָא טַעְמֵי הַמְקַרָא of בְּרֵאשִׁית ל"ז : ג'-ה'.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית ל"ז : ג'-ה'.</p> <p><b>S5:</b> Identify the word families of the new keywords זָקוּ, שָׂנֵא, וַיִּסְפּוּ, וַיִּנְגַד, וַיִּכְלֹ, וַיִּשְׁנֹאוּ, as well as the words learned in previous units.</p> <p>Recognise possessive suffixes.</p>	<p><b>U1:</b> Reflect on the motivations and actions of יעקב, יוסף and the brothers, and their relationship with one another.</p>
זָקוּ	בן-זקנים																																	
שָׂנֵא	וישנאו, שנא																																	
יָכַל	יכולו																																	
נָגַד	וינגד																																	
יִסְפּוּ	ויספּוּ																																	
עוֹד	עוד																																	
אָהַב	אָהַב	אָב	אָבִיחָם																															
בָּן	בָּנָיו	אָח	אָחִיו, לְאָחִיו																															
עָשָׂה	עָשָׂה	דָּבַר	דָּבָרוֹ																															
רָאָה	וַיִּרְאֶה	חָלַם	וַיַּחְלֵם																															
		חָלַם	חָלוֹם																															

## Words from Units 1-9

### New words this lesson

ג וַיִּשְׂרָאֵל אֶהָב אֶת יוֹסֵף מִכָּל בָּנָיו כִּי בֶן זָקִינִים הוּא לוֹ וַעֲשָׂה לוֹ כְּתֹנֶת פָּסִים : ד וַיִּרְאֶה אָחִיו כִּי אֶהָב אֶתְנַחֵם מִכָּל אָחִיו וַיִּשְׁנֹאוּ אֹתוֹ וְלֹא יָכְלוּ דָבָרוֹ לְשָׁלֵם : ה וַיַּחְלֵם יוֹסֵף חָלוֹם וַיִּנְגַד לְאָחִיו וַיִּסְפּוּ עוֹד שָׂנֵא אֹתוֹ :



**1. Revision Activity [K2, K4A, S4]**

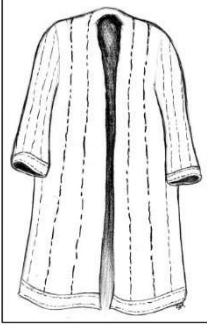
**(10 minutes)**

יֵשֶׁב	אָרְץ	אָרְץ
אָב	אָב	אָב
בֶּן	בֶּן	בֶּן
אָח	צֵאן	נָעַר
	בּוֹא	רָעָה

Display בְּרֵאשִׁית and ב' on the IWB (or enlarge onto A3 paper for each table). Distribute the flashcards (Classroom Resources) and ask pupils to match them to the words in the בְּרֵאשִׁית. In pairs or groups of three, encourage pupils to tell the 'story' so far based on each flashcard.

Alternatively, or in addition, ask pupils to answer the **Begin in Colour** questions while displaying the image of the כְּתֹנֶת פָּסִים (both available in Classroom Resources) on the IWB. Using their חוּמָשִׁים, pupils must find the correct answers and can then come and touch a section to add colour to the picture. (Teachers need to add and hide colours in sections of the template.)

**Begin in Colour**



**Begin in Colour Questions**

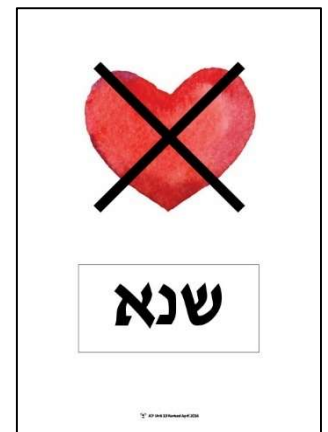
1. Who wanted to settle where his fathers had lived?
2. Who was יצחק's father?
3. Who was a shepherd?
4. Who annoyed his brothers?
5. Who is 17 years old?
6. Who did יצחק spend time with? Who did יצחק feel closer to?
7. Who did יצחק feel less close to?

**2. Reading Activity: בְּרֵאשִׁית לַיּוֹם : ג'-ד' [S3]**

**(5 minutes)**

Tell pupils that in these בְּרֵאשִׁית we will be paying attention to feelings, in particular to love (אהב) and to hate (שנא). Display the images and flashcards from the Classroom Resources. Act out the verbs and point to the flashcards when reading these words in the בְּרֵאשִׁית.

Model the reading of the בְּרֵאשִׁית, and then ask pupils to read in pairs using the strategies outlined in the Teachers' Guidelines.



**3. Comprehension and Understanding Activity [S4, S5]**

**(15 minutes)**

ג וישׁראֵל אָהב אֶת יוֹסֵף מִכָּל־בָּנָיו כִּי בָן־זָקֵנִים הוּא לוֹ וְעָשָׂה לוֹ כְּתוּנַת פָּסִים : ד וַיִּרְאוּ אֶחָיו כִּי־ אֹתוֹ אָהַב אֶבְיָהֶם מִכָּל־אֶחָיו וַיִּשְׂנְאוּ אֹתוֹ וְלֹא יָכְלוּ דַבְּרוֹ לְשָׁלָם :

In addition to the words *to love* (אהב) and *to hate* (שנא) also introduce the new keywords *to be able to* (יכול) and *old* (זקן).

**פְּסוּק ג' :**

- **Who** is this פְּסוּק about? (ישׁראֵל)
- **What** is he doing? (אהב)
- **Why** is he doing this? (*He loves יוסף more because יוסף is a זקנים*.)

**פְּסוּק ד' :**

- **Who** is this פְּסוּק about? (אֶחָיו) *יוסף's brothers. It is not clear whether this refers to the בְּנֵי יֵאָה or all the brothers.*
- **What** are they doing and feeling? (*Seeing יוסף and loving יוסף, hating יוסף and feeling unable to speak to him pleasantly.*)
- **Why** do they feel this way: *פִּי־אֹתוֹ אָהַב אֶבְיָהֶם מִכָּל־אֶחָיו – Because they can see that יוסף loves יוסף more than all of them.*

Character Cards

כָּל־בָּנָיו

ישׁראֵל

אָהַב אֶת יוֹסֵף

עָשָׂה כְּתוּנַת פָּסִים

יוֹסֵף

בְּנֵי־זָקֵנִים

they were loved less

He was given a colourful coat

דַּבְּרָתָם רָעָה

לֹא יָכְלוּ

שָׂנְאוּ

אָהַב


To assess comprehension, ask pupils to match the phrases to the characters, using the **Character Cards** (Classroom Resources). Some characters could have more than one match.

Guide pupils in revisiting the worksheet **Who's Who in the Story**, this time adding the words that refer to the various family members and any new actions or feelings associated with them.

**Who's Who in the Story?**

Circle all names and words referring to family members (e.g. בְּנֵי) in the text below.

א וַיִּשְׁבַּע יַעֲקֹב בְּנֹדְדוֹ בְּאָרְצוֹ כֹּהֵנִי ב אֵלֶּיךָ יוֹסֵף בּוֹ שָׂבַע עֲשֵׂרֶה שָׁנָה הָיָה רָעָה אֶת־אֶחָיו כָּצֹאן וְהָיָה עִמָּךְ אֶת־בְּנֵי בְלָחָה וְאֶת־בְּנֵי זִלְפָּה נְשֵׁי אֶבְיָיו וְיָבָא יוֹסֵף אֶת־דִּבְרֵי רָעָה אֵל־אֶבְיָהֶם ג וַיִּשְׂרָאֵל אֶהְבֵּב יוֹסֵף אֶת־מִכְלֵי בְּנָיו כִּי בֵן זָקֵנִים הָיָה לוֹ וְעָשָׂה לוֹ כְּתוּנַת פָּסִים: ד וַיִּרְאוּ אֶחָיו כִּי־אֹתוֹ אָהַב אֶבְיָהֶם מִכָּל־ אֶחָיו וַיִּשְׂנְאוּ אֹתוֹ וְלֹא יָכְלוּ דַבְּרוֹ לְשָׁלָם: ה וַיִּתְחַלֵּם יוֹסֵף חֲלוֹם וַיַּגִּד לְאֶחָיו וַיִּסְפְּרוּ עִיד שָׂנְאוּ אֹתוֹ:



Complete the first three columns of the table below. One has been done as an example.

Characters	Also known or referred to as	פְּסוּק where first mentioned	Words that talk about them
1	ישׁראֵל, אָבִיו, אֶבְיָהֶם	א'	וַיִּשְׁבַּע בְּנֹדְדוֹ, אָהַב, וְעָשָׂה
2	יוֹסֵף	ב'	רָעָה, וְיָבָא, וְחֲלָם
3	בְּנֵי בְלָחָה	ב'	
4	בְּנֵי זִלְפָּה	ב'	
5	אֶחָיו	ב'	וַיִּרְאוּ, דַּבְּרוֹ, וַיִּשְׂנְאוּ, שָׂנְאוּ, רָעָה

10: 54
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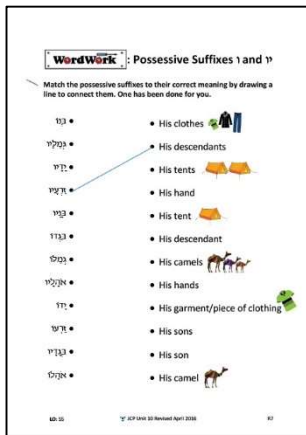
**4. WordWork Activity: Revising Possessive Suffixes [S5]**

**(10 minutes)**

Remind pupils of the meaning and function of possessive suffixes:

- In Unit 1 when ה' spoke to אַבְרָם, telling him: 'Leave *your* land', how did that look in Hebrew? אַרְצְךָ (*Word family with ך added on*)
- In Unit 6 we learned how to say *his* or *her* object, e.g. גִּדּוֹ, שְׂמוֹ and כְּדָהּ, כְּדָהּ, בֵּיתָהּ.
- Encourage pupils to look in their חומשׁים at אִי-ד' and find words that contain possessive suffixes, e.g. אָבִיו, בָּנָיו, אָבִיו.
- We know that בְּנוֹ means *his son*, so what does בָּנָיו mean? (*His sons*)
- If the word is a plural (*sons*) then we add a יו to the word family בָּן.

(Note: אָחִיו is an irregular form of the single possessive suffix and its plural is אָחִיו. The WordWork sheet focuses on reinforcing regular forms of the suffix.)



Pupils can complete the worksheet **WordWork: Possessive Suffixes ו and יו** to reinforce the difference in the third person possessive suffix added to a single or a plural object.

**5. Keyword Activity [K4A, S5]**

**(5 minutes)**

Display the word וַיִּגַּד and the שְׁרָשׁ: נגד.

Write on the board: \_\_\_\_\_ גַּד \_\_\_\_\_ דְּ \_\_\_\_\_

Which Pesach related words can we form by filling in the gaps in these words? (הַגָּדָה and מַגִּיד)

What are these words connected to? (*Telling*)

What does וַיִּגַּד mean? (*He told*)

Which other words in Hebrew do we use to describe telling? (וַיִּדְבֵּר/דָּבַר, וַיִּפְסַח/פָּסַח) – *we will encounter these in the following פְּסוּקִים.*

To give pupils a hint to the meaning of the word עוֹד, display and then duplicate it on the IWB to illustrate its meaning of *more*.

Then provide a similar clue for the word יוֹסֵף, duplicating and repeatedly displaying the word. יוֹסֵף has a similar meaning to עוֹד and means to *increase* or *add*.

Ask pupils if they know other words that are from the same word family (יוֹסֵף/מוֹסֵף).

Display the word חלם and ask pupils to count how many times this word family appears in the פֶּסוּק we are about to read (*twice*). Encourage pupils to scan the פֶּסוּק up to אֵיָּא to see how many times this word is repeated. Use the words עוֹד and יוֹסֵף/נוֹסֵף each time pupils point out another one of the words in the חלם family.

Summarise by asking pupils which words mean more and more and which words appear more and more times.

### 6. Reading Activity: בְּרֵאשִׁית ל'ז: ה' [S3] (5 minutes)

Use the strategies outlined in the Teachers' Guidelines. In order to give pupils the opportunity to improve their Hebrew reading, modelled reading can be done by the teacher or by pairs of confident and competent readers.

### 7. Comprehension Activity [S4] (5 minutes)

הַ נִּחְלַם יוֹסֵף חֲלוֹם וַיַּגִּד לְאָחָיו וַיּוֹסֶפּוּ עוֹד שָׁנָא אֹתוֹ : וַיֹּאמֶר אֲלֵיהֶם שְׁמַעוּנָא הַחֲלוֹם הַזֶּה אֲשֶׁר חָלַמְתִּי :

Using the large פֶּסוּק, encourage pupils to find the אֲתִנְחֵתָא.

