

PaJeS is at the forefront of Jewish education in the UK and works in partnership with Jewish primary and secondary schools throughout the community.

PaJeS provides daily essential support to all schools in three key areas:

- Strategic Development
- Teaching and Learning
- School Services

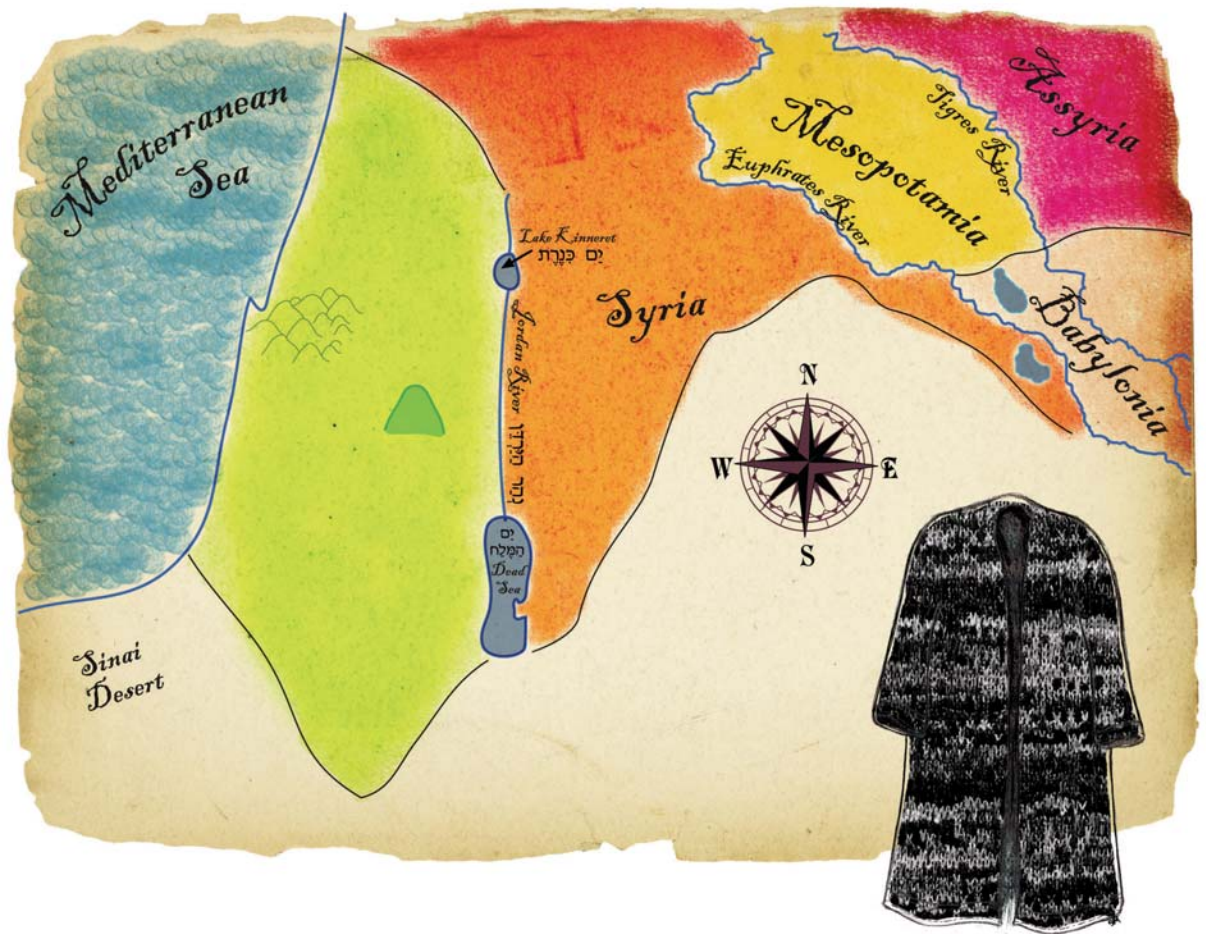
To find out more visit our website at www.pajes.org.uk

Committed to collaboration, excellence and innovation in Jewish Schools

PaJeS
Supporting Jewish Schools

PaJeS

Supporting Jewish Schools



Unit 11 – The Sale of יוסף

בְּרֵאשִׁית ל"א: י"ב-ל"ו

Revised edition – November 2016/Cheshvan 5777

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

PaJeS:

- ❖ Has developed curricula and resources for Jewish Studies and Ivrit for primary and secondary schools
- ❖ Offers high quality professional development for teachers including regular training and one-to-one support
- ❖ Provides opportunities for teachers to network and share best practice
- ❖ Delivers in-school support and coaching to teachers

To find out more about PaJeS visit our website at www.pajes.org.uk

Contact PaJeS at: office@pajes.org.uk

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

Unit 11 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

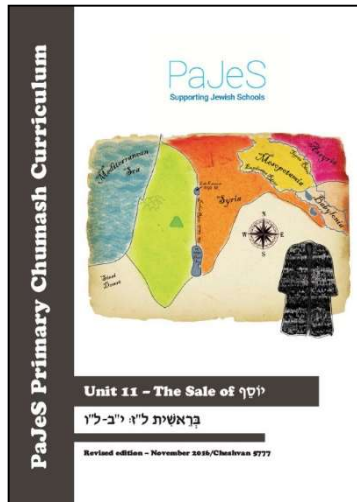
Ruhama Stern Welcher

Contents

Section A: Teachers' Guidelines		Page
How to Use this Pack		3
Aim and Focus of Unit 11		4
Brief Outline of Unit 11		5
Keywords and Phrases of Unit 11		7
Unit Learning Outcomes		11
Unit Levels of Attainment		20
General Guidelines		23
Section B: Lesson Outlines		Page
Lesson 1: יוסף is Sent by יעקב to His Brothers (ייב-ליי : בראשית לייז)		27
Lesson 2: The Brothers Conspire to Kill יוסף (ייח-כי) : בראשית לייז		33
Lesson 3: ראובן's Alternative Plan of Action (רשיי פסוק כיד and בראשית לייז : כיא-כיד)		40
Lesson 4: A Caravan of שמעאלים Arrive and יהודה Has a Plan (בראשית לייז : כיה-כייז)		48
Lesson 5: Who Dunit? What Happened Here? – Working with רשיי and פּרשנות Rules (כיה-לי) : בראשית לייז		57
Lesson 6: Brothers' Deception; Father's Grief (לייא-ליי) : בראשית לייז		65
Lesson 7: Revision and Assessment		71
Section C: Resources		Page
יוסף Sends יעקב		R1
יוסף Looks for His Brothers		R2
יוסף Is Sent on a Mission		R3/R4
What Are They Called?		R5/R6
WordWork: Brothers (A)		R7
WordWork: Brothers (B)		R8
ראובן Plans to Save יוסף		R9
ראובן Thinks, ראובן Says (Part 1)		R10
Investigating רשיי		R11/R12
Phrases that Lead Down into the Pit (1)		R13
Phrases that Lead Down into the Pit (2)		R14
What Is the Plan? What Actually Happened?		R15
What Might We Be Thinking?		R16

WordWork: Third Person Action Words	R17
יהוָה Has a Plan	R18
Advantages and Disadvantages	R19
Investigating רש"י	R20/R21
רְאוּבֵן Thinks, רְאוּבֵן Says (Part 2)	R22
יוסף and the כְּתִיבָה	R23
Every Word in the תּוֹרָה Has a Purpose	R24
כְּנוּיִם: How the Family Refer to Each Other	R25
Revising רש"י	R26
Appendices:	
Can Do Levels of Attainment Statements	A1:1
Chumash Curriculum Unit Planning Grid	A2:1
Skills and Understanding Spiral	A3:1

How to Use this Pack



The Unit 11 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 11.

פסוק יז

The man said, 'they have journeyed from here	וַיֹּאמֶר הָאִישׁ נָסְעוּ מֵאֵרָא	line 1
because I heard [them] saying let us go to Dotan'	כִּי שָׁמַעְתִּי אֲמָרִים נִלְכָּה דֹתָן	line 2
Yosef went after his brothers and he found them in Dotan.	וַיֵּלֶךְ יוֹסֵף אַחֲרֵי אֶחָיו וַיִּמְצְאֵם בְּדֹתָן	line 3 line 4

© JCP Chumash Curriculum Unit 11 Linear Parallel - June 2009

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

כח

וַיַּעֲבְרוּ אֲנָשִׁים מְדִינִים סְחָרִים וַיִּמְשְׁכוּ וַיַּעֲלוּ אֶת-יוֹסֵף מִן-הַבּוֹר וַיִּמְכְּרוּ אֶת יוֹסֵף לַיֹּשְׁמַעְאֵלִים בְּעֶשְׂרִים כֶּסֶף וַיָּבִיאוּ אֶת-יוֹסֵף מִצְרָיִמָּה:

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



Classroom Resources support various classroom activities.

Key words to be studied in Unit 11

send	שלח	וַיִּשְׁלַח, וַיִּשְׁלְחוּ, וַיִּשְׁלַח, וַיִּשְׁלְחוּ
find	מצא	וַיִּמְצְאוּ, וַיִּמְצְאוּ, וַיִּמְצְאוּ, וַיִּמְצְאוּ
look for	בקש	וַיִּבְקַשׁ, וַיִּבְקַשׁ, וַיִּבְקַשׁ, וַיִּבְקַשׁ
far	רחוק	רָחוֹק, רָחוֹק
near	קרוב	רָחוֹק, רָחוֹק
kill	הרג	וַיַּחַד, וַיַּחַד, וַיַּחַד, וַיַּחַד
save	נצל	וַיִּצַל, וַיִּצַל, וַיִּצַל, וַיִּצַל
throw	שליך	וַיִּשְׁלַח, וַיִּשְׁלְחוּ, וַיִּשְׁלַח, וַיִּשְׁלְחוּ
pit	בור	וַיִּבְרַח, וַיִּבְרַח, וַיִּבְרַח, וַיִּבְרַח
coat	כִּתְמוֹת	וַיִּבְרַח, וַיִּבְרַח, וַיִּבְרַח, וַיִּבְרַח
where	אן	וַיִּבְרַח, וַיִּבְרַח, וַיִּבְרַח, וַיִּבְרַח
tear	קרע	וַיִּבְרַח, וַיִּבְרַח, וַיִּבְרַח, וַיִּבְרַח

© JCP Chumash Curriculum Unit 11 Wordlist - November 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 for information on how to log in to our MLE site.

Aim and Focus of Unit 11

Unit 11 continues the story of the strained relationship between יוסף and his brothers. It explores the chain of events that begins with the brothers' determination to kill יוסף, followed by ראובן's plea to throw him in a pit and יהודה's proposal to sell him to the ישמעאלים. It ends with יוסף being taken into slavery in Egypt.

As pupils study the text, they will discover how the תורה's subtle use of specific words and phrases hints at the characters' underlying thoughts and emotions. In particular, the way in which the brothers refer to יוסף in the text (פנויים) hints to how he is perceived in the narrative.

Pupils' skills in analysing the text with the help of the פְּרָשְׁנוֹת rules will be further built on from Units 9 and 10, specifically לָשׁוֹן יִתְרָה, מִנְחָה, לָשׁוֹן יִתְרָה and הַבְּנֵי מִלִּים לֹא בְרוּרָה.

A central motif in the narrative, which pupils will be encouraged to notice, is that of the כְּתִנֶּקֶת פְּסִים. At first a symbol of יַעֲקֹב's love for יוסף, it then becomes an object of hatred and jealousy between the brothers, and is later used as a tool of deception by the brothers towards their father.

Pupils will be provided with opportunities to work through the text independently, drawing on their now sizeable Hebrew vocabulary and their increasing grammar skills. Pupils will continue to study רש"י's commentary (with the support of the רש"י template used in previous units) to address questions and difficulties raised by the text.

Brief Outline of Unit 11

Lesson 1: יוסף is Sent by יעקב to His Brothers

בְּרֵאשִׁית ל"ז: י"ב-י"ז

Which conversations take place between יעקב and יוסף and between יוסף and the man?

How do these dialogues help us understand the narrative and the characters?

Lesson 2: The Brothers Conspire to Kill יוסף

בְּרֵאשִׁית ל"ז: י"ח-כ'

How does יוסף refer to his brothers?

How does this become a מְנַחָה and what do we learn about his feelings for his brothers?

How do the brothers refer to יוסף and what can we learn from these כְּנוּיִים?

Lesson 3: יוסף's Alternative Plan of Action

רש"י פְּסוּק כ"ד and בְּרֵאשִׁית ל"ז: כ"א-כ"ד

What does יוסף suggest to the brothers?

What is his actual plan?

Which seemingly superfluous words in the text are explained by רש"י to give us more information about the בּוֹר?

Lesson 4: A Caravan of יַשְׁמַעְאֵלִים Arrive and יוסף Has a Plan

בְּרֵאשִׁית ל"ז: כ"ה-כ"ז

How do we know that the brothers are surprised by the caravan of camels?

What does יוסף suggest they do and how does his use of language convince the brothers to sell יוסף?

How does יוסף's plan compare to יוסף's plan?

Lesson 5: Who Dunit? What Happened Here?

בְּרֵאשִׁית ל"ז: כ"ח-ל'

How does רש"י understand the ambiguous way in which the תּוֹרָה describes the actions done to יוסף?

How does יוסף react when he discovers the empty pit and what does this teach us about his character?

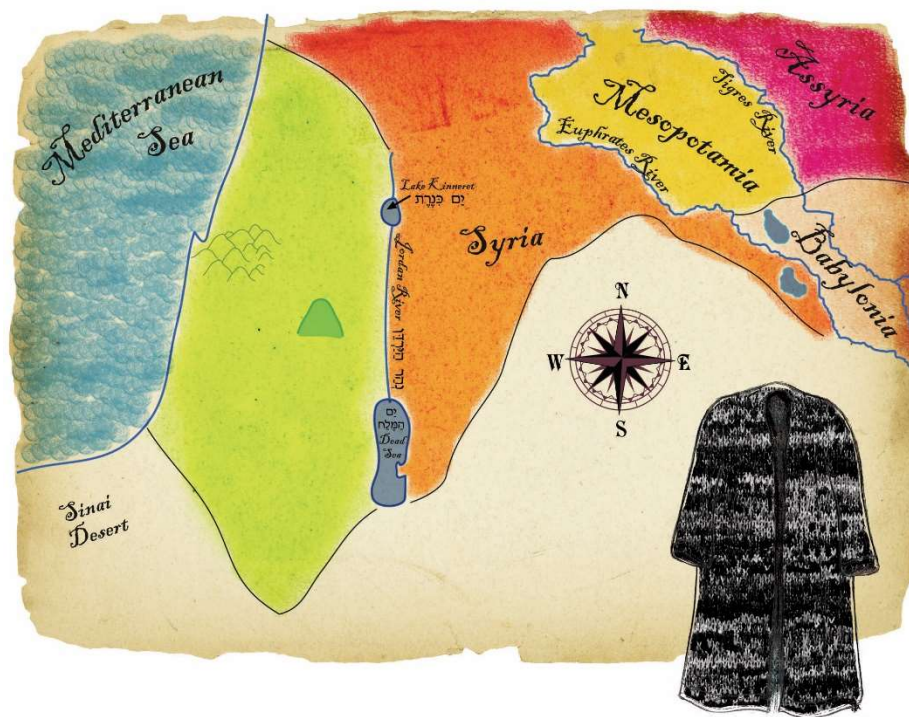
Lesson 6: Brothers' Deception; Father's Grief

בְּרֵאשִׁית ל"ז: ל"א-ל"ו

How does the כְּתוּנָת become a מְנַחָה in the narrative and how does it represent יוסף in his absence?

How does יַעֲקֹב's reaction compare to the brothers' original plan?

Lesson 7: Revision and Assessment



Keywords and Phrases of Unit 11

The table below features the keywords to be studied and practised in Unit 11.

Each word in the list is accompanied by its שְׂרָשׁ (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 שְׂרָשׁ are given in their שְׂרָשׁ letters and can be pronounced by pupils using the Hebrew letter names.

send	שלח	וְאֶשְׁלַחְדָּ, וְיִשְׁלַחְהוּ, תִּשְׁלַחְהוּ, וְיִשְׁלַחְהוּ
find	מצא	וְיִמְצְאֵהוּ, וְיִמְצְאֵם, מָצְאוּ
look for	בקש	תִּבְקַשׁ, מִבְּקַשׁ
far	רחק	מְרַחֵק
near	קרב	יִקְרַב
kill	הרג	וְנִהְרַגְהוּ, נִהְרַג
save	נצל	וְיִצְלֵהוּ, הִצִּיל
throw	שלכ	וְנִשְׁלַכְהוּ, הִשְׁלִיכוּ, וְיִשְׁלַכוּ
pit	בור	הַבְּרוֹת, הַבּוֹר, הַבְּרָה, וְהַבּוֹר, בְּבוֹר
coat	כתנת	כְּתָנָתוֹ, כְּתָנֵת (הַפְּסִים), הַכְּתָנֵת, הַכְּתָנֵת
where	אן	אָנָּה
tear	קרע	וְיִקְרַע

Words that were studied in Units 1–10

Words that were studied in Unit 1		
say	אמר	וַיֹּאמֶר
to	אל	אֶל
go	הלכ	לָךְ, וָלָךְ, לְלֶכֶת, הִלּוּךְ
Land	ארץ	מֵאֶרֶץ, הָאָרֶץ, אֶרֶץ, בְּאֶרֶץ
house	בית	וּמִבַּיִת
father	אב	אָבִיךָ
great	גדול	גָּדוֹל
make great	גדל	וַאֲגַדְלֵה
blessing	ברכה	בְּרָכָה
bless	ברכ	וַאֲבָרַכְךָ, וַאֲבָרַכְהָ, מִבְּרַכְיָךְ, וּנְבָרְכוּ
seed/child	זרע	לְזַרְעֶךָ
this	זה, זאת	הַזֶּה, הַזֹּאת

Words that were studied in Unit 2		
no, not	לא	לֹא, וְלֹא, הֲלֹא
them	אתם	אֲתֶם
live, sit	ישב	לְשִׁבַּת
shepherd	רועה	רֹעֵי, רֹעֵיךָ
between	בין	בֵּין, וּבֵין, בֵּינֵי, וּבֵינָךְ
man	איש	אֲנָשִׁים, אִישׁ
brother	אח	אֲחִים, אָחִיו
we	אנחנו	אֲנַחְנוּ
all	כל	כָּל, כָּל
before	לפני	לִפְנֵי, לִפְנֵיךָ

Unit 11: The Sale of יוסף ליו : י"ב-ליו : יוסף – Revised November 2016

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

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

Words that were studied in Unit 5		
take	לָקַח	וַיִּקַּח
servant	עֶבֶד	הָעֶבֶד, לְעַבְדָּךְ
camel	גָּמֵל	גָּמְלִים, מְגֻמְלִי, גָּמְלִיו, הַגָּמְלִים גָּמְלִיךְ, לְגָמְלִיךְ
hand	יָד	בְּיָדוֹ, יָדָה, יָד, יָדֶיךָ
master	אֲדוֹן	אֲדֹנָיו, אֲדֹנִי, אֲדוֹן
hand	יָד	בְּיָדוֹ, יָדָה, יָד, יָדֶיךָ
get up	קָמָה	וַיִּקָּם
kindness	חֶסֶד	חֶסֶד
jug	כַּד	כַּדָּי, כַּדָּה, מְכַדָּךְ
drink	שָׁתָה	וַאֲשַׁתָּה, שָׁתָה, לְשָׁתֶת
also	גַּם	גַּם

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

Words that were studied in Unit 7		
cook	זָוַד	וַיִּזְדֵּךְ
soup	נִזְיָד	נִזְיָד
lentil	עֲדָשִׁים	עֲדָשִׁים
come	בּוֹא	וַיָּבֹא
tired	עָיַף	עָיַף
red	אָדוּם	הָאָדוּם, אָדוּם
therefore	עַל כֵּן	עַל כֵּן
sell	מָכַר	מָכַרָה, וַיִּמְכַר
birthright	בְּכֻרָה	בְּכֻרָתוֹ, בְּכֻרָה, הַבְּכֻרָה
die	מוֹת	לְמוֹת
why	לָמָּה	לָמָּה
eat	אָכַל	וַיֹּאכַל
swear/make an oath	שָׁבַע	הִשָּׁבַע, וַיִּשָּׁבַע
despise, hate	בוֹז	וַיְבִזֵּהוּ

Words that were studied in Unit 8		
now	עַתָּה	וְעַתָּה, עַתָּה
hunt	צָיַד	לְצַד, וַצֹּדָה
hunted meat	צִיד	צִיד, מְצִידִי, מְצִיד, מְצִידוֹ
tasty food	מְטַעֲמִים	מְטַעֲמִים
bring	בּוֹא	הִבִּיאָה, לְהִבִּיאַ, וְהִבִּיאָה, וַיָּבֹא, וְהִבִּאתִי, וְהִבִּאתִי
soul	נֶפֶשׁ	נֶפֶשׁוֹ, נֶפֶשׁךָ
in order that	בְּעִבּוֹר	בְּעִבּוֹר
soul	נֶפֶשׁ	נֶפֶשׁוֹ, נֶפֶשׁךָ
listen	שָׁמַע	כְּשָׁמַע, שָׁמַעַת, שָׁמַעְתִּי, שָׁמַע
voice	קוֹל	קוֹל, הַקּוֹל, קוֹלִי
garment	בְּגָד	בְּגָדִי, בְּגָדוֹ
dress	לְבָשׁ	הִלְבִּישָׁה, וַתִּלְבַּשׁ
give	נָתַן	וַיִּתֵּן, וַתִּתֵּן
approach, come near	נָגַשׁ	גָּשָׁה, וַיִּגַּשׁ, וַיִּגַּשָׁה, הִגַּשָׁה
cry	בָּכָה	וַיִּבְךְּ

Words that were studied in Unit 9		
place	מקום	במקום, המקום
rest	לון	וינן
stone	אבן	מאבני, האבן, והאבן
put	שום	ונשם, שם, שמת
head	ראש	מראשתיו, וראשו, ראשה, קראשנה
lie down	שכב	וישכב
dream	חלם	ויחלם
standing	יזב	מצב, נצב
monument	מצבה	מצבה
heaven	שמים	השמימה, השמים
angel	מלאך	מלאכי, מלאכים
up	עלה	עלים
down	ירד	וירדים
wake up	יקצ	וייקץ
fear	ירא	ויירא
awesome	נורא	נורא
get up	שכמ	וישכמ

Words that were studied in Unit 10		
bad	רע	רעה
old age	זקן	קר-זקנים
hate	שנא	וישנאו, שנא
to be able to	יכל	זכלו
to tell	נגד	ונגד
continue, increase	יספ	ויוספו
again, more	עוד	עוד
bow down	שחה	ותשתחוו, משתחיים, להשתחות
be king	מלכ	המלך תמלך
rule	משל	משול תמשל
tell	ספר	ויספר
moon	ירח	והירח
mother	אם	ואמה
jealous	קנא	ויקנאו
keep	שמר	שמר

Keyword Review

The following list contains the שרשים of words that appear in Unit 11 and have been studied in previous units. As and when the words appear in the text, pupils should be encouraged to find the matching flashcard of the שרש and attach it to the Word Bank area. (The Word List pack contains the list of שרשים.) Please ensure that they feature in pupils' vocabulary books so that they can be referred to when studying the פסוקים.

