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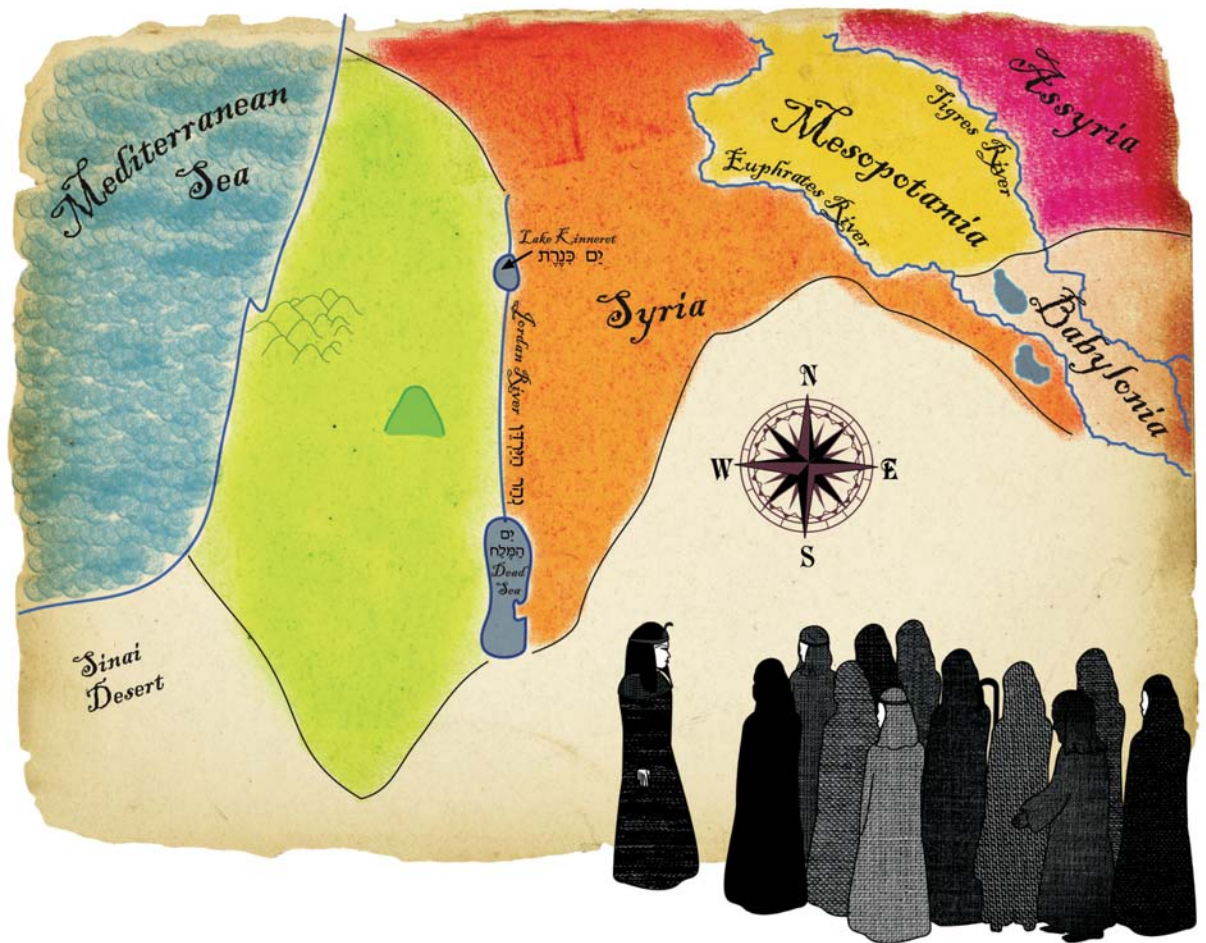
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**Unit 12 – יוסף Reveals Himself to His Brothers**

**בְּרֵאשִׁית ל"ט-מ"ה**

**Revised edition – March 2017/Adar 5777**

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

## **Unit 12 Acknowledgements**

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

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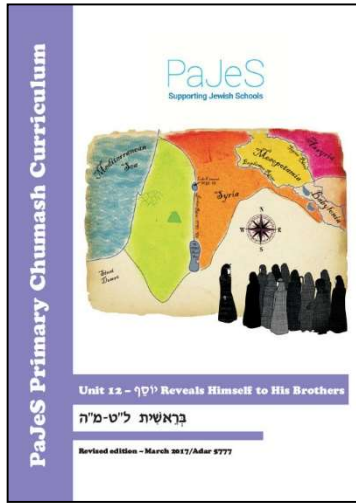
Ruhama Stern Welcher

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# How to Use this Pack



The Unit 12 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 12.

פרק מב פסוק ג	
The brothers of Yosef went down	וַיֵּרְדוּ אֶחָיוֹסֵף line 1
ten [of them]	עֶשְׂרֵה line 2
to buy grain	לְשֹׁבֵר בָּר line 3
from Egypt	מִמִּצְרַיִם: line 4

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

ה

וַעֲתָה | אֶל-תַּעֲצְבוּ וְאֶל-יָחַר  
בְּעֵינֵיכֶם כִּי-מִכְרַתֶּם אֹתִי הֲנֵה כִּי  
לְמַחֲזָה שְׁלַחְנִי אֱלֹהִים לְפָנֵיכֶם:

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

**1. In the Inn (on the way home from מצרים)**

Where have the brothers been and why? Who has been left behind? What has been found?

**2. Back in קנן**

Which brother was left behind? Which brother will need to go back to מצרים?

How does יוסף respond? What might he be feeling?

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Classroom Resources support various classroom activities.

Key words to be studied in Unit 12

recognise	נָכַר	וַיִּכְרֹם, וַיִּכְרַח
remember	זָכַר	וַיִּזְכֹּר
answer	עָנָה	וַיַּעֲנֵהוּ וַיֹּאמֶר
stand	עָמַד	וַיַּעֲמֵד
sad	עָבַב	וַיַּעֲבֹב
upset/trouble	חָרָה	וַיַּחַר
life/sustenance	חַיָּה	חַיֵּי הַחַיָּה
alive	חַיָּה	וַיַּחַי
neck	צַוָּאר	וַיִּצְוֹר
fall	נָפַל	וַיִּנְפֹּל
kiss	נָשַׁק	וַיִּנְשָׁק

© JCP Chumash Curriculum Unit 12 Wordlist - March 2017

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

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

## Aim and Focus of Unit 12

Unit 12 focuses on the developing relationship between יוסף and his brothers, from their initial meeting in מְצָרִים until the climax of יוסף revealing his true identity to them. This continues and completes the narrative of Unit 11, which focused on the relationship between the brothers while living together at their father's house.

The major theme explored in the unit is the concept of הַשְּׂגָחַת ה' : ה' is behind everything that happens in this world. The unit traces the actions and feelings of the brothers, including the echoes of past events that are recalled and the steps leading to יוסף revealing his true identity.

After reintroducing himself to his brothers, יוסף explains that all that has happened was the will of ה'. The verb שלח in its various forms is a focal word in the unit, appearing three times in the text. יוסף emphasises that it was not the brothers (לֹא-אַתֶּם שְׁלַחְתֶּם) but ה' Who sent him (שְׁלַחְנִי אֶלְקִים) (מִיָּה: ה', ח'). יוסף understands that he had a special שְׁלִיחוּת, or role to play in history to save his family from famine. His perspective on events, and display of genuine emotion towards them, helps free the brothers from their guilt over having sold him. The unit concludes with the brothers being finally reconciled – in a scene laden with emotion and significance (מִיָּה: יִיד-טִיּוֹ).

As this unit deals with six long narrative פְּרָקִים, many פְּסוּקִים are summarised in English in order to contextualise the פְּסוּקִים that are focused on in depth.

Summarised פְּסוּקִים	פְּסוּקִים in Hebrew
בְּרֵאשִׁית פְּרָקִים לַיִט, מ', מִיָּה	
<b>בְּרֵאשִׁית פְּרָק מִיָּה</b>	
בְּרֵאשִׁית מִיָּה: א-ב', ד-ו'	בְּרֵאשִׁית מִיָּה: ג', ז-ט'
בְּרֵאשִׁית מִיָּה: י-כ'	בְּרֵאשִׁית מִיָּה: כ"א-כ"ב
בְּרֵאשִׁית מִיָּה: כ"ג-כ"ח	
פְּרָקִים מִיָּה, מִיָּה	
<b>בְּרֵאשִׁית פְּרָק מִיָּה</b>	
בְּרֵאשִׁית מִיָּה: י"ג	בְּרֵאשִׁית מִיָּה: א-ט' (בְּרֵאשִׁית מִיָּה: ג' on רש"י)
	בְּרֵאשִׁית מִיָּה: י"ד-ט"ז (בְּרֵאשִׁית מִיָּה: ט"ו on רש"י)

## Brief Outline of Unit 12

### Lesson 1: The Ups and Downs of יוסף's Life

בְּרֵאשִׁית מִיָּב: א'-ב', ד'-ו' and בְּרֵאשִׁית פְּרָקִים לֵיט, מ', מ"א summarised;

בְּרֵאשִׁית מִיָּב: ג', ז'-ט' in Hebrew

How did יוסף end up in מִצְרַיִם?

Which events were highs and which were lows?

How does יוסף react to seeing his brothers again?

### Lesson 2: The Brothers Remember their Past Actions

בְּרֵאשִׁית מִיָּב: כ"א-כ"ב in Hebrew

בְּרֵאשִׁית מִיָּב: י"כ' summarised;

בְּרֵאשִׁית מִיָּב: י"כ' summarised;

How do the brothers try to make sense of the way they are treated?

### Lesson 3: יוסף Makes Himself Known

בְּרֵאשִׁית מִיָּה: א'-ג' in Hebrew summarised; בְּרֵאשִׁית מִיָּב: כ"ג-כ"ד (רש"י מ"ה: ג')

Why does יוסף want the Egyptians out of the room when he reveals his identity?

How do the brothers react at first?

### Lesson 4: יוסף Interprets What Has Happened

בְּרֵאשִׁית מִיָּה: ד'-ו' in Hebrew

How does יוסף explain his role in מִצְרַיִם and his perspective on events to his brothers?

### Lesson 5: Do the Brothers Understand?

בְּרֵאשִׁית מִיָּה: ז'-ט' in Hebrew

How does יוסף want the brothers to interpret events?

How might the brothers be feeling at this point?

### Lesson 6: The Brothers Reconcile

בְּרֵאשִׁית מִיָּה: י"ד-ט"ו in Hebrew summarised; (רש"י מ"ה: ט"ו)

Are the brothers able to forgive themselves?

What are the next steps?

### Lesson 7: Revision and Assessment



## Keywords and Phrases of Unit 12

The table below features the keywords to be studied and practised in Unit 12.

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

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

recognise	<b>נכר</b>	וַיִּכְרֶם, וַיִּכְר, הִכְרָהוּ
remember	<b>זכר</b>	וַיִּזְכֹּר
answer	<b>ענה</b>	וַיַּעַן, לַעֲנוֹת
stand	<b>עמד</b>	עָמַד, תַּעֲמֹד
sad	<b>עצב</b>	תַּעֲצֹבוּ
upset/trouble	<b>חרה</b>	יָחַר
life/sustenance	<b>חיה</b>	חַי, לְמַחֲיָה
alive	<b>חיה</b>	וּלְחַיִּים
fall	<b>נפל</b>	וַיִּפֹּל
neck	<b>צוואר</b>	צְוֹאֲרֵי, צְוֹאֲרֵיו
kiss	<b>נשק</b>	וַיִּנָּשֶׁק

### Words that were studied in Units 1–11

Words that were studied in Unit 1		
say	<b>אמר</b>	וַיֹּאמֶר
to	<b>אל</b>	אֶל
go	<b>הלכ</b>	לָךְ, וַיֵּלֶךְ, לָלֶכֶת, הִלְכֹךְ
Land	<b>ארץ</b>	מֵאֶרֶץ, הָאָרֶץ, אֶרֶץ, בְּאֶרֶץ
house	<b>בית</b>	וּמִבַּיִת
father	<b>אב</b>	אָבִיךָ
great	<b>גדול</b>	גָּדוֹל
make great	<b>גדל</b>	וַיַּגְדֵּלְהָ
blessing	<b>ברכה</b>	בְּרָכָה
bless	<b>ברכ</b>	וַיְבָרֵךְ, וַאֲבָרְכָה, מְבָרְכִיךָ, וַיְבָרְכֵנוּ
seed/child	<b>זרע</b>	לְזַרְעֶךָ
this	<b>זה, זאת</b>	הַזֶּה

Words that were studied in Unit 2		
no, not	<b>לא</b>	לֹא, וְלֹא, הֲלֹא
them	<b>אתם</b>	אֲתֶם
live, sit	<b>ישב</b>	לָשֶׁבֶת
shepherd	<b>רועה</b>	רֹעֵי, רֹעִיךָ
between	<b>בין</b>	בֵּין, וּבֵין, בֵּינֵינוּ, וּבֵינֶךָ
man	<b>איש</b>	אֲנָשִׁים, אִישׁ
brother	<b>אח</b>	אָחִים, אָחִיו
we	<b>אנחנו</b>	אֲנַחְנוּ
all	<b>כל</b>	כָּל, כָּל־
before	<b>לפני</b>	לְפָנֶיךָ, לְפָנַי

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

Words that were studied in Unit 4		
as	אֲשֶׁר	כְּאֲשֶׁר, אֲשֶׁר
make	עָשָׂה	וַיַּעַשׂ, עָשָׂה
speak	דָּבַר	דָּבַר
give birth	יָלַד	וַתֵּלֵד, הֵנֹלַד, יָלְדָה
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, וַתִּצְחַק
laughter	צָחֻק	צָחֻק

Words that were studied in Unit 5		
take	לָקַח	וַיִּקַּח
servant	עֶבֶד	הָעֶבֶד, לְעַבְדֶּךָ
camel	גָּמֵל	גָּמְלִים, מְגֻמְלִי, גְּמֻלְיוֹ, הַגְּמֻלִים גְּמֻלְיָדָה, לְגֻמְלֵיךָ
hand	יָד	בְּיָדוֹ, יָדָהּ, יָדָהּ, יָדָהּ
master	אֲדוֹן	אֲדֹנָיו, אֲדֹנֵי, אֲדוֹן
hand	יָד	בְּיָדוֹ, יָדָהּ, יָדָהּ, יָדָהּ
get up	קָמוּ	וַיִּקְמוּ
kindness	חֶסֶד	חֶסֶד
jug	כַּד	כַּדָּהּ, כַּדָּהּ, מְכַדָּהּ
drink	שָׁתָה	וַאֲשַׁתָּה, שָׁתָה, לְשָׁתָה
also	גַּם	גַּם

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

Words that were studied in Unit 7		
cook	זָוַד	וַיִּזְד
soup	נִזִּיד	נִזִּיד
lentil	עֲדָשִׁים	עֲדָשִׁים
come	בָּוא	וַיָּבֹא
tired	עָיַף	עָיַף
red	אָדוּם	הָאָדוּם, אָדוּם
therefore	עַל כֵּן	עַל כֵּן
sell	מָכַר	מָכַרָהּ, וַיִּמְכַר
birthright	בְּכָרָה	בְּכָרָהּ, בְּכָרָהּ, בְּכָרְתוֹ, הַבְּכָרָה
die	מוֹת	לְמוֹת
why	לָמָּה	לָמָּה
eat	אָכַל	וַיֹּאכַל
swear/make an oath	שָׁבַע	הִשְׁבַּעָהּ, וַיִּשְׁבַּע
despise, hate	בוֹז	וַיְבֹז

Words that were studied in Unit 8		
now	עַתָּה	וְעַתָּה, עַתָּה
hunt	צִיד	לְצוּד, וְצוּדָה
hunted meat	צִיד	צִיד, מְצִידֵי, מְצִיד, מְצִידוֹ
tasty food	מְטַעֲמִים	מְטַעֲמִים
bring	בָּוא	הִבִּיאָהּ, הִבִּיאָהּ, וַיָּבֵא, וַהֲבִיאָהּ, וַהֲבִיאָהּ
soul	נַפֶּשׁ	נַפְשֵׁי, נַפְשָׁהּ
in order that	בְּעִבּוֹר	בְּעִבּוֹר
soul	נַפֶּשׁ	נַפְשֵׁי, נַפְשָׁהּ
listen	שָׁמַע	כְּשָׁמַע, שָׁמַעַת, שָׁמַעַתִּי, שָׁמַע
voice	קוֹל	קוֹל, הַקּוֹל, בְּקוֹלִי
garment	בְּגָד	בְּגָדִי, בְּגָדוֹ
dress	לְבַשׁ	הִלְבִּישָׁהּ, וַתִּלְבַּשׁ
give	נָתַן	וַיִּתֵּן, וַתִּתֵּן
approach, come near	נָגַשׁ	גָּשָׁהּ, וַיִּגַּשׁ, וַיִּגַּשׁ, הִגִּישָׁהּ
once, twice	פַּעַם	פַּעַמִּים
answer	עָנָה	וַיַּעַן
cry	בָּכָה	וַיִּבְךְ

Words that were studied in Unit 9		
place	מְקוֹם	בְּמְקוֹם, הַמְקוֹם
rest	לוּן	וַיָּלֵן
stone	אֶבֶן	מֵאֶבֶן, הָאֶבֶן, וְהָאֶבֶן
put	שׂוּם	וַיָּשֶׂם, שָׂם, שָׂמְתִי
head	רֹאשׁ	מִרְאשֵׁתָיו, וְרֹאשׁוֹ, רֹאשָׁה, לְרֹאשָׁנָה
lie down	שָׁב	וַיִּשְׁכַּב
dream	חֲלֵם	וַיַּחְלֵם
standing	יָצַב	מֵצַב, נָצַב
monument	מִצְבֵּה	מִצְבֵּה
heaven	שָׁמַיִם	הַשָּׁמַיִם, הַשְּׁמַיִם
angel	מַלְאָךְ	מַלְאָכִי, מַלְאָכִים
up	עָלָה	עָלִים
down	יָרַד	וַיֵּרֵד
wake up	יָקַץ	וַיִּקְצֹץ
fear	יָרָא	וַיִּירָא
awesome	נִוְרָא	נִוְרָא
get up	שָׁכַם	וַיִּשְׁכַּם

Words that were studied in Unit 10		
bad	רָע	רָעָה
old age	זָקֵן	בֶּן-זָקֵנִים
hate	שָׂנֵא	וַיִּשְׁנֵאוּ, שָׂנֵא
to be able to	יָכַל	יָכְלוּ
to tell	גִּיד	וַיִּגֵּד
continue, increase	יָסַפּ	וַיִּוְסַפוּ
again, more	עוֹד	עוֹד
bow down	שָׁחָה	וַתִּשְׁתַּחֲוֶינּוּ, מִשְׁתַּחֲוִים, לְהִשְׁתַּחֲוֹת
be king	מָלַךְ	הִמְלִיךְ, תִּמְלִיךְ
rule	מָשַׁל	מָשׁוּל, תִּמְשַׁל
tell	סָפַר	וַיִּסְפֹּר
moon	יָרַח	וְהַיָּרֵחַ
mother	אִם	וְאִמָּה
jealous	קָנָא	וַיִּקְנְאוּ
keep	שָׁמַר	שָׁמַר

Words that were studied in Unit 11		
send	שָׁלַח	וַיִּשְׁלַח, וַיִּשְׁלַחְהוּ, תִּשְׁלַח, וַיִּשְׁלַחוּ
find	מָצָא	וַיִּמְצָא, וַיִּמְצָאֵם, מָצָאוּ
look for	בָּקַשׁ	תִּבְקַשׁ, מִבְּקַשׁ
far	רָחֵק	מִרְחָק
near	קָרַב	יִקְרַב
kill	הָרַג	וַיַּהַרְגֵהוּ, נָהַרַג
save	נָצַל	וַיִּצַּלְהוּ, הִצִּיל
throw	שָׁלַךְ	וַיִּשְׁלַכוּ, הִשְׁלִיכוּ, וַיִּשְׁלְכוּ
pit	בּוֹר	הַבּוֹר, הַבְּרֵה, הַבּוֹר, בְּבוֹר
coat	כְּתָנִת	כְּתָנִתוֹ, כְּתָנִת (הַפְּסִים), הַכְּתָנִת, הַכְּתָנִת
where	אֵן	אֵנָּה
tear	קָרַע	וַיִּקְרַע
send	שָׁלַח	וַיִּשְׁלַח, וַיִּשְׁלַחְהוּ, תִּשְׁלַח, וַיִּשְׁלַחוּ

**Keyword Review**

The following list contains the שְׂרָשֻׁם of words that appear in Unit 12 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 שְׂרָשֻׁם and attach it to the Word Bank area. (The Word List pack contains the list of שְׂרָשֻׁם.) Please ensure that they feature in pupils' vocabulary books so that they can be referred to when studying the פְּסוּקִים.

<b>Unit 1</b>	
say	אמר
land	אָרֶץ
to	אֶל
this	זֶה, זֹאת
father	אָב
house	בַּיִת
make great	גָּדַל
<b>Unit 2</b>	
brother	אָח
not	לֹא
man	אִישׁ
we	אֲנַחְנוּ
all	כָּל
before	לִפְנֵי
<b>Unit 3</b>	
hurry	מהר
eye	עֵין
see	ראה
<b>Unit 4</b>	
as	אֲשֶׁר
word/speak	דָּבַר
boy	יָלֵד
son	בֶּן
call	קרא
<b>Unit 5</b>	
master	אָדוֹן
<b>Unit 6</b>	
know	ידע
went out	יצא

<b>Unit 7</b>	
come	<b>בוא</b>
sell	<b>מכר</b>
eat	<b>אכל</b>
<b>Unit 8</b>	
soul	<b>נֶפֶשׁ</b>
listen	<b>שמע</b>
voice	<b>קול</b>
give	<b>נתן</b>
approach, come near	<b>נגש</b>
now	<b>עַתָּה</b>
cry	<b>בכה</b>
<b>Unit 9</b>	
dream	<b>חלם</b>
down	<b>ירד</b>
standing	<b>יצב</b>
put	<b>שומ</b>
up	<b>עלה</b>
<b>Unit 10</b>	
to be able to	<b>יכל</b>
again, more	<b>עוד</b>
rule	<b>משל</b>
<b>Unit 11</b>	
send	<b>שלח</b>

# Unit Learning Outcomes

## Overview of KSU Learning Outcomes in Unit 12

Knowledge Goals	
K2	Pupil knows the events, people and places in the unit.
K4A	Pupil recognises and knows the selected Hebrew keywords in this חוּמֵשׁ unit and in the previous חוּמֵשׁ units.
K4B	Pupil knows the meaning of the key phrases: אָבֵל אֲשָׁמִים אֲנַחְנוּ עַל־אֲחֵינוּ (מ״ב : כ״א) אֲנִי יוֹסֵף הַעוֹד אֲבִי חַי (מ״ה : ג׳) לֹא־אַתֶּם שָׁלַחְתֶּם אֹתִי הִנֵּה כִּי הָאֱלֹקִים (מ״ה : ח׳)
K6	Pupil knows that רשׁ״י's explanation is not part of the תּוֹרָה text. Pupil knows רשׁ״י's explanation on: 1. בְּרֵאשִׁית מִיָּה : ג׳: נִבְהָלוּ מִפְּנֵי 2. בְּרֵאשִׁית מִיָּה : ט״ו: וְאַחֲרֵי כֵן וַדַּבְּרוּ אִתּוֹ
Skills Goals	
S1	Pupil can locate text when given its פָּרָק and פָּסוּק reference. Pupil can locate רשׁ״י's commentary on a חוּמֵשׁ page.
S3	Pupil can read selected פָּסוּקִים from לֵיט-מִיָּה בְּרֵאשִׁית fluently and with confidence using אֲתֵנְחֶתָּא. Pupil can read words accurately in רשׁ״י script.
S4	Pupil can comprehend the plain meaning of the text independently.
S5	Pupil can identify the שְׁרָשִׁים and word families of the keywords in this unit and in previous units. Pupil can recognise noun prefixes and suffixes of the keywords of this unit. Pupil knows the difference between וְ הַחִיבוֹר and וְ הַהַפְּוֹדָה.
S6	Pupil can read vowelled פְּרוּשִׁים accurately in רשׁ״י script.
S7	Pupil can comprehend the plain meaning of a number of רשׁ״י commentaries with support.

