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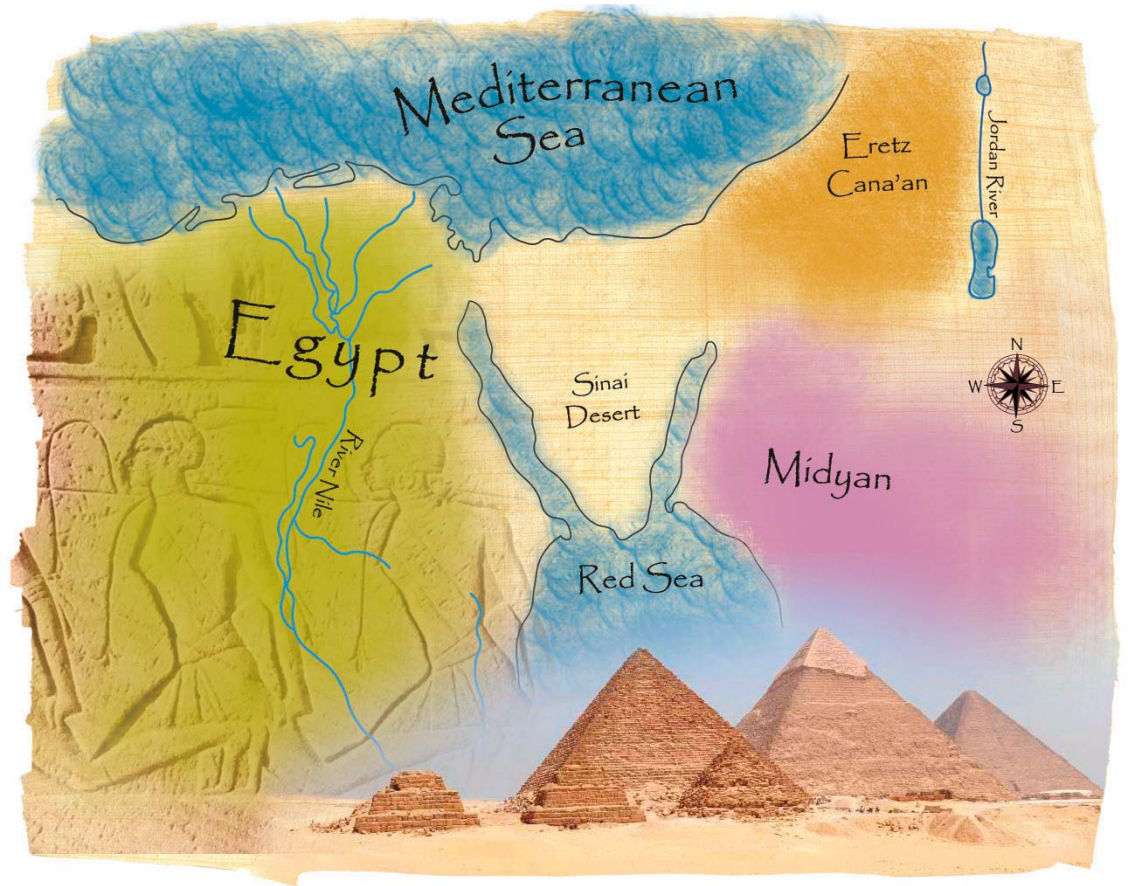
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Unit 14 - מִשֶׁה רִבִּינוּ - What Can We Learn from His Early Years?

פְּרֻשֶׁת שְׁמוֹת ב': א'-כ"ב

Reprinted July 2017/Tammuz 5777

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

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- ❖ Offers high quality professional development for teachers including regular training and one-to-one support
- ❖ Provides opportunities for teachers to network and share best practice
- ❖ Delivers in-school support and coaching to teachers

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

Unit 14 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.

GRAPHIC DESIGNER

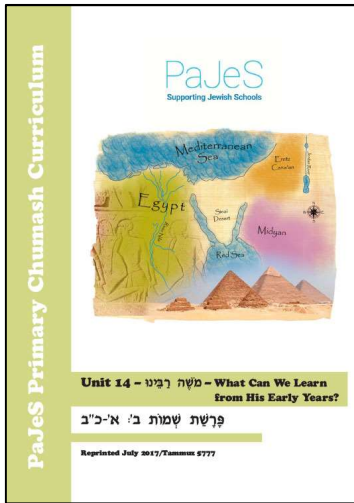
Ruhama Stern Welcher

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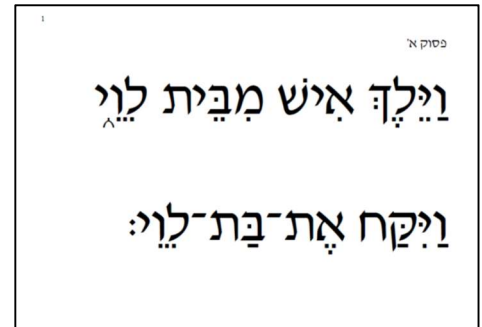
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How to Use this Pack



The Unit 14 Booklet contains Teachers' Guidelines, Levels of Attainment, Learning Outcomes, Lesson Plans, Resources and Assessments for Unit 14.



Large פְּסוּקִים provide an easy format for pupils to work with a פְּסוּק in a 'hands on' way. Large מִפְרָשִׁים in Hebrew and English are in the מִפְרָשִׁים pack.

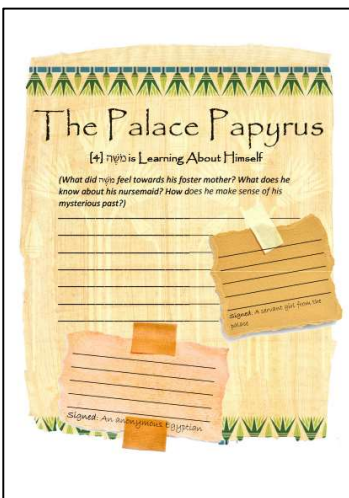
פסוק א'	
A man went from the house of Levi	וַיֵּלֶךְ אִישׁ מִבֵּית לֵוִי line 1
and he took a daughter of Levi	וַיִּקַּח אֶת-בֵּת-לֵוִי: line 2

Linear פְּסוּקִים with English are to be used selectively for differentiation. Linear מִפְרָשִׁים are in the מִפְרָשִׁים pack.

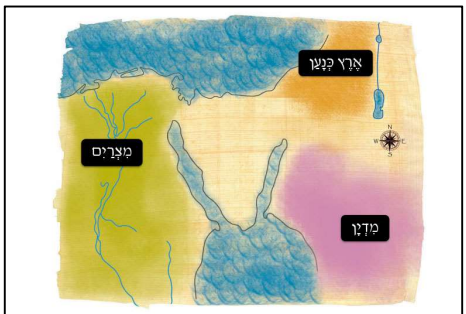
Keywords to be studied in Unit 14		
hide	צָנַן	וּתְצַנְנֶהוּ, תְּצַנֵּן
wash	רָחַץ	לְרַחֵץ
burden	סָבְלָה	סָבְלָתָם
strike/hit	נָכָה	מִכָּה, וּזָךְ, תָּכָה
turn	פָּנָה	וַיִּפְּן
quarrel	נָצַח	נִצְחָם
prince	שָׂר	שָׂר
judge	שָׁפֵט	שָׁפֵט
flee	בָּרַח	וַיִּבְרַח
(give) water	שָׁקָה	לְהַשְׁקוֹת, וַיִּשְׁק
sheep	צֹאן	צֹאנִים, צֹאן

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



The Palace Papyrus and Desert Scrolls, included with the worksheets, extend and reinforce pupils' learning.



Classroom Resources support various classroom activities.

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

Aim and Focus of Unit 14

In בִּי שְׁמוֹת פָּרָק we encounter מִשֵּׁה in his early years, his process of growing up, and the development of his character and identity, which makes him the leader of choice for the Jewish people.

It is a concise narrative, full of textual questions that provide openings for פְּרוּשִׁים. Pupils will be given opportunities to study multiple ways of understanding the text, they will look at linking this פָּרָק with other פְּסוּקִים learned and they will discuss the development of one significant character.

In approaching this פָּרָק we looked at three parameters:

- 1) The content (**narrative**) of the text – to provide ideas, values and characters for pupils to identify with.
- 2) The **style and word use** in the text – to provide opportunities to review and expand pupils' relationship with the text and their continued understanding of the role of מְפָרְשִׁים.
- 3) The **cognitive and emotional development** of the pupils – to focus on those ideas and values within the text that can be meaningful to pupils in Year 6.

The **narrative** of בִּי שְׁמוֹת פָּרָק presents several threads that will interest Year 6 pupils.

The פָּרָק begins by telling the story of מִשֵּׁה's birth in an unusual way, emphasising what is special about the people who raised him, but giving us little information about מִשֵּׁה himself. The מְפָרְשִׁים fill in the gaps, revealing מִשֵּׁה's unique nature. מִשֵּׁה grows up living like a מְצָרִי but knowing that he is an עֲבָרִי.

As he grows older he tries to identify with the Jewish people. מִשֵּׁה sees himself as someone who can champion their cause when no one else seems to be able or willing to do so (an interpretation suggested by the נְצִיב and others) and demonstrates this on three separate occasions. On his second attempt to bring justice to the world he is discouraged as the people which whom he seeks to identify do not appear to want him as their champion.

In the third story, מִשֵּׁה finds himself outside the places that are familiar to him. He is not among his 'adopted' people (the מְצָרִים) or with his own 'birth nation' (the Jewish people). מִשֵּׁה's challenge is to decide how to act when confronted by injustice in this context. His choice to champion the cause of fairness and justice in a place where no one knows him shows what his strengths and qualities are and the kind of person he wants to be.

בִּי שְׁמוֹת פָּרָק presents some of the following opportunities in the area of **textual style** and **word use**:

- Extra meaning can be derived from ambiguous words (הִבְנַת מְלִים לֹא בְרוּרָה) in the text.

- Extra meaning can be derived from seemingly superfluous words (לְשׁוֹן יְתָרָה) in the text.
- Extra meaning can be derived from seemingly inconsistent language (דִּקְדוּק לֹא עֲקָבִי).
- Extra meaning can be derived from words that are repeated (מִלָּה מְנַחֶה) in the text.
- The use of כְּנוֹיִם rather than proper names is significant.
- Deeper meaning can be derived by comparing and contrasting language in a parallel or related text.

Connecting the text to **values and ideas**:

בִּי מִשָּׁה רִבְנוּ focuses on the development of מִשָּׁה's strengths and personality. The issues he grapples with are about leadership, Jewish identity and personal responsibility. Looking at how מִשָּׁה grows and develops in this פָּרָק we see that he can serve as a role model, not just for assertive children or classroom leaders, but also for their quieter, less outspoken peers.

As pupils in Year 6 approach the end of primary school, they face issues similar to those faced by מִשָּׁה. They are discovering their own strengths and weaknesses in a familiar context. Soon these will be put to the test in a new setting, where they will face a different set of experiences and challenges.

The end of בִּי מִשָּׁה רִבְנוּ sets the stage for מִשָּׁה to realise that he is part of a greater plan. This unit invites pupils to make a similar discovery – forging their own path in the context of their peer group, family and the Jewish people.

Brief Outline of Unit 14

Lesson 1: מִשָּׁה is Born

(שְׁמוֹת פָּרָק ב': א'–י' summarised; שְׁמוֹת פָּרָק א')

Who is the only person named in שְׁמוֹת פָּרָק ב': א'–י'?

Who does most of the actions in these פְּסוּקִים?

Why do you think the תּוֹרָה does not name the most active people?

Why did the women do what they did?

Lesson 2: The Hidden Stories: More about מִשָּׁה's Birth

(שְׁמוֹת פָּרָק ב': א'–י')

According to רש"י, what did it mean that מִשָּׁה's mother saw that he was 'good'?

What did פְּרָעָה's daughter see when she opened the basket?

Why did מִשָּׁה have the voice of a 'youth'?

Lesson 3: מִשָּׁה's First Dilemma: מְצָרִי Versus עֲבָרִי

(שְׁמוֹת פָּרָק ב': י"א–י"ב)

How does מִשָּׁה see his own identity as he grows up?

How does that influence his actions?

How can we explain מִשָּׁה's actions against the מְצָרִי?

Lesson 4: מִשָּׁה's Second Dilemma: עֲבָרִי Versus עֲבָרִי

(שְׁמוֹת פָּרָק ב': י"ג–ט"ו)

Why does מִשָּׁה intervene in the fight between the two עֲבָרִים?

How does מִשָּׁה feel about and respond to the event?

Lesson 5: מִשָּׁה's Third Dilemma: נְכָרִי Versus נְכָרִי

(שְׁמוֹת פָּרָק ב': ט"ז–כ"ב)

What motivated מִשָּׁה to act the way he did in the three similar incidents?

Keywords and Phrases of Unit 14

The table below features the keywords to be studied and practised in Unit 14.

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

hide	צפנ	וּתְצַפְנֶהוּ, הִצְפִּינוּ
wash	רחצ	לְרַחֵץ
burden	סבלה	סְבַלְתֶּם
strike/hit	נכה	מָכָה, וַיִּד, תִּכֶּה
turn	פנה	וַיִּפֹּן
quarrel	נצה	נָצִים
prince	שר	שָׂר
judge	שפט	שֹׁפֵט
flee	ברח	וַיִּבְרַח
(give) water	שקה	לְהַשְׁקוֹת, וַיִּשְׁק
sheep	צאן	צֹאֲנִים, צֹאן

Words that were studied in Units 1-13

Words that were studied in Unit 1		
say	אמר	וַיֹּאמֶר
to	אל	אֶל
go	הלכ	לָךְ, וַיֵּלֶךְ, לָלֶכֶת, הִלֹּךְ
land	ארץ	מֵאֶרֶץ, הָאָרֶץ, אֶרֶץ, בְּאֶרֶץ
house	בית	וּמִבַּיִת
father	אב	אָבִיד
great	גדול	גָּדוֹל
make great	גדל	וַאֲגַדְלֶה
blessing	ברכה	בְּרָכָה
bless	ברכ	וַאֲבָרְכֶךָ, וַאֲבָרְכָה, מְבָרְכִיד, וַנְּבָרְכֵי
seed/child	זרע	לְזַרְעֶךָ
this	זה, זאת	הַזֶּה, הַזֹּאת

Words that were studied in Unit 2		
no, not	לא	לֹא, וְלֹא, הֲלֹא
them	אתם	אֲתֶם
live, sit	ישב	לְשֹׁבֵת
shepherd	רועה	רֹעִי, רֹעִיד
between	בין	בֵּין, וּבֵין, בֵּינִי, וּבֵינֶךָ
man	איש	אִישׁ, אֲנָשִׁים, אִישׁ
brother	אח	אָחִים, אָחִיו
we	אנחנו	אֲנַחְנוּ
all	כל	כָּל, כָּל
before	לפני	לִפְנֵי, לִפְנֵי

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

Words that were studied in Unit 4		
as	אֲשֶׁר	כְּאֲשֶׁר, אֲשֶׁר
make	עָשָׂה	וַיַּעַשׂ, עָשָׂה
speak	דָּבַר	דִּבֶּר
give birth	יָלַד	וַתֵּלֵד, הֵנִילָד, הֵנִילָדָה
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, יִצְחַק, יִצְחַקוּ, וַתִּצְחַק
laughter	צָחֻק	צָחֻק

Words that were studied in Unit 5		
take	לָקַח	וַיִּקַּח
servant	עֶבֶד	הָעֶבֶד, לְעַבְדָּךְ
camel	גָּמֵל	גָּמְלִים, מְגֻמְלִי, גְּמֻלִיד, גְּמֻלִי, הַגְּמֻלִים, לְגֻמְלִיד
master	אָדוֹן	אָדֹנָי, אָדֹנִי, אָדוֹן
hand	יָד	בְּיָדוֹ, יָדָה, יָדָה, יָדָה
get up	קוּם	וַיִּקָּם
kindness	חֶסֶד	חֶסֶד
jug	כַּד	כַּדָּה, מִכַּדָּה
drink	שָׁתָה	וַיִּשְׁתֶּה, שָׁתָה, לְשָׁתָה
also	גַּם	גַּם

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

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

Words that were studied in Unit 8		
now	עַתָּה	וְעַתָּה, עַתָּה
hunt	צָיַד	לְצַוֵּד, וַיִּצְוֶדָה
hunted meat	צִיד	צִיד, מְצִידִי, מְצִיד, מְצִידוֹ
tasty food	מְטַעֲמִים	מְטַעֲמִים
bring	בּוֹא	הֵבִיֵּא, לְהֵבִיֵּא, וַהֲבִיֵּא, וְהֵבִיֵּאתָ, וְהֵבִיֵּאתִי
in order that	בְּעִבּוֹר	בְּעִבּוֹר
soul	נַפְשׁ	נַפְשׁוֹ, נַפְשׁוֹ
listen	שָׁמַע	כְּשָׁמַע, שָׁמַעַת, שָׁמַעְתִּי, שָׁמַע
voice	קוֹל	קוֹל, הַקּוֹל, בְּקוֹלִי
garment	בְּגָדִים	בְּגָדִי, בְּגָדִיו
dress	לְבָשׁ	הִלְבִּישָׁה, וַתִּלְבַּשׁ
give	נָתַן	וַיִּתֵּן, וַתִּתֵּן
approach, come near	נִגַּשׁ	נִגַּשׁ, וַיִּגַּשׁ, הִגַּשָׁה
once, twice	פַּעַם	פַּעַמִּים
answer	עָנָה	וַיַּעַן
cry	בָּכָה	וַיִּבְכֶּה

Words that were studied in Unit 9		
place	מְקוֹם	בְּמְקוֹם, הַמְקוֹם
stay over	לוֹן	וַיִּלָּן
stone	אֶבֶן	מֵאֶבֶן, הָאֶבֶן, וְהָאֶבֶן
put	שׂוּם	וַיָּשֶׂם, שָׂם, שָׂמְתִי
head	רֹאשׁ	מִרְאֲשֵׁתִי, וְרֹאשׁוֹ, רֹאשׁוֹ, לְרֹאשׁוֹ
lie down	שָׁכַב	וַיִּשְׁכַּב
dream	חֲלֵם	וַיַּחְלֵם
stand	יָצַב	מָצַב, נָצַב
monument	מִצְבֵּה	מִצְבֵּה
heaven	שָׁמַיִם	הַשָּׁמַיִם, הַשְּׁמַיִם
angel	מַלְאָךְ	מַלְאָכִי, מַלְאָכִים
go up	עָלָה	עָלִים
go down	יָרַד	וַיִּרְדֵּים
wake up	יָקַץ	וַיִּיקָץ
fear	יָרָא	וַיִּירָא
awesome	נִוְרָא	נִוְרָא
get up	שָׁכַם	וַיִּשְׁכָּם

Words that were studied in Unit 10		
bad	רָע	רָעָה
old	זָקֵן	בָּן-זָקֵן
hate	שָׂנֵא	וַיִּשְׂנֵא, שָׂנֵא
be able to	יָכַל	יָכְלוּ
tell	נָגַד	וַיִּגְדַּל
continue, increase	יָסַפּ	וַיִּוְסַפּוּ
again, more	עוֹד	עוֹד
bow down	שָׁחָה	וַתִּשְׁתַּחֲוֶינָה, מִשְׁתַּחֲוִים, לְהִשְׁתַּחֲוֹת
be king	מָלַךְ	הִמְלִיךְ, תִּמְלִיךְ
rule	מָשַׁל	מָשׁוּל, תִּמְשַׁל
tell	סָפַר	וַיִּסְפָּר
moon	יָרַח	וְהַיָּרַח
mother	אִם	וְאִמִּי
be jealous	קָנָא	וַיִּקְנָאוּ
keep	שָׁמַר	שָׁמַר

Words that were studied in Unit 11		
send	שָׁלַח	וַיִּשְׁלַח, וַיִּשְׁלַחְוּ, וַיִּשְׁלַחְוּ, וַיִּשְׁלַחְוּ
find	מָצָא	וַיִּמְצָא, וַיִּמְצָאֵם, מָצָאוּ
look for	בָּקַשׁ	תִּבְקַשׁ, מִבְּקַשׁ
far	רָחֵק	מִרְחָק
come near	קָרַב	יִקְרַב
kill	הָרַג	וַיַּהַרְגֵהוּ, נָהַרַג
save	נָצַל	וַיִּצַּלְהוּ, הִצִּיל
throw	שָׁלַךְ	וַיִּשְׁלַךְ, הִשְׁלִיכוּ, וַיִּשְׁלַכוּ
pit	בּוֹר	הַבּוֹר, הַבּוֹר, הַבּוֹר, וְהַבּוֹר, בּוֹר
coat	כְּתָנִית	כְּתָנִיתוֹ, כְּתָנִית (הַפָּסִים), הַכְּתָנִית, הַכְּתָנִית
where	אֵן	אֵנָּה
tear	קָרַע	וַיִּקְרַע

Words that were studied in Unit 12		
recognise	נִכַּר	וַיִּכְרֵם, וַיִּכְרֵהוּ, הִכְרִיחוּ
remember	זָכַר	וַיִּזְכֹּר
answer	עָנָה	וַיַּעֲנֵהוּ, לָעֲנֹת
stand	עָמַד	עָמַד, תַּעֲמֹד
be sad	עָצַב	תַּעֲצֹבוּ
upset/trouble	חָרָה	חָרָה
life/sustenance	חַיָּה	חַי, לְמַחֲיָה
alive	חַיָּה	וְלַחַיּוֹת
fall	נָפַל	וַיִּפֹּל
neck	צַוְאֵר	צַוְאֵרִי, צַוְאֵרֶיךָ
kiss	נָשַׁק	וַיִּנָּשֶׁק

Words that were studied in Unit 13		
Shabbat	שַׁבָּת	שַׁבַּת שַׁבָּתוֹן
remembrance	זִכְרוֹן	זִכְרוֹן
holy	קֹדֶשׁ	קֹדֶשׁ
but/only	אֲדָּ	אֲדָּ
because	כִּי	כִּי
afflict	עָנָה	וַעֲנִיתֶם, תַּעֲנֶנָּה
atonement	כַּפָּר	הַכַּפָּרִים, כַּפָּרִים
atone	כָּפַר	לְכַפֵּר
eighth	שְׁמִינִי	הַשְּׁמִינִי
fruit	פְּרִי	פְּרִי
rejoice	שָׂמַח	וַיִּשְׂמְחוּ
celebrate	חָגַג	וַחֲגַגְתֶּם, תִּחַגְּוּ
festival	חַג	חַג
dwelling	מוֹשָׁב	מִשְׁבְּתֵיכֶם
live	יָשַׁב	תִּשְׁבוּ, וַיִּשְׁבוּ, הוֹשַׁבְתִּי
special time	מוֹעֵד	מוֹעֲדִי
so that	לְמַעַן	לְמַעַן

Keyword Review

The following list contains the **שָׂרָשִׁים** of words that appear in Unit 14 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 **שָׂרָשׁ** and attach it to the Word Bank area. (The Word List pack contains the list of **שָׂרָשִׁים**.) Please ensure that they feature in pupils' vocabulary books so that they can be referred to when studying the **פְּסוּקִים**.

Unit 1	
go	הלך
house	בית
this	זה, זאת
make great	גדל
Unit 2	
man	איש
not	לא
brother	אח
live/sit	ישב
Unit 3	
see	ראה
entrance	פתח
water	מים
Unit 4	
boy	ילד
son	בן
make	עשה
call	קרא
name	שם
Unit 5	
take	לקח
hand	יד
Unit 6	
wife	אשה
sister	אחות
know	ידע
was	היה
went out	יצא

Unit 7	
come	בוא
why	לְמָה
Unit 8	
cry	בכה
give	נתן
bring	בוא
Unit 9	
put	שומ
standing	יצב
down	ירד
Unit 10	
moon	יָרַח
to be able to	יכל
again, more	עוד
mother	אָם
Unit 11	
send	רָחַק
far	שלח
kill	הרג
look for	בקש
Unit 13	
because	כִּי

Unit Learning Outcomes

Overview of KSU Learning Outcomes in Unit 14

Knowledge Goals	
K1	Pupil knows that סֵפֶר שְׁמוֹת is the second of the Five Books of the תּוֹרָה, which deals with the exodus from Egypt and the giving of the תּוֹרָה.
K2	Pupil knows the events, people and places in the unit.
K3	Pupil knows the location of places mentioned in the unit, e.g. מִצְרַיִם.
K4A	Pupil recognises and knows the selected Hebrew keywords in this unit and in the previous units.
K4B	Pupil knows the meaning of the key phrases: וַתִּקְרָא שְׁמוֹ מִשֶׁה וַתֹּאמֶר כִּי מֵרַחֲמַיִם מְשִׁיתָהוּ (שְׁמוֹת פָּרָק ב' פְּסוּק י')
	וַיִּגְדַּל מִשֶׁה וַיֵּצֵא אֶל-אֶחָיו (שְׁמוֹת פָּרָק ב' פְּסוּק י"א)
K6	Pupil knows that רַש"י's explanation is not part of the תּוֹרָה text. Pupil knows רַש"י's explanations on: <ul style="list-style-type: none"> ● שְׁמוֹת בִּי: בִּי: כִּי-טוֹב הוּא ● שְׁמוֹת בִּי: גִּי: וְלֹא-יִכְלָה עוֹד הַצְּפִינוּ (optional) ● שְׁמוֹת בִּי: וִי: וַתִּרְאֶהוּ אֶת-הַיֶּלֶד – what פְּרַעֲהַ's daughter saw ● שְׁמוֹת בִּי: וִי: יֶלֶד/נֶעַר בָּכָה – the difference between 'boy' and 'youth' ● שְׁמוֹת בִּי: יִיא: וַיִּגְדַּל מִשֶׁה, וַיִּרְא בְּסִבְלָתָם – שְׁמוֹת בִּי: יִיא: וַיִּגְדַּל מִשֶׁה, וַיִּרְא בְּסִבְלָתָם – growing up and seeing the suffering of his brothers Pupil knows the explanation of the following מִפְּרָשִׁים on the text: <ul style="list-style-type: none"> ● שְׁמוֹת בִּי: יִיא on רַמְבַּיִן – (optional) וַיֵּצֵא אֶל-אֶחָיו: שְׁמוֹת בִּי: יִיא on רַמְבַּיִן – going out to his brothers ● שְׁמוֹת בִּי: יִיב on הַעֲמַק דָּבָר – וַיִּרְא כִּי אֵין אִישׁ: שְׁמוֹת בִּי: יִיב on הַעֲמַק דָּבָר – seeing that there was no man (Lesson 3) ● Nechama Leibowitz's comparison of מִשֶׁה's three dilemmas
Skills Goals	
S1	Pupil can locate text when given its פָּרָק and פְּסוּק reference. Pupil can locate רַש"י's commentary on a חוּמָשׁ page.
S3	Pupil can read שְׁמוֹת בִּי: א-כִיב fluently and with confidence using the אֶתְנַחְתָּא.
S4	Pupil can comprehend the plain meaning of the text independently.
S5	Pupil can identify the שְׁרָשִׁים and word families of the keywords in the unit and in previous units.