Unit 1	
say	אמר
to	אל
go	הלכ
father	אב
this	זה, זאת
Unit 2	
not	לא
live, sit	ישב
shepherd	רועה
man	איש
brother	אח
all	כל

Unit 3	
see	ראה
eye	עין
please/now	נא
water	מים
Unit 4	
as	אשר
word/speak	דבר
boy	ילד
son	בן
hear/listen	שמע
Unit 5	
take	לקח
camel	גמל
hand	יד
get up	קום
Unit 6	
was	היה
field	שדה
Unit 7	
come	בוא
sell	מכר
die	מות
eat	אכל
first	ראשון
Unit 8	
soul	נפש
Unit 9	
dream	חלם
Unit 10	
tell	נגד

Unit Learning Outcomes

Overview of KSU Learning Outcomes in Unit 11

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K3	Pupil can locate on a map the places associated with the events of the unit.
K4A	Pupil recognises and knows the selected Hebrew keywords in this חומש unit and in the previous חומש units.
K4B	Pupil knows the meaning of the key phrases: אַת־אַחֵי אֲנֹכִי מִבְּקֶשׁ (ט"ז) וְהַבּוֹר רַק אֵין בּוֹ מַיִם (כ"ד) וְאֲנִי אָנֹכִי אֲנִי-בָא (ל')
K6	Pupil knows that תורה's explanation is not part of the תורה text. Pupil knows רש"י's explanation on: 1. בְּרֵאשִׁית לִיז : כ"ד: וְהַבּוֹר רַק אֵין בּוֹ מַיִם 2. בְּרֵאשִׁית לִיז : כ"ח: וַיִּמְשְׁכוּ
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 בְּרֵאשִׁית לִיז : י"ט-כ"ח fluently and with confidence using אֲתֵנְחֶתֶא. Pupil can read words accurately in רש"י script.
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 recognise noun prefixes and suffixes of the keywords of this unit. Pupil can use plural verb constructs to help comprehend text (וי...הו). Pupil can recognise the future tense.

S6	Pupil can read vowelised פרושים in רש"י script.
S7	Pupil can comprehend the plain meaning of a number of רש"י commentaries with support.
Understanding Goals	
U1	Pupil can reflect on and discuss the feelings and responses of יעקב and the brothers to יוסף's dreams, the feelings of the brothers in deciding whether to leave יוסף in the pit or sell him to the ישמעאלים, and the feelings of ראובן in response to his brothers' intention to kill יוסף.
U2	<p>Pupil can identify words and phrases that support the following פרשנות approaches:</p> <ul style="list-style-type: none"> • Extra meaning can be derived from words that are repeated in the text: אַח, כְּתָנֶת (מְלָה מִנְחָה). • Extra meaning can be derived from seemingly superfluous words (לְשׁוֹן יִתְרָה) in the text. • Extra meaning can be derived from ambiguous words (הִבְנֵת) (מְלִים לֹא בְרוּרָת) in the text. <p>Pupil can understand with support how certain words and phrases, such as the use of various reference terms (פְּנוּיִים) for יוסף provide clues about likely feelings.</p>
U3	Pupil can derive deeper meaning by comparing and contrasting language in a parallel or related text.
U4	<p>Pupil can reflect on and discuss:</p> <ul style="list-style-type: none"> • how the בּוֹר was empty of water but contained dangerous creatures • how the תּוֹרָה is unclear about who pulls יוסף out of the pit and sells him and that רש"י understands it to be the brothers pulling him out, selling him to the ישמעאלים, who then sell him to the מְדַנְיִים, who take him to מִצְרַיִם

Knowledge Goals

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

- יוסף is sent by יעקב to visit his brothers in שכם
- On the way, he meets a man who directs him to his brothers in דתן
- The brothers see יוסף coming and plot to kill him and throw him in a pit
- ראובן speaks up and urges them not to kill יוסף, but just to throw him in the pit
- When יוסף arrives, they strip him of his tunic and throw him into the pit
- At יהודה's suggestion, יוסף is then sold to a passing caravan of משמאלים
- ראובן returns to the pit and is grief-stricken to find that יוסף is no longer there
- The brothers take יוסף's coat, dip it in blood and tell יעקב that יוסף has been killed
- יעקב is inconsolable
- יוסף is eventually sold to פוטיפר in Egypt

K3: Pupil locates on a map the places associated with events in the unit, including מדן and גלעד, עמק חברון, שכם, דתן.

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

send	שלח	וישלח, וישלחו, תשלחו, וישלחו
find	מצא	וימצאו, וימצאם, מצאנו
look for	בקש	תבקש, מבקש
far	רחק	מרחק
near	קרב	יקרב
kill	הרג	ונהרגו, נהרג
save	נצל	ויצלהו, הציל
throw	שלך	ונשליכו, וישלכו
pit	בור	הבורות, הבור, הברה, והבור, בבור
coat	כתנת	כתנתו, כתנת (הפסים), הכתנת, הכתנת
where	אן	אנה
tear	קרע	ויקרע

K4B: Pupil knows the meaning of the key phrases:

אֶת־אָחִי אֲנֹכִי מִבְּקֶשׁ
וְהַבּוֹר יָרַק אֵין בּוֹ מַיִם (כ"ד)
וְאָנֹכִי אָנָּה אֲנִי־בָא (ל')

K6: Pupil knows that רש"י's explanation is not part of the תורה text.

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

וְהַבּוֹר יָרַק אֵין בּוֹ מַיִם (כ"ד) – the pit was only empty of water, but contained dangerous creatures.

וַיִּמְשְׁכוּ (כ"ח) – the brothers pulled יוסף out of the pit and sold him to the מצררים, who then sold him to the מִדְּנָנִים, who took him to מצרים.

Skills Goals

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

Pupil can locate רש"י's commentary on a חוּמֵשׁ page.

S3: Pupil can read בְּרֵאשִׁית ל"ז: י"ט-כ"ח fluently and with confidence using אֶתְנַחֵתָא.

Pupil can read words accurately in רש"י script.

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

S5: Pupil can identify the שְׂרָשִׁים of the keywords from this unit and from previous חוּמֵשׁ units.

Pupil can recognise noun prefixes and suffixes of the keywords of this unit.

Pupil can use plural verb constructs to help comprehend text (וּ...הוּ).

Pupil can recognise the future tense: נִרְאֶה, נִלְכֶּה.

S6: Pupil can read vowelled פְּרוּשִׁים accurately in רש"י script.

S7: Pupil can comprehend the plain meaning of a number of רש"י commentaries with support:

וְהַבּוֹר יָרַק אֵין בּוֹ מַיִם: בְּרֵאשִׁית ל"ז: כ"ד

וַיִּמְשְׁכוּ: בְּרֵאשִׁית ל"ז: כ"ח

Understanding Goals

U1: Pupil can reflect on and discuss the feelings and responses of יעקב and the brothers to יוסף's dreams, the feelings of the brothers in deciding whether to leave יוסף in the pit or sell him to the ישמעאלים, and the feelings of ראובן in response to his brothers' intention to kill יוסף.

U2: Pupil can identify words and phrases supporting the following פְּרָשְׁנוֹת approaches:

- Extra meaning can be derived from words that are repeated in the text: (מִלָּה מִנְחָה) כְּתִנֶּת.
- Extra meaning can be derived from seemingly superfluous words in the text: (לְשׁוֹן יְתָרָה) אֵין בּוֹ מִים.
- Extra meaning can be derived from ambiguous words (הִבְנֵת מִלִּים לֹא בְרוּרָה) in the text (וַיִּמְשְׁכוּ).

Pupil can understand with support how certain words and phrases, such as the use of various reference terms (פְּנוּיִים) for יוסף, provide clues about likely feelings.

U3: Pupil can derive deeper meaning by comparing and contrasting language in a parallel or related text:

The use of the phrase חָזָה רָעָה אֶכְלֶתָהּ by the brothers when planning to kill יוסף and by יעקב when reacting to the כְּתִנֶּת.

U4: Pupil can discuss and reflect on:

- how the בּוֹר was empty of water but contained dangerous creatures
- how the תּוֹרָה is unclear about who pulls יוסף out of the pit and sells him and that רש"י understands it to be the brothers pulling him out, selling him to the ישמעאלים, who then sell him to the מִדְיָנִים, who take him to מִצְרַיִם

Unit Skills and Understanding Spiral

<p>Unit 11</p>	<p>1. Comprehending the plain meaning of a more difficult text independently S4</p> <p>2. Identifying word families/שְׂרָשִׁימִם: שֵׁלַח בְּקֶשֶׁת הָרֶגֶל S5</p> <p>3. Use of plural verb constructs to help comprehend text New S5</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">וַיִּשְׁלַח הוּא</td> <td style="padding: 2px;">וַיִּשְׁלַח הוּא</td> </tr> <tr> <td style="padding: 2px;">וַיִּמְצָא הוּא</td> <td style="padding: 2px;">וַיִּמְצָא הוּא</td> </tr> <tr> <td style="padding: 2px;">וַיִּשְׁאַל הוּא</td> <td style="padding: 2px;">וַיִּשְׁאַל הוּא</td> </tr> </table> <p>4. Use of noun suffixes S5</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">יָד</td> <td style="padding: 2px;">יָד</td> </tr> <tr> <td style="padding: 2px;">אֶחָיו</td> <td style="padding: 2px;">אֶחָיו</td> </tr> <tr> <td style="padding: 2px;">אֶבְיוֹ</td> <td style="padding: 2px;">אֶבְיוֹ</td> </tr> <tr> <td style="padding: 2px;">תְּלַמְתָּיו</td> <td style="padding: 2px;">תְּלַמְתָּיו</td> </tr> </table> <p>5. Use of future tense נִרְצָה, נִלְכָּה S5</p> <p>6. Reading vowelled פְּרוּשִׁים accurately (רש"י) S6</p> <p>7. Comprehending the plain meaning of a number of commentaries of רש"י with support New S7</p>	וַיִּשְׁלַח הוּא	וַיִּשְׁלַח הוּא	וַיִּמְצָא הוּא	וַיִּמְצָא הוּא	וַיִּשְׁאַל הוּא	וַיִּשְׁאַל הוּא	יָד	יָד	אֶחָיו	אֶחָיו	אֶבְיוֹ	אֶבְיוֹ	תְּלַמְתָּיו	תְּלַמְתָּיו	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוסף's and the brothers' feelings when he is about to be sold U1</p> <p>2. Understanding with support how the repetition of certain words and phrases, e.g. repetition of the word חָא 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 (פְּיוּגִיִּים) for יוסף, provide clues about likely feelings U2</p> <p>4. Understanding the meaning of a number of commentaries of רש"י and how his explanation helps us to gain a deeper understanding of the text, e.g. the relationship between יוסף and his brothers New U4</p>
וַיִּשְׁלַח הוּא	וַיִּשְׁלַח הוּא															
וַיִּמְצָא הוּא	וַיִּמְצָא הוּא															
וַיִּשְׁאַל הוּא	וַיִּשְׁאַל הוּא															
יָד	יָד															
אֶחָיו	אֶחָיו															
אֶבְיוֹ	אֶבְיוֹ															
תְּלַמְתָּיו	תְּלַמְתָּיו															

Unit Assessment Template

Year Group: _____ Teacher: _____

KEY:

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

	KNOWLEDGE		SKILLS							UNDERSTANDING		
Name of child:	K2: I know the storyline, events and places in Unit 11	K4A: I know keywords studied in Unit 11	S4: I can comprehend the plain meaning of a more difficult text on my own	S5: I can identify word families/שפטים: מצא, בקש, הרג, שלב	S5: I can use plural verb constructs to help comprehend text וי...הו	S5: I can use noun singular /plural prefixes and suffixes: ו, יך	S5: I can use future tense: גלכה, נראה	S6: I can read vowelled פרושים accurately	S7: I can comprehend the plain meaning of a number of רשיי commentaries with support	U1: I can reflect on events and feelings of characters in the unit, e.g. יוסף's and the brothers' feelings when he was about to be sold	U2: I can understand with support how the repetition of certain words and phrases (e.g. אח) provides clues about likely feelings	U4: I can understand a number of רשיי commentaries, and how they help us gain a deeper understanding of the text, e.g. the relationship between יוסף and his brothers
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												

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

Unit 11 Self Assessment Grid

Name: _____

Class: _____

	KNOWLEDGE		SKILLS							UNDERSTANDING		
Date:	K2: I know the storyline, events and places in Unit 11	K4A: I know keywords studied in Unit 11	S4: I can comprehend the plain meaning of a more difficult text on my own	S5: I can identify word families/ שרשים: מצא, בקש, הרג, שלכ	S5: I can use plural verb constructs to help comprehend text וי...הו	S5: I can use noun singular/plural prefixes and suffixes: י, יך	S5: I can use future tense: גלכה, נראה	S6: I can read vowelised פרושים accurately	S7: I can comprehend the plain meaning of a number of רש"י commentaries with support	U1: I can reflect on events and feelings of characters in the unit, e.g. יוסף's and the brothers' feelings when he was about to be sold	U2: I can understand with support how the repetition of certain words and phrases (e.g. אח) provides clues about likely feelings	U4: I can understand a number of רש"י commentaries, and how they help us gain a deeper understanding of the text, e.g. the relationship between יוסף and his brothers

Keywords: I know the meaning of the following keywords:

שלח	מצא	בקש	רחק	קרוב	הרג	נצל	שלב	בור	כתנת	אן	קרע
ואשלחך, וישלחהו, תשלחו, וישלחו	וימצאהו, וימצאם, מצאנו	תבקש, מבקש	מרחק	יקרב	ונהרגהו, נהרג	ויצלהו, הציל	ונשליכהו, השליכו, וישלו	הבורות, הבור, הברה, והבור, בבור	כתנתו, כתנת (הפסים), הכתנת, הכתנת	אנה	ויקרע

I know רש"י's explanation on:

<p>בראשית ל"ז: כ"ד: והבור רק אין בו מים</p>	<p>בראשית ל"ז: כ"ח: וימשכו</p>

Unit Levels of Attainment

Unit 11 is aimed at pupils in Year 5 so most pupils will be working between Levels 3 and 4. Included below are level descriptors from Levels 3-4. For further levels please see Appendix.

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

Learning about Chumash (Knowledge-K)		Ability to learn Chumash (Skills-S)		Learning from Chumash (Understanding-U)	
Level 3c	<input type="checkbox"/>	Level 3c	<input type="checkbox"/>	Level 3c	<input type="checkbox"/>
1. I know the names of the פרשת and ספר I am learning. (K1)		1. I can show where a פסוק begins and ends in my חומש. (S1)		1. I can describe the feelings of the people I have learned about in my חומש. (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 חומש. (S1)	<input type="checkbox"/>		
3. I know where ארץ ישראל is on a map of the Middle East. (K3)	<input type="checkbox"/>	3. I can read selected words on a חומש page. (S3)	<input type="checkbox"/>		
4. I know the meaning of some of the keywords from the unit(s). (K4)	<input type="checkbox"/>	4. I can work out the meaning of part of a פסוק using keywords I know. (S4)	<input type="checkbox"/>	2. I can find, with a bit of help, words in the story that <i>repeat</i> themselves and understand how these words give clues to the מידות I can learn from the story. (U2)	<input type="checkbox"/>
5. I know that a פרוש explains the meaning of a חומש text but is not part of the חומש text. (K6)	<input type="checkbox"/>				
Level 3b	<input type="checkbox"/>	Level 3b	<input type="checkbox"/>	Level 3b	<input type="checkbox"/>
1. I can accurately retell most of the תורה narrative of the unit. (K2)		1. I can find any פסוק in ספר בראשית and also find the אלתחמה. (S1)		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)	

<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 חומש 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 מידות 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 פסוקים 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 מצנה mentioned in the unit. (K5)</p>	<input type="checkbox"/>	<p>4. I can find word families and prefixes and suffixes ('stick-ons') in the units I have learned. (S5)</p>	<input type="checkbox"/>		<input type="checkbox"/>
<p>Level 3a</p> <p>1. I know most of the people and places in the units studied. (K2)</p>	<input type="checkbox"/>	<p>Level 3a</p> <p>1. I can read most פסוקים accurately, saying syllables correctly and pausing at the אֶתְנַחֲתֵא. (S3)</p>	<input type="checkbox"/>	<p>Level 3a</p> <p>1. I can describe the values/מידות I learn from my חומש 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 פסוקים 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 מידות 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 פסוקים 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 מצות 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 מפרש in the unit studied. (K6)</p>	<input type="checkbox"/>				<input type="checkbox"/>

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

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

General Guidelines

A. Lesson Preparation

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

B. Lesson Structure and Strategies

- It is helpful to share the intended Learning Outcomes of the lesson with pupils and to return to these as part of the summary/plenary.
- Ideally, every pupil should have their own חומש to use in every lesson.
- A primary חומש lesson is structured as follows:
 1. **Contextualisation/Review/Starter:** Teacher contextualises lesson and/or reviews and assesses previous learning.
 2. **Reading:** Teacher models the reading of the פסוקים at least twice, taking note of phrasing so that pupils read correctly (קמץ קטן and מלעיל/מלרע, אֶתְנַחֲתָא). Modelled reading is followed by group reading with the purpose of immersing pupils in the text of the תּוֹרָה. See below for reading strategies suggested by partner teachers.
 3. **Comprehension:** Pupils work out the plain meaning of the text with teacher support, e.g. picture and other non-verbal clues. Pupils are further supported to develop reading comprehension skills by being encouraged to notice patterns in the פסוקים.
 4. **Understanding:** Pupils are guided to find the deeper meaning and values of the פסוק and develop analytical and reflective skills by actively examining the phrasing of each פסוק.
 5. **Plenary/Summary:** Learning summarised and assessed and bridge built to following lesson.

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

Reading strategies suggested by teachers using our curriculum:

- **Interactive Whiteboard:**

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

- **Make it Manageable:**

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

- **Whispers:**

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

- **Chevruta:**

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

- **Match the Word:**

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

- **Echoes:**

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

- **Give Me a Clue:**

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

- **Familiar Words:**

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

- **Catch Me Out:**

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

- **Follow My Leader:**

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

- **Invent an Action:**

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

- **Incentives:**

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

C. Comprehension Strategies

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

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

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

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

- **Sentence Sections:**

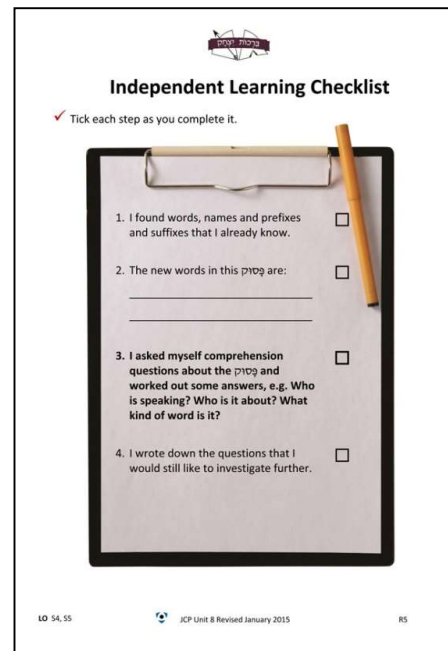
This activity helps pupils to develop awareness of sentence structure as one of the elements that give meaning to text, in addition to the more commonly recognised element: vocabulary. The activity gives pupils a chance to divide a sentence according to verb + noun phrases, without needing to label it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

● **Hand Sentences:**

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

● **Independent Comprehension Checklist:**

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



● **ויאמר Sentences:**

ויאמר Sentences

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

ויאמר יעקב מכרה כיום את בכרתו לי :

ויאמר עשו הנה אנכי הולך למות ולמה זה לי בכרה :

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

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

Lesson 1: יוסף is Sent by יעקב to His Brothers (בראשית ל"ז: ייב-י"ז)

Learning Outcome:

- ❖ To understand the narrative and ongoing dialogue between יעקב and יוסף and between יוסף and the man

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p>K2: Know that: יעקב sends יוסף from חברון to עמק שכם to find out how his brothers are. יוסף loses his way and asks a man how he might find his brothers. The man informs יוסף that he heard the brothers say that they were going to go to דתן. יוסף finds his brothers in דתן.</p> <p>K3: Locate on a map: עמק חברון and שכם, דתן</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>שלח</td> <td>וישלחהו, וישלחהו</td> </tr> <tr> <td>מצא</td> <td>וימצאהו, וימצאם</td> </tr> <tr> <td>בקש</td> <td>תבקש, מבקש</td> </tr> </table> <p>Know the relevant Hebrew keywords from previous units (see words highlighted in blue below and the table at the front of this guide).</p>	שלח	וישלחהו, וישלחהו	מצא	וימצאהו, וימצאם	בקש	תבקש, מבקש	<p>S3: Read words and phrases accurately and fluently, accentuating syllables correctly and recognising basic טעמי המקרא of בראשית ל"ז: ייב-י"ז.</p> <p>S4: Comprehend the plain meaning of בראשית ל"ז: ייב-י"ז.</p> <p>S5: Identify the word families and שרשים of new keywords and words studied in previous units. Identify a range of prefixes including prepositions ב and מ, and locative ה.</p>	<p>U1: Reflect on the feelings of the family towards each other in response to the כתנת פסים and יוסף's two dreams.</p>
שלח	וישלחהו, וישלחהו							
מצא	וימצאהו, וימצאם							
בקש	תבקש, מבקש							

Words from Units 1-10

New words this lesson

יב וילכו אחיו לרעות את צאן אביהם בשכם : יג ויאמר ישראל אל יוסף הלוא אחיך רעים בשכם לכה ושלחהך אליהם ויאמר לו הנני : יד ויאמר לו לך נא ראה את שלום אחיך ואת שלום הצאן והשבני דבר וישלחהו מעמק חברון ויבא שקמה : טו וימצאהו איש והנה תעה בשדה וישאלהו האיש לאמר מה תבקש : טז ויאמר את אחי אנכי מבקש הגידה נא לי איפה הם רעים : יז ויאמר האיש נסעו מזה כי שמעתי אמרים לכה דתנה וילך יוסף אחר אחיו וימצאם בדתן :

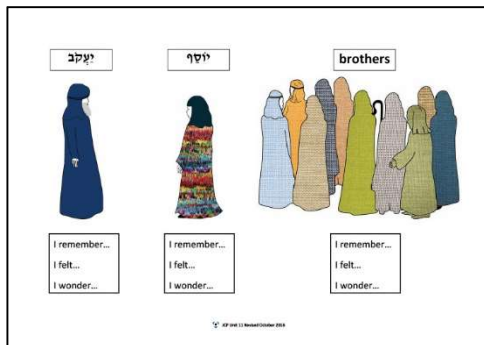
1. Revision Activity [K2, U1]**(5 minutes)**

How have יעקב, יוסף and the brothers been affected by the כְּתִנֶּת פְּסִים and the two dreams? How will these three things affect them all in the future?

Using the images from the Classroom Resources, encourage pupils to discuss how the כְּתִנֶּת פְּסִים, and יוסף's first and second dreams, have affected and will continue to affect the characters, by using the questions below the silhouettes:

I remember... I felt.... I wonder....

This can be done in a number of ways, such as paired discussion, as a table activity, or through hot-seating pupils as the various characters.

**2. Reading and Comprehension Activity – Partner Reading פְּסוּק ייב [S3, S4]****(5 minutes)**

יב ויילכו אחיו לרעות את-צאן אביהם בשכם :

Pupils should work in pairs to read the פְּסוּק and identify familiar words (highlighted in the text on page 27). Pupils can highlight these on the large פְּסוּק (Classroom Resources) and then answer the questions that follow, to support comprehension.

**יב ויילכו אחיו לרעות
את-צאן אביהם
בשכם :**

Questions:

- Who is mentioned in this פְּסוּק? _____
- What are they doing? _____
- Where are they going? _____
- Why are they going there? _____

3. Reading Activity: בְּרֵאשִׁית ל״ז : ייג-י״ד [S3]**(5 minutes)**

Model the reading of these פְּסוּקִים, with expression, using the strategies outlined in the Teachers' Guidelines. Pupils can then take turns to read these פְּסוּקִים in their pairs.

4. Comprehension Activity: י"ג-י"ד: בְּרֵאשִׁית ל"ז: [K4A, S4, S5] (10 minutes)

יג ויאמר ישָׂרָאֵל אֶל-יוֹסֵף הֲלוֹא אֶחָיִךְ רָעִים בְּשֶׁכֶם לָכֵה וְאֶשְׁלַחְךָ אֵלֵיהֶם וַיֹּאמֶר לוֹ הֲגַנִּי:
 יד ויאמר לוֹ לָדָנָא רָאָה אֶת שְׁלוֹם אֶחָיִךְ וְאֶת-שְׁלוֹם הַצֹּאן וְהַשְּׂבָנִי דָּבָר וַיִּשְׁלַחְהוּ מֵעֵמֶק חֲבֵרוֹן
 וַיָּבֵא שְׂכָמָה:

Introduce the new keyword וַיִּשְׁלַחְהוּ and וְאֶשְׁלַחְךָ and its forms שְׁלַח and שָׁרַשׁ from these פְּסוּקִים using mime, role play and visual prompts to support pupils in working out its meaning (*send*).