Understanding Goals	
U1	Pupil can reflect on the events in the unit and the feelings of יוסף and his brothers when יוסף reveals himself to them in מְצָרִים. They can reflect on how יוסף sees everything that happened to him as הַשְּׂגָחַת ה' and how this perspective affects the brothers' response to him.
U2	Pupil can identify words and phrases that support the following פְּרָשְׁנוֹת approaches: <ul style="list-style-type: none"> <li>• Extra meaning can be derived from words and שְׂרָשִׁים that are repeated in the text: (מְלָה מְנַחֵה) נכר, שלח, מכר.</li> <li>• Extra meaning can be derived from ambiguous words (הִבְנֵת מְלִים לֹא בְרוּרֹת) in the text: וְאַחֲרַי כֵּן.</li> </ul>
U3	Pupil can derive deeper meaning by comparing and contrasting language in a parallel or related text.
U4	Pupil can reflect on and discuss: <ul style="list-style-type: none"> <li>• how the brothers felt ashamed of their past actions</li> <li>• how the brothers were only able to speak once יוסף cried and showed his feelings towards them</li> </ul>

## Knowledge Goals

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

- The brothers go down to מִצְרַיִם to buy food
- יוסף recognises them but they do not recognise him
- יוסף accuses them of being spies
- יוסף keeps שְׂמֵעוֹן as prisoner and demands that they bring their youngest brother down from כְּנָעַן
- יוסף returns the brothers' money by putting it in their sacks
- יַעֲקֹב initially refuses to let בְּנֵימִן return with them
- As the famine worsens, יְהוֹדָה pledges for בְּנֵימִן's safety and the brothers return to Egypt with בְּנֵימִן
- The brothers return to כְּנָעַן with food – יוסף has his goblet hidden in בְּנֵימִן's sack
- יוסף's messengers find the goblet in בְּנֵימִן's sack
- יוסף says that the one in whose sack the goblet was found will be a slave
- יְהוֹדָה pleads with יוסף for בְּנֵימִן's freedom
- יוסף reveals himself to his brothers

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

recognise	נכר	וַיִּכְרֶם, וַיִּכְרְהוּ
remember	זכר	וַיִּזְכֹּר
answer	ענה	וַיַּעַן, לַעֲנוֹת
stand	עמד	עָמַד, תַּעֲמֹד
sad	עצב	תַּעֲצָבוּ
upset/trouble	חרה	יָחַר
life/sustenance	חיה	חַי, לְמַחְיָה
alive	חיה	וּלְהַחְיֹת
fall	נפל	וַיִּפֹּל
neck	צוואר	צְוָאֲרִי, צְוָאֲרָיו
kiss	נשק	וַיִּנְשֹׁק

### K4B: Pupil knows the meaning of the key phrases:

- אָבֵל אֲשָׁמִים אֲנֹחֲנוּ עַל־אֲחֵינוּ (מ"ב : כ"א)
- אֲנִי יוֹסֵף הַעוֹד אָבִי חַי (מ"ה : ג')
- לֹא־אַתֶּם שְׁלַחְתֶּם אֹתִי הִנֵּה כִּי הָאֱלֹקִים (מ"ה : ח')



**K6: Pupil knows that there are פְּרוּשִׁים on the text and that a פְּרוּשׁ is not part of the תּוֹרָה text.**

Pupil knows the explanations of various פְּרוּשִׁים, which suggest reasons for יוסף's harsh treatment of his brothers.

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

נִבְהָלוּ מִפְּנֵיו (ג': בְּרֵאשִׁית מִיָּה) – the brothers were ashamed of their past actions and so could not respond to יוסף immediately.

וְאֶחָרֵי כֵן (ט"ו: בְּרֵאשִׁית מִיָּה) – the brothers saw יוסף cry, and that he had no hard feelings towards them.

וְדָבְרוּ אִתּוֹ (ט"ו: בְּרֵאשִׁית מִיָּה) – the brothers were able to overcome their initial shame and speak to him.

## 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 selected פְּסוּקִים from the text fluently and with confidence using אֶתְנַחֵתָּא.**

Pupil can read words accurately in רש"י script.

**S4: Pupil can comprehend the plain meaning of selected פְּסוּקִים 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 knows the difference between a ו' הַהֲפֹדֵד, e.g. וַיִּגְשׁוּ (מ"ה: ד'), and ו' הַחִיבוּר, e.g. וַיִּקְצִיר (מ"ה: ו').

**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:**

1. בְּרֵאשִׁית מִיָּה: ג': נִבְהָלוּ מִפְּנֵיו

2. בְּרֵאשִׁית מִיָּה: ט"ו: וְאֶחָרֵי כֵן and וְדָבְרוּ אִתּוֹ

# Understanding Goals

**U1: Pupil can reflect on and discuss the feelings and responses of יוסף and the brothers as they face each other after 20 years: the brothers as they are treated harshly by the Egyptian official; יהודה as he confronts יוסף; and יוסף's consideration for the brothers' feelings by asking everyone to leave the room before revealing his identity.**

Reflect on יוסף's and the brothers' perspectives on events: how the message of הַשְּׂגָחָה פְּרִטִית is conveyed by יוסף and how his perspective helps to free the brothers of their guilt over their past treatment of him.

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

- Extra meaning can be derived from ambiguous words (תְּבִנָּה מְלִים לֹא בְרוּרָה) in the text: נִבְהָלוּ (מִיָּה : ג'), וְאַחֲרַי כֵּן (מִיָּה : ט"ו).
- Extra meaning can be derived from words that are repeated in the text: נָכַר, שָׁלַח, מָכַר (מִלָּה מִנְחָה).

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

- The similarities and differences between יוסף's dreams and their fulfilment (מִיָּב : ט' and בְּרֵאשִׁית לַיִז : ז'+ט')
- The reaction of יוסף's brothers, compared to their earlier treatment of him (לַיִז : י"ט-כ' and בְּרֵאשִׁית מִיָּב : כ"א)
- The memories of earlier events that are triggered by the meeting between יוסף and his brothers. (e.g. וְלֹא יָכְלוּ דַבְּרוֹ לְשָׁלֵם. The brothers couldn't speak kindly about יוסף.)

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

- how the brothers felt ashamed of their past actions when יוסף first revealed his identity
- how the brothers were only able to speak once יוסף cried and showed his feelings towards them

# Unit Skills and Understanding Spiral

<p><b>Unit 12</b></p>	<p>1. Comprehending the plain meaning of a more difficult תּוֹרָה text independently S4</p> <p>2. Identifying נִסְק: שְׂרָשִׁים S5</p> <p>3. <b>Identify when a ו' is a הַפּוֹךְ ו' and when it is a הַחִבּוּר ו'</b> <b>New S5</b></p> <p>4. Use of noun suffixes S5</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">ו'</td> <td style="text-align: center;">ד'</td> </tr> <tr> <td style="text-align: center;">אָבִי</td> <td style="text-align: center;">בֵּיתִךְ</td> </tr> <tr> <td style="text-align: center;">בָּנִי</td> <td></td> </tr> <tr> <td style="text-align: center;">אָחִי</td> <td></td> </tr> </table> <p>5. Reading vowelled פְּרוֹשִׁים accurately (רשיי) S6</p> <p>6. Comprehending the plain meaning of a number of commentaries of רשיי with support S7</p>	ו'	ד'	אָבִי	בֵּיתִךְ	בָּנִי		אָחִי		<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יוסף's and the brothers' feelings when יוסף reveals himself U1</p> <p>2. Identifying independently how the repetition of certain words or groups of words, e.g שלח and מכר, and ambiguous words e.g. וְאֶחָדֵינוּ, וְאֶחָדֵינוּ can provide clues about the likely feelings, intentions and leading ideas of the unit U2</p> <p>3. Comparing and contrasting language in parallel texts U3</p> <p><b>4. Understanding how the brothers felt ashamed of their past actions, and were only able to speak once יוסף cried and showed his feelings</b></p>
ו'	ד'									
אָבִי	בֵּיתִךְ									
בָּנִי										
אָחִי										

# 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 12	K4A: I know keywords studied in Unit 12	K6: I know רשׁיׁי's explanation on בְּרֵאשִׁית מִיָּה: גִּי מִיָּה: טׁיׁו and	S4: I can comprehend the plain meaning of a <b>more difficult</b> תּוֹרָה text on my own	S5: I can identify word families/ שְׂרָשׁוּׁם: נכר, זכר, נשק	S5: I can identify when a ןׁי is a ןׁי הַהפּוּדָׁ and when it is a ןׁי הַחִיבּוּר	S6: I can read vowelled פְּרוּשִׁים accurately	S7: I can comprehend the plain meaning of a number of רשׁיׁי commentaries with support	U1: I can reflect on events and feelings of characters in the unit, eg. יוסף's and the brothers' feelings when יוסף reveals himself	U2: I can derive meaning, independently, from repeated words, eg. שלח, מכר and ambiguous words, e.g. נִבְהַלְו, וְאַחֲרַי כּוֹ	U3: I can compare and contrast language in parallel texts	U4: I can understand how the brothers felt ashamed of their past actions, and were only able to speak once יוסף cried and showed his feelings
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												

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

# Unit 12 Self Assessment Grid

Name: \_\_\_\_\_

Class: \_\_\_\_\_

	KNOWLEDGE			SKILLS					UNDERSTANDING			
<b>Date:</b>	<b>K2:</b> I know the storyline, events and places in Unit 12	<b>K4A:</b> I know keywords studied in Unit 12	<b>K6:</b> I know רש"י's explanation on בְּרֵאשִׁית מִיָּה : גִּי מִיָּה : טִיּוֹ and	<b>S4:</b> I can comprehend the plain meaning of a <b>more difficult</b> תּוֹרָה text on my own	<b>S5:</b> I can identify word families/ שְׂרָשֻׁיִם : נִכְרָה , זָכַר , נִשְׁקָה	<b>S5:</b> I can identify when a ו' is a ו' הַהִפּוּד and when it is a ו' הַחִיבוּר	<b>S6:</b> I can read vowelled פְּרוּשִׁים accurately	<b>S7:</b> I can comprehend the plain meaning of a number of רש"י commentaries with support	<b>U1:</b> I can reflect on events and feelings of characters in the unit, eg. יוסף and the brothers' feelings when יוסף reveals himself	<b>U2:</b> I can derive meaning, independently, from repeated words, eg. מִכַּח , שֶׁלַח , and ambiguous words, e.g. נִבְהַלְתִּי , וְאֶתְרִי כֹן	<b>U3:</b> I can compare and contrast language in parallel texts	<b>U4:</b> I can understand how the brothers felt ashamed of their past actions, and were only able to speak once יוסף cried and showed his feelings

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

נכר	זכר	ענה	עמד	עצב	חרה	חִיָּה	חיה	נפל	צוֹאֵר	נשק
וַיִּכְרֶם, וַיִּכֹּר, הִכְרָהוּ	וַיִּזְכֹּר	וַיַּעַן, לַעֲנוֹת	עָמַד, תַּעֲמִד	תַּעֲצֹבוּ	יָחַר	חַיָּה, לְמַחֲיָה	וַיִּלְחֲמוּ	וַיִּפֹּל	צוֹאֲרֵי, צוֹאֲרֵי	וַיִּנְשֹׁק

I know ירש"י's explanation on:

1. בְּרֵאשִׁית מ״ה: ג'. נִבְהָלוּ מִפְּנֵיו	2. בְּרֵאשִׁית מ״ה: ט״ו. דִּבְרוּ אִחָיו אֵתוֹ	3. בְּרֵאשִׁית מ״ה: ט״ו. וַאֲחֵרֵי כֵן

# Unit Levels of Attainment

Unit 12 is aimed at pupils in Year 5 so most pupils will be working between Levels 3 and 4. Included below are level descriptors from Levels 3-4. For further levels please see Appendix.

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

Learning about Chumash (Knowledge-K)		Ability to learn Chumash (Skills-S)		Learning from Chumash (Understanding-U)	
<b>Level 3c</b> 1. I know the names of the <b>פְּרָשָׁה</b> and <b>סֵפֶר</b> I am learning. <b>(K1)</b>	<input type="checkbox"/>	<b>Level 3c</b> 1. I can show where a <b>פְּסוּק</b> begins and ends in my <b>חוּמֵשׁ</b> . <b>(S1)</b>	<input type="checkbox"/>	<b>Level 3c</b> 1. I can describe the feelings of the people I have learned about in my <b>חוּמֵשׁ</b> . <b>(U1)</b>	<input type="checkbox"/>
2. I know, giving only a few details, most of the story in the unit. <b>(K2)</b>	<input type="checkbox"/>	2. I can find the place in my <b>חוּמֵשׁ</b> . <b>(S1)</b>	<input type="checkbox"/>		<input type="checkbox"/>
3. I know where <b>אֶרֶץ יִשְׂרָאֵל</b> is on a map of the Middle East. <b>(K3)</b>	<input type="checkbox"/>	3. I can read selected words on a <b>חוּמֵשׁ</b> page. <b>(S3)</b>	<input type="checkbox"/>		
4. I know the meaning of some of the keywords from the unit(s). <b>(K4)</b>	<input type="checkbox"/>	4. I can work out the meaning of part of a <b>פְּסוּק</b> using keywords I know. <b>(S4)</b>	<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 <b>מִידוֹת</b> I can learn from the story. <b>(U2)</b>	<input type="checkbox"/>
5. I know that a <b>פְּרוּשׁ</b> explains the meaning of a <b>חוּמֵשׁ</b> text but is not part of the <b>חוּמֵשׁ</b> text. <b>(K6)</b>	<input type="checkbox"/>				
<b>Level 3b</b> 1. I can accurately retell most of the <b>תּוֹרָה</b> narrative of the unit. <b>(K2)</b>	<input type="checkbox"/>	<b>Level 3b</b> 1. I can find any <b>פְּסוּק</b> in <b>סֵפֶר בְּרֵאשִׁית</b> and also find the <b>אֶתְנַחְתָּא</b> . <b>(S1)</b>	<input type="checkbox"/>	<b>Level 3b</b> 1. I can describe the values/ <b>מִידוֹת</b> I learn from my <b>חוּמֵשׁ</b> and, with a little help, say how they connect to my own life. <b>(U1)</b>	<input type="checkbox"/>

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



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

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

# General Guidelines

## A. Lesson Preparation

- Before teaching the פסוקים, learn them, preferably בְּתַבְרוּתָא, 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 חומשׁ to use in every lesson.
- A primary חומשׁ 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 (קִמְצָ קֶטָן and מְלַעֵיל/מְלַרַע, אֶתְנַחֵתָא). Modelled reading is followed by group reading with the purpose of immersing pupils in the text of the תּוֹרָה. See below for reading strategies suggested by partner teachers.
  3. **Comprehension:** Pupils work out the plain meaning of the text with teacher support, e.g. picture and other non-verbal clues. Pupils are further supported to develop reading comprehension skills by being encouraged to notice patterns in the 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 תּוֹרָה.
- Vocabulary books are available for pupils to record keywords. These can then be used by pupils for revision and as a reference tool in their subsequent learning.

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

- **Interactive Whiteboard:**

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

- **Make it Manageable:**

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

- **Whispers:**

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

- **Chevruta:**

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

- **Match the Word:**

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

- **Echoes:**

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

- **Give Me a Clue:**

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

- **Familiar Words:**

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

- **Catch Me Out:**

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

- **Follow My Leader:**

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

- **Invent an Action:**

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

- **Incentives:**

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

## C. Comprehension Strategies

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

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

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

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

- **Sentence Sections:**

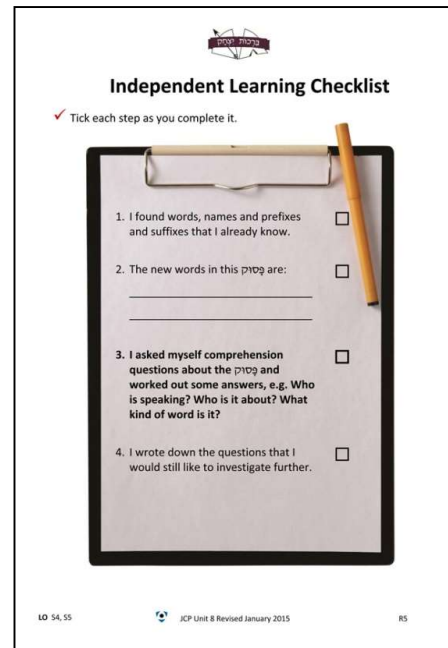
This activity helps pupils to develop awareness of sentence structure as one of the elements that give meaning to text, in addition to the more commonly recognised element: vocabulary. The activity gives pupils a chance to divide a sentence according to verb + noun phrases, without needing to label it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

• **Hand Sentences:**


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

• **Independent Comprehension Checklist:**

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



• **ויאמר Sentences:**



**ויאמר Sentences**

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

ויאמר יַעֲקֹב מִכְרָה כִּיּוֹם אֶת בְּכֹרְתָד לִי :

ויאמר עֲשׂוּ הִנֵּה אֲנֹכִי הוֹלֵךְ לְמוֹת וְלָמָּוָה זֶה לִי בְכֹרָה :

ויאמר יַעֲקֹב הַשְּׂבֻעָה לִי כִּיּוֹם וַיִּשְׁבַּע לוֹ וַיִּמְכֹּר אֶת בְּכֹרְתוֹ לְיַעֲקֹב :

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

# Lesson 1: The Ups and Downs of יוסף's Life

## Learning Outcome:

- ❖ To explore the events and context leading up to יוסף's brothers coming down to מִצְרַיִם to buy food
- ❖ To examine יוסף's feelings as he faces his brothers for the first time in 20 years

Suggested study method for פְּסוּקִים:	Hebrew	Teacher summary
	בְּרֵאשִׁית מ״ב: ג', ז-ט'	בְּרֵאשִׁית פָּרָק ל״ט-מ״א פָּרָק מ״ב פְּסוּקִים א-ב', ד-ו'

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p><b>K2:</b> Know what happened to יוסף from when he is sold until his brothers come to מִצְרַיִם for food. יוסף recognises his brothers, but they do not recognise him. He does not reveal himself to them and accuses them of being spies. He remembers the dreams he had about his family bowing to him.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>נכר</td> <td>וַיִּכְרֶם, הַכְּרָהוּ</td> </tr> <tr> <td>זכר</td> <td>וַיִּזְכֹּר</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>	נכר	וַיִּכְרֶם, הַכְּרָהוּ	זכר	וַיִּזְכֹּר	<p><b>S3:</b> Read בְּרֵאשִׁית מ״ב: ג', ז-ט' accurately, accentuating syllables correctly and recognising basic אֶתְנַחֲתָא: טַעְמֵי הַמְקֻרָא.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית מ״ב: ג', ז-ט'.</p> <p><b>S5:</b> Identify the word families and שְׂרָשִׁים of the keywords in these פְּסוּקִים. Identify the prefixes and suffixes of the keywords of these פְּסוּקִים.</p>	<p><b>U1:</b> Reflect on and discuss the likely feelings of יוסף as he faces his brothers after many years.</p> <p><b>U2:</b> Identify the מְנַחָה: נכר, and understand that יוסף recognised the brothers yet they did not recognise him.</p> <p><b>U3:</b> Compare and contrast the text of יוסף's dreams to this text. To what extent is the dream being fulfilled?</p>
נכר	וַיִּכְרֶם, הַכְּרָהוּ					
זכר	וַיִּזְכֹּר					

## Words from Units 1-11

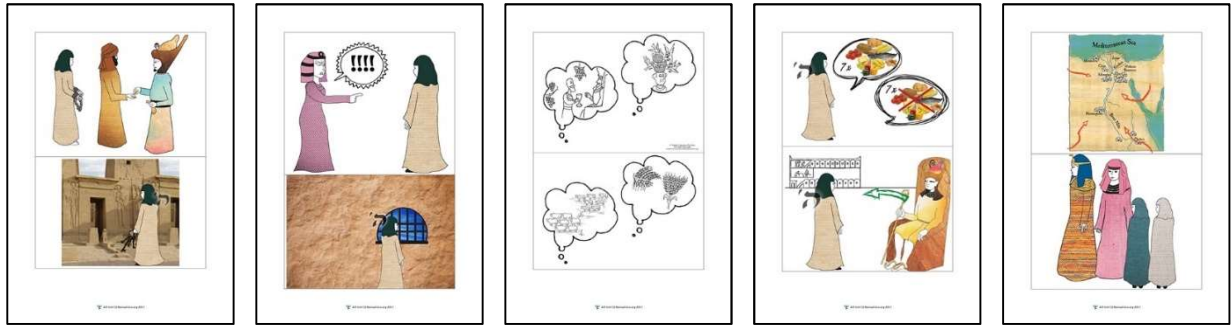
### New words this lesson

ג וַיִּרְדּוּ אַחֵי יוֹסֵף עֶשְׂרָה לְשֹׁבֵר בָּר מִמִּצְרַיִם:

ז וַיִּרְא יוֹסֵף אֶת אַחֵיו וַיִּכְרֶם וַיִּתְנַבֵּר אֲלֵיהֶם וַיִּדְבֹּר אֹתָם קִשּׁוֹת וַיֹּאמֶר אֲלֵיהֶם מֵאִן בָּאתֶם וַיֹּאמְרוּ מִצְרַיִם כִּנְעָן לְשֹׁבֵר אֶכֶל: ח וַיִּכְר יוֹסֵף אֶת אַחֵיו וְהֵם לֹא הִכְרָהוּ: ט וַיִּזְכֹּר יוֹסֵף אֶת הַחֲלֻמוֹת אֲשֶׁר חָלַם לָהֶם וַיֹּאמֶר אֲלֵיהֶם מְרֻגְלִים אַתֶּם לָרְאוֹת אֶת עֲרוֹת הָאָרֶץ בָּאתֶם: י וַיֹּאמְרוּ אֲלָיו לֹא אֲדַנִּי וְעַבְדִּיךָ בָּאוּ לְשֹׁבֵר אֶכֶל:

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

To revise previous events, and to summarise the storyline of לַיִט-מִיָּה, which will not be learned in depth, display and distribute the ten story cards (Classroom Resources). Pupils can work in pairs or groups to try and sequence the storyline, drawing on their הַשְּׂבוּעַת הַפְּרִשְׁתָּה knowledge. A brief explanation of each image is provided for teachers in Classroom Resources. Pupils can then feed back as the teacher sequences the pictures on the board, and if there is time pupils can retell all or part of the story using role play or by drawing a cartoon.



Explain to children that יוֹסֵף's experiences in these פְּרָקִים took him to many different places. Distribute the place cards (Classroom Resources) and challenge pupils to position them under the correct section of the story still displayed on the board. (Some will need to be placed before the events, e.g. בּוֹר וְאֶהָל יַעֲקֹב and בּוֹר.)



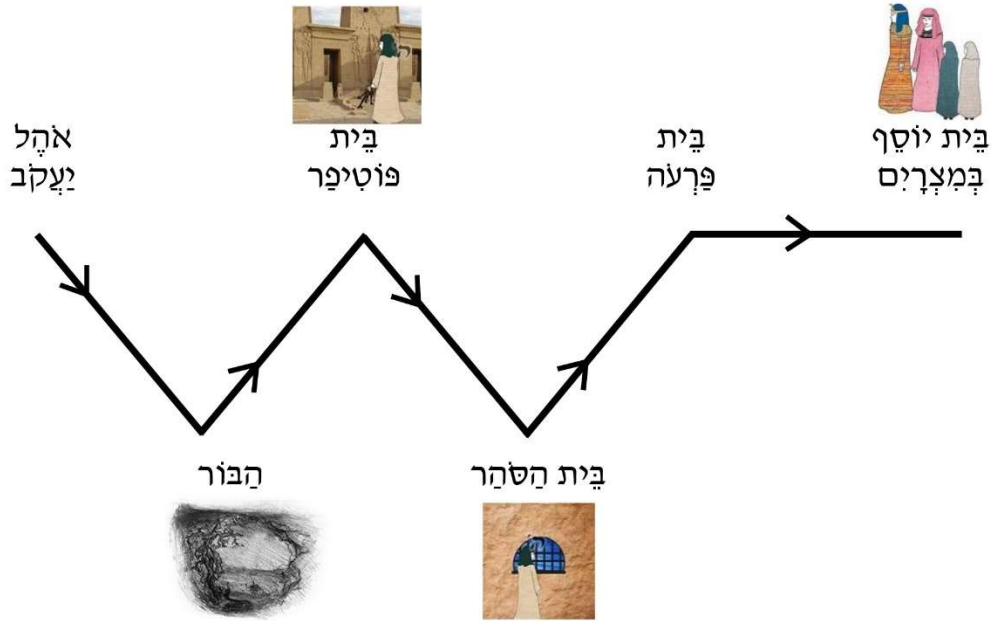
Once this has been done, remove the original storyline images, so that only the sequenced place cards remain.

**2. Up and Down Understanding Activity [K2, U1]****(10 minutes)**

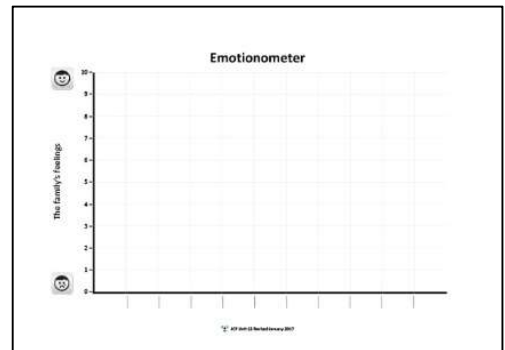
Remind pupils of the keywords ירד (*go down*) and עלה (*go up*) learned in Unit 9 (Classroom Resources).

In these פְּרָקִים יוסף experienced high points when things were going well for him, but also low points when things were difficult. Ask pupils to look at the place cards and decide if each represents a high or low point in יוסף's life. Move the place cards up or down to reflect pupils' decisions.

The final display should look like this:



The Emotionometer from Unit 10 can also be used here and extended to the new circumstances. What were the high points or low points in terms of how יוסף might have been feeling?



Adding the **Phrase Flashcards** to the place names, ask pupils to discuss and then share as a class what might have helped יוסף in negative situations, and how he was able to rise up from his low points.