	Pupil can identify common noun and verb prefixes and suffixes, e.g. וי and ות, and use them to help comprehend the text.
S6	Pupil can read vowelled פְּרוּשִׁים in Hebrew and in רש"י script.
S7	Pupil can comprehend the plain meaning of the מְפָרְשִׁים studied in the unit.
Understanding Goals	
U1	Pupil can reflect on and discuss מִשָּׁה's possible feelings as he interacts with the various characters in the story, and how he sees his own identity in each of the challenges he encounters.
U2	<p>Pupil can identify words and phrases that support the following פְּרָשְׁנוֹת approaches:</p> <ul style="list-style-type: none"> • Extra meaning can be derived from ambiguous words (הִבְנַת מְלִים לֹא בְרוּרָה) in the text. • Extra meaning can be derived from seemingly superfluous words (לְשׁוֹן יִתְרָה) in the text. • Extra meaning can be derived from seemingly inconsistent language (דִּקְדוּק לֹא עֶקְבִי). • Extra meaning can be derived from words that are repeated (מֶלֶה / מִנְחָה) in the text. <p>Pupil understands how the use of כְּנוּיִים rather than proper names is significant.</p>
U3	Pupil can derive deeper meaning by comparing and contrasting language in a parallel or related text.
U4	<p>Pupil can reflect on and discuss the following:</p> <ul style="list-style-type: none"> • How clues to מִשָּׁה's special qualities were evident from his infancy. • How, as מִשָּׁה grew and matured, his dual מְצָרִי/עֵבְרִי identity was challenged. • How מִשָּׁה's identity and character developed through the three dilemmas he faced.

Unit Skills and Understanding Spiral

<p>Unit 14</p>	<ol style="list-style-type: none"> 1. Comprehending the plain meaning of a more difficult תורה text independently S4 2. Identifying word families/ שְׂרָשִׁים/ בָּרַח שְׂרָשִׁים/ שָׂפָט, פָּנָה, שָׂפָט, S5 3. Reading vowelled פְּרָשִׁים of a <u>number of different</u> מְפָרְשִׁים accurately (רַמְבַּ"ן and רַש"י) New S6 4. Comprehending the plain meaning of a <u>number of different</u> מְפָרְשִׁים (רַמְבַּ"ן, רַש"י, נַצִּי"ב, רַמְבַּ"ן, רַש"י) with support New S7 	<ol style="list-style-type: none"> 1. Reflecting on the events in this unit and the feelings of the characters, e.g. מִשָּׁה's feelings when he hits the מִצְרִי U1 2. Comparing and contrasting the three cases in which מִשָּׁה intervenes to save others U3 3. Explaining how different מְפָרְשִׁים derive their comments from the פְּסוּקִים, e.g. רַש"י on ב' :ב' explains the reason for the missing information in the text; נַצִּי"ב (נַצִּי"ב) העמק דבר learns from the guiding word that repeats itself in the text New U4
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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 תורה.

They should also know the meaning of:

- all the noun prefixes ל, מ, ב, ה, ו
- all possessive suffixes הָ/הָ/הָ
- singular and plural noun forms
- the third person singular verb prefixes ו...י and ו...י
- the third person plural verb prefixes and suffixes ו...י and ו...י, e.g. ויאמרו and ויאמרו
- present verb forms like אוהב, אהבת
- past verb forms like שָׂמַעְנוּ, שָׂמַעְתָּ
- future verb forms like תִּלְךְ and תִּלְךְ
- a ו' הַפּוֹדֵד and a ו' הַחִיבוֹר and their function
- imperative forms such as עֲלוּ, מִהֲרֵה

Unit 14 Assessment Template

Year Group: _____ Teacher: _____

KEY:

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

Name of child:	KNOWLEDGE		SKILLS					UNDERSTANDING		
	K2: I know the storyline, events and places in Unit 14	K4A: I know keywords studied in Unit 14	S4: I can comprehend the plain meaning of a more difficult text on my own	S5: I can identify word families/ נכה, שְׁאֲשִׁים/ פנה, שפט, ברח	S5: I can use singular and plural verb prefixes/ suffixes/ ויו	S6: I can read vowelled פְּרוּשִׁים of a number of different מְפָרְשִׁים accurately (רשיי and (רמב"ן	S7: I can comprehend the plain meaning of a number of different מְפָרְשִׁים (רשיי, רמב"ן, (נצ"יב) with support	U1: I can reflect on events and feelings of characters in the unit e.g. מְנָשָׁה's feelings when he hits the מְצַרִי	U3: I can compare and contrast the three cases in which מְנָשָׁה intervenes to save others	U4: I can explain how different מְפָרְשִׁים derive their comments from the פְּסוּקִים – רש"י ב' ב' – missing information נצ"יב – guiding word is repeated
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										

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

Unit 14 Self Assessment Grid

Name: _____

Class: _____

	KNOWLEDGE		SKILLS					UNDERSTANDING		
Date:	K2: I know the storyline, events and places in Unit 14	K4A: I know keywords studied in Unit 14	S4: I can comprehend the plain meaning of a more difficult text on my own	S5: I can identify word families/ נכה, שְׁאָשִׁים; פנה, שפט, ברח	S5: I can use singular and plural verb prefixes/suffixes ו/יו	S6: I can read vowelled פְּרוּשִׁים of a number of different מְפָרָשִׁים accurately (רשיי and רמב"ן)	S7: I can comprehend the plain meaning of a number of different מְפָרָשִׁים (רשיי, רמב"ן, נצ"ב) with support	U1: I can reflect on events and feelings of characters in the unit e.g. מִשָּׁה's feelings when he hits the מִצְרִי	U3: I can compare and contrast the three cases in which מִשָּׁה intervenes to save others	U4: I can explain how different מְפָרָשִׁים derive their comments from the פְּסוּקִים – רְשִׁי בִּבְיָ; missing information נצ"ב – guiding word is repeated

Keywords: I know the meaning of the following keywords:

צפן	רחץ	סבלה	נכה	פנה	נצה	שר	שפט	ברח	שקה	צאן
ותצפנהו, הצפינו	לרחץ	סבלתם	מכה, ניד, תכה	ניפן	נצים	שר	שפט	ויברח	להשקות, וישק	צאנם, צאן

I know רש"י's explanation on:

שמות ב': ב': כי טוב הוא	שמות ב': ג': ולא יכלה עוד הצפינו	שמות ב': ו': ותראהו את הילד	שמות ב': ו': ילד/נער בכה	שמות ב': י"א: ויגדל משה, וירא בסבלתם

Unit Levels of Attainment

Unit 14 is aimed at pupils in Year 6 so most pupils will be working between Levels 3 and 4. Included below are level descriptors from Levels 3-4. For further levels please see Appendix.

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

Learning about Chumash (Knowledge-K)		Ability to learn Chumash (Skills-S)		Learning from Chumash (Understanding-U)	
Level 3c 1. I know the names of the פְּרָשָׁה and סֵפֶר I am learning. (K1)	<input type="checkbox"/>	Level 3c 1. I can show where a פְּסוּק begins and ends in my חוּמֵשׁ. (S1)	<input type="checkbox"/>	Level 3c 1. I can describe the feelings of the people I have learned about in my חוּמֵשׁ. (U1)	<input type="checkbox"/>
2. I know, giving only a few details, most of the story in the unit. (K2)	<input type="checkbox"/>	2. I can find the place in my חוּמֵשׁ. (S1)	<input type="checkbox"/>		
3. I know where אֶרֶץ יִשְׂרָאֵל is on a map of the Middle East. (K3)	<input type="checkbox"/>	3. I can read selected words on a חוּמֵשׁ page. (S3)	<input type="checkbox"/>		
4. I know the meaning of some of the keywords from the unit(s). (K4)	<input type="checkbox"/>	4. I can work out the meaning of part of a פְּסוּק using keywords I know. (S4)	<input type="checkbox"/>	2. I can find, with a bit of help, words in the story that <i>repeat</i> themselves and understand how these words give clues to the מִיּוֹזוֹת I can learn from the story. (U2)	<input type="checkbox"/>
5. I know that a פְּרוּשׁ explains the meaning of a חוּמֵשׁ text but is not part of the חוּמֵשׁ text. (K6)	<input type="checkbox"/>				
Level 3b 1. I can accurately retell most of the תּוֹרָה narrative of the unit. (K2)	<input type="checkbox"/>	Level 3b 1. I can find any פְּסוּק in סֵפֶר בְּרֵאשִׁית and also find the אֲתֵנָחֶתָא. (S1)	<input type="checkbox"/>	Level 3b 1. I can describe the values/מִיּוֹזוֹת I learn from my חוּמֵשׁ and, with a little help, say how they connect to my own life. (U1)	<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"/>	2. I can read words and phrases on a חוֹמֵשׁ page. (S3)	<input type="checkbox"/>	2. I can find, with a bit of help, words and phrases in the story that repeat themselves and understand how these words give clues to the מִידוֹת I can learn from the story. (U2)	<input type="checkbox"/>
3. I know the meaning of the keywords and phrases in the unit. (K4)	<input type="checkbox"/>	3. I can work out, with some help, the meaning of some פְּסוּקִים using Hebrew keywords that I know. (S4)	<input type="checkbox"/>	3. I can describe, with a bit of help, similarities and differences in two phrases I have learned. (U3)	<input type="checkbox"/>
4. I can explain the details of a מִצְוָה mentioned in the unit. (K5)	<input type="checkbox"/>	4. I can find word families and prefixes and suffixes ('stick-ons') in the units I have learned. (S5)	<input type="checkbox"/>		<input type="checkbox"/>
Level 3a	<input type="checkbox"/>	Level 3a	<input type="checkbox"/>	Level 3a	<input type="checkbox"/>
1. I know most of the people and places in the units studied. (K2)	<input type="checkbox"/>	1. I can read most פְּסוּקִים accurately, saying syllables correctly and pausing at the אֶתְנַחֲתָא. (S3)	<input type="checkbox"/>	1. I can describe the values/מִידוֹת I learn from my חוֹמֵשׁ and say how they connect to my own life. (U1)	<input type="checkbox"/>
2. I know where most of the places and areas named in the unit can be found. (K3)	<input type="checkbox"/>	2. I can work out, with a bit of help, the meaning of most פְּסוּקִים using Hebrew words in the text. (S4)	<input type="checkbox"/>	2. I can find, with increasing independence, words or phrases that give clues to the מִידוֹת I can learn from the story. (U2)	<input type="checkbox"/>
3. I recognise word families of keywords in the unit studied. (K4)	<input type="checkbox"/>	3. I can find Hebrew words that are masculine/feminine and singular/plural to help me explain the פְּסוּקִים I learn. (S5)	<input type="checkbox"/>	3. I can describe, with a bit of help, similarities and differences in two texts I have learned. (U3)	<input type="checkbox"/>
4. I can explain which מִצְוֹת in the unit studied apply nowadays. (K5)	<input type="checkbox"/>			4. I can explain, with a bit of help, the reason why רש"י comments on a word or phrase. (U4)	<input type="checkbox"/>
5. I can retell in my own words the commentary of a מִפְרָשׁ in the unit studied. (K6)	<input type="checkbox"/>				

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

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

General Guidelines

A. Lesson Preparation

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

B. Lesson Structure and Strategies

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

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

Reading strategies suggested by teachers using our curriculum:

- **Interactive Whiteboard:**

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

- **Make it Manageable:**

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

- **Whispers:**

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

- **Chevruta:**

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

- **Match the Word:**

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

- **Echoes:**

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

- **Give Me a Clue:**

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

- **Familiar Words:**

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

- **Catch Me Out:**

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

- **Follow My Leader:**

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

- **Invent an Action:**

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

- **Incentives:**

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

C. Comprehension Strategies

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

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

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

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

- **Sentence Sections:**

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

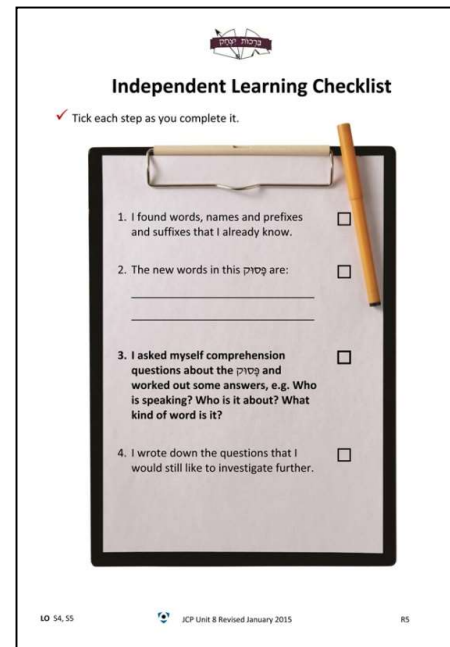
taught to recognise the אֶתְנַחֵתָא, which cuts the פָּסוּק into two halves, and they also work with smaller parts of the פָּסוּק.

● **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 חוֹמֵשׁ learners.



● **ויאמר Sentences:**



ויאמר Sentences

1. The פָּסוּק 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.

וַיֹּאמֶר יַעֲקֹב מִכְרָה כִּיּוֹם אֶת בְּכֵרְתִּי לִי :

וַיֹּאמֶר עֲשׂוּ הִנֵּה אֲנֹכִי הוֹלֵךְ לְמוֹת וְלִמְוָה לָמָּה זֶה לִּי בְכֵרָה :

וַיֹּאמֶר יַעֲקֹב הֲשִׁבְעָה לִּי כִּיּוֹם וְיִשָּׁבַע לּוֹ וַיִּמְכַר אֶת בְּכֵרְתּוֹ לְיַעֲקֹב :

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

Lesson 1: מִשָּׁה is Born

שְׁמוֹת בִּי summarised

שְׁמוֹת פֶּרֶק ב' : אִי-י

Learning Outcomes:

- ❖ To know the events described in אִי-י
- ❖ To reflect on the תּוֹרָה's use of פְּנוּיִים, and feminine verbs, and how they add to our understanding of the פְּסוּקִים/storyline.

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p>K1: Know that סֵפֶר שְׁמוֹת is the second of the Five Books of the תּוֹרָה.</p> <p>K2: Know the context of ב' שְׁמוֹת פֶּרֶק to include: The Jews have lived in מִצְרַיִם since the events learned in Unit 12. They have become a large and strong nation. A new פְּרָעָה has come to power, and has made laws to limit their growth and enslave them. Know the events of אִי-י to include: A man and woman from לְוִי marry and have a baby boy. The mother hides the baby for three months. When the mother can no longer hide him she places him in a basket in the river while his sister watches. The baby is discovered by פְּרָעָה's daughter, and his sister suggests that a Hebrew woman nurse the child. His sister fetches the baby's mother to nurse him. When the boy grows up, he is returned to פְּרָעָה's daughter, who raises him and names him מִשָּׁה.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>צַפַּנ</td> <td>וַתִּצְפְּנֶהוּ, הִצְפִּינוּ</td> </tr> <tr> <td>רַחֵצ</td> <td>לְרַחֵץ</td> </tr> </table> <p>Know the relevant Hebrew keywords from previous units (see words highlighted below, and the table at the front of this guide).</p> <p>K4B: Know the phrase: וַתִּקְרָא שְׁמוֹ מִשָּׁה וַתֹּאמֶר כִּי מִן-הַמִּים מְשִׁיתָהוּ</p>	צַפַּנ	וַתִּצְפְּנֶהוּ, הִצְפִּינוּ	רַחֵצ	לְרַחֵץ	<p>S3: Read שְׁמוֹת פֶּרֶק ב' : אִי-י accurately and fluently, using אֶתְנַחֵתָא and סוּף פְּסוּק.</p> <p>S4: Comprehend the plain meaning of שְׁמוֹת פֶּרֶק ב' : אִי-י with support.</p> <p>S5: Identify the word families and שְׂרָשִׁים of new keywords and words studied in previous units. Identify common prefixes and suffixes: וַת and וַי.</p>	<p>U2: Reflect on how the use of פְּנוּיִים versus proper names and the overwhelming majority of feminine verbs have significance in the story.</p>
צַפַּנ	וַתִּצְפְּנֶהוּ, הִצְפִּינוּ					
רַחֵצ	לְרַחֵץ					

Words from Units 1-13

New words this lesson

א וַיֵּלֶךְ אִישׁ מִבֵּית לְוִי וַיִּקַּח אֶת-בִּתְּלוּנִי: ב וַתֵּהָר האִשָּׁה וַתֵּלֶד בֶּן וַתִּרְא אֹתוֹ כִּי-טוֹב הוּא וַתִּצְפְּנָהוּ שְׁלֹשָׁה יָרְחִים: ג וְלֹא-נִכְלָה עוֹד הַצִּפְנִינוּ וַתִּקַּח-לוֹ תַבַּת גִּמְא וַתַּחְמְרָה בַּחֲמֹר וּבְזָפֹת וַתִּשֶׂם בָּהּ אֶת-הַיֶּלֶד וַתִּשֶׂם בְּסוּף עַל-שִׁפְתַּת הַיָּאָר: ד וַתִּתְצַב אַחֲתוֹ מִרְחֹק לְדַעַה מִהַיַּעֲשֶׂה לוֹ: ה וַתִּרְדַּד בַּת-פְּרָעָה לְרֹחַץ עַל-הַיָּאָר וַנְּעֲרַתֶּיהָ הַלְכַת עַל-יַד הַיָּאָר וַתִּרְא אֶת-הַתַּבָּה בְּתוֹךְ הַסּוּף וַתִּשְׁלַח אֶת-אֶמְתָּהּ וַתִּקְחָהּ: ו וַתִּפְתַּח וַתִּרְאֶהוּ אֶת-הַיֶּלֶד וְהִנֵּה-נֶעֶר בְּכַף וַתַּחְמַל עָלָיו וַתֹּאמֶר מִיֶּלְדֵי הָעִבְרִים זֶה: ז וַתֹּאמֶר אַחֲתוֹ אֶל-בַּת-פְּרָעָה הַאֵלֶּךְ וַקְרֵאתִי לָךְ אִשָּׁה מִיְּנֻקֹּת מִן הָעִבְרִית וַתִּינַק לָךְ אֶת-הַיֶּלֶד: ח וַתֹּאמֶר-לָהּ בַת-פְּרָעָה לְכִי וַתֵּלֶךְ הַעֲלֵמָה וַתִּקְרָא אֶת-אִם הַיֶּלֶד: ט וַתֹּאמֶר לָהּ בַת-פְּרָעָה הֲיִלְכִי אֶת-הַיֶּלֶד הַזֶּה וְהִנֵּקְהוּ לִי וְאֲנִי אֲתֵּן אֹתוֹ אֶת-שְׂכָרְךָ וַתִּקַּח הָאִשָּׁה הַיֶּלֶד וַתִּנְיֶקְהוּ: י וַיִּגְדַּל הַיֶּלֶד וַתִּבְאֶהוּ לְבַת-פְּרָעָה וַיְחַי-לָהּ לְבֵן וַתִּקְרָא שְׁמוֹ מֹשֶׁה וַתֹּאמֶר כִּי מִרְחֵמִים מִשִּׁיתָהוּ:

1a. Contextualising the Story [K1, K2]

(5 minutes)

Display on the board the names of the five books of the חומש (Classroom Resources), out of order. Ask pupils to put the books in the correct order. Add the following events and ask pupils to sort them under the book they belong to (this should be familiar from פְּרֻשַׁת הַשְּׁבוּעַ):

בְּרֵאשִׁית	אֶרֶץ כְּנָעַן leaves אֶבְרָהָם and goes to	The Exodus from Egypt
שְׁמוֹת	מֹשֶׁה receives the ten Commandments on הַר סִינַי	The story of יוֹסֵף and his brothers
וַיִּקְרָא	יָם סוּף Crossing the	The story of the spies going to אֶרֶץ כְּנָעַן
בְּמִדְבָּר	The story of the golden calf	מֹשֶׁה's birth
דְּבָרִים		

Where do we find the account of this unit? (*beginning of שְׁמוֹת*) Briefly discuss with pupils some events that occur before and after this.

1b. Sequencing Activity: שְׁמוֹת פָּרָק א' [K2]

(5 minutes)

Divide pupils into pairs or small groups to sequence the events in א' פָּרָק א' based on their memory of the events from their study of פְּרֻשַׁת הַשְּׁבוּעַ. Give each group the following cards mixed up and ask them to place them in the correct chronological order. (For images to use alongside this activity, visit Waldereducation.org.)

יֹסֵף and his brothers die while living in Egypt.	בְּנֵי יִשְׂרָאֵל multiply to become a large and powerful group.	The King of Egypt who knew יֹסֵף dies and another king takes his place.
The King is afraid that בְּנֵי יִשְׂרָאֵל have become too strong and he warns his people about them.	The King makes בְּנֵי יִשְׂרָאֵל into slaves and makes them build new cities for him.	The King appoints two midwives for בְּנֵי יִשְׂרָאֵל and orders them to kill the male children that are born.
The Egyptian midwives allow the sons of בְּנֵי יִשְׂרָאֵל to live.	The King orders that all male children of בְּנֵי יִשְׂרָאֵל be thrown into the river.	

After pupils have sequenced the events, display the correctly ordered cards for pupils to check against their own. (Note: This sequence should be saved as it will be used again at the conclusion of the lesson.)

2. Reading and Scanning the Text for Familiar Nouns [S3, S4] (10 minutes)

Please note that this is an initial, brief scanned reading activity – the פְּסוּקִים are read again in more detail in Activity 4.

שְׁמוֹת פְּרָק בִּי : אִי
 Circle all the PEOPLE in these פְּסוּקִים – use one colour per person.

English	Hebrew
1. A man went from the house of יִצְחָק and he took a daughter of יִצְחָק.	וַיֵּצֵא יִצְחָק אֶת בְּתוּלְתָא בְּתוּלְתָא
2. The woman became pregnant and gave birth to a son. She saw that he was good and she had him for three months.	וַיְהִי כִּי יָלְדָה וַיְהִי בֶן-טוֹב וַיִּחַדְּוָהּ יִצְחָק
3. She was no longer able to hide him, so she took for him a red basket and smeared it with clay and she placed the child into it and placed it among the reeds at the bank of the river.	וְהִיא אֵינָהּ יְכוּנָה לְהַסְתִּיר אֹתוֹ וַתִּקַּח לָהּ סַל בְּשֵׂם אֶדְמוּמִים וַתַּשְׂמֵן אֹתוֹ בִּלְטִי וַתִּשְׂתֵּן אֹתוֹ בְּיָדֵי הַיָּרֵד בְּאֶרֶץ מִצְרָיִם
4. His sister stationed herself at a distance to know what would be done with him.	וַתִּשְׁתָּן אֶת-בְּתוּלְתָא מֵרֶחֶק לָדַע מַה-יֵּעָשֶׂה לָּהּ
5. The daughter went down to bathe by the river and her maidens walked along the river. She saw the basket among the reeds and she went for her maidens and she took it.	וַתֵּרַד בְּתוּלְתָא לְרַחֵץ בְּיָרֵד וַתֵּלֶכְדָּה אִתָּהּ בְּתוּלְתָא בְּתוּלְתָא וַתִּרְאֶה אֶת-הַסֵּל בְּיַד הַיָּרֵד וַתֵּלֶכְדָּה אֶת-הַסֵּל וַתֵּקַח אֹתוֹ
6. She saw him, the child, and beheld a youth was crying. She took pity on him and said: "This is one of the Hebrew boys."	וַתִּרְאֶה אֶת-הַיָּלֶד וַתִּבְחַן וַתִּשְׁמַע אֶת-הַיָּלֶד בֹּכֵה וַתִּחַמְדָּה אֶת-הַיָּלֶד וַתֵּאמֶר אֶת-הַיָּלֶד הַזֶּה אֶת-הָעִבְרָיִם
7. His sister said to her daughter: "Shall I go and call for you a wet nurse from the Hebrew women, who will nurse the boy for me?"	וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ הֲלֹא אֶתְּנֶה לְךָ חֹדֶשׁ מִן-הַיָּמָיִם וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה
8. The daughter of יִצְחָק said: "So, so the young girl went and called the boy's mother."	וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה
9. The daughter said to her: "Take this boy and nurse him for me, and I will pay you."	וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה
10. The boy grew up and she brought him to יִצְחָק and he was a son to her. She called his name מִשֶׁה, as she said: "Because I drew him from the water."	וַתִּגְדַּל הַיָּלֶד וַתִּבְרָא אֹתוֹ לְיִצְחָק וַיְהִי בֶן-טוֹב וַתִּקְרָא אֶת-שְׁמוֹ מִשֶׁה כִּי-שָׁחַטָהּ מֵהַמַּיִם

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Display שְׁמוֹת בִּי : אִי-כִיב בִּי in Hebrew (with word list or parallel translation if needed).