Give the following clues where required to aid pupils' comprehension: הֲלוֹא is a question (*isn't it true that*); לָכֵה is a command (like לָךְ אֶחָיִךְ); שְׁלוֹם אֶחָיִךְ is like the modern question 'מה שלמך?'; וְהַשְּׂבָנִי is like the word תְּשׁוּבָה, with the ending of אָנִי.

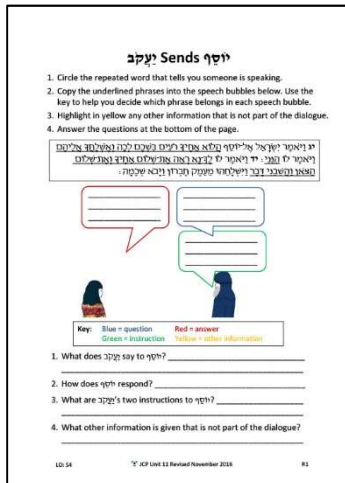
Challenge pupils to work out the meaning of the פְּסוּקִים independently using the large פְּסוּקִים and then to summarise the conversation between יַעֲקֹב and יוֹסֵף in their own words.

Once pupils have grasped the general meaning of פְּסוּקִים י"ג-י"ד, ask them to briefly scan פְּסוּקִים י"ג-י"ז.

- Which familiar word to do with speaking can you see in these פְּסוּקִים? (and – וַיֹּאמֶר) *and he said*)
- What does this tell us might be happening in these פְּסוּקִים? (*dialogues, or conversations between the characters*)

If pupils are confident enough, they can complete the worksheet **יוסף Sends יעקב**, either in pairs or individually.

Alternatively, if more scaffolding is needed, follow the procedure from Unit 8 Lesson 4:



Display the פְּסוּקִים and the following colour coded titles:

What יַעֲקֹב says

What יוֹסֵף answers

What יוֹסֵף asks יַעֲקֹב to do

Challenge pupils to use their large פְּסוּקִים to decide which phrases belong in each of the three categories.

What יַעֲקֹב says

הֲלוֹא אֶחָיִךְ רָעִים בְּשֶׁכֶם
 לָכֵה וְאֶשְׁלַחְךָ אֵלֵיהֶם

What יוֹסֵף answers

הֲגַנִּי

What יוֹסֵף asks יַעֲקֹב to do

לָדָנָא רָאָה אֶת שְׁלוֹם אֶחָיִךְ
 וְאֶת-שְׁלוֹם הַצֹּאן וְהַשְּׂבָנִי דָּבָר

Pupils can now complete the worksheet **יוסף Sends יעקב** to show the dialogue between יוסף and יעקב.

Encourage pupils to share their answers to the questions with the class.

What does יעקב say to יוסף? (*Aren't your brothers pasturing in שכם? I will send you to them.*)

How does יוסף respond? (*Here I am.*)

What are יעקב's two instructions to יוסף? (*Go and see how your brothers and the flock are, and bring me back a report.*)

What other information is given that is not part of the dialogue? (*יעקב sends יוסף from שכם to חברון.*)

5. Reading Activity: בראשית ל"ז: ט"ו-י"ז [S3] (5 minutes)

Tell pupils that these next two פסוקים are also in the form of a dialogue, now between יוסף and a new character. Model the reading of these פסוקים, with expression, using the strategies outlined in the Teachers' Guidelines. Pupils can then take turns to read these פסוקים in their pairs.

6. Comprehension Activity: בראשית ל"ז: ט"ו-י"ז [K4A, S4, S5] (10 minutes)

טו וימצאהו איש והנה תעה בשדה וישאלהו האיש לאמר מהתבקש :

טז ויאמר אתאחי אנכי מבקש הגידהנא לי איפה הם רעים :

יז ויאמר האיש נסעו מזה כי שמעתי אמרים גלכה דתנינה וילך יוסף אחר אָחיו וימצאם בדתן :

Introduce the new key words וימצאהו and וימצאם, מבקש and תבקש. Point out that these pairs of words come from two שרשים; בקש and מצא. Use mime and prompts to support pupils in working out their meanings.

Provide pupils with the meaning of the words תעה, וישאלהו, נסעו...

Challenge pupils to work out the meaning of the פסוקים independently using the large פסוקים.

יוסף Looks for His Brothers

- Circle the repeated word/phrase that tells you someone is speaking.
- Copy the underlined phrases into the speech bubbles below. Use the key to help you decide which phrase belongs in each speech bubble.
- Highlight in yellow any other information that is not part of the dialogue.
- Answer the questions at the bottom of the page.

הו וימצאהו איש והנה תעה בשדה וישאלהו האיש לאמר מהתבקש
 טז ויאמר אתאחי אנכי מבקש הגידהנא לי איפה הם רעים
 יז ויאמר האיש נסעו מזה כי שמעתי אמרים גלכה דתנינה וילך יוסף אחר אָחיו וימצאם בדתן

Key: Blue = question Red = answer Yellow = other information

- What does the man ask יוסף?
- What does יוסף respond?
- What does the man tell יוסף?
- What other information is given that is not part of the dialogue?

100 54 © PaJeS Unit 11 Revised November 2016 82

As these פסוקים are also a dialogue, the comprehension can be scaffolded as for the previous פסוקים and/or pupils can use the worksheet **יוסף Looks for His Brothers** in order to comprehend the dialogue between יוסף and the man.

Encourage pupils to share their answers to the questions with the class.

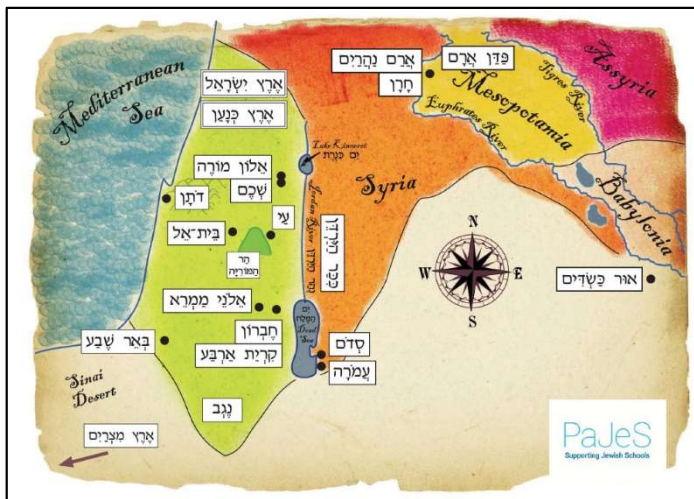
1. What does the man ask יוסף? (*What are you looking for?*)

2. What does יוסף respond? (*I'm looking for my brothers; tell me, where are they?*)
3. What does the man tell יוסף? (*They travelled on from here. I heard them saying let's go to דתן.*)
4. What other information is given that is not part of the dialogue? (*A man finds יוסף wondering in a field; יוסף goes to דתן where he finds his brothers*)

7. WordWork: Reviewing מ and ב, and Locative ה [K3, S5]

(10 minutes)

Throughout the dialogue and narrative in these פסוקים, various place names are mentioned. Using the All Unit Map, display the following place and direction names.



צַפְנָה	נְגִבָה
בְּשֶׁכֶם	בְּשֹׁדָה
	בְּשֶׁכֶם
בְּדַתָּן	בְּדַתָּן
מֵעֵמֶק חֶבְרוֹן	

Remind pupils of the prefixes מ and ב ('from' and 'in') and suffix 'ה' ('from').

Challenge pupils to work in pairs to devise questions for which the displayed words are the answers. Then choose volunteers who will be 'hot-seated' as the three characters (יוסף, יעקב and the man).

Pupils can ask their questions to the characters, who answer using one of the displayed words.

Examples can include:

To יעקב:

Which country are you living in? (בְּאֶרֶץ כְּנָעַן)

Which place are you sending יוסף from? (מֵעֵמֶק חֶבְרוֹן)

Where are your sons at this moment? (בְּשֶׁכֶם)

Where are you sending יוסף? (בְּשֹׁדָה)

To יוסף:

Where is your father sending you? (בְּשֶׁכֶם)

In what direction are you travelling? (צפנה)

Where are your brothers right now? (בשכם)

Where in שכם has the man found you? (בשדה)

Where do you eventually find your brothers? (בדתן)

To return home, in which direction will you travel? (נגבה)

To the man:

Where have you found יוסף? (בשדה)

Which city are you in when you find יוסף? (בשכם)

Where are you telling יוסף to go? (דתנה)

Which place have you heard the brothers say they are going to? (דתנה)

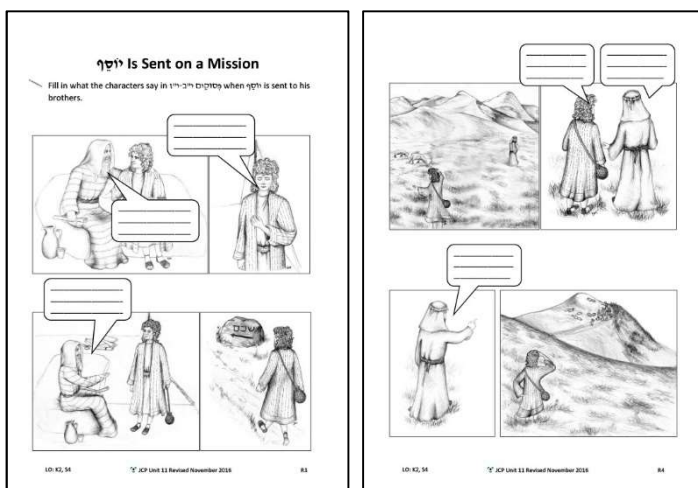
8. Plenary

(10 minutes)

Following on from the role-play activity above, pupils can create a playscript of the conversations that occur in פסוקים ייג-י"ז. Encourage pupils to insert stage directions and any additional information that the פסוקים give us.

Using their scripts, pupils can role play the dialogue in pairs or groups, taking turns as יוסף and the man יוסף meets. They can then share their sequences with the class.

Alternatively, or as a differentiation of the above activity, pupils can complete the dialogue in the comic strip worksheet: **יוסף is Sent on a Mission**, using the template provided to represent the dialogues in the פסוקים learned this lesson.



Lesson 2: The Brothers Conspire to Kill

יוסף (בראשית ל"ז: י"ח-כ')

Learning Outcomes:

- ❖ To understand how the repetition of the word אַח reflects the feelings of יוסף for his brothers
- ❖ To understand how the omission of יוסף's name by his brothers and the use of פְּנוּיִים of his name reveals their feelings for him

By the end of this lesson pupils should:

Knowledge	Skills	Understanding										
<p>K2: Know that: יוסף's brothers see him coming and plot to kill him. יוסף's brothers scorn him as the תְּחִלְמוֹת. They decide to kill him, throw him into one of the pits, and make it look as if he has been killed by a wild animal.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tbody> <tr> <td>מְרַחֵק</td> <td>רָחַק</td> </tr> <tr> <td>יִקְרַב</td> <td>קָרַב</td> </tr> <tr> <td>וְנִהְרָגְהוּ</td> <td>הָרַג</td> </tr> <tr> <td>וְנִשְׁלַכְהוּ</td> <td>שָׁלַךְ</td> </tr> <tr> <td>הַבְּרוֹת</td> <td>בּוֹר</td> </tr> </tbody> </table>	מְרַחֵק	רָחַק	יִקְרַב	קָרַב	וְנִהְרָגְהוּ	הָרַג	וְנִשְׁלַכְהוּ	שָׁלַךְ	הַבְּרוֹת	בּוֹר	<p>S3: Read words and phrases accurately, accentuating syllables correctly and recognising basic טַעְמֵי הַמְקָרָא of בְּרֵאשִׁית ל"ז: י"ח-כ'.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית ל"ז: י"ח-כ'.</p> <p>S5: Know the meaning of the suffixes הוּ and נוּ.</p>	<p>U1: Understand with support how the repetition of the word אַח (מִלֵּה מִנְהָה) reflects the strength of feelings of the characters involved.</p> <p>Understand with support how certain words and phrases, such as the use of various reference terms (פְּנוּיִים) for יוסף, provide clues about likely feelings.</p>
מְרַחֵק	רָחַק											
יִקְרַב	קָרַב											
וְנִהְרָגְהוּ	הָרַג											
וְנִשְׁלַכְהוּ	שָׁלַךְ											
הַבְּרוֹת	בּוֹר											

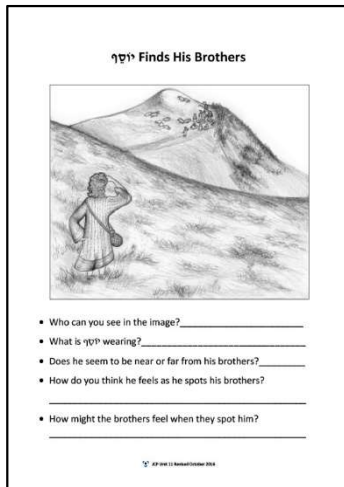
Words from Units 1-10

New words this lesson

יח וַיִּרְאוּ אֹתוֹ מְרַחֵק וּבָטְרָם יִקְרַב אֲלֵיהֶם וַיִּתְנַבְּלוּ אֹתוֹ לְהַמִּיתוֹ: יט וַיֹּאמְרוּ אִישׁ אֶל־אָחִיו הֲנִה בָּעַל הַתְּחִלְמוֹת הַלְזָה בָּא: כ וַעֲתָה לָכוּ וְנִהְרָגְהוּ וְנִשְׁלַכְהוּ בְּאֶחָד הַבְּרוֹת וַאֲמַרְנוּ חֲזֵה רָעָה אַכְלָתֶהוּ וַנִּרְאֶה מִה־יְהִיו חֲלֹמְתֵינוּ:

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

Using the Classroom Resource **יוסף Finds His Brothers**, explore the following questions:



- Who can you see in the image?
- What is יוסף wearing?
- Does he seem to be near or far from his brothers?
- How do you think he feels as he spots his brothers?
- How might the brothers feel when they spot him?

In the following פְּסוּקִים, our focus is shifting from יוסף to the brothers.

2. Reading Activity: בְּרֵאשִׁית ל"ז: י"ח [S3]**(5 minutes)**

To emphasise that we are focusing on the brothers, pupils could be put into groups of ten, to represent the brothers. Each pupil could take a turn to read one word, with the פְּסוּק being read around three times. As there are nine words in the פְּסוּק, this should mean that each pupil gets to read a different word each time.

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

יח ויראו אתו מרחק ובטָרם יקרב אליהם ויתנכלו אתו להמיתו :

Encourage pupils to recognise the שָׁרַשׁ of ויראו from Unit 3 and להמיתו from Unit 7. Pupils may be familiar with the word בטָרם from ט"ו : בְּרֵאשִׁית כ"ד (Unit 5).

Use mime to help pupils work out the meaning of the keywords יקרב and מרחק. Encourage pupils to guess the meaning of ויתנכלו by linking it to the meaning of להמיתו and from their prior knowledge of the narrative in השבוע פְּרִשֶׁת.

Challenge:

- How do we make sense of the fact that in י"ז פְּסוּק, it says that יוסף found them, yet in י"ח פְּסוּק we are told that the brothers saw him from afar? Use the image from Activity 1 to help give pupils a clue. (*The area was mountainous; therefore יוסף could be seen and could see the brothers even though he had not yet reached them.*)
- How did the brothers recognise יוסף from afar? (*He was wearing the פְּסִים, which made him easily recognisable from a distance.*)

Encourage pupils to summarise the פְּסוּק in their own words.

4. Reading Activity: בְּרֵאשִׁית ל'ז: כ' [S3] (5 minutes)

All the words (except בַּעַל) in this פְּסוּק are familiar. Pupils could again read the פְּסוּק one word per pupil in table groups or up to and from the אֶתְנַחֲתָא in pairs.

5. Comprehension Activity: בְּרֵאשִׁית ל'ז: כ' [S4, U2] (5 minutes)

יט ויאמרו איש אֶל־אָחִיו הִנֵּה בַעַל הַחֲלָמוֹת הִלְזָה בָּא :

Challenge pupils to:

- Find words from the פְּסוּק that describe the way they just read. (אִישׁ אֶל־אָחִיו)
- Find the words in the פְּסוּק that the brothers actually said to each other (הִנֵּה בַעַל הַחֲלָמוֹת הִלְזָה בָּא) and practise saying them to each other in the way the brothers might have done, with appropriate voice and gestures. Pupils can explain to the class why they chose a particular tone or gestures and what emotion they are expressing.

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

This פְּסוּק continues the brothers' conversation (אִישׁ אֶל־אָחִיו) and can also be read in groups of ten with each pupil reading one or more words. If needed, words with complex syllables can be practised first: אַכְלֶתְהוּ, וְנַהַרְגְהוּ, וְנִשְׁלַכְהוּ.

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

כ ועתה לכו ונהרגו ונשלקו באחד הברות ואמרנו חיה רעה אכלתהו ונראה מהיהו חלמתיו :

Use the images from the Classroom Resources to illustrate the words בור and חיה.



As many of the verbs are in the first person plural with a הו suffix, it would be helpful to point this out to pupils as follows:

Write the following verbs on the board:

וְנִשְׁלַכְהוּ, וְנַהַרְגְהוּ, אַכְלֶתְהוּ, וְנִרְאָה, וְאָמַרְנוּ,

Ask: What do these verbs have in common? (*Three of them have a נ prefix, three have a הו suffix.*)

וְנִרְאָה, וְאָמְרָנוּ, אֲכָלְתָּהוּ, וְנִהַרְגָהוּ, וְנִשְׁלַכְהוּ

Ask pupils to identify the שָׁרֵשׁ of the verbs and work out their meaning. (*אמר is familiar from U1, ראה from U3, אכל from U7; הרג = kill and שלכ = throw are new words.*)

What does the suffix נו remind us of? (אֲנַחְנוּ) It tells us that *we* are doing the action.

The prefix נ does the same when it is written before a verb שָׁרֵשׁ.

What does the suffix הו remind us of? (הוּא) The suffix tells us that something is being done *to* him. (Remind pupils that if he is *doing* something, what do we use? The prefix וי and no suffix.)

Now let's work out the meaning of the words on the board:

וְנִהַרְגָהוּ = **we will kill him**

וְנִשְׁלַכְהוּ = **we will throw him**

אֲכָלְתָּהוּ = **it ate him** (we know the action is done by an 'it' from the word חִיָּה)

וְאָמְרָנוּ = **we will say**

וְנִרְאָה = **we will see**

Read the פְּסוּקִים again to enable pupils to work out what the brothers are saying to each other.

To assess comprehension, encourage pupils to answer the following questions using the words in the פְּסוּקִים where appropriate:

- Who is talking to whom? (*the brothers to each other*)
- What are they planning to do? (וְנִהַרְגָהוּ – *kill him*)
- What are they going to do after carrying out their plan? (וְנִשְׁלַכְהוּ – *throw him into one of the pits*)
- What excuse will they give to account for his death? (חִיָּה רָעָה אֲכָלְתָּהוּ) – *a wild animal has eaten him*)
- What do the brothers hope to achieve by his death? (מֵה־יְהִי חִלְמֵתֵינוּ) – *proof that his dreams have no truth to them*)

8. Understanding Activity: מְלֶכֶה מִנְחָה and פְּנוּיִים [U2]

(10 minutes)

Look back at the three פְּסוּקִים (י"ח-כ"י) that we have read.

Who are the brothers talking about? (יוסף)

How do they refer to him? (*as 'he' and 'him' – his name is never mentioned*)

Why do you think they do not use his name and do not call him their brother?
 (*Perhaps they now hate him so much that they no longer see him as a person and a family member but almost just as an object.*)

The way we talk about people can sometimes show how we feel about them. Do your family and friends call you different names at different times? For example, might your parents use your full name when they are feeling frustrated with your behaviour, but shorten your name or use a nickname when they are talking to you otherwise?

How does it feel different when we refer to someone as ‘my friend’, ‘my sister’, ‘my brother’, or use their names compared to when we just refer to them as ‘her’ or ‘him’? (*A person’s name or a title that shows a relationship makes us think of the person in a more positive and personal way; just referring to them by a pronoun could make it less personal and we can feel less caring or respectful towards them.*)

Now let’s go right back to the start of the story and see if we can find a pattern in the way that the people in this family are referring to each other.

Using the worksheet **What Are They Called?** or the text of the **חֻמָּשׁ (יֹסֵף)**, get pupils to find the names referring to **יֹסֵף** and his brothers throughout.

What Are They Called?
 Find the highlighted words that refer to יֹסֵף and to the brothers and write them in the columns on the next page. Two have been done as an example.

The text refers to יֹסֵף	יֹסֵף	The text refers to the brothers	אֶחָיו
יֹסֵף	יֹסֵף	יָעֳקֹב	יָעֳקֹב

1. How many different names is יֹסֵף called?
 2. What do the brothers call him?
 3. What do the brothers call him?
 4. How many names are the brothers called?
 5. Why do you think יֹסֵף always calls his brothers 'brothers'?
 6. Challenge: What מִנְיָוִן rule can we apply to the word family 'brothers', which occurs so many times in this text?
 7. What might we learn from the repetition of the word family 'brothers'?

What patterns do we notice?

- 1. How many different names is **יֹסֵף** called? (*four; five including אָתּוֹ*)
- 2. What do the **תּוֹרָה** and **יַעֲקֹב** call **יֹסֵף**? (*יֹסֵף, גַּעַר, אֶחָיו*)
- 3. What do the brothers call him? (*בְּעַל הַחֲלָמוֹת and אָתּוֹ*)
- 4. How many names are the brothers called? (*two but mainly versions of one, אֶחָיו*)
- 5. Why do you think **יֹסֵף** always calls his brothers 'אֶחָיו'? (*he sees them as brothers, feels close to them*)

Challenge:

6. What פְּרָשְׁנוֹת rule can we apply to the word family אָחִים, which occurs so many times in this text? (מִלָּה מְנַחֵה)
7. What might we learn from the repetition of the word family יוֹסֵף? (*always sees his brothers as brothers, he feels close to them. The תּוֹרָה might also be reminding us that they are brothers.*)

We said that the name we call someone shows our feelings towards them. The תּוֹרָה also uses these terms about people to show feelings and we call this כְּנוּיִים when we use something else instead of the person's name. This can also include labelling someone in a positive or negative way.

- What does 'בְּרִי-זִקְנִים' show about יוֹסֵף's feelings for יוֹסֵף? (*יוֹסֵף's special love for יוֹסֵף*)
- What does 'בְּעַל הַחֲלָמוֹת' and not mentioning his name or calling him a brother show about the brothers' feelings for יוֹסֵף? (*They hate him and see him as a threat.*)
- What does the fact that יוֹסֵף refer to the brothers as אָחִי, even to a stranger, show about his feelings for his brothers? (*He feels close to them and sees them as brothers.*)

Encourage pupils to read, write and memorise the phrase אָתָּא-אָחִי אֲנֹכִי מִבְּקֶשׁ and its meaning.

9. WordWork Activity: אָחִים - אָח [55] (5 minutes)

Pupils can complete the worksheet **WordWork: Brothers** to reinforce the various forms of אָח and אָחִים they have come across in these פְּסוּקִים. Note that some forms of this noun are irregular but, as it occurs frequently in the חוּמֵשׁ, it is worth pupils knowing these as sight words.

Worksheet 1 (Left):

WordWork: Brothers

Fill in the matching term in each star using the words from the word bank. One has been done as an example.

brothers	אָחִים	my brother	אָחִי
his brothers	אָחֵי	your brothers	אָחֵי

Stars to be filled:

- Star 1: brother / אָח (Example)
- Star 2: אחים
- Star 3: my brothers
- Star 4: אחי
- Star 5: your brother
- Star 6: אחי
- Star 7: his brother
- Star 8: אחי

Worksheet 2 (Right):

WordWork: Brothers

Fill in the matching term in each star. One has been done as an example.