**בֵּית פּוֹטִיפָר**  
(פְּרָק לַיִט: בֵּי-ד')

וַיְהִי הִ' אֶת-יוֹסֵף

וְכָל אֲשֶׁר-הוּא  
עָשָׂה הִ' מִצְלִיחַ

וַיִּמָּצֵא חַן בְּעֵינָיו

**בֵּית הַסְּהָר**  
**בְּמִצְרַיִם**  
(פְּרָק לַיִט: כִּי-א-כִּי"ג)

וַיְהִי הִ' אֶת-יוֹסֵף

וַיִּתֵּן חֵן בְּעֵינָיו  
שֶׁר בֵּית-הַסְּהָר

וַאֲשֶׁר-הוּא עָשָׂה  
הִ' מִצְלִיחַ

**בֵּית פְּרַעֲהַ**

**יוֹסֵף**: 'בְּלִעְדֵי  
אֱלֹקִים יַעֲנֶה אֶת-  
שְׁלוֹם פְּרַעֲהַ'  
(פְּרָק מִיָּה פְּסוּק ט"ז)

**פְּרַעֲהַ**: 'הִנְמַצָּא  
כְּזֶה אִישׁ אֲשֶׁר רוּחַ  
אֱלֹהִים בּוֹ?  
(פְּרָק מִיָּה פְּסוּק ל"ח)



Pupils can then complete the worksheet **Up and Down Questions**.

**Up and Down Questions**

1. What are things like for יוסף at first in בֵּית פּוֹטִיפָר?
2. When יוסף is sent to prison, what are things like for him?
3. When יוסף is asked to interpret the prisoners' and בְּנֵי מִצְרַיִם's dreams, what does he say?
4. What does this suggest about the attitude יוסף has in every situation?

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Suggested answers are:

1. What are things like for יוסף at first in בֵּית פּוֹטִיפָר? (*He is with him, and he becomes very successful. Potiphar likes Joseph and sees that he is with him, and that he is successful in everything he does. He puts Joseph in charge of his household.*)
2. When יוסף is sent to prison, what are things like for him? (*He still finds favour in everyone's eyes. He is with him, and the prison warden puts him in charge of the other prisoners.*)
3. When יוסף is asked to interpret the prisoners' and בְּנֵי מִצְרַיִם's dreams, what does he say? (*He says that all interpretations belong to ה'; that it is really beyond him, but ה' is helping him.*)
4. What does this suggest about the attitude יוסף has in every situation? (*He has belief and trust in ה', and knows He is with him. He does not give up or lose hope, even in negative or challenging situations. He knows it is ה' השֹׁמֵר that has placed him in every situation.*)

### 3. Teacher Reading and Comprehension Activity: ג' + ז': בְּרֵאשִׁית מִיָּב: [S4] (5 minutes)

In בְּרֵאשִׁית מִיָּב: we learn that the famine also affected כְּנָעַן and that יַעֲקֹב sent his sons to מִצְרַיִם to buy food.

ג וַיֵּרְדוּ אֲחֵי יוֹסֵף עֶשְׂרָה לְשֹׁבֵר בָּר מִמִּצְרַיִם:

Briefly read ג' פְּסוּק. Ask pupils to identify familiar words, and try to work out which words are about buying food (לְשֹׁבֵר בָּר). Write the phrase on the board, showing that the two words share a שָׂרֵשׁ. Ask the following questions to check comprehension:

- Who is going down to Egypt? (יוסף's ten brothers)
- Who is staying behind? (בְּנֵימִין)
- What are they going to do in מִצְרַיִם? (buy food/grain)

- Ask pupils to recall the storyline that follows, drawing on their פְּרָשָׁה knowledge.
- When the brothers arrive in מִצְרַיִם, who do they have to meet? (*the ruler who is in charge of handing out food*)
- Who is this? (יוסף)
- What is the first thing they do when they meet him? (*bow to him*)

#### 4. Reading Activity: בְּרֵאשִׁית מ"ב: ז'-ח' [S3] (5 minutes)

Display ז' ח' פְּסוּקִים on the board. Model reading the פְּסוּקִים using familiar strategies, and then ask pupils to practise reading the פְּסוּקִים in their pairs.

#### 5. Comprehension Activity: ז' ח' פְּסוּקִים [K4A, S4, S5, U2] (10 minutes)

ז' וַיֵּרָא יוֹסֵף אֶת-אֶחָיו וַיִּכְרַם וַיִּתְנַבֵּר אֲלֵיהֶם וַיַּדְבֵּר אֲתָם קָשׁוֹת וַיֹּאמֶר אֲלֵהֶם מֵאֵין בָּאתֶם וַיֹּאמְרוּ מִמִּצְרַיִם כָּנְעַן לְשִׁבְרָאֵל: ח וַיִּכַּר יוֹסֵף אֶת-אֶחָיו וְהֵם לֹא הִכְרָהוּ:

Introduce the new שְׂרָשׁ נכר. Challenge pupils to work out its meaning (*recognise*) with hints and prompts, e.g. What did the brothers ask יַעֲקֹב to do when they showed him יוֹסֵף's bloodstained coat? (הִכְרָנָא – *recognise*)

Ask pupils to locate the new שְׂרָשׁ and highlight it on the displayed פְּסוּק. Support pupils in working out the specific meaning of each of the words with the שְׂרָשׁ, נכר, with the help of the prefixes and suffixes. Provide them with the meaning of the word מֵאֵין (*where from*).

יוֹסֵף recognised his brothers, but did he want them to recognise him? Support pupils in working out the meaning of וַיִּתְנַבֵּר (*he disguised himself*).

(Note to teachers: The word וַיִּתְנַבֵּר is also from the שְׂרָשׁ, נכר, and uses the more complex הִתְפַּעֵל form. This will not be focused on as a keyword. However, as more able pupils may spot its שְׂרָשׁ, it can be mentioned that this is indeed a use of the שְׂרָשׁ: נכר in a different form.)

Give pupils time to work out the meaning of the פְּסוּק in pairs then ask the following questions to check comprehension. Encourage pupils to answer using words from the פְּסוּק.

- What happens in ז' ח' פְּסוּקִים when יוֹסֵף sees his brothers? (*He recognises them as his brothers* וַיִּכַּר יוֹסֵף אֶת-אֶחָיו וַיִּכְרַם and also וַיֵּרָא יוֹסֵף אֶת-אֶחָיו וַיִּכְרַם.)
- What does he decide to do when he realises who they are? (*He disguises himself and speaks to them harshly* וַיִּתְנַבֵּר אֲלֵיהֶם וַיַּדְבֵּר אֲתָם קָשׁוֹת.)
- Are the brothers aware that they are face to face with יוֹסֵף? (*No, they do not recognise him* וְהֵם לֹא הִכְרָהוּ.)
- What does he ask them? (*Where did you come from?* מֵאֵין בָּאתֶם)

- What do they respond? (מֵאֲרֵץ כְּנָעַן לְשִׁבְר־אֶבֶל) *From כְּנָעַן to buy food.*)
- Which שֶׁרֵשׁ is repeated in וְ-ח' ח' פְּסוּקִים? (נכר – *recognise*) Ask pupils to highlight all instances of this שֶׁרֵשׁ on large פְּסוּקִים.
- What is the term for a שֶׁרֵשׁ or word that repeats many times? (מְלֵא מְנַחֵה)
- Why is it significant? (*We learn deeper meanings from noticing this in a פְּסוּק or text.*)
- What theme does this מְלֵא מְנַחֵה draw our attention to? (יוסף *recognising the brothers, and yet disguising himself to them.*)
- Why might the brothers not have recognised יוסף?
  - *He had grown up; he was 17 when they sold him and now he was 37.*
  - *He was dressed like an Egyptian, and in a later פְּסוּק we learn that he spoke to them in Egyptian, through an interpreter (capable classes can be encouraged to look for that פְּסוּק (מ"ב: כ"ג) and try to work out its meaning).*
  - *יוסף behaved like a ruler and not a young boy; his behaviour was very unlike the יוסף they knew.*

## 6. Reading and Comprehension Activity: בְּרֵאשִׁית מ"ב: ט' [S3, S4] (10 minutes)

Model reading of פְּסוּק ט' with expression, and then ask pupils to read it in their pairs.

Display פְּסוּק ט' on the board.

ט וַיִּזְכֹּר יוֹסֵף אֶת הַחֲלֻמוֹת אֲשֶׁר חָלַם לָהֶם וַיֹּאמֶר אֲלֵהֶם מִרְגָּלִים אַתֶּם לָרְאוֹת אֶת עֵרְוַת הָאָרֶץ בְּאֵתְכֶם:

Introduce the new שֶׁרֵשׁ: זָכַר and prompt pupils to work out its meaning (*he remembered*).

What did יוסף remember? Ask pupils to identify a familiar, repeated שֶׁרֵשׁ in this פְּסוּק (חלם; חלמוֹת – *dreams*, חָלַם – *he dreamt*)


By repeating this שֶׁרֵשׁ, what is the פְּסוּק drawing our attention to? (*the dreams that יוסף experienced when he was back in his father's home*)


Challenge pupils to work in pairs to work out the meaning of the פְּסוּק. Prompt pupils to recall the meaning of the word מִרְגָּלִים (*spies*), by drawing on their פְּרִשָׁה knowledge (פְּרִשָׁת שְׁלַח לְדָד). Provide pupils with the meaning of the phrase עֵרְוַת הָאָרֶץ (*the weakness of the land*).


Give pupils some time to work out the meaning of the פְּסוּק in pairs using their large פְּסוּקִים and then encourage them to say the meaning of the פְּסוּק in their own words.

**יוסף Remembers, יוסף Says**  
 Copy the underlined phrases from the text below into the correct bubbles, then answer the questions that follow.

ט וַיִּזְכֹּר יוֹסֵף אֶת הַחֲלֻמוֹת אֲשֶׁר חָלַם לָהֶם לְרֵאוֹת פְּתוּחוֹת הַמָּדַר בְּאֶתְמֹתָם:

What יוסף remembers: 

What יוסף says: 



1. What does יוסף remember? \_\_\_\_\_

2. What reminds him of this? \_\_\_\_\_

3. What does he say to the brothers? \_\_\_\_\_

Challenge: How are יוסף's words related to what we read in ח'?

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Pupils can complete the worksheet **יוסף Remembers, יוסף Says** by filling in the thought and speech bubbles, and then answering the comprehension questions.

What does יוסף remember? ( וַיִּזְכֹּר יוֹסֵף אֶת הַחֲלֻמוֹת אֲשֶׁר חָלַם *He remembers his dreams.*)

What reminds him of this? (*the brothers bowing to him*)

What does he say to the brothers? (*You are spies. You want to see the weakness of the land.*)

(מְרַגְלִים אַתֶּם לְרֵאוֹת אֶת־עֲרֹנוֹת הָאָרֶץ בְּאֶתְמֹתָם.)

Challenge: How are יוסף's words related to what we read in ח' ( *He was speaking roughly* אַתֶּם קְשׁוֹת קְשׁוֹת.)

**7. Understanding Activity: יוסף Has a Flashback [U3]**

**(5 minutes)**

Highlight the words **וַיִּזְכֹּר יוֹסֵף** in ט' פְּסוּקֵי ט'.

What is יוסף remembering? (*His dreams in which his brothers and his family bowed down to him, the brothers' response: 'How dare you think you would rule over us.'*)

פְּרָק ל"ז פְּסוּקִים ז'+ט'

ז וְהָיָה אֲנַחְנוּ מֵאֲלֵמִים אֲלֵמִים בְּתוֹךְ הַשָּׂדֶה  
 וְהָיָה קִמָּה אֲלֵמֵתֵי וְגַם־נִצְבָּה וְהָיָה תִסְבִּינָה  
 אֲלֵמֵתֵיכֶם וְתִשְׁתַּחֲוּוּ לְאֵלֵמֵתֵי :

ט וַיִּחְלַם עוֹד חֲלוֹם אַחֵר וַיִּסְפָּר אֹתוֹ לְאֶחָיו  
 וַיֹּאמֶר הִנֵּה חֲלֻמֵי חֲלוֹם עוֹד וְהָיָה הַשָּׁמַשׁ  
 וְהַיָּרֵחַ וְאַחַד עֶשְׂרֵת כּוֹכָבִים מִשְׁתַּחֲוִים לִי :

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Display large בְּרֵאשִׁית ל"ז: ז' + ט' פְּסוּקִים for pupils to compare to ט' בְּרֵאשִׁית מ"ב:

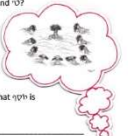
What do these פְּסוּקִים describe? (*the dreams, which יוסף remembers now* ט' בְּרֵאשִׁית מ"ב: ט')

What happens in ט' בְּרֵאשִׁית מ"ב: ט' that reminds יוסף of the dreams? (*the brothers are bowing to him, like their sheaves bowed to his, and like the sun, moon and stars bowed to him in his dreams – the dreams seem to be coming true*)

Are there any differences between the dreams and their fulfilment? (*In the second dream, the sun, moon and eleven stars, symbolising members of the family, bowed to יוסף – however only ten brothers actually bow to him here.*)

Pupils can complete the worksheet **יוסף Has a Flashback** to reinforce the connection between the פְּסוּקִים.

**יוסף Has a Flashback**

1. What is described in ז' וט' פְּסוּקִים? 

2. What words in ז' וט' פְּסוּקִים tell us that ז' is reminded of ז'?

3. What is happening in ט' פְּסוּקִים that is connected to ז' פְּסוּקִים? In what way do the dreams come true?

4. Are there any differences between the dreams and what actually happens?

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**8. Summary****(5 minutes)**

Ask pupils to re-read יוסף and write questions to use for hot-seating the characters.

Some example questions are given below.

To יוסף:

- What were your thoughts and feelings when you first saw your brothers?
- Why did you decide to talk to them harshly?
- What did you feel when you saw that your dreams were coming true?
- Was there anyone who was not with the brothers who you wondered about?

To the brothers:

- What were your thoughts and feelings when you came down to מִצְרָיִם?
- How did the Egyptian leader behave towards you? How did this make you feel?
- What did you feel when he accused you of being spies?

Pupils can take turns to hot-seat characters, and be hot-seated as the characters. They can then write diary entries as the characters, or fill in thought bubbles with characters' thoughts and feelings, to be displayed in the classroom.

# Lesson 2: The Brothers Remember their Past Actions

## Learning Outcomes:

- ❖ To explore reasons for the way that יוסף treats his brothers initially
- ❖ To examine the brothers' response to this treatment

Suggested study method for פְּסוּקִים:	Hebrew	Teacher summary
	בְּרֵאשִׁית מ"ב: כ"א-כ"ב	בְּרֵאשִׁית מ"ב: י"כ

By the end of this lesson pupils should:

Knowledge	Skills	Understanding		
<p><b>K2:</b> Know that after being treated harshly by יוסף, the brothers reflect on their past actions and see the harsh treatment as ה'׳s punishment.</p> <p><b>K4A:</b> Know the following new Hebrew keyword:</p> <table border="1"> <tr> <td>ענה</td> <td>ויצען</td> </tr> </table> <p>Know the relevant Hebrew keywords from previous units (see words highlighted in blue below and the table in front of this guide).</p> <p><b>K4B:</b> Know the following key phrase: אָבֶל אֲשֶׁמֶתֶם אֲנַחְנוּ עַל־אָחֵינוּ</p>	ענה	ויצען	<p><b>S3:</b> Read בְּרֵאשִׁית מ"ב: כ"א-כ"ב accurately, accentuating syllables correctly and recognising basic אֶתְנַחֲתָא: טַעְמֵי הַמְקַרָּא.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית מ"ב: כ"א-כ"ב.</p> <p><b>S5:</b> Identify the word families and שְׁרָשִׁים of the keywords in these פְּסוּקִים. Identify the prefixes and suffixes of the keywords in these פְּסוּקִים.</p>	<p><b>U1:</b> Reflect on and discuss the likely feelings of יוסף and the brothers as they face each other after many years.</p> <p><b>U3:</b> Compare and contrast the text of the brothers' reaction to יוסף with their earlier treatment of him (ל"ז: י"ט, כ').</p> <p><b>U4:</b> Explore different interpretations offered by חז"ל about why יוסף behaves the way he does to his brothers.</p>
ענה	ויצען			

## Words from Units 1-11

## New words this lesson

## Words from Unit 12 Lesson 1

כֹּה וַיֹּאמְרוּ אִישׁ אֶל־אָחִיו אָבֶל אֲשֶׁמֶתֶם אֲנַחְנוּ עַל־אָחֵינוּ אֲשֶׁר רָאִינוּ צָרַת נַפְשׁוֹ בְּהַתְּחַנְּנוֹ אֶלֵינוּ וְלֹא שָׁמַעְנוּ עֲלֵינוּ עֲלֵינוּ הַצָּרָה הַזֹּאת: כִּב וַיִּצְעֲנוּ רְאוּבֵן אֲתֶם לֹאמַר הֲלוֹא אֲמַרְתִּי אֵלֵיכֶם | לֹאמַר אֶל־תְּחַטְּאוּ בְּיָדְךָ וְלֹא שָׁמַעְתֶּם וְגַם דָּמוֹ הִנֵּה נֹדֵדֶשׁ:

**1. Revision and Understanding Activity: Four Corners [K2, U1, U4] (15 minutes)**

Display and have pupils read יוסף: ז' ט' בְּרֵאשִׁית מ"ב. Highlight the new words and familiar words as below to help pupils recall the meaning and the main points of the פְּסוּקִים.

ז' וַיֵּרָא יוֹסֵף אֶת-אֶחָיו וַיִּכְרָם וַיִּתְנַבֵּר אֲלֵיהֶם וַיְדַבֵּר אֲתָם קְשׁוֹת וַיֹּאמֶר אֲלֵהֶם מֵאִן בָּאתֶם וַיֹּאמְרוּ מֵאֶרֶץ כְּנָעַן לְשֵׁבַע אֲכָל: ח וַיִּכַּר יוֹסֵף אֶת-אֶחָיו וְהֵם לֹא הִכְרָהוּ: ט וַיִּזְכֹּר יוֹסֵף אֶת הַחֲלֻמוֹת אֲשֶׁר חָלַם לָהֶם וַיֹּאמֶר אֲלֵהֶם מִרְגְּלִים אַתֶּם לָרְאוֹת אֶת-עֵרֹת הָאָרֶץ בָּאתֶם:

Write the following question words on the board (or pupils could use question cubes to roll as dice):

**What? Who? Why? Where? How?**

Ask pupils to use the question words to think of questions about יוסף: ז' ט'. Some questions will be factual or have answers in the text; some will be discussion or thinking questions. Choose pupils to answer informational questions as they are asked in order to revise the פְּסוּקִים (encourage stronger pupils to identify which words from the פְּסוּקִים provide the answer). Write discussion questions that are raised on the board to be revisited later.

Possible informational questions: Who is speaking in יוסף: ז'? Why did the brothers come to יוסף? What kind of voice did יוסף use when he spoke to the brothers? What event is יוסף remembering? Who recognises each other and who doesn't?

Possible thinking questions: What is יוסף thinking about when he sees the brothers? What about the events reminds יוסף of his dreams? Why don't the brothers recognise יוסף? **Why is יוסף behaving like this?**

Ensure that the question in bold is raised, as we want to explore different approaches the מְפָרְשִׁים had to this question.

Write these questions on the board: Why is יוסף accusing his brothers? What is his plan?

Put up the following five signs (Classroom Resources) at five different places in the classroom:

1. יוסף PLANS TO SEE HIS DREAMS COME TRUE (ספרנו)
2. יוסף PLANS REVENGE ON HIS BROTHERS FOR WHAT THEY DID TO HIM (אברבנל)
3. יוסף PLANS TO TEACH HIS BROTHERS TO CORRECT THEIR MISTAKE (מדרש רבה)
4. יוסף DOESN'T HAVE A PLAN, HE IS LETTING G-D'S PLAN CONTINUE TO HAPPEN (רמב"ן)
5. OUR OWN OPINION

יוסף plans to see his dreams come true (ספרנו)
יוסף plans revenge on his brothers for what they did to him (אברבנל)
יוסף plans to teach his brothers to correct their mistake (מדרש רבה)
יוסף doesn't have a plan; he is letting G-d's plan continue to happen (רמב"ן)
Our own opinion

Divide the class into five groups: each group should spend a few minutes at each option, discussing the approach, making sure they all understand it. At the fifth station, each group should add their own opinion.

Once all pupils have had a chance to explore all five options, they should then choose the option that makes most sense to them by standing near it. They could then feed back about the reasons they chose this option. Able pupils could be asked to provide proof from the text for their choice.

After this feedback, ask each group to discuss: What should יוסף do next?

Some possible suggestions might be:

- *He should wait until all parts of his dreams come true before he does anything.*
- *He should get his brothers back for what they did to him.*
- *He should forgive them now.*
- *He should apologise to them for the way he used to behave towards them.*
- *He should reveal his identity.*
- *He should ask about his father and בְּנֵימִין.*

## 2. English Summary Activity [K2]

(5 minutes)

**The Brothers' Response**

Use the words in the box below to fill in the gaps in the story.

The brothers said to \_\_\_\_\_: We are not \_\_\_\_\_  
we only came to buy \_\_\_\_\_ we are all \_\_\_\_\_  
When he insisted again, they said: We are actually \_\_\_\_\_  
brothers, the sons of one man from \_\_\_\_\_. The  
youngest brother is with our \_\_\_\_\_ and another one is  
not there.

יוסף replied that he would only let them go if the \_\_\_\_\_  
came to Egypt. He put them all in \_\_\_\_\_ for three days,  
saying one brother should return to fetch \_\_\_\_\_. After  
\_\_\_\_\_ days he agreed for \_\_\_\_\_ brother to stay  
while the others return with food and to fetch \_\_\_\_\_.

food	prison	בָּנָו	three
youngest	יוֹטֵן	spies	one
father	בְּנֵימִין	brothers	twelve

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Ask pupils to summarise the content of יי-כי: בְּרֵאשִׁית מִיָּב: using the worksheet **The Brothers' Response**.

## 3. Reading Activity: בְּרֵאשִׁית מִיָּב: כִּי־א [S3]

(5 minutes)

Model the reading once for the class, then, in order to emphasise that we are focusing on the brothers, pupils can be put into groups of ten to represent the brothers. (This was suggested as a reading strategy in Unit 11 when the brothers conspired to kill יוסף.) Each pupil can take a turn to read one word, with the פָּסוּק being read three times.



**4. Comprehension and Contextual Activity [K2, K4A, K4B,S4, S5, U3] (10 minutes)**

כא ויאמרו איש אל־אחיו אָבֵל אֲשֶׁמִים אֲנַחְנוּ עַל־אֲחֵינוּ אֲשֶׁר רָאִינוּ צָרַת נַפְשׁוֹ בְּהִתְחַנְנוּ אֵלֵינוּ וְלֹא שָׁמְעֵנוּ עֲלֵיכֶן בָּאָה אֵלֵינוּ הַצָּרָה הַזֹּאת :

Ask pupils to identify familiar verbs in כ"א (ויאמרו, ראינו, שמענו, ולא). Use the verbs as a structure to comprehend the simple meaning of the פסוק:

They spoke: Who spoke? (*the brothers to one another*)

They saw: What did they see? (*יוסף's anguish when he pleaded with them*)

They did not listen: What did they not listen to? (*יוסף's pleas*)

What do the brothers feel now? (*guilt over their past treatment of יוסף, for which they feel they are now being punished – אָבֵל אֲשֶׁמִים אֲנַחְנוּ עַל־אֲחֵינוּ*)

כא ויאמרו איש אל־אחיו אָבֵל אֲשֶׁמִים אֲנַחְנוּ עַל־אֲחֵינוּ is a key phrase of this unit. Encourage pupils to practise saying this phrase to each other, with expression and gestures to convey its meaning.

**5. Understanding Activity [U3]****(10 minutes)**

Circle the phrase ויאמרו איש אל־אחיו.

Where have we seen this phrase before? Support pupils to discover that the same phrase was used in Unit 11 (י"ט) when the brothers conspired to kill יוסף.

יט ויאמרו איש אל־אחיו הִנֵּה בַעַל הַחֲלָמוֹת הַלְזָה בָּא : כ וַעֲתָה לָכֵן וְנַהַרְגֶהוּ וְנִשְׁלַכְהוּ בְּאֶחָד הַבְּרוֹת וְאָמְרָנוּ חַיָּה רָעָה אֲכָלְתָּהוּ וְנִרְאָה מִה־יָהּי חֲלָמֹתָיו :

Display the פסוקים side by side (Classroom Resources).

What were the brothers saying to one another in י"ט (Let us kill יוסף and כ'?)

פרק ל"ז פסוקים י"ט-כ'	פרק מ"ב פסוק כ"א
יט ויאמרו איש אל־אחיו הִנֵּה בַעַל הַחֲלָמוֹת הַלְזָה בָּא : כ וַעֲתָה לָכֵן וְנַהַרְגֶהוּ וְנִשְׁלַכְהוּ בְּאֶחָד הַבְּרוֹת וְאָמְרָנוּ חַיָּה רָעָה אֲכָלְתָּהוּ וְנִרְאָה מִה־יָהּי חֲלָמֹתָיו :	ויאמרו איש אל־אחיו אָבֵל אֲשֶׁמִים אֲנַחְנוּ עַל־אֲחֵינוּ אֲשֶׁר רָאִינוּ צָרַת נַפְשׁוֹ בְּהִתְחַנְנוּ אֵלֵינוּ וְלֹא שָׁמְעֵנוּ עֲלֵיכֶן בָּאָה אֵלֵינוּ הַצָּרָה הַזֹּאת :

How is that linked to what the brothers are saying to each other now? (*They are accepting their guilt for what they did to יוסף as a result of their plan to kill him.*)

Give pupils the worksheet **Brothers Then, Brothers Now**, and ask them to complete the speech and thought bubbles for the brothers.

**Brothers Then, Brothers Now**

Fill in the speech and thought bubbles with what the brothers were saying and thinking in י"ט and what they are saying and thinking now.