Ask pupils to scan the text (in their חֲמִישִׁים or on worksheets) and find the *people* who participate in the narrative. Help them identify each person with the various ways they are referred to. To encourage reading practice, ask pupils to read the full פְּסוּקָה before they name the character mentioned in it. Mark the words together on the board as pupils locate them, using one colour for each person as shown below.

א וַיֵּצֵא יִצְחָק אֶת-בְּתוּלְתָא בְּתוּלְתָא וַיִּחַדְּוָהּ יִצְחָק. ב וַתֵּלֶכְדָּה אִתָּהּ בְּתוּלְתָא בְּתוּלְתָא וַתִּרְאֶה אֶת-הַסֵּל בְּיַד הַיָּרֵד וַתֵּקַח אֹתוֹ וַתִּשְׂתֵּן אֹתוֹ בְּיַד הַיָּרֵד בְּאֶרֶץ מִצְרָיִם. ג וַתֵּלֶכְדָּה אֶת-הַסֵּל וַתֵּקַח אֹתוֹ וַתִּשְׂתֵּן אֹתוֹ בְּיַד הַיָּרֵד בְּאֶרֶץ מִצְרָיִם. ד וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתִּחַמְדָּה אֶת-הַיָּלֶד וַתֵּאמֶר אֶת-הַיָּלֶד הַזֶּה אֶת-הָעִבְרָיִם. ה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה. ו וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתֵּאמֶר אֵלֶיהָ אֵת-הַיָּלֶד הַזֶּה וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה. ז וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה. ח וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה. ט וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה. י וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה וַתֵּקַח אֶת-הַיָּלֶד הַזֶּה.

וּתְשֵׁם בָּהּ אֶת-הַיֶּלֶד וּתְשֵׁם בְּסוּף עַל-שֵׁפֶת הַיָּאֵר. ד וַתִּתְצַב אַחֲתוֹ מֵרְחֹק לְדַעַה מֶה-יַעֲשֶׂה לוֹ. ה וַתֵּרֶד בֵּת-פְּרַעֲהַ לְרֹחֵץ עַל-הַיָּאֵר וְנִעְרַתֶּיהָ הִלְכֵת עַל-יַד הַיָּאֵר וַתִּרְאֵ אֶת-הַתִּבָּה בְּתוֹךְ הַסּוּף וַתִּשְׁלַח אֶת-אֶמְתָּהּ וַתִּקְחָהּ. ו וַתִּפְתַּח וַתִּרְאֶהוּ אֶת-הַיֶּלֶד וְהִנֵּה-נֶעֱרַב בְּכַה וַתַּחְמַל עָלָיו וַתֹּאמֶר מִיֶּלְדֵי הָעִבְרִים זָה. ז וַתֹּאמֶר אַחֲתוֹ אֶל-בֵּת-פְּרַעֲהַ הָאֵלֶּף וְקִרְאתִי לָךְ אִשָּׁה מִיִּנְקָת מִן הָעִבְרִית וַתִּינַק לָךְ אֶת-הַיֶּלֶד. ח וַתֹּאמֶר-לָהּ בֵּת-פְּרַעֲהַ לְכִי וַתֵּלֶךְ הָעֲלָמָה וַתִּקְרָא אֶת-אִם הַיֶּלֶד. ט וַתֹּאמֶר לָהּ בֵּת-פְּרַעֲהַ הִילִיכִי אֶת-הַיֶּלֶד הַזֶּה וְהִינַקְהוּ לִי וְאֲנִי אֶתֵּן אֶת-שְׂכָרְךָ וַתִּקַּח הָאִשָּׁה הַיֶּלֶד וַתִּנְיָקְהוּ. י וַיִּגְדַּל הַיֶּלֶד וַתִּבְאֶהוּ לְבֵת-פְּרַעֲהַ וַיְהִי-לָהּ לְבֵן וַתִּקְרָא שְׁמוֹ מֹשֶׁה וַתֹּאמֶר כִּי מִן-הַמַּיִם מְשִׁיתָהוּ.

פְּסוּקִים/פְּסוּק	כְּיִנְיָ Name/other
א	אִישׁ מִבֵּית לֵוִי
א, ב, ח, ט	בֵּת-לֵוִי/ הָאִשָּׁה/ אִם הַיֶּלֶד
ג, ו, ז, ט, י	בֶּן/הַיֶּלֶד/ נֶעֱרַב/ מֹשֶׁה
ג, ז, ח	אַחֲתוֹ/ הָעֲלָמָה
ה, ז, ח, ט, י	בֵּת-פְּרַעֲהַ

Ask pupils:

- What is missing in this chart? (*names*)
- What is given instead of names? (*roles in the family, called כְּיִנְיָ in Hebrew*)
- Who does have a name in this פָּרָק? (*only מֹשֶׁה*)
- What does this emphasise in the פָּרָק? (*מֹשֶׁה is the focus of the story; it all leads up to him.*)
- What else about this list tells us that מֹשֶׁה is the main focus of this פָּרָק? (*He is referred to, though mostly not by name, more than any of the other participants.*)

3. Wordwork [K4, S5]

(10 minutes)

שְׁמוֹת מִן שְׁרָשִׁים

Sort the verbs from the box below into the basket of the שְׂרָשׁ it belongs to – one has been done for you as an example.

וַיִּלְךְ אִתּוֹ וַיִּשָׁח וַתִּרְאֵ וַתִּשָׁח וַתִּשָׁם וַתִּתְצַב וַתֵּלֶךְ וַתִּקְרָא וַתִּבְאֶהוּ וַתֵּרֶד וַתֹּאמֶר וַיִּגְדַּל הַלֵּלֶת וַתִּשְׁלַח וַתִּקְחָהּ וַתִּפְתַּח וַתִּרְאֶהוּ

Bonus: Can you remember other words with the same שְׂרָשׁ that you have learnt in previous units?

LO: K4, S5

Pupils can complete the worksheet **Verb שְׂרָשִׁים** from שְׁמוֹת to revise שְׂרָשִׁים from previous units.

This can also be done as an IWB activity or written on cards to be added to the worksheet as a class.

Once pupils have completed the verb activity, challenge them to share any other verbs with the same שְׂרָשִׁים from previous units (*e.g. לָךְ, Unit 1; וַיִּרְאֵ, Unit 3*).

Display the new keywords (לְרֹחֵץ, הַצְפִּינוּ, הַצְפִּינוּ) and their שְׂרָשִׁים (רחצ, צפנו).

The שְׂרָשִׁים may be familiar from the פְּסָח (כְּשֶׁנֶּחְמָנוּ – *when we wash* our hands, צָפוּנוּ – *when we find the hidden*).

Guide pupils to work out their meanings with mime, prompts or picture clues from these stages of the סדר.

4. Reading Comprehension Activity [K4B, S3, S4] (15 minutes)

שמוות בי : אי-י has been divided into three sections for a detailed reading and comprehension activity (Section 1: פסוקים אי-ג, Section 2: פסוקים די-וי, Section 3: פסוקים זי-י).

Read the first section of פסוקים (שמוות בי : אי-ג), modelling correct pronunciation and punctuation.

Then ask pupils to read these פסוקים in pairs or groups. Using the worksheet **Who Does What in שמוות?** (parts 1,2 and 3), let pupils work in pairs to fill in the actions of the characters they identified in Activity 2 and the reasons (if any) for those actions.

Who Does What in שמוות? (Part 1)

Read פסוקים בי : אי-י, fill in the table and answer the questions below.

פסוק	Name/ Other	Action	Reason (if given in the פסוק)
א	איש מביית לוי		Not given
א	בן לוי	No action	n/a
ב	אנשה		
ב	בן		
ג	אנשה		

- Who was married in this section? _____ and _____
- What was special about the baby that was born? _____
- What did the mother do with the baby at first? _____
- What problem did the mother have when he got bigger? _____
- What did the mother do with the baby when he got bigger? _____

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Section 1:

א וילד איש מביית לוי ויקח את-בת-לוי. ב ותהר האשה ותלד בן ותרא אתו כי-טוב הוא ותצפנהו שלשה ירחים. ג ולא-יכלה עוד הצפינו ותקח-לו תבת גמא ותחמרה בחמר ובזפת ותשם בה את-הילד ותשם בסוף על-שפת היאר.

Ask pupils to use phrases from the פסוקים when answering these questions:

- Who was married in this section? **איש מביית לוי** **בת-לוי**
- What was special about the baby that was born? **כי-טוב הוא**
- What did the mother do with the baby at first? **ותצפנהו שלשה ירחים**
- What problem did the mother have when he got bigger? **ולא-יכלה עוד הצפינו**
- What did the mother do with the baby when he got bigger? **ותקח-לו תבת גמא** **ותשם בה את-הילד** **ותשם בסוף על-שפת היאר**

Read the second and third sections of פסוקים in a similar way, modelling correct pronunciation and punctuation, followed by pupils reading the sections in pairs or groups and using the worksheets to work out what is happening in the פסוקים.

Section 2:

ד ותתצב אחתו מרחק לדעה מה-יעשה לו. ה ותרד בת-פרעה לרחץ על-היאר ונערתיה הלכת על-יד היאר ותרא את-התבה בתוך הסוף ותשלח את-אמתה ותקחה. ו ותפתח ותראהו את-הילד והנה-נער בכה ותחמל עליו ותאמר מילדי העברים זה.

Who Does What in שמוות? (Part 2)

Read פסוקים די-וי, fill in the table and answer the questions below.

פסוק	Name/ Other	Action	Reason (if given in the פסוק)
ד	אחיו		
ה	בן פרעה		
ו	אמת		

- Who stood and watched the baby? _____
- Who came down to the river? _____
- What did בן פרעה see? _____
- What did בן פרעה do? _____
- How did בן פרעה feel? _____
- What did בן פרעה say? _____

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- How does this add to what we discovered in Activity 2 about names and כְּנוּיִים? (מִשֶׁה, *the child, is the only one named, suggesting that he is the most important character. Here we see that all the other, more active, characters are the women in his story.*)

These פְּסוּקִים seem to tell us more about how the people ‘around’ מִשֶׁה acted before and after his birth than they tell us about מִשֶׁה. (In the next lesson we will see, with the help of the מְפָרְשִׁים, that these פְּסוּקִים actually do tell us a lot about מִשֶׁה as well.)

This פָּרָק also doesn't tell us very much about why the women did what they did.

Let's see which actions we can explain and what questions we still have.

Provide pupils with a card of each feminine verb (Classroom Resources) and ask them to note the answers to the following questions on their card:

<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְבֹאֶהוּ</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְקַרְא</div> <div style="border: 1px solid black; padding: 5px;">וּתְאָמַר</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְלֶדְךָ</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְקַרְא</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְאָמַר</div> <div style="border: 1px solid black; padding: 5px;">וּתְנִיֶקְהוּ</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְאָמַר</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְאָמַר</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתִינֵק</div> <div style="border: 1px solid black; padding: 5px;">וּתְאָמַר</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְקַחְהָ</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְפַתַּח</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְרֵאֶהוּ</div> <div style="border: 1px solid black; padding: 5px;">וּתְחַמֵּל</div>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְרַד</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">הִלְכַת</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְרֵא</div> <div style="border: 1px solid black; padding: 5px;">וּתְשַׁלַּח</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְחַמְרָה</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְשֵׂם</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְשֵׂם</div> <div style="border: 1px solid black; padding: 5px;">וּתְתַצַּב</div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְלֶדְךָ</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְרֵא</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">וּתְצַפְּנֶהוּ</div> <div style="border: 1px solid black; padding: 5px;">וּתְקַח</div>	

- What פְּסוּק is this word from?
- What does the word mean?
- Who is doing the action?
- What is she doing?
- Do we know the reason for this action?

Ask pupils to place any verbs we do not have a reason for to one side.

Example:

וּתְלֶדְךָ – from פְּסוּק ב' , it means ‘and she gave birth’. The action was done by יוֹכֶבֶד (בְּתוּלָי). Factual statement: ‘And she gave birth to a son’.

Using the pile of cards for which we could not find a reason, encourage pupils to devise some questions that could help us understand the reason for the events of the first ten פסוקים in שמות פרק ב'.

For example:

- 1) *Where did these people live? When did this story happen?*
- 2) *Where did she hide him? What was she hiding him from?*
- 3) *Why did she put him in the river?*
- 4) *Why would a mother who thought she had a good baby decide to abandon him?*
- 5) *The story doesn't tell about a sister being born. Where did she come from? What was her name?*
- 6) *What is פרעה's daughter doing in a story about the Jewish people? What is her name?*
- 7) *Why did פרעה's daughter go to the river?*
- 8) *How did פרעה's daughter know that this was a Hebrew baby?*
- 9) *What made her think that she could just take the baby and keep it?*
- 10) *Why did פרעה's daughter need someone else to take care of the baby? Why couldn't she do it herself?*
- 11) *What happened to the sister after she made her suggestion?*
- 12) *What happened to the mother after the baby didn't need her anymore?*
- 13) *How old was the baby when it was brought to פרעה's daughter?*

Explain that the answers to some of the questions can be understood from events that happened before, in שמות פרק א'. Project the events from שמות פרק א' (Activity 1) on the IWB and ask students to identify questions that can be answered from facts that were given in שמות פרק א' and ב'. These questions are highlighted in turquoise above. The other questions remain unanswered for the time being.

Ask whether שמות פרק ב' now makes more sense after looking at the events in שמות פרק א'. Help them see what sorts of questions are answered by the background context, and what sorts of questions are left unanswered. We will work more on these questions in Lesson 2.

6. Summary Activity (or Homework)

(5 minutes)

Why Did She Do It?
Answer each question as if you are the person who did the action.

☛ You hid your baby. Why?

☛ You put your baby in the river. Why?

☛ You watched your brother. Why?

☛ You went to get your mother. Why?

☛ You went down to the river. Why?

☛ You felt sorry for the boy. Why?

☛ Bonus: Add your own question about the story.

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Distribute the worksheet **Why Did She Do It?** Ask pupils to fill in the answers that the women give for their actions, using only the information that they currently have. If there are questions that pupils feel have not been answered, they should indicate that the text does not give an answer to that question. (Suggestion: Have pupils draw and add their own questions/answers to the worksheet.) Explain that in the coming lesson, we will try to answer some of these questions, and also to see if we can learn anything more about the person who seems to be the main character of these פְּסוּקִים – מִנְשֵׁה.

Optional activity: Ancient Egypt: Guided Research

To provide a context for this פָּרָק, allow pupils the opportunity to conduct some independent research about Ancient Egypt (either as homework or in class).

Guide pupils by providing the following topic headings:

- The Nile (הַיָּאֵר)
- פְּרַעָה and Pharaonic dynasties
- Geography of the Middle East at the time

Ask pupils, in groups or pairs, to prepare a short presentation on one of the topics, to be shared with the class.

When each topic has been presented, discuss with the class which facts are related to the events so far in שְׁמוֹת פְּרָקִים אֵי-בִי.

Important connections to point out:

The Nile (יָאֵר) was central to Egyptian life. It was part of their religion and the centre of their style of agriculture. פְּרַעָה was closely connected to the Nile. (Connection: Why would פְּרַעָה's daughter would be bathing in the Nile? Why would פְּרַעָה command that Jewish boys be thrown into the Nile?)

Slavery was common in ancient Egypt. Slaves did work in the homes, they were scribes or field workers, and they came from many nations. (Connection: Why did פְּרַעָה choose slavery as a way to weaken the Jewish people? Why did the slaves build the pyramids and storehouses? How could slaves work as slaves and still continue to have ordinary family lives?)

פְּרַעָה was a ruler and king who was also seen as a god. His power was unlimited. (Connection: Why would his nation agree to follow such cruel commands? Why would a leader think that he had the right to enforce such cruel decrees?)

Some suggested websites for research:

<http://www.ancientegypt.co.uk/> (The British Museum site) has subsections on geography, Pharaoh, daily life and others

<http://www.historyforkids.org/learn/egypt/> (Ancient Egypt for Kids) has subsections on Egyptian environment, people, slavery and others

<http://egypt.mrdonn.org/> (A social studies teachers' Ancient History site) has subsections on The Nile, famous Pharaohs, daily life and more

Lesson 2: The Hidden Stories: More about מִשָּׁה's Birth

Revisiting רש"י's שְׁמוֹת בִּי : א-י'

Learning Outcome:

- ❖ To understand how רש"י's comments help us learn more about the infant מִשָּׁה

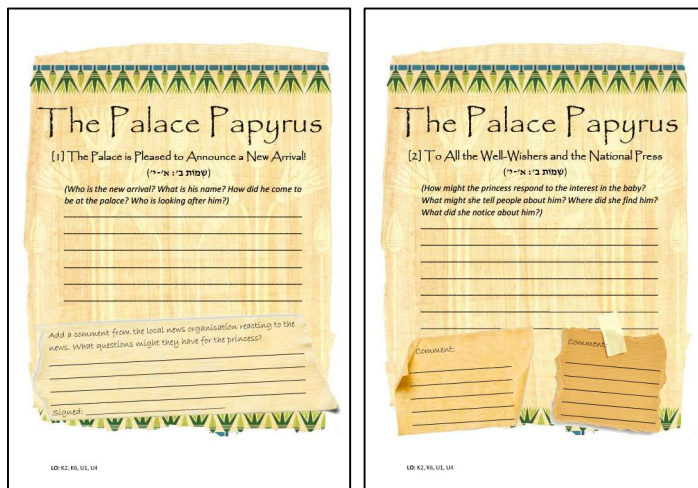
By the end of this lesson pupils should:

Knowledge	Skills	Understanding
<p>K6: Know know רש"י's explanation on the following:</p> <p>כִּיטוֹב הוּא (שְׁמוֹת בִּי : בִּי) When מִשָּׁה was born, the house was filled with light.</p> <p>וְלֹא־יִכְלָה עוֹד הַצְּפִינוּ (שְׁמוֹת בִּי : גִּי) Why מִשָּׁה's mother was no longer able to hide him (<i>optional extension</i>).</p> <p>וַתֵּרְאֶהוּ אֶת־הַיֶּלֶד (שְׁמוֹת בִּי : וִי) The presence of הִי was with the baby.</p> <p>וַהֲנִיחַ־נַעַר בְּכָה (שְׁמוֹת בִּי : וִי) The baby's voice was like that of a young boy.</p>	<p>S6: Read a vowelled רש"י comment accurately in רש"י script (שְׁמוֹת בִּי : בִּי, גִּי, וִי).</p> <p>S7: Comprehend the plain meaning of רש"י's comment on גִּי : בִּי שְׁמוֹת בִּי with support.</p> <p>Comprehend the plain meaning of רש"י's comment on בִּי : בִּי שְׁמוֹת בִּי and וִי : בִּי independently.</p>	<p>U2: Identify words and phrases that support the following פְּרָשְׁנוֹת approaches:</p> <p>הַבְּנֵת מְלִים לֹא בְרוּרָה (ambiguous words):</p> <p>כִּיטוֹב הוּא (שְׁמוֹת בִּי : בִּי) וְלֹא־יִכְלָה עוֹד הַצְּפִינוּ (שְׁמוֹת בִּי : גִּי)</p> <p>לְשׁוֹן יִתְרָה (seemingly superfluous words):</p> <p>וַתֵּרְאֶהוּ אֶת־הַיֶּלֶד (שְׁמוֹת בִּי : וִי)</p> <p>דְּקָדוּק לֹא עֲקָבִי (seemingly ambiguous language):</p> <p>וַהֲנִיחַ־נַעַר בְּכָה (שְׁמוֹת בִּי : וִי)</p> <p>U4: Understand how רש"י's commentary shows us that clues to מִשָּׁה's special qualities were evident from his infancy.</p>

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

Display the questions that pupils asked about בִּי פֶּרֶק in the previous lesson (see Activity 5). Ask pupils to choose one of the questions that have been answered and explain the answer, including the words from the פְּסוּק in their answer if possible.

Using **The Palace Papyrus**, let pupils complete entries in sections 1 and 2 using their knowledge from Lesson 1. Point out that there may be parts of the worksheet that they will wish to add to after exploring the deeper meaning of the פְּסוּק in this lesson.



In pairs, ask pupils: What title would you give the story that we read in אִי-י פְּסוּק in the last lesson? (e.g. *The Birth of מִנְשֵׁה*; *מִנְשֵׁה in the Basket*; *מִנְשֵׁה's Daughter Saves the Day*; *A Sister to the Rescue*)

Ask pupils to explain why they would put the emphasis either on מִנְשֵׁה or on one of the female characters of the story.

מִנְשֵׁה: He is the only character that is named; the others are just referred to by their roles/כְּנוּיִם. The purpose of all the actions in the first ten פְּסוּק is to save מִנְשֵׁה's life.

Female characters: All the actions are done by the females around מִנְשֵׁה – he is not active at all. Yet none of them are named.

Many מְפָרְשִׁים felt that this פֶּרֶק is indeed about מִנְשֵׁה, but that the information about him is 'hidden' in the פְּסוּק. While looking at these פְּרֹוּשִׁים, we hope to also be able to answer some of the questions that have not been answered in שְׁמוֹת פֶּרֶק אִי-בִּי.

2a. Investigating פְּסוּק בִּי : רש"י [K6, S6, S7, U4]

(20 minutes)

To begin to understand more about מנשה as a baby, we are going to look at רש"י's comment on פְּסוּק בִּי (כִּי טוֹב הוּא). Distribute the **Investigating Rashi** template to pupils and ask them to find the רש"י comment on the חוּמָשׁ page. The רש"י template can be displayed on the IWB as a guide. Some pupils might be able to complete the template in pairs or independently.

Investigating Rashi

A I am investigating פְּסוּק בִּי. פְּסוּק בִּי

- Read the פְּסוּק and summarise its meaning.

B My questions on the פְּסוּק

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

C The פְּסוּק rule

- Which פְּסוּק rule could help me understand this פְּסוּק?

D פְּסוּק on the רש"י

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

meaning _____ רש"י פְּסוּק

10: K6, S6, S7, U2, U4 PaJeS Unit 12 Revised March 2017 820

Investigating Rashi

E רש"י's comment

- Read the רש"י. Then copy it here. Circle all the words you recognise.
- רש"י's comment in my own words:
- Has רש"י answered any of my questions? Highlight the questions in Section B that רש"י has answered.

F Using רש"י to make connections

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

10: K6, S6, S7, U2, U4 PaJeS Unit 12 Revised March 2017 821

Summarising the פְּסוּק [S4]

The template reminds pupils that, before we look at the question that רש"י is asking, we always need to make sure that we understand the פְּסוּק well. Pupils can complete Part A of the רש"י template independently by summarising פְּסוּק בִּי in their own words. Good answers can be shared with the class and pupils should add to their summaries if they have not included relevant information.

Questions on the פְּסוּק [U2]

Pupils can work in pairs, perhaps using question cubes, to devise some questions on the פְּסוּק.

Suggested questions:

- *What does the פְּסוּק mean by 'he was good'?*
- *How is being good related to his mother hiding him?*
- *Why does the פְּסוּק say אָתוּ and then אַחַר כֵּן?*

Encourage pupils to share their questions with the class. They can then complete part B of the template.

How does the פְּסוּק describe the baby? (*he was good*)

What question can we ask on this phrase? (*What does it mean 'he was good'? What was so special about this baby? What did his mother see that was 'good'?*)

חוקי חמשה Rules

חוק 1 – חוקי חמשה Rule 1: Every word in the פְּסוּק has a purpose – there are no 'extra' words.

חוק 2 – חוקי חמשה Rule 2: מילה חוזרת: When a word is repeated several times in a פְּסוּק or group of פְּסוּקים, this word is very important to the story.

חוק 3 – חוקי חמשה Rule 3: ישנו בסדר מילים – We can learn deeper meaning when words in a פְּסוּק are in an unusual order.

חוק 4 – חוקי חמשה Rule 4: רבות מילים לא ברורות – We can learn deeper meaning by explaining ambiguous words in a פְּסוּק.

חוק 5 – חוקי חמשה Rule 5: דקדוק לא תקיף – We can learn deeper meaning from an apparent mismatch in grammar in the פְּסוּק.

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

Which פְּרָשְׁנוֹת rule can help us to understand this פְּסוּק? (הַבְּנֵי) – מְלִים לֹא בְּרוּרֹת – *we can learn extra meaning from unclear language in a פְּסוּק.*)

Pupils can now complete part C of the template.

We will look at רש"י's comment to help us understand what was special about this infant.

רש"י Reading and Comprehension Activity [S6, S7]

כִּי טוֹב הוּא. כְּשֶׁנּוֹלַד נְתַמְלֵא הַבַּיִת כְּלוֹ אֹרֶה:

Ask pupils to locate the **כִּי טוֹב הוּא**: דִּיבּוּר הַמִּתְחִיל, and complete part D of the רש"י template.

Ask pupils to work in pairs to read through the רש"י in their חוּמְשִׁים, or using a large רש"י. Pupils can then copy רש"י's comment into part E of the template.

Display the large רש"י and challenge pupils to locate familiar words and שְׂרָשִׁים, e.g. (כָּל) כְּלוֹ, הַבַּיִת, (ילד) נוֹלַד. Support pupils in working out the meaning of רש"י's comment (*When the baby was born, the whole house was filled with light*) and writing it in part E of the template.