Stars to be filled:

- Star 1: brother / אָח (Example)
- Star 2: אחים
- Star 3: my brothers
- Star 4: your brother
- Star 5: אחי
- Star 6: his brother
- Star 7: אחי

10. Summary Understanding Activity [S4, U2]**(5 minutes)**

Encourage pupils to summarise the פְּסוּקִים we have learned as well as the concept of כְּנוּיִים in various creative ways, for example, by playing 'Just a Minute'; by summarising everything in a limited number of characters or words; or by taking one word from the פְּסוּקִים and telling the story from the perspective of that word.

Once pupils are clear about the content of the פְּסוּקִים and the concept of כְּנוּיִים, point out that this is a real cliffhanger moment in the story: the readers know the brothers' plan but יוסף does not. יוסף is on his way – what will happen next?

Challenge pupils to predict that could happen next. How is everyone feeling and will they really be able to kill יוסף? Will the brothers behave as a group or will some individuals behave differently? Which of the brothers might feel differently towards יוסף or might feel responsible for him?

Pupils could write their predictions on cards or sticky notes, which could be revisited at a later date.

Lesson 3: יוסף's Alternative Plan of Action (רש"י פסוק כ"ד : כ"א-כ"ד)

Learning Outcomes:

- ❖ To understand the role of יוסף in offering an alternative to killing יוסף
- ❖ To understand רש"י's explanation of the seemingly superfluous words **אין בו מים**

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p>K2: Know that:</p> <p>יוסף hears of the plot and tries to save יוסף by suggesting that they throw him into a specific pit so that he can return later to rescue him.</p> <p>When יוסף reaches his brothers, they strip him of his כְּתֹנֶת and throw him into a pit.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>נצל</td> <td>וּנְצַלְהוּ, הַצִּיל</td> </tr> <tr> <td>כְּתֹנֶת</td> <td>כְּתֹנֶת (הַפְּסִים),</td> </tr> </table> <p>K4B: Know the following Hebrew key phrase:</p> <p>וְהַבּוֹר רֶק אֵין בּוֹ מַיִם</p> <p>K6: Know how רש"י understands the phrase וְהַבּוֹר רֶק אֵין בּוֹ מַיִם to mean that the pit was only empty of water but contained snakes and scorpions.</p>	נצל	וּנְצַלְהוּ, הַצִּיל	כְּתֹנֶת	כְּתֹנֶת (הַפְּסִים),	<p>S3: Read בְּרֵאשִׁית לֵיזָה : כ"א-כ"ד accurately, accentuating syllables correctly and recognising basic הַמְקָרָא טַעְמֵי הַמְקָרָא.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית לֵיזָה : כ"א-כ"ד.</p> <p>S5: Identify the word families and שְׁרָשִׁים of the keywords in these פְּסוּקִים.</p> <p>Identify the prefixes and suffixes of the keywords of these פְּסוּקִים.</p> <p>S6: Accurately read words in רש"י script.</p> <p>S7: Comprehend the simple meaning of a פְּרוֹשׁ with support:</p> <p>בְּרֵאשִׁית לֵיזָה : כ"ד on רש"י : וְהַבּוֹר רֶק אֵין בּוֹ מַיִם.</p>	<p>U1: Express the described feelings of characters involved, in particular יוסף's secret plan to save יוסף.</p> <p>U2: Identify a phrase that supports the פְּרוֹשׁ approach: לָשׁוֹן יִתְרָה (seemingly superfluous words) אין בו מים.</p> <p>U4: Understand how the seemingly superfluous words אין בו מים provide more information about the pit into which יוסף is thrown.</p>
נצל	וּנְצַלְהוּ, הַצִּיל					
כְּתֹנֶת	כְּתֹנֶת (הַפְּסִים),					

Words from Units 1-10

New words this lesson

Words from Unit 11 Lessons 1 and 2

כֹּה וַיִּשְׁמַע יוֹסֵף וַיִּצְלַחַהּ מִיָּדָם וַיֹּאמֶר לֹא נִכְנְוּ נַפְשׁ : כֹּה וַיֹּאמֶר אֱלֹהִים יוֹסֵף אֶל-תְּשַׁכְּבוּדָם הַשְּׁלִיכוּ אֹתוֹ אֶל-הַבּוֹר הַזֶּה אֲשֶׁר בְּמִדְבַר וְיָד אֶל-תְּשַׁלְּחוּ-בּוֹ לְמַעַן הַצִּיל אֹתוֹ מִיָּדָם לְהַשִּׁיבוֹ אֶל-אָבִיו : כֹּה וַיְהִי כַּאֲשֶׁר-בָּא יוֹסֵף אֶל-אֶחָיו וַיִּפְשְׁטוּ אֶת-יוֹסֵף אֶת-כְּתֹנֶתוֹ אֶת-כְּתֹנֶת הַפְּסִים אֲשֶׁר עָלָיו : כֹּה וַיִּשְׁתַּחֲוּ וַיִּשְׁלְכוּ אֹתוֹ הַבְּרָחָה וְהַבּוֹר רֶק אֵין בּוֹ מַיִם :

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

This task is similar to the reading practice activity in Lesson 2. Ask pupils to form groups of ten (or approximately ten). Provide each group with flashcards of the keywords studied in Lessons 1 and 2 and relevant keywords from previous units, to be distributed among the group.

Ask pupils to pass the cards around the circle until they are told to stop. Each pupil should then share the meaning of the word they have and one example of how that word is used in the פְּסוּקִים they have learned. Repeat this activity several times, encouraging pupils to share different uses of the same words. Stronger pupils can be encouraged to use Hebrew from the פְּסוּקִים in explaining how the word is used in the narrative so far.

הֵלַךְ	אָמַר
בּוֹא	רָאָה
שָׁמַע	נָגַד
אָכַל	מוֹת
שָׁדָה	אִישׁ

After one or two rounds, present the new words וַיִּצְלְחוּ, הִצִּיל, כְּתָנִים and פְּסִים and prompt children to work out their meanings. Give these flashcards to the groups and challenge them to think about how these words will feature in the story in the upcoming פְּסוּקִים, drawing on their פְּרָשָׁה knowledge to help them.

2. Reading Activity: כ"א-כ"ב : כ"א-כ"ב [S3]**(5 minutes)**

Instruct pupils to work in their groups to read the פְּסוּקִים to one another, checking for accuracy. Point out that the conversation that is taking place in these פְּסוּקִים is still part of what the brothers say to each other before יוסף reaches them, and that is why we are still reading them in groups.

3. Comprehension Activity: כ"א-כ"ב : כ"א-כ"ב [K4A, S4]**(10 minutes)**

כֹּה וַיִּשְׁמַע רְאוּבֵן וַיִּצְלְחוּ מִיָּדָם וַיֹּאמְרוּ לֹא נִכְנָו נַפְשׁ :
 כֹּה וַיֹּאמְרוּ אֲלֵהֶם רְאוּבֵן אֲלֵתְשָׁפְכֻדָּם הַשְּׁלִיכוּ אֹתוֹ אֶל-הַבּוֹר הַזֶּה אֲשֶׁר בְּמִדְבַּר וְיָד אֲלֵתְשָׁלְחוּ-בּוֹ
 לְמַעַן הִצִּיל אֹתוֹ מִיָּדָם לְהַשִּׁיבוֹ אֶל-אָבִיו :

Introduce the new keywords וַיִּצְלְחוּ and הִצִּיל and prompt pupils to work out their meanings.

Display the פְּסוּקִים and the following colour coded titles:

What רְאוּבֵן says first

What רְאוּבֵן suggests

What רְאוּבֵן plans to do

Challenge pupils to use their large פְּסוּקִים to decide which phrase belongs in each of the three categories.

What ראובן says first

לא נִכְנְנוּ נֶפֶשׁ

What ראובן suggests

אֶל־תִּשְׁפְּכוּדָם הַשְּׁלִיכוּ אֹתוֹ
אֶל־הַבּוֹר הַזֶּה אֲשֶׁר בְּמִדְבָּר
וְיָד אֶל־תִּשְׁלַחֲבוּ

What ראובן plans to do

הֲצִיל אֹתוֹ מִיָּדָם לְהִשִּׁיבוֹ אֶל־
אָבִיו

Ask pupils to circle the words meaning ‘no’ or ‘not’ (‘לא’ and ‘אל’) that ראובן uses to warn the brothers *against* doing something.

Pupils can now complete the worksheet **ראובן Plans to Save יוסף** to reinforce comprehension of the פְּסוּקִים.

יוסף Plans to Save ראובן

1. Draw a box around the name of the person who is speaking in these פְּסוּקִים.
2. Copy the underlined phrases into the speech bubbles below. Use the key to help you decide which phrase belongs in each speech bubble.
3. Circle the words meaning 'no' or 'not'.
4. Answer the questions at the bottom of the page.

כֹּה יֹאמֶר רְאוּבֵן וְיִצְחָק לְבָנָיו וְיֹאמְרוּ לָהֶם וַיִּכְנְנוּ עִמָּם כִּבְיֹאכֶם אֵלֵינוּ
וְיֹאמְרוּ אֵלָיו וְיִשְׁפְּרוּ דַם וְשִׁלְכֻהוּ אֵלֵינוּ מִן־הַבּוֹר הַזֶּה אֲשֶׁר בְּמִדְבָּר וְיָד אֶל־
תִּשְׁלַחֲבוּ לְיָדוֹ לְהִשִּׁיבוֹ אֶל־אָבִיו

Key: Blue = what ראובן says first
Green = what ראובן plans to do
Red = what ראובן suggests

1. What does ראובן urge the brothers not to do?
2. What does ראובן suggest they do instead?
3. What is ראובן's plan?
4. Can you find the וָשֵׁב meaning 'save'? Write it here:
How many times does it appear in these פְּסוּקִים?

LO 54 11 JCP Unit 11 Revised November 2016 89

4. Understanding Activity [U1] (5 minutes)

To demonstrate their understanding of ראובן's thoughts and intentions, pupils can be asked to participate in a 'Conscience Alley' drama activity.

Ask pupils to make two lines in a corridor for ראובן to walk through. Pupils on one side must call out reasons for killing יוסף; pupils on the other side need to call out reasons *not* to kill יוסף. Several pupils can take turns to be ראובן and discuss their decision after having walked through the 'alley'.

ראובן Thinks, ראובן Says (Part 1)

Imagine you are ראובן and you have just heard your brothers plotting to kill יוסף.

In the speech bubble below, write in your own words what you say to your brothers.

In the thought bubble, write what you are thinking or feeling, and what you plan to do.

Use you פְּסוּקִים לִרְאוּבֵן to help you.

LO 54, 91 11 JCP Unit 11 Revised November 2016 89

Pupils can then complete the worksheet **ראובן Thinks, ראובן Says** (differentiated).

Where has יוסף been while this has been happening? (*He was seen by the brothers מֵרֶחֶק – from far away – so all this has happened while he has been making his way towards his brothers.*)

Let's find out what happens when he reaches his brothers.

5. Reading Activity: כ"ג-כ"ד : כ"ג-כ"ד [S3]**(5 minutes)**

Model the reading of these פסוקים using the strategies outlined in the Teachers' Guidelines. Pupils should be familiar with much of the vocabulary in this פסוק. They can work in pairs to read the פסוק, checking each other's accuracy, and then take turns to read it aloud to the class.

6. Comprehension Activity [S4, S5, K4B, U1]**(10 minutes)**

כג ויהי כאשר-בא יוסף אל-אחיו ויפשטו את-יוסף את-כתנתו את-כתנת הפסים אשר עליו : כד ויקחהו וישלכו אתו הברה והבור רק אין בו מים :

Most of the words in these פסוקים are now familiar. Give the meaning of ויפשטו. Draw or demonstrate the meaning of the word רק.

Using the large כ"ג-כ"ד with questions (Classroom Resources), ask pupils to:

- circle all the verbs in the פסוקים (בא, ויפשטו, ויקחהו, וישלכו). If needed, remind them of the הו suffixes learned in Lesson 2.
- identify who does each action and who it is done to (יוסף *comes to his brothers, the brothers strip יוסף of his כתנת, they take יוסף and throw him in the pit*)
- identify two objects mentioned in the פסוקים (בור and כתנת)

בראשית ל"ז : כ"ג, כ"ד

כג ויהי כאשר-בא יוסף אל-אחיו
ויפשטו את-יוסף את-כתנתו את-כתנת
הפסים אשר עליו : כד ויקחהו וישלכו
אתו הברה והבור רק אין בו מים :

1. Circle all the verb פשטים

2. Who does each action? _____

3. Who is the action done to? _____

4. What are the two objects mentioned in these פסוקים?
_____ and _____

© 2011 PaJeS

Pupils could now role play these פסוקים, with some pupils being narrators and others silently demonstrating the actions of יוסף and the brothers.

Encourage pupils to express the character's feelings and reactions using gestures, facial expression and additional actions.

Pupils should explain:

- the ways in which they depict יוסף: How might he react?
- the ways in which they represent the brothers: What might they be saying? Might some brothers, e.g. ראובן, act differently?

Encourage pupils to read, write and memorise the phrase ויהי כאשר-בא יוסף אל-אחיו and its meaning.

7. Investigating רש"י [K6, S6, S7, U4]**(15 minutes)**

Distribute the **Investigating רש"י** template to pupils and ask them to find the רש"י comment on the חומ"ש page. The רש"י template can be displayed on the IWB as a guide. Some pupils might be able to complete the template in pairs or independently.

The image shows two versions of a worksheet titled "Investigating Rashi".

Left Version (Student Template):

- A I am investigating פסוק:** 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 רש"י and write its meaning next to it.

Right Version (Teacher Guide):

- B 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.
- D Using רש"י to make connections:** Summarise the פסוק to include רש"י's comment.

Summarising the פסוק [S4]

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 in the previous activity, 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 add to their summaries if they have not included relevant information.

Questions on the פסוק [U2]

Pupils can work in pairs, perhaps using question cubes.

Suggested questions:

- Who actually throws יוסף in the pit? Where is this pit? What sort of pit is it?
- Why does the תורה say there is no water in the pit if we are already told that the pit is empty? Why is there no mention of יוסף by name in the פסוק?

Encourage pupils to share their questions with the class and ask pupils to complete part B of the template.

רש"י Trigger Activity [U2]

Display רש"י omitting the words אין בו מים on the board/IWB.

Does it make any difference to the meaning of the פסוק if the words are left out? (*No. If the pit is empty then of course there is no water in it.*)

Remind pupils that every word in the תורה is there for a reason. There is no such thing in the תורה as an unnecessary or seemingly extra word.

פרשנות Rules

Rule 1 – לשון יתרה:
Every word in the תורה has a purpose – there are no 'extra' words.

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

Rule 3 – שנוי בקדמי מילים:
We can learn deeper meaning when words in a פסוק are in an unusual order.

Rule 4 – הבהרת מילים לא ברורות:
We can learn deeper meaning by explaining ambiguous words in a פסוק.

Rule 5 – דקדוק לא עקבי: We can learn deeper meaning from an apparent mismatch in grammar in the פסוקים.

Show pupils the פרשנות rules that we have learned in Unit 9.

Which פרשנות rule have we learned about seemingly extra words? (לשון יתרה.)

Pupils can now complete part C of the template.

Reading and Comprehension Activity [S6, S7]

וְהַבּוֹר רֶק אֵין צו מַיִם מִמַּשְׁמַע שְׁנֵאֲמַר וְהַבּוֹר רֶק, אֵינִי יוֹדֵעַ שְׁאֵין צו מַיִם? מַה תִּלְמוּד לומר אֵין צו מַיִם? מַיִם אֵין צו, אֲבָל נְחָשִׁים וְעַקְרָבִים יֵשׁ צו:

Remind pupils of the term **המתחיל** (the word(s) quotes from the פסוק that he uses as the starting point for his comment, דיבור meaning *words* and **המתחיל** meaning *that begin* (the comment).)

רש"י פסוק כ"ד

וְהַבּוֹר רֶק אֵין צו מַיִם
מִמַּשְׁמַע שְׁנֵאֲמַר וְהַבּוֹר רֶק,
אֵינִי יוֹדֵעַ שְׁאֵין צו מַיִם?
מַה תִּלְמוּד לומר אֵין צו מַיִם?
מַיִם אֵין צו,
אֲבָל נְחָשִׁים וְעַקְרָבִים יֵשׁ צו:

Ask pupils to locate the **מַיִם** בו אֵין – והבּוֹר רֶק אֵין – and complete part D of the רש"י template.

Ask pupils to work in pairs to read through the רש"י using the רש"י alphabet chart from the Reading רש"י booklet as a reference, or by using the large רש"י. Pupils can then copy רש"י's comment into part E of the template.

Ask pupils to circle familiar words, for example בּוֹר, רֶק, אֵין, גִּישׁ, מַיִם. Use the images from the Classroom Resources to show the meaning of the unfamiliar words נְחָשִׁים/עַקְרָבִים – *snakes, scorpions*.



What is רש"י explaining to us? (*The pit is empty of water but full of scorpions and snakes.*)

Using רש"י to Make Connections [U2]

Pupils can now complete part F of the template where they summarise the פסוק to include רש"י's comment on בּוּ מַיִם בּוֹ אֵין בּוֹ מַיִם.

(The brothers took him and threw him into the pit but the pit was empty. Even though there was no water in it, the pit contained snakes and scorpions, whose bites are lethal.)

8. Summary Activity [K2, S4]**(5 minutes)**

Remind children of the Emotionometer that was used in Unit 10.

Discuss where the emotions of the characters might be plotted by the end of פסוק כ"ד. What is the situation like now? *(Possibly the lowest point yet. The brothers have gone as far as planning to kill יוסף. Even though ראובן has convinced them not to, they have thrown him in a pit full of snakes and scorpions. יוסף is likely to be shocked and terrified at what his brothers have just done to him).*

How have they reached this point? Let's look back at key points in the story from the beginning of פָּרַק ל"ז.

Distribute the Hebrew and English phrases describing key events up until this point (Classroom Resources), either to the whole class or to groups of pupils.

<table border="1"> <tbody> <tr><td>וַיִּשְׂרָאֵל אֶהָב אֶת-יוֹסֵף</td></tr> <tr><td>יוסף loved ישראל</td></tr> <tr><td>וַעֲשָׂה לוֹ כְּתֹנֶת פָּסִים</td></tr> <tr><td>and he made him a כְּתֹנֶת</td></tr> <tr><td>וַיַּחְלֹם יוֹסֵף...</td></tr> <tr><td>יוסף dreamed,</td></tr> <tr><td>וַיַּגִּד לְאָחָיו</td></tr> </tbody> </table>	וַיִּשְׂרָאֵל אֶהָב אֶת-יוֹסֵף	יוסף loved ישראל	וַעֲשָׂה לוֹ כְּתֹנֶת פָּסִים	and he made him a כְּתֹנֶת	וַיַּחְלֹם יוֹסֵף...	יוסף dreamed,	וַיַּגִּד לְאָחָיו	<table border="1"> <tbody> <tr><td>and he told his brothers</td></tr> <tr><td>וַיִּקְנְאוּ-בּוֹ אָחָיו</td></tr> <tr><td>his brothers were jealous of him</td></tr> <tr><td>וַיִּשְׁלַחְהוּ מֵעֵמֶק חֲבֹרֹן</td></tr> <tr><td>he sent him from עֵמֶק חֲבֹרֹן</td></tr> <tr><td>וַיִּמְצְאוּם בְּדִתָּן</td></tr> </tbody> </table>	and he told his brothers	וַיִּקְנְאוּ-בּוֹ אָחָיו	his brothers were jealous of him	וַיִּשְׁלַחְהוּ מֵעֵמֶק חֲבֹרֹן	he sent him from עֵמֶק חֲבֹרֹן	וַיִּמְצְאוּם בְּדִתָּן
וַיִּשְׂרָאֵל אֶהָב אֶת-יוֹסֵף														
יוסף loved ישראל														
וַעֲשָׂה לוֹ כְּתֹנֶת פָּסִים														
and he made him a כְּתֹנֶת														
וַיַּחְלֹם יוֹסֵף...														
יוסף dreamed,														
וַיַּגִּד לְאָחָיו														
and he told his brothers														
וַיִּקְנְאוּ-בּוֹ אָחָיו														
his brothers were jealous of him														
וַיִּשְׁלַחְהוּ מֵעֵמֶק חֲבֹרֹן														
he sent him from עֵמֶק חֲבֹרֹן														
וַיִּמְצְאוּם בְּדִתָּן														
<table border="1"> <tbody> <tr><td>he found them in דִּתָּן</td></tr> <tr><td>וַיֵּרְאוּ אֹתוֹ מֵרֶחֶק</td></tr> <tr><td>they saw him from a distance</td></tr> <tr><td>וַיִּתְנַבְּלוּ אֹתוֹ לְהַמִּיתוֹ</td></tr> <tr><td>they plotted to kill him</td></tr> <tr><td>וַיַּצִּלְהוּ מִיָּדָם</td></tr> </tbody> </table>	he found them in דִּתָּן	וַיֵּרְאוּ אֹתוֹ מֵרֶחֶק	they saw him from a distance	וַיִּתְנַבְּלוּ אֹתוֹ לְהַמִּיתוֹ	they plotted to kill him	וַיַּצִּלְהוּ מִיָּדָם	<table border="1"> <tbody> <tr><td>he saved him from their hands</td></tr> <tr><td>וַיִּפְשִׁיטוּ אֶת-כְּתֹנֶתוֹ</td></tr> <tr><td>they stripped him of his coat</td></tr> <tr><td>וַיִּשְׁלְכוּ אֹתוֹ הַבְּרֶה</td></tr> <tr><td>they threw him into the pit</td></tr> </tbody> </table>	he saved him from their hands	וַיִּפְשִׁיטוּ אֶת-כְּתֹנֶתוֹ	they stripped him of his coat	וַיִּשְׁלְכוּ אֹתוֹ הַבְּרֶה	they threw him into the pit		
he found them in דִּתָּן														
וַיֵּרְאוּ אֹתוֹ מֵרֶחֶק														
they saw him from a distance														
וַיִּתְנַבְּלוּ אֹתוֹ לְהַמִּיתוֹ														
they plotted to kill him														
וַיַּצִּלְהוּ מִיָּדָם														
he saved him from their hands														
וַיִּפְשִׁיטוּ אֶת-כְּתֹנֶתוֹ														
they stripped him of his coat														
וַיִּשְׁלְכוּ אֹתוֹ הַבְּרֶה														
they threw him into the pit														

Unit 11: The Sale of יוסף : ייב-לייו : יוסף – Revised November 2016

Challenge pupils to match the English phrases to their correct Hebrew pairs and to arrange the phrases in chronological order. Pupils can line up in order at the front of the class, or sequence the phrases on the board or their tables.

Discuss how each occurrence brings the characters closer to the point where יוסף is thrown in the pit.

Pupils can then complete the worksheet **Phrases that Lead Down into the Pit** by numbering the phrases, and then writing them in the correct sequence leading down to the pit.

Phrases that Lead Down into the Pit (1)

Match the Hebrew words and phrases below to their English meanings in the boxes, and number the order in which they occur in the story. Use your *sefer* to help you. The first one has been done for you.

<input type="checkbox"/> he found them in ימי	<input type="checkbox"/> his brothers were jealous of him
<input type="checkbox"/> he dreamed, and he told his brothers	<input type="checkbox"/> he sent him from his brothers
<input type="checkbox"/> he saved him from their hands	<input type="checkbox"/> they threw him into the pit
<input type="checkbox"/> they plotted to kill him	<input type="checkbox"/> they saw him from a distance
<input type="checkbox"/> they stripped him of his coat	<input checked="" type="checkbox"/> יוסף loved יוסף
<input type="checkbox"/> and he made him a קנין	

• ויפגשוהו כי היתה ששית	• ויבגדו בו אחיו
• ויפגשוהו טעמו חבירו	• וינחילוהו מן הבריו
• ויפגשוהו אצל פטו	• וינחילוהו מן הבריו
• ויפגשוהו אצל פטו	• וינחילוהו מן הבריו
• ויפגשוהו אצל פטו	• וינחילוהו מן הבריו

101 K2, 54 © JCP Unit 11 Revised November 2016 #13

Phrases that Lead Down into the Pit (2)

Copy the Hebrew words from Phrases that Lead Down into the Pit (1) in the correct order leading down into the pit.