**Who** is doing something in the first half of the פֶּסוּק (יוֹסֵף)?

**What** is he doing? (*Dreaming a dream and telling his brothers about it*)

**Who** is doing something in the second half of the פֶּסוּק (*The brothers*)?

**What** are they doing? (*Hating יוֹסֵף even more*)

### 8. Understanding and Summary Activity [U1] (10 minutes)

In table groups or on the IWB, display the **Feelings and Actions** resource and give pupils flashcards to put in what they feel is the correct column. Ask pupils to explain their choices.

Feelings and Actions	
Positive feelings and actions	Negative feelings and actions

אָהַב	וַעֲשֶׂה לוֹ קְדוֹת פְּסִים
וַיִּבֵּא	וַיִּשְׁנֶאֱוֹ
וַיִּרְאוּ אָחָיו כִּי־אֵתוֹ אָהַב אֲבֵיהֶם	רָעָה
אָהַב מְכַלְאָחָיו	וַיַּגִּד לְאָחָיו
וְלֹא כָלוּ דְבָרוֹ	וַיּוֹסֶפּוּ עוֹד שָׁנָא אֹתוֹ



# Lesson 4: יוסף Relates his First Dream

## (בראשית ל"ז : ו-ח')

### Learning Outcome:

- ❖ To understand how יוסף's description of his dream causes his brothers to hate him even more

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p><b>K2:</b> Know that:</p> <p>יוסף relates his dream in which he and his brothers are all sheaves (of wheat). יוסף's sheaf remains upright while the brothers' sheaves bow down to his sheaf.</p> <p>The brothers accuse יוסף of wanting to rule over them.</p> <p>The brothers hate יוסף even more.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>שחה</td> <td>ותשתחווין</td> </tr> <tr> <td>מלכ</td> <td>המלך תמלך</td> </tr> <tr> <td>משל</td> <td>משול תמשל</td> </tr> </table>	שחה	ותשתחווין	מלכ	המלך תמלך	משל	משול תמשל	<p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טעמי המקרא (אֲתִנַּחֲתָא) of בראשית ל"ז : ו-ח'.</p> <p><b>S4:</b> Comprehend the plain meaning of בראשית ל"ז : ו-ח'.</p> <p><b>S5:</b> Identify the שרשים of the new keywords שחה, מלכ, משל, and שרשים of words studied in previous units.</p> <p>Identify the future tense of משול תמשל and המלך תמלך.</p>	<p><b>U1:</b> Reflect on the motivations and actions of the characters: how does hearing יוסף's dream increase the brothers' hatred.</p>
שחה	ותשתחווין							
מלכ	המלך תמלך							
משל	משול תמשל							

### Words from Units 1-9

### U10 words from Lessons 1-3

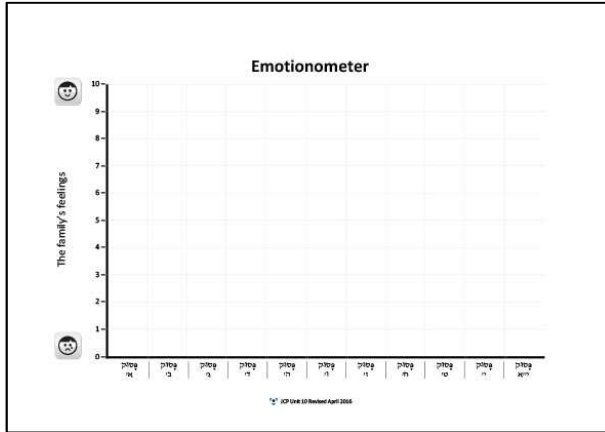
### New words this lesson

וַיֹּאמֶר אֲלֵיהֶם שָׁמְעוּ נָא הַחֲלוּם הַזֶּה אֲשֶׁר חָלַמְתִּי : זֶה הָיָה אֲנַחְנוּ מֵאֲלֵמִים אֲלֵמִים בְּתוֹךְ הַשָּׂדֶה וְהָיָה קָמָה אֲלֵמְתִי וְגַם נִצְבָה וְהָיָה תִסְבִּינָה אֲלֵמְתֵיכֶם וְתִשְׁתַּחֲוּוּן לְאֲלֵמְתִי : ח וַיֹּאמְרוּ לוֹ אֲחָיו הַמְלֶךְ תִּמְלֹךְ עָלֵינוּ אִם מְשׁוּל תִּמְשַׁל בָּנוּ וַיֹּסְפוּ עוֹד שְׂנֵא אֹתוֹ עַל חֲלֹמְתוֹ וְעַל דְּבָרָיו :

**1. Revision Activity [K2, S4, U1]**

**(10 minutes)**

Distribute the **פְּסוּקָה Phrase Cards**, and ask pupils to put them in the correct position on the **Emotionometer** (Classroom Resources). Pupils can refer to their חוּמָשִׁים, and should be asked to explain their choice for each phrase.



וישב יעקב בארץ  
מגורי אביו

וישנאו אתו

היה רעה את  
אחיו בצאן

ועשה לו כְּתֹנֶת  
פְּסִים

ולא יכלו דברו  
לשלים

וישראל אהב את  
יוסף מכל-בניו

ויבא יוסף את  
דבתם רעה אל  
אביהם

After the phrases have been placed on the graph, ask pupils if they describe a family where everything is going well. At what point do feelings change between members of the family? Why does this happen?

Re-read ה' פְּסוּקָה, which introduces the telling of the dream.

What is יוסף about to tell his brothers? (*His dream*)

How will they react? (*They will hate him more.*)

Using the worksheet **The First Dream**, show pupils how we are going to keep track of יוסף's dream. ה' פְּסוּקָה has been completed and pupils can fill in the key phrase for the second idea: וַיֹּסֵפוּ עוֹד שְׂנֹא.

**The First Dream**

Summarise each פְּסוּקָה briefly in the speech bubble. The first one has been done for you. Then write the keywords in the פְּסוּקָה that support the summary in the box below.

פְּסוּקָה	פְּסוּקָה ה'	פְּסוּקָה ו'	פְּסוּקָה ז'	פְּסוּקָה ח'
Summary	<p>יוסף had a dream.</p> <p>His brothers hated him even more.</p>			
Keyword or phrase:	<p>Idea 1: וַיִּחְלֶם יוֹסֵף</p> <p>Idea 2:</p>			<p>Idea 1:</p> <p>Idea 2:</p>

**2. Reading Activity: בְּרֵאשִׁית לִיז : ו' [S3]**

**(5 minutes)**

Pupils are familiar with the vocabulary in this פְּסוּקָה, and are aware that it describes the dream. They can work in pairs to read the פְּסוּקָה, checking each other's accuracy, and then take turns to read it aloud to the class.

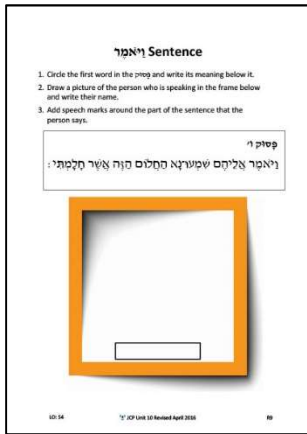


**3. Comprehension Activity [S4, S5]**

**(5 minutes)**

וַיֹּאמֶר אֲלֵיהֶם שְׁמְעוּנָא הַחֲלוֹם הַזֶּה אֲשֶׁר חָלַמְתִּי :

Pupils can use the **ויאמר Sentence** worksheet to clarify the simple meaning of this פְּסוּק.



Discuss:

- **Who** is speaking to whom? (יוסף *is speaking to his brothers.*)
- **What** is he asking them to do? (*To listen to the dream he has dreamt*)

Add a thinking bubble to the board and ask the class:

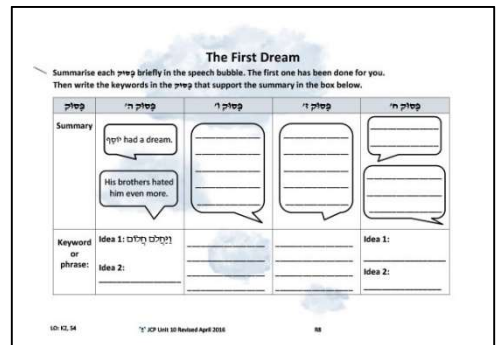
- **What** do you think יוסף might have in mind when he tells his brothers the dream? (*It is important so I want to share it; brothers share things; surely they would want to hear this as it has a message for the future.*)

Ask pupils to complete the summary and keyword/phrase section on **The First Dream**.

Suggested answers:

*Listen to the dream I had.*

שְׁמְעוּנָא הַחֲלוֹם



**4. Reading Activity: [S3] בְּרֵאשִׁית לִיז : ז'**

**(5 minutes)**

Display the images from the Classroom Resources. Explain to pupils how grain used to be harvested in bundles called sheaves. Model the reading of the פְּסוּק, pointing to the images as the relevant words are said.





**5. Comprehension Activity: בראשית ל"ז: ז' [S4]****(10 minutes)**

ז והנה אנחנו מאלמים אלמים בתוך השדה והנה קמה אלמתי וגם נצבה והנה תסבינה אלמתיכם ותשתחווין לאלמתי:

The word הנה features prominently in this unit and especially in this פסוק.

Ask pupils to find the word that repeats itself three times in the פסוק.

You could present the flashcards with a flourish to show how הנה indicates surprise or a significant event. Remind pupils that we have seen הנה used in this way in Unit 9.

Using the פסוק Matching Game cards, ask pupils to put together the פסוק in groups on their tables, using the repeated הנה cards as a 'skeleton' and then checking in their חומשים. Once they have reconstructed the פסוק in Hebrew, they can then match the English phrases alongside it. The English cards can also be cut into smaller phrases, or individual words for a Matching Pairs game.

Matching Game פסוק ז'	
אנחנו	מאלמים
בתוך	השדה
קמה	אלמתי
נצבה	תסבינה
לאלמתי	אלמים
ותשתחווין	וגם
אלמתיכם	

וְהֵנָּה	וְהֵנָּה	וְהֵנָּה
And behold we were binding sheaves	in the middle of the field	
and behold my sheaf arose	and it also remained standing	
and behold your sheaves gathered around	and they bowed down to my sheaf	

Pupils can then complete the next section of **The First Dream** worksheet for פסוק ז'.

**6. Reading Activity: בראשית ל"ז: ח' [S3]****(5 minutes)**

Ask pupils to read the פסוק in pairs using suggested familiar strategies. Encourage them to find familiar words and phrases as they read (they are likely to recognise (ויאמרו לו אחיו, ויוספו עוד שנא, חלמתיו).

**7. Comprehension Activity: בראשית ל"ז: ח' [S4, S5] (10 minutes)**

ה ויחלם יוסף חלום ויגד לאחיו ויוספו עוד שנא אתו :  
ח ויאמרו לו אחיו המלך תמלך עלינו אם משול תמשל בנו ויוספו עוד שנא אתו על חלמתיו ועל דבריו :

Display פסוקים ה' and ח' and ask pupils what phrase they notice in both פסוקים?  
(ויוספו עוד שנא אתו)

What does the phrase mean? (*They (the brothers) hated him (יוסף) even more.*)

Which other words are repeated in these two פְּסוּקִים (חֲלוֹם and אָחָיו)?

How does יוסף explain why the brothers hated פְּסוּק ח' 'even more'? Focus on the words that come after the repeated phrase:

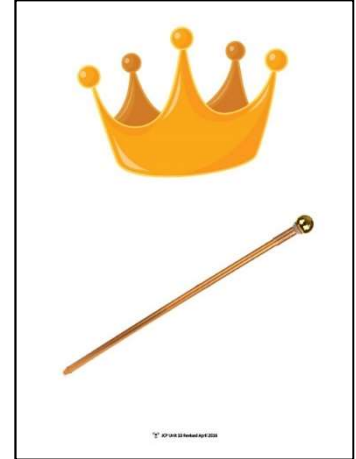
עַל חֲלֹמָתוֹ וְעַל דְּבָרָיו (*Because of his dream and because of his words*)

The second half of the פְּסוּק (after the אֶתְנַחֵתָּא) tells us how the brothers felt, and the first half of the פְּסוּק (up to the אֶתְנַחֵתָּא) tells us what they said to show their feelings.

Display the new keywords: הַמֶּלֶךְ תִּמְלֹךְ (*be king*)  
מְשׁוֹל תִּמְשָׁל (*rule*).

Pupils should recognise the word family מַלְכָּא from בְּרִכּוֹת – explain that מְשָׁל has a similar meaning. Encourage pupils to think of synonyms for *being king* (*rule, reign*). Use the images of a crown and a sceptre (Classroom Resources) as an extra clue.

Display the phrase: הַמֶּלֶךְ תִּמְלֹךְ עָלֵינוּ אִם מְשׁוֹל תִּמְשָׁל.



Write the שְׁרֵשׁ: מַלְכָּא on the board and ask pupils to give words that are in the same family, many of which should be familiar from תַּפְּלָה (מֶלֶךְ, מְלֹךְ, מְלָכָא, מְלֹךְ). Circle the add-on letters in the words they suggest (highlighted in the words above). Write the שְׁרֵשׁ: מַלְכָּא on the board with a blank in front of the three letters \_\_\_\_\_ and explain that to form the future tense in Hebrew, a prefix is added in front of the שְׁרֵשׁ. We have learned the prefix י means *he* (as in וַיֵּאמֶר) and the prefix ת means *you*.