ויאמרו איש אל־אחיו

Just like יוסף had a flashback, his brothers also now have a flashback.

How does the תּוֹרָה show us that it is a flashback? (*by repeating the phrase* בְּרֵאשִׁית לַיִט-מִיָּה)

Remind pupils that in Unit 11 we saw a similar repeated phrase: חֲזָה רְעָה אֶכְלֶתְהוּ.

Who first said that phrase? (*The brothers when planning to kill יוסף*)

Who repeated that phrase? (בְּרֵאשִׁית, *on seeing the* בְּרֵאשִׁית)

Ask pupils to discuss in pairs: 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 which has occurred previously*
- *To emphasise the significance of the use of this particular phrase*
- *To make us aware of the similarities and/or differences in the events in which this phrase is used*

Based on the paired discussions pupils have had, ask them to explain what the purpose of repeating the phrase בְּרֵאשִׁית לַיִט-מִיָּה might be here. (*It contrasts the two events and shows how the brothers have changed – first they thought killing יוסף was the right thing to do, now they feel guilty for doing so.*)

#### 6. Reading Activity: בְּרֵאשִׁית מ״ב: כ״ב [S3]

(5 minutes)

Model the reading once for the class, then in the same groups of ten ask pupils to practise reading the פָּסוּק, one word at a time with each group member reading one word to the person beside them as with כ״א. Have the groups read the words several times so that each pupil gets a chance to read each word.

#### 7. Comprehension Activity: בְּרֵאשִׁית מ״ב: כ״ב [S4]

(5 minutes)

כַּב וַיַּעַן רְאוּבֵן אֶתֶם לֵאמֹר הֲלוֹא אָמַרְתִּי אֲלֵיכֶם לֵאמֹר אֶל־תִּחַטְּאוּ בְּיָלֵד וְלֹא שְׁמַעְתֶּם וְגַם דָּמוֹ הִנֵּה נִדְרָשׁ:

Introduce the new keyword: ענה (*to answer*). Pupils should be familiar with words marked in yellow at the start of this lesson from previous units. Give pupils the meaning of תִּחַטְּאוּ (they may know the שָׂרֵשׁ from the תִּפְלָה for כְּפֹר and of נִדְרָשׁ (*requested*)).

Use the worksheet רְאוּבֵן Says: I Told You So! to help pupils work out the simple meaning of the פָּסוּק. Alternatively, ask pupils to add two sets of speech marks to large פָּסוּקִים or on the board to show the following:

1. What רְאוּבֵן is saying now: הֲלוֹא אָמַרְתִּי אֲלֵיכֶם לֵאמֹר; וְלֹא שְׁמַעְתֶּם וְגַם דָּמוֹ הִנֵּה נִדְרָשׁ
2. What רְאוּבֵן says he told them before: אֶל־תִּחַטְּאוּ בְּיָלֵד

**Extension:** Ask pupils to refer back to בְּרֵאשִׁית ל"ז פְּסוּקִים כ"א-כ"ב and look at the exact wording used by רְאוּבֵן when he cautions the brothers against harming יוסף. What does רְאוּבֵן actually say? How is it different to what he says here?



## 8. Summary Activity

(5 minutes)

Ask pupils to look at the two פְּסוּקִים we have studied. What evidence do we have that the brothers remember and regret their actions? Encourage pupils to demonstrate their knowledge of the content of the פְּסוּקִים as well as of the repeated phrase וַיֹּאמְרוּ אִישׁ אֶל-אָחִיו.

Challenge pupils to find something we have noticed before when looking at how יוסף and the brothers refer to each other: בְּנוֹיָם.

Which בְּנוֹיָם are used in these פְּסוּקִים? (הַיְקָדָה *is called* אָחִינוּ and יוסף.)

How do these words show us a change in the brothers' attitude? יוסף *called* רְאוּבֵן 'הַיְקָדָה' both times but the other brothers (except for יְהוּדָה) *called him* הַחֲלָמוֹת and never called him brother.)

If there is time, pupils can be encouraged to act out their scenarios from **Brothers Then, Brothers Now**, either as a 'Conscience Alley' activity with one side talking about their feelings then and the other side about their feelings now. Alternatively, pupils could create two word clouds representing the brothers' thoughts and words before and now. Online tools such as wordle.net or tagxedo.com could be used.

## Lesson 3: יוסף Makes Himself Known

### Learning Outcome:

- ❖ To explore the way in which יוסף reveals his identity and the brothers' initial reaction to this news

Suggested study method for פְּסוּקִים:	Hebrew	Teacher summary
		בְּרֵאשִׁית מ"ה : א-ג'

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p><b>K2:</b> Know that יוסף is unable to restrain himself and asks members of his court to leave the room. יוסף reveals himself to his brothers; the brothers, in shock, cannot answer him.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>עמד</td> <td>עמד</td> </tr> <tr> <td>חיה</td> <td>חי</td> </tr> </table> <p><b>K4B:</b> Know the following Hebrew key phrase: אָנֹכִי יוֹסֵף הַעוֹד אֲבִי חַי</p> <p><b>K6:</b> Know how רש"י understands the phrase 'נִבְהָלוּ מִפְּנֵיו' to mean that the brothers were ashamed.</p>	עמד	עמד	חיה	חי	<p><b>S3:</b> Read בְּרֵאשִׁית מ"ה : א-ג' accurately, accentuating syllables correctly and recognising אֶתְנַחֲתָא.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית מ"ה : א-ג'.</p> <p><b>S5:</b> 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><b>S6:</b> Accurately read words in רש"י script.</p> <p><b>S7:</b> Comprehend the simple meaning of a פְּרוּשׁ with support: רש"י on נִבְהָלוּ מִפְּנֵיו – בְּרֵאשִׁית מ"ה : ג'</p>	<p><b>U1:</b> Reflect on and discuss the feelings of יוסף as he reveals himself to his brothers.</p> <p>Understand the importance of not embarrassing others, as shown by יוסף's sensitivity towards his brothers' feelings.</p> <p><b>U2:</b> Identify a phrase from בְּרֵאשִׁית מ"ה : ג' that supports the פְּרָשְׁנוֹת approach: הַבְּנֵי מְלִים לֹא בְּרוּרֹת (נִבְהָלוּ מִפְּנֵיו).</p> <p><b>U3:</b> Compare and contrast phrases from the פְּסוּקִים learned with phrases representing memories of earlier events.</p> <p><b>U4:</b> Understand how רש"י's explanation of נִבְהָלוּ מִפְּנֵיו helps us understand the brothers' reaction to יוסף's revelation.</p>
עמד	עמד					
חיה	חי					

### Words from Units 1-11

### New words this lesson

### Words from Unit 12 Lessons 1 and 2

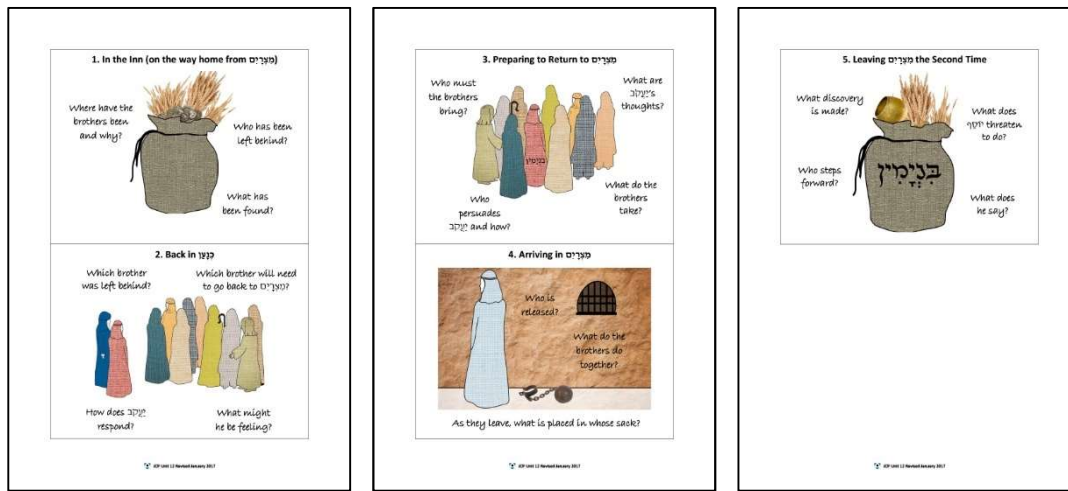
א וְלֹא־כָל יוֹסֵף לְהִתְאַפֵּק לְכָל הַנְּצָבִים עָלָיו וַיִּקְרָא הוֹצִיאוּ כָל־אִישׁ מֵעָלָיו וְלֹא־עָמַד אִישׁ אֹתוֹ בְּהַתְּנֹדַע יוֹסֵף אֶל־אָחָיו : ב וַיִּתְּנוּ אֶת־קֻלוֹ בְּבִכּוֹ וַיִּשְׁמְעוּ מִצָּרִים וַיִּשְׁמַע בֵּית פְּרַעֲה : ג וַיֹּאמְרוּ יוֹסֵף אֶל־אָחָיו אָנֹכִי יוֹסֵף הַעוֹד אֲבִי חַי וְלֹא־יָכְלוּ אָחָיו לְעֲנוֹת אֹתוֹ כִּי נִבְהָלוּ מִפְּנָיו :

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

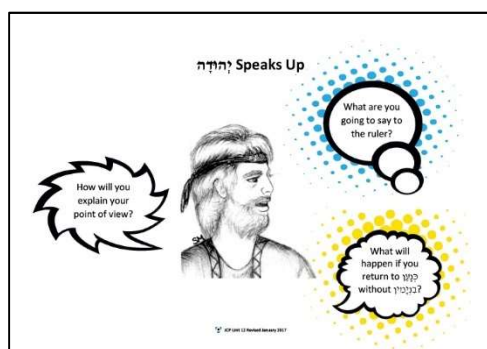
Using the numbered **Picture and Question Cards** (Classroom Resources) pupils can work in pairs or groups to discuss the storyline from when שְׂמֵעוֹן is imprisoned (כ"ד: בְּרֵאשִׁית מ"ב: כ"ד) until בְּנִימִין is accused of stealing the goblet belonging to יוסף (end of מ"ד: פָּרֶק מ"ד).

A summary is provided in Classroom Resources for teachers' use.

For an additional challenge, the numbers could be removed from the **Picture and Question Cards** and pupils could be asked to put them in the correct chronological order.

**2. Trigger Activity: Who is in the Room? What Are They Thinking? [K2, U1]****(5 minutes)**

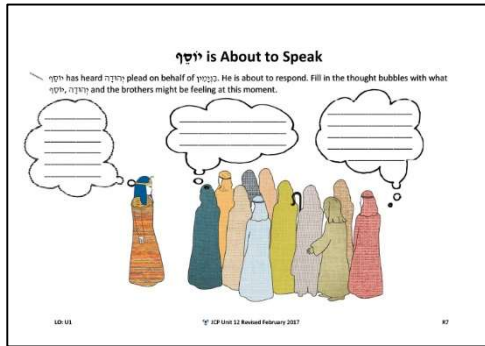
We are now about to begin a new פרשה – ויגש – בְּרֵאשִׁית.



Display the sixth **Picture and Question Card**. Ask pupils to discuss יוסף's predicament at this point. What will he say to the ruler? How will he present his point of view? What will happen if the brothers return to בנימין without בנימין?

Summarise יוסף's predicament as follows: יוסף pleads for בנימין's release and recounts everything that has happened to them since they first set foot in מצרים. יוסף concludes by saying that if he now returns without בנימין, he fears יעקב may die of grief.

Display and distribute the worksheet **יוסף is About to Speak**. Discuss the possible thoughts and feelings of the characters at this moment (e.g. brothers: *I wonder if he is going to put us all in jail*; יוסף: *I think I might have convinced him to spare בנימין and so on*). Then pupils can complete the worksheet.



### 3. Reading Activity: בְּרֵאשִׁית מ״ה : א' [S3]

(5 minutes)

Display א' פְּסוּק on the board. Model read the פְּסוּק using familiar strategies and then pupils can practise reading the פְּסוּק. Ask pupils to identify any familiar words, and mark them as they are mentioned.

### 4. Comprehension Activity [S4, S5]

(5 minutes)

א' וְלֹא־יָכַל יוֹסֵף לְהִתְאַפֵּק לְכָל הַנֹּצְבִים עִלָּיו וַיִּקְרָא הוֹצִיאוּ כָל־אִישׁ מֵעָלָיו וְלֹא־עָמַד אִישׁ אִתּוֹ בְּהִתְנַדַּע יוֹסֵף אֶל־אֶחָיו :

Introduce the new keyword עָמַד (*stood*) with mime and prompts (e.g. connect to the 'עֲמִידָה', which is said *standing*).

פְּרָק מ״ה פְּסוּק א'

וְלֹא־יָכַל יוֹסֵף לְהִתְאַפֵּק לְכָל הַנֹּצְבִים עִלָּיו  
וַיִּקְרָא הוֹצִיאוּ כָל־אִישׁ מֵעָלָיו וְלֹא־עָמַד אִישׁ  
אִתּוֹ בְּהִתְנַדַּע יוֹסֵף אֶל־אֶחָיו :

1. Highlight all the verbs
2. Which word is repeated in this פְּסוּק? \_\_\_\_\_
3. What does the first לֹא refer to? \_\_\_\_\_
4. What does the second לֹא refer to? \_\_\_\_\_



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Using the large פְּסוּק with questions (Classroom Resources), ask pupils to highlight verbs and any familiar words, and then answer the questions below the פְּסוּק.

Provide prompts to help pupils work out the meanings of the verbs (the שְׂרָשָׁים of הַנֹּצְבִים, הוֹצִיאוּ, יָכַל and וַיִּקְרָא have appeared in previous units).

Provide the meanings of בְּהִתְנַדַּע (*when he made himself known*) and לְהִתְאַפֵּק (*to hold back, to wait longer*).

Which word is repeated in this פְּסוּק? (לֹא)

What does the first לֹא refer to? (*was not able to hold himself back.*)

What does the second לֹא refer to? (*No one was standing with him when he revealed himself.*)

Who is meant by no one, if the brothers are still in the room? (*no servants*)

Ask pupils to return to the worksheet **יוסף is About to Speak** and add in anything else that might belong in יוסף's thought bubble before he tells his brothers who he

is. Ask the class to draw a red X on the characters that are no longer present in the room.

### 5. Reading, Comprehension and Understanding Activity [S3, S4, S5, U1] (5 minutes)

Model read the פְּסוּק then have pupils read in pairs using familiar strategies.

ב וַיִּתֵּן אֶת־קִלְוֹ בְּבִכּוֹ וַיִּשְׁמְעוּ מִצְרַיִם וַיִּשְׁמַע בֵּית פְּרָעָה :

Remind pupils of the שְׂרָשִׁים (Unit 8) and שמע (Unit 8) and challenge them to work out the meaning of the פְּסוּק.

What is יוסף doing? (*crying*)

Who is in the room to hear him cry? (*Only his brothers; everyone else has left the room.*)

Who hears him cry but is not in the room? (*מִצְרַיִם – the people of Egypt, including the Egyptians who were just sent from the room*)

Has יוסף actually revealed himself to his brothers yet? (*no*)

Why do you think that for two פְּסוּקִים we know what is about to happen before it actually takes place? (*to create suspense; to build up to what is about to happen, which is very important; to make us feel impatient just like the participants are feeling*)

### 6. Reading, Comprehension and Understanding Activity [K4A, K4B, S4, U1]

(5 minutes)

Model read the פְּסוּק, then pupils can read in pairs using familiar strategies.

ג וַיֹּאמֶר יוֹסֵף אֶל־אָחָיו אֲנִי יוֹסֵף הַעוֹד אֲבִי חַי וְלֹא־זָכַלְתִּי לָעֲנוֹת אֹתוֹ כִּי נִבְהַלְתִּי מִפְּנֵי :

Ask pupils to look for the אֶתְנַחֲתָא, which splits the פְּסוּק into two parts. Ask pupils to work out the meaning of the first half.

Who is this about? (*יוסף*)

Ask pupils to work out the second half.

Who is this about? (*the brothers*)

Remind pupils of the keyword לְעֲנוֹת (*to answer*) learned in Lesson 2.

What did the brothers find themselves unable to do? (*answer יוסף*)

Why might this be?

Ask pupils to guess what נִבְהַלְתִּי might mean (*shocked*), and to show this with mime and facial expressions.



Ask the class to work in their pairs to answer the questions on the worksheet **יוסף Speaks**:

יוסף tells his brothers something. What does he tell them?  
(אֲנִי יוֹסֵף)

יוסף asks his brothers something. What does he ask them?  
(הַעֲבֹד אֲבִי חַי?)

How do you think יוסף might be feeling at this moment?  
(Clue: think about the question he asks the brothers.)  
(Pupils can suggest their own answers to include:  
uncertain, worried about יַעֲקֹב, unsure of the brothers' reaction.)

What is the brothers' reaction when יוסף tells them who he is?  
(וְלֹא־יָכֵל אֲחִיו לַעֲנֹת אֹתוֹ)

What are the brothers feeling at this moment? (נִבְהָלוּ מִפְּנֵיו – shocked )

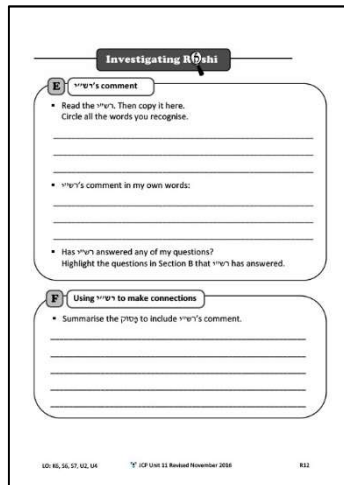
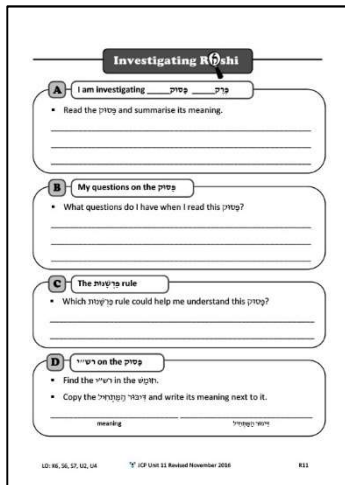
Choose several pupils to read יוסף's words by heart: אֲנִי יוֹסֵף הַעֲבֹד אֲבִי חַי, and to recite the phrase in ways that show יוסף's possible feelings.

Choose several pupils to demonstrate how they feel in response to this revelation, using facial expressions and actions.

**7. Reading and Understanding רש"י [K6, S6, S7, U1, U2, U4] (15 minutes)**

As this is such a short רש"י, teachers may prefer working without the actual רש"י template, but using the principles of the template instead. Guidelines are given below for following the רש"י template, and can be shortened or modified.

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





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






Pupils can complete part A of the רש"י template on their own by summarising the פְּסוּק in their own words and then think of any questions they have on the פְּסוּק (part B).

- Why is the first question יוסף asks about his father?
- Why couldn't the brothers answer him?
- What was the reason for their shocked reaction?

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

*(The best match is הַבְּנֵי מְלִים לֹא בְּרוּרֵת – What was the reason for the brothers' shock and uncertainty?)*

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

פְּרָשְׁנוֹת Rules	
<p><b>לשונו יתרה – Rule 1</b> Every word in the פְּסוּק has a purpose – there are no 'extra' words.</p>	
<p><b>מלה מנחה – Rule 2</b> When a word is repeated several times in a פְּסוּק or group of פְּסוּקִים, this word is very important to the story.</p>	
<p><b>שנוי בסדר מלים – Rule 3</b> We can learn deeper meaning when words in a פְּסוּק are in an unusual order.</p>	
<p><b>הבנת מלים לא ברורה – Rule 4</b> We can learn deeper meaning by explaining ambiguous words in a פְּסוּק.</p>	
<p><b>פְּסוּקִים לא עקבי – Rule 5</b> We can learn deeper meaning from an apparent mismatch in grammar in the פְּסוּקִים.</p>	

## Finding רש"י, the דִּבְרוּר הַמִּתְחִיל and Reading רש"י [S6]

Ask pupils to locate the דִּבְרוּר הַמִּתְחִיל – נִבְּהֵלוּ מִפְּנֵי – and complete part D of the רש"י template.

Ask pupils to read this short רש"י in their pairs, and then copy the רש"י comment into part E of the template.

## Comprehending רש"י [S7]



דִּבְרוּר הַמִּתְחִיל: נִבְּהֵלוּ מִפְּנֵי מִפְּנֵי הַבּוֹשָׁה:

Display the large רש"י on the IWB.

Encourage pupils to work out the meaning of רש"י's comment, and write it in their own words in Part E of the template.

*(For example: The brothers were shocked and unable to answer יוסף because of their feelings of shame over their past treatment of יוסף.)*

## רש"י's Question [U4]

Ask pupils to refer back to the questions they raised in **My Questions on the פְּסוּק**.

Which of these questions might be answered by רש"י's comment? *(What was the reason for the brothers' shock and uncertainty?)*

## Making Connections with רש"י [U1, U4]

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

Suggested answer: *And יוסף said to his brothers 'I am יוסף, is my father still alive?' And his brothers were not able to answer him because they were ashamed (when they remembered how they had treated him).*

פְּסוּק א' יוסף's answer now helps us understand something that we learned in

Ask pupils to look back at פְּסוּק א', and recall what יוסף instructed the servants (הוֹצִיאוּ – *to leave his presence*).

Who is with יוסף when he makes his revelation? (וְלֹא-עִמָּד אִישׁ אִתּוֹ בְּהַתְּנֹדַע יוֹסֵף אֶל- – *no one else, other than the brothers*)

Now we have seen the brothers' reaction, and understood it with the help of רש"י, why might יוסף have done this? (*He might have predicted that the brothers would be taken aback and ashamed to realise that this was יוסף – who they had treated so badly in the past. יוסף wanted to spare their feelings and not cause them embarrassment in front of his officials, so ensured that no one else was in the room when he revealed his true identity.*)

What can we learn from this? (*to think about others' feelings, and to avoid causing others shame or embarrassment*)

## 8. Summary Activity: Looking at the Picture, Remembering the Past [U3]

(5 minutes)

Display the two sets of phrases from Classroom Resources at opposite ends of the classroom. Ask pupils to look at each phrase from the current פְּסוּקִים (Set A), and discuss with their partner which 'flashback' it might trigger by selecting a phrase from Set B.

Choose pupils to match the phrases and explain the reason for their choice. This can also be done as a matching activity in table groups.

Set A: Phrases from these פְּסוּקִים
וְלֹא-יָכַל יוֹסֵף לְהִתְאַפֵּק
יוסף could not stop himself from talking
וַיִּתֵּן אֶת-קוֹלוֹ בְּבָכִי
יוסף raised his voice and cried
הֲעוֹד אָבִי חַי
(יוסף asked) Is my father still alive?
וְלֹא-יָכְלוּ אֲחָיו לְעֹנֹת
They (the brothers) could not answer

Set B: Flashback phrases
וַיִּבֶא יוֹסֵף אֶת דִּבְרֵיהֶם רָעָה אֶל-אָבִיהֶם
יוסף spoke badly of them to his father
וְלֹא יָכְלוּ דַבְּרוֹ לְשָׁלֵם
They (the brothers) couldn't speak kindly about him (יוסף)
הֲכַתְּנֶתָּ בְּנֶךְ הוּא אִם-לֹא
Is this your sons coat or not?
אֲשֶׁר רָאִינוּ צָרַת נַפְשׁוֹ בְּהִתְחַנְּנוֹ אֵלֵינוּ וְלֹא שָׁמְעֵנוּ
We saw his pain and he pleaded with us and we didn't listen

Pupils can also complete the worksheet **Flashback for Everyone** to reinforce the idea that memories and emotions are triggered in this scene.

**Flashback for Everyone**

Choose from one of the following phrases and write it in the relevant character's thought bubble.  
 What 'Flashback' is triggered? Choose a phrase from earlier in the story that represents a memory of an earlier event, to write in the other character's thought bubble.

ולא יכל יוסף להשתק יוסף could not stop himself from talking	וישו את יוסף בבכי יוסף raised his voice and cried
מיד אבי יו יוסף asked is my father still alive?	והאחיו אשר לא ידעו They (the brothers) could not answer

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This scene we have learned about in these פְּסוקים is a turning point in the story. We will see next lesson what יוסף says to his brothers following his revelation.