101 K2, 54 © JCP Unit 11 Revised November 2016 #14

Lesson 4: A Caravan of יְשָׁמְעָאִים Arrives and יהודה Has a Plan (בְּרֵאשִׁית ל"ז: כ"ה-כ"ז)

Learning Outcomes:

- ❖ To understand the תורה's use of הנה to show the brothers' surprise at seeing a caravan of camels
- ❖ To understand יהודה's use of language when convincing his brothers to sell יוסף
- ❖ To compare and contrast יהודה and ראובן's plans

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p>K2: Know that:</p> <p>The brothers sit down to eat a meal together when they suddenly see a caravan of יְשָׁמְעָאִים coming from גִּלְעָד carrying spices to מִצְרָיִם.</p> <p>יהודה asks his brothers what benefit there is in killing their brother and hiding it. He suggests that they sell יוסף to the יְשָׁמְעָאִים and the brothers agree.</p>	<p>S3: Read בְּרֵאשִׁית ל"ז: כ"ה-כ"ז accurately and fluently, accentuating syllables correctly and recognising אֶתְנַחֲתָא.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית ל"ז: כ"ה-כ"ז.</p> <p>S5: Know the meaning of a range of suffixes, including third person singular and third person plural with their direct object for a range of verbs.</p>	<p>U1: Reflect on and discuss the events and feelings of the brothers in deciding whether to leave יוסף in the pit or to sell him to the יְשָׁמְעָאִים.</p> <p>U2: Understand with support how the use of certain words or phrases like אַח, וְהֵנָּה provide clues about likely feelings and intentions of the characters and events in the narrative.</p>

Words from Units 1-10

Words learned in previous lessons in this unit

כה וַיֵּשְׁבוּ לֶאֱכֹל-לֶחֶם וַיִּשְׂאוּ עֵינֵיהֶם וַיֵּרְאוּ וְהִנֵּה אַרְחַת יְשָׁמְעָאִים בָּאָה מִגִּלְעָד וַיְגַמְלִיהֶם נִשְׂאִים נִכְאֵת וַיִּצְרִי וְלֹט הוֹלְכִים לְהוֹרִיד מִצְרַיִמָּה: כו וַיֹּאמֶר יְהוּדָה אֶל-אַחֵיו מַה-בְּצַע כִּי נַחֲרַג אֶת-אַחֵינוּ וְכִסִּינוּ אֶת-דָּמוֹ: כז לָכוּ וְנִמְכְּרֵנוּ לַיְשָׁמְעָאִים וַיִּדְנֹו אֶל-תְּהִיבוֹ כִּי-אַחֵינוּ בְּשָׂרְנוּ הוּא וַיִּשְׁמְעוּ אַחֵיו:

1. Revision Activity: What Was the Plan? What Happened? [K2, S4, U1, U2]

(5 minutes)

Display כ"ב and כ"ג. Ask the class to identify which פסוק tells us the brothers' plan, which tells us יוסף's plan and which tells us what actually happened. Using the cards from Classroom Resources, label the פסוקים to identify them on the board.



כ ועתה לכו ונהרגו ונשלכו באחד הברות ואמרנו חיה רעה אכלתהו ונראה מהיהיו חלמתיו :



כב ויאמר אליהם יוסף אליהם שכליתם אתו אלהיבור הזה אשר במדבר ונד אל תשלחונו למען הציל אתו מידם להשיבו אל אביו :

כג ויהי כאשר יוסף אלאחיו ויפשיטו את יוסף את כתנתו את כתנת הפסים אשר עליו :



כד ויקחהו וישלכו אתו הברה והבור רק אין בו מים :

Ask pupils to complete the top section of the worksheet **What is the Plan? What Actually Happened?**

Challenge pupils to explore the various possibilities that still remain by making brief notes in the bottom section of the table and discuss these further as a class.

What is the Plan? What Actually Happened?

	The Brothers' Plan	יוסף's Plan	What Actually Happened?
	קטן	קטן	קטן
Plans and Actions	1. _____ יקח 2. Throw him _____ 3. Tell _____ that _____	1. Do not _____ 2. Throw him in a _____ specific _____	1. They took off his _____ 2. They threw him _____ 3. The pit had _____
Challenge:			
Possible/Expected Outcomes	For יקח _____	For יקח _____	For יקח _____
	For הברות _____	For הברות _____	For הברות _____

10/12/16 PaJeS © PaJeS 2016 Revised November 2016 813

2. Reading Activity: בְּרֵאשִׁית לִיז : כ״ה [S3] (5 minutes)

Model the reading, choosing from a variety of familiar reading strategies outlined in the Teachers' Guidelines. Challenge pupils to notice the number of verbs in the sentence as they read.

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

כֹּה וַיֵּשְׁבוּ לֶאֱכֹל־לֶחֶם וַיִּשְׂאוּ עֵינֵיהֶם וַיִּרְאוּ וְהִנֵּה אַרְחַת יִשְׁמַעְאֵלִים בָּאָה מִגְּלָעַד וּגְמֵלֵיהֶם נִשְׂאִים נְכֹאֵת וְצָרִי וְלֹט הוֹלְכִים לְהוֹרִיד מִצְרַיִם :

Display the פָּסוּק כ״ה. Most of the words should be familiar from previous units.

Display the images of the caravan of camels and the brothers (Classroom Resources) and ask pupils to match the flashcards to the correct images in order to visualise the פָּסוּק more clearly. It might also be helpful to draw hills between the two groups, to remind pupils of the topography and the fact that travellers are visible from far away as we saw when יוֹסֵף was coming. Give pupils the meaning of נְכֹאֵת and לֹט – all merchandise carried by the camels and traded by the יִשְׁמַעְאֵלִים. נְכֹאֵת – spices such as cloves and cinnamon; צָרִי – balsam (wood resin); and לֹט – lotus, a fragrant gum used to make perfumes.

Ask pupils to identify the verbs in the פָּסוּק and to match the verbs to the two images as follows:



וַיֵּשְׁבוּ, לֶאֱכֹל, וַיִּשְׂאוּ, וַיִּרְאוּ



בָּאָה, נִשְׂאִים, הוֹלְכִים

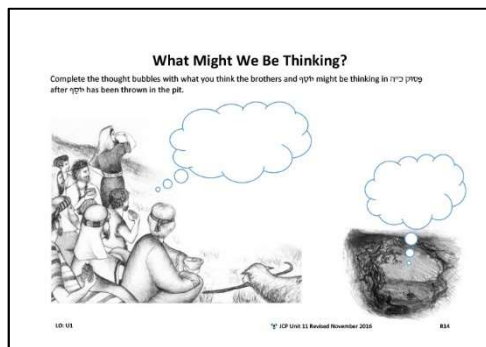
Ask pupils to use the information on the board to work out the meaning of this פָּסוּק in pairs. To assess comprehension, ask pupils:

- What are the brothers doing now? (וַיֵּשְׁבוּ לֶאֱכֹל־לֶחֶם) – *sitting and eating bread – a meal*

- How do we know that the brothers are surprised to see a caravan of יְשָׁמְעָאִים?
(The word הֵנָּה indicates something unexpected.)
- Where is the caravan coming from? (גִּלְעָד – מִגִּלְעָד)
- How do you think the brothers know what kind of goods the caravan is carrying?
(The goods are heavily scented.)
- Where is the caravan going to? (מִצְרָיִם – to Egypt)

The תּוֹרָה reports no conversation between the brothers. Pupils could complete the worksheet **What Might We Be Thinking?** to explore their possible thoughts, including:

- They may feel guilty about what they have just done, but they seem to be relaxed enough to have a meal together.
- They might feel they have succeeded in their plan, so there is nothing more to discuss.
- They might feel that their actions are justified.
- They might be wondering if they did a good thing or not.



4. Understanding Activity [U1, U2]

(5 minutes)

Remind pupils that הֵנָּה shows surprise or something unexpected. Challenge pupils to remember where we have seen this used previously. (Unit 9 when יַעֲקֹב has his dream, and in Unit 10 when יוסף retells his dreams.)

Why might there be a 'הֵנָּה' in this פְּסוּק? Surely caravans are common in this part of the world? What might the word הֵנָּה suggest to us about the brothers' feelings?

Write good suggestions on the board, including:

- The brothers may be startled to think that someone might have seen them throwing יוסף into the pit.
- The יְשָׁמְעָאִים usually carry tar and paraffin so they are surprised that their merchandise smells so good. (רש"י)
- They suddenly realise that there may be another way of getting rid of יוסף that they had not considered.

5. WordWork Flashcard Activity: Revising Third Person Plural Verbs [S5]

(10 minutes)

Display the verb flashcards (Classroom Resources). Ask pupils to sequence the words in the order in which they occur in the narrative, using their חומשים to help them (this can also be done as a click and drag activity on the IWB).

ויצלהו	ויפשיטו	וישאלהו	וילך	ויבא	וישמע
ויקחהו	וישלוכו	וימצאם	ויראו	וילכו	ויאמר
וישבו	וישאו	ויתנכלו	ויאמרו	וישלקהו	וימצאהו

Encourage pupils to recall the context in which these words feature – who did what and to whom?

Remind pupils of the ‘הו’ verb ending, which indicates the direct object, then challenge pupils to sort the flashcards into the following categories:

- third person singular
- third person singular with direct object
- third person plural
- third person plural with the direct object

Pupils can then complete the worksheet **WordWork: Third Person Action Words** by writing the verbs into the correct columns.

WordWork: Third Person Action Words

Sort the words in the box below into their correct columns.

ויקחהו	וילכו	ויתנכלו	וישאלהו
וישלוכו	ויאמר	ויאמרו	וילך
וישבו	וישלקהו	ויצלהו	וימצאם
וישאו	וימצאהו	ויפשיטו	ויראו
	ויבא	וישמע	

Third person singular	Third person singular with direct object	Third person plural	Third person plural with direct object
וילך	וישאלהו	וילכו	ויקחהו
ויאמר	ויצלהו	ויתנכלו	
ויבא	וימצאם	ויאמרו	
וישמע	וימצאהו	ויראו	
	וישלקהו	ויפשיטו	
		וישאו	
		וישלוכו	
		וילכו	

© JCP Unit 11 Revised November 2016

6. Reading Activity: כ"ו-כ"ז : כ"ו-כ"ז [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]**(10 minutes)**

כו ויאמר יהודה אל־אָחיו מִהֲבָצַע כִּי נִהְרַג אֶת־אָחִינוּ וְכָסִינוּ אֶת־דָּמוֹ :
 כז לכו ונמכרנו לישמעאלים ונדנו אל־תְּהִיבוּ כִּי־אָחִינוּ בְּשָׂרֵנוּ הוּא וְיִשְׁמְעוּ אָחִיו :

Give the meaning of מִהֲבָצַע (*What will we gain?*), אָחִינוּ בְּשָׂרֵנוּ (*he is our flesh and our brother, i.e. our flesh and blood*) and וְכָסִינוּ אֶת־דָּמוֹ (*cover up his blood, cover up what we did*), explaining that these are expressions and don't need to be translated word for word.

Display the פְּסוּקִים and the following colour coded titles:

יהודה's challenge

יהודה's suggestion

יהודה's reason

Challenge pupils to use their large פְּסוּקִים to decide which phrase belongs in each of the three categories.

יהודה's challenge

מִהֲבָצַע כִּי נִהְרַג אֶת־אָחִינוּ
 וְכָסִינוּ אֶת־דָּמוֹ

יהודה's suggestion

לְכוּ וְנִמְכְּרֵנוּ לְיִשְׁמַעְאֵלִים
 וְנִדְנוּ אֶל־תְּהִיבוּ

יהודה's reason

כִּי־אָחִינוּ בְּשָׂרֵנוּ הוּא

Pupils can now complete the worksheet **יהודה Has a Plan** to reinforce comprehension of the פְּסוּקִים.

יהודה Has a Plan


1. Draw a box around the name of the person who is speaking in these פְּסוּקִים.
2. Copy the underlined phrases into the speech bubbles below. Use the key to help you decide which phrase belongs in each speech bubble.
3. Circle the words that the speaker uses to refer to יוסף.

כו ויאמר יהודה אל־אָחיו מִהֲבָצַע כִּי נִהְרַג אֶת־אָחִינוּ וְכָסִינוּ אֶת־דָּמוֹ :
 כז לכו ונמכרנו לישמעאלים ונדנו אל־תְּהִיבוּ כִּי־אָחִינוּ בְּשָׂרֵנוּ הוּא וְיִשְׁמְעוּ אָחִיו :

⬇

⬇

⬇



Key: Green = יהודה's challenge Blue = יהודה's suggestion
 Red = יהודה's reason

10/54 י"ד ICP Unit 11 Revised November 2016 836

Ask the following questions to check comprehension:

- Who is speaking to whom? (יהודה – אֶל־אָחָיו) – *to his brothers*)
- Who is יהודה speaking about? (יוסף)
- How does he refer to יוסף? (אָחֵינוּ – *our brother*)

Remember that we have already looked at the word אָח to find out about feelings in this story.



- What do you think the use of the word אָחֵינוּ reveals about יהודה's feelings towards יוסף? (*that he still feels connected to יוסף as a brother even if the brothers did not treat him like one*)
- What does יהודה suggest they do? (וְנִמְכְּרֵנוּ לְיִשְׁמָעֵאלִים) – *let's sell him to the יִשְׁמָעֵאלִים*)
- How do we know that the brothers accept his suggestion? (וַיִּשְׁמְעוּ אָחָיו) – *his brothers listened*)

8a. Understanding Activity 1 [U2]

(5 minutes)

Ask pupils to compare יהודה's actions and ראוּבֵן and ראוּבֵן's actions by referring to the worksheets **ראוּבֵן Plans to Save יוסף** and **יהודה Has a Plan** (כ"ו-כ"ז to כ"א-כ"ב).

Display the Classroom Resource **ראוּבֵן Acts, יהודה Acts**, and challenge pupils to complete the table.

ראוּבֵן Acts, יהודה Acts		
ראוּבֵן 	Questions	יהודה 
וְנִדְ אֶל־תְּשַׁלְּחֵנוּבּוּ	Which phrases are similar in the words of the two?	וְנִדְנוּ אֶל־תְּהִירִבוּ
ראוּבֵן THINKS about his real reason	What is the difference in how they present their reasons?	יהודה SAYS his reason aloud
אתוּ - him	How does each of them refer to יוסף?	אָחֵינוּ בְּשָׂרְנוּ
ראוּבֵן, as the oldest brother, might see יוסף as his responsibility and so speaks up in his defence. However, he is reluctant to share with the brothers what he plans to do.	How might this reveal their different intentions?	יהודה seems to feel an emotional attachment to יוסף. He isn't afraid to try to change the brothers' mind about their actions.

JCP Unit 11 Revised October 2016

8b. Understanding Activity 2 [U1]

(5 minutes)

Ask pupils to imagine that they are the brothers, and they have just heard יהודה make his suggestion as to what should be done with יוסף. This can again be explored through the drama technique ‘Conscience Alley’ described in Lesson 3 Activity 4. They now need to decide whether to leave יוסף in the pit or sell him to the יִשְׁמַעֲאֵלִים.

Pupils can work in groups to discuss the various options and decide on the advantages and disadvantages of each. They can make notes of their ideas on the worksheet **Advantages and Disadvantages**, and then share the outcome of their discussions with the class.

Pupils may mention any of the following suggestions in their role plays:

	Sell יוסף	Leave יוסף in the pit
Advantages	<ul style="list-style-type: none"> Selling him feels better than killing him. We could make some money on the sale. If anything happens to him it won't be our fault. It would be easier on our conscience if we know we have sold him rather than letting him die in the pit. 	<ul style="list-style-type: none"> We already decided to throw him in the pit. Why should we change our minds? Leaving him where he is will make sure we got rid of him. We should leave him where he is. Someone may see us taking him out. It's best to get away quickly.
Disadvantages	<ul style="list-style-type: none"> We followed רָאוּבֵן's advice. He may be angry if we remove him from the pit. The deed is done, let's stick with it. The יִשְׁמַעֲאֵלִים may get a message back to our father that we sold יוסף to them. He might escape from the יִשְׁמַעֲאֵלִים and report back to our father about what we have done. The יִשְׁמַעֲאֵלִים might treat him cruelly. He is our brother after all! 	<ul style="list-style-type: none"> We will be guilty of murder because he may starve to death. Listen! He is already screaming for help. People will hear him. Should we really have done this to our brother?

9. Summary and Understanding Activity – כְּנוּיִים [U1, U2]

(10 minutes)

After several groups have presented their arguments, ask:

- What did the brothers decide to do in the end? (*Sell יוסף to the יִשְׁמַעֲאֵלִים*)
- Which words tell us what they decided? (וַיִּשְׁמְעוּ אֶת־יוֹדָה)
- Which words of יהודה's do you think persuade them to follow his plan rather than to follow רָאוּבֵן's plan? (אֶחָיו בְּשָׂרְנוֹ הוּא, אֶחָיו, מִהַבְּצָע)

Discuss the reasons for their choice. Remind the class of the discussion we had about כְּנוּיִים in Lesson 2, referring back to the worksheet **What Are They Called?**

- How did יוסף see and describe his brothers throughout? (*as אָחִים – brothers*)
- How did the brothers see and describe יוסף? (*They did not mention his name or call him a brother. They called him a בְּעַל הַחִלְמוֹת.*)
- How does יְהוֹדָה change this negative pattern of כְּנוּיִים? (*by calling him אָחִינוּ בְּשֵׁרְנוּ*)

Emphasise to pupils that it is calling יוסף בְּשֵׁרְנוּ: אָחִינוּ that makes the brothers listen and change their minds about killing יוסף. When he is called a brother, they see him as a brother and they no longer want to kill him.

Pupils can play a 'headband' type of game using the כְּנוּיִים flashcards (Classroom Resources). One pupil at a time can represent יוסף by wearing one of the כְּנוּיִים on a crown or headband on his head – the class can see what it is, 'יוסף' cannot.

'יוסף' can ask questions to find out what the כְּנוּיִ is, for example

Who calls me this name?

How does this person feel when they call me this name?

What happens after I am called this name?

Lesson 5: Who Dunit? What Happened Here? – Working with רש"י and פְּרָשְׁנוֹת Rules (בְּרֵאשִׁית ל"ז: כ"ח-ל')

Learning Outcomes:

- ❖ To understand how רש"י explains the ambiguous way in which the תּוֹרָה describes the actions done to יוסף
- ❖ To understand how רְאוּבֵן's reaction to יוסף's disappearance reveals his relationship with יוסף and aspects of his character and motivation

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p>K2: Know that רְאוּבֵן returns to the pit and discovers that יוסף is not there. He tears his clothes in grief, then returns to his brothers and reports that יוסף is gone, and shows his upset.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>אָן</td> <td>אָנָה</td> </tr> <tr> <td>קָרַע</td> <td>וַיִּקְרַע</td> </tr> </table> <p>Know the relevant Hebrew keywords from previous units (see words highlighted in blue below and the table at the front of this guide).</p> <p>K4B: Fluently recall the key phrase: וַאֲנִי אָנָה אֲנִיבֶאֱמָר</p> <p>K6: Know how רש"י understands the word וַיִּמְשְׁכוּ to mean that יוסף was pulled from the pit by his brothers, then sold via the יִשְׁמַעְאֵלִים to the מִדְיָנִים, and taken to Egypt.</p>	אָן	אָנָה	קָרַע	וַיִּקְרַע	<p>S1: Locate רש"י on חוּמָשׁ in the בְּרֵאשִׁית ל"ז: כ"ח.</p> <p>S3: Read בְּרֵאשִׁית ל"ז: כ"ח-ל' accurately and fluently, accentuating syllables correctly and recognising אֶתְנַחֵתָא.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית ל"ז: כ"ח-ל'.</p> <p>S5: Identify the word families and שְׁרָשִׁים of new keywords and words studied in previous units, including third person plural – וַיַּעֲלוּ, וַיִּמְכְּרוּ, וַיִּבְיֵאוּ.</p> <p>S6: Accurately read words in רש"י script.</p> <p>S7: Comprehend the simple meaning of a פְּרוּשׁ independently: רש"י on וַיִּמְשְׁכוּ: בְּרֵאשִׁית ל"ז: כ"ח.</p>	<p>U1: Reflect on and discuss the likely feelings of the characters involved in the story.</p> <p>U2: Identify a phrase that supports the פְּרָשְׁנוֹת approach: הִבְנַת מְלִים לֹא בְּרוּרָת (extra meaning can be derived from ambiguous words) – וַיִּמְשְׁכוּ.</p> <p>Understand how the word הִנֵּה indicates רְאוּבֵן's surprise and how the repetition of the word אָנִי shows his concern about what the consequences of יוסף's disappearance will be for himself.</p> <p>U4: Understand how the ambiguity in the subjects of the verbs (וַיִּמְשְׁכוּ) leads רש"י to identify that the brothers pull יוסף from the pit, sell him to the יִשְׁמַעְאֵלִים, who sell him to the מִדְיָנִים, who take him to מִצְרַיִם.</p>
אָן	אָנָה					
קָרַע	וַיִּקְרַע					

Words from Units 1-10**Words learned in previous lessons in this unit****New words this lesson**

כח ויעברו אנשים מדיננים סחרים וימשכו ויעלו את יוסף מן הבור וימכרו את יוסף
 לישמעאלים בעשרים כסף וביאו את יוסף מצרימה : כט וישב ראובן אל הבור והנה אין יוסף
 בבור ויקרע את בגדיו : ל וישב אל אחיו ויאמר הילד איננו ואני אנה אני בא :

1. Revision Activity [K2, S5]**(5 minutes)**

Display verbs from פסוקים כ"ה-כ"ז (Classroom Resources).
 Choose pupils to come to the front and mime the verbs,
 and challenge the class to guess which verb is being acted.

What do all these verbs have in common? (*prefix*, ו *suffix*)

Show the following on the board: וי ____ ____ ____ וי. Explain
 that this is the pattern for third person past tense verbs.

Display כ"ו. What decision were the brothers making
 at the end of the previous lesson? What had יהודה
 suggested they do? (ונמכרו)

Write this word on the board and compare it to the
 previous verbs.

How is this verb different? (*prefix* ו)

This is the pattern for third person plural verbs in the future tense.

How will we know in the coming פסוקים if the brothers actually do decide to sell
 יוסף? What word will we look out for? (וימכרו)

**2. Reading Activity: בראשית ל"ז : כ"ח [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 : כ"ח [K4A, S4]**(5 minutes)**

כח ויעברו אנשים מדיננים סחרים וימשכו ויעלו את יוסף מן הבור וימכרו את יוסף לישמעאלים
 בעשרים כסף וביאו את יוסף מצרימה :

Display large כ"ח on the IWB and ask pupils to circle familiar words/פרטים
 (וימכרו, ויעלו, הבור, וימכרו, וימכרו). Provide prompts such as mime or picture clues to assist
 pupils in working out the remaining word meanings.

Ask pupils to locate the word they suggested in Activity 1. (וימָכְרוּ)

Ask the following to check comprehension:

- Who are the different people/groups of people in this פְּסוּק (יוסף, *the brothers*, ישְׁמַעֲאֵלִים and מְדַנְנִים)
- Why does a new group, the מְדַנְנִים, suddenly appear? (*This is a busy route taken by many groups of caravans of merchants.*)
- What seems to happen as soon as the מְדַנְנִים appear? (יוסף *is pulled up and lifted out of the pit and sold to the ישְׁמַעֲאֵלִים.*)
- Where is he taken to? (*Egypt*)

4. ייב-לייו Trigger Activity [S4]

(5 minutes)

Display the verbs and images from כ"ח פְּסוּק (Classroom Resources).