What would תִּמְלֹךְ then mean? (*You will be king.*)

Using the same method, what would תִּמְשָׁל mean? (*You will rule.*)

Point out the ה in front of the word הַמֶּלֶךְ. This is the interrogative ה. It turns the phrase into a question. We have seen this before in כ"ז : כ"א : בְּרֵאשִׁית כ"ז : כ"א : הַאֲתָה זֶה בְּנֵי עֲשׂוֹ אִם-לֹא.

What do you notice about the שְׁרֵשׁ in these words? (*It is the same שְׁרֵשׁ that is repeated.*) This doubling up of the שְׁרֵשׁ emphasises the question.

The brothers are asking a strong question – can you put their question in your own words? Encourage pupils to be as expressive as they can be and use intonation to show how the question is asked: (*Do you actually think you will be our KING?? What?? Do you really think you will rule over US?*)

Encourage pupils to complete the section for ח' on **The First Dream** worksheet.

### The First Dream

Summarise each פסוק briefly in the speech bubble. The first one has been done for you.  
Then write below the key words in the פסוק that supports the summary.

פסוק	פסוק ה'	פסוק ו'	פסוק ז'	פסוק ח'
Summary	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">                     יוסף had a dream                 </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">                     His brothers hated him even more                 </div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px;">                     יוסף: Listen to the dream I had.                 </div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px;">                     While binding sheaves, the brothers' sheaves bowed to יוסף's sheaf.                 </div>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">                     Brothers: Will you reign over us and dominate us?                 </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px;">                     They hated him even more – because of his dreams and his words.                 </div>
Keyword or Phrase:	Idea 1: ויחלם חלום Idea 2: ויוסף עוד שנה	שמעו נא החלום	קמה אלמתי ותשתחויו. לאלמתי	Idea 1: הכולך תגידך משול תקשל Idea 2: ויוסף עוד שנה חלמתי דבריו

## 8. Understanding and Summary Activity [U1] (10 minutes)

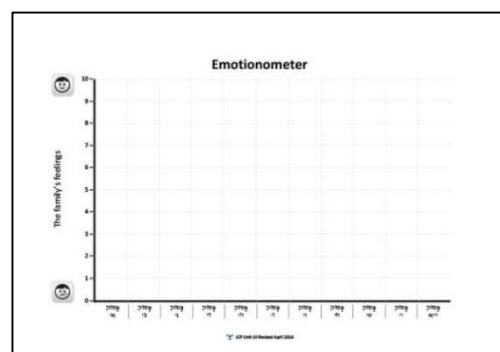
Using the information from their worksheets **The First Dream**, ask pupils to design a short skit or hot-seating activity: **The next morning at the breakfast table.**

Challenge pupils to imagine what יוסף and the brothers are likely to be feeling and thinking after being told the dream, and compose a script for a skit.

Encourage pupils to think further:

- Why do you think the brothers reacted so strongly? Why didn't they just say: 'You're making this up'? (*They probably realise that there is truth in the dream and this disturbs them.*)
- Which two things made them hate יוסף more? (What the dream is about and how he tells them.)
- How many times are we told that the brothers hate יוסף? (*Three times*)
- Which other words show us how strong their hatred is? (*and עוד*)
- What do you think is might have caused the brothers to hate יוסף so much? (*They hated him at first because יעקב favoured him. He told his father negative stories about them. יעקב then gave him the פסחים, which made them jealous. All this happened before the dreams, so they may already have been fed up with him.*)

Return to the **Emotionometer** to track how the family is feeling after the פסוקים that we have learned in this lesson.



## Lesson 5: יוסף Relates his Second Dream (בְּרֵאשִׁית ל"ז: ט"ו-י')

### Learning Outcome:

- ❖ To understand how יוסף's description of his second dream causes his father to rebuke him

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p><b>K2:</b> Know that:</p> <p>יוסף has another dream in which the sun, the moon and 11 stars bow down to him.</p> <p>יוסף tells this dream to his father in the presence of his brothers.</p> <p>יעקב reacts to this dream by telling יוסף off.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>ספר</td> <td>וְיַסְפֵּר</td> </tr> <tr> <td>גָּרַח</td> <td>גָּרַח</td> </tr> <tr> <td>אָם</td> <td>וְאָמַד</td> </tr> </table>	ספר	וְיַסְפֵּר	גָּרַח	גָּרַח	אָם	וְאָמַד	<p><b>S3:</b> Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא (אֲתִנְחָתָא) of בְּרֵאשִׁית ל"ז: ט"ו-י'.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית ל"ז: ט"ו-י'.</p> <p><b>S5:</b> Identify word families from the new keywords (אָם, ספר, גָּרַח).</p> <p>Identify the future tense הַבּוֹא נְבוֹא.</p>	<p><b>U1:</b> Reflect on the motivations and actions of the characters: the different ways in which יעקב and the brothers react to יוסף's dreams.</p> <p><b>U2:</b> Compare and contrast the differences and similarities of the language and contents of יוסף's two dreams.</p>
ספר	וְיַסְפֵּר							
גָּרַח	גָּרַח							
אָם	וְאָמַד							

### Words from Units 1-9

### U10 words from Lessons 1-3

### New words this lesson

ט וַיִּחְלֹם עוֹד חֲלוֹם אַחֵר וַיַּסְפֵּר אֹתוֹ לְאָחָיו וַיֹּאמֶר הִנֵּה חֲלֹמְתֵי חֲלוֹם עוֹד וְהִנֵּה  
הַשָּׁמֶשׁ וְהַיָּרֵחַ וְאַחַד עָשָׂר כּוֹכָבִים מִשְׁתַּחֲוִים, לִי: י וַיַּסְפֵּר אֶל אָבִיו וְאֶל אָחָיו וַיִּגְעַר  
בּוֹ אָבִיו וַיֹּאמֶר לוֹ מָה חֲלֹמְתְּ הַזֶּה אֲשֶׁר חֲלַמְתָּ הַבּוֹא נְבוֹא אֲנִי וְאָמַד וְאָחִיד  
לְהַשְׁתַּחֲוֹת לְךָ אֲרָצָה:

**1. Revision Activity [S4, U1]****(10 minutes)**

Display פסוק ח' and ו' and the phrase from ח' as follows:

ה ויחלם יוסף חלום ויגד לאחיו ויוספו עוד שנה אתו :  
ו ויאמר אליהם שמעו-נא החלום הזה אשר חלמתי :  
... ויוספו עוד שנה אתו על חלמתי ויעל דבריו :

Which words tell us WHAT יוסף wanted to tell his brothers about? Mark them on the IWB/board in one colour.

Which words that tell us HOW the brothers felt? Mark them in a different colour on the board.

Distribute the words and phrases on the revision flashcards (Classroom Resources), or do this electronically and ask pupils to sort them into the correct columns (either under WHAT יוסף is telling or HOW the brothers felt).

ותשתחוין	תמשל בנו
תסביןה אלמתיכם	מאלמים
אלמים	ויוספו עוד שנה אתו
ויוספו עוד שנה אתו	ונבנה
אלמתי	השדה
המלך תמלך עלינו	אם משול

Ask further questions, for example:

- What were the brothers doing in the dream?
- What did the sheaves do in the dream?
- Who bowed down to whom in the dream?
- How did the brothers tell יוסף they didn't want him to be their boss?
- Which words tell us that the brothers hated him more and more?
- What happened in the dream that made the brothers hate יוסף more?

Pupils can also refer to **The First Dream** worksheet to revise the events from פסוקים ה'-ח'.

**2. Reading Activity: בראשית ל"ז: ט' [S3]****(5 minutes)**

Read the פסוק using familiar strategies from the Teachers' Guidelines including modelling the reading for the class before giving them time to practise reading.

**3. Comprehension Activity: בראשית ל"ז: ט' [S4]****(5 minutes)**

ויחלם עוד חלום אחר ויספר אתו לאחיו ויאמר הנה חלמתי חלום עוד והנה השמש והגרם ואחמד  
עשר כוכבים משתחוים לי :

The second dream is presented in the same format as the first.

Display the words מִשְׁתַּחֲוִים, כּוֹכָבִים, יָרַח, שָׁמֶשׁ with accompanying illustrations (demonstrate מִשְׁתַּחֲוִים by bowing).



Encourage pupils to try and summarise the פְּסוּקָה using flashcards, picture cards and actions.

**4. Understanding Activity: Comparing the Dreams [U1, U3] (10 minutes)**

**Comparing the Dreams**

For each dream, put a tick in the table if the statement is true. Then write evidence for your tick from the פְּסוּקָה. The first statement has been completed as an example.

	Dreams 1 (פְּסוּקָה 1)	קטן קטן (פְּסוּקָה 2)	Dreams 2 (פְּסוּקָה 1)	קטן קטן (פְּסוּקָה 2)
יִסְיָהוּ is mentioned.	✓	אֶלְטָנְדֵר	✓	יִי
The brothers are mentioned.				
The father is mentioned.				
The mother is mentioned.				
The characters act like servants in the dream.				

Answer the questions below:

- Which actions are similar in both dreams?
- Which characters appear in both dreams?
- In which dream do you think יִסְיָהוּ seems more powerful?

Display the פְּסוּקָה that describe both of יִסְיָהוּ's dreams and the pictures that illustrate the elements of the dreams. Using the worksheet **Comparing the Dreams**, ask pupils to compare the dreams by putting ticks and crosses against the statements and writing words from the פְּסוּקָה as evidence.

The questions below the table are a useful summary of the comparison and it also encourage pupils to think further.

- What actions are similar in both dreams? (*There is bowing in both.*)
- Which characters appear in both dreams? (*יִסְיָהוּ and the brothers.*)
- In which dream do you think יִסְיָהוּ seems more powerful? (*In the second dream, everyone bows down to HIM, while in the first one they bow to something that stands for him. Also, in the second dream his mother and father bow to him, whereas in the first it is only his brothers.*)

**5. Reading Activity: בְּרֵאשִׁית לִיז : י' [S3] (5 minutes)**





מלך \_\_\_\_\_

משל \_\_\_\_\_

When we added the ת in front of the שְׂרַשׁ it meant *you will*.

We also saw that adding a י in front means *he will*.

In this פְּסוּק we have the word נְבוֹא בא plus a נ added in front which means we will.

If we want to say *I will do something in the future*, we can add the prefix א.

I will	א + שְׂרַשׁ	אֶבְרַךְ	I will bless
You will	ת + שְׂרַשׁ	תֵּבְרַךְ	You will bless
He will	י + שְׂרַשׁ	יִבְרַךְ	He will bless
We will	נ + שְׂרַשׁ	נִבְרַךְ	We will bless

**Wordwork: It Will Happen in the Future**

Write the correct letter in front of the *שְׂרַשׁ* to match the meaning on the right.

א \_\_\_\_\_ I will bless  
 ת \_\_\_\_\_ you will be king  
 נ \_\_\_\_\_ we will come  
 ס \_\_\_\_\_ he will rule  
 י \_\_\_\_\_ I will know  
 כ \_\_\_\_\_ we will bless  
 פ \_\_\_\_\_ I will drink  
 מ \_\_\_\_\_ you will come  
 ד \_\_\_\_\_ he will bless  
 ש \_\_\_\_\_ we will rule  
 ק \_\_\_\_\_ I will be king  
 ר \_\_\_\_\_ you will bless  
 ז \_\_\_\_\_ he will know  
 צ \_\_\_\_\_ he will be king  
 ע \_\_\_\_\_ you will rule  
 פ \_\_\_\_\_ he will come

Pupils can complete the worksheet **It Will Happen in the Future** to reinforce the future tense.

## 8. Summary Activity [U1]

(5 minutes)

Display the **Comparing the Dreams** table from Activity 4.

- Which ideas are the same in both dreams? (*The brothers bowing down; יוֹסֵף being important.*)
- What is different in the dreams? (*The sun and moon are added to the second dream; and יוֹסֵף is the centre of the second dream, not represented by an object.*)
- What was יַעֲקֹב's reaction to the first dream? (*None is mentioned, which implies that he did not react.*)
- What was יַעֲקֹב's reaction to the second dream? (*He reprimanded יוֹסֵף.*)
- What bothered יַעֲקֹב about the second dream? (*That יוֹסֵף's father and mother would bow down to him.*)
- What did יַעֲקֹב **not** mention about the second dream? (*That יוֹסֵף himself was in the dream.*)



Unit 10: דַּרְשׁוּת דְּרֵי אֱלֹהִים : אֵלֹהִים יִסְדֵּר – Revised April 2016

- Why do you think it bothered יַעֲקֹב so much that אֲבוֹתָיו's parents would bow down to him? (*Record any good answer as we will explore אֲבוֹתָיו's explanation in the following lesson.*)

Revisit the **Emotionometer** and update it for אֲבוֹתָיו and אֵלֹהִים.