רש"י פסוק ב	
That he was good	1 כי טוב הוא
When he was born	2 כשנולד
the whole house was filled with light	3 נתמלא הבית כלו אורה:

רש"י פסוק ב

כִּי טוֹב הוּא.

כְּשֶׁנּוֹלַד נְתַמְלֵא הַבַּיִת

כְּלוֹ אֹרֶה:

Using רש"י to Make Connections [U2]

Challenge pupils to ask a further question on רש"י's comment (*How does רש"י arrive at the conclusion that 'good' is connected with the idea of 'light'?*).

Explain that in this comment רש"י is quoting a מִדְרָשׁ from the גְּמָרָא.

Ask pupils if they recognise the words כִּי טוֹב from anywhere else in the תּוֹרָה (בְּרִיאַת הָעוֹלָם)

Show large בְּרִיאַת הָעוֹלָם on the IWB:

בְּרִיאַת הָעוֹלָם

וַיִּבְרָא אֱלֹהִים אֶת-הָאֹר כִּי טוֹב

וַיַּבְדֵּל אֱלֹהִים בֵּין הָאֹר וּבֵין

הַחֹשֶׁךְ:

What is this part of the תּוֹרָה describing as כִּי טוֹב (*'his creations'*)

What was the first thing that was created and that was described as כִּי טוֹב (*light – אֹר*)

How does this explain how רשׁי came to his conclusion? (*Just like 'בִּיטוֹב' previously referred to light in הָעוֹלָם, בְּרִיאַת הָעוֹלָם, 'בִּיטוֹב' used here in connection with מִשָּׁה hints that his birth brought light into the world.*)

Pupils can now complete part F of the template, where they summarise the פְּסוּקָה to include כִּי טוֹב הוּא רשׁי's comment on הוּא.

Pupils can then refer back to the questions they asked in part B, and circle those that have been answered by רשׁי's comment.

Pupils can now begin the worksheet **Hidden Meanings in a Basket** by filling in the פְּסוּקָה בִּי rule for רשׁי on פְּרָשְׁנוֹת.

Explain that in this comment רשׁי is using a particular way of noticing the words in the פְּסוּקָה. He is thinking about other places in the תּוֹרָה where these words are used, and noticing what the other story can tell us about this story. This is called הַשְׁוֹאָה and is like a link where the תּוֹרָה uses a particular word or expression to link you to another place in the תּוֹרָה that helps to understand the section that you are studying.

Ask pupils if they remember other examples of commentaries we have studied that refer us to connected texts (e.g. the flashbacks in the story of יוֹסֵף revealing himself to his brothers, and the birth of יִצְחָק where the תּוֹרָה refers back to the promise that ה' made to שָׂרָה).

2b. Investigating רשׁי ג': פְּסוּקָה ג' (optional) [K6, S6, S7, U4] (15 minutes)

The רשׁי template can be worked through as a class, as outlined above, or by pupils independently.

Summarising the פְּסוּקָה [S4]

Pupils can summarise ג' פְּסוּקָה in part A, to include the following: *The baby's mother was no longer able to hide him, so she took a basket made of reeds, smeared it with clay and tar, and placed it, with her baby inside, in the reeds by the bank of the river.*

Questions on the פְּסוּק [U2]

Pupils can devise some questions on the פְּסוּק and fill in part B, for example:

Why could the baby no longer be hidden?

Who was she hiding him from?

Show pupils the פְּרָשְׁנוֹת rules, and challenge them to suggest which rule can help us understand this פְּסוּק. (הַבְּנֵת מְלִים לֹא בְּרוּרֹת.)

Pupils can now complete part C of the template.

רש"י Reading and Comprehension Activity [S6, S7]

וְלֹא יָקֻלָּה עוֹד הַנְּפִינוּ. שָׁמְנוּ לָהּ הַמַּלְרִיִּים מִיּוֹם שֶׁהִחְזִירָהּ, וְהִיא וְלִדְתּוֹ לִשְׁשָׁה
חֳדָשִׁים וְיּוֹם אֶחָד... וְהִם צָדְקוּ אֶתְרִיבָה לְסוֹף תְּשֻׁעָה:

Pupils can locate the רש"י and read through it in pairs. Support them in working out its meaning (see Classroom Resources for large and linear רש"י), and they can then complete parts D and E of the רש"י template.

רש"י פסוק ג	
1. וְלֹא יָקֻלָּה עוֹד הַנְּפִינוּ	רש"י פסוק ג
2. הַמַּלְרִיִּים מִיּוֹם שֶׁהִחְזִירָהּ	וְלֹא יָקֻלָּה עוֹד הַנְּפִינוּ.
3. וְהִיא וְלִדְתּוֹ לִשְׁשָׁה חֳדָשִׁים וְיּוֹם אֶחָד...	שָׁמְנוּ לָהּ הַמַּלְרִיִּים מִיּוֹם שֶׁהִחְזִירָהּ,
4. וְהִם צָדְקוּ אֶתְרִיבָה לְסוֹף תְּשֻׁעָה:	וְהִיא וְלִדְתּוֹ לִשְׁשָׁה חֳדָשִׁים וְיּוֹם אֶחָד...
	וְהִם צָדְקוּ אֶתְרִיבָה לְסוֹף תְּשֻׁעָה:

Pupils can now complete part F of the template by summarising the פְּסוּק to include רש"י's comment on הַצְּפִינוּ עוֹד הַנְּפִינוּ. (And she was no longer able to hide him, because as was born three months early, and now as her actual due date was approaching the מְצָרִים were going to be checking on her... so she prepared a basket for him and hid him in the reeds by the river.)

Pupils can then refer back to part B and circle those questions they originally asked that have been answered by רש"י.

Pupils can now add to the **Hidden Meanings in a Basket** worksheet by filling in the פְּרָשְׁנוֹת rule for this רש"י.

3. Investigating רש"י שְׁמוֹת בִּי: ו' [K6, S6, S7, U4] (20 minutes)

For this activity, the רש"י template can be used to guide pupils through both of רש"י's comments on ו'. The רש"י template can be worked through as a class, or by pupils independently.

Summarising the פְּסוּק [S4]

Pupils can summarise ו' פְּסוּק in part A, to include the following: פְּרָעָה's daughter opened the basket and saw him, the boy, and there was a youth crying!

Questions on the פְּסוּק [U2]

Pupils can devise some questions on the פְּסוּק and fill in part B, for example:

Why does the פְּסוּק say 'she saw him' and then 'the boy'? It could have said either 'וַתִּרְאֶהוּ' or 'וַתִּרְאֶה אֶת-הַיָּלֵד'.

Why does the פְּסוּק use the word 'וְהָיָה'?

Why is the baby described as a נַעַר, a youth?

Show pupils the פְּרָשְׁנוֹת rules, and challenge them to suggest which rule can help us understand this פְּסוּק.

*To understand the phrase 'וַתִּרְאֶהוּ אֶת-הַיָּלֵד' we can use the פְּרָשְׁנוֹת rule – **extra words**. What deeper meaning is provided by the fact that it says 'she saw him' and then 'the boy'?*

*To understand the phrase 'נַעַר' we can use the פְּרָשְׁנוֹת rule 'דְּקָדוּק לֹא עֲקָבִי' – **inconsistent language**. How can we understand the fact that the פְּסוּק described the baby as a 'youth'?*

Pupils can now complete part C of the template.

רש"י Reading and Comprehension Activity [S6, S7]

וַתִּפְתַּח וַתִּרְאֶהוּ. אֵת מִי רָאָהּ, אֵת הַיָּלֵד, זָהוּ פְּשׁוּטוֹ. וּמִדְרָשׁוֹ שֶׁרָאָהָ עִמּוֹ שְׂכִינָה: וְהָיָה נַעַר צוֹכֵה. קוֹלוֹ כְּנַעַר:

Pupils can locate the רש"י and read through them in pairs.

Display the large רש"י and support pupils in finding familiar words/שְׂרָשִׁים and working out what רש"י is saying. Familiar שְׂרָשִׁים might include רָאָהָ (ראה), שְׂכִינָה, נַעַר, קוֹל.

רש"י פסוק ו		רש"י פסוק ו		רש"י פסוק ו		רש"י פסוק ו	
וַתִּפְתַּח וַתִּרְאֶהוּ.		וְהָיָה נַעַר צוֹכֵה.		וַתִּפְתַּח וַתִּרְאֶהוּ:		וַתִּפְתַּח וַתִּרְאֶהוּ:	
אֵת מִי רָאָהּ,		קוֹלוֹ כְּנַעַר:		אֵת מִי רָאָהּ		אֵת מִי רָאָהּ	
אֵת הַיָּלֵד, זָהוּ פְּשׁוּטוֹ.				אֵת הַיָּלֵד		אֵת הַיָּלֵד	
וּמִדְרָשׁוֹ שֶׁרָאָהָ עִמּוֹ שְׂכִינָה:				זָהוּ פְּשׁוּטוֹ		זָהוּ פְּשׁוּטוֹ	
				וְהָיָה נַעַר		וְהָיָה נַעַר	
				קוֹלוֹ כְּנַעַר:		קוֹלוֹ כְּנַעַר:	
				שְׂכִינָה עִמּוֹ		שְׂכִינָה עִמּוֹ	
				שְׂכִינָה:		שְׂכִינָה:	

They can then complete parts D and E of the רש"י template.

Pupils can now complete part F of the template where they summarise the פְּסוּק to include רש"י's comments. (*When פְּרָעָה's daughter opened the basket, she saw the baby and realised there was something special about him. It seemed as if ה's presence was with him, and he had the strong voice of an older child.*)

Pupils can then refer back to part B, and circle those questions that have been answered by רש"י's comment.

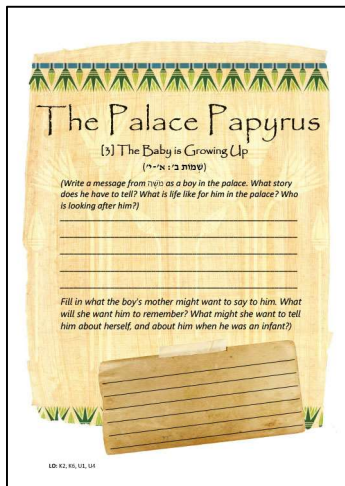
Pupils can now complete **Hidden Meanings in a Basket** for the last two רש"י comments studied.

4. Summary Activity

(10 minutes)

To consolidate the רש"י that have been studied this lesson, pupils can add to sections 1 and 2 and complete section 3 of **The Palace Papyrus**.

Encourage pupils to think about the extra information about מִנְשֵׁה that רש"י provides, which helps us gain a deeper understanding of his special qualities.



Discuss as a class or in pairs:

- What hints might this פֶּרֶק give about מִנְשֵׁה's ability to become the future leader of יִשְׂרָאֵל?
- Why, in your opinion, does the פֶּרֶק tell about his qualities through the hidden stories and not in the text of the פְּסוּק? (Possible answers: The תּוֹרָה wants to be sure that we know that ה' is always the main character, and not any human being. The תּוֹרָה tells that מִנְשֵׁה was a modest person, and so it is appropriate for the stories about him to be hidden. The תּוֹרָה is telling the story of the Jewish people, and in the פְּסוּקִים it only adds details that are connected to the story of the whole people.)

Ask pupils to share what they have written in **The Palace Papyrus**. Encourage other pupils to add comments for **The Palace Papyrus** as they are 'posted'. If there is time, pupils can type up their **Palace Papyrus** and add the comments for a display in the classroom. **The Palace Papyrus** will continue as an element in all of the lessons that follow in this unit.

Lessons 3, 4 and 5: מִשָּׁה Encounters Three Dilemmas

שְׁמוֹת בֵּי: יִיא-כִּיב

In Lessons 3, 4, and 5 we will compare three events in מִשָּׁה's life that provide an insight into his character and leadership qualities. These events have a common thread, but also important differences in terms of the dilemma מִשָּׁה faced in each case. These lessons include activities that repeat and carry through all three lessons, and will be connected at the end of the unit.

Lesson 3: The First Dilemma: מִצְרִי Versus עִבְרִי

שְׁמוֹת בֵּי: יִיא-כִּיב

Learning Outcomes:

- ❖ To understand how מִשָּׁה sees his own identity as he grows up and how this influences his actions
- ❖ To understand the possible reasons for מִשָּׁה's actions against the מִצְרִי

By the end of this lesson pupils should:

Knowledge	Skills	Understanding						
<p>K2: Know that מִשָּׁה grows up and goes out of the palace to see what is happening with his brothers. He sees an Egyptian attacking an עִבְרִי, looks around to see if anyone is there, and then kills the Egyptian and buries him.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>פָּנָה</td> <td>וַיִּפְּן</td> </tr> <tr> <td>נָכַח</td> <td>וַיִּנָּחֵם</td> </tr> <tr> <td>סָבְלָה</td> <td>בְּסִבְלָתָם</td> </tr> </table>	פָּנָה	וַיִּפְּן	נָכַח	וַיִּנָּחֵם	סָבְלָה	בְּסִבְלָתָם	<p>S3: Read שְׁמוֹת בֵּי: יִיא-כִּיב accurately and fluently, using סוּף פְּסוּקִים and אֶתְנַחֲתָא</p> <p>S4: Comprehend the simple meaning of שְׁמוֹת בֵּי: יִיא-כִּיב with support.</p> <p>S5: Identify the שְׂרָשִׁים and prefixes and suffixes of new and previously learned keywords in these פְּסוּקִים.</p>	<p>U1: Reflect on how מִשָּׁה sees his own identity: Does he feel part of the עִבְרִים or part of the מִצְרִים? Why does he decide to act against the מִצְרִי?</p> <p>U2: Identify words/phrases with more than one dimension that support the following פְּרָשְׁנוֹת approaches:</p> <p>לְשׁוֹן יְתָרָה: וַיִּגְדֹּל מִשָּׁה (שְׁמוֹת בֵּי: יִיא)</p> <p>הַבְּנֵי מַלְיָם לֹא בְרוּרֵת: וַיִּצָּא אֶל-אֶחָיו וַיִּרְא בְּסִבְלָתָם (שְׁמוֹת בֵּי: יִיא)</p> <p>מָלָה מִנְחָה: אִישׁ (שְׁמוֹת בֵּי: יִיא)</p>
פָּנָה	וַיִּפְּן							
נָכַח	וַיִּנָּחֵם							
סָבְלָה	בְּסִבְלָתָם							

<p>Know the relevant Hebrew keywords from previous units (see words highlighted in blue below and the table at the front of this guide).</p> <p>K4B: Know the key phrase וַיִּגְדַל מֹשֶׁה וַיָּצֵא אֶל-אֶחָיו.</p> <p>K6: Know the names and some of the background details of רַמְבִּי"ן, רַשִׁי"י (optional) and הַעֲמֶק דָּבָר.</p> <p>Know רַשִׁי"י's explanation of וַיִּגְדַל מֹשֶׁה, וַיָּרָא בְּסִבְלַתֶם מֹשֶׁה – (שְׁמוֹת בִּי: י"א) growing up and seeing the suffering of his brothers.</p> <p>Know רַמְבִּי"ן's explanation of וַיָּצֵא אֶל-אֶחָיו (שְׁמוֹת בִּי: י"א) (optional) – מֹשֶׁה going out to his brothers.</p> <p>Know הַעֲמֶק דָּבָר's explanation of וַיָּרָא כִּי אֵין אִישׁ (שְׁמוֹת בִּי: י"ב) that there was no man.</p>	<p>S6: Read a vowelised פָּרוּשׁ in רַשִׁי"י or standard script accurately.</p> <p>S7: Comprehend the plain meaning of a פָּרוּשׁ with support:</p> <p>רַשִׁי"י :שְׁמוֹת בִּי: י"א וַיִּגְדַל מֹשֶׁה, וַיָּרָא בְּסִבְלַתֶם</p> <p>רַמְבִּי"ן :שְׁמוֹת בִּי: י"א (optional) וַיָּצֵא אֶל-אֶחָיו</p> <p>הַעֲמֶק דָּבָר :שְׁמוֹת בִּי: י"ב וַיָּרָא כִּי אֵין אִישׁ</p>	<p>U4: Reflect on and discuss how the explanations of the מְפָרְשִׁים add to our understanding of the פְּסוּקִים:</p> <ul style="list-style-type: none"> - מֹשֶׁה grew in both age and status (רַשִׁי"י). - מֹשֶׁה cared about the suffering of his brothers (רַשִׁי"י). - מֹשֶׁה was told that he was a Jew, so went out to see his brothers and saw their suffering (רַמְבִּי"ן). - מֹשֶׁה looked around for an אִישׁ, someone who would stand up for the oppressed (הַעֲמֶק דָּבָר) עֲבָרִים.
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Words from Units 1-13

New words this lesson

יָא וַיְהִי | בְּיָמַימ הֵהֱם וַיִּגְדַל מֹשֶׁה וַיָּצֵא אֶל-אֶחָיו וַיָּרָא בְּסִבְלַתֶם וַיָּרָא אִישׁ מְצָרִי מִכָּה אִישׁ-עֲבָרִי מֵאֶחָיו : יב וַיִּפֹּן כֹּה וְכֹה וַיָּרָא כִּי אֵין אִישׁ וַיַּךְ אֶת-הַמְצָרִי וַיִּטְמְנֵהוּ בַחֹל :

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

Display the sentences to be completed (Classroom Resources). Ask pupils to select the correct word to complete each sentence, and to explain their choice:

- 1) When מִנְשֵׁה was born he was (put in the River/hidden in the house).
- 2) When מִנְשֵׁה was a baby (his mother/פְּרִיעָה's daughter) took care of him.
- 3) מִנְשֵׁה's sister (watched what happened/spoke to פְּרִיעָה's daughter).
- 4) מִנְשֵׁה has a (Hebrew/Egyptian) name.
- 5) מִנְשֵׁה grew up living like a (Hebrew/Egyptian).

Point out, as pupils disagree with their classmates' choice, that in these sentences both answers could be correct. Encourage them to explain both possible answers for each. (מִנְשֵׁה was first hidden in his own house and then later put in the river. מִנְשֵׁה was taken care of by both his mother and פְּרִיעָה's daughter. מִנְשֵׁה's name is both Hebrew and Egyptian. מִנְשֵׁה lived in פְּרִיעָה's palace but grew up knowing that he was a Hebrew.)

Tell the class that, as we learn about מִנְשֵׁה growing up, we will see many similar examples of ambiguity, or more than one possible meaning or answer.

2a. Reading and Comprehension Activity [K4, S3, S4, S5]**(5 minutes)**

יֵא וְיָהִי | בְּיָמִים הָהֵם וַיִּגְדַּל מִנְשֵׁה וַיֵּצֵא אֶל-אֶחָיו וַיֵּרָא בְּסִבְלֵתָם וַיֵּרָא אִישׁ מִצְרִי מִכָּה אִישׁ-
עֲבָרִי מֵאֶחָיו :

Ask pupils to read יֵא וְיָהִי and find the verbs in the פָּסוּק.

Remind pupils of the meanings of the following verbs, if needed, and in what context they learned the words:

- וַיִּגְדַּל Unit 1 (the promises ה' made to אַבְרָם, אֶבְרָם's birth)
- וַיֵּצֵא Unit 6 (births of יַעֲקֹב and עֵשָׂו)
- וַיֵּרָא Unit 3 (אֶבְרָהָם and the three guests)

Please note that וַיִּגְדַּל מִנְשֵׁה וַיֵּצֵא אֶל-אֶחָיו is a key phrase of the unit that pupils need to know.

Who is doing each of these actions in the פָּסוּק (מִנְשֵׁה)?

Unlike in the previous ten פָּסוּקִים, here מִנְשֵׁה takes centre stage. Ask the class to divide the פָּסוּק according to phrases, each verb beginning a phrase.

וְיָהִי בְּיָמִים הָהֵם
וַיִּגְדַּל מִנְשֵׁה
וַיֵּצֵא אֶל-אֶחָיו
וַיֵּרָא בְּסִבְלֵתָם
וַיֵּרָא אִישׁ מִצְרִי מִכָּה אִישׁ-עֲבָרִי מֵאֶחָיו

Ask pairs or groups to read the short phrases aloud.

In the last phrase there is a verb that describes someone else doing an action. Find the verb. (מָכָה)

Who is doing the action? (אִישׁ מִצְרַיִם) .

How is the verb מָכָה related to מִנְשֵׁה's action? (הָ sees this action; he isn't doing it.)

Where do we know this verb from? (הַמִּצְדָּר, the ten)

How do we translate it in the seder context? (plague.) In this פְּסוּק, attacking or killing is more appropriate.

Who is attacking whom in this פְּסוּק? (A מִצְרַיִם is attacking/killing an עִבְרִי.)

2b. Words with Multiple Meanings [S4, S5, U2]

(5 minutes)

Ask pupils to answer these questions by using phrases from the פְּסוּק.

- What has changed for מִנְשֵׁה since the events described in י' פְּסוּק? (מִנְשֵׁה has grown וַיִּגְדַּל מִנְשֵׁה)
- Where did מִנְשֵׁה go? (out to his brothers וַיֵּצֵא אֶל-אֶחָיו)
- What did מִנְשֵׁה see? (their suffering וַיִּרְא בְּסִבְלָתָם)
- What else did he see? (an Egyptian attacking an עִבְרִי, מִצְרַיִם אִישׁ-עִבְרִי, מָכָה)
- What do we notice about the word אֶחָיו – his brothers? (It is repeated twice in the פְּסוּק.)
- What פְּרָשְׁנוֹת rule have we learned about repeated words? (מְלָה מְנוּחָה – extra meaning can be derived from repeated words in a פְּסוּק.)
- Why would the תּוֹרָה repeat a word in the same פְּסוּק? (possibly because it has more than one dimension)

Put the word 'אֶחָיו' in a triangle on the IWB, with the simple meaning, *his brothers* written below it. Then add another side to the triangle, to look like a pyramid, and write in it the word 'אֶחָיו' again. See the worksheet **Pyramid Words** for a sample. Encourage pupils to suggest a second meaning for the word אֶחָיו that has a deeper dimension (*his nation, people he identifies with, a group he feels part of*) and write this on the other side of the pyramid.

Tell pupils that רש"י noticed and commented on two more words that are repeated – can they find them in the פְּסוּק? (They can also look in the previous פְּסוּק). (שְׁמוֹת בִּי : י', פְּסוּק) (וַיִּגְדַּל, וַיִּרְא). Challenge pupils to recall a previous example of the repeated word וַיִּרְא. (Unit 3 when אַבְרָהָם saw the three men approaching: first he **saw** them, then he **understood** that they didn't want to disturb him.)

2c. רש"י on Multiple Meanings [K6, S6, S7, U1, U4]

(10 minutes)

The following comments by רש"י are fairly simple so it is at teachers' discretion whether or not to use the רש"י template.

Alternatively, the teacher can read and explain the content of the פְּרוּשִׁים as a purely Understanding rather than Skill-based activity.

Ask pupils to find the דִּיבּוּר הַמִּתְחִיל for both of רש"י's comments on פְּסוּק י"א: 'וַיִּגְדַּל מִנְשֵׁה' and 'וַיִּרְא בְּסִבְלָתָם'.

Display and distribute the large רש"י on 'וַיִּגְדַּל מִנְשֵׁה' (available in Classroom Resources in regular Hebrew script, רש"י script and English).

<p>רש"י פסוק י"א</p> <p>וַיִּגְדַּל מִנְשֵׁה.</p> <p>וְהָלַךְ כְּצֶר כְּתוּב וַיִּגְדַּל הַיְלֵד. אָמַר רַבִּי יְהוּדָה צְרִי אֲלֵעָא, הָרִאשׁוֹן לְקוּמָה וְהַשֵּׁנִי לְגִדּוּלָה, שְׂמִינְהוּ פְּרַעַב עַל צִיתוֹ:</p>	<p>רש"י פסוק י"א</p> <p>And Moshe grew up:</p> <p>Has [the תּוֹרָה] not already written "The boy grew up"? רַבִּי אֲלֵעָא the son of רַבִּי יְהוּדָה? the first is in terms of height, the second is in terms of status, as Pharaoh appointed him over his household.</p>
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Read רש"י's comment with the class, and guide them to understand and explain it using phrases from the רש"י, and then in their own words.

What repeated word does רש"י point out? (וַיִּגְדַּל – *already mentioned in י*)

Why is this word repeated? (*It has two possible meanings.*)

What are the two meanings? (הָרִאשׁוֹן לְקוּמָה – *the first time it means he grew in height*; וְהַשֵּׁנִי לְגִדּוּלָה – *the second time it means he grew in importance.*)

Display and distribute the large רש"י on 'וַיִּרְא בְּסִבְלָתָם'.

<p>רש"י פסוק י"א</p> <p>וַיִּרְא בְּסִבְלָתָם.</p> <p>נָתַן עֵינָיו וְלִבּוֹ לְהוֹיֹת מֵאֵר עֲלֵיהֶם:</p>
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Read רש"י's comment with the class, and guide them to understand and explain it using phrases from the רש"י, and then in their own words.