<p>וַיַּעֲבְרוּ</p> <p>וַיִּמְשְׁכוּ</p> <p>וַיַּעֲלוּ</p> <p>וַיִּמְכְּרוּ</p> <p>וַיִּבְיֵאוּ</p>	 <p>מצרים</p>	 <p>ישמעאלים</p>  <p>מדננים</p>	 <p>brothers</p>  <p>pit</p>	 <p>יוסף</p>
---	---	---	--	--

Draw three circles on the board and label them 'subjects', 'actions' and 'object'.

- Who are the subjects in this פְּסוּק (ישְׁמַעֲאֵלִים, מְדַנְנִים, *brothers*)
- Who is the object in this פְּסוּק (יוסף)
- What are the actions that are being done to the object? (וַיַּעֲבְרוּ, וַיִּמְשְׁכוּ, וַיַּעֲלוּ, וַיִּמְכְּרוּ, וַיִּבְיֵאוּ)

Place the relevant flashcards/images in each circle.

Ask pupils to look at כ"ח פְּסוּק and work out who is performing each action. When pupils suggest an answer, challenge them to see that, from the phrasing of the פְּסוּק, it is actually unclear who does each action. The use of suffix ו – 'they' is ambiguous. (e.g. וַיִּמְשְׁכוּ; 'they' could be the brothers, or the מְדַנְנִים or ישְׁמַעֲאֵלִים)

Optional: Provide the following examples in English to demonstrate this concept, showing that there is more than one possible answer to the questions.

- A cat chased a mouse until it ran away. *What ran away – the cat or the mouse?*
- A dog drank the juice because it was cold. *What was cold – the dog or the juice?*
- I put the bicycle on the side of the road because it was muddy. *What was muddy – the road or the bicycle?*

Mix and match the verbs and images on the board to represent various possible scenarios that the פסוק could be describing. We know that the object of these actions is יוסף, but it is unclear who the subject is.

Who can help us to find out what is meant by the פסוק? (מפרשים and other רשיי)

5. Activity: רשיי כ"ח: [K6, S6, S7, U2, U4]

(15 minutes)

Distribute the **Investigating רשיי** template to pupils and ask them to find the רשיי comment on the חומש page. The רשיי template can be displayed on the IWB as a guide. Some pupils might be able to complete the template in pairs or independently.

Summarising the פסוק [S4]

The template reminds pupils that before we look at the question that רשיי is asking, we always need to make sure that we understand the פסוק well. Since we have just discussed the פסוק in Activities 3 and 4 pupils can complete part A of the רשיי template on their own by summarising the פסוק in their own words. Good answers can be shared with the class and pupils should add to their summaries if they have not included relevant information.

Questions on the פסוק [U2]

Pupils can work in pairs to think of some questions on the פסוק.

Suggested questions:

- *Who pulls יוסף from the pit?*
- *Who sells יוסף to the יושמעאלים?*
- *Why are the מדינים mentioned?*
- *Who brings יוסף to מצרים?*

Pupils can share their questions with the class and then complete part B of the template.

The פְּרָשְׁנוֹת Rule [U2]

Ask pupils to look at their questions in part B.

From the פְּסוּק alone, it is not clear exactly what happens. The wording of the פְּסוּק is ambiguous.

Show pupils the פְּרָשְׁנוֹת rules that we learned in Unit 9.

פְּרָשְׁנוֹת Rules	
<p>פְּרָשְׁנוֹת Rule 1 – יְתֵרָה : Every word in the תּוֹרָה has a purpose – there are no 'extra' words.</p>	
<p>פְּרָשְׁנוֹת Rule 2 – מְנַחֵם : When a word is repeated several times in a פְּסוּק or group of פְּסוּקִים, this word is very important to the story.</p>	
<p>פְּרָשְׁנוֹת Rule 3 – שְׁנוּי בְּסֵדֵר מַלִּים : We can learn deeper meaning when words in a פְּסוּק are in an unusual order.</p>	
<p>פְּרָשְׁנוֹת Rule 4 – הִבְנַת מַלִּים לֹא בְרוּרָה : We can learn deeper meaning by explaining ambiguous words in a פְּסוּק.</p>	
<p>פְּרָשְׁנוֹת Rule 5 – דְּקָדוּק לֹא עֵקְבִי : We can learn deeper meaning from an apparent mismatch in grammar in the פְּסוּקִים.</p>	

What פְּרָשְׁנוֹת rule did we learn relating to words that are unclear in a פְּסוּק?

הִבְנַת מַלִּים לֹא בְרוּרָה

We can learn deeper meaning by explaining ambiguous words in a פְּסוּק.

Pupils can complete part C of the template by filling in the appropriate פְּרָשְׁנוֹת rule.

וימְשִׁכוּ Reading and Comprehension Activity [S6, S7]

וימְשִׁכוּ. זָנִי וְעַקֵּב אֶת יוֹסֵף מִן הַבּוֹר

וימְכְרוּהוּ לַיִשְׁמַעֲאֵלִים וְהַיִּשְׁמַעֲאֵלִים לַמְדִינָיִם וְהַמְדִינָיִם לַמִּצְרָיִם

Display the large רש"י on the IWB. Remind pupils of the term הַמְתַּחֵל; the word(s) quotes from the פְּסוּק that he uses as the starting point for his comment, דִּיבּוּר meaning *words* and הַמְתַּחֵל meaning *that begin* (the comment). Ask pupils to locate the הַמְתַּחֵל – דִּיבּוּר הַמְתַּחֵל – 'וימְשִׁכוּ' and complete part D of the רש"י template.

Pupils can work in pairs to read through the רש"י. They should then copy רש"י's comment in part E of the template and try and work out its meaning. Most of the words will be familiar from the פְּסוּקִים. They can then write רש"י's explanation in their own words. (*The brothers pulled יוֹסֵף out of the pit, they sold him to the יִשְׁמַעֲאֵלִים, the יִשְׁמַעֲאֵלִים sold him to the מְדִינָיִם, and the מְדִינָיִם sold him to the מִצְרָיִם.*)

Choose pupils to come and place the pictures used in Activity 4 above the relevant words on the displayed רש"י text, to illustrate the sequence of sales יוֹסֵף experienced.

Pupils can now refer back to part B and highlight the questions that have been answered by רש"י's comment.

Using רש"י to Make Connections [U2]

Next, pupils can complete part F of the template where they summarise the פסוק to include נִימְשָׁכוֹ's comment on רש"י's comment on נִימְשָׁכוֹ.

(And Midianite merchants passed by; the brothers pulled and lifted יוסף from the pit, they sold יוסף to the יִשְׁמַעֲאֵלִים for twenty pieces of silver; the יִשְׁמַעֲאֵלִים sold him to the מִדְיָנִים, and the מִדְיָנִים brought him down to מִצְרָיִם where he was sold to the Egyptians.)

יי Summary Activity [K6 U4]

Ask pupils to discuss: What is the deeper meaning we learn from the ambiguous language in the פסוק? Why do you think the פסוק is ambiguous rather than telling us who does each of the actions? *(The תורה might not want to point out directly that the brothers did such a terrible thing as to sell their own brother.)*

It should be pointed out to pupils, however, that it is ה'’s plan for all of יעקב’s family to eventually go to מִצְרָיִם, as יוסף states clearly later on (Unit 12). The brothers selling יוסף, although not something positive, is part of this plan.

Challenge pupils to suggest what the תורה is teaching us by not revealing all the details of the sale *(The תורה is teaching us to be respectful and sensitive. We should talk about people in a non-accusing way, irrespective of what they have done.)*

6. Reading and Comprehension Activity: בְּרֵאשִׁית ל"ז: כ"ט [S3, S4] (5 minutes)

Model the reading of the פסוק. Use familiar strategies to have pupils work in pairs reading the פסוק to each other, checking for accuracy.

כט וישב ראובן אלהבור והנה אין יוסף בבור ויקרע את בגדיו:

When יוסף is thrown into the pit in פסוק כ"ד, who is intending to come back and rescue him? (ראובן)

Who appears to be absent when the sale happens? (ראובן)

Pupils will be familiar with most of the words in the פסוק. Provide the meaning of ויקרע using pictures or mime. Point out that the word sounds like a familiar word (קרא) but is spelled differently.

Ask pupils to think of other examples of homophones – words that sound the same but mean different things, e.g. שלחשלב and לאלו.

Reinforce the last pair of homophones as they are both keywords in this unit: יעקב sends יוסף to his brothers (פסוק י"ד – וישלכו) and the brothers throw יוסף in the pit (פסוק כ"ד – וישלכו).

Pupils can then work out the meaning of the פסוק in their pairs.

To assess comprehension, write the question words 'Who?', 'What?' and 'Where?' on the board and encourage pupils to use these to summarise the פסוק.

'Who?' (ראובן) 'What?' (He returns to the pit.)

'Who?' (יוסף) 'What?' (He is not in the pit.)

'Who?' (ראובן) 'What?' (He tears his clothes.)

'Where' was ראובן returning from? Where might he have been when the brothers sold יוסף? Pupils can suggest their own ideas.

רש"י suggests that ראובן had been absent when the sale happened, as it was his turn to look after his father. This is where he was returning from at the start of פסוק כ"ט.

Which word shows ראובן's surprise? (והנה)

Remind pupils that we have seen this word previously to express surprise (e.g. יעקב's dreams in Unit 9, יוסף retelling his dreams in Unit 10, in פסוק כ"ה when the brothers see the caravan of ישמעאלים).

7. Reading and Comprehension Activity: בְּרֵאשִׁית ל"ז : ל' [S3] (5 minutes)

Model the reading of the פסוק and use familiar strategies to have pupils work in pairs reading the פסוק to each other, checking for accuracy. Remind pupils to pay attention to the טעמי המקרא that tell us where to accent words and help us understand important words in the פסוק.

ל וישב אל־אחיו ויאמר הילד איננו ואני אנה אני־בא :

Introduce the new keyword אנה. Point out that this is yet another example of a homophone (אנהואנה). אנה with א means *please* and with ה means *where*.

Challenge pupils to find another word in the פסוק that reminds them of a familiar word but does not mean the same thing (וישב וישב). Guide the class in working out the meaning of the פסוק by dividing it into sections using the two actions that ראובן does:

וישב – He returns: to whom? (*his brothers*)

ויאמר – What does he say? (*The boy is gone!*)

Then he asks ואני אנה אני־בא.

Lead the class through the phrase ואני אנה אני־בא. Although pupils will know the meaning of the individual words, as a phrase it is quite complex. Write the individual words on the board or display them on the IWB and write the meaning of each word below it. Literally translated it will read 'Me to where am I coming (going)?' A meaningful translation might be: *And me, what do I do now?* or *What will become of me?*

They should then work out the meaning of the פסוק together.

8. Understanding Activity [U1, U2] (10 minutes)

With the large פסוקים in front of them, give pupils the following questions to answer in pairs (or use the resource **Reacts** in Classroom Resources):

Reacts
ראובן

כט ונשב ראובן אלהיבור והנה
איריוסף בבור ונקרע את בגדיו:
ל ונשב אלהיבור ויאמר הקד
איננו ואני אנה אנריבא:

Questions:

1. Why do you think ראובן tears his clothes?

2. Which word does he use to describe יוסף in ויבן?

3. What does this show us about how ראובן views יוסף, his younger brother?

4. Which word is repeated in ויבן?

5. What does this suggest to us about ראובן's feelings?

© 2011 PaJeS

- Why do you think ראובן tears his clothes? (*He thinks that יוסף must have died.*)
- Which פסוק ל' does he use to describe יוסף in ויבן?
- What does this show us about how ראובן views יוסף, his younger brother? (*He feels responsible for יוסף, who seems like a boy to him – even though יוסף is 17 years old, ראובן is considerably older.*)
- Which word is repeated in ויבן?
- What does that suggest to us about ראובן's feelings? (*He is thinking what the consequences of יוסף's disappearance will be for himself.*)

Explain to pupils that the phrase is complicated grammatically. What deeper meaning can we learn from the unclear sequence and use of words? (*ראובן might be feeling confused, conflicted, unsure what to do or how to react.*)

Encourage pupils to read, write and memorise the phrase ונאני אנה אנריבא by heart.

Encourage pupils to think about what we have learned about ראובן by completing the worksheet **Reacts**. Alternatively, pupils can summarise what they know about ראובן's character based on his present and previous actions.

(He has a strong sense of responsibility towards his father. He might have wanted to stay to keep an eye on what was happening so that he could rescue יוסף but he put his duty to his father first; he has a strong sense of responsibility and connection to his young sibling. He still hoped to follow his original plan of returning to save יוסף.)

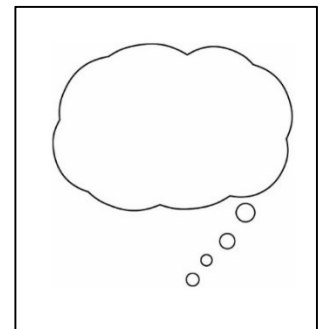
9. Summary Activity: Headbands Retell the Story [U2]

(5 minutes)

To review the פסוקים previously learned, and the new פסוק, יקד, take pictures of pupils wearing the headbands from Lesson 4 Activity 9, plus the headband for the פסוק: יקד (Classroom Resources).

Distribute thought bubble templates, and ask pupils to write how יוסף is portrayed by the use of each פסוק (e.g. 'בעל החלמות' – יוסף is just a dreamer, whose dreams are crazy!; 'אחינו' – יוסף is our brother, he is our flesh and blood).

The images of pupils with פסוק headbands can be put up as a classroom display, and the thought bubbles written by pupils displayed around each image.



Lesson 6: Brothers' Deception; Father's Grief (בְּרֵאשִׁית ל"ז: ל"א-ל"ו)

Learning Outcomes:

- ❖ To examine the way in which the כְּתָנֶת becomes a מְלָה מְנַחֶה in the narrative and how it represents יוסף in his absence
- ❖ To understand how the תּוֹרָה uses word and phrase repetition to convey deeper meaning as יַעֲקֹב's reaction to the כְּתָנֶת mirrors the words initially used by the brothers

By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p>K2: Retell events in the text to include the following: The brothers take כְּתָנֶת יוסף's and dip it in the blood of a goat. They bring the כְּתָנֶת to their father and ask him to identify it as כְּתָנֶת יוסף's. יַעֲקֹב identifies the כְּתָנֶת and concludes that יוסף has been killed by a wild animal. יַעֲקֹב tears his clothing and mourns for יוסף. יַעֲקֹב's sons and daughter try unsuccessfully to comfort him. יוסף is taken by the מְדָנִים to Egypt and sold to פּוֹטִיפָר.</p> <p>K4A: Know keywords from this and previous units studied.</p>	<p>S3: Read a range of פְּסוּקִים in בְּרֵאשִׁית ל"ז: ל"א-ל"ו fluently.</p> <p>S4: Comprehend the plain meaning of בְּרֵאשִׁית ל"ז: ל"א-ל"ו.</p> <p>S5: Identify the word families and שְׂרָשִׁים of words studied in previous units.</p>	<p>U1: Express the likely feeling and responses of the characters involved in the events.</p> <p>U2: Understand that extra meaning can be derived from words that are repeated (מְלָה מְנַחֶה). כְּתָנֶת (מְלָה מְנַחֶה). Extra meaning can be derived from seemingly superfluous words: (לְשׁוֹן יְתָרָה): (לְשׁוֹן חוּזָר): (לְשׁוֹן רְעָה אֶכְלָתָהּ) (לְשׁוֹן חוּזָר): ל"ג and בְּרֵאשִׁית ל"ז פְּסוּקִים כ"ו.</p> <p>U3: Compare and contrast language in a parallel or related passage (לְשׁוֹן יְתָרָה): (לְשׁוֹן חוּזָר): (לְשׁוֹן רְעָה אֶכְלָתָהּ) (לְשׁוֹן חוּזָר): ל"ג and בְּרֵאשִׁית ל"ז פְּסוּקִים כ"ו.</p>

Words from Units 1-10

Words learned in previous lessons in this unit












לא וַיִּקְחוּ אֶת-כְּתָנֶת יוסף וַיִּשְׁחֲטוּ שְׂעִיר עִזִּים וַיִּטְבְּלוּ אֶת-הַכְּתָנֶת בְּדָם: לב וַיִּשְׁלַחוּ אֶת-כְּתָנֶת הַפְּסִים וַיְבִיאוּ אֶל-אֲבֵיהֶם וַיֹּאמְרוּ זֹאת מִצְאָנוּ הַכְּרָנָה הַכְּתָנֶת בְּנֶדֶה הוּא אִם-לֹא: לג וַיִּכְרֶה וַיֹּאמֶר כְּתָנֶת בְּנִי חֵיהָ רְעָה אֶכְלָתָהּ טָרַף טָרַף יוסף: לד וַיִּקְרַע יַעֲקֹב שְׂמֹלְתוֹ וַיִּשֶׂם שֵׁק בְּמַתְנָיו וַיִּתְאַבֵּל עַל-בְּנוֹ יָמִים רַבִּים: לה וַיִּקְמוּ כָל-בְּנָיו וְכָל-בָּנֹתָיו לְנַחֲמוֹ וַיִּמָּאן לְהַתְנַחֵם וַיֹּאמֶר כִּי-אֲרָד אֶל-בְּנֵי אָבִי שְׂאֵלָה וַיִּבְדַּח אֹתוֹ אָבִיו: לו וְהַמְדָּנִים מָכְרוּ אֹתוֹ אֶל-מִצְרָיִם לְפוֹטִיפָר סָרִיס פְּרֹעֶה שֶׁר הַטְּבַחִים:

1. Revision Activity [K2]

(5 minutes)

Display the images of the storyline of the unit so far (Classroom Resources). Prompt pupils to find relevant keywords or phrases to match each picture, and use these to retell the story in sequence.

In addition or as an alternative to the above, hotseat pupils as individual brothers and ask them about the events of the day so far. Encourage them to use keywords and phrases from the פְּסוּקִים.

			
			
			<p>Key words to be studied in Unit 11</p> <p>בַּקֵּשׁ</p> <p>תִּבְקֹשׁ</p> <p>תִּבְקָשׁ</p> <p>תִּבְקֹשׁ</p>

2. Reading Activity: לִיב-ליי : לִיב-ליי [S3]

(5 minutes)

Model the reading and instruct pupils to read לִיב-ליי in pairs, paying attention to טַעְמֵי הַמְקָרָא (אֶתְנַחֲתָא).

3. Comprehension Activity: לִיב-ליי : לִיב-ליי [K4A, S4, S5]

(10 minutes)

לא ויקחו את־כֶּתֶנֶת יוסף וישְׁחֲטוּ שְׂעִיר עִזִּים ויטְבְּלוּ אֶת־הַכֶּתֶנֶת בְּדָם :
 לב וישְׁלַחוּ אֶת־כֶּתֶנֶת הַפָּסִים ויָבִיאוּ אֶל־אֲבֵיהֶם ויאֲמְרוּ זֹאת מִצָּאנוּ הַכֶּרֶן אֶת־כֶּתֶנֶת בְּנֵךְ הוּא
 אִם־לא :

Using the large פְּסוּקִים, ask pupils to circle all the verbs and to underline all instances of the word family כֶּתֶנֶת.

Draw three circles on the board and label them: subject, verb, object.

Write all the verbs in the relevant circle and review their meanings, most of which pupils are familiar with. They should be able to work out the meaning of וַיִּשְׁחָטוּ from the שָׁחַט – שחט, and וַיִּטְבְּלוּ by making links to טְבִילַת כְּלִים and מְטַבְּלִים in נְשִׂיתָנָה.

For each verb, ask pupils to find the subject who performs the action (*the brothers*) and then the object the action is done to (*mainly the בְּתוּלָה*) and write them in the relevant circles.

The table below shows the full list of verbs, subjects and objects.

וַיִּקְחוּ	They (the brothers) took	אֶת־בְּתוּלַת יוֹסֵף
וַיִּשְׁחָטוּ	They (the brothers) slaughtered	שְׁעִיר עִזִּים
וַיִּטְבְּלוּ	They (the brothers) dipped	אֶת־הַבְּתוּלָה
וַיִּשְׁלְחוּ	They (the brothers) sent	אֶת־הַבְּתוּלָה
וַיָּבִיאוּ	They (the brothers) brought	אֶל־אָבִיהֶם
וַיֹּאמְרוּ	They (the brothers) said to their father	הַכֹּרֵן אֶת־הַבְּתוּלָה

Ask pupils if they notice any repeated word in the בְּתוּלָה (פְּסוּקָה). The main object of this פְּסוּקָה is the special בְּתוּלָה that יַעֲקֹב gave to יוֹסֵף, which is going to be an important theme.

4. Understanding Activity: בְּרֵאשִׁית לִיז': לִיא [U2, U3]

(5 minutes)

בְּתוּלָה and יוֹסֵף

Read each statement in the middle column, then place a tick in the column that it refers to.

	Who am I?	הַבְּתוּלָה
<input checked="" type="checkbox"/>	The brothers were jealous of me.	
	The brothers were jealous because I was given as a gift.	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	The brothers wanted to kill me.	
<input checked="" type="checkbox"/>	The brothers threw me in a pit.	
<input checked="" type="checkbox"/>	I was instructed to bring a report back to יַעֲקֹב.	
<input checked="" type="checkbox"/>	The brothers deceived יַעֲקֹב about what happened to me.	
	The brothers stripped me from my owner.	<input checked="" type="checkbox"/>
	The brothers dipped me in the blood of a goat.	<input checked="" type="checkbox"/>
	The brothers showed me to יַעֲקֹב.	<input checked="" type="checkbox"/>
	יַעֲקֹב recognised that I belonged to someone.	<input checked="" type="checkbox"/>

- What patterns can you see in the table? *At the beginning of the story the object of the story is mainly יוֹסֵף. Towards the end of the story it is the בְּתוּלָה that has become the main object.*
- How many times does the word בְּתוּלָה occur in כִּי־יִלֵּיג : לִיא־לִיז' ?
7
- What do we call a significant word that is repeated in the חוֹקֵשׁ?
מִלְחָה מְנַחֵה
- What role does the בְּתוּלָה play in the story once יוֹסֵף is gone? *It seems to take the place of יוֹסֵף, and become a symbol of יוֹסֵף once he is no longer part of the story.*

LO: U2 JCP Unit 11 Revised November 2016

Using the worksheet יוֹסֵף and the בְּתוּלָה, ask pupils to tick the correct column for each statement and then answer the questions below.

The בְּתוּלָה is a מְלָה מְנַחֵה that becomes a symbol of the absent יוֹסֵף. It has taken the place of יוֹסֵף in the story now that he is no longer there.

5. Reading Activity: בְּרֵאשִׁית לִיז : לִיג [S3] (5 minutes)

Ask the class to read פְּסוּקֵי לִיג in pairs, looking for words that are familiar from past units and lessons.

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

לג וַיִּכְרְוּ וַיֵּאמְרוּ בְּנֵי חַיָּה רְעָה אֲכַלְתֶּהוּ טָרֵף טָרֵף יוֹסֵף :

Ask pupils to work out the meaning of the פְּסוּקֵי in pairs, using large פְּסוּקֵי. Provide prompts for the words 'וַיִּכְרְוּ' ('What did the brothers ask יַעֲקֹב to do in the previous פְּסוּקֵי?) and 'טָרֵף טָרֵף' (connect to the word 'טָרַף' meaning 'torn').

Ask pupils to explain the פְּסוּקֵי in their own words. (*יַעֲקֹב recognised the coat and said this is my son's coat. A wild animal has eaten him; יוֹסֵף has been devoured.*)

7. Understanding Activity [U2, U3] (10 minutes)

Display and distribute כִּי פְּסוּקֵי and לִיג alongside each other (Classroom Resources). Ask pupils to compare both פְּסוּקֵי and find a common phrase (חַיָּה רְעָה אֲכַלְתֶּהוּ), then answer the questions below the פְּסוּקֵי.

Who says this phrase the first time? (*the brothers*)

Who says it the second time? (*יַעֲקֹב*)

Why might the תּוֹרָה repeat a phrase in this way?