## Lesson 6: יַעֲקֹב Reacts to the Dream

### (בראשית ל"ז: י"א-י"א)

#### Learning Outcomes:

- ❖ To examine יוסף's explanation of the relationship between יוסף, his father and his brothers
- ❖ To understand the process used by יוסף when asking questions and offering comments about the חומש text

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p><b>K2:</b> Know that יַעֲקֹב reacts to יוסף's second dream by telling יוסף off but he keeps the dream in mind.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>קנא</td> <td>וַיִּקְנְאוּ</td> </tr> <tr> <td>שמר</td> <td>שָׁמַר</td> </tr> </table> <p><b>K6:</b> Know one of the ways in which רש"י understands the phrase הַבּוֹא נְבוֹא. Know רש"י's explanation of 'שָׁמַר אֶת הַדְּבָר'.</p>	קנא	וַיִּקְנְאוּ	שמר	שָׁמַר	<p><b>S1:</b> Locate בראשית ל"ז: י"א-י"א in the חומש. Locate רש"י's commentary on י"א and פסוקים י"א on the חומש page.</p> <p><b>S3:</b> Read בראשית ל"ז: י"א-י"א accurately, recognising אֶתְנַחֲתֵא.</p> <p><b>S4:</b> Comprehend the plain meaning of בראשית ל"ז: י"א-י"א.</p> <p><b>S5:</b> Identify the word family/שָׁרֵשׁ of new keywords and שָׁרְשֵׁים of words studied in previous units (חלמ, שמר, קנא).</p> <p><b>S6:</b> Accurately read words in רש"י script.</p> <p><b>S7:</b> Comprehend the simple meaning of a פירוש with support: ל"ז: י"א: הַבּוֹא נְבוֹא on רש"י ל"ז: י"א: שָׁמַר אֶת הַדְּבָר on רש"י</p>	<p><b>U1:</b> Reflect on and discuss the described feelings of יוסף's family.</p> <p><b>U2:</b> Identify phrases that support the פְּרָשְׁנוֹת approach: הַבְּנֵת מְלִים לֹא בְרוּרָת. (Extra meaning can be derived from ambiguous words.) הַבּוֹא נְבוֹא שָׁמַר אֶת הַדְּבָר</p> <p><b>U4:</b> Understand with support רש"י's explanation of how the words הַבּוֹא נְבוֹא provide clues about the likely feelings and intentions of יוסף, יַעֲקֹב and his brothers. Understand how רש"י's explanation of שָׁמַר אֶת הַדְּבָר clarifies יַעֲקֹב's response to the second dream.</p>
קנא	וַיִּקְנְאוּ					
שמר	שָׁמַר					

#### Words from Units 1-9

#### U10 words from Lessons 1-5

#### New words this lesson

י וַיִּסְפֹּר אֶל אָבִיו וְאֶל אָחִיו וַיִּגְעַר בּוֹ אָבִיו וַיֹּאמְרוּ לוֹ מַה הַחֲלוֹם הַזֶּה אֲשֶׁר חָלַמְתָּ הַבּוֹא נְבוֹא אָנִי וְאִמִּי וְאָחִיךָ לְהִשְׁתַּחֲוֹת לְךָ אָרְצָה: יא וַיִּקְנְאוּ בּוֹ אָחִיו וְאָבִיו שָׁמַר אֶת הַדְּבָר:

**1. Revision Activity [U1]**

**(5 minutes)**

Ask pupils to find י"י and display the פסוק on the board as well. Ask pupils to explain the פסוק in their own words:

(יוסף to יעקב: *Do you really think that your mother, your brother and I will come and bow down to you?*)

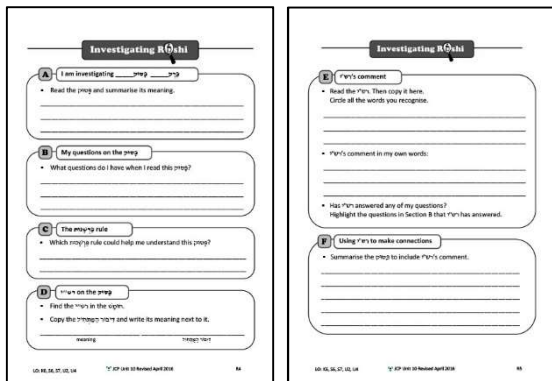
Challenge pupils to ask good questions about the פסוק, such as:

- Why was יעקב so upset when יוסף said his father and mother would bow down to him?
- Why does יעקב list all the people in the dream: me, your mother and your brothers?
- Why is it so impossible for this dream to come true?
- Why does יעקב seem to think it is alarming if this dream comes true?

Let's see how רש"י approaches this פסוק. Tell pupils that רש"י will give us more information about how יעקב felt as he spoke to יוסף.

**2. Activity: רש"י : י"י בראשית ל"ז: [K6, S7, U4]**

**(30 minutes overall)**



Distribute the **Investigating Rashi** template to pupils and ask them to find the רש"י comment on the חומש page.

The steps of the רש"י template should be familiar to the class at this point, and some of the steps can be worked through fairly quickly.

**Summarising the פסוק and Questions on the פסוק [S4, U2]**

**(10 mins)**

The template reminds pupils that before we look at the question that רש"י is asking, we always need to make sure that we understand the פסוק well. Since we have just discussed the פסוק, pupils can complete part A of the רש"י template on their own by summarising the פסוק in their own words. Good answers can be shared with the class and pupils should improve their summaries if they have not included relevant information.

Ask pupils to then refer back to the questions they compiled in Activity 1, for example:

- Is it possible that I and your mother and your brothers will come and bow down to you?

- Why does יַעֲקֹב list all the people in the dream: me, your mother and your brothers?
- Why is it **so** impossible for this dream to come true?
- Why does יַעֲקֹב seem to think it is alarming if this dream comes true?



Remind pupils that the questions need to focus closely on the פְּסוּק and on anything that is not entirely clear when we read the פְּסוּק.

Questions can then be written down on part B of the רש"י template.

Display the five פְּרָשְׁנוֹת rules that pupils learned in Unit 9 (Classroom Resources). Which of these rules might help us to formulate good questions?

(The best match is הַבְּנֵת מְלִים לֹא בְּרוּרִת – *ambiguous words as it is not clear why the events in the dream are so problematic.*)

Pupils can now complete part C of the רש"י template.

פְּרָשְׁנוֹת Rules	
<b>פְּרָשְׁנוֹת Rule 1 – לִשׁוֹן יִתְרָה –</b>	
Every word in the תִּוְרָה has a purpose – there are no 'extra' words.	
<b>פְּרָשְׁנוֹת Rule 2 – מִלָּה מְנַחֵה –</b>	
When a word is repeated several times in a פְּסוּק or group of פְּסוּקִים, this word is very important to the story.	
<b>פְּרָשְׁנוֹת Rule 3 – שׁוֹנֵי בְּסֵדֵר מְלִים –</b>	
We can learn deeper meaning when words in a פְּסוּק are in an unusual order.	
<b>פְּרָשְׁנוֹת Rule 4 – הַבְּנֵת מְלִים לֹא בְּרוּרִת –</b>	
We can learn deeper meaning by explaining ambiguous words in a פְּסוּק.	
<b>פְּרָשְׁנוֹת Rule 5 – דִּקְדוּק לֹא עֲקָבִי –</b>	
We can learn deeper meaning from an apparent mismatch in grammar in the פְּסוּקִים.	

### Finding רש"י, the הַמְתַּחֵיל and דִּיבּוּר הַמְתַּחֵיל [S6]

(5 mins)

Remind pupils of the term הַמְתַּחֵיל: דִּיבּוּר הַמְתַּחֵיל: the word(s) רש"י quotes from the פְּסוּק that he uses as the starting point for his comment, דִּיבּוּר meaning *words* and הַמְתַּחֵיל meaning *that begin* (the comment).

Ask pupils to locate the דִּיבּוּר הַמְתַּחֵיל – הַבּוֹא נְבוֹא and complete part D of the רש"י template.

**כְּבוֹא נְבוֹא.**

**וְהָלַח חֲמֹד כְּצֵר מִתְּכֵה, וְהוּא לֹא הָיָה יוֹדֵעַ שֶׁהַדְּצָרִים מִגִּיעֵין לְצִלְהָה שֶׁגְּדִלְתוּ כְּחִמּוֹ**

Show pupils that in the רש"י text there is a continuation to his comment, but we will not be studying the additional part. Help pupils find the correct stopping place while practising reading.

Ask pupils to work in pairs to read through the רש"י using the רש"י alphabet chart as a reference, if needed. Help pupils find words that are familiar, for example: חֲמֹד, אֲמֹ, וְהוּא, לֹא, הָיָה, יוֹדֵעַ, בְּלָהָה.

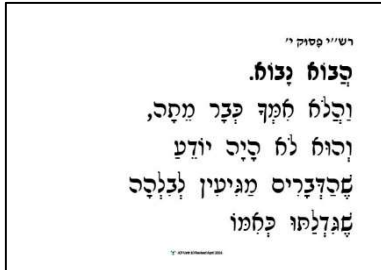
To reinforce letter and word recognition, pupils can copy the רש"י comment into part E of the template.

## Comprehending רש"י [S7]

(5 mins)

## כָּבוֹד נָבוֹא

וְהָלַח אֶמְדָּךְ כְּצֵר מִתָּהּ, וְהוּא לֹא הָיָה יוֹדֵעַ שֶׁהַדְּבָרִים מִגִּיעֵין לְבָלָהּ  
שֶׁגִּדְלָתוֹ כְּאִמּוֹ



Display the linear or large רש"י on the IWB. Pupils may need help seeing familiar words that have prefixes or suffixes such as לְבָלָהּ, וְהוּא, אִמּוֹ, אֶמְדָּךְ and perhaps שֶׁגִּדְלָתוֹ.

Provide pupils with the meanings of significant unfamiliar words: מִגִּיעֵין, מִתָּהּ, שֶׁגִּדְלָתוֹ.

Encourage pupils to put רש"י's comment in their own words and to complete part E of the template.

(For example: Hadn't יוסף's mother died? So it is impossible for this dream to come true. יעקב didn't realise that the dream was really about בְּלָהָהּ, who was the one who brought יוסף up and was like a mother to him.)

## יוסף's Question [U4]

(5 mins)

Ask pupils to refer back to the questions they raised in part B.

Which of these questions might be answered by יוסף's comment? What answers does he give?

- Is it possible that I and your mother and your brothers will come and bow down to you? (No, unless this refers to בְּלָהָהּ.)
- Why does יעקב list all the people in the dream? (He understands straight away what each part of the dream means.)
- Why is it so impossible for this dream to come true? (Because יוסף's mother is dead.)
- Why does this dream upset יעקב so much? (Maybe יעקב misses רַחֵל and it upsets him that יוסף would dare dream about her bowing down to him when she isn't even there anymore.)

Ask the class, according to רש"י, who is misunderstanding the dream: יעקב or יוסף?

(יעקב, because he becomes angry at יוסף's arrogance, but really יוסף isn't thinking about his birth mother רַחֵל, bowing down to him. יוסף's dream is about בְּלָהָהּ, who brought him up.)

Alternatively, יוסף, because he thinks the dream can come true and he has forgotten that his mother can't bow down to him.)

**Making connections with רש"י (U4)**

**(5 mins)**

Pupils can now complete part F of the template where they summarise the פסוק to include רש"י's comment on the דיבור המתחיל.

Suggested answer: רחל will bow down to him along with his father and brothers, when she isn't even alive. But really יוסף was dreaming about בלהה, who was like a mother to him.

**3. Reading and Comprehension Activity: פסוק י"א [K4A, S3, S4, S5] (5 minutes)**

יא ויקנאו בו אחיו ואביו שמר את הדבר :

Model the reading in two sections, divided by the אַתְּנַחֲתָא, then let pupils practise reading in pairs, taking turns to read up to and from the אַתְּנַחֲתָא.

Ask pupils to identify two characters on either side of the אַתְּנַחֲתָא. (אביו and אחיו)

Which verbs are linked to each of them? (This might tell us about how they react to the dream.)

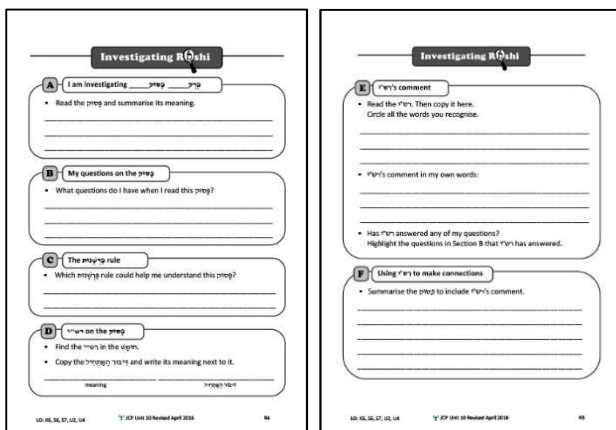
Challenge pupils to guess the meaning of קנא based on how the brothers have reacted so far. (*Jealous*)

Write the שרש שמר on the board and ask pupils what words they know from that word family. It is likely that they are familiar with: מְצַה שְׂמוּרָה, מְצַה שְׂמוּרָה, שׂוֹמֵר מְצוֹת, שׂוֹמֵר שְׂבֵת, מְצַה שְׂמוּרָה. Ask them what those phrases have in common (*keeping, watching, being careful to do something and certain way*). Encourage them to use those meanings to work out what שמר את הדבר could refer to. (יַעֲקֹב watched his words; יַעֲקֹב was careful about what he said; יַעֲקֹב kept his feelings to himself.)