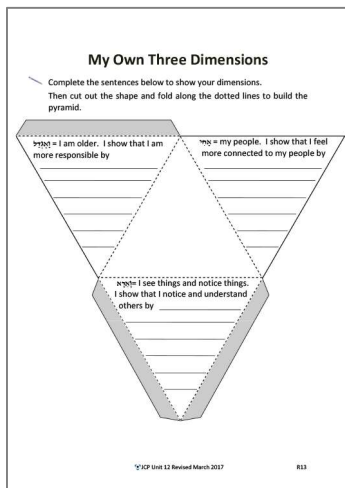
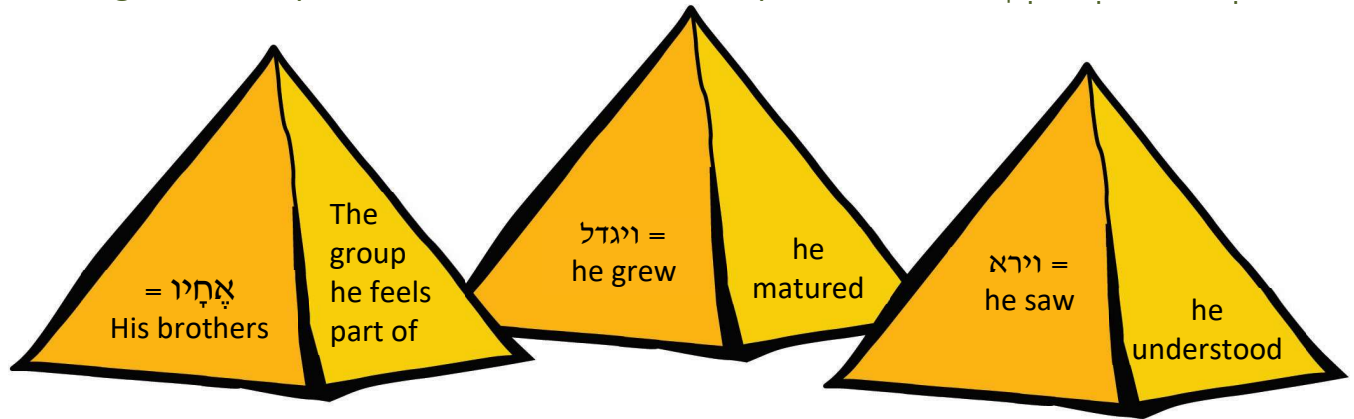
What two definitions does רש"י give for the same word? (נָתַן עֵינָיו – *he saw with his eyes*; וְלִבּוֹ – *and with his heart*)

What is רש"י telling us about מִנְשֵׁה at this point in his life? (*He is older and more able to take responsibility; he notices things and he understands and cares about others*)

Why do you think the תּוֹרָה began the story by saying that מִשָּׁה was older/more mature? (*He is old enough to make his own choices, find his own friends, and can choose to do different things from his foster family.*)

אָחִיו describes מִשָּׁה as having grown to become more responsible and caring. Who is he feeling responsible for? Who does he care about more? (אָחִיו)

Pupils can now complete the worksheet **Pyramid Words** to consolidate their learning of the deeper dimensions of the three repeated words וַיִּגְדַּל, וַיֵּרָא and וַיִּבְרָא.

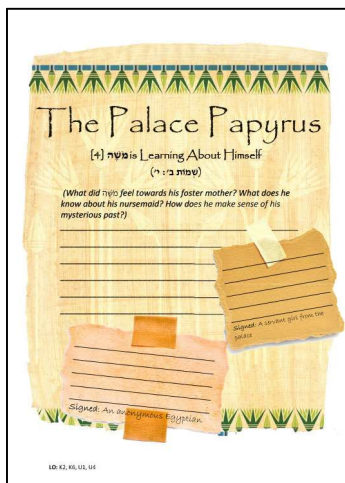


Think about yourselves as you are getting older. Do you also feel more a part of a group you choose *in addition to* your family? (e.g. youth group, group of friends, teammates). Before we read about what מִשָּׁה does, think about what *you* do when you feel part of a group and how you show that you care about them.

Using the worksheet **My Own Three Dimensions**, encourage pupils to describe ways that they show their sense of responsibility and maturity, their connection to their people, and their understanding and concern for others. How are they able to do these things differently

from when they were younger?

To consolidate their learning, pupils can complete section 4 of the Palace Papyrus here.



3. Reading Comprehension Activity: שְׁמוֹת בִּי : י״ב [K4A, S3, S4, S5] (10 minutes)

יב ויפן כה וכה וירא כי אין איש ונדך את-המצרי ונטמנהו בחול:

Direct the pupils to divide the פָּסוּק into phrases according to the verbs. Remind them that they do not need to know the meaning of the words to see that they are verbs. (If needed, remind them of the pattern of past tense verbs : _____ ו)

ויפן כה וכה

וירא כי אין איש

ונדך את-המצרי

ונטמנהו בחול

Who is doing the actions in this פָּסוּק? (מִשֶׁה)

What is he doing? Guide the class in recognising familiar שְׂרָשִׁים in the verbs:

- וירא (in the previous פָּסוּק)
- נדך (from מכך in the previous פָּסוּק)

Display the keyword 'נדך'. Explain that when certain שְׂרָשִׁים are in different forms, some letters of the original root disappear. Display the שְׂרָשׁ נכה to show how the word 'נדך' actually only has the letter כ in common with its שְׂרָשׁ.

Challenge children to think of other words with the root נכה (הקף, מכות, מכך)

- What did מִשֶׁה do in this phrase? (*He hit/attacked/killed the מצרי.*)
- What did מִשֶׁה do *before* he hit the מצרי? (ויפן)

When the pupils read the word, write ויפן on the board, indicating the letters of the שְׂרָשׁ in colour. Ask pupils if they can think of familiar words with these letters. Suggested answers: לפני, פני, לפני. If they do not suggest the word פָּנִים (face), put it on the board, and check to see if pupils know the word from Ivrit lessons.

Explain that the word ויפן is related to the word פָּנִים and that it means *turning from side to side*. Demonstrate the word so pupils can see how it is related to the word for 'face'.

Provide pupils with the meaning of the words ונטמנהו בחול and ask them to work out the meaning of the phrases that were read previously.

ויפן כה וכה – he looked around/faced one way and then the other way

וירא כי אין איש – and he saw that there were no people there

ונדך את-המצרי – and he hit/attacked/killed the מצרי

ונטמנהו בחול – and buried him in the sand

Display and distribute the worksheet **מִשָּׁה Grows Up**. Ask the pupils to select the correct word to fill in the blank, and to be ready to explain their choice as they did in the revision activity at the start of the lesson.

מִשָּׁה Grows Up

Circle the correct choice and explain your choice to your partner.

- When מִשָּׁה became older he
 - ? went out of the palace 🏰 to look around
 - ? gave up being an Egyptian
- When מִשָּׁה went out he saw
 - ? People 🧑 suffering
 - ? an Egyptian man and a Hebrew man
- When מִשָּׁה saw the Egyptian man, he was
 - ? hitting the Hebrew man
 - ? killing 🗡️ the Hebrew man
- When מִשָּׁה went out he
 - ? watched what was happening
 - ? understood what was happening
- מִשָּׁה looked 👁️ around and saw
 - ? no one
 - ? no one important
- מִשָּׁה
 - ? killed the Egyptian
 - ? hit 🖐️ the Egyptian

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Ask the pupils to explain why they chose the answers that they gave. Direct pupils to point out which words in the text suggested different answers.

Let pupils continue adding entries to **The Palace Papyrus** section 5. (Note: about the anonymous writer: Beginning in this lesson, each entry in **The Palace Papyrus** will include a comment by an anonymous writer. The comments will be similar in their style each time, telling מִשָּׁה that he is special and that he is being watched. These comments are meant to be understood as if ה' is writing them. While the writer intentionally does not reveal His identity, it is clearly hinted at. Pupils should NOT be told who is writing the comments, but rather encouraged to figure out what best completes them, as with all the comments. The anonymous writer will reveal His identity in a summary activity in the last lesson of the unit.)

The Palace Papyrus
[5] מִשָּׁה Starts Out on His Own
(שְׁמוֹת בִּי: י"א)

(What has it been like for מִשָּׁה living in the palace? In what ways has מִשָּׁה grown and matured? What conflicting feelings might he have about his identity as an Egyptian versus בְּרִי? Why does he go out of the palace?)

מִשָּׁה: מִשָּׁה חָשָׁה שֶׁהוּא מְשֻׁמָּר וְשֶׁהוּא מְשֻׁמָּר בְּבֵית הַמִּצְרַיִם. הוּא רָחַם לָצֵאת מִן הַבַּיִת וְלִהְיוֹת חָפְזִי בְּעַמְּיָנוּ.

אָנוֹנִימוּס: מִשָּׁה מְשֻׁמָּר בְּבֵית הַמִּצְרַיִם וְהוּא מְשֻׁמָּר בְּבֵית הַמִּצְרַיִם. הוּא מְשֻׁמָּר בְּבֵית הַמִּצְרַיִם וְהוּא מְשֻׁמָּר בְּבֵית הַמִּצְרַיִם.

אָנוֹנִימוּס: מִשָּׁה מְשֻׁמָּר בְּבֵית הַמִּצְרַיִם וְהוּא מְשֻׁמָּר בְּבֵית הַמִּצְרַיִם. הוּא מְשֻׁמָּר בְּבֵית הַמִּצְרַיִם וְהוּא מְשֻׁמָּר בְּבֵית הַמִּצְרַיִם.

L0 82, 83, 84, 85

4. Understanding Activity [U1]

(5 minutes)

Explain that this פְּסוּקַיִם raises many important and difficult questions that מְפָרְשִׁים have dealt with in different ways. Ask pupils to discuss their questions on פְּסוּקַיִם י"א

and י״ב in pairs or small groups. Distribute or display these headings to help pupils organise their questions:

Working out what happened (Possible questions: What made the מִצְרִי hit the עֶבְרִי? What was happening before מִשֶׁה got there? How did מִשֶׁה hit the מִצְרִי? Was he justified? Was there a fight? Was there anyone watching? What happened to the עֶבְרִי after מִשֶׁה hit the מִצְרִי?)

Working out why did מִשֶׁה acted as he did (Possible questions: Why did מִשֶׁה look around before he hit the מִצְרִי? What was he thinking when he looked around? Was מִשֶׁה angry? What about? Did מִשֶׁה talk to either of the people first? Why did he bury the מִצְרִי?)

Values and ethical questions (Possible questions: Should מִשֶׁה have got involved in the first place? Why did מִשֶׁה use violence? Was מִשֶׁה right to defend a weak עֶבְרִי against a bully מִצְרִי? Was there a different way to solve the problem? Why did מִשֶׁה try to hide what he did? Did מִשֶׁה think he had done the right thing or the wrong thing?)

Ask pupils to share their questions and write them on the board. Use a show of hands to rank which of the questions is the most problematic to them.

Explain that we will be looking at different ways מִפְרָשִׁים answer some of the questions that they have raised.

5a. מִפְרָשִׁים Activity (optional) [K6, S6, U4]

(10 minutes)

Review with the class the two meanings of וַיִּגְדַּל that we saw in רשׁ"י's commentary above. Then display and read the explanation of רמב"ן:

<p>רמב"ן פסוק י"א</p> <p>וְטַעַם וַיֵּצֵא אֵל אָחָיו כִּי הִגִּידוּ לוֹ אֲשֶׁר הוּא יְהוּדִי , וְהָיָה חֹפֵץ לְרִאוֹתָם בַּעֲבוּר שְׁהֵם אָחָיו . וְהָיָה נִסְתַּכֵּל בְּסִבְלוֹתָם וְעַמְלָם וְלֹא יָכוֹל לְסַבּוֹל וְלָכֵן הִרְגַּת הַמִּצְרִי הַמַּכֵּה הַנִּלְחָץ .</p>	<p>רמב"ן פסוק י"א</p> <p>And the reason He went out to his brothers? For they told him that he was a Jew and he wanted to see them since they were his brothers. And he saw their suffering and hard work he couldn't stand it, and that's why he killed the aggressive מִצְרִי.</p>
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Refer back to the questions pupils formulated in the Understanding Activity and help the class summarise an answer to their questions using the previous רשׁ"י and the רמב"ן. Explain the פְּסוּק again with the summary as part of the explanation.

וַיִּגְדַּל מִשֶׁה – As מִשֶׁה matured, he was able to understand more about himself and others. He was told that he was an עֶבְרִי, which confused him because he had grown up as a מִצְרִי in פְּרַעֲה's palace.

What is the connection between becoming more mature and going out to his brothers? How does that explain his behaviour? Ask the class to suggest ideas.

Possible answer: *In order to clarify his confusion, he decided to go out of the palace, to see what was happening on the outside and where he fitted in.*

Look at the questions that you raised about these פְּסוּקִים. Which of them did you answer? (*Repetition of the word נִיגוּדֵל; connection between first part of פְּסוּקִים and second.*)

5b. Activity (core curriculum) [K6, S6, U2, U4] (15 minutes)

Ask pupils to translate the following phrase twice, using each of the two meanings for the word נִירָא.

נִירָא כִּי אֵין אַיִשׁ: He saw that there was no person there,

He understood that there was no person there.

Look for a word in this phrase that was already repeated in the פְּסוּקִים that we are studying.

The word אֵישׁ is repeated three times in two פְּסוּקִים, which tells us:

1. It is significant (מְלָחָה מְנַחֵה).
2. It gives us more than one meaning (לְשׁוֹן יִתְרָה).

What sorts of אֲנָשִׁים is the simple meaning of the פְּסוּקִים telling us about?

אֵישׁ מִצְרַיִם – an Egyptian person

אֵישׁ עִבְרִי – a Hebrew person

What is מִשָּׁה looking for when he looks around? The simple meaning of the פְּסוּקִים would seem to be that he was checking to see if there were any witnesses to his actions.

The נָצִיב, however, suggests that מִשָּׁה was looking for a specific kind of person.



Bio Box

The נָצִיב of Volozhin (R. Naftali Tzvi Yehudah Berlin, 1816-1893, Volozhin), author of the העמק דבר commentary, served as the Rosh Yeshiva of the renowned Yeshiva of Volozhin. The נָצִיב was a member of the Zionist Hibbat Zion movement, and an ancestor of the Bar-Ilan family (Bar Ilan University in Israel).

העמק דבר פסוק י"א

מָכָה אִישׁ עִבְרִי מֵאֶחָיו:

הִכְהוּ לֹא בְשִׁבִיל אֵינֹו עֲצֻלוֹת וְכַדוּמָה

אֲלָא בְשִׁבִיל שֶׁהוּא עִבְרִי

אֲבָל הוּא מֵאֶחָיו.

העמק דבר פסוק י"א

Hitting an עִבְרִי from among his brothers:

The מִצְרַיִם is hitting him not because of laziness

but just because he is an עִבְרִי.

And he (מִשָּׁה) realises that he (the עִבְרִי) is his brother.

העמק דבר פסוק י"ב
וַיִּפֶן כֹּה וְכֹה:
 חיפש עצות לקבול
 על המצרי שהכהו חינם.

העמק דבר פסוק י"ב
He looked around:
 מִשֶׁה looked for advice
 about the מִצְרִי who was hitting him for
 no reason.

העמק דבר פסוק י"ב
וַיֵּרָא כִּי אֵין אִישׁ:
 הוא ראה אִמְנָם אֲנָשִׁים,
 אֲלָא לֹא יִהְיֶה אֵל מִי לִפְנוֹת בְּעַת צָרָה
 אֵין מִצִּיל... כִּי כֹלָה עֲצָרָת בּוֹגְדִים וְשׂוֹנְאֵי יִשְׂרָאֵל.

העמק דבר פסוק י"ב
And he saw there was noone:
 He saw there were people,
 but there would be noone to turn to in times of
 trouble ... because everyone around him were
 enemies of the Jewish people.

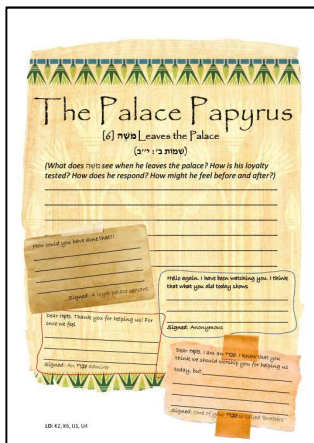
What, according to the נציב, was מִשֶׁה looking for? (*He was looking for an אִישׁ מִצְרִי who would be an אִישׁ – who would stand up for the עֲבָרִים who were being oppressed.*)

Ask: Did the נציב answer any of your questions in this comment? (*Why did מִשֶׁה look around before doing what he did? Why did מִשֶׁה do what he did?*)

What words led him to this idea? (*the repetition of the word אִישׁ and its multiple meanings*)

Extension question: In (ב' : ח') it says: 'הַשְׂתַּדֵּל לְהִיּוֹת אִישׁ'. How might this מִשֶׁה explain מִשֶׁה's actions?

We saw earlier that מִשֶׁה was confused about his own identity when he left the palace because he was an עֲבָרִי by birth but was raised as a מִצְרִי. From this incident, do you think that מִשֶׁה feels closer to the עֲבָרִים or the מִצְרִים? Why?



After learning how the מְפָרְשִׁים answer these questions about מִשֶׁה, and discussing their own ideas, pupils can now go back to **The Palace Papyrus** and complete section 6. Are there things they would like to add or change in section 5?

6. Homework or Summary Activity:**What מִשֶׁה Did (and Why He Did It) [K2, K6, S7, U4]****(5 minutes)**

What מִשֶׁה Did
Now that you have read and worked with רִבְנוּ בִּי: אֵי-כִיב, complete the table below.

מְסֻבִּים	אֵיב וְיָא
Who was involved?	
Who was the attacker?	
Who was the victim?	
What did מִשֶׁה do?	
Why did he do this?	According to _____:
	According to _____:
What was the result?	

Part 1

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Using the worksheet **What מִשֶׁה Did: Part 1**, let pupils consolidate their learning of the events of שְׁמוֹת בִּי: יִיא and of the פְּרוּשִׁים, explaining the reasons for the actions.

Suggested answers:

What did מִשֶׁה do? *Went out to be with his brothers – saw a מְצָרִי hitting an עֶבְרִי – looked around to see if anyone was watching – hit the מְצָרִי and killed him – hid the מְצָרִי in the sand.*

Why did he do this? *According to רמב"ן (optional): He wanted to feel part of his brothers, and couldn't stand that they were oppressed.*

According to the נציב: He saw that there was no one to defend the man who was being attacked unjustly so he felt he needed to defend his 'brother'. He felt that the מְצָרִי was attacking the עֶבְרִי because he was an עֶבְרִי, not for any real reason.

What was the result? *מִשֶׁה hid the מְצָרִי in the sand. Other results might be shown in the next פְּסוּקִים.*

Lesson 4: The Second Dilemma: עֲבָרִי

Versus עֲבָרִי

שְׁמוֹת בִּי : יִיג-ט"ו

Learning Outcomes:

- ❖ Know how מִשָּׁה intervened in the fight between two עֲבָרִים
- ❖ Reflect on how מִשָּׁה felt about the event

By the end of this lesson pupils should:

Knowledge	Skills	Understanding								
<p>K2 Know that מִשָּׁה sees two עֲבָרִים fighting and tries to intervene. One of them inquires whether מִשָּׁה is also going to kill him as he did the מְצָרִי. מִשָּׁה realises that his murder of the מְצָרִי is known. מִשָּׁה hears about it and wants to kill מִשָּׁה. מִשָּׁה flees to מִדְּבָר.</p> <p>K4A Know the following new Hebrew keywords:</p> <table border="1"> <tbody> <tr> <td>נָצִים</td> <td>נָצָה</td> </tr> <tr> <td>שָׁפֵט</td> <td>שָׁפֵט</td> </tr> <tr> <td>שָׂר</td> <td>שָׂר</td> </tr> <tr> <td>בָּרַח</td> <td>בָּרַח</td> </tr> </tbody> </table> <p>Know the relevant Hebrew keywords from previous units (see highlighted פְּסוּקִים below and table at the front of this guide).</p>	נָצִים	נָצָה	שָׁפֵט	שָׁפֵט	שָׂר	שָׂר	בָּרַח	בָּרַח	<p>S3 Read שְׁמוֹת בִּי : יִיג-ט"ו accurately and fluently, using סוּף פְּסוּקִים and אֶתְנַחֲתָא.</p> <p>S4 Comprehend the simple meaning of שְׁמוֹת בִּי : יִיג-ט"ו with support.</p> <p>S5 Identify the שְׂרָשִׁים and prefixes and suffixes of new and previously learned keywords in these פְּסוּקִים.</p>	<p>U1 Reflect on how מִשָּׁה feels when he sees two עֲבָרִים fighting and when his intervention is met with a negative response.</p>
נָצִים	נָצָה									
שָׁפֵט	שָׁפֵט									
שָׂר	שָׂר									
בָּרַח	בָּרַח									

Words from Units 1-13

New words this lesson

יג וְנִצָּא בַיּוֹם הַשְּׁנִי וְהִנֵּה שְׁנֵי אַנְשִׁים עֲבָרִים נָצִים וַיֹּאמֶר לְרָשָׁע לָמָּה תִּכְּחַר רֵעֶד : יד וַיֹּאמֶר מִי שָׂמַד לְאִישׁ שָׂר וְשָׁפֵט עָלֵינוּ הֲלִהְרַגְנִי אֵתְּהָ אִמְרָה כַּאֲשֶׁר הִרְגַתְּ אֶת־הַמְצָרִי וַיִּירָא מִשָּׁה וַיֹּאמֶר אָכֵן נֹדַע הַדָּבָר : טו וַיִּשְׁמַע פְּרָעָה אֶת־הַדָּבָר הַזֶּה וַיִּבְקֵשׁ לְחַרֵּג אֶת־מִשָּׁה וַיִּבְרַח מִשָּׁה מִפְּנֵי פְרָעָה וַיֵּשֶׁב בְּאַרְצ־מִדְּבָר וַיֵּשֶׁב עֲלֵה־בְּאֵר :

1. Revision Activity [K2, S7, U4]**(5 minutes)**

Ask pupils to share the table **What מִשֶׁה Did: Part 1** that they completed for homework or as a summary activity in Lesson 3. (Suggested responses were given in the previous lesson.) Encourage pupils to refer to phrases in the text or מִפְרָשִׁים learned in Lesson 3 to support their answers.

2. Reading and WordWork Activity [K4, S4, S5]**(10 minutes)**

Introduce the new keywords with prompts as suggested below.

נָבִיא – *the names of the פְּרָשִׁוֹת (שׁוֹפְטִים and מְשֻׁפְּטִים)* and *the book in*

יוֹסֵף – *link to שֶׁר הָאֹפִים and שֶׁר הַמְשֻׁקִים*

בָּרַח – *point out that this is a different שֶׁרשׁ to the previously learned*

Ask pupils to read *שְׁמוֹת ב' : ייג-ט"ו*, either individually or in pairs, and scan the פְּסוּקִים for verbs, as they did in Lesson 3, to identify who is doing each activity. Responses can be recorded on large פְּסוּקִים displayed on the board (Classroom Resources) to help pupils in the next step of reading comprehension.

שְׁמוֹת פָּרָק ב'

יג וַיֵּצֵא בַיּוֹם הַשֵּׁנִי וְהָיָה שְׁנֵי אַנְשִׁים עֹבְרִים
נָצִים וַיֹּאמֶר לְרֵשַׁע לָמָּה תִּכָּח רֵעֶד:
יד וַיֹּאמֶר מִי שָׁמַד לְאִישׁ שֶׁר וְשֹׁפֵט עָלֵינוּ
הַלְהַרְגֵנִי אַתָּה אָמַר פֶּאֶשֶׁר הַרְגֵת אֶת־
הַמִּצְרִי וַיִּירָא מִשֶׁה וַיֹּאמֶר אֲכֹן נֹדַע הַדָּבָר:
טו וַיִּשְׁמַע פְּרָעָה אֶת־הַדָּבָר הַזֶּה וַיִּבְקֶשׁ
לְהַרְגֵת אֶת־מִשֶׁה וַיִּבְרַח מִשֶׁה מִפְּנֵי פְרָעָה
וַיֵּשֶׁב בְּאֶרֶץ מִדְיָן וַיֵּשֶׁב עִלְיָה־בְּאֵר:

וַיֵּצֵא – *מִשֶׁה is going out*

נָצִים – *two עֹבְרֵי men are fighting*. Ask the class to work out the meaning of this word from context.

וַיֹּאמֶר – *מִשֶׁה says something*

וַיֹּאמֶר – *One of the עֹבְרֵי men speaks*

וַיִּירָא – *מִשֶׁה is afraid*

וַיֹּאמֶר – *מִשֶׁה is speaking*

וַיִּשְׁמַע – *פְּרָעָה heard*

וַיִּבְקֶשׁ – *פְּרָעָה asked (sought to...)*

(Note: the remainder of פְּסוּקֵי ט"ו will be learned this lesson, but discussed further next lesson, as it begins the third scenario about מִשֶׁה.)

וַיִּבְרַח – *מִשֶׁה ran away*

וַיֵּשֶׁב – *מִשֶׁה sat/settled*

וַיֵּשֶׁב – מִשָּׁה *sat/settled*

Look back at the verbs and decide if any of them have more than one meaning (as learned in Lesson 3), for example:

וַיֵּצֵא – מִשָּׁה *went* – from the palace building/מִשָּׁה *reached out* – to his brothers

וַיֹּאמֶר – מִשָּׁה *said out loud*/מִשָּׁה *said to himself* (thought)

וַיִּשְׁמַע – פְּרָעָה *heard* (a rumour)/פְּרָעָה *understood* the importance of what happened

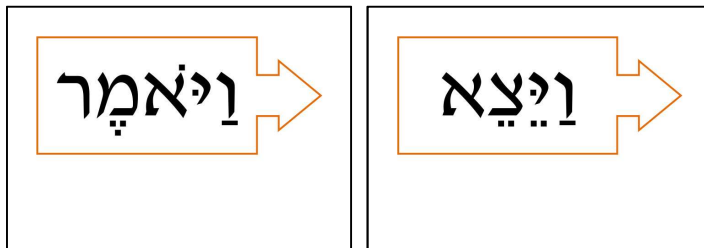
וַיֵּשֶׁב – מִשָּׁה *sat down*/מִשָּׁה *settled* to live there

What could the additional meaning add to our understanding of the facts of the story?