- *To make us think of another event (or events) in which this phrase is used, while we are reading about this one*
- *To compare this event to something that has occurred previously*
- *To emphasise the significance of the use of this particular phrase*
- *To make us aware of the similarities and/or differences of the events in which this phrase is used*

Explain that there are different ways in which the תּוֹרָה uses repetition to give across a message or idea.

Review the following פְּרָשְׁנוֹת rules:

מִלָּה מְנַחֵה: Extra meaning can be derived from words that are repeated in the text.

לְשׁוֹן יְתָרָה: Extra meaning can be derived from seemingly superfluous words in the text.

There are two types of לְשׁוֹן יְתָרָה:

לְשׁוֹן חוּזָר: repetition that connects two events

לְשׁוֹן כְּפוּל: repetition that emphasises a word or phrase

Explain that פסוק לייג includes examples of both of these types of repetition.

Display the phrases חַיָּה רָעָה אֶכְלָתָהּ, כְּתָנַת and טָרַף טָרַף.

Each is an example of one of the above types of repetition. Ask pupils to discuss and decide which is which, and give reasons for their answers.

Display and distribute the worksheet **Every Word in the תּוֹרָה Has a Purpose**. Ask pupils to tick the correct column to show why the תּוֹרָה repeats each of the phrases listed.

- חַיָּה רָעָה אֶכְלָתָהּ – is an example of לְשׁוֹן חוּזָר to connect two events. The brothers' original intention was to kill יוסף and say that a wild animal had killed him (פסוק כ'). The use of these exact words by יַעֲקֹב in this פסוק demonstrates that they have succeeded in their deception.
- טָרַף טָרַף is an example of לְשׁוֹן כְּפוּל to emphasise/stress its meaning, i.e. he has definitely been torn to pieces. Remind pupils that we have learned previous examples of לְשׁוֹן כְּפוּל earlier in ל"ז (פָּרַק ל"ז (תְּמַלֵּךְ), מְשׁוּל תְּמַשֵּׁל, הִמְלִיךְ וְתִמְלִיךְ) (פסוק י').
- כְּתָנַת פְּסִים is a מְלֵא מִנְחָה, which is repeated to indicate the centrality of the פְּסִים in the narrative of the sale of יוסף.
- אַח (Lesson 1) is a מְלֵא מִנְחָה, which is repeated to emphasise the dynamics between יוסף and his brothers. יוסף feels close to them and refers to them as brothers, but they do not view him in the same way.
- הַמְּקוֹם (פָּרַק כ"ח) is a מְלֵא מִנְחָה, which is repeated to show the significance of 'the place' as a place of wonder and holiness.
- לְשׁוֹן כְּפוּל (ל"ז : ח') are examples of לְשׁוֹן כְּפוּל and הִמְלִיךְ וְתִמְלִיךְ. The repetition of the שָׂרֵשׁ in a different form emphasises the phrase, in this case the resentment of the brothers towards יוסף – *Do you think you will really rule over us?*

Words and phrases that are repeated in the פסוקים	פְּסִים	לְשׁוֹן חוּזָר Connects events	לְשׁוֹן כְּפוּל Emphasises an idea
טָרַף טָרַף	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
חַיָּה רָעָה אֶכְלָתָהּ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
כְּתָנַת	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
אַח	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
הַמְּקוֹם	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
לְשׁוֹן כְּפוּל	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
הִמְלִיךְ וְתִמְלִיךְ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
מְשׁוּל תְּמַשֵּׁל	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Reading and Summarising: [S4] בְּרֵאשִׁית ל"ז : ל"ד-ל"ה (5 minutes)

לד ויקרע יַעֲקֹב שְׂמֵלֹתָיו וַיִּשֶׂם שֶׁק בְּמַתְנָיו וַיִּתְאַבֵּל עַל־בָּנוּ יָמִים רַבִּים :
 לה וַיִּקְמוּ כָּל־בְּנָיו וְכָל־בְּנֵי לְנַחְמוֹ וַיִּמְאֹן לְהַתְנַחֵם וַיֹּאמֶר כִּי־אֵרָד אֶל־בְּנֵי אֵבֶל שְׂאֵלָה וַיִּבֶן אֹתוֹ
 אָבִיו :

Display both פסוקים with the verbs in bold (Classroom Resources). These פסוקים tell us how יַעֲקֹב reacted to the news his sons brought. Pupils are not expected to work out these פסוקים word for word, but rather to learn the general meaning of how יַעֲקֹב reacted.



Provide the meanings and prompts for any unfamiliar words.

Guide the class through the actions of יעקב by asking the following questions:

- ויקרע: What did he tear? (*his clothes*)
- וישם: What did he put on? (*sackcloth*)

- ויתאבל: What did he do? For how long? (*mourned for many days*)
- וימאן להתנחם: What did he refuse to do? (*He refused to be comforted.*)
- ויאמר: What did he say? (*I will go down to the grave mourning for my son.*)
- ויבך: who did he cry for? (*יוסף*)

9. Understanding Activity [U1, U2]

(5 minutes)

Ask pupils to look through פסוקים ל"ב-ל"ה and identify the פנויים that are used to refer to יוסף (בנו, בְּנִי, בְּנֶדֶךְ).

How is יוסף portrayed by the use of these פנויים? (*as a son to his father יעקב*)

Distribute thought bubble templates to pupils (Classroom Resources). Ask them to note down what יעקב's thoughts might be in these פסוקים as he contemplates his son's fate. These statements can be added to the פנויים display in the classroom.

10. Closing Activity: ל"ז: ל"ז [U1, S4]

(5 minutes)

לו והמדנים מכרו אתו אלמזרים לפוטיפר סריס פרעה שר הטבחים:

Instruct pupils to read the Hebrew and, with assistance, summarise it in their own words. Point out that this is both the end of this chapter of the story and a trailer to lead us to the beginning of the next episode.

To summarise the unit, pupils can note down on thought bubble templates the possible thoughts and feelings of the characters at this point. These can be referred to at the start of Unit 12. Explain that although the unit ends on a negative note with יוסף being sold, we will see that this is all part of ה' plan.

In the events that we will learn about in the next unit and beyond, we will see that יוסף's presence in מצרים is very important.

Lesson 7: Revision and Assessment

1. The כְּתֹנֶת Tells its Story [K2, K4A, K6]

Display the image of the כְּתֹנֶת, and distribute all the keywords flashcards of the unit. Challenge pupils to retell the story of the unit from the point of view of the כְּתֹנֶת by putting the keywords in the correct chronological order.

Pupils can be encouraged to include some of the deeper questions they have explored (e.g. what the כְּתֹנֶת used by the brothers tell us about their feelings towards him), as well as רש"י's explanations (e.g. what information רש"י gives us about the בֹּרַח).

Once pupils have told the story as a group, they could then film it, draw it as a cartoon or write it as a diary extract.



2. Homophones [K4A]

Using the homophone flashcards (Classroom Resources), pupils can be challenged to show the different meanings for each word in the pair. For example, a group can be given one flashcard and create a mime or skit about its meaning to share with the class. Other pupils must guess which word is being acted, and then create a mime for the other word in the pair.




3. פנויים [U1, U2]

To review the use of פנויים throughout this unit, pupils can complete the worksheet **פנויים: How the Family Refer to Each Other**. Pupils can fill in the speech bubbles with the פנויים used by the various characters, and then complete the questions that follow.


Ask pupils to share their own examples of the importance of פנויים (e.g. how they feel when a close family member calls them by an affectionate nickname versus how they might feel if called an unkind name by someone in the playground).

פנויים: How the Family Refer to Each Other


In the speech bubbles, fill in the פנויים each of these characters use to refer to יוסף, and how יוסף refers to the brothers. Then answer the questions below the pictures.




קניב




the brothers



יוסף



רחל



יוסף

1. How do the פנויים give us clues about the feelings of the characters? Give some examples.

2. Give an example from your own life about the importance of פנויים.

10 11, 12 '17 ICP Unit 11 Revised November 2016 821

4. Revising רש"י [K6, U2, U4, S6, S7]

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

Revising רש"י

In this unit, we learned explanations from רש"י about the pit that יוסף was thrown into and taken out of. Look at the picture below then answer the questions.

When יוסף was thrown into the pit...
[כאשר יוסף הוטל אל הבור]

Which phrase does רש"י comment on?

Which פתרון rule applies to this phrase?

What information does רש"י give us about the pit?

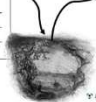
When יוסף was taken out of the pit...
[כאשר יוסף הוצא מן הבור]

Which word does רש"י comment on?

Which פתרון rule applies to this phrase?

How does רש"י explain the פתרון?

What lesson can we learn from the פתרון's language in this פתרון?

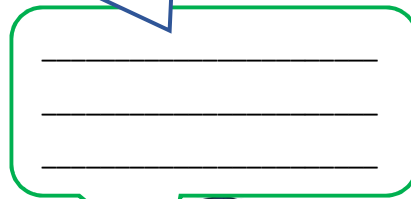
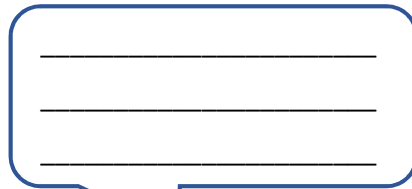
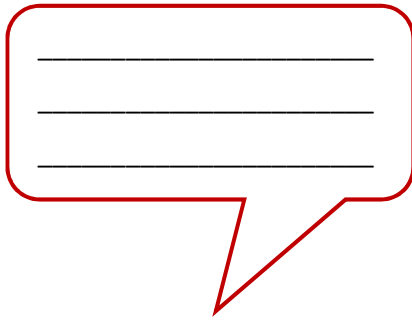


10 15, 17, 12, 14 '17 ICP Unit 11 Revised November 2016 822

יוסף Sends יעקב

1. Circle the repeated word that tells you someone is speaking.
2. Copy the underlined phrases into the speech bubbles below. Use the key to help you decide which phrase belongs in each speech bubble.
3. Highlight in yellow any other information that is not part of the dialogue.
4. Answer the questions at the bottom of the page.

יג וַיֹּאמֶר יִשְׂרָאֵל אֶל-יֹסֵף הֲלוֹא אָחִיךָ רְעִים בְּשַׂכְּמֵם לָכֵן וַאֲשַׁלְּחֶךָ אֵלֵיהֶם
 וַיֹּאמֶר לוֹ הַנְּנִי: יד וַיֹּאמֶר לוֹ לִדְנָא רְאֵה אֶת-שְׁלוֹם אָחִיךָ וְאֶת-שְׁלוֹם
 הַצֹּאן וְהַשְּׂבָנִי דַּבֵּר וַיִּשְׁלַחְהוּ מֵעֵמֶק חֲבֵרוֹן וַיָּבֹא שְׂכָמָה:



Key: Blue = question Red = answer
 Green = instruction Yellow = other information

1. What does יעקב say to יוסף? _____

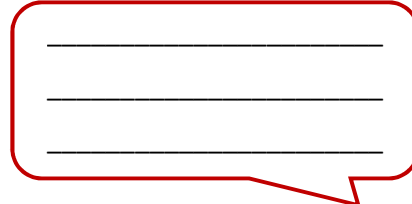
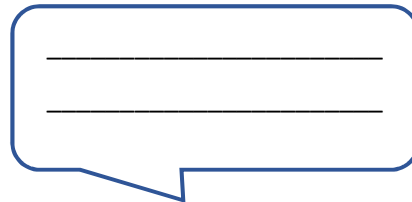
2. How does יוסף respond? _____
3. What are יעקב's two instructions to יוסף? _____

4. What other information is given that is not part of the dialogue?

יוסף Looks for His Brothers

1. Circle the repeated word/שָׁרָט that tells you someone is speaking.
2. Copy the underlined phrases into the speech bubbles below. Use the key to help you decide which phrase belongs in each speech bubble.
3. Highlight in yellow any other information that is not part of the dialogue.
4. Answer the questions at the bottom of the page.

טו וַיִּמְצְאוּ אִישׁ וְהָיָה תְּעָה בְּשָׂדֵה וַיִּשְׁאַלְהוּ הָאִישׁ לְאֹמֶר מַה־תְּבַקֵּשׁ :
 טז וַיֹּאמֶר אֶת־אָחִי אֲנֹכִי מִבְּקֶשׁ הַגִּידְהֵנָּה לִּי אֵיפֹה הֵם רְעִים : יז וַיֹּאמֶר הָאִישׁ
 נסעו מִזֶּה כִּי שָׁמַעְתִּי אֹמְרִים נִלְכָּה דִּתְיִנָּה וַיִּלְכֹּד יוֹסֵף אַחֵר אָחָיו וַיִּמְצְאוּם בְּדָתָן :



Key: Blue = question Red = answer Yellow = other information

1. What does the man ask יוסף? _____

2. What does יוסף respond? _____

3. What does the man tell יוסף? _____

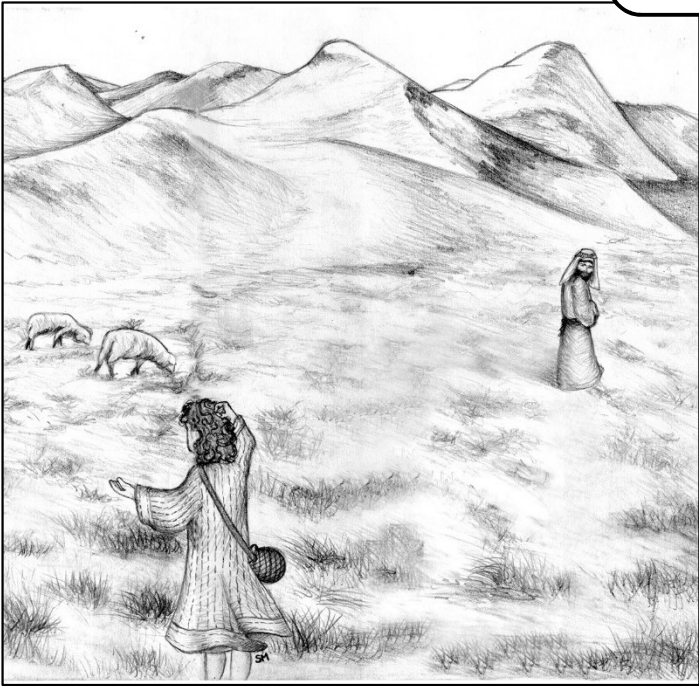
4. What other information is given that is not part of the dialogue?

יוסף Is Sent on a Mission



Fill in what the characters say in פסוקים י"ב-י"ז when יוסף is sent to his brothers.







What Are They Called?

Find the highlighted words that refer to יוסף and to the brothers and write them in the columns on the next page. Two have been done as an example.

א וישב יעקב בארץ מגורי אביו בארץ כנען : ב אלה תלדות יעקב יוסף
בן שבע עשרה שנה היה רעה את אחיו בצאן והוא נער את בני בלהה
ואת בני זלפה נשי אביו ויבא יוסף את דבתם רעה אל אביהם : ג וישאל
אהב את יוסף מכל בניו כי ברוקנים הוא לו ועשה לו כתנת פסים :
ד ויראו אחיו כי אתו אהב אביהם מכל אחיו וישנאו אתו ולא יכלו דברו
לשלים : ה ויחלם יוסף חלום ויגד לאחיו ויוספו עוד שנא אתו : ו ויאמר
אליהם שמעו נא החלום הזה אשר חלמתי : ז והנה אנחנו מאלמים
אלמים בתוך השדה והנה קמה אלמתי וגם נצבה והנה תסבינה
אלמתיכם ותשתחווין לאלמתי : ח ויאמרו לו אחיו המלך תמלך עלינו
אם משול תמשל בנו ויוספו עוד שנא אתו על חלמתיו ועל דבריו :
ט ויחלם עוד חלום אחר ויספר אתו לאחיו ויאמר הנה חלמתי חלום
עוד והנה השמש והירח ואחד עשר כוכבים משתחוים לי : י ויספר אל
אביו ואל אחיו ויגערבו אביו ויאמר לו מה החלום הזה אשר חלמת
הבוא נבוא אני ואמך ואחידך להשתחות לך ארצה : יא ויקנאו בו אחיו
ואביו שמר את הדבר : יב וילכו אחיו לרעות את צאן אביהם בשכם :
יג ויאמר ישראל אליו יוסף הלוא אחידך רעים בשכם לכה ואשלחך אליהם
ויאמר לו הנני : יד ויאמר לו לדנא ראה את שלום אחידך ואת שלום
הצאן והשבני דבר וישלחהו מעמק חברון ויבא שכמה : טו וימצאהו
איש והנה תעה בשדה וישאלהו האיש לאמר מה תבקש : טז ויאמר את
אחי אנכי מבקש הגידה נא לי איפה הם רעים : יז ויאמר האיש נסעו
מזה כי שמעתי אמרים גלכה דתינה וילך יוסף אחר אחיו וימצאם
בדתן : יח ויראו אתו מרחק ובטרום יקרב אליהם ויתנכלו אתו להמיתו :
יט ויאמרו איש אל אחיו הנה בעל החלמות הלזה בא : כ ועתה לכו
ונהרגהו ונשלכהו באחד הברות ואמרנו חיה רעה אכלתהו ונראה מה
יהיו חלמתי :

The תּוֹרָה refers to יוֹסֵף	פְּסוּק	The תּוֹרָה refers to the brothers
יוֹסֵף נָעַר	ב'	אָחָיו
	ג'	
	ד'	
	ה'	
	ו'	
	ז'	
	ח'	
	ט'	
	י'	
	י"א	
	י"ב	
	י"ג	
	י"ד	
	ט"ו	
	י"ז	
	י"ח	
	י"ט	

- How many different names is יוֹסֵף called? _____
- What do the תּוֹרָה and יַעֲקֹב call יוֹסֵף? _____
- What do the brothers call him? _____
- How many names are the brothers called? _____
- Why do you think יוֹסֵף always calls his brothers 'אָחָיו'?

- Challenge:** What פְּרָשְׁנוֹת rule can we apply to the word family 'אָחָיו', which occurs so many times in this text? _____

- What might we learn from the repetition of the word family 'אָחָיו'?

WordWork : Brothers

Fill in the matching term in each star. One has been done as an example.



WordWork : Brothers

Fill in the matching term in each star using the words from the word bank. One has been done as an example.

brothers	אָחִי	my brother	
his brothers	אָחִיךָ	your brothers	אָחִיו



יוסף Plans to Save ראובן

1. Draw a box around the name of the person who is speaking in these פסוקים.
2. Copy the underlined phrases into the speech bubbles below. Use the key to help you decide which phrase belongs in each speech bubble.
3. Circle the words meaning 'no' or 'not'.
4. Answer the questions at the bottom of the page.

כֹּה וַיֹּאמֶר אֲלֵהֶם
 רְאוּבֵן אֶל־תִּשְׁפָּכוּדָם הַשְּׁלִיכוּ אֹתוֹ אֶל־הַבּוֹר הַזֶּה אֲשֶׁר בַּמִּדְבָּר וַיֵּד אֶל־
 תְּשַׁלְּחוּ־בּוֹ לְמַעַן הַצִּיל אֹתוֹ מִיָּדָם לְהַשִּׁיבוֹ אֶל־אָבִיו :



Key: Blue = what ראובן says first Red = what ראובן suggests
 Green = what ראובן plans to do

1. What does ראובן urge the brothers not to do?

2. What does ראובן suggest they do instead?

3. What is ראובן's plan? _____
4. Can you find the שָׁרַט meaning 'save'? Write it here: _____
 How many times does it appear in these פסוקים? _____

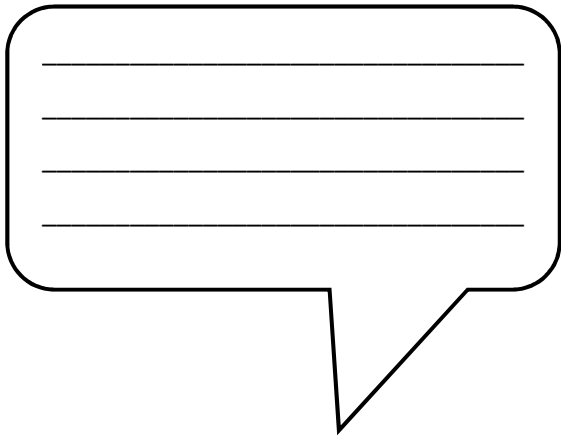
רְאוּבֵן Thinks, רְאוּבֵן Says (Part 1)

Imagine you are רְאוּבֵן and you have just heard your brothers plotting to kill יוסף.

In the speech bubble below, write in your own words what you say to your brothers.

In the thought bubble, write what you are thinking or feeling, and what you plan to do.

Use פְּסוּקִים כִּי־א-כִּי־ב to help you.



Investigating Rishshi

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?

D

פְּסוּק on the רִשְׁי

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

_____ meaning _____ דִּיבּוּר הַמִּתְחִיל

Investigating רש"י

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 פְּסוּק to include רש"י's comment.

Phrases that Lead Down into the Pit (1)

Match the Hebrew words and phrases below to their English meanings in the boxes, and number the order in which they occur in the פְּסוּקִים. Use your חוּמָשׁ to help you. The first one has been done for you.

<input type="checkbox"/> he found them in דָּתָן	<input type="checkbox"/> his brothers were jealous of him
<input type="checkbox"/> יוֹסֵף dreamed, and he told his brothers	<input type="checkbox"/> he sent him from עֵמֶק חֶבְרוֹן
<input type="checkbox"/> he saved him from their hands	<input type="checkbox"/> they threw him into the pit
<input type="checkbox"/> they plotted to kill him	<input type="checkbox"/> they saw him from a distance
<input type="checkbox"/> they stripped him of his coat	<input checked="" type="checkbox"/> 1 יוֹסֵף loved יִשְׂרָאֵל

and he made him a כְּתָנֶת

• וְעָשָׂה לוֹ כְּתָנֶת פָּסִים	• וַיַּחֲלֶם יוֹסֵף.. וַיַּגֵּד לְאָחָיו
• וַיִּשְׁלַחְהוּ מֵעֵמֶק חֶבְרוֹן	• וַיַּתְנַכְלוּ אֹתוֹ לְהַמִּיתוֹ
• וַיִּפְשִׁיטוּ אֶת־כְּתָנֹתָיו	• וַיִּרְאוּ אֹתוֹ מֵרָחֵק
• וַיִּשְׁלְכוּ אֹתוֹ הַבְּרֶה	• וַיִּשְׂרָאֵל אָהַב אֶת־יוֹסֵף
• וַיִּצְלְהוּ מִיָּדָם	• וַיִּקְנֹאוּ־בּוֹ אָחָיו
• וַיִּמְצְאוּם בְּדַתָּן	

Phrases that Lead Down into the Pit (2)

Copy the Hebrew words from **Phrases that Lead Down into the Pit (1)** in the correct order leading down into the pit.