## Lessons 4 and 5

Suggested study method for פְּסוּקִים:	Hebrew
	בְּרֵאשִׁית מ"ה : ד'-ט'
	Lesson 4: פְּסוּקִים ד'-ו' Lesson 5: פְּסוּקִים ז'-ט'

### Learning Outcomes:

- ❖ To appreciate that ה' guided everything that happened in the story
- ❖ To examine the use of the terms מכר and שלח and the way in which יוסף interprets his role of שליחות

## Lesson 4: יוסף Interprets What Has Happened

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p><b>K2:</b> Know that יוסף asks his brothers to come closer to him.</p> <p>יוסף explains that they should not be upset because ה' had planned everything and that he was a שְׁלִיחַ of ה'.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>עצב</td> <td>תַּעֲצֹבוּ</td> </tr> <tr> <td>חרה</td> <td>יַחַר</td> </tr> <tr> <td>חיה</td> <td>וּלְהַחִיּוֹת</td> </tr> </table> <p><b>K4B:</b> Know the meaning of the phrase: לֹא אֶתֶם שְׁלַחְתֶּם אֵתִי הִנֵּה כִּי הָאֱלֹקִים</p>	עצב	תַּעֲצֹבוּ	חרה	יַחַר	חיה	וּלְהַחִיּוֹת	<p><b>S3:</b> Read בְּרֵאשִׁית מ"ה : ד'-ט' accurately, accentuating syllables correctly and recognising basic תַּעֲמִי תַּמְקֵרָא אֶתְנַחְתָּא.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית מ"ה : ד'-ט'.</p> <p><b>S5:</b> Identify the word families and שלח and מכר of שְׁרָשִׁים.</p> <p>Know the difference between וְהַפּוֹדֵד (e.g. וְהַחִיבוֹר and וְהַפּוֹדֵד) and וַיִּגְשׁוּ (מ"ה : ד') (וְקָצִיר (מ"ה : ו').</p>	<p><b>U1:</b> Reflect on and discuss the feelings of יוסף and the brothers as יוסף reveals his true identity and shares his perspective on events with them.</p> <p><b>U2:</b> Identify the מְלִים מְנַחוֹת and מכר and שלח and understand how they hint to the concept of הַשְּׁגָחָה פְּרָטִית.</p>
עצב	תַּעֲצֹבוּ							
חרה	יַחַר							
חיה	וּלְהַחִיּוֹת							

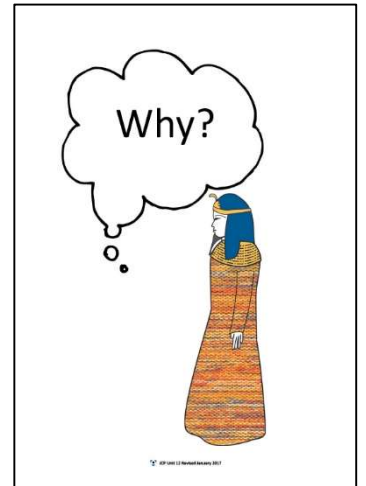
### Words from Units 1-11

#### New words this lesson

ד וַיֹּאמֶר יוֹסֵף אֶל-אֶחָיו גְּשׁוּ נָא אֵלַי וַיִּגְשׁוּ וַיֹּאמֶר אֲנִי יוֹסֵף אֶחֱיִכֶם אֲשֶׁר-מָכַרְתֶּם אֶתִּי מִצְרַיִם׃  
ה וְעַתָּה אֶל-תַּעֲצֹבוּ וְאֶל-יַחַר בְּעֵינֵיכֶם כִּי-מָכַרְתֶּם אֶתִּי הִנֵּה כִּי לְמַחְיָה שְׁלַחְנִי אֱלֹקִים לִפְנֵיכֶם׃  
ו כִּי-זֶה שְׁנַתִּים הָרַעַב בְּקָרֵב הָאָרֶץ וְעוֹד חֶמֶשׁ שָׁנִים אֲשֶׁר אֵירָחִישׁ וְקָצִיר׃

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

To review events so far, display the Why? poster (Classroom Resources) and encourage pupils to ask Why? questions about events that have occurred so far, to share with the class (*e.g. Why does יוסף treat his brothers in a harsh way? Why does יוסף send out his servants before revealing his identity?*) Write pupils' questions on the board as a trigger for paired discussion.



Once pupils have discussed the questions in their pairs, prompt them to ask a bigger 'Why?' question about events. (*Why do things have to happen in this difficult way? Why does יוסף have to go down to מצרים, causing his father so much grief?*)

Ask the class to locate בְּרֵאשִׁית מ"ה: ד' and to find out who is speaking to whom. (*יוסף to his brothers*) This might now be a chance for יוסף to answer that bigger 'Why?' question. He has now had time to understand the reason behind all the events that have brought him and the brothers to this point.

**2. Reading Activity [S3]****(5 minutes)**

Display large ד' פְּסוּק on the board, and ask pupils to locate the אֶתְנַחֲתָא. Model the reading of the פְּסוּק once.

Divide the class into two groups. Ask group A to read aloud the first phrase beginning וַיֵּאמֶר (up to the אֶתְנַחֲתָא) and group B to read the second phrase beginning with וַיֵּאמֶר as follows:

Group A: וַיֵּאמֶר יוֹסֵף אֶל-אֶחָיו גִּשְׁוֹנָא אֵלַי וַיִּגְשׁוּ

Group B: וַיֵּאמֶר אֲנִי יוֹסֵף אֶחֱיִכֶם אֲשֶׁר-מָכַרְתֶּם אֹתִי מִצְרַיִם

**3. Comprehension and Understanding Activity [S4, U1]****(10 minutes)**

ד' וַיֵּאמֶר יוֹסֵף אֶל-אֶחָיו גִּשְׁוֹנָא אֵלַי וַיִּגְשׁוּ וַיֵּאמֶר אֲנִי יוֹסֵף אֶחֱיִכֶם אֲשֶׁר-מָכַרְתֶּם אֹתִי מִצְרַיִם:

Prompt pupils to recall שְׂרָשִׁים from previous units (see highlighted פְּסוּקִים at the start of the lesson).

Using the וַיֵּאמֶר **Sentence** template, ask pupils to work out the meaning of the פְּסוּק in their pairs, then summarise it in their own words. (*יוסף tells the brothers to come closer, and then repeats that he is יוסף their brother, who they sold to מצרים*.)

**וַיֵּאמֶר Sentence**



וַיֵּאמֶר יוֹסֵף אֶל-אֶחָיו גִּשְׁוֹנָא אֵלַי וַיִּגְשׁוּ וַיֵּאמֶר אֲנִי יוֹסֵף אֶחֱיִכֶם אֲשֶׁר-מָכַרְתֶּם אֹתִי מִצְרַיִם:

1. Circle the words that tell us someone is speaking.
2. Who is speaking in this פְּסוּק?
3. Draw a speech bubble or speech marks around the parts of the פְּסוּק that are spoken.
4. Underline any parts of the פְּסוּק that are not spoken.

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What does יוסף say towards the end of פְּסוּק ה' , which is a different way of looking at the fact that he was sold? (שְׁלַחְנִי – *in fact, he sent me*)

Let's see if this שְׂרָשׁ comes up in the next few פְּסוּקִים.

### 7. Reading and Comprehension Activity [S3, S4]

(10 minutes)

וּפְרִיזָה שְׁנַתִּים הָרַעַב בְּקָרֵב הָאָרֶץ וְעוֹד חֲמֵשׁ שָׁנִים אֲשֶׁר אֵין-חָרִישׁ וְקָצִיר :

Ask pupils to read the פְּסוּקִים in pairs and identify any familiar words. Support pupils with the meanings of the words שְׁנַתִּים (hint: it means the same as שָׁנִים), and חָרִישׁ וְקָצִיר. (What happens in a famine? There is no *plowing* or *harvest*.)

Challenge pupils to find the two numbers in the פְּסוּק (שְׁנַתִּים – *two years*; חֲמֵשׁ שָׁנִים – *seven years*) and confirm that they add up to the total years of famine (seven) predicted in פְּרָעָה's dream.

Ask pupils to summarise this פְּסוּק in their own words. (יוסף *is talking to the brothers about the difficult situation they all find themselves in. There have been two years of famine, and another five are due to follow.*)

### 8. Summary Activity [U1]

(5 minutes)

Remind pupils again of the big question that has been answered by יוסף in these פְּסוּקִים.

What do we learn from his understanding of events? (*When we have difficulties in life, it is important to remember that it is all part of ה'’s plan – even though we may not fully understand it.*)

To conclude the lesson, guide pupils in using the drama technique of 'Thought Tracking' as follows:

Pupils are chosen to represent the characters, and freeze in position in the scene described in פְּסוּקִים דִּ-ה', conveying thoughts and feelings with facial expressions and body language. The rest of the class stand in a circle around the frozen scene and, one by one, suggest out loud what the thoughts of each character might be. Encourage pupils to think about how characters' thoughts might be in conflict with each other, or even within themselves.

Alternatively, pupils can write a diary entry (or make a video diary) as יוסף or as one of the brothers, describing their thoughts and feelings in פְּסוּקִים דִּ-ו'. Entries should incorporate characters' understanding of and perspective on events, and if this changes at all during the פְּסוּקִים.

# Lesson 5: Do the Brothers Understand?

Suggested study method for פְּסוּקִים:	Hebrew
	בְּרֵאשִׁית מ"ה : ז' ט'

## Words from Units 1-11

### New words this lesson

### Words from Unit 12 Lessons 1-4

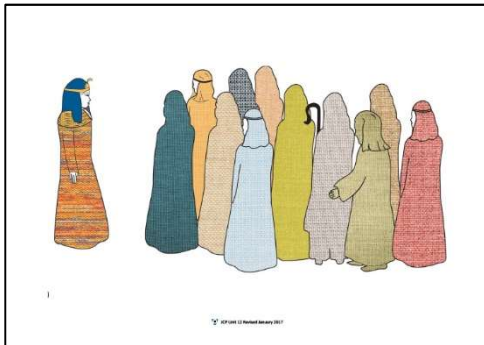
וַיִּשְׁלַחנִי אֱלֹקִים לְפָנֵיכֶם לְשׁוּם לָכֶם שְׂאֲרֵית בְּאֶרֶץ וְלִהְחַיֹּת לָכֶם לְפָלִיטָה גְדֹלָה : ח וְעַתָּה לֹא־  
 אַתֶּם שְׁלַחְתֶּם אֹתִי הִנֵּה כִי הָאֱלֹקִים וַיְשִׁימֵנִי לְאֵב לְפָרְעָה וְלֹאֲדוֹן לְכָל־בֵּיתוֹ וּמִשָּׁל בְּכָל־אֶרֶץ  
 מִצְרַיִם : ט מִחֲרוֹ וְעָלוּ אֶל־אָבִי וְאָמַרְתֶּם אֵלָיו כֹּה אָמַר בְּנֵךְ יוֹסֵף שְׂמַנִּי אֱלֹהִים לְאֲדוֹן לְכָל־מִצְרַיִם  
 רָדָה אֵלַי אֶל־תַּעֲמֹד :

## 1. Revision Activity [K2]

(5 minutes)

Display the image of יוסף and the brothers (Classroom Resources) as a trigger, and encourage pupils to discuss what יוסף has said so far and how the brothers have reacted.

Using a question cube, encourage pupils to ask questions about what is likely to happen next. (Examples can include: *Will יוסף help the brothers in the next five years? How? How do the brothers react to everything they have heard? What will יוסף do to the brothers now? When will יוסף see his father?*)



Note these questions down, to be referred to later.

Alternatively, if not done previously pupils can do a 'Thought Tracking' exercise as described in Lesson 4 Activity 8, or share their diary entries with the class.

## 2. Reading Activity: פְּסוּקֵי ז' [S3]

(5 minutes)

Model the reading of פְּסוּקֵי ז' with expression, and then ask pupils to read the פְּסוּקֵי in pairs, groups and as a class.



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

ז וַיִּשְׁלַחנִי אֱלֹקִים לְפָנֶיכֶם לְשׂוּם לָכֶם שְׂאֲרֵית בְּאֶרֶץ וּלְהַחֲיוֹת לָכֶם לְפָלִיטָה גְדֹלָה :

Display large ז וַיִּשְׁלַחנִי אֱלֹקִים לְפָנֶיכֶם לְשׂוּם לָכֶם שְׂאֲרֵית בְּאֶרֶץ וּלְהַחֲיוֹת לָכֶם לְפָלִיטָה גְדֹלָה and challenge pupils to look for familiar words (see highlighted פָּסוּקִים at the start of the lesson). Encourage pupils to notice that the שְׁרָשׁ: שלח, which we saw in ה' פָּסוּק, appears here again. Introduce the new key verb 'לְהַחֲיוֹת' (to keep alive), related to the keywords 'לְמַחְיָה' in ה' פָּסוּק and 'חַי' in ב' פָּסוּק.

Prompt pupils to work out the meaning of unfamiliar words. For example: What is יוסף ensuring by giving them food? (*their survival* – שְׂאֲרֵית) What is יוסף in fact doing for the brothers? (*saving their lives, rescuing them* – לְפָלִיטָה גְדֹלָה)

Ask pupils to summarise the פָּסוּק in their own words, emphasising how, by being sent by ה' to provide food for his brothers during this time of severe famine, יוסף saves their lives. His presence in מִצְרַיִם for the brothers' sake shows how ה' protects and looks after every individual – הַשְּׁגָחָה פְּרָטִית.

**4. Reading and Comprehension Activity [K4B, S3, S4, S5]****(10 minutes)**

ח וַעֲתָה לֹא־אַתֶּם שְׁלַחְתֶּם אֹתִי הִנֵּה כִּי הָאֱלֹקִים וַיְשִׁימֵנִי לְאָב לְפָרְעָה וּלְאֹדוֹן לְכָל־בְּיֹתוֹ וּמִשָּׁל בְּכָל־אֶרֶץ מִצְרַיִם :

Model the reading of ח וַעֲתָה לֹא־אַתֶּם שְׁלַחְתֶּם אֹתִי הִנֵּה כִּי הָאֱלֹקִים וַיְשִׁימֵנִי לְאָב לְפָרְעָה וּלְאֹדוֹן לְכָל־בְּיֹתוֹ וּמִשָּׁל בְּכָל־אֶרֶץ מִצְרַיִם, and then ask pupils to read the פָּסוּק in their pairs. Challenge pupils to look for words they know – most of which should be familiar from previous units (see highlighted פָּסוּקִים at the start of the lesson). Which familiar שְׁרָשׁ are we seeing here yet again? (שלח)

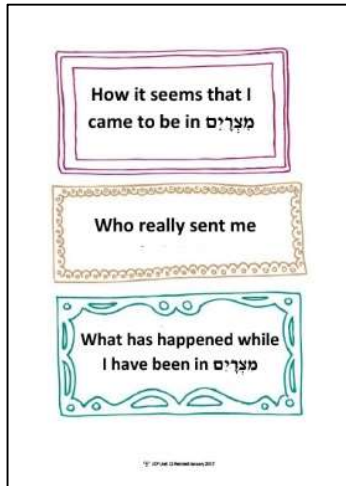
Ask pupils to summarise the פָּסוּק in their own words. (יוסף is saying that it is not the brothers who sent him to מִצְרַיִם, but in fact ה'. It is ה' Who has made יוסף like a father to פָּרְעָה, and master over all of Egypt.)

Challenge pupils to suggest any ideas in this פָּסוּק that are similar to what יוסף has said in ז וַיִּשְׁלַחנִי אֱלֹקִים לְפָנֶיכֶם לְשׂוּם לָכֶם שְׂאֲרֵית בְּאֶרֶץ וּלְהַחֲיוֹת לָכֶם לְפָלִיטָה גְדֹלָה. (יוסף says that events were not just the brothers' doing, but part of ה' plan; יוסף is now in charge of מִצְרַיִם, and therefore able to provide his brothers with food, and ensure their survival.)

The phrase ח וַעֲתָה לֹא־אַתֶּם שְׁלַחְתֶּם אֹתִי הִנֵּה כִּי הָאֱלֹקִים is a key phrase of the unit.

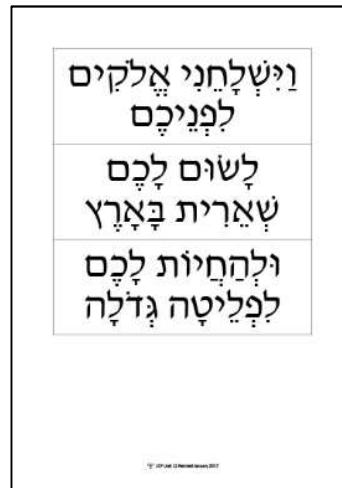
Ask pupils why this phrase might be key in terms of the message of this unit and the message that יוסף has for his brothers.

**5. WordWork and Understanding Activity [S4, S5, U1, U2] (10 minutes)**

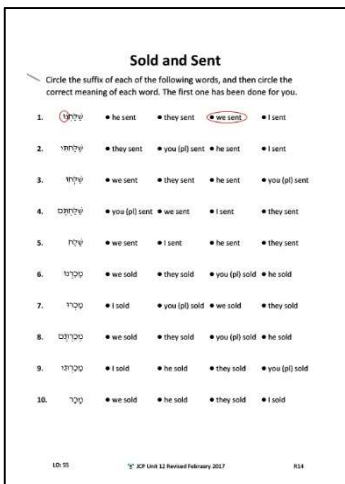


Display the three headings from Classroom Resources. **פְּסוּקִים דִּי-זִי** and **פְּסוּקִים חִי** all contain information that can be placed under these headings.

Display the phrases from **פְּסוּקִים חִי**, and ask pupils to read them and arrange them under the correct headings. Then, display the phrases from **פְּסוּקִים דִּי-זִי** and challenge pupils to sort these under the same headings. This can also be done as a group activity in tables.



When the phrases are displayed on the board, ask pupils to point out the **מְנַחוֹת** מַלִּים **מַכַּר** and **שָׁלַח**, which appear under the headings.



Pupils can complete the worksheet **Sold and Sent** to reinforce various forms of the **שָׁרְשִׁים** **מַכַּר** and **שָׁלַח**. This can also be done as a class activity on the IWB.

**6. Reading, Comprehension and Understanding Activity [S3, S4, U1] (10 minutes)**

ט מהרו ועלו אל־אבי ואמרתם אליו כה אמר בנך יוסף שמני אלקים לאדון לכל־מצרים רדה אלי אל־תעמד:

Model the reading of פְּסוּק ט' with expression, and then pupils can read it in pairs, groups and as a class. Remind pupils of the keyword עמד – *stand* (Lesson 3), which in this פְּסוּק means *delay*. Prompt pupils to help them work out the meaning of רדה (from the שָׂרַשׁ: ירד in Unit 9).

Pupils can work out the meaning of the פְּסוּק in their pairs and then summarise it in their own words. (יוסף *tells the brothers to hurry and bring his father to give the message that he has made him ruler over מצרים, and to hurry and come without delay.*)

Pupils can now complete the worksheet **I Am יוסף** begun in Lesson 4, and fill in יוסף's message to his brothers.

**I Am יוסף**

ד ויאמר יוסף אליהם וישמעו ויאמר אני יוסף אחיכם אשר  
**מכרתם** אתי מצרומה: ה ועתה אל־תעצבו ואל־יחר בעיניכם **כִּי־מִכַּרְתֶּם** אתי  
הנה פי למתיחה **שִׁלַחְנִי** אליהם לפניכם: ו כִּי־זֶה שְׁנֵתִים הֵרָעִב בְּקֶרֶב הָאָרֶץ נֶעוֹד  
חמש שנים אשר אין־חֲרִישׁ וְקָצִיר: ז **וְשִׁלַּחְנִי** אליהם לפניכם לשום לכם  
שְׂאִרִית בָּאָרֶץ וְלִהְיוֹת לָכֶם לִפְלִיטָה בְּדֹלָה: ח וְעַתָּה לֹא־תִתְּנוּ **שִׁלַּחְתֶּם** אתי  
הנה פי האלהים **וְשִׁבַּחְנִי** לָאֵל לְפָנָיו וְלֵאדוֹן לְכָל־בֵּיתוֹ וּמִשָּׁל בְּכָל־אָרֶץ  
מצרים: ט מהרו ועלו אל־אבי ואמרתם אליו כה אמר בנך יוסף **שִׁמְנוּ** אֱלֹהִים  
לְאֲדוֹן לְכָל־מִצְרַיִם רְדָה אֵלַי אֲלֵתְעַמְד: (מ"ה: ד-ט)

Colour key:

שָׂרַשׁ	Colour	שָׂרַשׁ	Colour
נגש		שלח	
מכר		שוב	

1. Find and highlight the שָׂרַשׁים listed in column 1, and complete your own colour key above.
2. Write each שָׂרַשׁ in Hebrew in column 1.
3. How many times does each שָׂרַשׁ appear? (column 2)
4. In which פְּסוּקִים/פְּסוּקִים does each שָׂרַשׁ appear? (column 3)

	שָׂרַשׁ	Number of times this שָׂרַשׁ appears	פְּסוּקִים in which this שָׂרַשׁ appears
come close	נגש	2	ד'
sell	מכר	2	ד', ה'
send	שלח	3	ה', ז, ח'
place/put	שוב	2	ח', ט'

In your own words, write what יוסף's message is to his brothers, and how he wants them to view events. Use the four words in the table above in your answer.

Come close, I am יוסף who you sold to Egypt! Please don't feel too upset or guilty that you sold me, because really it was ד', not you who sent me here so I could provide food for you and help you survive the famine. Hashem also gave me an important position with ה' and put me in charge of מצרים. Hurry – give my father this message, and bring him to מצרים.

LO: S4, U1
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What does יוסף's message to his father tell us about his perspective on events? (*He is showing how strong his belief in ה' השגחת ה' is. He tells the brothers to say 'שמני אלקים ה' has made me ruler'.*)

**7. WordWork: ו' ההפוך and ו' החיבור [S5] (10 minutes)**

Ask pupils to look back over the פְּסוּקִים learned in Lessons 4 and 5, and spot the ו' prefix whenever it appears.

What does a ו' in front of a word mean? (*and*)

This is called a וי הַחִיבּוּר (connecting וי) because it connects two words or parts of a פְּסוּקָה. For example 'חָרִישׁ וְקָצִיר' in יוסף.

Ask pupils what we know about וי and ות at the start of a **verb**? (*It means 'he + past tense verb' or 'she + past tense verb'.*)

Explain that this is a different sort of וי, called a וי הַהַפּוּדָה – it changes a verb from the future tense to the past tense.

Show on the board:

יָגִשׁוּ = they *will* come close

וַיָּגִשׁוּ = they *came* close

Distribute sticky notes to pupils. Ask them to look through פְּסוּקִים דִּי-ט', find examples of words with each type of וי, and write each word on a sticky note. They can then stick the words on opposite sides of the classroom or whiteboard, designated for each type of וי.

Highlighted examples are shown below, and in Classroom Resources.

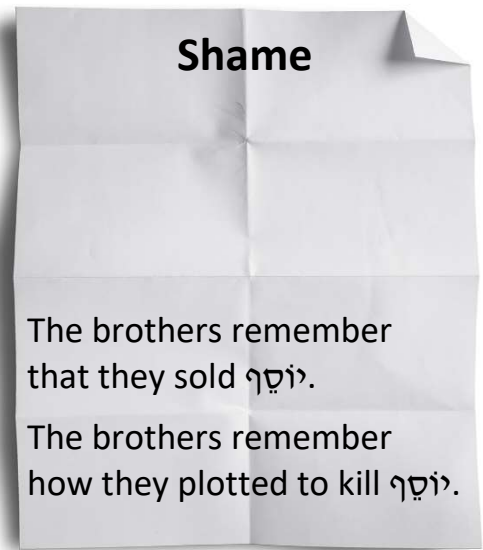
### וִי הַהַפּוּדָה וִי הַחִיבּוּר

ד וַיֹּאמֶר יוֹסֵף אֶל-אָחָיו גִּשׁוּנָא אֵלַי וַיָּגִשׁוּ וַיֹּאמֶר אֲנִי יוֹסֵף  
 אֲחֵיכֶם אֲשֶׁר-מָכַרְתֶּם אֹתִי מִצְרַיִם: הָ עָתָה | אֶל-תֵּעָצְבוּ אֶל-  
 יַחַד בְּעֵינֵיכֶם כִּי-מָכַרְתֶּם אֹתִי הֲנֵה כִּי לְמַחֲיָה שָׁלַחֲנִי אֱלֹהִים  
 לְפָנֵיכֶם: ו כִּי-זֶה שְׁנַתִּים הָרַעַב בְּקֶרֶב הָאָרֶץ | עוֹד חֲמֵשׁ שָׁנִים  
 אֲשֶׁר אֵין-חָרִישׁ וְקָצִיר: ז וַיִּשְׁלַחֲנִי אֱלֹהִים לְפָנֵיכֶם לְשׁוֹם לָכֶם  
 שְׂאֵרִית בְּאֶרֶץ וְלִהְיוֹת לָכֶם לְפָלִיטָה גְדוֹלָה: ח וְעָתָה לֹא-אֲתֶם  
 שָׁלַחְתֶּם אֹתִי הֲנֵה כִּי הֵאֱלֵהֶם | י שְׂיִמְנִי לְאֵב לְפָרְעָה וְלֶאֱדוֹן  
 לְכָל-בֵּיתוֹ | יא מִשַּׁל בְּכָל-אֶרֶץ מִצְרַיִם: ט מִהָרוּ | יב עָלוּ אֶל-אָבִי  
 וַאֲמַרְתֶּם אֵלָיו כֹּה אָמַר בְּנֵךְ יוֹסֵף שְׂמֵנִי אֶלְקִים לְאֶדוֹן לְכָל-  
 מִצְרַיִם רְדֵה אֵלַי אֶל-תַּעֲמֹד:

**8. Summary Activity: פְּסוּקִים ז'-ט' [U1]****(5 minutes)**

Distribute pieces of paper with different emotions written at the top (e.g. relief, happiness, shame). Encourage pupils to write at the foot of the page why the brothers might be feeling this way, then fold over the paper from the bottom and pass it to the person next to them to fill in and so on. This can be done in small groups, then read out the class. Discuss with the class that this is a complex situation that has triggered many conflicting emotions in the characters involved.

In the next פְּסוּקִים we will learn how the brothers respond to יוסף's words.