3. Comprehension Activity: Actions and Follow-up Questions [S3, S4]

(15 minutes)



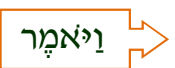
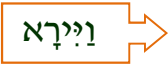
Display the verb arrow flashcards (Classroom Resources).



Many verbs lead to follow-up questions. Some of the follow-up questions are answered in the פְּסוּק and some are not. By learning how to ask follow-up questions we can better understand the פְּסוּקִים independently. (A similar activity, with more teacher guidance, appeared in Lesson 2.)

Point out that follow-up questions ask for additional information (e.g. Who? Where? When?) and not explanations (Why?) (Note: occasionally the פְּסוּק does give the answer to 'Why?' questions in the text, but this is not as common.)

Work through the verbs aloud with the class, adding the follow-up question and asking the class to find the answer by looking at the text.

- מִשָּׁה is going out  **Where is he going?** *To his brothers as in פְּסוּק י"א*
- מִשָּׁה says something  **Who is he speaking to?** *The 'רָשָׁע'. (Ask them to read the words that מִשָּׁה says.)*
- One of the עֲבָרִי men speaks  **Who is he speaking to?** *מִשָּׁה (Ask pupils to read the words that the man says.)*
- מִשָּׁה is afraid  **What is he afraid of?** *The implications of what he heard (several possible answers).*

- מִשֶׁה is speaking **וַיֹּאמֶר** → **Who is he speaking to? Probably to himself. (Ask pupils to read the words that מִשֶׁה says.)**
- מִשֶׁה heard **וַיִּשְׁמַע** → **What did he hear? What happened the day before? What happened both days?**
- מִשֶׁה asked (sought to...) **וַיִּבְקֹשׁ** → **What did he seek to do? To kill מִשֶׁה**
- מִשֶׁה ran away **וַיָּבֶר** → **Where did he run to? מְדִינָה**
- מִשֶׁה sat/settled **וַיֵּשֶׁב** → **Where did he settle? מְדִינָה**
- מִשֶׁה sat/settled **וַיֵּשֶׁב** → **Where did he sit? At the well**

Let pupils complete the worksheet **Follow-Up Questions** (differentiated) to consolidate their learning of the פְּסוּקִים.

Follow-Up Questions: שְׁמוֹת פְּרָק ב' : י"ג-ט"ו

Read each verb and answer the question that follows.

- מִשֶׁה is going out **וַיֵּצֵא** → Where is he going?
- מִשֶׁה says something **וַיֹּאמֶר** → Who is he speaking to?
- One of the מְדַבְּרֵי men speaks **וַיִּדְבֹּר** → Who is he speaking to?
- מִשֶׁה is afraid **וַיִּירָא** → What is he afraid of?
- מִשֶׁה is speaking **וַיֹּאמֶר** → Who is he speaking to?
- מִשֶׁה heard **וַיִּשְׁמַע** → What did he hear?
- מִשֶׁה asked (sought to...) **וַיִּבְקֹשׁ** → What did he seek to do?
- מִשֶׁה ran away **וַיָּבֶר** → Where did he run to?
- מִשֶׁה sat/settled **וַיֵּשֶׁב** → Where did he settle?
- מִשֶׁה sat/settled **וַיֵּשֶׁב** → Where did he sit?

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Follow-Up Questions: שְׁמוֹת פְּרָק ב' : י"ג-ט"ו

Read each sentence and fill in the missing verb. Then answer the question that follows.

- מִשֶׁה is going out → Where is he going?
- מִשֶׁה says something → Who is he speaking to?
- One of the מְדַבְּרֵי men speaks → Who is he speaking to?
- מִשֶׁה is afraid → What is he afraid of?
- מִשֶׁה is speaking → Who is he speaking to?
- מִשֶׁה heard → What did he hear?
- מִשֶׁה asked (sought to...) → What did he seek to do?
- מִשֶׁה ran away → Where did he run to?
- מִשֶׁה sat/settled → Where did he settle?
- מִשֶׁה sat/settled → Where did he sit?

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3b. Comprehension Activity [S4]

(5 minutes)

What מִשֶׁה Did

Now that you have read and worked with מִשֶׁה's story, complete the table below.

פְּסוּקִים	תַּחֲנוּמֵי פְּרָק ב' וְי"ג וְי"ד וְי"ה
Who was involved?	
Who was the attacker?	
Who was the victim?	
What did מִשֶׁה do?	1. _____ 2. _____
Why did he do that?	1. _____ 2. _____
What was the result?	

What מִשֶׁה did Part 2

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Using the worksheet **What מִשֶׁה Did: Part 2**, ask the class to use the verb list and the follow-up questions to help them fill in the information they have learnt in the פְּסוּקִים individually or in pairs. Be sure that pupils answer the second section based on the text. Which questions are not answered in the חוּמֶשׁ text?

Suggested answers:

What did מִשֶׁה do? יִג-י"ד: *He reprimanded the פְּסוּקִים*
 י"ה: *He was afraid.*

Why did he do this? פְּסוּקִים יִיג-יִיד: *It does not say why he reprimanded the* רָשָׁע.
פְּסוּקִים טִיו: *He was afraid because פָּרְעָה heard what happened.*

What was the result? מִשָּׁה *wanted to kill פָּרְעָה.*

4. Understanding Activity: מִשָּׁה's Feelings, מִשָּׁה's Reactions [U1] (10 minutes)

- Which word(s) in יִיג : אֵי-כִיב tells us *when* the story occurred? (בַּיּוֹם הַשְּׁנִי – *the day after he killed the* מִצְרִי)
- Which word tells us what the two עֲבָרִים are doing? (נִצְּרִים – *fighting*)
- Which word tells us how מִשָּׁה is feeling? (וְהִנֵּה – *He is surprised to see them fighting.*) Remind the class that the word וְהִנֵּה shows something surprising happening, as they learned in the יוֹסֵף stories. Would you have been surprised to see two עֲבָרִים fighting? Why/why not?
- What do you think they were fighting about? (*Possible answers: food, water, whose turn it was to do a task, they were just in a bad mood.*)
- What would you have done if you had seen two people you care about fighting the day after you stood up for them? (*Be disappointed; try to resolve it; give up caring about them.*)

מִשָּׁה: His Feeling and Reactions

1. Highlight one or more thought bubbles which show what you might have felt seeing the two Ivrim fight.
2. Then choose a thought bubble which shows what מִשָּׁה might have thought or felt, according to the פְּסוּקִים.
3. Add your own ideas in the blank thought bubbles if you like.

My reason for choice 1: _____

My reason for choice 2: _____

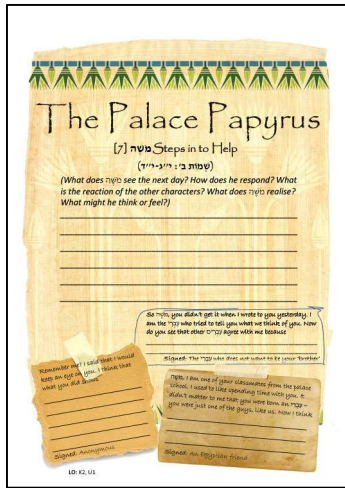
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Using the worksheet **מִשָּׁה: His Feelings and Reactions**, or the IWB, challenge pupils to find the best way to describe what *they* would have felt in this situation and what מִשָּׁה seems to have felt. Encourage pupils to also suggest their own answers to these questions.

Ask pupils to practise saying מִשָּׁה's words לָמָּה תִּכְּחַד רַעַד with different expressions, to show the various possible ways he felt as he was saying them. Let the class vote on which expression seems closest to the פְּשֻׁט (simple meaning) of the פְּסוּקִים.

Ask pupils in pairs or groups to practise reading the response of the עֲבָרִי: מִי שֶׁמָּדָּד: לְאִישׁ שׁוֹר וְשֹׁפֵט עָלֵינוּ הַלְהַרְגָנִי אֶתְּהָ אִמְרָ בְּאֶשֶׁר הָרַגְתָּ אֶת-הַמִּצְרִי as a response to מִשָּׁה's words. You may choose to work through the phrases word by word with pupils, if they have not mastered the פְּסוּקִים. Encourage the class to suggest other possible responses and explain why they chose those answers.

Pupils could prepare a skit using the פְּסוּקִים as sentence starters, and adding details showing how מִשָּׁה felt and how the עֲבָרִי felt as they spoke. Weaker classes could perform the skits in English; stronger groups can be encouraged to use Hebrew for the פְּסוּקִים and English for their own ideas.



Alternatively, or as additional consolidation, pupils can now complete section 7 of **The Palace Papyrus**.

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

Look again at פְּסוּק טִיִּי. Read the words that tell us what מִשָּׁה decided to do:

וַיִּבְרַח מִשָּׁה מִפְּנֵי פְרָעָה

Read the words that tell us why מִשָּׁה decided to do this:

וַיִּשְׁמַע פְּרָעָה אֶת-הַדְּבָר הַזֶּה וַיִּבְקֹשׁ לַהֲרֹג אֶת-מִשָּׁה

Think about what happened to מִשָּׁה on the second day and what he felt about it.

Remind the class that many parts of this story have two dimensions to them.

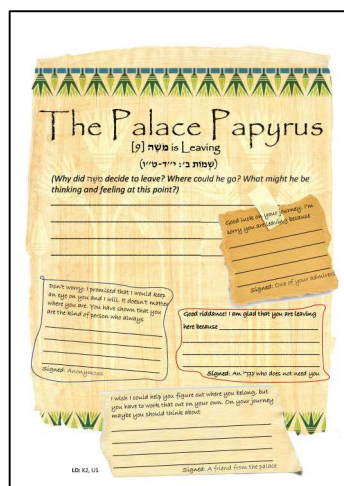
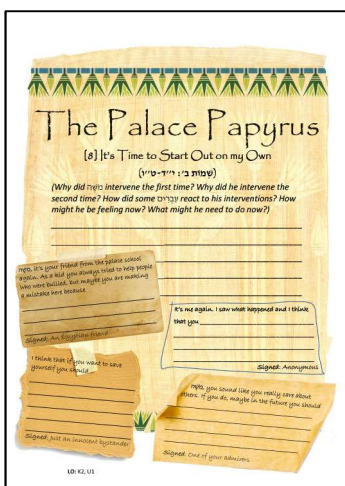
Can you suggest several reasons why מִשָּׁה decided to run away? (*He was afraid of פְּרָעָה and he thought his brothers didn't welcome his help.*)

6. Summary Activity (10 minutes)

Read the comment starters in section 8 of **The Palace Papyrus**. Each comment suggests that מִשָּׁה make a different decision.

Ask pupils to decide which comment starter they most agree with (by a show of hands) and organise the pupils into groups of three, with each opinion represented in each group.

Each group can then prepare a skit as if they are the three commentators meeting on the street in מִצְרָיִם and discussing their opinions of the recent events.



Ask pupils to complete the last entry in **The Palace Papyrus** (section 9) and share, if time allows.

Lesson 5: The Third Dilemma:

נְכָרִי Versus נְכָרִי

שְׁמוֹת בִּי : ט"ז-כ"ב

Learning Outcome:

- ❖ To understand what motivated מִשֶׁה when he acted in each of the three incidents

By the end of this lesson pupils should:

Knowledge	Skills	Understanding				
<p>K2: Know that מִשֶׁה sits by the well in מְדִינָה when the seven daughters of יִתְרוֹ, come to water their sheep and are harassed by the shepherds. מִשֶׁה intervenes and waters their sheep for them. יִתְרוֹ's daughters return home and tell their father what has happened and יִתְרוֹ tells his daughters to invite מִשֶׁה home. מִשֶׁה marries יִתְרוֹ's daughter צִפְרָה and settles in מְדִינָה. צִפְרָה has a son, and מִשֶׁה names him גֵּרְשֹׁם.</p> <p>K3: Identify Egypt and מְדִינָה on an outline map of the ancient Middle East with some features/places filled in.</p> <p>K4A: Know the following new Hebrew keywords:</p> <table border="1"> <tr> <td>שָׁקָה</td> <td>וַיִּשְׁקָה</td> </tr> <tr> <td>צִאָן</td> <td>צִאָן</td> </tr> </table> <p>Know the relevant Hebrew keywords from previous units (see highlighted פְּסוּקִים below and table at the front of this guide).</p> <p>K6: Know Nechama Leibowitz's comparison of מִשֶׁה's three dilemmas.</p>	שָׁקָה	וַיִּשְׁקָה	צִאָן	צִאָן	<p>S3: Read ט"ז-כ"ב בִּי : שְׁמוֹת בִּי accurately and fluently, using סוּף פְּסוּקִים and אֶתְנַחֲתֵא.</p> <p>S4: Comprehend the simple meaning of שְׁמוֹת בִּי : ט"ז-כ"ב with support.</p> <p>S5: Identify the שְׁרָשִׁים and prefixes and suffixes of new and previously learned keywords in these פְּסוּקִים.</p> <p>S6: Read a vowelled פְּרוּשׁ accurately: Nechama Leibowitz's comparison of the three dilemmas.</p> <p>S7: Comprehend the plain meaning of the comparison of מִשֶׁה's actions and מִידוֹת with those of רִבְקָה at the well in פְּרֻשֶׁת חַיֵּי שָׂרָה (optional) and Nechama Leibowitz's comparison of the three dilemmas.</p>	<p>U1: Reflect on מִשֶׁה's feelings towards the people he helps when he intervenes.</p> <p>U3: Compare and contrast – הַשוּוָה – מִשֶׁה's actions and מִידוֹת with those of רִבְקָה at the well in פְּרֻשֶׁת חַיֵּי שָׂרָה; compare the three cases in which מִשֶׁה intervenes in the quarrels of others.</p> <p>U4: Explain why Nechama Leibowitz comments on the three incidents where מִשֶׁה intervenes.</p>
שָׁקָה	וַיִּשְׁקָה					
צִאָן	צִאָן					

Words from Units 1-13

New words this lesson

טז וילכהו מִדִּין שְׁבַע בָּנוֹת וַתְּבַאֲנָה וַתְּדַלְּנָה וַתִּמְלֶאנָה אֶת־הַרְהָטִים לְהַשְׁקוֹת צֶאֱן אַבְיָהוֹן : יז וַיָּבֹאוּ הָרַעִים וַיִּגְרְשׁוּם וַיָּקָם מֹשֶׁה וַיּוֹשְׁעוּן וַיִּשְׁק אֶת־צֹאֲנָם : יח וַתְּבַאֲנָה אֶל־רַעוּאֵל אַבְיָהוֹן וַיֹּאמֶר מִדּוּעַ מִהֲרַתְּנוּ בֹא הַיּוֹם : יט וַתֹּאמְרוּן אִישׁ מִצָּרֵי הַצִּילָנוּ מִיַּד הָרַעִים וְגַם דָּלָה דָּלָה לָנוּ וַיִּשְׁק אֶת־הַצֶּאֱן : כ וַיֹּאמֶר אֶל־בְּנֵיתָיו וְאִיו לָמָּה זֶה עֹזְבֶתֶן אֶת־הָאִישׁ קָרְאָן לוֹ וַיֹּאכַל לֶחֶם : כא וַיֹּאֶל מֹשֶׁה לְשֵׁבֶת אֶת־הָאִישׁ וַיִּתֵּן אֶת־צֹפְרָה בְּתוֹ לְמֹשֶׁה : כב וַתֵּלֶד בֶּן וַיִּקְרָא אֶת־שְׁמוֹ גֵרְשָׁם כִּי אָמַר גֵּר הָיִיתִי בְּאֶרֶץ נֹכְרִיהָ :

1. Revision Activity [K2]

(5 minutes)



Display **The Desert Scrolls – Wandering and Wondering** (section 1). Ask pupils to read and discuss the questions, then share their suggestions with the class.

2a. Reading and WordWork Activity [K4, S5]

(5 minutes)

Display פְּסוּקִים ט"ו-כ' with the keywords marked in blue.

שְׁמוֹת פָּרָק ב'

טז וַיִּשְׁמַע פְּרַעֲהָ אֶת־הַדְּבָר הַזֶּה וַיִּבְקֶשׁ לַהֲרֹג אֶת־מֹשֶׁה וַיִּבְרַח מֹשֶׁה מִפְּנֵי פְרַעֲהָ וַיֵּשֶׁב בְּאֶרֶץ־מִדְּיָן וַיֵּשֶׁב עַל־הַבְּאֵר : טז וילכהו מִדִּין שְׁבַע בָּנוֹת וַתְּבַאֲנָה וַתְּדַלְּנָה וַתִּמְלֶאנָה אֶת־הַרְהָטִים לְהַשְׁקוֹת צֶאֱן אַבְיָהוֹן : יז וַיָּבֹאוּ הָרַעִים וַיִּגְרְשׁוּם וַיָּקָם מֹשֶׁה וַיּוֹשְׁעוּן וַיִּשְׁק אֶת־צֹאֲנָם : יח וַתְּבַאֲנָה אֶל־רַעוּאֵל אַבְיָהוֹן וַיֹּאמֶר מִדּוּעַ מִהֲרַתְּנוּ בֹא הַיּוֹם : יט וַתֹּאמְרוּן אִישׁ מִצָּרֵי הַצִּילָנוּ מִיַּד הָרַעִים וְגַם דָּלָה דָּלָה לָנוּ וַיִּשְׁק אֶת־הַצֶּאֱן : כא וַיֹּאֶל מֹשֶׁה לְשֵׁבֶת אֶת־הָאִישׁ וַיִּתֵּן אֶת־צֹפְרָה בְּתוֹ לְמֹשֶׁה : כב וַתֵּלֶד בֶּן וַיִּקְרָא אֶת־שְׁמוֹ גֵרְשָׁם כִּי אָמַר גֵּר הָיִיתִי בְּאֶרֶץ נֹכְרִיהָ :

Ask pupils if they recall the meaning of any of these words from stories they have learned. If needed, provide prompts as suggested below.

ברח – ran away, fled (*from the end of תולדות when יַעֲקֹב tells רַבֵּקָה to run away*)

בְּאֵר – well (*from פְּרַשְׁת חַיִּי שָׂרָה when יַעֲקֹב looks for a wife for אַבְרָהָם, and from פְּרַשְׁת וַיֵּצֵא when יַעֲקֹב finds רַחֵל at the well in חָרֹן*)

וַיִּשְׁק – to give water (*from פְּרַשְׁת חַיִּי שָׂרָה when יַעֲקֹב looks for a wife for אַבְרָהָם, and from פְּרַשְׁת וַיֵּצֵא when יַעֲקֹב finds רַחֵל at the well in חָרֹן, and the word*

מִשֶׁה when לוֹט chooses the Jordan Valley) (If pupils have trouble seeing how these two words belong to the same שָׂרֵשׁ family, provide them with the letters שקה and remind them that the final letter ה doesn't appear in all forms of a word, such as the words ראה and לראות.)

Ask the class to suggest, based on these words, what stories the upcoming פְּסוּקִים might remind us of (אֶלְיָעֶזֶר and רְבֵקָה) and רָעַב (running away). Write their suggestions on the board to refer to later.

2b. Comprehension Activity: שְׁמוֹת ב' : ט"ו [K3, K4, S4]

(5 minutes)

וַיִּבְרַח מִשֶׁה מִפְּנֵי פְרָעָה וַיֵּשֶׁב בְּאֶרֶץ-מִדְיָן וַיֵּשֶׁב עַל-הַבְּאֵר.

Display the second half of ט"ו פְּסוּקִים and ask pupils to practise reading it.

Ask pupils to circle the word that shows what מִשֶׁה did in this פְּסוּקִים (וַיִּבְרַח) and underline the words that show why he did it (מִפְּנֵי פְרָעָה). Ask pupils to circle the word that shows what he did after he ran away (וַיֵּשֶׁב) and underline the words that show where he did this (בְּאֶרֶץ-מִדְיָן).

Which word is repeated in this פְּסוּקִים (וַיֵּשֶׁב)? Remind the class that in this פָּרָק many verbs are double-meaning verbs.

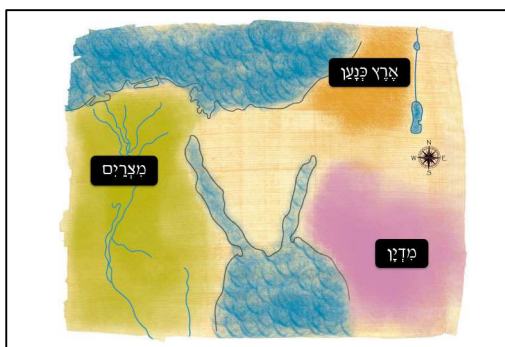
Optional suggestion: Refer back to the Pyramid Words worksheet and review the words, adding וַיֵּשֶׁב to a blank pyramid as pupils respond to the following questions:

What two meanings could the word וַיֵּשֶׁב have? (sitting down and settling to live)

Which phrase refers to מִשֶׁה sitting down? Which word tells you this?

וַיֵּשֶׁב עַל-הַבְּאֵר (you sit beside a well; you don't live there)

Which phrase refers to מִשֶׁה settling to live? וַיֵּשֶׁב בְּאֶרֶץ-מִדְיָן (the name of a country. You settle in a country; you don't sit down there.)



Display the map of the area (Classroom Resources) and point out the location of מִדְיָן, אֶרֶץ כְּנָעַן, and מִצְרַיִם.

What two ideas can 'running away' suggest? (running from and running to)

Do you think that מִשֶׁה is running away from something or running to something in this פְּסוּקִים? Explain your opinion (he is running

away **from** פְּרָעָה, **from** his life in מִצְרַיִם, **from** the עֲבָרִים who resent him; he is running **to** a new place, **to** a new start)

Do you think מִשֶׁה knows what is he running to? What might he be looking for in the new place? (a home, a family, people who would welcome him, a safe refuge from danger)

2c. Reading and Comprehension Activity: שְׁמוֹת בֵּי: יִז, יִח [S3, S4] (5 minutes)

Display יִז-יִח פְּסוּקִים. Ask pupils to find the participants in the story and highlight them on the IWB.

יִז וּלְכֹהֵן מִדָּן שֶׁבַע בָּנוֹת וַתְּבִאנָה וַתִּדְלְגָה וַתִּמְלֶאנָה אֶת-הַרְהָטִים לְהַשְׁקוֹת צֹאן אֲבִיהֶן.
יִח וַיָּבֵאוּ הָרְעִים וַיִּגְרְשׂוּם וַיִּקֶם מִשֶׁה וַיִּשְׁעֶן וַיִּשְׁק אֶת-צֹאנָם.

Ask the pupils to find what each participant did in the פְּסוּק (the action verbs) and mark the action with the same colour as the highlight for each participant.

Divide the class into three groups to practise reading the פְּסוּקִים.

שְׁמוֹת פְּרָק ב': יִז-יִח	
מִשֶׁה	הושיע – rescue השקה – give water
The shepherds	גרש – chase away בא – come
יתרו וּבָנוֹתָיו	בא – come דלה – draw water מלא – fill השקה – give water

Display the following שְׁרָשִׁים on the board (Classroom Resources). Give each group a few minutes to work out the meanings of the פְּסוּקִים and to explain to the class what their characters do in these פְּסוּקִים.

Select pupils to read the פְּסוּקִים, while other pupils act out what is being read.

To check comprehension, display the following questions and ask pupils to use the פְּסוּקִים in their answers:

- Who was the attacker? (וַיָּבֵאוּ הָרְעִים וַיִּגְרְשׂוּם)
- Who was the victim? (וּלְכֹהֵן מִדָּן שֶׁבַע בָּנוֹת)
- What did מִשֶׁה see?
(וַתְּבִאנָה וַתִּדְלְגָה וַתִּמְלֶאנָה אֶת-הַרְהָטִים לְהַשְׁקוֹת צֹאן אֲבִיהֶן וַיָּבֵאוּ הָרְעִים וַיִּגְרְשׂוּם)
- What did מִשֶׁה do? (וַיִּקֶם מִשֶׁה וַיִּשְׁעֶן וַיִּשְׁק אֶת-צֹאנָם)

Allow pupils to complete the worksheet **מִשֶׁה at the Well**, where they match specific parts of the פְּסוּקִים to pictures of the story.

מִשֶׁה at the Well

Match the phrases from the פְּסוּקִים to the pictures.

וַיִּקֶם מִשֶׁה וַיִּשְׁעֶן וַיִּשְׁק אֶת-צֹאנָם	וַיָּבֵאוּ הָרְעִים וַיִּגְרְשׂוּם
וַתְּבִאנָה וַתִּדְלְגָה וַתִּמְלֶאנָה אֶת-הַרְהָטִים לְהַשְׁקוֹת צֹאן אֲבִיהֶן	וַיִּגְרְשׂוּם וַיִּקֶם מִשֶׁה וַיִּשְׁעֶן וַיִּשְׁק אֶת-צֹאנָם

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Pupils should also fill in the worksheet **What מִשֶׁה Did: Part 3** to consolidate their learning of these פְּסוּקִים.

2d. Reading and Comprehension Activity: 'י"ח-כ': שְׁמוֹת בִּי' [S3, S4, S5]

(10 minutes)

Ask the class to identify a new character who joins the narrative in 'י"ח-כ': שְׁמוֹת בִּי'. Using the large פְּסוּקִים (שְׁמוֹת בִּי': 'י"ח-כ') let pupils mark the three participants – narrator, יִתְרוֹ and his daughters – in different colours, using the שֵׁרֶשׁ to discover when each person is talking.