Ask the class to look at the feelings words they suggested for י"א and see which of those seem to fit the phrase שמר את הדבר.

**4. Activity: Using the רש"י Template Independently**

**(20 minutes)**



As pupils are familiar with the template, some will be able to complete it independently as the רש"י comment is short and accessible. Other pupils will need more support, so this time the activities are not individually timed.

**Summarising the פְּסוּק and Questions on the פְּסוּק [S4, U2]**

Pupils can complete part A independently based on the previous discussion in the lesson.

*His brothers were jealous but his father waited, watched, kept the matter in mind.*

Encourage pupils to formulate questions about the פְּסוּק, for example:

- Which verbs describe the different reactions to the dreams?
- Is the brothers' reaction to this dream the same as to יוֹסֵף's first dream?
- How can we understand יַעֲקֹב's reaction to the dream? What does he actually keep in mind?
- How does one keep things in mind?
- Why does the פְּסוּק use the word דָּבַר instead of explaining what the matter actually is?

Good questions can be written in part B of the template.



Display the five פְּרִשְׁנוֹת rules that pupils learned in Unit 9 (Classroom Resources).

Which of these rules might help us to formulate good questions?

*(The best match is הַבְּנֵת מְלִים לֹא בְּרוּרִית – ambiguous words as it is not clear what exactly is meant by הַדָּבָר.)*

Pupils can now complete part C of the רש"י template.

**Finding רש"י, the דְּיבּוּר הַמִּתְחִיל and Reading רש"י [S6]**

**שָׁמַר אֶת הַדָּבָר.**

**כִּי הָיָה מִמֶּתִין וּמֵלֶפֶה מִתִּי יָצוּא...**

Ask pupils to find the דְּיבּוּר הַמִּתְחִיל: שָׁמַר אֶת הַדָּבָר and write it in part D with its meaning.

Show pupils that in the רש"י text there is a continuation to his comment, but we will not be studying the additional part. Help pupils find the correct stopping place while practising reading.

Pupils could then work in pairs to listen to each other reading the רש"י.



**Comprehending רש"י [S7]**

Display the linear or large רש"י on the IWB.

Encourage pupils to circle the words they recognise.

This will probably include יְבוּא and possibly מְתִי.

Provide pupils with the meanings of unfamiliar words:

מִמְתִּין – *he was waiting*

וּמֵלֶכֶד – *and looking forward*

Encourage pupils to put רש"י's comment in their own words and to complete part E of the template. (*He was waiting for the time when יוסף's dream would come true.*)

**רש"י's Question [U4]**

Which of the questions we asked in part B are answered by רש"י?

How can we understand יַעֲקֹב's reaction to the dream? What does he actually keep in mind? (*He was waiting and looking forward to the dream coming true.*)

How does one keep things in mind? (*He kept his anticipation to himself, he made sure to remember the matter.*)

Why does the פָּסוּק use the word דְּבָר instead of explaining what the matter actually is? (*It refers to everything that has happened, both dreams: דְּבָר is a summary word that incorporates everything.*)

**Making connections with רש"י [U4]**

Pupils can now complete part F of the template where they summarise the פָּסוּק to include רש"י's comment on the הַמִּתְחִיל.

Suggested answer: *While the brothers were jealous of יוסף (because they realised that there might be some truth in his dreams), יַעֲקֹב was keeping the matter of יוסף's dream in mind and waiting for the time when the dream would come true.*

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

Display the phrases below which express how the brothers related to יוסף after each new event (including רש"י's comments).

וַיִּקְנְאוּ בוֹ אָחָיו

וַיִּגְעַר בוֹ אָבִיו

וַיִּשְׂרָאֵל אֶהָב אֶת יוֹסֵף מִכָּל-בְּנָיו

אִם מְשׁוֹל תִּמְשָׁל בָּנוּ

הַמְלִיךָ תִּמְלִיךְ עָלֵינוּ

וַיִּסְפָּר אֹתוֹ לְאָחָיו

וַיּוֹסֶפוּ עוֹד שְׂנֵא אֹתוֹ

וַיִּרְאוּ אָחָיו כִּי-אֹתוֹ אֶהָב אֲבֵיהֶם מִכָּל-אָחָיו

וַיִּחַלְסוּ יוֹסֵף חֲלוֹם וַיַּגִּד לְאָחָיו

וַיָּבֵא יוֹסֵף אֶת דְּבָרָתְךָ רָעָה אֶל-אֲבֵיהֶם

Revisit the **Emotionometer**, adding each of the new points and asking whether the class would make any changes in how they drew the line earlier.

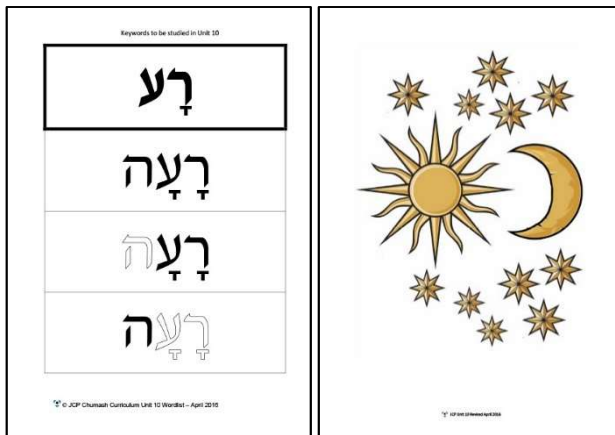


## Lesson 7: Revision and Assessment

### 1. Retelling the Story [K2, K4A, K6, S4, U3]

Distribute flashcards of the keywords and images from Unit 10 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 רִשְׁיִי's comments as well as comparing the dream and the various reactions to the dreams.



As an extension, all the names from יַעֲקֹב's family could be put in a stack and pupils could draw two random cards. They then create a dialogue between these two family members about the events of the unit. These can be developed as skits or plays. Pupils can gain extra marks for using Hebrew words, incorporating רִשְׁיִי's comments and showing a clear understanding of the simple and deeper meaning of the פְּסוּקִים, for example being able to compare the two dreams.

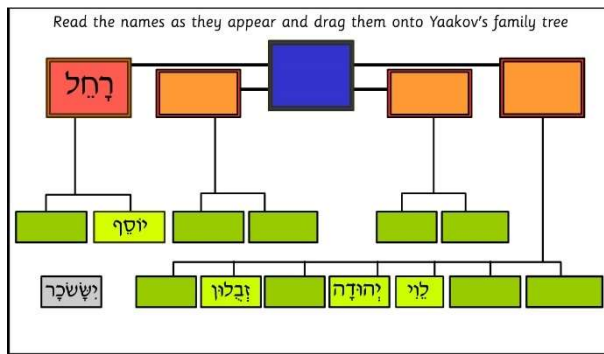
**Below are some suggestions for other games to further consolidate pupils' knowledge of keywords:**

#### Team Games

- Give each team a selection of Hebrew and English flashcards. Pupils have to collaborate to pair them. The first team to finish wins the game. Following this activity, pupils can then tell the story by putting the flashcards in order, like in Activity 1.
- Choose a caller from each team. The callers, in rotation, read the Hebrew word to their team who take turns to reply with the English meaning of the word. A correct answer gains a point. An incorrect answer allows another team to answer and gain the point.
- The teacher writes a list of 'word families' or שְׂרָשִׁימוֹת on the board. Teams have to sort their words into groups according to the 'word families'. The first team to sort all the words wins.

- **Lucky dip:** The teacher chooses and reads out flashcards at random. Pupils take turns to suggest the meaning and receive the card if he or she knows the answer. Each table receives all the flashcards. The teacher says the English of a word and the pupils have to find the Hebrew.

## 2. Flash Game: Family Tree and What is the Question Game [K2, S4]



Revise the family tree by playing the Family Tree Flash game then use the flashcards to play: **What is the Question?**

What is the Question?		
The answer is: יִשָּׁכָר <b>What is the question?</b>	The answer is: יִשְׂשָׁכָר <b>What is the question?</b>	The answer is: נָעִר <b>What is the question?</b>
The answer is: בְּלָחָה <b>What is the question?</b>	The answer is: בְּנֵי בְלָחָה וּבְנֵי זֶלְפָּחָה <b>What is the question?</b>	The answer is: עֵשָׂו אֶחָיו יַעֲקֹב <b>What is the question?</b>
The answer is: כּוֹסֵת פִּסְיִים <b>What is the question?</b>	The answer is: וַיִּשְׂמָא אִתּוֹ <b>What is the question?</b>	The answer is: אֲרָב <b>What is the question?</b>

The answer is: Sheaves <b>What is the question?</b>	The answer is: בְּנֵי לֵאָה <b>What is the question?</b>	The answer is: אֲשֵׁר <b>What is the question?</b>
The answer is: בְּנֵי זְבֻלּוֹן <b>What is the question?</b>	The answer is: בְּנֵי שִׁבְעָה עֲשָׂרָה יְשִׁירָה <b>What is the question?</b>	The answer is: Sun <b>What is the question?</b>
The answer is: חֲלֹמִים <b>What is the question?</b>	The answer is: Moon <b>What is the question?</b>	The answer is: Stars <b>What is the question?</b>

Pupils need to make questions that could fit the answers on the cards. Cards could have more than one matching question and pupils can be challenged to make as many questions as they can. They can also be challenged to make their own questions and answers.

## 3. Flash Game: Dream Words [K4A, S4, S5]

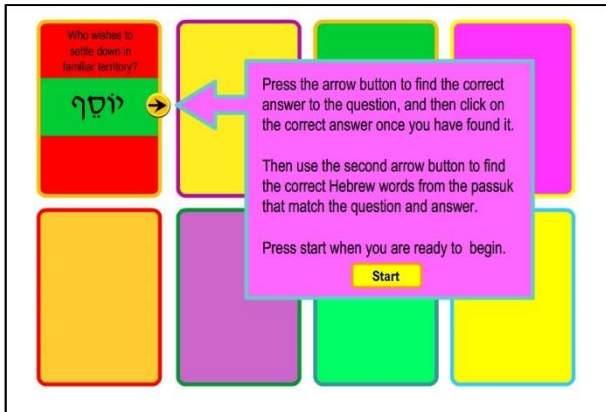
Pupils can play the game to reinforce their comprehension and grammatical knowledge based on the word family חֲלֹמִים.

Is it a dream or is it a nightmare? Read the words, then click on the correct buttons to find out.

- 1 And he dreamt
- 2 The dream
- 3 And she dreamt
- 4 I dreamt

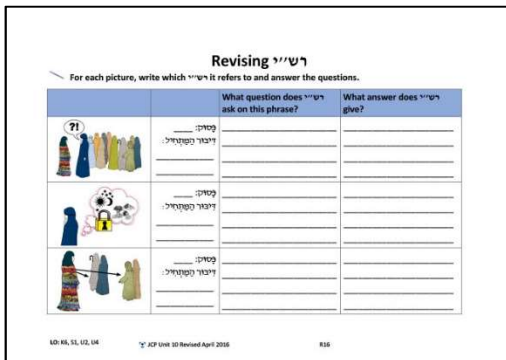
#### 4. Flash Game: Card Game [K2, S4]

This game allows pupils to review the storyline and characters and requires them to comprehend the simple meaning of the פסוק.