## Lesson 6: The Brothers Reconcile

Suggested study method for פְּסוּקִים:	Hebrew	Teacher summary
	בְּרֵאשִׁית מ"ה : י"ד-ט"ו	בְּרֵאשִׁית מ"ה : י-י"ג

### Learning Outcome:

- ❖ To explore how the brothers' reactions develop from shock to acceptance
- ❖ To examine, using ideas learned from the text, the feelings, reactions and interactions between יוסף and his brothers throughout the narrative

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p><b>K2:</b> Know that:</p> <p>יוסף and בְּנֵימִן cry and then his brothers speak to him.</p> <p>The word goes out in מְצָרִים that יוסף's brothers have come to see him.</p> <p><b>K4A:</b> Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>נפל</td> <td>ויפל</td> </tr> <tr> <td>צואר</td> <td>צוארי, צואריו</td> </tr> <tr> <td>נשק</td> <td>וינשק</td> </tr> </table> <p><b>K6:</b> Know how רש"י understands the phrases דָּבְרוּ אֶחָיו אֵתוֹ and וְאָחֲרַי כֵּן (מ"ה : ט"ו) to mean that only after יוסף cried did the brothers finally speak to him.</p>	נפל	ויפל	צואר	צוארי, צואריו	נשק	וינשק	<p><b>S3:</b> Read בְּרֵאשִׁית מ"ה : י"ד-ט"ו accurately, accentuating syllables correctly and recognising basic אֶתְנַחֲתָא : טַעְמֵי הַמְקַרָּא.</p> <p><b>S4:</b> Comprehend the plain meaning of בְּרֵאשִׁית מ"ה : י"ד-ט"ו.</p> <p><b>S5:</b> Identify the word families and שְׂרָשִׁים of new and previously learned keywords.</p> <p><b>S6:</b> Accurately read רש"י's commentary on מ"ה : ט"ו.</p> <p><b>S7:</b> Comprehend the simple meaning of a פְּרוּשׁ with support: on רש"י 'וְאָחֲרַי כֵּן' and 'דָּבְרוּ אֶחָיו אֵתוֹ' ( מ"ה : ט"ו).</p>	<p><b>U1:</b> Reflect on and discuss the feelings of יוסף and his brothers now that the truth about his identity has been revealed.</p> <p><b>U2:</b> Identify a phrase that supports the פְּרָשְׁנוֹת approach: הַבְּנֵת מְלִים לֹא בְרוּרָת (extra meaning can be derived from ambiguous words) – וְאָחֲרַי כֵּן.</p> <p><b>U4:</b> Understand how רש"י's explanations of וְאָחֲרַי כֵּן and דָּבְרוּ אֶחָיו אֵתוֹ help us appreciate the effect of יוסף's tears on his brothers.</p>
נפל	ויפל							
צואר	צוארי, צואריו							
נשק	וינשק							

### Words from Units 1-11

#### New words this lesson

יָד וַיִּפֹּל עַל-צוּאָרָיו בְּנֵימִן אֶחָיו וַיִּבְדֹּךְ וּבְנֵימִן בָּכָה עַל-צוּאָרָיו : טו וַיִּנְשֹׁק לְכָל אֶחָיו וַיִּבְדֹּךְ עֲלֵהֶם וְאָחֲרַי כֵּן דָּבְרוּ אֶחָיו אֵתוֹ : טז וְהַקֹּל נִשְׁמַע בַּיִת פְּרַעָה לֵאמֹר בָּאוּ אֲחֵי יוֹסֵף וַיִּיטֹב בְּעֵינָיו פְּרַעָה וּבְעֵינָיו עָבְדוֹ :

**1. Revision Activity: Role play [U2]****(10 minutes)**

Use the colour-coded text from **I Am יוסף** and ask pupils to use the coloured words to summarise what יוסף told his brothers. Have we heard the brothers speaking yet? No. What might they be thinking?

In pairs, pupils can prepare questions to ask the brothers in order to find out their feelings, for example:

- Do you believe that this Egyptian official is really your brother?
- What convinced you? / What would it take to convince you?
- Are you glad to see your brother? Why/why not?
- What would you say to your other brothers right now if the Egyptian official wasn't in the room?
- How do you think this is going to turn out?
- Are you going to do what יוסף tells you to do?

Ask different pupils to come and be hot-seated as the brothers and allow the class to interview them.

**2. Reading and Keyword Activity: פְּסוּקֵי י"ד and ט"ו [S3, K4A]****(10 minutes)**

Explain to pupils that in פְּסוּקֵי י"ג-י"ד, יוסף continues to reassure his brothers. He tells them that he will give them גֶּשֶׁן to live in and that they will all be provided for during the next five years of the famine.

Display פְּסוּקֵי י"ד-ט"ו with new and familiar words highlighted. Introduce the three new keywords using the image of the neck (Classroom Resources) and miming the meaning of וַיִּפֹּל (fall on) and וַיִּנָּשֶׁק (kiss). Also remind pupils of the meaning of בָּכָה, which occurs three times in these two פְּסוּקֵי.

Display the פְּסוּקֵי divided at the אֶתְנַחֲתָא, and ask pupils in pairs to read half a פְּסוּקֵ each.

**3. Comprehension and Understanding Activity: פְּסוּקֵי י"ד-ט"ו [S4, U1] (10 minutes)**

יָד וַיִּפֹּל עַל-צווארֵי בְנֵימְרָאָחִיו וַיִּבְדָּ:  
 וּבְנֵימֶן בָּכָה עַל-צווארֵיו:  
 טו וַיִּנָּשֶׁק לְכָל-אָחִיו וַיִּבְדָּ עֲלֵהֶם  
 וְאָחֵרֵי כֹן דָּבְרוּ אָחִיו אִתּוֹ:

Working with the large פָּסוּק worksheet **Crying**, ask pupils to find and circle the verbs and to put the verbs in the boxes in the correct order.

How does one verb lead to the next? How do they cause a chain reaction that finally leads the brothers to speak at the end of פָּסוּק ט"ו? (First יוסף cries on בְּנִימִין's neck, then בְּנִימִין cries, then יוסף kisses all his brothers and cries. This seems to enable the brothers to finally speak.)

#### 4. Reading and Understanding בְּרֵאשִׁית מ"ה: ט"ו: רש"י [K6, S6, S7, U4] (15 minutes)

Pupils will study רש"י's comments on two consecutive phrases in פָּסוּק ט"ו. The activity below outlines them both as being taught together.

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

#### Summarising the פָּסוּק and Questions on the פָּסוּק [S4, U2]

Pupils can complete part A of the רש"י template on their own by summarising the פָּסוּק in their own words and then think of any questions they have on the פָּסוּק (part B).

- Why does יוסף cry and kiss his brothers?
- Why does יוסף kiss בְּנִימִין first (פָּסוּק י"ד) and only now his brothers?
- What makes his brothers finally speak now?
- What does it mean 'וְאַחֲרַי כֵּן' – after what?



We will be learning about what triggered the brothers to speak up now, for the first time since learning of יוסף's identity.

Display the five פְּרָשְׁנוֹת rules that pupils learned in Unit 9 (Classroom Resources). Which of these rules might help us with this question?

(The best match is הַבְּנֵי מַלִּים לֹא בְרוּרִים – What is the meaning of 'וְאֶחָיו בְּנֵי דָבָרוּ אֵחָיו אִתּוֹ'? After what did the brothers finally speak up?)

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

פרשנות Rules	
<p><b>Rule 1 – לשון יתרה</b> – Every word in the תורה has a purpose – there are no 'extra' words.</p>	
<p><b>Rule 2 – מלה מנחה</b> – When a word is repeated several times in a פסוק or group of פסוקים, this word is very important to the story.</p>	
<p><b>Rule 3 – שניי בְּסֵדֵר מַלִּים</b> – We can learn deeper meaning when words in a פסוק are in an unusual order.</p>	
<p><b>Rule 4 – הבנת מלים לא ברורות</b> – We can learn deeper meaning by explaining ambiguous words in a פסוק.</p>	
<p><b>Rule 5 – דקדוק לא עקבי</b> – We can learn deeper meaning from an apparent mismatch in grammar in the פסוקים.</p>	

### Finding רש"י, the דיבור המתחיל and Reading רש"י [S6]

Ask pupils to locate the דיבור המתחיל 'וְאֶחָיו בְּנֵי דָבָרוּ אֵחָיו אִתּוֹ' and complete part D of the רש"י template.

Ask pupils to read this short רש"י in their pairs, and then copy the רש"י comment into part E of the template.

### Comprehending רש"י [S7]

<p>רש"י פסוק ט"ו</p> <p><b>וְאֶחָיו בְּנֵי</b></p> <p><b>מֵאַחַר שֶׁרְאוּהוּ בְּזֶכֶה</b></p> <p><b>וְלָצוּ שְׁלָם עִמָּהֶם</b></p> <p><b>דָּבָרוּ אֵחָיו אִתּוֹ</b></p> <p><b>שֶׁמִּתְחַלֵּל הָיוּ בְּזָשִׁים מִמֶּנּוּ:</b></p>	<p><b>וְאֶחָיו בְּנֵי מֵאַחַר שֶׁרְאוּהוּ בְּזֶכֶה וְלָצוּ שְׁלָם עִמָּהֶם דָּבָרוּ אֵחָיו אִתּוֹ שֶׁמִּתְחַלֵּל הָיוּ בְּזָשִׁים מִמֶּנּוּ:</b></p>
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וְאֶחָיו בְּנֵי מֵאַחַר שֶׁרְאוּהוּ בְּזֶכֶה וְלָצוּ שְׁלָם עִמָּהֶם דָּבָרוּ אֵחָיו אִתּוֹ שֶׁמִּתְחַלֵּל הָיוּ בְּזָשִׁים מִמֶּנּוּ:

Display the large רש"י on the IWB.

Prompt pupils to recall familiar words (בְּזָשִׁים – Unit 3; רְאוּהוּ – Unit 3; בְּזָשִׁים – from רש"י learned on ג' (פָּסוּק ג'). Support pupils in working out the meaning of unfamiliar words (לָבוּ – from לָבָדָד in the שְׁמֵעַ; שְׁלָם – whole, at peace, connected to the word שְׁלוֹם).

Pupils can then work out the meaning of רש"י's comment in their pairs, and write it in their own words in part E of the template.

(For example: After the brothers saw יוסף cry, showing that he had no hard feelings towards them, they spoke to him – at first they had been too ashamed to do so.)

### רש"י's Question [U4]

Ask pupils to refer back to the questions they raised in **My Questions on the פָּסוּק**.

Which of these questions might be answered by רש"י's comment? (What makes his brothers finally speak now?)

**Making Connections with רשׁ״י [U1 U4]**

Pupils can now complete part F of the template where they summarise the פְּסוּק to include רשׁ״י's comment on the דִּבְרוֹר הַמִּתְחִיל.

Suggested answer: *And יוסף kissed all his brothers, and cried on them, and after his brothers saw from this that he had no hard feelings toward them, they spoke up – as up until this point they had been too ashamed.*

Where did we previously learn the reason for the brothers' silence? (פְּסוּק on רשׁ״י) גי: *When יוסף revealed himself, the brothers weren't able to speak because of the shame they felt over their past treatment of him.)*

Why do you think יוסף's tears were reassuring to the brothers? *(He was showing emotion by crying and kissing them all; he was acting towards them as a brother – which would reassure them that his words in פְּסוּקִים ד' onwards were genuine, and that he really held no hard feelings towards them.)*

**5. Reading and Comprehension Activity פְּסוּק ט״ו [S3, S4] (5 minutes)**

טו וינשק לכל־אחיו ויבך עליהם ואחרי כן דברו אִחָיו אִתּוֹ :

Read the פְּסוּק and summarise it for pupils. This פְּסוּק 'zooms out' to the bigger picture – פְּרַעָה and his servants' reactions, and sets the stage for the בְּנֵי יִשְׂרָאֵל going down to מִצְרָיִם. This leads well into Unit 14 (שְׁמוֹת פָּרָק ב') and the study of the events that follow.

**6. Lesson Summary Activity: How יוסף and his Brothers Feel About Each Other Now [U1] (10 minutes)**

To summarise the פְּסוּקִים learned this lesson, and to capture the idea of zooming out from the events we looked at, ask pupils to imagine what might have been the headlines in Egyptian newspapers at the time. Encourage pupils to give a different perspective on the events that we have looked at in the פְּסוּקִים.

Prompt pupils with questions such as: 'What news has פְּרַעָה just heard?', 'How did יוסף introduce himself to his brothers?', 'What was their reaction?', 'What happened after he introduced himself?'

If time allows, pupils can also write a newspaper article reporting on the events and the characters' reactions. Encourage pupils to share their articles with the class.

# Lesson 7: Revision and Assessment

## 1. Tell the Story [K4A]

Pupils can use question cubes to ask a range of questions about the narrative of the unit. Questions must include keywords and phrases, and deeper meanings learned in the פְּסוּקִים.

Challenge pupils to think of as many questions as they can. They can then record their questions on individual cards and write the answers on the back. Pupils can use these cards to play the game **Quiz-Quiz-Trade**. Pairs of pupils each ask the other a question from one of their cards, and then swap cards when their question is answered. Then, each finds a new partner to ask their new question to, and swap cards again. This continues until pupils have gone around the class asking and answering each other's questions.



## 2. Looking Back [K2, U1, U2]

The aim of this activity is for pupils to think back to the thoughts, feelings and perspectives of the characters at various points in the story.

Looking Back
The event that יוסף regrets most is..... because.....
The event that the brothers regret most is..... because.....
The moment when יוסף forgives his brothers is..... because.....
The most important thing that יוסף does is..... because.....
The most important thing that the brothers do is..... because.....
The most difficult moment in the story for the brothers is..... because.....
The most difficult moment in the story for יוסף is..... because.....
The most important event in this story is when..... because.....

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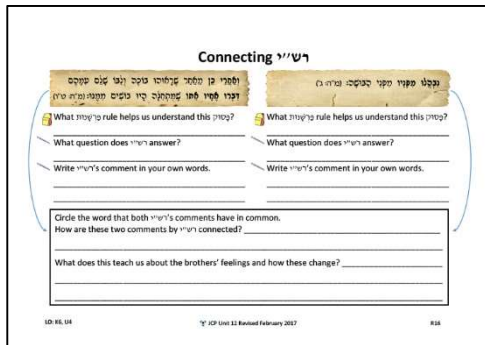
Pupils are seated in table groups, with the **Looking Back** cards (Classroom Resources) in a pile in front of one pupil on the table (Pupil A). Pupil A picks up a card and reads the statement to the group. Each member of the group responds by giving their opinion on the statement and a reason, which is noted down by Pupil A. (e.g. *The event that the brothers regret most is selling יוסף, because they are now so ashamed when he reveals his identity*)

Pupil A then chooses whose opinion they most agree with, and that pupil picks the next card to continue the game.

This continues until all pupils have had an opportunity to share their opinion about key points in the story, backed up with evidence from the פְּסוּקִים learned.

### 3. רשׁׁי [K6, U4]

Using the worksheet **Connecting רשׁׁי**, pupils can look back at the רשׁׁי that was studied during the unit (מ״ה : ט״ו and מ״ה : ג׳) and think about how the two are connected.

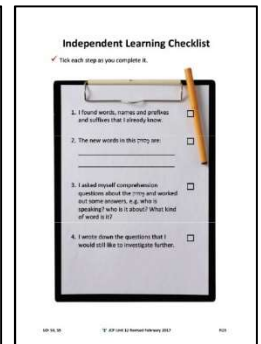


### 4. Independent Learning [S5]

This activity assesses pupils' ability to comprehend an unseen פְּסוּקִים.

פְּסוּקִים have been provided from the sections of Unit 12 that were summarised in lessons (מ״ה : כ״ה-כ״ח and מ״ד : ל״ב-ל״ד).

Pupils can use the **Independent Learning Checklist**, along with the vocabulary provided with the פְּסוּקִים, to support them in comprehending the unseen text and asking deeper questions on the פְּסוּקִים. Highlighted versions of these פְּסוּקִים have been provided for reference.



### 5. וי החיבור and וי ההפוך [S5]

Pupils can complete the וי החיבור and וי ההפוך worksheet to reinforce the two types of ו that appear in the פְּסוּקִים in this unit.

**WordWork:** וי החיבור and וי ההפוך

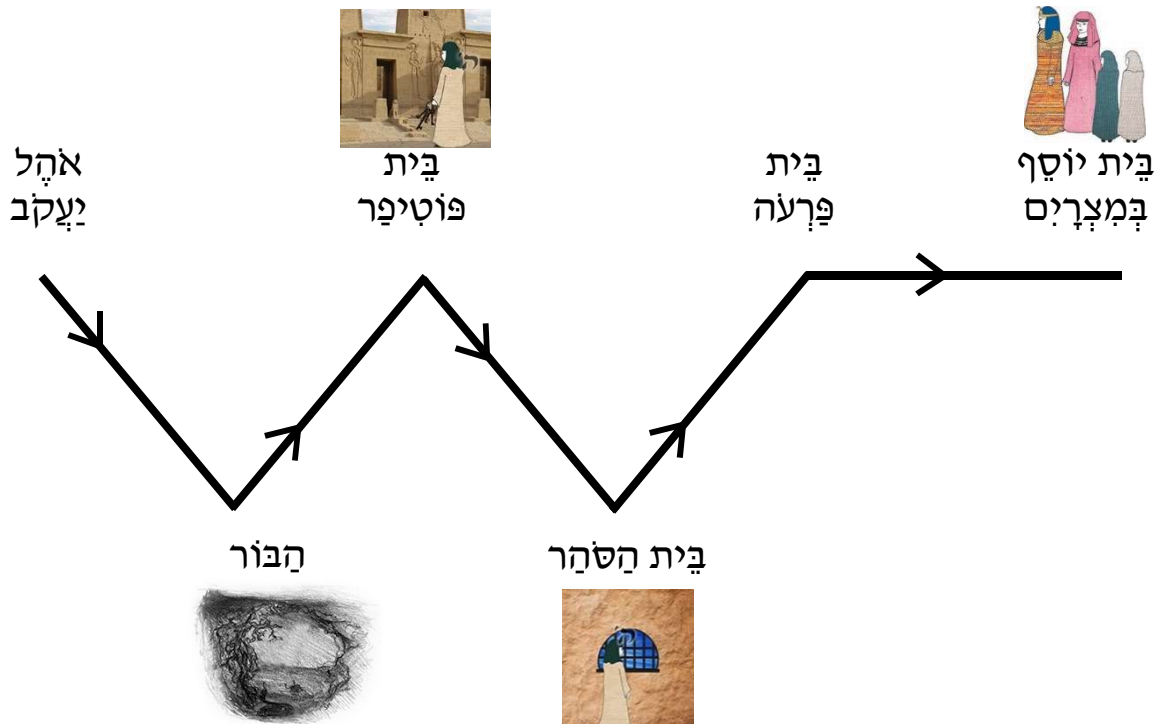
Look at the words listed in the table below which appear in Unit 12.  
For each word, tick whether it starts with a וי החיבור or וי ההפוך, and then write down its meaning.

קטק	Word	וי החיבור	וי ההפוך	Word Meaning
כ"ב	וַיִּבְרַח			
כ"ג	וַיִּבְרַח			
כ"ד	וַיִּבְרַח			
כ"ה	וַיִּבְרַח			
כ"ו	וַיִּבְרַח			
כ"ז	וַיִּבְרַח			
כ"ח	וַיִּבְרַח			
כ"ט	וַיִּבְרַח			
ל"א	וַיִּבְרַח			
ל"ב	וַיִּבְרַח			
ל"ג	וַיִּבְרַח			
ל"ד	וַיִּבְרַח			
ל"ה	וַיִּבְרַח			
ל"ו	וַיִּבְרַח			
ל"ז	וַיִּבְרַח			
ל"ח	וַיִּבְרַח			
ל"ט	וַיִּבְרַח			
מ"א	וַיִּבְרַח			
מ"ב	וַיִּבְרַח			
מ"ג	וַיִּבְרַח			
מ"ד	וַיִּבְרַח			
מ"ה	וַיִּבְרַח			
מ"ו	וַיִּבְרַח			
מ"ז	וַיִּבְרַח			
מ"ח	וַיִּבְרַח			
מ"ט	וַיִּבְרַח			

**Challenge:** Circle all the (וְ) of the verbs.

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# Up and Down Questions



1. What are things like for יוֹסֵף at first in בֵּית פּוֹטִיפָר?

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2. When יוֹסֵף is sent to prison, what are things like for him?

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3. When יוֹסֵף is asked to interpret the prisoners' and פְּרַעֲה's dreams, what does he say? \_\_\_\_\_

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4. What does this suggest about the attitude יוֹסֵף has in every situation?

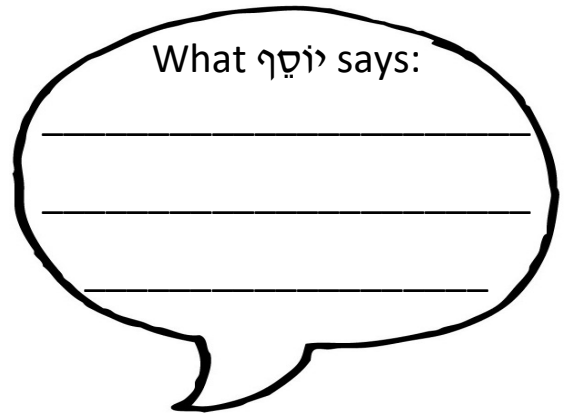
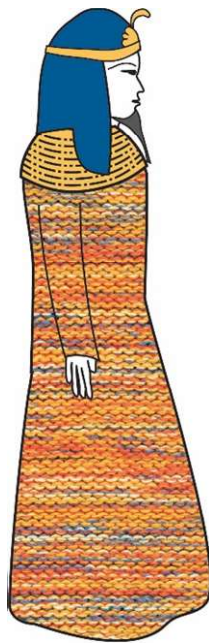
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# יֹסֵף Remembers, יֹסֵף Says

Copy the underlined phrases from the פְּסוּק below into the correct bubbles, then answer the questions that follow.

ט וַיִּזְכֹּר יוֹסֵף אֶת הַחֲלָמוֹת אֲשֶׁר חָלַם לָהֶם וַיֹּאמֶר אֲלֵהֶם מִרְגָּלִים  
אַתֶּם לָרְאוֹת אֶת-עֲרוֹת הָאָרֶץ בְּאַתֶּם:



1. What does יֹסֵף remember? \_\_\_\_\_  
\_\_\_\_\_

2. What reminds him of this? \_\_\_\_\_

3. What does he say to the brothers? \_\_\_\_\_  
\_\_\_\_\_

 **Challenge:** How are יֹסֵף's words related to what we read in ח' פְּסוּק? \_\_\_\_\_  
\_\_\_\_\_

# יוסף Has a Flashback

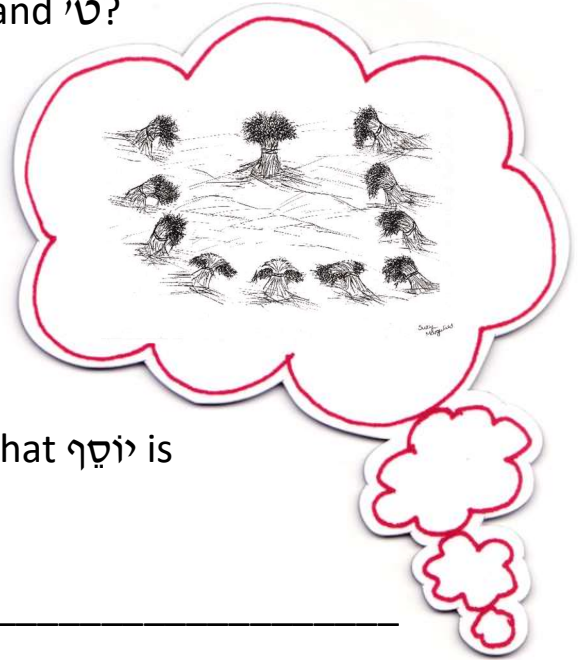
1. What is described in ט' and פְּרָק לִיז פְּסוּקִים ז'?

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2. What words in ט' פְּסוּק מִיב פְּרָק tell us that יוסף is reminded of this?

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3. What is happening in ט' פְּסוּק מִיב פְּרָק that is connected to פְּרָק לִיז פְּסוּק ז'? In what way do the dreams come true?

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4. Are there any differences between the dreams and what actually happens?

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# The Brothers' Response

Use the words in the box below to fill in the gaps in the story.

The brothers said to \_\_\_\_\_: We are not \_\_\_\_\_,  
we only came to buy \_\_\_\_\_, we are all \_\_\_\_\_.

When he insisted again, they said: We are actually \_\_\_\_\_  
brothers, the sons of one man from \_\_\_\_\_. The  
youngest brother is with our \_\_\_\_\_ and another one is  
not here.