שְׁמוֹת פָּרָק ב'

יח וַתְּבִאנָה אֶל-רְעוּאֵל אֲבִיהֶן וַיֹּאמֶר מְדוּעַ
מֵהֲרַתְּנוּ בַּאֲדָמָה הַזֹּאת:

יט וּתְאֹמְרוּ, אִישׁ מִצְרַיִם הִצִּילֵנוּ מִיַּד הָרָעִים
וְגַם-דָּלָה דָּלָה לָנוּ וַיִּשְׁקֵק אֶת-הַצֹּאן:

כ וַיֹּאמֶר אֶל-בָּנָתָיו וַאֲיוֹ לָמָּה זֶה עֲזַבְתֶּן אֶת-
הָאִישׁ קְרָאֵן לוֹ וַיֹּאכַל לֶחֶם:

Divide the class into three groups (יִתְרוֹ, daughters, narrator) and challenge each group to work out the meaning of 'their' part of the פְּסוּקִים. Provide the meaning of the unfamiliar words if needed (עזב, הציל, איו). Let the groups read the conversation in Hebrew and in English as a class.

The speech bubbles in Hebrew/Hebrew and English (classroom resources) can be used to help guide pupils.

What other questions might יִתְרוֹ have asked to get more information about what happened from his daughters?

One half of the class can then write questions on mini whiteboards for the other half to answer to, or the class can compose questions to 'hotseat' a group of children acting as יִתְרוֹ's daughters.

Questions could include:

- What did this man do? What did he say?
- How do you know he was an אִישׁ מְצַרִי?
- Where is he now? Why did you not invite him home?

Ask the class to vote: Do you agree with their opinion of מִשֶׁה? Why/why not?

Optional Understanding Activity [U3]

(5-10 minutes)

Display פְּסוּקִים ט"ז-י"ט again (Classroom Resources), with the words in green.

שְׁמוֹת פְּרָק ב': ט"ז-י"ט
טז ולכהן מדין שבע פנות
ותבאנה ותדלנה ותמלאנה..
יז ויבאו הרעים ויגרושום
ויקם משה וישען וישק את־צאנם :
יח ותבאנה אלרעואל אביהן ויאמר מדוע
מהרתן בא היום :
יט ותאמרן איש מצרי הצילנו מיד הרעים
וגם־דלה דלה לנו וישק את־הצאן :

Ask the class to recall another occasion of drawing water and giving water to animals studied in the past (עֶבֶד אַבְרָהָם meeting רַבֵּקָה). Display large פְּסוּקִים from כי-ז (Classroom Resources) and ask pupils to find similar words and phrases from both texts.

בְּרֵאשִׁית פְּרָק כ"ד
יז ויֵרֶץ הָעֶבֶד לְקַרְאֲתָהּ וַיֹּאמֶר הֲגִמְיָאִינִי נָא
מֵעַט־מַיִם מִכַּדָּךְ : יח ותאמר שתה אדני
ותמהר ותרד כדה על־גדה ותשקהו : יט ותכל
להשקותו ותאמר גם לגמליך אשאב עד אם
כלו לשתי: כ ותמהר ותער כדה אל־השקת
ותרץ עוד אל־הבאר לשאב ותשאב לכל'
גמליו :

What did we learn about the רַבֵּקָה in that story? (*Her behaviour was out of the ordinary, returning to draw water many times and water the camels, when that was more than what was requested. Her caring about the animals made her special, and pointed out qualities that were similar to אַבְרָהָם.*)

What does this comparison tell you about מִשֶׁה?

3. Understanding Activity [K2, U3]

(10 minutes)

Display and ask pupils to refer back to the three completed worksheets **What מִשֶׁה Did: Part 1/2/3.**

What מִשֶׁה Did: Part 1/2/3						
פְּסוּקִים	Who was involved	Who was the attacker?	Who was the victim?	What did מִשֶׁה do?	Why did he do that?	What was the result?
י"א-י"ב	מִשֶׁה, אִישׁ מִצְרַיִם, אִישׁ-עִבְרִי	אִישׁ מִצְרַיִם	אִישׁ-עִבְרִי	He hit the מִצְרַיִם, which killed the מִצְרַיִם	He didn't see anyone else there to defend the עִבְרִי He felt that he needed to defend his 'brother' He realised that the עִבְרִי couldn't defend himself He felt that the מִצְרַיִם was attacking the עִבְרִי because he was an עִבְרִי, not for any real reason	מִצְרַיִם hid the מִשֶׁה in the sand Other results may be given in later פְּסוּקִים
י"ג-י"ד and ט"ו up to the אֲתַנְחֵתָא	מִשֶׁה 2 עִבְרִים פְּרַעָה	אִישׁ-עִבְרִי	אִישׁ-עִבְרִי	1) He reprimanded the רָשָׁע 2) He was afraid	1) doesn't say 2) because פְּרַעָה heard what happened	מִשֶׁה wanted to kill פְּרַעָה
after ט"ו the אֲתַנְחֵתָא – כ"ב	מִשֶׁה הָרְעִים בְּנוֹת יִתְרוֹ	The shepherds	The daughters	מִשֶׁה rescued the daughters	He wanted to protect the vulnerable daughters against the aggressive shepherds even though he did not know either of them.	מִשֶׁה was invited to יִתְרוֹ's home and took one of יִתְרוֹ daughters as a wife

Ask the class to compare the answers in the first three columns:

- Who was involved in the incident? Who was the attacker? Who was the victim?
Incident 1: מִשֶׁה; Attacker: an Egyptian man; Victim: an עִבְרִי man
Incident 2: מִשֶׁה; Attacker: one עִבְרִי man; Victim: another עִבְרִי man
Incident 3: מִשֶׁה; Attackers: shepherds from מְדִינָן; Victims: women from מְדִינָן
- How were מִשֶׁה's actions the same in each incident? (He helped a victim who was being attacked.)
- What are the differences between the attacks in each incident? (Egyptian attacking an עִבְרִי; an עִבְרִי attacking an עִבְרִי; מְדִינָנִים attacking מְדִינָנִים)
- Why does the תּוֹרָה tell us all three of these stories if they are so similar? What new idea do we learn from each one about מִשֶׁה? (מִשֶׁה acts and speaks up for people who are being victimised in all three settings. He seems to have the same values and acts according to his values every time, even though the situation is completely different.)

Write pupils' suggested answers on the board.

4. מִפְּרָשִׁים Module [K6, S6, S7, U3]

(10 minutes)

Explain that many מִפְּרָשִׁים ask this question, and that we will be reading a modern פְּרוּשׁ that suggests an answer. Give pupils a brief biographical background to Nechama Leibowitz before reading her פְּרוּשׁ.



Bio Box

Nechama Leibowitz (1905-1997, Israel), a professor at Tel Aviv University, was one of the greatest תּוֹרָה scholars of the 20th century. Her five-volume work of studies on השְׁבוּעַת הַפְּרִשָׁת has been widely distributed in four languages. Her methodology of active learning using the works of the מִפְּרָשִׁים has been adopted by many תּוֹרָה teachers around the world.

Display or distribute the פְּרוּשׁ from Nechama Leibowitz.

נחמה לייבוויץ	נחמה לייבוויץ
מקרה הראשון... שָׁמָא אִין זֶה דְרִישַׁת הַצְּדִק... אֵלָא רָגַשׁ אַחוּנָה לְבְנֵי עַמּוֹ... הַמְקָרָה הַשְּׁנִי... שָׁמָא אִין דּוּחַפֶּת אוֹתוֹ אֵלָא גְאוּנָה לְאוּמִית... הַמְקָרָה הַשְּׁלִישִׁי... לֹא אַחִים וְלֹא רְעִים וְאִף לֹא שְׂכֵנִים... אִף עַל פִּי כֵן בְּרֵאוֹתוֹ עֲנֹל קָם וַעֲשֵׂה מַעֲשֵׂה וְהִתְיַצֵּב לְמִיּוֹ הַנְּרָדָף.	In the first clash - maybe he was not motivated by justice, but by a sense of solidarity with his own people... In the second clash - perhaps he was only driven by national pride In the third clash - they were neither brothers, nor friends, nor even neighbours, yet when he saw injustice he took action and stood up for the oppressed party.

Circle the word שָׁמָא and explain its meaning – ‘perhaps’.

Ask pupils to circle words that are familiar. Provide the following prompts if required to help pupils comprehend the פְּרוּשׁ.

צדק = justice

בני עמו = his people

אחים, רעים, שכנים = brothers, friends, neighbours

בראותו = he saw (ר.א.ה.)

קם ועשה = he got up and did something

נרדף = pursued, oppressed

Provide pupils with these additional words:

אחוה = brotherhood, solidarity

לאומית = national

In order to consolidate their understanding of Nechama Leibowitz’s פְּרוּשׁ, pupils can complete the worksheet **Nechama Leibowitz’s Comparison of the Three Incidents**.

Ask pupils to use their own words to explain what this פְּרוּשׁ teaches us about why מִשָּׁה did what he did in each case and what we learn about his qualities.

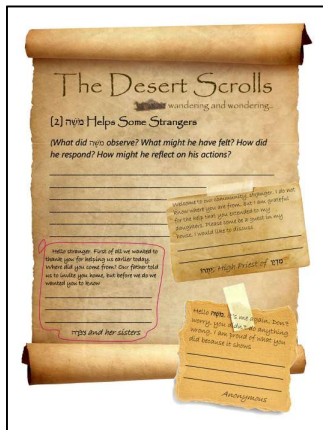
5. Understanding Activity [U1]

(5 minutes)

Hand out flashcards to pupils (or use the IWB) and ask them to assign these phrases to the incident that best matches based on the chart and the פְּרוּשׁ studied:

מֹשֶׁה wants to help his people.	מֹשֶׁה cares about oppressed people.
מֹשֶׁה wants to help all people.	מֹשֶׁה cares about the underdog.
מֹשֶׁה wants to end violence.	מֹשֶׁה cares about his brothers.
מֹשֶׁה wants to teach people how to treat each other.	מֹשֶׁה cares about injustice in the world.
מֹשֶׁה wants to save his people from oppression.	מֹשֶׁה cares about how people treat each other.

Distribute the worksheet **The Desert Scrolls [2]**. Ask pupils to complete the worksheet and share their work if there is time.



Optional Reading and Comprehension Activity: What Happens to מֹשֶׁה Next [S3, S4]

כא וַיֹּאֶל מֹשֶׁה לְשֵׁבֶת אֶת-הָאִישׁ וַיִּתֵּן אֶת-צִפְרָה בְּתוֹ לְמֹשֶׁה.
כב וַתֵּלֶד בּוֹ וַיִּקְרָא אֶת-שְׁמוֹ גֵרְשָׁם כִּי אָמַר גֵּר הָיִיתִי בְּאֶרֶץ נִכְרִיָּה.

Display or distribute the פְּסוּקִים כ"א-כ"ב. Read the פְּסוּקִים aloud with the class. Ask pupils to highlight or circle the words that describe מֹשֶׁה's family.

כא וַיֹּאֶל מֹשֶׁה לְשֵׁבֶת אֶת-הָאִישׁ וַיִּתֵּן אֶת-צִפְרָה בְּתוֹ לְמֹשֶׁה.
כב וַתֵּלֶד בּוֹ וַיִּקְרָא אֶת-שְׁמוֹ גֵרְשָׁם כִּי אָמַר גֵּר הָיִיתִי בְּאֶרֶץ נִכְרִיָּה.

Ask pupils to read the phrase that tells us the name of מֹשֶׁה's son.

Ask pupils to read the phrase that tells us why מֹשֶׁה gave his son that name.
כִּי אָמַר גֵּר הָיִיתִי בְּאֶרֶץ נִכְרִיָּה

Write on the board: גֵּר = stranger נִכְרִי = foreign.

Ask: Who felt like a stranger in the events of this פָּרָק? What place felt foreign in this פָּרָק?

Encourage the class to suggest more than one answer, and to support their answers with information we have learned in previous lessons.

(Possible answers: מִשֶׁה felt like a stranger in מִדְיָן because it was a foreign country; מִשֶׁה also felt like a stranger in מִצְרַיִם because he was not a מִצְרַיִ and, even though the land was his birthplace, the culture of the מִצְרַיִם was not his.)

Ask pupils why מִשֶׁה would choose to name his son after his feeling of 'stranger-ness'? (It was an important part of his life; being a stranger taught him a lot; he still felt like a stranger; he wanted his son to know that he was not an ordinary מִדְיָנִי.)

6. Summary Activity: The Desert Scrolls [3] [S4, U1] (5 minutes)

Distribute the worksheet **The Desert Scrolls [3]** and ask pupils to complete the section and to share their work.

Ask the pupils if they have noticed, as they were writing **The Desert Scrolls**, the anonymous writer who wrote similar comments after each entry. What did the anonymous writer say after most of the entries? What did that writer say here?

Ask the class who they think that writer was?

Display the following פָּסוּק from ג' פָּרָק. Help the class understand the difficult words (לחץ, צעקה).

ט וְעַתָּה הִנֵּה צַעֲקַת בְּנֵי-יִשְׂרָאֵל בָּאָה אֵלַי וְגַם-רְאִיתִי אֶת-הַלַּחַץ אֲשֶׁר מִצְרַיִם לַחֲצִים אֹתָם.
י וְעַתָּה לָכֵה וְאַשְׁלַחְךָ אֶל-פְּרֵעָה וְהוֹצֵא אֶת-עַמִּי בְנֵי-יִשְׂרָאֵל מִמִּצְרַיִם.

Ask:

- Who is speaking in this פָּסוּק? (ה')
- What is He telling מִשֶׁה about? (the suffering of יִשְׂרָאֵל בְּנֵי)
- What does he want מִשֶׁה to do? (to go to פְּרֵעָה and take יִשְׂרָאֵל בְּנֵי out of מִצְרַיִם to rescue them from their suffering)

Think about everything that we have learned about מִשֶׁה in this unit. Think about what מִשֶׁה has written about himself.

Why did ה' choose מִשֶׁה for this job? Why did He think that מִשֶׁה would be a good leader for בְּנֵי יִשְׂרָאֵל?

Have pupils add a last comment to **The Desert Scrolls**, written by the anonymous writer, hinting at what מִשֶׁה's future will be and why.

Encourage pupils to discuss in pairs and then share with the class how the story of מִשֶׁה relates to their lives.

Soon they will be moving on to a new school environment. What challenges might they face? How might their values and loyalties be tested? What can מִשֶׁה teach us about how to face dilemmas like these?

Lesson 6: Revision and Assessment

1. Tell the Story [K4A, K6]

Distribute all the keyword flashcards of the unit, along with name cards of the characters. Challenge pupils to retell the events from the points of view of the various key participants in the story, by placing the keywords in the correct chronological order.

Encourage pupils to include some of the deeper questions they have explored, as well as the thoughts and feelings of the characters, and perspectives brought by the מְפָרְשִׁים studied.

Once pupils have retold the story as the different characters, they can record it by filming it or creating a storyboard.

בַּת פְּרָעָה	עֶבְרִי 1	daughters of יְתֵרוֹ יְתֵרוֹ
מִשָּׁה	מִצְרִי	
יוֹכָבֵד	עֶבְרִי 2	
מֵרִים	עֶבְרִי 3	

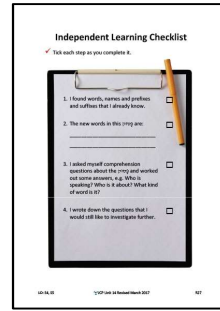
2. Independent Learning [S5, S7]

This activity assesses pupils' skills in comprehending an unseen פְּסוּק and רִשׁוּי.

from פְּסוּקִים (פְּסוּקִים אִי-גִי) שְׁמוֹת פֶּרֶק ד' as well as רִשׁוּי on פְּסוּק ג' (וַיְהִי לְנַחֵשׁ) פְּסוּק ג' have been provided, with some word meanings to support comprehension.

Pupils can use the independent learning checklist to guide them in comprehending the unseen text and asking deeper questions on the פְּסוּקִים. Highlighted פְּסוּקִים have also been provided for reference.

Pupils can annotate the large פְּסוּקִים and רִשׁוּי, and then retell or rewrite them in their own words, conveying רִשׁוּי's question and answer and how his comment adds to the פְּסוּקִים.



3. Lessons learned from מִשָּׁה [U1, U4]

Ask pupils to reflect on what they have learned from מִשָּׁה's responses to the various dilemmas he encountered. At their current stage as Year 6 pupils, not long off starting secondary school, they will soon find themselves in new and challenging situations with peers and others, in which they will have to think about their own values and identity.

How have they faced challenging scenarios and decisions in the past? What are their thoughts and feelings about the new step they are about to take?

Ask pupils to create their own blog or diary entry/ies, using a similar format to **The Palace Papyrus** and **The Desert Scrolls**, charting how they have faced challenging situations in the past, how they might face them in the future, and how they can apply the lessons learned from מִשָּׁה to their lives as Jews.

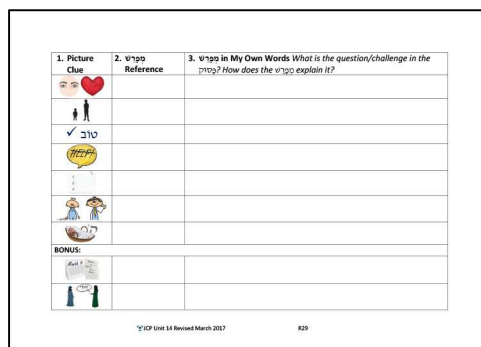
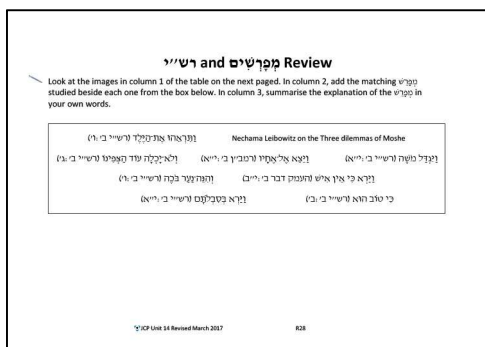
Pupils can design their own title image and add comments from different perspectives to the body of their text.

4. Review מִפְרָשִׁים and רש"י [K6, U4]

Using the מִפְרָשִׁים and רש"י review worksheet, pupils can review the deeper meanings studied in the text of Unit 14.

For each image, pupils can select the corresponding מִפְרָשִׁי studied, and then summarise it in their own words in the column alongside it.

(Note: the מִפְרָשִׁים that were suggested for optional study are included in the table as bonus questions.)



5. Layers of Meaning [K6, U2]

In this unit we have encountered words that have more than one meaning or dimension. Distribute the word cards provided (Classroom Resources). Challenge pupils to think about the dual meanings of each of these words, and to write one interpretation on either side of the card. Encourage pupils to explain how each adds to our understanding of the פְּסוּקִים.

אָחִיו (פְּסוּקֵי יוֹאֵל)	וַיִּגְדֹּל (פְּסוּקֵי יִיִא)
וַיִּרְא (פְּסוּקֵי יוֹאֵל)	אִישׁ (פְּסוּקֵי יוֹב)
וַיִּצֵא (פְּסוּקֵי יוֹנָתָן)	וַיֹּאמֶר (פְּסוּקֵי מִדְיָן)
וַיֵּשֶׁב (פְּסוּקֵי שִׁירָה)	

שמות פרק ב': א'-י

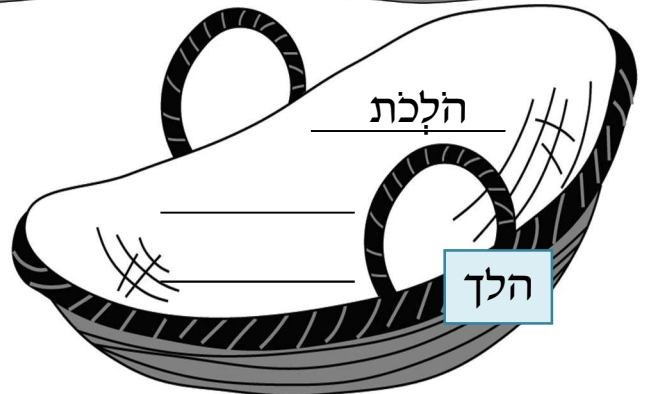
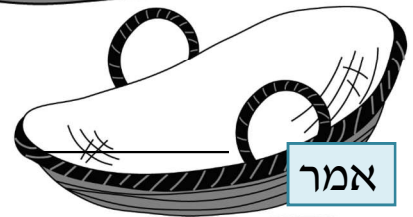
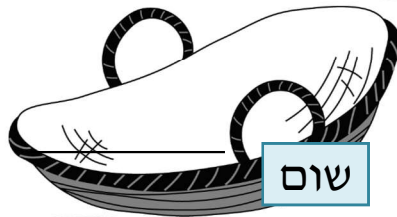
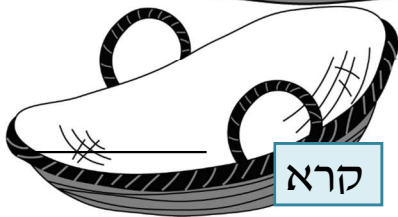
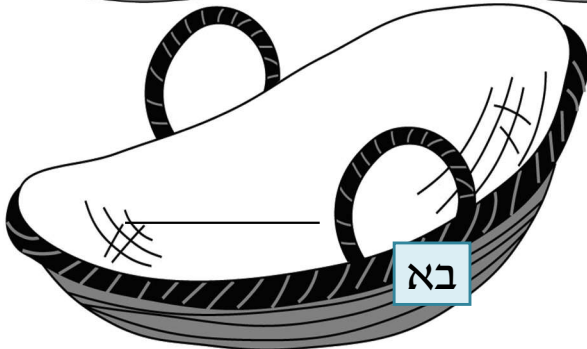
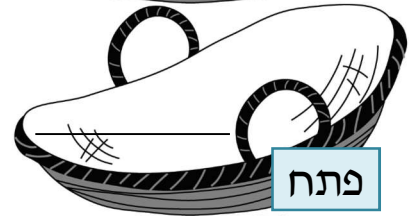
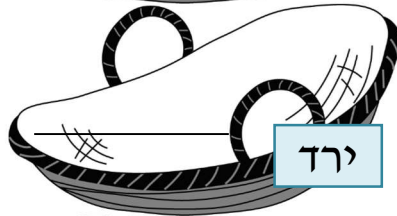
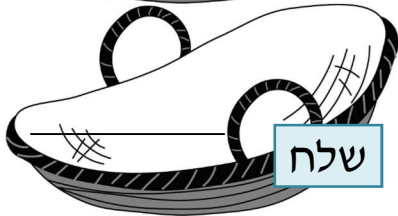
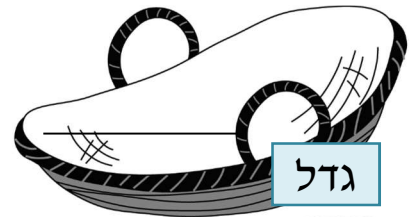
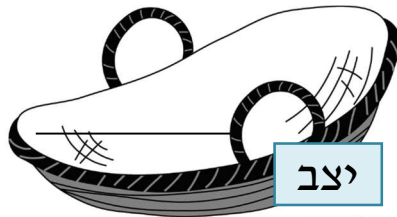
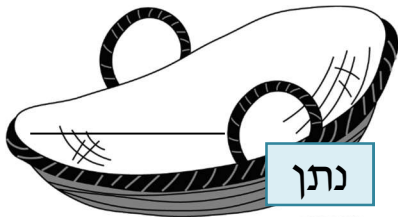
Circle all the PEOPLE in these פסוקים. Use one colour per person.

English	Hebrew
1. A man went from the house of לוי and he took a daughter of לוי.	וַיֵּלֶךְ אִישׁ מִבֵּית לְוִי וַיִּקַּח אֶת־בַּת־לְוִי
2. The woman became pregnant and gave birth to a son. She saw that he was good and she hid him for three months.	וַתְהַר הָאִשָּׁה וַתֵּלֶד בֶּן וַתֵּרָא אֹתוֹ כִּי־טוֹב הוּא וַתִּצְפְּנֵהוּ שְׁלֹשָׁה יָרְחִים
3. She was no longer able to hide him, so she took for him a reed basket and smeared it with clay and tar; she placed the child into it and placed it among the reeds at the bank of the river.	וְלֹא־יָכְלָה עוֹד הִצְפִּינוּ וַתִּקַּח־לוֹ תַּבַּת גִּמְא וַתַּחְמְרָה בַּחֲמֹר וּבִזְפָּת וַתִּשֶׂם בָּהּ אֶת־הַיֶּלֶד וַתִּשֶׂם בַּסּוּף עַל־שִׁפְתֵי הַיָּאֵר
4. His sister stationed herself at a distance to know what would be done with him.	וַתִּתְצַב אַחֲתוֹ מֵרַחֵק לִדְעָה מֵה' יַעֲשֶׂה לוֹ
5. פְּרָעָה's daughter went down to bathe by the river and her maidservants walked along the river. She saw the basket among the reeds and she sent for her maidservant and she took it.	וַתֵּרֵד בַּת־פְּרָעָה לָרְחוֹץ עַל־הַיָּאֵר וַנְעֻרְתֶּיהָ הִלְכֹת עַל־יַד הַיָּאֵר וַתֵּרָא אֶת־הַתַּבָּה בַּתּוֹךְ הַסּוּף וַתִּשְׁלַח אֶת־אִמָּתָהּ וַתִּקְחָהּ
6. She saw him, the child, and behold! A youth was crying. She took pity on him and said: "This is one of the Hebrew boys."	וַתִּפְתַּח וַתֵּרְאֶהוּ אֶת־הַיֶּלֶד וְהִנֵּה־נֹעַר בֶּכֶה וַתַּחְמַל עָלָיו וַתֹּאמֶר מִי־לִדֵי הָעִבְרִים זֶה
7. His sister said to פְּרָעָה's daughter: "Shall I go and call for you a wet nurse from the Hebrew women, who will nurse the boy for you?"	וַתֹּאמֶר אַחֲתוֹ אֶל־בַּת־פְּרָעָה הַיְלֵךְ וְקִרְאֵתִי לָךְ אִשָּׁה מִיִּנְקוֹת מִן־הָעִבְרִית וַתִּינֹק לָךְ אֶת־הַיֶּלֶד
8. The daughter of פְּרָעָה said: "Go." So the young girl went and called the boy's mother.	וַתֹּאמֶר־לָהּ בַּת־פְּרָעָה לְכִי וַתֵּלֶךְ הָעֲלָמָה וַתִּקְרָא אֶת־אִם הַיֶּלֶד
9. פְּרָעָה's daughter said to her: "Take this boy and nurse him for me, and I will pay you."	וַתֹּאמֶר לָהּ בַּת־פְּרָעָה הֲיִלְכִי אִתְּךָ הַיֶּלֶד הַזֶּה וְהִינִקְהוּ לִי וְאֲנִי אֶתֵּן אֹתְךָ שְׂכָרְךָ וַתִּקַּח הָאִשָּׁה הַיֶּלֶד וַתִּנְיִקְהוּ
10. The boy grew up and she brought him to פְּרָעָה's daughter and he was a son to her. She called his name מֹשֶׁה, as she said: "Because I drew him from the water."	וַיִּגְדַּל הַיֶּלֶד וַתִּבְאֶהוּ לְבַת־פְּרָעָה וַיְהִי־לָהּ לְבֵן וַתִּקְרָא שְׁמוֹ מֹשֶׁה וַתֹּאמֶר כִּי מִן־הַמַּיִם מָשִׂיתִהוּ

שמות שרש from Verb


Sort the verbs from the box below into the basket of the שרש each one belongs to. One has been done for you as an example.