#### 5. Revising רש"י [K6, U2, U4, S6, S7]

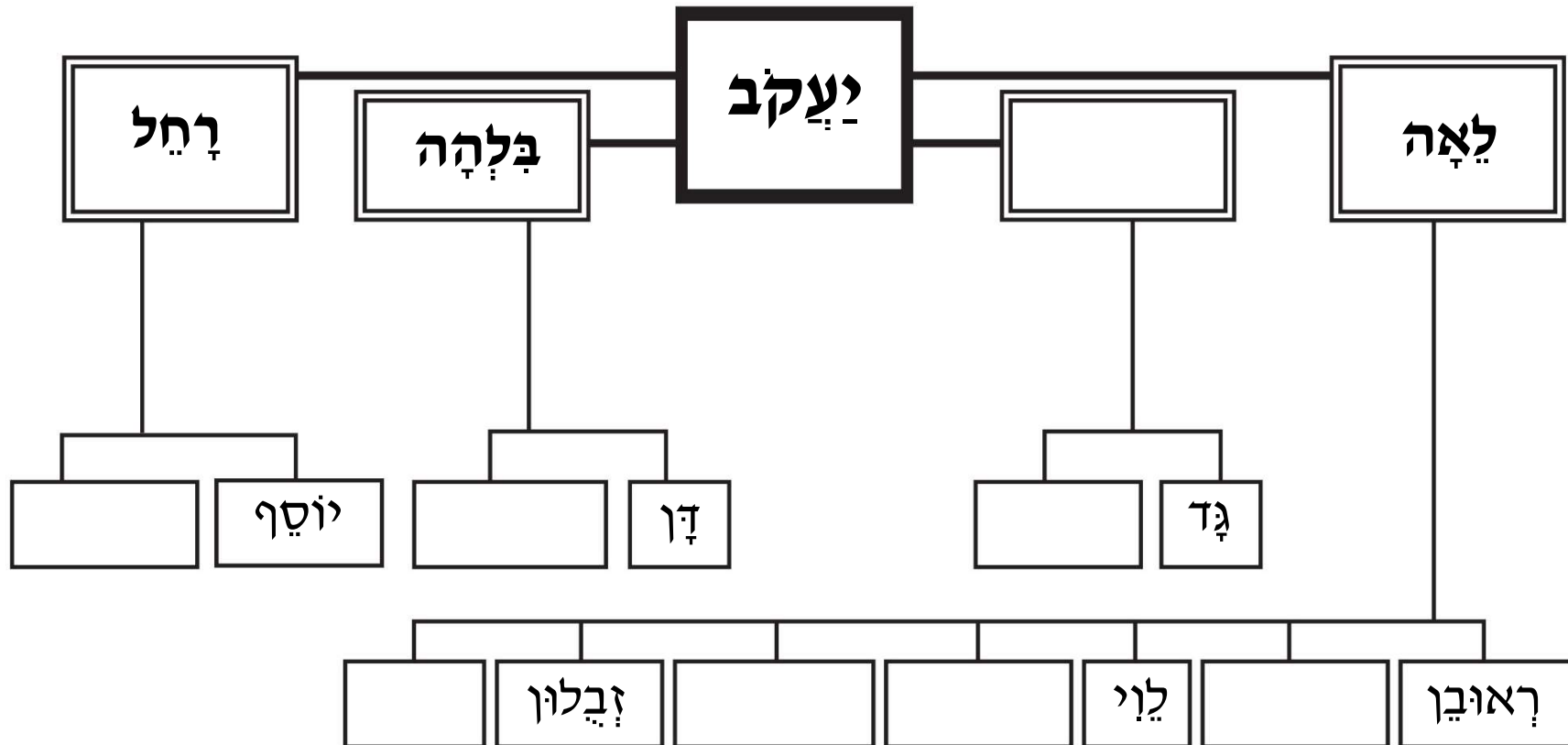
Pupils can complete the **Revising Rashi** worksheet to assess their understanding of the issues and content of רש"י's comments that were studied in this unit.



# The Family Tree of יַעֲקֹב

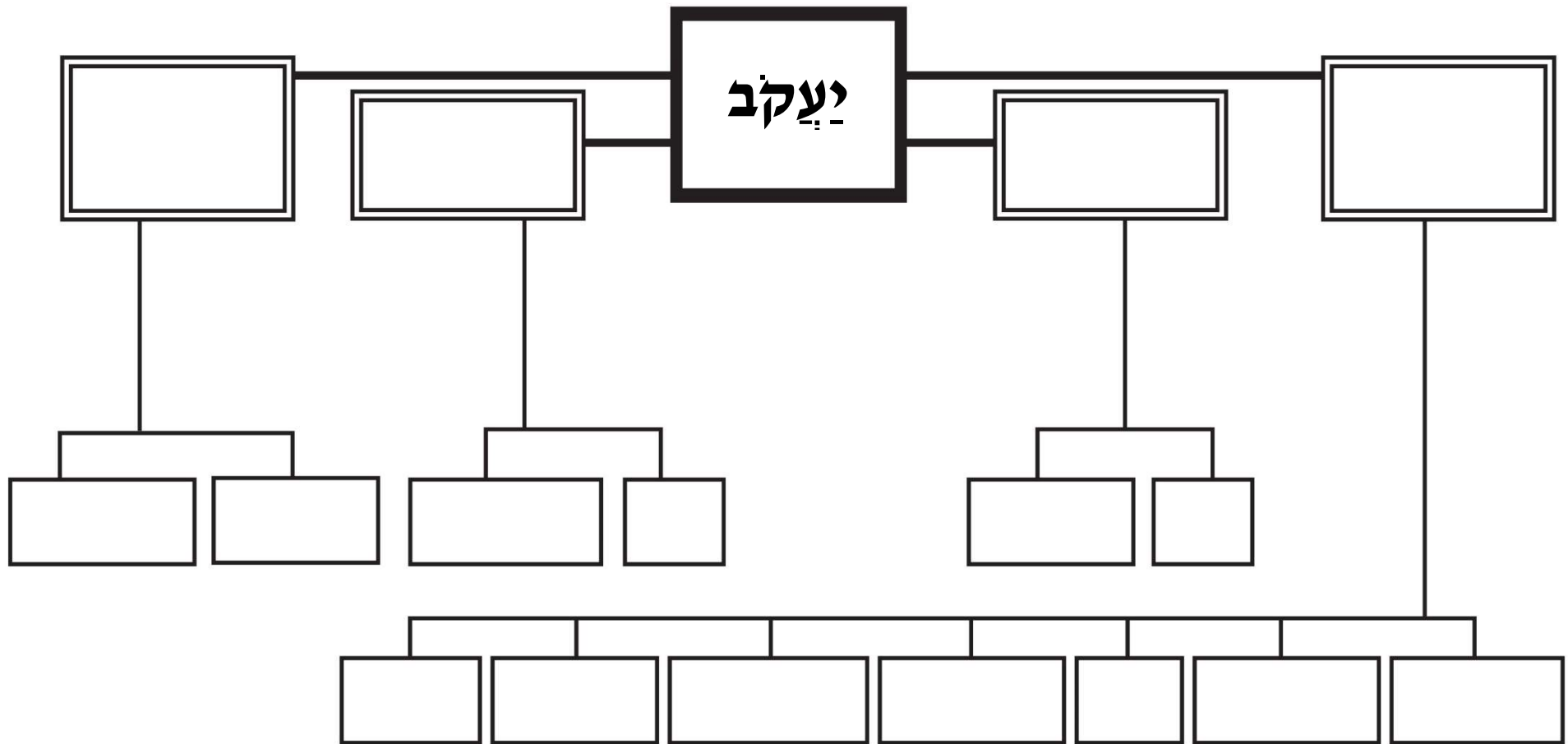
Put the names in the box in the correct places on the family tree.

דִּינָה    יִשְׁשַׁכָּר    יְהוּדָה    שְׁמֻעֹן    בְּנִימִין    נַפְתָּלִי    אָשֵׁר    זְלָפָה



# The Family Tree of יַעֲקֹב

 Fill in the members of the family tree of יַעֲקֹב.



# Who's Who in the Story?

Circle all names and words referring to family members (e.g. אָביו) in the text below.

א וַיֵּשֶׁב יַעֲקֹב בְּאֶרֶץ מְגוּרֵי אָביו בְּאֶרֶץ כְּנָעַן :

ב אֵלֶּה תִּלְדוּת יַעֲקֹב יוֹסֵף בֶּן שִׁבְעַ עָשָׂרָה שָׁנָה הָיָה רָעָה אֶת־אָחִיו  
בְּצֹאֵן וְהוּא נֶעַר אֶת בְּנֵי בְלָהָה וְאֶת בְּנֵי זְלָפָה נְשֵׁי אָביו וַיָּבֵא  
יוֹסֵף אֶת־דָּבָתָם רָעָה אֶל אָבִיהֶם :



ג וַיִּשְׂרָאֵל אָהַב יוֹסֵף אֶת מְכַל בָּנָיו כִּי  
בֶן זִקְנִים הוּא לוֹ וַעֲשָׂה לוֹ כְּתוּנַת פָּסִים :

ד וַיִּרְאוּ אָחִיו כִּי־אֵתוֹ אָהַב אָבִיהֶם מְכַל  
אָחִיו וַיִּשְׁנְאוּ אֹתוֹ וְלֹא יָכְלוּ דַבְּרוּ לְשָׁלֵם :

ה וַיַּחַלֵּם יוֹסֵף חֲלוֹם וַיַּגִּד לְאָחִיו וַיּוֹסְפוּ עוֹד שָׁנָא אֹתוֹ :

Complete the first three columns of the table below. One has been done as an example.

	Characters	Also known or referred to as	פָּסוּק where first mentioned	Words that talk about them
1	יעקב	ישראל, אביו	א'	
2				
3				
4				
5				

## Investigating Rashi

**A** I am investigating \_\_\_\_\_ פְּסוּק \_\_\_\_\_ פֶּרֶק

- Read the פְּסוּק and summarise its meaning.

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---

**B** My questions on the פְּסוּק

- What questions do I have when I read this פְּסוּק?

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**C** The פְּרָשָׁנוֹת rule

- Which פְּרָשָׁנוֹת rule could help me understand this פְּסוּק?

---

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**D** פְּסוּק on the רש"י

- Find the רש"י in the חוּמֶשׁ.
- Copy the דִּיבּוּר הַמִּתְחִיל and write its meaning next to it.

meaning

דִּיבּוּר הַמִּתְחִיל

## Investigating Rashi

**E**

### Rashi's comment

- Read the רש"י. Then copy it here.  
Circle all the words you recognise.

---

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- Rashi's comment in my own words:

---

---

---

- Has Rashi answered any of my questions?  
Highlight the questions in Section B that Rashi has answered.

**F**

### Using Rashi to make connections

- Summarise the פסוק to include Rashi's comment.

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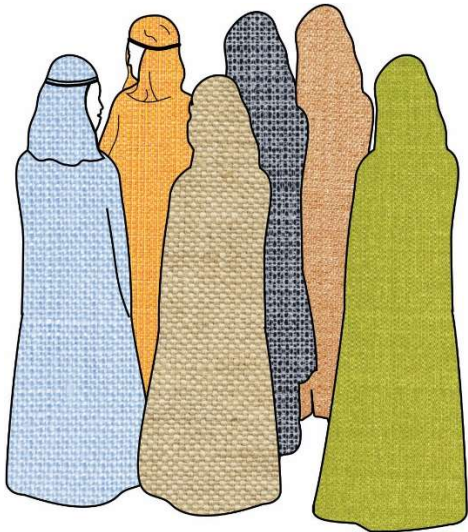
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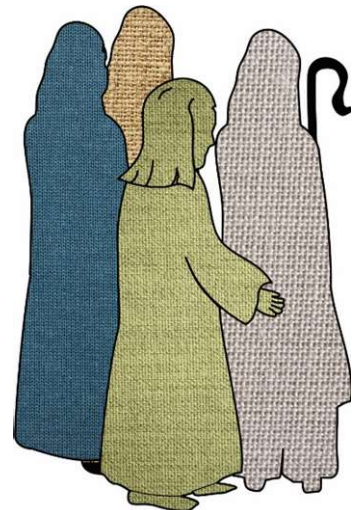


# יוסף and his Brothers

Fill in the thought bubbles to show what the brothers might be thinking about each other.



בְּנֵי לֵאָה




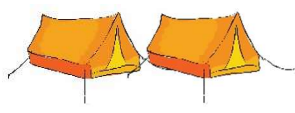




בְּנֵי בְלָחָה וּבְנֵי זֵלְפָּה



יוֹסֵף

# WordWork: Possessive Suffixes ך and ך

Match the possessive suffixes to their correct meaning by drawing a line to connect them. One has been done for you.

- |             |   |
|-------------|---|
| • בְּנוֹ    | • His clothes                      |
| • גְּמָלוֹ  | • His descendants   |
| • יָדָיו    | • His tents                        |
| • יָרְעָיו  | • His hand  |
| • בְּנָיו   | • His tent                        |
| • בְּגָדוֹ  | • His descendant  |
| • גְּמְלוֹ  | • His camels                     |
| • אֶהָלָיו  | • His hands   |
| • יָדוֹ     | • His garment/piece of clothing  |
| • יָרְעוֹ   | • His sons  |
| • בְּגָדָיו | • His son   |
| • אֶהָלוֹ   | • His camel                      |

# The First Dream

Summarise each פסוק briefly in the speech bubble. The first one has been done for you. Then write the keywords in the פסוק that support the summary in the box below.