וַיִּשְׂרָאֵל אֶהָב אֶת־יוֹסֵף





וַיִּשְׁלַחְהוּ מֵעֵמֶק חֶבְרוֹן

וַיִּתְנַפְּלוּ אֹתוֹ לְהַמִּיתוֹ

וַיִּשְׁלְכוּ אֹתוֹ הַבְּרֶה

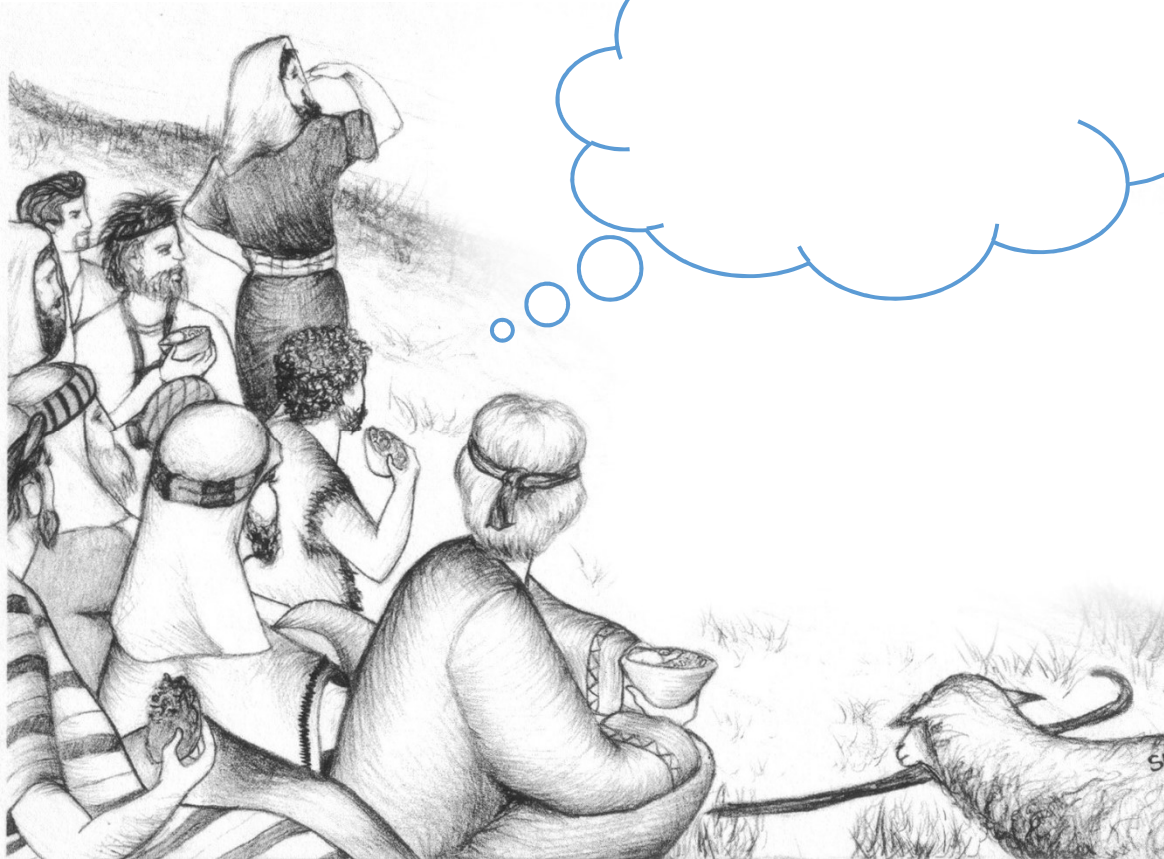


What Is the Plan? What Actually Happened?

	 The Brothers' Plan	 רְאוּבֵן's Plan	 What Actually Happened?
	<p>_____ פְּסוּק</p>	<p>_____ פְּסוּק</p>	<p>_____ פְּסוּק</p>
Plans and Actions	<p>1. _____ יוֹסֵף</p> <p>2. Throw him</p> <p>_____</p> <p>_____</p> <p>3. Tell יַעֲקֹב that</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. Do not _____ יוֹסֵף</p> <p>2. Throw him in a specific _____</p> <p>_____</p>	<p>1. They took off his _____</p> <p>2. They threw him _____</p> <p>_____</p> <p>3. The pit had _____</p> <p>_____</p> <p>_____</p>
 Challenge:			
Possible/ Expected Outcomes	<p>For יוֹסֵף</p> <p>_____</p> <p>_____</p> <p>For the brothers</p> <p>_____</p> <p>_____</p>	<p>For יוֹסֵף</p> <p>_____</p> <p>For רְאוּבֵן</p> <p>_____</p> <p>For the brothers</p> <p>_____</p> <p>_____</p>	<p>For יוֹסֵף</p> <p>_____</p> <p>_____</p> <p>For the brothers</p> <p>_____</p> <p>_____</p>

What Might We Be Thinking?

Complete the thought bubbles with what you think the brothers and יוסף might be thinking in פְּסוּק כ"ה after יוסף has been thrown in the pit.





: Third Person Action Words



Sort the words in the box below into their correct columns.

וַיִּקְחֵהוּ	וַיֵּלְכוּ	וַיִּתְנַפְּלוּ	וַיִּשְׁאַלְהוּ
וַיִּשְׁלְכוּ	וַיֹּאמֶר	וַיֹּאמְרוּ	וַיִּלְדוּ
וַיֵּשְׁבוּ	וַיִּשְׁלַחְהוּ	וַיִּצְלְהוּ	וַיִּמְצְאוּ
וַיִּשְׂאוּ	וַיִּמְצְאוּהוּ	וַיִּפְשְׁטוּ	וַיִּרְאוּ
		וַיָּבֵא	וַיִּשְׁמַע

Third person singular	Third person singular with direct object	Third person plural	Third person plural with direct object
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

יהודה Has a Plan

1. Draw a box around the name of the person who is speaking in these פסוקים.
2. Copy the underlined phrases into the speech bubbles below. Use the key to help you decide which phrase belongs in each speech bubble.
3. Circle the words that the speaker uses to refer to יוסף .

כֹּה וַיֹּאמֶר יְהוּדָה אֶל־אָחָיו מִה־בְּצַע כִּי נִהְרַג אֶת־אֲחִינוּ וְכִסִּינוּ אֶת־דַּמּוֹ :
כִּזְלָכוֹ וְנִמְכַרְנוּ לִישְׁמַעֲאֵלִים וַיִּדְנּוּ אֶל־תְּהַיְבוֹ כִּי־אֲחִינוּ בְּשָׂרְנוּ הוּא
 וַיִּשְׁמְעוּ אָחָיו :



Key: Green = יהודה's challenge Blue = יהודה's suggestion
 Red = יהודה's reason

Advantages and Disadvantages

Imagine that the brothers have listened to יהוָדָה's suggestion but want some time to make up their minds.



Complete the chart by writing what you think are the advantages and disadvantages of (1) selling יוֹסֵף and (2) leaving him in the pit.

	Sell יוֹסֵף	Leave יוֹסֵף in the pit
Advantages		
Disadvantages		

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 פְּרָשְׁנוֹת rule

- Which פְּרָשְׁנוֹת rule could help me understand this פְּסוּק?

D פְּסוּק on the רש"י

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

meaning
דִּיבּוּר 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

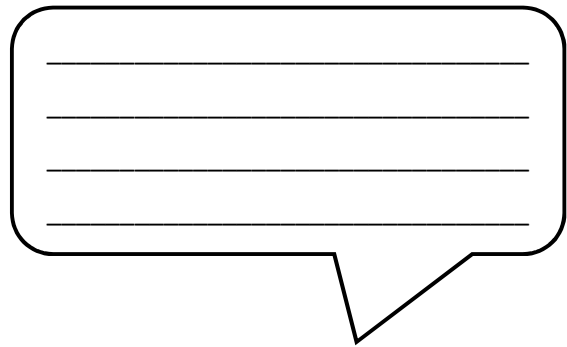
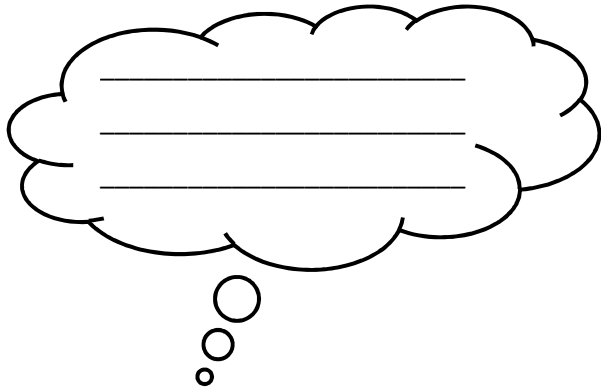
Using רש"י to make connections

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

רְאוּבֵן Thinks, רְאוּבֵן Says (Part 2)

Imagine you are רְאוּבֵן and you have just returned to find the empty pit. In the thought bubble below, write in your own words what you think as you return to find the empty pit.

In the speech bubble, write what you say in כִּי-ט-לִי. Use the phrases from the bottom of the page to help you.



What I said

Who I told

I found



I came back from

I expected

My reaction

יוסף and the כְּתֵנֶת

Read each statement in the middle column, then place a tick in the column that it refers to.

 יוסף	Who am I?	 הַכְּתֵנֶת
	The brothers were jealous of me.	
	The brothers were jealous because I was given as a gift.	
	The brothers wanted to kill me.	
	The brothers threw me in a pit.	
	I was instructed to bring a report back to יַעֲקֹב.	
	The brothers deceived יַעֲקֹב about what happened to me.	
	The brothers stripped me from my owner.	
	The brothers dipped me in the blood of a goat.	
	The brothers showed me to יַעֲקֹב.	
	יַעֲקֹב recognised that I belonged to someone.	

1. What patterns can you see in the table?

2. How many times does the word כְּתֵנֶת occur in כ"ג-ל"ג :

3. What do we call a significant word that is repeated in the חומש?

4. What role does the כְּתֵנֶת play in the story once יוסף is gone?

Every Word in the תּוֹרָה Has a Purpose

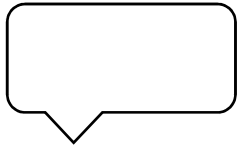


Tick the column that explains why the תּוֹרָה repeats these words and phrases.

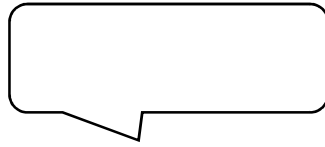
Words and phrases that are repeated in the פְּסוּקִים	פְּסוּקִים	מָלֵה מִנְחָה: Points out a theme	לְשׁוֹן יִתְרָה (two types)	
			לְשׁוֹן חוּזֵר: Connects events	לְשׁוֹן כְּפוּל: Emphasises an idea
טָרַף טָרַף	ל״ז : ל״ג			
חִיָּה רָעָה אֶכְלָתְהוּ	ל״ז : ל״ג ל״ז : כ״			
כְּתִנֹּת	ל״ז : Several			
אֵח	ל״ז : Several			
חֲלוּם	ל״ז : Several			
הַמְּקוֹם	ל״ז : Several			
הַמְּלֹךְ וְהַמְּלֹךְ	ל״ז : ח״			
מְשׁוּל וְתַמְשָׁל	ל״ז : ח״			

פְּנוּיִים: How the Family Refer to Each Other

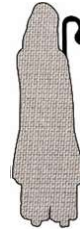
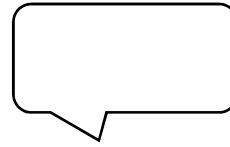
In the speech bubbles, fill in the פְּנוּיִים each of these characters use to refer to יוֹסֵף, and how יוֹסֵף refers to the brothers. Then answer the questions below the pictures.



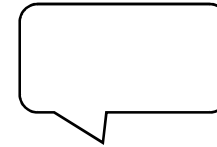
יַעֲקֹב



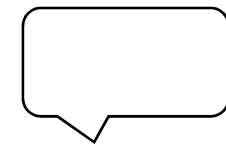
the brothers



יְהוּדָה



רְאוּבֵן



יוֹסֵף

1. How do the פְּנוּיִים give us clues about the feelings of the characters? Give some examples.

2. Give an example from your own life about the importance of פְּנוּיִים.

Revising רש"י

In this unit, we learned explanations from רש"י about the pit that יוסף was thrown into and taken out of.

Look at the picture below then answer the questions.

When יוסף was thrown into the pit...

(בְּרֵאשִׁית ל"ז: כ"ד)

Which phrase does רש"י comment on?

Which פְּרָשְׁנוֹת rule applies to this phrase?

What information does רש"י give us about the pit?

When יוסף was taken out of the pit...

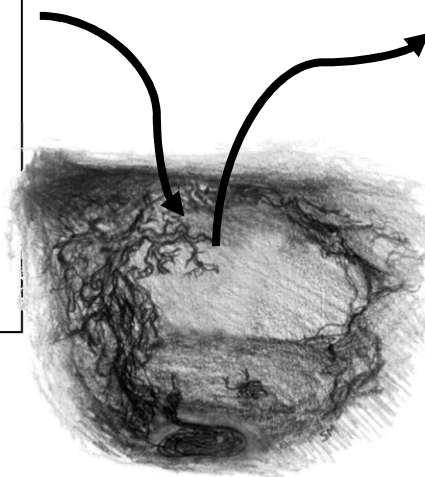
(בְּרֵאשִׁית ל"ז: כ"ח)

Which word does רש"י comment on?

Which פְּרָשְׁנוֹת rule applies to this פְּסוּק?

How does רש"י explain the פְּסוּק?

What lesson can we learn from the תוֹרָה's language in this פְּסוּק?



PaJeS Primary Chumash Aims

'Can Do' Statements for Pupils

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

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

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

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

Level 2 (suggested by the end of Year 2)

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

Level 1 (suggested by the end of Year 1)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHUMASH CURRICULUM UNIT PLANNING GRID

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

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

CHUMASH CURRICULUM UNIT PLANNING GRID

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

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

PaJeS Primary Chumash Curriculum – Skills and Understanding Spiral

Chumash Readiness-Unit 14

December 2017/Kislev 5778

Please note:

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

Unit	Skills	Understanding								
Chumash Readiness	1. Identifying the beginnings and ends of פְּסוּקִים S1 2. Finding the פָּרָק and the פְּסוּק with the help of גַּמְטָרִיָּה S1 3. Decoding words and phrases with accuracy S3	1. Understanding the importance of a חוּמָשׁ and treating it with respect U1								
Unit 1	1. Finding the place in a חוּמָשׁ S1 2. Reading most פְּסוּקִים in this unit accurately S3 3. Comprehending plain meaning of תּוֹרָה text with support S4 4. Identifying word families/שָׂרָשִׁים: הלכ, אָרַץ, גדל, ברכ, S5 5. Use of noun prefixes to help comprehend text S5	1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Deriving meaning from significant recurring words, Milah Manchah (מִלָּה מְנַחֶה): אָרַץ U2 3. Deriving meaning from word order and phrasing (סֵדֶר מְלִים) (מִבֵּית אַבִּיךָ, מִמּוֹלַדְתְּךָ, מֵאֶרֶץ) U2								
	<table border="1"> <thead> <tr> <th>ו</th> <th>ב</th> <th>ה</th> <th>מ</th> </tr> </thead> <tbody> <tr> <td>וּמְבִית</td> <td>בְּאֶרֶץ</td> <td>הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי</td> <td>מֵאֶרֶץ מִמּוֹלַדְתְּךָ מִבֵּית</td> </tr> </tbody> </table>	ו	ב	ה	מ	וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֶרֶץ מִמּוֹלַדְתְּךָ מִבֵּית	
ו	ב	ה	מ							
וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֶרֶץ מִמּוֹלַדְתְּךָ מִבֵּית							

	<p>6. Use of noun suffixes to help comprehend text S5</p> <table border="1" data-bbox="360 245 624 453"> <tr><td>ף</td></tr> <tr><td>אָרְצֵךְ</td></tr> <tr><td>מוֹלְדֵיךָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זֶרְעֵךְ</td></tr> </table>	ף	אָרְצֵךְ	מוֹלְדֵיךָ	אָבִיךָ	זֶרְעֵךְ	
ף							
אָרְצֵךְ							
מוֹלְדֵיךָ							
אָבִיךָ							
זֶרְעֵךְ							
<p>Unit 2</p>	<p>1. Finding the place in a חומש S1 2. Reading most פסוקים in this unit accurately S3 3. Comprehending the plain meaning of תורה text with support S4 4. Identifying ישב: שָׁרַשׁ S5 5. Use of noun prefixes to help comprehend text S5</p> <table border="1" data-bbox="360 748 624 948"> <tr><td>ו</td></tr> <tr><td>וְאֶשְׁתּוֹ</td></tr> <tr><td>וְלוֹט</td></tr> <tr><td>וּבְקָר</td></tr> <tr><td>וְאֶהְלִים</td></tr> </table>	ו	וְאֶשְׁתּוֹ	וְלוֹט	וּבְקָר	וְאֶהְלִים	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Deriving meaning from seemingly extra words לָשׁוֹן יִתְרָה (וְהַכְנִיעַנִי וְהַפְרִיזֵנִי אֲזִי יוֹשֵׁב בְּאֶרֶץ) U2 3. Comparisons: similar events השוואה (the travels of אברהם and his entourage from הָרֶן to כְּנָעַן with their travels from כְּנָעַן to מִצְרַיִם) New U3</p>
ו							
וְאֶשְׁתּוֹ							
וְלוֹט							
וּבְקָר							
וְאֶהְלִים							
<p>Unit 3</p>	<p>1. Finding the place in a חומש S1 2. Reading most פסוקים in this unit accurately S3 3. Comprehending the plain meaning of תורה text with support S4 4. Identifying שָׁרָשִׁים: רוצ, מהר, ראה S5 5. prefix בּ; בְּאֵלֶיךָ מִמְּרָא; prefixes ה and מ and suffix ך revised S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Comparisons: of promise and fulfilment השוואה within same text New U3 3. Explaining why a פירוש רש"י explains the repetition of the word וַיִּרָא as emphasising אברהם's desire to do הכנסת אורחים New U4</p>					

<p>Unit 4</p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with <u>little support</u> New S4</p> <p>2. Identifying word families/שְׁרָשִׁים: עשה, צחק, ילד, and בן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 395 898 639"> <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="358 730 624 858"> <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="358 906 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>בְּקִלָּהּ</td> <td>לוֹ</td> </tr> </tbody> </table> <p>By the end of Unit 4 most pupils should know all the noun prefixes ל/מ/ב/ה/ל; all possessive suffixes הָ/הּ/וֹ/וֹ; and the third person verb prefixes וי and ות.</p>	וי New	ות New	ויעש	ותצחק	ויקרא	ותהר	וימל	ותלד	ויגדל	ותאמר	ויאמר	ותרא	ל	לְשָׂרָה	לְאַבְרָהָם	י	ה	ו	בְּנֵי	בְּנֵה	בְּנוֹ	לִי	בְּקִלָּהּ	לוֹ	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p> <p>2. Deriving meaning from the use of words with multiple meanings (צחק) New U2</p>
וי New	ות New																									
ויעש	ותצחק																									
ויקרא	ותהר																									
וימל	ותלד																									
ויגדל	ותאמר																									
ויאמר	ותרא																									
ל																										
לְשָׂרָה																										
לְאַבְרָהָם																										
י	ה	ו																								
בְּנֵי	בְּנֵה	בְּנוֹ																								
לִי	בְּקִלָּהּ	לוֹ																								
<p>Unit 5</p>	<p>1. Comprehension of plain meaning of תּוֹרָה text with little support S4</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p>																								

	<p>2. Identify שְׂרָשִׁים קומ, לקח, שתה, and word families עָבַד, גָּמַל, בָּרַן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 331 900 603"> <thead> <tr> <th>וי</th> <th>ות</th> </tr> </thead> <tbody> <tr> <td>וַיִּקַּח</td> <td>וַתֹּאמֶר</td> </tr> <tr> <td>וַיִּקָּם</td> <td>וַתִּרְאֶה</td> </tr> <tr> <td>וַיִּלָּךְ</td> <td>וַתִּמְלֵא</td> </tr> <tr> <td>וַיִּרְאֶה</td> <td>וַתִּמְהַר</td> </tr> <tr> <td>וַיַּעַשׂ</td> <td>וַתִּרְצֶה</td> </tr> <tr> <td>וַיִּקְרָא</td> <td></td> </tr> </tbody> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefix:</p> <table border="1" data-bbox="358 708 624 834"> <thead> <tr> <th>ל</th> </tr> </thead> <tbody> <tr> <td>לְעַבְדָּךְ</td> </tr> <tr> <td>לְיִצְחָק</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="358 895 900 1023"> <thead> <tr> <th>הַ</th> <th>יְ</th> </tr> </thead> <tbody> <tr> <td>כַּדָּה</td> <td>אֲדָנִי</td> </tr> <tr> <td>יָדָה</td> <td>אֲחִי</td> </tr> </tbody> </table> <p>5. Use of noun plural suffix יָדָה לְגַמְלֵיךְ New S5</p> <p>6. Prepositions עַד, עוֹד, גַּם S5</p>	וי	ות	וַיִּקַּח	וַתֹּאמֶר	וַיִּקָּם	וַתִּרְאֶה	וַיִּלָּךְ	וַתִּמְלֵא	וַיִּרְאֶה	וַתִּמְהַר	וַיַּעַשׂ	וַתִּרְצֶה	וַיִּקְרָא		ל	לְעַבְדָּךְ	לְיִצְחָק	הַ	יְ	כַּדָּה	אֲדָנִי	יָדָה	אֲחִי	<p>2. Comparing two texts: אַבְרָהָם's behaviour towards his guests in בְּרֵאשִׁית י"ח and the חֶסֶד of רִבְקָה U3</p>
וי	ות																								
וַיִּקַּח	וַתֹּאמֶר																								
וַיִּקָּם	וַתִּרְאֶה																								
וַיִּלָּךְ	וַתִּמְלֵא																								
וַיִּרְאֶה	וַתִּמְהַר																								
וַיַּעַשׂ	וַתִּרְצֶה																								
וַיִּקְרָא																									
ל																									
לְעַבְדָּךְ																									
לְיִצְחָק																									
הַ	יְ																								
כַּדָּה	אֲדָנִי																								
יָדָה	אֲחִי																								
<p>Unit 6</p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with little support S4</p> <p>2. Identifying שְׂרָשִׁים יָדַע, אָהַב, יָצָא, and word families אֲחֹת, אִשָּׁה, S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the power of תְּפִלָּה U1</p> <p>2. Identify seemingly extra words, e.g. the לְשׁוֹן יְתָרָה U2</p> <p>אֲבָרְהָם הוֹלִיד אֶת יִצְחָק U2</p>																							

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 236 900 437"> <tr> <td>וי</td> <td>ות</td> </tr> <tr> <td>ויהי</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותהר</td> </tr> <tr> <td>ויאָהב</td> <td>ותהר</td> </tr> <tr> <td>ויקרא</td> <td></td> </tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="362 555 900 673"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>ואָלָה</td> <td>בְּקִרְבָּה</td> </tr> <tr> <td></td> <td>בְּפִיו</td> </tr> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 724 900 874"> <tr> <td>ו</td> <td>ָה</td> </tr> <tr> <td>לו</td> <td>ָה</td> </tr> <tr> <td>אָשְׁתּוֹ</td> <td></td> </tr> <tr> <td>יָדוֹ</td> <td></td> </tr> </table> <p>5. Use of verb male plural suffix New S5</p> <table border="1" data-bbox="362 935 622 1098"> <tr> <td>וְ...ו</td> </tr> <tr> <td>וַיִּמְלְאוּ</td> </tr> <tr> <td>וַיִּקְרְאוּ</td> </tr> <tr> <td>וַיִּגְדְּלוּ</td> </tr> </table> <p>6. Use of present verb form אֲהַבֶּת New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאָהב	ותהר	ויקרא		ו	ב	ואָלָה	בְּקִרְבָּה		בְּפִיו	ו	ָה	לו	ָה	אָשְׁתּוֹ		יָדוֹ		וְ...ו	וַיִּמְלְאוּ	וַיִּקְרְאוּ	וַיִּגְדְּלוּ	<p>3. Comparing two texts in בְּרֵאשִׁית where there are similar actions – תִּפְלָה of the עָבָד and that of יִצְחָק U3</p>
וי	ות																													
ויהי	ותאמר																													
ויאמר	ותהר																													
ויאָהב	ותהר																													
ויקרא																														
ו	ב																													
ואָלָה	בְּקִרְבָּה																													
	בְּפִיו																													
ו	ָה																													
לו	ָה																													
אָשְׁתּוֹ																														
יָדוֹ																														
וְ...ו																														
וַיִּמְלְאוּ																														
וַיִּקְרְאוּ																														
וַיִּגְדְּלוּ																														
<p>Unit 7</p>	<p>1. Comprehending the plain meaning of a <u>simple תּוֹרָה text independently</u> New S4</p> <p>2. Identifying שְׂרָשִׁים בּוֹא, מֵכָר, מוֹת, אֵכֵל, and word families אָדוּם, בְּכָרָה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the responsibilities of leadership U1</p>																												

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

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

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

Unit 10

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

Prefix:

וַי
וַיִּשְׁנֶאֱוֶי
וַיִּסְפֹּו
וַיִּסְפֹּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וַי plural	וַי singular
בָּנָיו	בֶּנִי
אָחָיו	

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

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

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

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