יוסף replied that he would only let them go if the \_\_\_\_\_  
came to Egypt. He put them all in \_\_\_\_\_ for three days,  
saying one brother should return to fetch \_\_\_\_\_. After  
\_\_\_\_\_ days he agreed for \_\_\_\_\_ brother to stay  
while the others returned with food and to fetch בְּנֵימִין.

food

prison

פְּנֵעַן

three

youngest

יוסף

spies

one

father

בְּנֵימִין

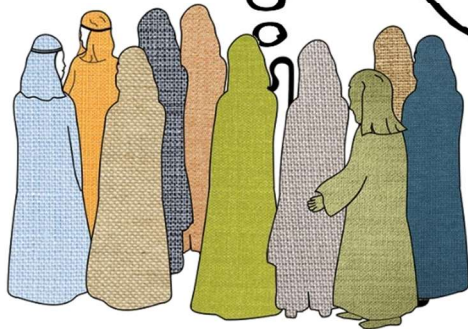
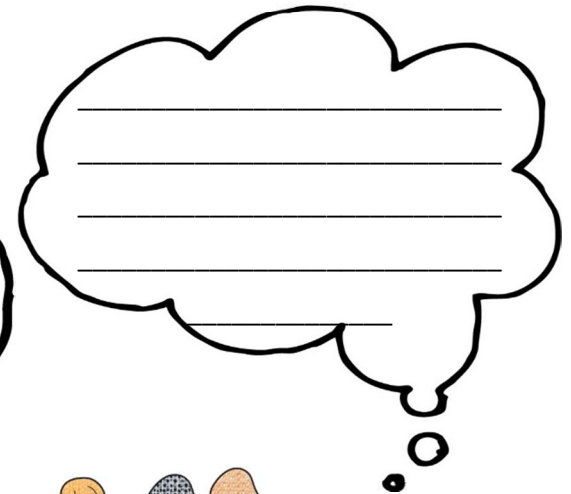
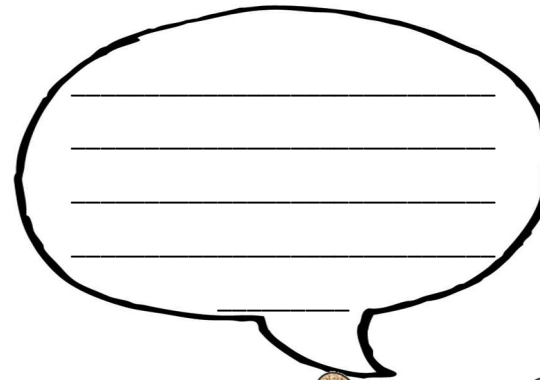
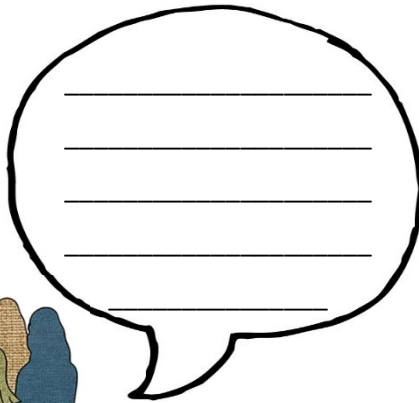
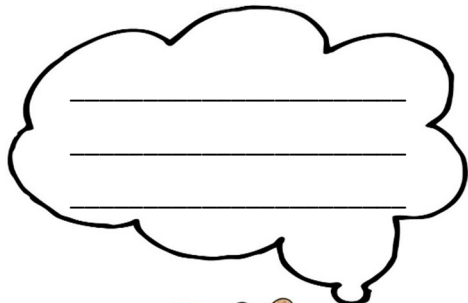
brothers

twelve

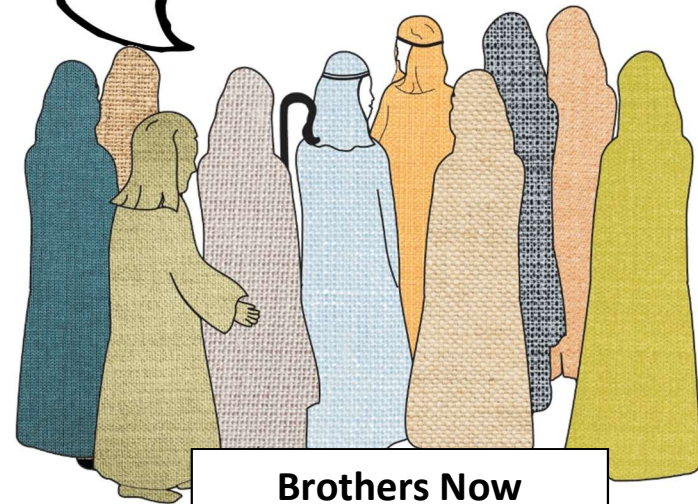
# Brothers Then, Brothers Now

Fill in the speech and thought bubbles with what the brothers were saying and thinking in בְּרֵאשִׁית ל"ז: י"ט-כ' and what they are saying and thinking now.

וַיֹּאמְרוּ אִישׁ אֶל אָחִיו



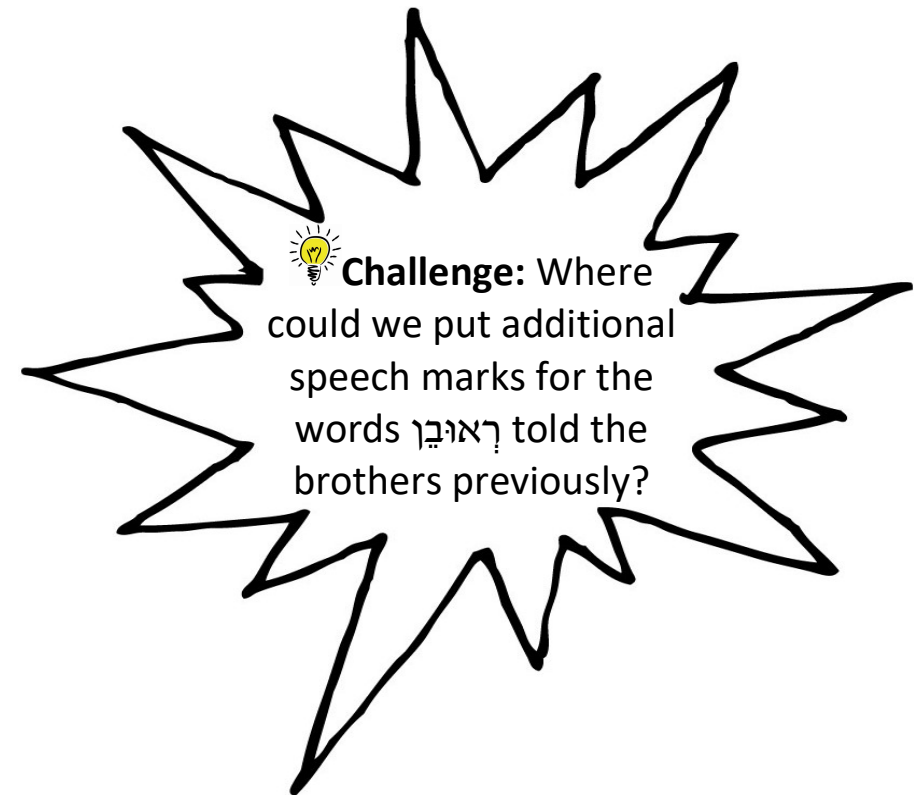
**Brothers Then**  
בְּרֵאשִׁית ל"ז: י"ט-כ'



**Brothers Now**  
בְּרֵאשִׁית מ"ב: כ"א

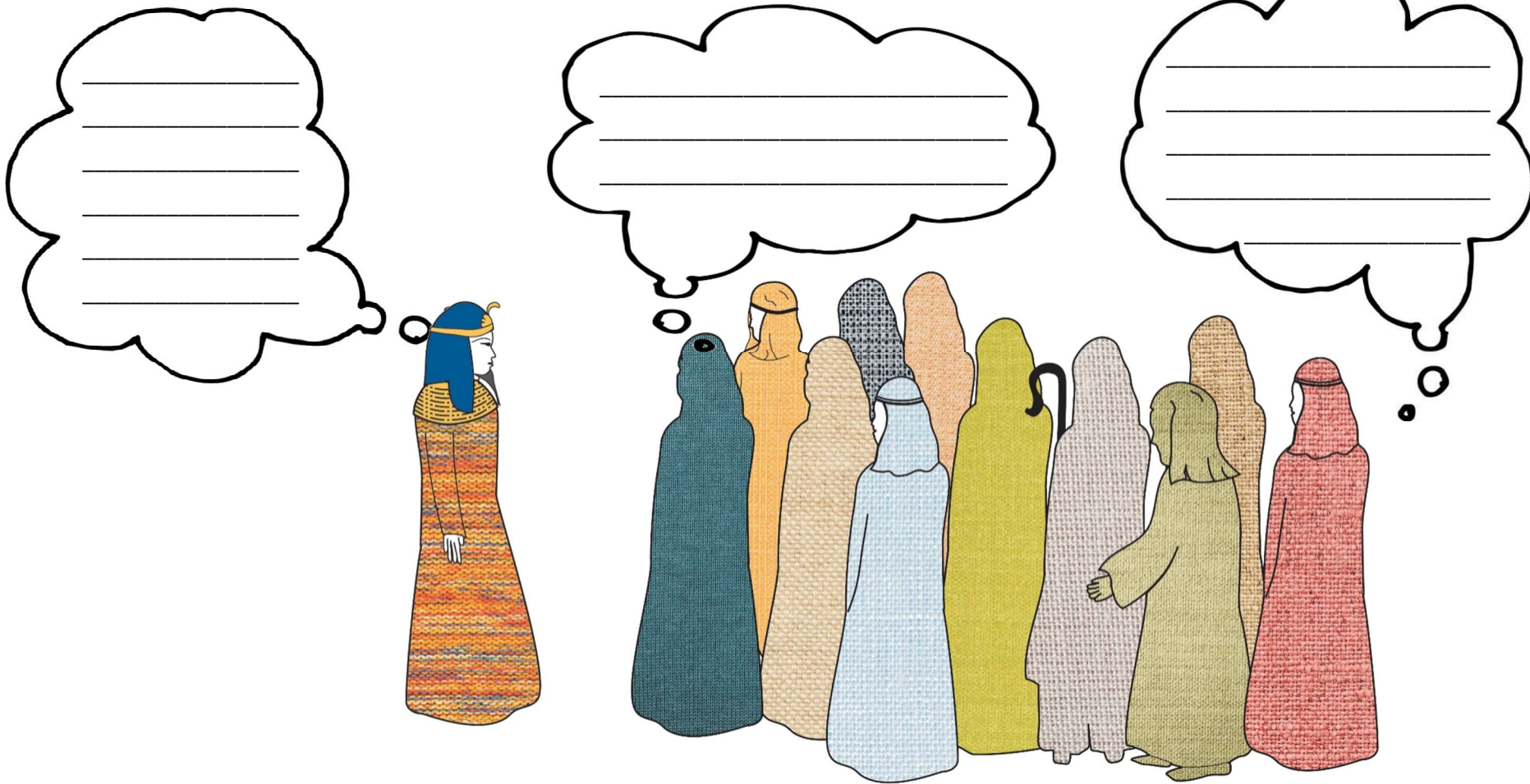
## ראובן Says: I Told You So!

וַיַּעַן רְאוּבֵן אֶת־מֹשֶׁה לֵאמֹר "הֲלוֹא אָמַרְתִּי אֵלֵיכֶם לֵאמֹר אֶל־תִּחַטְּאוּ בְּיָלֵד וְלֹא שְׁמַעְתֶּם וְגַם־דָּמוֹ הִנֵּה נִדְרָשׁ":

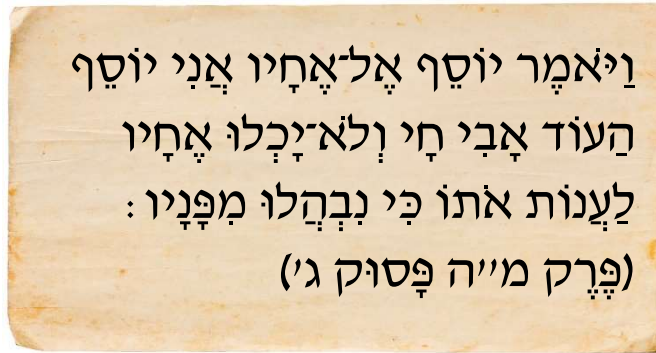



# יוסף is About to Speak

יוסף has heard יהודה plead on behalf of בנימין. He is about to respond. Fill in the thought bubbles with what יוסף, יהודה and the brothers might be feeling at this moment.



# יוסף Speaks



 Use פְּסוּק ג' to help you answer the questions below.

1. יוסף tells his brothers something. What does he tell them?

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2. יוסף asks his brothers something. What does he ask them?

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3. How do you think יוסף might be feeling at this moment? (Clue: think about the question he asks the brothers.)

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4. What is the brothers' reaction when יוסף tells them who he is?

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5. What are the brothers feeling at this moment?

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## Investigating Rashi

**A**

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

- Read the פְּסוּק and summarise its meaning.

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**B**

My questions on the פְּסוּק

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

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**C**

The פְּרָשָׁנוֹת rule

- Which פְּרָשָׁנוֹת rule could help me understand this פְּסוּק?

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**D**

פְּסוּק on the רִשְׁי

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

_____	_____
meaning	דִּיבּוּר הַמִּתְחִיל

## Investigating Rashi

**E**

### Rashi's comment

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

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- Rashi's comment in my own words:

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

**F**

### Using Rashi to make connections

- Summarise the פסוק to include Rashi's comment.

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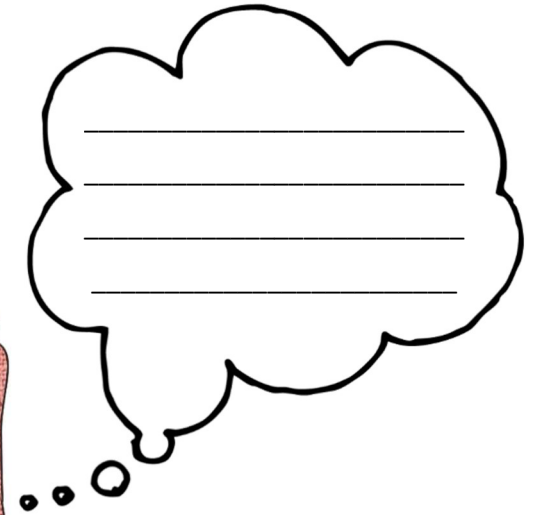
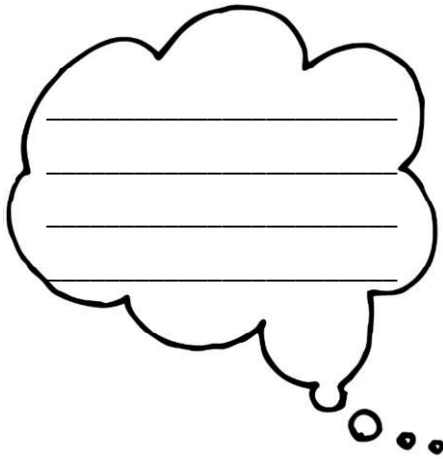
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# Flashback for Everyone

- Choose from one of the following phrases and write it in the relevant character's thought bubble. What 'flashback' is triggered? Choose a phrase from earlier פְּסוּקִים that represents a memory of an earlier event to write in the other character's thought bubble.



ולא-יכל יוסף להתאפק  
 ולא-יוסף could not stop himself from talking

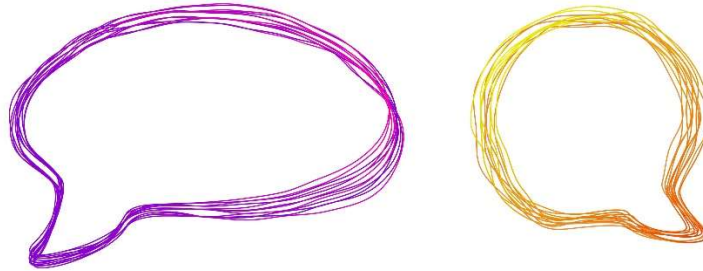
ויתן את-קלו בבכי  
 ויוסף raised his voice and cried

העוד אבי חי  
 (יוסף asked) Is my father still alive?

ולא-יכלו אחיו לענות  
 They (the brothers) could not answer



## ויאמר Sentence



ויאמר יוסף אל־אָחיו גְּשׁוּנָא אֵלַי וּיְגָשׁוּ וַיֹּאמֶר אָנִי יוֹסֵף אָחִיכֶם אֲשֶׁר־מָכַרְתֶּם אֹתִי מִצְרַיִמָּה :

1. Circle the words that tell us someone is speaking.
2. Who is speaking in this פֶּסוּק? \_\_\_\_\_
3. Draw a speech bubble or speech marks around the parts of the פֶּסוּק that are spoken.
4. Underline any parts of the פֶּסוּק that are not spoken.

# יוסף Am I

ד ויאמר יוסף אל־אחיו גְּשׁוּנָא אֵלַי וְיִגְשׁוּ וַיֹּאמֶר אֲנִי יוֹסֵף אֲחִיכֶם אֲשֶׁר־  
 מְכַרְתֶּם אֹתִי מִצְרַיִמָּה : ה וְעַתָּה | אֲלִתְעַצְבוּ וְאֲלִיחַר בְּעֵינֵיכֶם כִּי־מְכַרְתֶּם אֹתִי  
 הֲנֵה כִּי לְמַחֲזָה שְׁלַחְנִי אֱלֹהִים לְפָנֵיכֶם : ו כִּי־זָה שְׁנַתִּים הָרַעַב בְּקֶרֶב הָאָרֶץ וְעוֹד  
 חֲמֵשׁ שָׁנִים אֲשֶׁר אֵין־חֵרִישׁ וְקָצִיר : ז וַיִּשְׁלַחְנִי אֱלֹהִים לְפָנֵיכֶם לָשׂוּם לָכֶם  
 שְׂאֵרִית בְּאָרֶץ וּלְהַחֲיוֹת לָכֶם לְפָלִיטָה גְדֹלָה : ח וְעַתָּה לֹא־אַתֶּם שְׁלַחְתֶּם אֹתִי  
 הֲנֵה כִּי הָאֱלֹהִים וַיְשִׁימֵנִי לָאֵב לְפָרְעָה וּלְאָדוֹן לְכָל־בֵּיתוֹ וּמִשָּׁל בְּכָל־אָרֶץ  
 מִצְרַיִם : ט מִהָרוּ וְעָלוּ אֶל־אָבִי וְאָמַרְתֶּם אֵלָיו כֹּה אָמַר בְּנֵךְ יוֹסֵף שְׁמַנִּי אֱלֹהִים  
 לְאָדוֹן לְכָל־מִצְרַיִם רְדֵה אֵלַי אֲלִתְעַמַּד : (מ"ה : ד'-ט')

Colour key:

שָׂרַשׁ	Colour	שָׂרַשׁ	Colour
נגש		שלח	
מכר		שום	

1. Find and highlight the שָׂרַשׁ listed in column 1, and complete your own colour key above.
2. Write each שָׂרַשׁ in Hebrew in column 1.
3. How many times does each שָׂרַשׁ appear? (column 2)
4. In which פְּסוּקִים/פְּסוּק does each שָׂרַשׁ appear? (column 3)

	שָׂרַשׁ	Number of times this שָׂרַשׁ appears	פְּסוּקִים in which this שָׂרַשׁ appears
come close			
sell			
send			
place/put			



In your own words, write what יוסף's message is to his brothers, and how he wants them to view events. Use the four words in the table above in your answer.

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# Sold and Sent





Circle the suffix of each of the following words, and then circle the correct meaning of each word. The first one has been done for you.

1. שְׁלַחְנוּ      ● he sent      ● they sent      ● we sent      ● I sent
2. שְׁלַחְתִּי      ● they sent      ● you (pl) sent      ● he sent      ● I sent
3. שְׁלַחוּ      ● we sent      ● they sent      ● he sent      ● you (pl) sent
4. שְׁלַחְתֶּם      ● you (pl) sent      ● we sent      ● I sent      ● they sent
5. שְׁלַח      ● we sent      ● I sent      ● he sent      ● they sent
6. מְכַרְנוּ      ● we sold      ● they sold      ● you (pl) sold      ● he sold
7. מְכַרוּ      ● I sold      ● you (pl) sold      ● we sold      ● they sold
8. מְכַרְתֶּם      ● we sold      ● they sold      ● you (pl) sold      ● he sold
9. מְכַרְתִּי      ● I sold      ● he sold      ● they sold      ● you (pl) sold
10. מְכַר      ● we sold      ● he sold      ● they sold      ● I sold

# Crying

יָד וַיִּפֹּל עַל-צִוְּאָרֵי בְנֵי־מִן־אָחִיו וַיִּבֶד׃  
וּבְנֵי־מִן בָּכָה עַל-צִוְּאָרָיו׃  
טו וַיִּנָּשֶׁק לְכָל־אָחָיו וַיִּבֶד׃ עֲלֵהֶם  
וְאַחֲרֵי כֵן דִּבְּרוּ אָחָיו אִתּוֹ׃

-  Find and circle all the verbs. Which verb is repeated three times? \_\_\_\_\_
-  Write the verbs (in Hebrew and English) in the correct spaces below to show the order in which they appear.


+  +  +  +  +  =


-  What happens at the end of ט"ו פסוק ט"ו? \_\_\_\_\_


# Connecting רש"י


ואחרי כן מֵאַחַר שֶׁרְאוּהוּ בֹרֵךְ וְלָצוּ שָׁלֵם עִמָּהֶם  
דָּבְרוּ אִתּוֹ אֲחִיו אִתּוֹ שֶׁמִתְחַלֵּה הָיוּ בֹשִׁים מִמֶּנּוּ: (מ"ה: ט"ו)


וְצָבְלוּ מִפְּנֵיו מִפְּנֵי הַבִּזְיָה: (מ"ה: ג')


 What פְּרָשְׁנוֹת rule helps us understand this פָּסוּק?

 What פְּרָשְׁנוֹת rule helps us understand this פָּסוּק?

 What question does רש"י answer?

 What question does רש"י answer?

 Write רש"י's comment in your own words.

 Write רש"י's comment in your own words.

Circle the word that both רש"י's comments have in common.

How are these two comments by רש"י connected? \_\_\_\_\_

What does this teach us about the brothers' feelings and how these change? \_\_\_\_\_

## Independent Learning

לב כי עבדך ערב את־הנער מעם אבי  
לאמר אם־לא אביאנו אליך וְחָטַאתי  
לְאָבִי כָּל הַיָּמִים : (פָּרָק מ"ד)

ערב – took responsibility

הנער – the lad

וְחָטַאתי – I will have sinned

הַיָּמִים – (the) days

לֹג וְעִתָּהּ יִשְׁבְּנָא עֲבֻדָּךְ תַּחַת הַנֶּעֱר עֲבָד  
לְאֲדֹנָי וְהַנֶּעֱר יַעַל עִם־אֲחָיו : (פָּרָק מ"ד)

תַּחַת – instead of

לֹד כִּי־אֵיךְ אַעֲלֶה אֶל־אָבִי וְהִנְעַר אֵינְנוּ  
אֶתִּי פֶן אֶרְאֶה בְרַע אֲשֶׁר יִמְצֵא אֶת־  
אָבִי : (פֶּרֶק מִ"ד)

אֵיךְ – how

אֵינְנוּ אֶתִּי – not with me

פֶּן – in case



כּוּ וַיִּגְדּוּ לוֹ לֵאמֹר עוֹד יוֹסֵף חַי וְכִי־הוּא  
מִשָּׁל בְּכָל־אֶרֶץ מִצְרָיִם וַיִּפֶּג לבוּ כִּי לֹא־  
הֶאֱמִין לָהֶם : (פָּרָק מ"ה)

ויִפֶּג לבוּ – his heart turned away

הֶאֱמִין – believed

כֹּזַ וַיִּדְבְּרוּ אֵלָיו אֶת כָּל־דְּבָרֵי יוֹסֵף אֲשֶׁר  
דִּבֶּר אֱלֹהִים וַיֵּרָא אֶת־הָעֲגָלוֹת אֲשֶׁר־  
שָׁלַח יוֹסֵף לְשִׂאת אֹתוֹ וַתְּחִי רוּחַ יַעֲקֹב  
אֲבִיהֶם : (פָּרָק מ"ה)

הָעֲגָלוֹת – the wagons

לְשִׂאת – to transport

וַתְּחִי רוּחַ – his spirit was revived

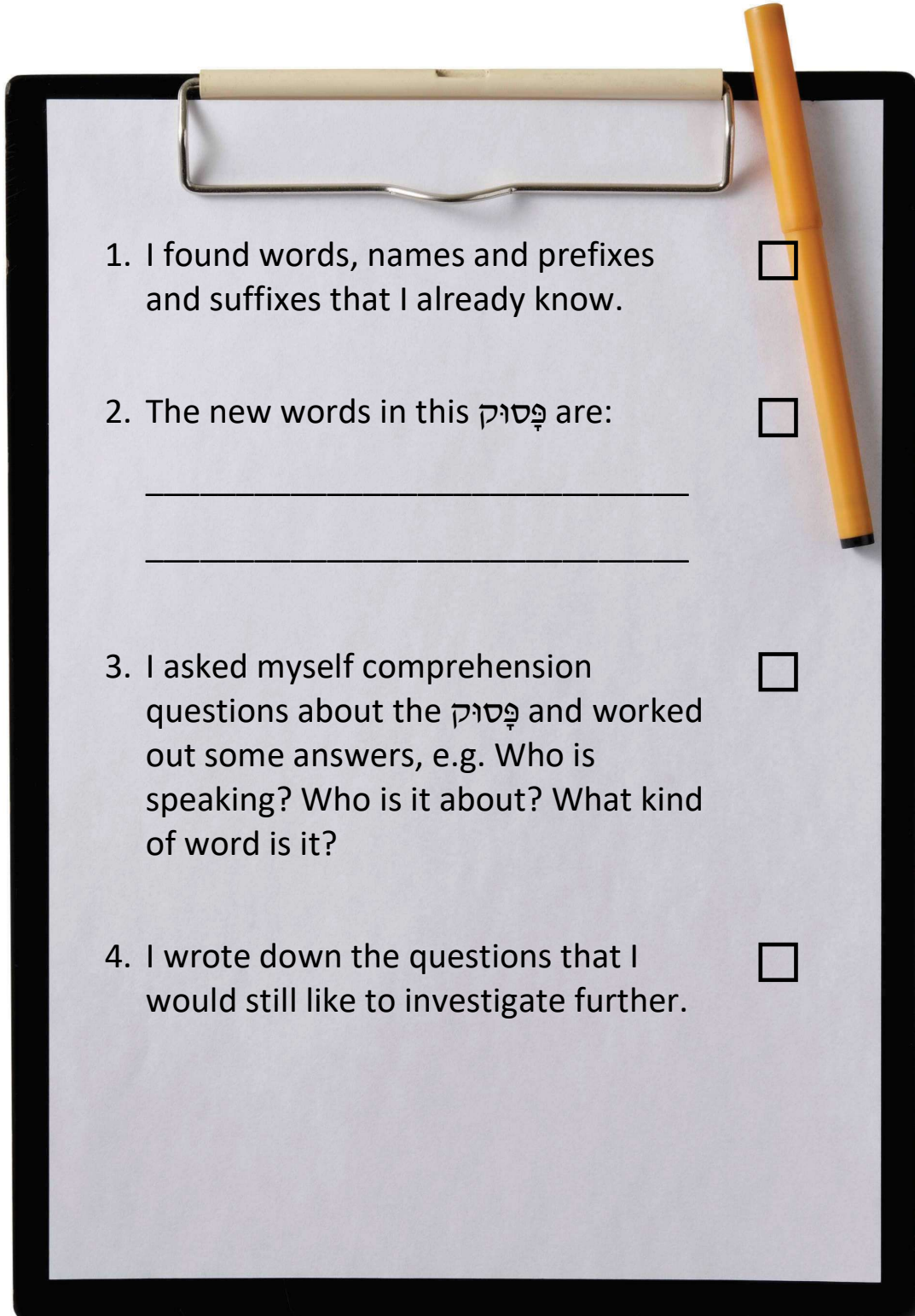
כח וַיֹּאמֶר יִשְׂרָאֵל רַב עוֹד־יוֹסֵף בְּנֵי חַי  
אֵלֶיכָה וְאַרְאֶנּוּ בְּטָרָם אָמוֹת : (פָּרָק  
מִי"ה)

רב – it is great

בְּטָרָם – before

# Independent Learning Checklist

✓ Tick each step as you complete it.