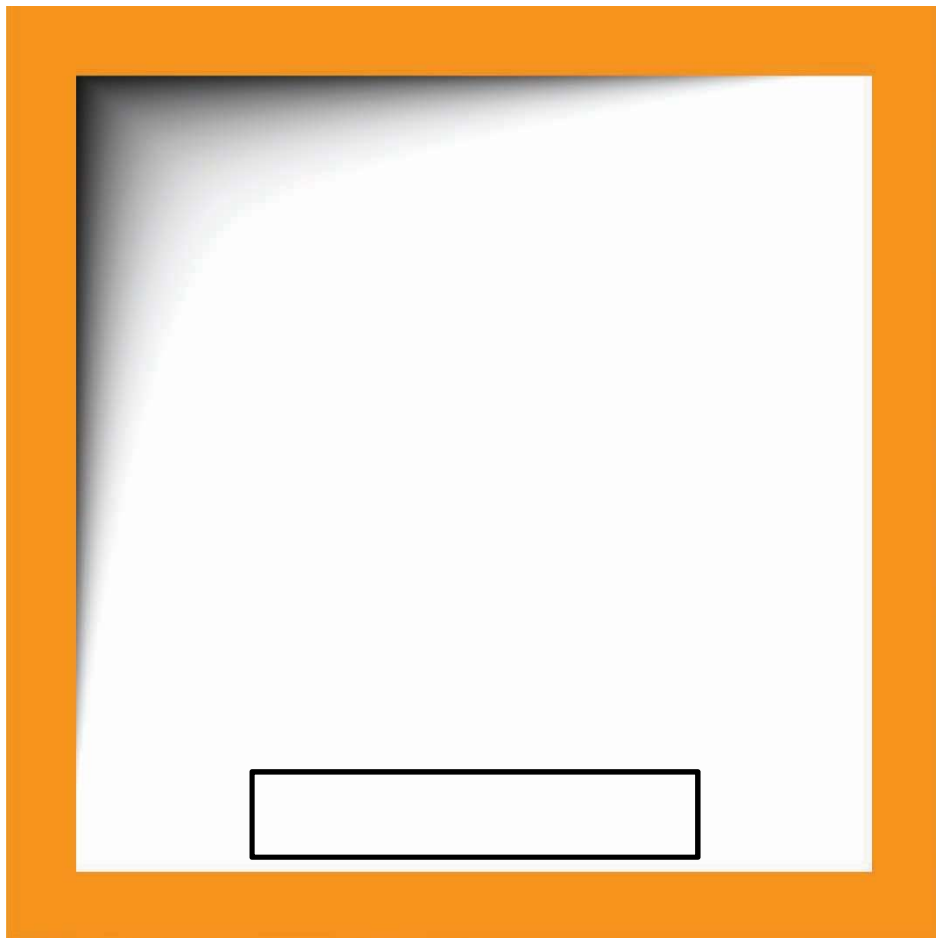
פסוק	פסוק ה'	פסוק ו'	פסוק ז'	פסוק ח'
Summary	<p>יוסף had a dream.</p> <p>His brothers hated him even more.</p>			
Keyword or phrase:	<p>Idea 1: ויחלם חלום</p> <p>Idea 2:</p>			<p>Idea 1:</p> <p>Idea 2:</p>

# ויאמר Sentence

1. Circle the first word in the פסוק and write its meaning below it.
2. Draw a picture of the person who is speaking in the frame below and write their name.
3. Add speech marks around the part of the sentence that the person says.

פסוק ו'



ויאמר אליהם שמעוֹנָא הַחֵלוֹם הַזֶּה אֲשֶׁר חִלְמֹתִי:



# Comparing the Dreams



For each dream, put a tick in the table if the statement is true. Then write evidence for your tick from the פְּסוּקִים. The first statement has been completed as an example.

	 Dream 1 (פְּסוּק ז')	פְּסוּק proof	 Dream 2 (פְּסוּק ט')	פְּסוּק proof
יְוֹסֵף is represented.	✓	אֶלְמָתֵי	✓	לִי
The brothers are represented.				
The father is represented. The mother is represented.				
The characters/objects act like servants in the dream.				



**Answer these questions:**

1. Which actions are similar in both dreams?

---

2. Which characters appear in both dreams?

---

3. In which dream do you think יְוֹסֵף seems more powerful? Why?

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## : It Will Happen in the Future

Write the correct letter in front of the שְׂרֵט to match the meaning on the right.

ברך	___	I will bless
מלוך	___	you will be king
בוא	___	we will come
משל	___	he will rule
דע	___	I will know
ברך	___	we will bless
שתה	___	I will drink
בא	___	you will come
ברך	___	he will bless
משל	___	we will rule
מלוך	___	I will be king
ברך	___	you will bless
דע	___	he will know
מלוך	___	he will be king
משל	___	you will rule
בא	___	he will come



## Investigating Rashi

**A**

I am investigating \_\_\_\_\_ פְּסוּק \_\_\_\_\_ פֶּרֶק

- Read the פְּסוּק and summarise its meaning.

---

---

---

**B**

My questions on the פְּסוּק

- What questions do I have when I read this פְּסוּק?

---

---

---

**C**

The פְּרָשָׁנוֹת rule

- Which פְּרָשָׁנוֹת rule could help me understand this פְּסוּק?

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**D**

פְּסוּק on the רש"י

- Find the רש"י in the חומ"ש.
- Copy the דִּיבוּר הַמִּתְחִיל and write its meaning next to it.

meaning

דִּיבוּר הַמִּתְחִיל



## Investigating Rashi

**E**

### Rashi's comment

- Read the רש"י. Then copy it here.  
Circle all the words you recognise.

---

---

---

- Rashi's comment in my own words:

---

---

---

- Has Rashi answered any of my questions?  
Highlight the questions in Section B that Rashi has answered.

**F**

### Using Rashi to make connections

- Summarise the פסוק to include Rashi's comment.

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## Investigating Rashi

**A** I am investigating \_\_\_\_\_ פְּסוּק \_\_\_\_\_ פֶּרֶק

- Read the פְּסוּק and summarise its meaning.

---

---

---

**B** My questions on the פְּסוּק

- What questions do I have when I read this פְּסוּק?

---

---

---

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- Which פְּרָשָׁנוֹת rule could help me understand this פְּסוּק?

---

---

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- Find the רש"י in the חומש.
- Copy the דִּיבוּר הַמִּתְחִיל and write its meaning next to it.

meaning

דִּיבוּר הַמִּתְחִיל

## Investigating Rashi

**E**

### רש"י's comment

- Read the רש"י. Then copy it here.  
Circle all the words you recognise.

---

---

---

- רש"י's comment in my own words:

---

---

---

- Has רש"י answered any of my questions?  
Highlight the questions in Section B that רש"י has answered.

**F**

### Using רש"י to make connections

- Summarise the פסוק to include רש"י's comment.

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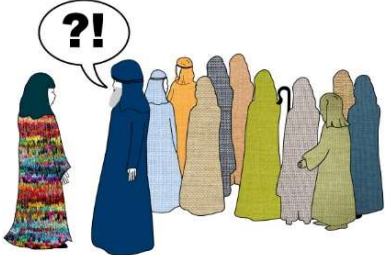
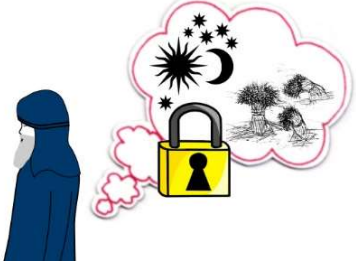
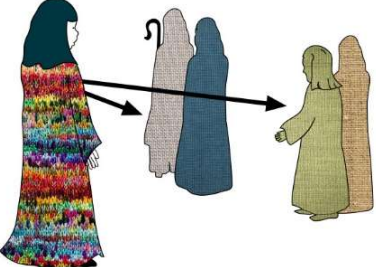
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# Revising רש"י

 For each picture, write which רש"י it refers to and answer the questions.

		What question does רש"י ask on this phrase?	What answer does רש"י give?
	<p>פְּסוּק: _____            דִּיבּוּר הַמִּתְחִיל:            _____            _____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
	<p>פְּסוּק: _____            דִּיבּוּר הַמִּתְחִיל:            _____            _____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>
	<p>פְּסוּק: _____            דִּיבּוּר הַמִּתְחִיל:            _____            _____</p>	<p>_____</p> <p>_____</p> <p>_____</p>	<p>_____</p> <p>_____</p> <p>_____</p>

# PaJeS Primary Chumash Aims

## 'Can Do' Statements for Pupils

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

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

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

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

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

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

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

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

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

Learning about Chumash (Knowledge-K)	
<b>Level 3c</b> 1. I know the names of the פרשה and ספר 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 ארץ ישראל 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 פירוט explains the meaning of a חומש text but is not part of the חומש text. (K6)	<input type="checkbox"/>
<b>Level 3b</b> 1. I can accurately retell most of the תורה 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)	
<b>Level 3c</b> 1. I can show where a פסוק begins and ends in my חומש. (S1)	<input type="checkbox"/>
2. I can find the place in my חומש. (S1)	<input type="checkbox"/>
3. I can read selected words on a חומש page. (S3)	<input type="checkbox"/>
4. I can work out the meaning of part of a פסוק using keywords I know. (S4)	<input type="checkbox"/>
<b>Level 3b</b> 1. I can find any פסוק in ספר בראשית and also find the אֶתְנַחֲמָה. (S1)	<input type="checkbox"/>
2. I can read words and phrases on a חומש page. (S3)	<input type="checkbox"/>

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## CHUMASH CURRICULUM UNIT PLANNING GRID

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

Suggested for Year 4 – four units – סֵפֶר בְּרֵאשִׁית				
	TITLE OF UNIT	פְּסוּקִים	פָּרָק	פְּרָשָׁה
U5	Choosing a Wife for יִצְחָק	א' - כ"ד	כ"ד	חַיֵּי שָׂרָה
U6	The Birth of יַעֲקֹב and עֵשָׂו	י"ט - כ"ח	כ"ה	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	<ol style="list-style-type: none"> <li>1. Identifying the beginnings and ends of פְּסוּקִים S1</li> <li>2. Finding the פָּרָק and the פְּסוּק with the help of גַּמְטָרְיָה S1</li> <li>3. Decoding words and phrases with accuracy S3</li> </ol>	<ol style="list-style-type: none"> <li>1. Understanding the importance of a חוּמָשׁ and treating it with respect U1</li> </ol>								
Unit 1	<ol style="list-style-type: none"> <li>1. Finding the place in a חוּמָשׁ S1</li> <li>2. Reading most פְּסוּקִים in this unit accurately S3</li> <li>3. Comprehending plain meaning of תּוֹרָה text with support S4</li> <li>4. Identifying word families/שָׂרָשִׁים: הלכ, אָרַץ, גדל, ברכ, S5</li> <li>5. Use of noun prefixes to help comprehend text S5</li> </ol> <table border="1" data-bbox="353 1187 1126 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 הַנִּפְשׁ הַכֹּנְעָנִי</td> <td>מֵאֶרֶץ מִמּוֹלַדְתָּהּ מִבֵּית</td> </tr> </tbody> </table>	ו	ב	ה	מ	וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנִּפְשׁ הַכֹּנְעָנִי	מֵאֶרֶץ מִמּוֹלַדְתָּהּ מִבֵּית	<ol style="list-style-type: none"> <li>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</li> <li>2. Deriving meaning from significant recurring words, Milah Manchah (מִלָּה מְנַחֵה): אֶרֶץ U2</li> <li>3. Deriving meaning from word order and phrasing (סֵדֵר מְלִים) (מִבֵּית אֲבִיךָ, מִמּוֹלַדְתָּהּ, מֵאֶרֶץ) U2</li> </ol>
ו	ב	ה	מ							
וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנִּפְשׁ 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><b>Unit 2</b></p>	<p>1. Finding the place in a חומש S1  2. Reading most פסוקים in this unit accurately S3  3. Comprehending the plain meaning of תורה text with support S4  4. Identifying ישב: שָׁרַשׁ S5  5. Use of noun prefixes to help comprehend text S5</p> <table border="1" data-bbox="360 751 624 948"> <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 וְהַפְרִיזֵי אֲזִי יֵשֵׁב בְּאֶרֶץ) U2  <b>3. Comparisons: similar events השוואה (the travels of אַבְרָם and his entourage from הָרֶן to הָרֶן to הָרֶן with their travels from מְצָרַיִם to מְצָרַיִם) New U3</b></p>
ו							
וְאֶשְׁתּוֹ							
וְלוֹט							
וּבְקָר							
וְאֶהְלִים							
<p><b>Unit 3</b></p>	<p>1. Finding the place in a חומש S1  2. Reading most פסוקים in this unit accurately S3  3. Comprehending the plain meaning of תורה text with support S4  4. Identifying שָׁרְשֵׁים: רוצ, מהר, ראה S5  5. prefix ב; בְּאֵלֶי 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  <b>2. Comparisons: of promise and fulfilment השוואה within same text New U3</b>  <b>3. Explaining why a פירוש comments on specific words: רש"י explains the repetition of the word וַיִּרָא as emphasising אַבְרָהָם's desire to do הַכְנִסַת אֹרְחִים New U4</b></p>					

<p><b>Unit 4</b></p>	<p><b>1. Comprehending the plain meaning of תּוֹרָה text with <u>little support</u> New S4</b></p> <p>2. Identifying word families/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="362 395 898 639"> <thead> <tr> <th>וי New</th> <th>ות New</th> </tr> </thead> <tbody> <tr> <td>ויעש</td> <td>ותצחק</td> </tr> <tr> <td>ויקרא</td> <td>ותהר</td> </tr> <tr> <td>וימל</td> <td>ותלד</td> </tr> <tr> <td>ויגדל</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותרא</td> </tr> </tbody> </table> <p>4. Use of noun prefixes and suffixes to help comprehend text S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 730 624 858"> <tbody> <tr> <td>ל</td> </tr> <tr> <td>לְשָׂרָה</td> </tr> <tr> <td>לְאַבְרָהָם</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 906 1137 1034"> <tbody> <tr> <td>י</td> <td>ה</td> <td>ו</td> </tr> <tr> <td>בְּנֵי</td> <td>בְּנֵה</td> <td>בְּנוֹ</td> </tr> <tr> <td>לִי</td> <td>בְּקִלָּה</td> <td>לוֹ</td> </tr> </tbody> </table> <p><b>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/וֹ/וָ/וּ; and the third person verb prefixes וי and ות.</b></p>	וי New	ות New	ויעש	ותצחק	ויקרא	ותהר	וימל	ותלד	ויגדל	ותאמר	ויאמר	ותרא	ל	לְשָׂרָה	לְאַבְרָהָם	י	ה	ו	בְּנֵי	בְּנֵה	בְּנוֹ	לִי	בְּקִלָּה	לוֹ	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p> <p><b>2. Deriving meaning from the use of words with multiple meanings (צחק) New U2</b></p>
וי New	ות New																									
ויעש	ותצחק																									
ויקרא	ותהר																									
וימל	ותלד																									
ויגדל	ותאמר																									
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י	ה	ו																								
בְּנֵי	בְּנֵה	בְּנוֹ																								
לִי	בְּקִלָּה	לוֹ																								
<p><b>Unit 5</b></p>	<p>1. Comprehension of plain meaning of תּוֹרָה text with little support S4</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p>																								

	<p>2. Identify שְׂרָשִׁים קומ, לקח, שתה, and word families עָבַד, גָּמַל, בָּרַן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 331 900 603"> <thead> <tr> <th>וי</th> <th>ות</th> </tr> </thead> <tbody> <tr> <td>וַיִּקַּח</td> <td>וַתֹּאמֶר</td> </tr> <tr> <td>וַיִּקָּם</td> <td>וַתִּרְאֶה</td> </tr> <tr> <td>וַיִּלָּךְ</td> <td>וַתִּמְלֵא</td> </tr> <tr> <td>וַיִּרְאֶה</td> <td>וַתִּמְהַר</td> </tr> <tr> <td>וַיַּעַשׂ</td> <td>וַתִּרְצֶה</td> </tr> <tr> <td>וַיִּקְרָא</td> <td></td> </tr> </tbody> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 708 624 836"> <thead> <tr> <th>ל</th> </tr> </thead> <tbody> <tr> <td>לְעַבְדָּךְ</td> </tr> <tr> <td>לְיִצְחָק</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 895 900 1023"> <thead> <tr> <th>תָּ</th> <th>יָ</th> </tr> </thead> <tbody> <tr> <td>כַּדְתָּ</td> <td>אָדַנִּי</td> </tr> <tr> <td>יָדַתָּ</td> <td>אָחִי</td> </tr> </tbody> </table> <p>5. Use of noun plural suffix יָדָּי לְגִמְלֵיךְ New S5</p> <p>6. Prepositions גם, עד, עוד S5</p>	וי	ות	וַיִּקַּח	וַתֹּאמֶר	וַיִּקָּם	וַתִּרְאֶה	וַיִּלָּךְ	וַתִּמְלֵא	וַיִּרְאֶה	וַתִּמְהַר	וַיַּעַשׂ	וַתִּרְצֶה	וַיִּקְרָא		ל	לְעַבְדָּךְ	לְיִצְחָק	תָּ	יָ	כַּדְתָּ	אָדַנִּי	יָדַתָּ	אָחִי	<p>2. Comparing two texts: אַבְרָהָם's behaviour towards his guests in בְּרֵאשִׁית י"ח and the חֶסֶד of רִבְקָה U3</p>
וי	ות																								
וַיִּקַּח	וַתֹּאמֶר																								
וַיִּקָּם	וַתִּרְאֶה																								
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תָּ	יָ																								
כַּדְתָּ	אָדַנִּי																								
יָדַתָּ	אָחִי																								
<p><b>Unit 6</b></p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with little support S4</p> <p>2. Identifying שְׂרָשִׁים ידע, אהב, יצא, and word families אָחוֹת, אִשָּׁה, S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the power of תְּפִלָּה U1</p> <p>2. Identify seemingly extra words, e.g. the לְשׁוֹן יְתָרָה U2</p> <p>אֲבָרְהָם הוֹלִיד אֶת יִצְחָק U2</p>																							

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 236 900 437"> <tr> <td>וי</td> <td>ות</td> </tr> <tr> <td>ויהי</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותהר</td> </tr> <tr> <td>ויאָהב</td> <td>ותהר</td> </tr> <tr> <td>ויקרא</td> <td></td> </tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="362 555 900 673"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>ואָה</td> <td>בְּקִרְבָּה</td> </tr> <tr> <td></td> <td>בְּפִיו</td> </tr> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 724 900 874"> <tr> <td>ו</td> <td>ָה</td> </tr> <tr> <td>לו</td> <td>ָה</td> </tr> <tr> <td>אֶשְׁתּוֹ</td> <td></td> </tr> <tr> <td>יָדוֹ</td> <td></td> </tr> </table> <p>5. Use of verb male plural suffix New S5</p> <table border="1" data-bbox="362 935 622 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 אֵהָבֶת New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאָהב	ותהר	ויקרא		ו	ב	ואָה	בְּקִרְבָּה		בְּפִיו	ו	ָה	לו	ָה	אֶשְׁתּוֹ		יָדוֹ		ו...ו	וימלאו	ויקראו	ויגדלו	<p>3. Comparing two texts in בְּרֵאשִׁית where there are similar actions – תִּפְלָה of the עֶבֶד and that of יִצְחָק U3</p>
וי	ות																													
ויהי	ותאמר																													
ויאמר	ותהר																													
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ויקרא																														
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ויקראו																														
ויגדלו																														
<p><b>Unit 7</b></p>	<p>1. <b>Comprehending the plain meaning of a <u>simple תורה text independently</u> New S4</b></p> <p>2. Identifying שְׂרָשִׁים בוא, מכר, מות, אכל, and word families אָדוּם, בְּכֶרֶה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the responsibilities of leadership U1</p>																												

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

	<p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ו</td></tr> <tr><td>בְּנוּ</td></tr> </table>	ו	בְּנוּ	<p><b>4. Understanding the פירוש of the ספרנו explaining the significance of ברכות's יצחק and analysing how he explains the text New U4</b></p>																
ו																				
בְּנוּ																				
<p><b>Unit 9</b></p>	<p>1. Comprehending the plain meaning of a simple תורה text independently S4</p> <p>2. Identifying word families/שְׂרָשִׁים/עלה: שָׁכַב, חָלַם, יָרַד, עלה: שְׂרָשִׁים S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><td>וַי</td></tr> <tr><td>וַיֵּלֶן</td></tr> <tr><td>וַיִּשְׁכַּב</td></tr> <tr><td>וַיֵּצֵא</td></tr> <tr><td>וַיֵּלֶד</td></tr> <tr><td>וַיִּשְׁכַּם</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>ו</th> <th>ה</th> <th>מ</th> </tr> </thead> <tbody> <tr> <td>וְהָיָה</td> <td>הַשָּׂמֶשׁ</td> <td>מֵאֲבָנֵי</td> </tr> <tr> <td>וְרֵאשִׁוּ</td> <td>הַמְּקוֹם</td> <td>מִרְאֵשֵׁיתוֹ</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td>ָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זָרְעֶךָ</td></tr> </table> <p>5. Past tense first person – יָדַעְתִּי, דִּבַּרְתִּי, יָדַעְתִּי New S5</p> <p>6. Use of noun possessive plural suffix – מֵאֲבָנֵי New S5</p> <p>7. Reading vowelled פְּרוּשִׁים accurately (רש"י) New S6</p>	וַי	וַיֵּלֶן	וַיִּשְׁכַּב	וַיֵּצֵא	וַיֵּלֶד	וַיִּשְׁכַּם	ו	ה	מ	וְהָיָה	הַשָּׂמֶשׁ	מֵאֲבָנֵי	וְרֵאשִׁוּ	הַמְּקוֹם	מִרְאֵשֵׁיתוֹ	ָ	אָבִיךָ	זָרְעֶךָ	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יַעֲקֹב's feelings after his vision of the ladder U1</p> <p>2. Identifying with support that extra meaning can be derived from:</p> <ul style="list-style-type: none"> <li>• seemingly superfluous words in the text (לְשׁוֹן יְתֵרָה)</li> <li>• words that are repeated in the text (מְלֵא מִנְחָה)</li> <li>• unusual order in the text (שְׁנוּי בְּסֵדֶר מְלִים)</li> <li>• ambiguous words (הֶבְנֵת מְלִים לֹא בְּרוּרָת)</li> <li>• apparent grammatical inconsistency (דִּקְדּוּק לֹא עֶקְבִי) U2</li> </ul> <p>3. Identifying with support textual comparisons between יַעֲקֹב leaving home (כ"ח: ב') and אַבְרָם leaving his home (י"ב: ה') U3</p>
וַי																				
וַיֵּלֶן																				
וַיִּשְׁכַּב																				
וַיֵּצֵא																				
וַיֵּלֶד																				
וַיִּשְׁכַּם																				
ו	ה	מ																		
וְהָיָה	הַשָּׂמֶשׁ	מֵאֲבָנֵי																		
וְרֵאשִׁוּ	הַמְּקוֹם	מִרְאֵשֵׁיתוֹ																		
ָ																				
אָבִיךָ																				
זָרְעֶךָ																				

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

**Unit 10**

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

Prefix:

וַי
וַיִּשְׁנֶאֱו
וַיִּסְפּוּ
וַיִּסְפֵּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וַי plural	וַי singular
בָּנָיו	בֶּן
אָחָיו	

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

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



<p><b>Unit 11</b></p>	<p><b>1. Comprehending the plain meaning of a more difficult תורה text independently S4</b></p> <p>2. Identifying word families/שָׁרְשֵׁים שלכ: מצא בקש הרג שלכ S5</p> <p><b>3. Use of plural verb constructs to help comprehend text New S5</b></p> <table border="1" data-bbox="362 438 660 595"> <tr><td>וי.....הו</td></tr> <tr><td>וישָׁלַחְהו</td></tr> <tr><td>וימְצָאֵהו</td></tr> <tr><td>וישָׁאֲלֵהו</td></tr> </table> <p>4. Use of noun suffixes S5</p> <table border="1" data-bbox="362 655 900 818"> <tr><td>וְ</td><td>יְ</td></tr> <tr><td>אָחִיו</td><td>אָחִיךָ</td></tr> <tr><td>אָבִיו</td><td></td></tr> <tr><td>חֲלֹמֹתָיו</td><td></td></tr> </table> <p>5. Use of future tense נִרְאֶה, נִלְכֶה S5</p> <p>6. Reading vowelled פְּרוּשִׁים accurately (רש"י) S6</p> <p><b>7. Comprehending the plain meaning of a number of commentaries of רש"י with support New S7</b></p>	וי.....הו	וישָׁלַחְהו	וימְצָאֵהו	וישָׁאֲלֵהו	וְ	יְ	אָחִיו	אָחִיךָ	אָבִיו		חֲלֹמֹתָיו		<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוֹסֵף's and the brothers' feelings when he is about to be sold U1</p> <p>2. Understanding with support how the repetition of certain words and phrases, e.g. repetition of the word אַח provides clues about likely feelings U2</p> <p>3. Understanding with support how certain words and phrases, such as the use of various reference terms (כְּיִינוּיִים) for יוֹסֵף, provide clues about likely feelings U2</p> <p><b>4. Understanding the meaning of a number of commentaries of רש"י and how his explanation helps us to gain a deeper understanding of the text, e.g. the relationship between יוֹסֵף and his brothers New U4</b></p>
וי.....הו														
וישָׁלַחְהו														
וימְצָאֵהו														
וישָׁאֲלֵהו														
וְ	יְ													
אָחִיו	אָחִיךָ													
אָבִיו														
חֲלֹמֹתָיו														
<p><b>Unit 12</b></p>	<p>1. Comprehending the plain meaning of a more difficult תורה text independently S4</p> <p>2. Identifying שָׁרְשֵׁים שלכ: נשק, זכר, נכר S5</p> <p><b>3. Identify when a ו' is a הַהִפּוּךְ and when it is a הַחִיבוּר and when it is a הַחִיבוּר New S5</b></p>	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוֹסֵף's and the brothers' feelings when יוֹסֵף reveals himself U1</p> <p>2. Identifying independently how the repetition of certain words or groups of words, e.g. שלח and מכר, and ambiguous words e.g. וְאֶחָדֵינוּ, וְאֶחָדֵינוּ can provide clues about the likely feelings, intentions and leading ideas of the unit U2</p>												

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