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

1. I found words, names and prefixes and suffixes that I already know.
2. The new words in this פְּסוּק are:   
\_\_\_\_\_  
\_\_\_\_\_
3. I asked myself comprehension questions about the פְּסוּק and worked out some answers, e.g. Who is speaking? Who is it about? What kind of word is it?
4. I wrote down the questions that I would still like to investigate further.

## WordWork

 : ו' התבּוּר and ו' התּפּוּד

Look at the words listed in the table below, which appear in Unit 12.

For each word, tick whether it starts with a ו' התּפּוּד or a ו' התּבּוּר, and then write down its meaning.

פּסוק	Word	ו' התּפּוּד	ו' התּבּוּר	Word meaning
מ"ב : ג'	וַיִּרְדּוּ			
מ"ב : ז'	וַיִּרְא			
	וַיִּכְרַם			
	וַיֹּאמְרוּ			
מ"ב : ח'	וְהֵם			
מ"ב : ט'	וַיִּזְכֹּר			
מ"ב : כ"א	וְלֹא			
מ"ב : כ"ב	וַיַּעַן			
	וְגַם			
מ"ה : א'	וַיִּקְרָא			
מ"ה : ב'	וַיִּתֵּן			
	וַיִּשְׁמְעוּ			
מ"ה : ד'	וַיִּגָּשׁוּ			
מ"ה : ה'	וַעֲתָה			
	וְאֵל			
מ"ה : ו'	וְעוֹד			
מ"ה : ז'	וַיִּשְׁלַחֵנִי			
	וּלְהַחֲיוֹת			
מ"ה : ח'	וַיִּשְׁיַמְנֵי			
	וּלְאָדוֹן			
	וּמִשָּׁל			
מ"ה : ט'	וַעֲלוּ			



**Challenge:** Circle all the שְׂרָשִׁים of the verbs.

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

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

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

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

Learning about Chumash (Knowledge-K)	
1. I know that the תּוֹרָה was given by ה' to מֹשֶׁה at סִינַי. (K1)	<input type="checkbox"/>
2. I know that the חוּמֵשׁ is the printed version of the סֵפֶר תּוֹרָה. (K1)	<input type="checkbox"/>
3. I know the names of the five books of the תּוֹרָה. (K1)	<input type="checkbox"/>
4. I can talk about stories I learned from פְּרָשֶׁת 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 פְּרָשֶׁת 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 פְּרָשֶׁת 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 חוּמֵשׁ story but is not written in the חוּמֵשׁ. (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 פְּרָשֶׁת הַשְּׁבוּעַ story. (S4)	<input type="checkbox"/>
Learning from Chumash (Understanding-U)	
1. I can talk about the מִידוֹת that I learn from פְּרָשֶׁת הַשְּׁבוּעַ. (U1)	<input type="checkbox"/>
2. I understand that my חוּמֵשׁ contains the actual words of the תּוֹרָה and that it must be treated with care and respect. (U1)	<input type="checkbox"/>

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## CHUMASH CURRICULUM UNIT PLANNING GRID

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

Suggested for Year 4 – four units – סֵפֶר בְּרֵאשִׁית				
	TITLE OF UNIT	פְּסוּקִים	פָּרָק	פְּרָשָׁה
U5	Choosing a Wife for יִצְחָק	א' - כ"ד	כ"ד	חַיֵּי שָׂרָה
U6	The Birth of יַעֲקֹב and עֵשָׂו	י"ט - כ"ח	כ"ה	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								
<b>Chumash Readiness</b>	1. Identifying the beginnings and ends of פְּסוּקִים S1 2. Finding the פָּרָק and the פְּסוּק with the help of גְּמַטְרִיָּה S1 3. Decoding words and phrases with accuracy S3	1. Understanding the importance of a חוּמָשׁ and treating it with respect U1								
<b>Unit 1</b>	1. Finding the place in a חוּמָשׁ S1 2. Reading most פְּסוּקִים in this unit accurately S3 3. Comprehending plain meaning of תּוֹרָה text with support S4 4. Identifying word families/שָׂרָשִׁים: הלכ, אָרַץ, גדל, ברכ, S5 5. Use of noun prefixes to help comprehend text S5	1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Deriving meaning from significant recurring words, Milah Manchah (מִלָּה מְנַחֵה): אָרַץ U2 3. Deriving meaning from word order and phrasing (סֵדֵר מְלִים) (מִבֵּית אֲבִיךָ, מִמּוֹלַדְתְּךָ, מִמְּאֲרָצְךָ) 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>מִמְּאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית</td> </tr> </tbody> </table>	ו	ב	ה	מ	וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מִמְּאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית	
ו	ב	ה	מ							
וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מִמְּאֲרָצְךָ מִמּוֹלַדְתְּךָ מִבֵּית							



	<p>6. Use of noun suffixes to help comprehend text S5</p> <table border="1" data-bbox="360 245 624 454"> <tr><td>ף</td></tr> <tr><td>אָרָצֶךָ</td></tr> <tr><td>מוֹלְדֹתֶיךָ</td></tr> <tr><td>אָבִיךָ</td></tr> <tr><td>זָרְעֶךָ</td></tr> </table>	ף	אָרָצֶךָ	מוֹלְדֹתֶיךָ	אָבִיךָ	זָרְעֶךָ	
ף							
אָרָצֶךָ							
מוֹלְדֹתֶיךָ							
אָבִיךָ							
זָרְעֶךָ							
<p><b>Unit 2</b></p>	<p>1. Finding the place in a חומֶשׁ S1  2. Reading most פְּסוּקִים in this unit accurately S3  3. Comprehending the plain meaning of תּוֹרָה 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>וְאֵשֶׁתוֹ</td></tr> <tr><td>וְלוֹט</td></tr> <tr><td>וּבְקָר</td></tr> <tr><td>וְאֵהֱלִים</td></tr> </table>	ו	וְאֵשֶׁתוֹ	וְלוֹט	וּבְקָר	וְאֵהֱלִים	<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 וְהַפְרִיז אֲזִי יֹשֵׁב בְּאֶרֶץ) U2  <b>3. Comparisons: similar events הַשְׂוֹאָה (the travels of אַבְרָם and his entourage from הָרֶן to הָרֶן) כְּנֻעַן with their travels from מִצְרַיִם to מִצְרַיִם New U3</b></p>
ו							
וְאֵשֶׁתוֹ							
וְלוֹט							
וּבְקָר							
וְאֵהֱלִים							
<p><b>Unit 3</b></p>	<p>1. Finding the place in a חומֶשׁ S1  2. Reading most פְּסוּקִים in this unit accurately S3  3. Comprehending the plain meaning of תּוֹרָה text with support S4  4. Identifying שָׁרְשֵׁים: רוצ, מהר, ראה S5  5. prefix בּ; בְּאֵלֶיךָ מִמָּרָא; prefixes ה and מ and suffix ך revised S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1  <b>2. Comparisons: of promise and fulfilment הַשְׂוֹאָה within same text New U3</b>  <b>3. Explaining why a פִּירוּשׁ comments on specific words: רש"י explains the repetition of the word וַיִּרָא as emphasising אַבְרָהָם's desire to do הַכְנָסֵת אוֹרְחִים New U4</b></p>					

<p><b>Unit 4</b></p>	<p><b>1. Comprehending the plain meaning of תּוֹרָה text with <u>little support</u> New S4</b></p> <p>2. Identifying word families/שְׁרָשִׁים: עשה, צחק, ילד, and בן S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 395 898 639"> <thead> <tr> <th>וי New</th> <th>ות New</th> </tr> </thead> <tbody> <tr> <td>ויעש</td> <td>ותצחק</td> </tr> <tr> <td>ויקרא</td> <td>ותהר</td> </tr> <tr> <td>וימל</td> <td>ותלד</td> </tr> <tr> <td>ויגדל</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותרא</td> </tr> </tbody> </table> <p>4. Use of noun prefixes and suffixes to help comprehend text S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 730 624 858"> <tbody> <tr> <td>ל</td> </tr> <tr> <td>לְשָׂרָה</td> </tr> <tr> <td>לְאַבְרָהָם</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 906 1137 1034"> <tbody> <tr> <td>י</td> <td>ה</td> <td>ו</td> </tr> <tr> <td>בְּנֵי</td> <td>בְּנֵה</td> <td>בְּנוֹ</td> </tr> <tr> <td>לִי</td> <td>בְּקִלָּהּ</td> <td>לוֹ</td> </tr> </tbody> </table> <p><b>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.</b></p>	וי New	ות New	ויעש	ותצחק	ויקרא	ותהר	וימל	ותלד	ויגדל	ותאמר	ויאמר	ותרא	ל	לְשָׂרָה	לְאַבְרָהָם	י	ה	ו	בְּנֵי	בְּנֵה	בְּנוֹ	לִי	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><b>2. Deriving meaning from the use of words with multiple meanings (צחק) New U2</b></p>
וי New	ות New																									
ויעש	ותצחק																									
ויקרא	ותהר																									
וימל	ותלד																									
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לִי	בְּקִלָּהּ	לוֹ																								
<p><b>Unit 5</b></p>	<p>1. Comprehension of plain meaning of תּוֹרָה text with little support S4</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p>																								

	<p>2. Identify שְׂרָשִׁים קומ, לקח, שתה, and word families עָבַד, גָּמַל, עָבַד, בָּר S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 331 900 603"> <thead> <tr> <th>וי</th> <th>ות</th> </tr> </thead> <tbody> <tr> <td>וַיִּקַּח</td> <td>וַתֹּאמֶר</td> </tr> <tr> <td>וַיִּקָּם</td> <td>וַתִּרְאֶה</td> </tr> <tr> <td>וַיִּלָּךְ</td> <td>וַתִּמְלֵא</td> </tr> <tr> <td>וַיִּרְאֶה</td> <td>וַתִּמְהַר</td> </tr> <tr> <td>וַיַּעַשׂ</td> <td>וַתִּרְצֶה</td> </tr> <tr> <td>וַיִּקְרָא</td> <td></td> </tr> </tbody> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefix:</p> <table border="1" data-bbox="362 708 624 836"> <thead> <tr> <th>ל</th> </tr> </thead> <tbody> <tr> <td>לְעַבְדָּךְ</td> </tr> <tr> <td>לְיִצְחָק</td> </tr> </tbody> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 895 900 1023"> <thead> <tr> <th>תָּ</th> <th>יָ</th> </tr> </thead> <tbody> <tr> <td>כַּדָּת</td> <td>אֲדָנִי</td> </tr> <tr> <td>יָדָת</td> <td>אֲחִי</td> </tr> </tbody> </table> <p>5. Use of noun plural suffix יָדָתְךָ New S5</p> <p>6. Prepositions עַד, עוֹד, גַּם S5</p>	וי	ות	וַיִּקַּח	וַתֹּאמֶר	וַיִּקָּם	וַתִּרְאֶה	וַיִּלָּךְ	וַתִּמְלֵא	וַיִּרְאֶה	וַתִּמְהַר	וַיַּעַשׂ	וַתִּרְצֶה	וַיִּקְרָא		ל	לְעַבְדָּךְ	לְיִצְחָק	תָּ	יָ	כַּדָּת	אֲדָנִי	יָדָת	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																								
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כַּדָּת	אֲדָנִי																								
יָדָת	אֲחִי																								
<p><b>Unit 6</b></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 אֲחֻת, 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>אֲבָרָהֶם הוֹלִיד אֶת יִצְחָק U2</p>																							

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 236 900 437"> <tr> <td>וי</td> <td>ות</td> </tr> <tr> <td>ויהי</td> <td>ותאמר</td> </tr> <tr> <td>ויאמר</td> <td>ותהר</td> </tr> <tr> <td>ויאָהב</td> <td>ותהר</td> </tr> <tr> <td>ויקרא</td> <td></td> </tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" data-bbox="358 555 900 673"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>ואָה</td> <td>בְּקִרְבָּה</td> </tr> <tr> <td></td> <td>בְּפִיו</td> </tr> </table> <p>Suffixes:</p> <table border="1" data-bbox="362 724 900 874"> <tr> <td>ו</td> <td>ָה</td> </tr> <tr> <td>לו</td> <td>ָה</td> </tr> <tr> <td>אָשְׁתּוֹ</td> <td></td> </tr> <tr> <td>ָדוֹ</td> <td></td> </tr> </table> <p>5. Use of verb male plural suffix New S5</p> <table border="1" data-bbox="358 935 624 1098"> <tr> <td>ו...ו</td> </tr> <tr> <td>וימלאו</td> </tr> <tr> <td>ויקראו</td> </tr> <tr> <td>ויגדלו</td> </tr> </table> <p>6. Use of present verb form אֹהֲבֵת New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאָהב	ותהר	ויקרא		ו	ב	ואָה	בְּקִרְבָּה		בְּפִיו	ו	ָה	לו	ָה	אָשְׁתּוֹ		ָדוֹ		ו...ו	וימלאו	ויקראו	ויגדלו	<p>3. Comparing two texts in בְּרֵאשִׁית where there are similar actions – תִּפְלָה of the עֶבֶד and that of יִצְחָק U3</p>
וי	ות																													
ויהי	ותאמר																													
ויאמר	ותהר																													
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<p><b>Unit 7</b></p>	<p>1. <b>Comprehending the plain meaning of a <u>simple תּוֹרָה text independently</u> New S4</b></p> <p>2. Identifying שְׂרָשִׁים בּוֹא, מֵכָר, מוֹת, אֹכֵל, and word families אָדוּם, בְּכָרָה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the responsibilities of leadership U1</p>																												

	<table border="1" data-bbox="362 193 660 430"> <tr><td>וי</td></tr> <tr><td>ויאכל</td></tr> <tr><td>ויקום</td></tr> <tr><td>וילך</td></tr> <tr><td>ויאמר</td></tr> <tr><td>ויבא</td></tr> </table> <p data-bbox="353 446 965 478">4. Use of noun singular prefixes and suffixes S5</p> <p data-bbox="353 491 470 518">Prefixes:</p> <table border="1" data-bbox="362 529 775 619"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table> <p data-bbox="846 491 931 518">Suffix:</p> <table border="1" data-bbox="831 529 1057 619"> <tr><td>ו</td></tr> <tr><td>שמו</td></tr> </table> <p data-bbox="353 635 815 667">5. Use of present verb form הולך S5</p>	וי	ויאכל	ויקום	וילך	ויאמר	ויבא	ל	ה	לי	הבכרה	ו	שמו	<p data-bbox="1220 199 2011 268">2. Reflecting on the different characteristics of the twins and what we can learn from them U1</p> <p data-bbox="1220 295 2049 402">3. Understanding the intrinsic value of the בכרה as representing the responsibilities of the firstborn to uphold the traditions of his ancestors U1</p> <p data-bbox="1220 427 2056 497"><b>4. Identifying words and phrases that express subtle messages, e.g. כיום New U2</b></p> <p data-bbox="1220 523 1892 593">5. Identifying significance of words, e.g. the phrase אָדום האָדם האָדם relates to עָשׂוּ being called אָדום U2</p> <p data-bbox="1220 619 2027 689"><b>6. Comparing and contrasting two פּרוּשׁים of a text: רש"י and פסוק ל"ב on רשב"ם New U4</b></p>						
וי																				
ויאכל																				
ויקום																				
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<p data-bbox="203 730 291 758"><b>Unit 8</b></p>	<p data-bbox="353 730 1115 801">1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4</p> <p data-bbox="353 813 884 842">2. Identifying שְׂרָשִׁים בוא, נתנ, גגש, נתנ, בוא S5</p> <p data-bbox="353 858 1014 887">3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 896 900 1168"> <tr><th>וי</th><th>ות</th></tr> <tr><td>ויאכל</td><td>ותאמר</td></tr> <tr><td>ויבא</td><td>ותקח</td></tr> <tr><td>ויקום</td><td></td></tr> <tr><td>וילך</td><td></td></tr> <tr><td>ויאמר</td><td></td></tr> <tr><td>ויבא</td><td></td></tr> </table> <p data-bbox="353 1184 965 1216">4. Use of noun singular prefixes and suffixes S5</p> <p data-bbox="353 1232 470 1259">Prefixes:</p> <table border="1" data-bbox="362 1270 900 1359"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table>	וי	ות	ויאכל	ותאמר	ויבא	ותקח	ויקום		וילך		ויאמר		ויבא		ל	ה	לי	הבכרה	<p data-bbox="1220 730 2060 837">1. Reflecting on the events in this unit and the feelings of the characters, e.g. the relationship between יַעֲקֹב and עֵשָׂו with their parents and understanding יַעֲקֹב's dilemma U1</p> <p data-bbox="1220 865 2027 971">2. Identifying repeated words and phrases; how the תּוֹרָה uses literary techniques (e.g. anagrams (בְּרָכָה/בְּכָרָה) and plays on words (יַעֲקֹב וַיַּעֲקֹבֵנִי) to express עֵשָׂו's feelings U2</p> <p data-bbox="1220 997 1796 1029">3. Comparing and contrasting, with support:</p> <ul data-bbox="1265 1050 2056 1300" style="list-style-type: none"> <li>the difference between יַצְחָק's words and רַבֵּקָה's repetition of these words to יַעֲקֹב</li> <li>the differences in content between יַצְחָק's three בְּרָכוֹת: the first given to יַעֲקֹב when יַצְחָק presumes he is עֵשָׂו; the second given to עֵשָׂו in response to עֵשָׂו's bitter cry; and the third given to יַעֲקֹב U3</li> </ul>
וי	ות																			
ויאכל	ותאמר																			
ויבא	ותקח																			
ויקום																				
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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><b>4. Understanding the פירוש of the ספרנו explaining the significance of ברכות's יצחק and analysing how he explains the text New U4</b></p>													
ו																	
בְּנוּ																	
<p><b>Unit 9</b></p>	<p>1. Comprehending the plain meaning of a simple תורה text independently S4</p> <p>2. Identifying word families/שקטים/עלה: שרשים 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;">וי</td></tr> <tr><td style="text-align: center;">וילן</td></tr> <tr><td style="text-align: center;">וישפב</td></tr> <tr><td style="text-align: center;">ויצא</td></tr> <tr><td style="text-align: center;">וילד</td></tr> <tr><td style="text-align: center;">וישפם</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;">והנה וראשו</td> <td style="text-align: center;">השמש המקום</td> <td style="text-align: center;">מאבני מראשתי</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">ף</td></tr> <tr><td style="text-align: center;">אביף</td></tr> <tr><td style="text-align: center;">זרעף</td></tr> </table> <p>5. Past tense first person – ודעתי, דברתי, עשיתי New S5</p> <p>6. Use of noun possessive plural suffix – מאבני New S5</p> <p>7. Reading vowelled פרושים accurately (רש"י) New S6</p>	וי	וילן	וישפב	ויצא	וילד	וישפם	ו	ה	מ	והנה וראשו	השמש המקום	מאבני מראשתי	ף	אביף	זרעף	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יעקב's feelings after his vision of the ladder U1</p> <p>2. Identifying with support that extra meaning can be derived from:</p> <ul style="list-style-type: none"> <li>• seemingly superfluous words in the text (לשון יתרה)</li> <li>• words that are repeated in the text (מלה מנחה)</li> <li>• unusual order in the text (שנוי בסדר מלים)</li> <li>• ambiguous words (הבנת מלים לא ברורת)</li> <li>• apparent grammatical inconsistency (דקדוק לא עקבי) U2</li> </ul> <p>3. Identifying with support textual comparisons between יעקב leaving home (כ"ח: ב') and אבraham leaving his home (י"ב: ה') U3</p>
וי																	
וילן																	
וישפב																	
ויצא																	
וילד																	
וישפם																	
ו	ה	מ															
והנה וראשו	השמש המקום	מאבני מראשתי															
ף																	
אביף																	
זרעף																	

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

**Unit 10**

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

Prefix:

וַי
וַיִּשְׁנֶאֱו
וַיִּסְפּוּ
וַיִּסְפֵּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וְ plural	וּ singular
בָּנָיו	בְּנוֹ
אָחָיו	

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

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

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



	<p>4. Use of noun suffixes S5</p> <table border="1" data-bbox="362 236 898 389"> <tr> <td>י</td> <td>ף</td> </tr> <tr> <td>אָבִי בָּנִי אָחִי</td> <td>בְּיָתֶדְךָ</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	בְּיָתֶדְךָ	<p>3. Comparing and contrasting language in parallel texts U3</p> <p><b>4. Understanding how the brothers felt ashamed of their past actions, and were only able to speak once יוֹסֵף cried and showed his feelings</b></p>
י	ף					
אָבִי בָּנִי אָחִי	בְּיָתֶדְךָ					
<p><b>Unit 13</b></p>	<p><b>1. Comprehending the plain meaning of a תּוֹרָה and מְשֻׁנָּה text New S4</b></p> <p>2. Identifying word families: קוֹדֵשׁ, תְּרוּעָה, זְכוּרוֹן, שְׁבִתוֹן, תְּרוּעָה, קוֹדֵשׁ S5</p> <p><b>3. Use of future tense plural form תֵּשָׁבוּ, תִּתְּנוּ, תִּחַגְּגוּ New S5</b></p> <p>4. Use of noun prefixes S5</p> <table border="1" data-bbox="362 863 660 1086"> <tr> <td>ה</td> </tr> <tr> <td>הַיּוֹם 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 שׁוֹפָר, forgiveness for יוֹם כִּיפּוּר and שְׂמֵחָה connected to סוּכּוֹת U1</p> <p>2. Understanding how certain words provide clues about the meaning of the text, e.g. אָדָּךְ U2</p> <p><b>3. Comparing תּוֹרָה and מְשֻׁנָּה texts and seeing how the מְשֻׁנָּה elaborates on the details of the מִצְוָה first mentioned in the תּוֹרָה texts New U3</b></p> <p>4. Explaining why a פֿירוּשׁ (רש״י) explains the text as it does U4</p>		
ה						
הַיּוֹם הַכְּפָרִים הַנֶּפֶשׁ הַשְּׂבָעִי הַטְּכוֹת						
<p><b>Unit 14</b></p>	<p>1. Comprehending the plain meaning of a more difficult תּוֹרָה text independently S4</p>	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. מִשָּׁה's feelings when he hits the מְצָרִי U1</p>				

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

3. Reading vowelled פְּרוֹשִׁימַם of a number of different מִפְּרָשִׁימַם accurately (רִשׁׁי and רִמְבׁי) New S6

4. Comprehending the plain meaning of a number of different מִפְּרָשִׁימַם (נִצִּיׁב, רִמְבׁי, רִשׁׁי) with support New S7

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

They should also know the meaning of:

- all the noun prefixes ל, ה, ב, מ, ו
- all possessive suffixes וְ/וְ/וְ/וְ/וְ
- singular and plural noun forms
- the third person singular verb prefixes וְ...וְ and וְ...וְ
- the third person plural verb prefixes and suffixes וְ...וְ and וְ...וְ, e.g. וְיִאמְרוּ and וְיִאמְרוּ
- present verb forms like אוֹהֵב, אוֹהֵבִת
- past verb forms like שָׁמַעְתִּי, שָׁמַעְנוּ
- future verb forms like תִּלְדֶּךָ and תִּלְדֶּךָ
- a וְ הַהֲפֹךְ and a וְ הַחִיבוּר and their function
- imperative forms such as מִהֲרֵ, עֲלוּ

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

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