ויקח ויתרא ויתקח ויתשם ויתתצב ויתלך ויתקרא ויתבא
 ויתרד ויתאמר ויגדל הלכת ויתשלח ויתקחה ויתפתח ויתראה



Bonus: Can you remember any other words with the same שרש that you have learned in previous units?

Who Does What in שְׁמוֹת? (Part 1)

 Read שְׁמוֹת פֶּרֶק ב' : א-ג' and fill in the table and answer the questions below.

פְּסוּק	Name/ Other פִּינוּי	Action 	Reason (if given in the פְּסוּק)
א	אִישׁ מֵבֵית לֵוִי	_____	Not given
א	בֵּת לֵוִי	No action	n/a
ב	הָאִשָּׁה/	_____	_____
ב	בֶּן	_____	_____
ג	הַיֶּלֶד/	_____	_____

- Who was married in this section? _____ and

- What was special about the baby that was born?

- What did the mother do with the baby at first?


- What problem did the mother have when he got bigger?

- What did the mother do with the baby when he got bigger?

Who Does What in שְׁמוֹת? (Part 2)



Read שְׁמוֹת פָּרָק ב' דִּי-ו' and fill in the table and answer the questions below.

פָּסוּק	Name/ Other פִּינוּי	Action 	Reason (if given in the פָּסוּק)
ד	אָחִתּוֹ	_____	_____
ה	בֵּית פְּרָעָה	_____	_____
ו	הַיֶּלֶד נָעַר	_____ _____ _____	_____ _____ _____

1. Who stood and watched the baby?

2. Who came down to the river?

3. What did בֵּית פְּרָעָה see?

4. What did בֵּית פְּרָעָה do?

5. How did בֵּית פְּרָעָה feel?

6. What did בֵּית פְּרָעָה say?

Who Does What in שְׁמוֹת? (Part 3)

Read **זו-זו**: **ב' פָּרַק**, fill in the table and answer the questions below.

פְּסוּק	Name/ Other פִּינוּי	Action 	Reason (if given in the פְּסוּק)
ז	אָחָתוֹ /	_____	_____
ח	הַעֲלָמָה	_____	_____
ז	בֵּת פְּרָעָה	_____	_____
ח	בֵּת פְּרָעָה	_____	_____
ט	בֵּת פְּרָעָה	_____	_____
י	בֵּת פְּרָעָה	_____	_____
ז	הַיָּלָד	_____	_____
ט	הַיָּלָד	_____	_____
ט	הַיָּלָד	_____	_____
י	הַיָּלָד	_____	_____
י	בֵּן	_____	_____
י	מֹשֶׁה	_____	_____
ח	אִם הַיָּלָד	_____	_____
ט	הָאִשָּׁה	_____	_____

1. What did his sister ask בֵּת פְּרָעָה?

2. What did בֵּת פְּרָעָה answer? _____


3. Who did the sister call? _____

4. What did the mother do?

5. What happened when the boy got older?


6. Who named the boy? _____

Why Did She Do It?


 Answer each question as if you are the person who did the action.

 You hid your baby. Why?



 You put your baby in the river. Why?



 You watched your brother. Why?



 You went to get your mother. Why?




 You went down to the river. Why?



 You felt sorry for the boy. Why?



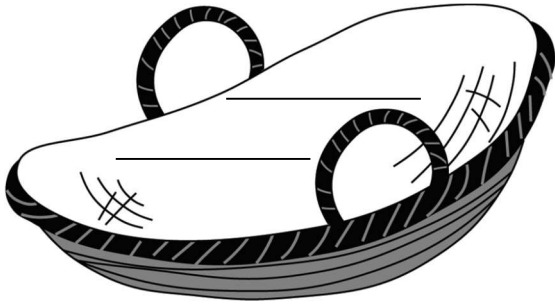
 **Bonus:** Add your own question about the story.

Hidden Meanings in a Basket

How the תורה uses words and style to tell us more

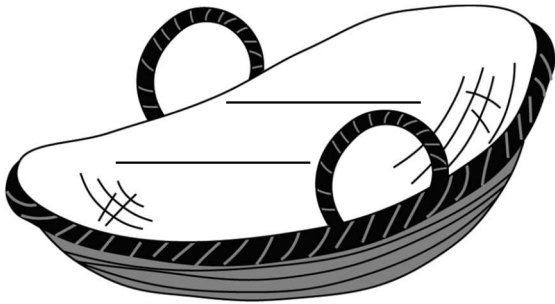
Look at the פְּרָשְׁנוֹת rules in the box at the bottom. Then choose one to write in each basket. Explain your choice next to the basket.

כִּי־טוֹב הוּא : שְׁמוֹת ב' : ב'



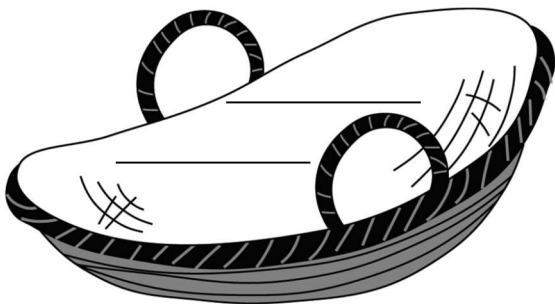
How does רש"י explain this phrase? _____

וְתִפְתַּח וְתִרְאֶהוּ : שְׁמוֹת ב' : ו'



How does רש"י explain this phrase? _____

וְהִנֵּה־נִעַר בְּכָה : שְׁמוֹת ב' : ו'



How does רש"י explain this phrase? _____

לְשׁוֹן יִתְרָה

דְּקָדוּק לֹא עָקְבִי

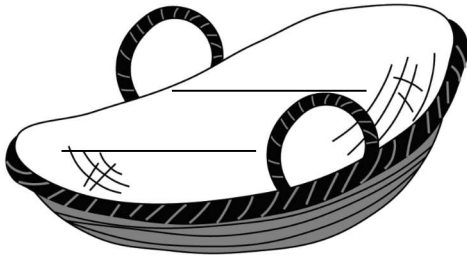
הִבְנַת מַלִּים לֹא בְרוּרָה

Hidden Meanings in a Basket

How the תורה uses words and style to tell us more
(including optional גי' : שמות ב' : ג')

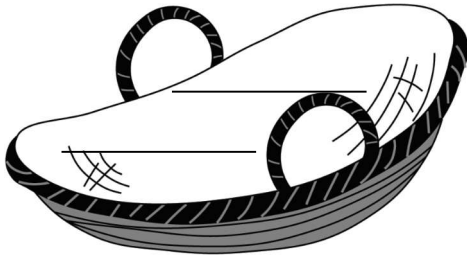
Look at the פְּרָשְׁנוֹת rules in the box at the bottom. Then choose one rule to write in each basket. Explain your choice next to the basket. Each rule may be used more than once.

כִּיטוֹב הוּא : שְׁמוֹת ב' : ב'



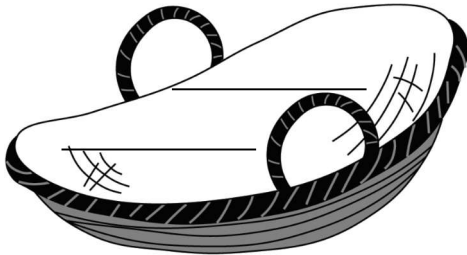
How does רש"י explain this phrase? _____

וְלֹא יִכְלֶה עוֹד הַצְּפִינֹו : שְׁמוֹת ב' : ג'



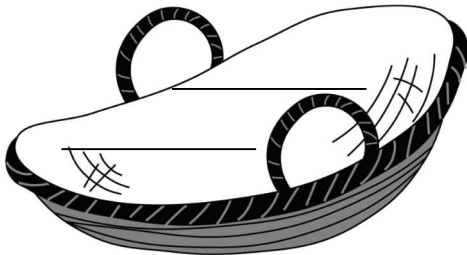
How does רש"י explain this phrase? _____

וְתִפְתַּח וְתִרְאֶהוּ : שְׁמוֹת ב' : ו'



How does רש"י explain this phrase? _____

וְהִנְהִינֵעַר בְּכָה : שְׁמוֹת ב' : ו'



How does רש"י explain this phrase? _____

לְשׁוֹן יִתְרָה דְּקָדוּק לֹא עִקְבִי הַבְּנֵת מְלִים לֹא בְרוּרֹת

Investigating Rashi

A

I am investigating _____ פֶּרֶק _____ פְּסוּק

- Read the פְּסוּק and summarise its meaning.

B

My questions on the פְּסוּק

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

C

The פְּרָשְׁנוֹת rule

- Which פְּרָשְׁנוֹת rule could help me understand this פְּסוּק?

D

פְּסוּק on the רש"י

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

meaning

דִּיבּוּר הַמִּתְחִיל

Investigating רִשִׁי

E

רִשִׁי's comment

- Read the רִשִׁי. Then copy it here.
Circle all the words you recognise.

- רִשִׁי's comment in my own words:

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

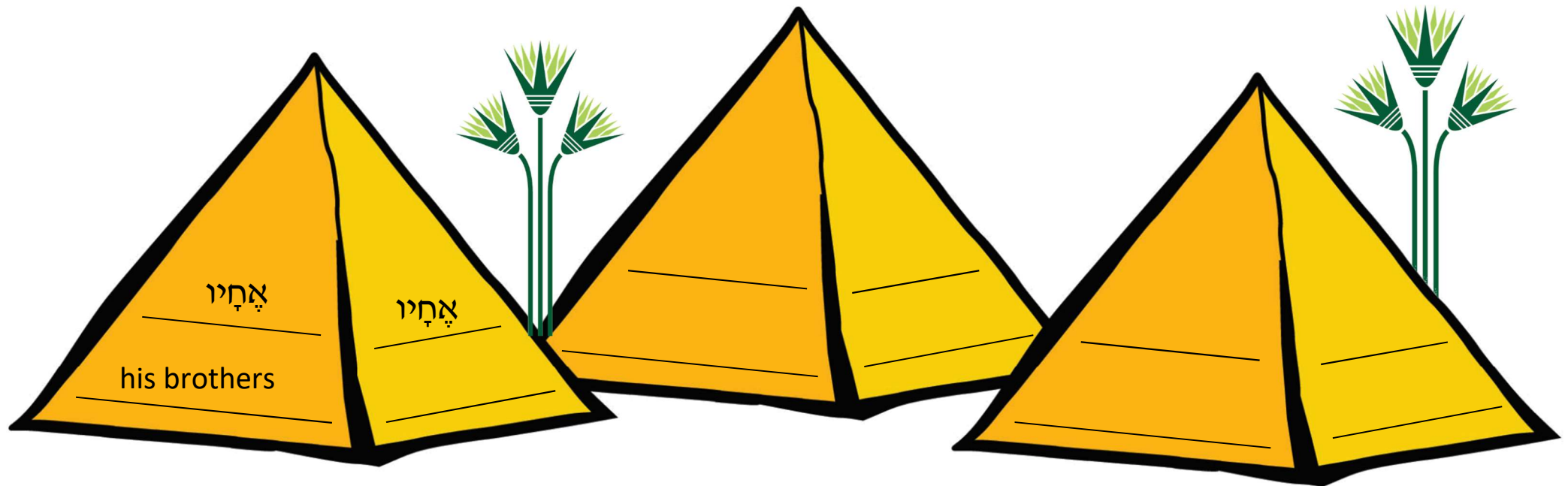
F

Using רִשִׁי to make connections

- Summarise the פְּסוּקָה to include רִשִׁי's comment.

Pyramid Words

On each pyramid, write one of the Hebrew words that are repeated in **שְׁמוֹת פָּרֶק ב' : י"א-י"ב**. Write a simple meaning of the word below the word on the left and a deeper meaning below the word on the right.



My Own Three Dimensions



Complete the sentences below to show your dimensions.


Then cut out the shape and fold along the dotted lines to build the pyramid.

זָאָגוּל = I am older. I show that I am more responsible by _____

אָחִי = my people. I show that I feel more connected to my people by _____

זָאָרָא = I see and notice things. I show that I notice and understand others by _____

מֹשֶׁה Grows Up

 Circle the correct answer and explain your choice to your partner.

1. When מֹשֶׁה became older he

? went out of the palace  to look around.

? gave up being an Egyptian.

2. When מֹשֶׁה went out he saw

? people  suffering.

? an Egyptian man and a Hebrew man.

3. When מֹשֶׁה saw the Egyptian man, he was

? hitting the Hebrew man.

? killing  the Hebrew man.

4. When מֹשֶׁה went out he

? watched what was happening.

? understood what was happening.

5. מֹשֶׁה looked  around and saw

? no one.

? no one important.

6. מֹשֶׁה

? killed the Egyptian.

? hit  the Egyptian.

What מֹשֶׁה Did: Part 1

Now that you have read and worked with **י"א-י"ב**: שְׁמוֹת פְּרָק ב', complete the table below.

פְּסוּקִים	י"ב and י"א
Who was involved?	
Who was the attacker?	
Who was the victim?	
What did מֹשֶׁה do?	_____
Why did he do this?	According to _____ : _____

What was the result?	According to _____ : _____

What Moshe did

Part 1

שמות פרק ב': י"ג-ט"ו Follow-Up Questions:



Read each verb and answer the question that follows.

- משה is going out **ויצא** → **Where is he going?**

- משה says something **ויאמר** → **Who he is speaking to?**

- One of the עבדי men speaks **ויאמר** → **Who is he speaking to?**

- משה is afraid **ויירא** → **What is he afraid of?**

- משה is speaking **ויאמר** → **Who he is speaking to?** _____

- פרעה heard **וישמע** → **What did he hear?**

- פרעה asked (sought to....) **ויבקש** → **What did he seek to do?**

- משה ran away **ויברח** → **Where did he run to?** _____

- משה sat/settled **וישב** → **Where did he settle?** _____

- משה sat/settled **וישב** → **Where did he sit?** _____

שמות פרק ב': י"ג-ט"ו Follow-Up Questions:




Read each sentence and fill in the missing verb. Then answer the question that follows.

- מִנְשֶׁה is going out  **Where is he going?**

- מִנְשֶׁה says something  **Who is he speaking to?**

- One of the עֲבָרִי men speaks  **Who is he speaking to?**

- מִנְשֶׁה is afraid  **What is he afraid of?**

- מִנְשֶׁה is speaking  **Who is he speaking to?** _____

- פִּרְעֹה heard  **What did he hear?**

- פִּרְעֹה asked (sought to....)  **What did he seek to do?**

- מִנְשֶׁה ran away  **Where did he run to?** _____

- מִנְשֶׁה sat/settled  **Where did he settle?** _____

- מִנְשֶׁה sat/settled  **Where did he sit?** _____

What מֹשֶׁה Did: Part 2



Now that you have read and worked with שְׁמוֹת פְּרָק ב': י"ג-ט"ו up to the אֲתֵנְחֶתָּא and י"ד and י"ג, complete the table below.



פְּסוּקִים	אֲתֵנְחֶתָּא up to the ט"ו and י"ד and י"ג	
Who was involved?		
Who was the attacker?		
Who was the victim?		
What did מֹשֶׁה do?	1. _____ _____ _____ _____	2. _____ _____ _____ _____
Why did he do this?	1. _____ _____ _____ _____	2. _____ _____ _____ _____
What was the result?	_____ _____ _____	

What Moshe did

Part 2

מִנְשָׁה: His Feelings and Reactions

1. Highlight one or more thought bubbles that show what you might have felt seeing the two עֲבָרִים fight.
2. Then choose a thought bubble that shows what מִנְשָׁה might have thought or felt, according to the פְּסוּקִים.
3. You can add your own ideas in the blank thought bubbles if you like.

I should explain to them what they are doing wrong.

I should go back to the palace and live with the people I understand better.

I am angry. After I tried to save my people from being hurt, they hurt each other.

I should separate them so they stop fighting.

It is my job to remind them that people shouldn't hurt someone they care about.

I am surprised. I thought the Jewish people cared about each other.

I am disappointed in them. Why would two men from the same nation fight with each other?

I am confused. I guess I don't really understand what it's like to be an Ivri.

My reason for my choice(s): _____

My reason for what מִנְשָׁה might be feeling: _____

מֹשֶׁה at the Well

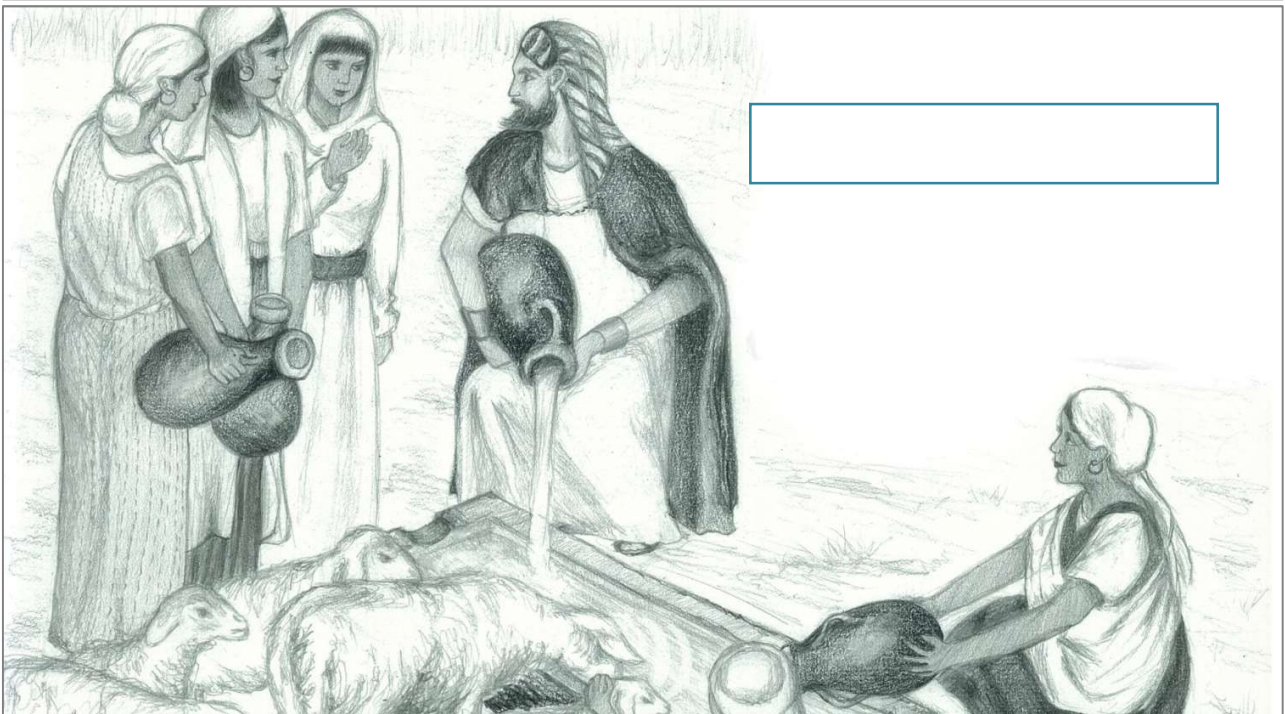
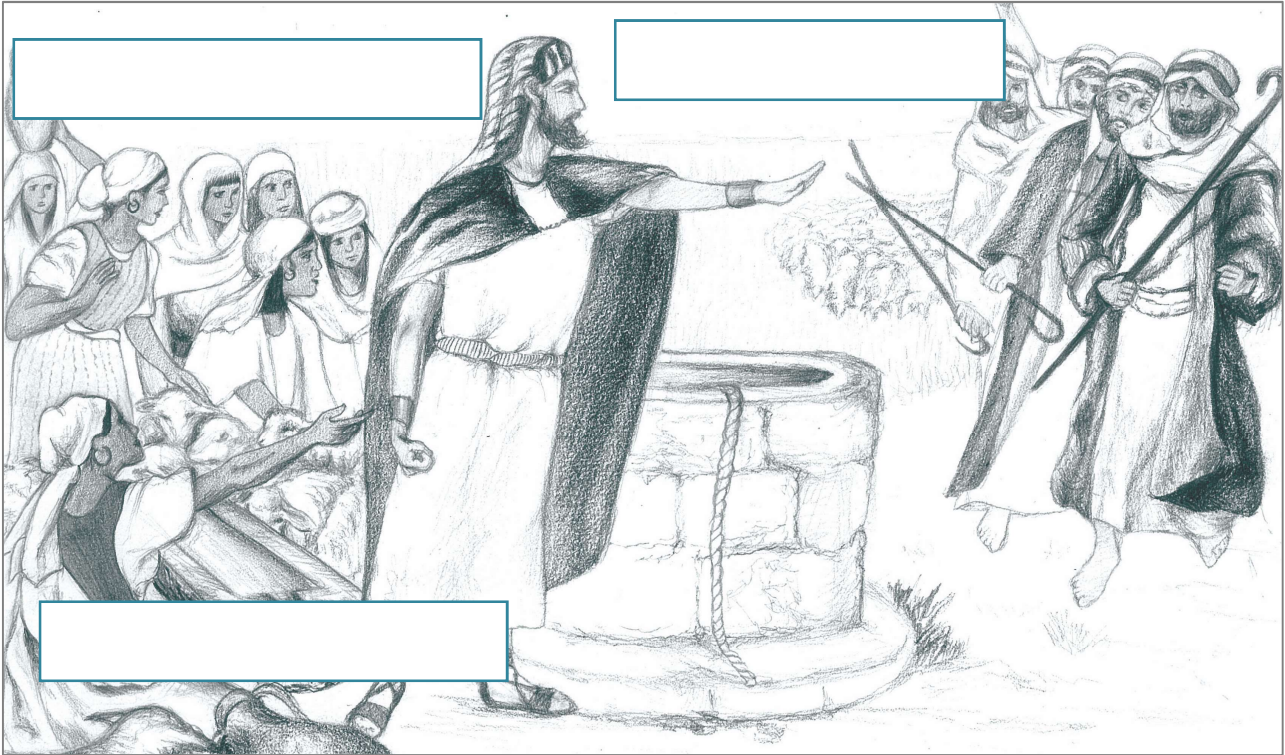
Match the phrases from the פְּסוּקִים to the pictures.

וַיִּקָּם מֹשֶׁה וַיּוֹשַׁעַן וַיִּשְׁקֶן אֶת־צֹאֲנָם

וַיֵּלְכֻהוּ מִדְּגוּן שְׁבַע בָּנוֹת

וַתְּבֹאנָה וַתִּדְּלָנָה וַתִּמְלְאָנָה

וַיָּבֹאוּ הָרֹעִים וַיִּגְרְשׁוּם



What מִשָּׁה Did: Part 3

 Fill in the table for the new פְּסוּקִים that you have learned.



פְּסוּקִים	כִּיב אַתְּנַחֲתָא up until ט"ו after the		
Who was involved?			
Who was the attacker?			
Who was the victim?			
What did מִשָּׁה do?	<hr/> <hr/> <hr/>		
Why did he do this?	<hr/> <hr/> <hr/>		
What was the result?	<hr/> <hr/> <hr/>		

What Moshe did

Part 3

Nechama Leibowitz's Comparison of the Three Incidents



Fill in the gaps to complete Nechama Leibowitz's comments about the three incidents described in **שְׁמוֹת פְּרָק ב' : י"א-כ"ב**.

1. In the first case it might have been

_____ that made מִנְשֶׁה do what he did and not because he believed in

2. In the second case it might have been

_____ that made מִנְשֶׁה do what he did and not because he believed in

3. How was the third case different?

4. What might have motivated מִנְשֶׁה to act as he did?

Independent Learning

שְׁמוֹת פָּרָק ד'

א וַיַּעַן מֹשֶׁה וַיֹּאמֶר וְהֵן לֹא־יֶאֱמִינּוּ לִי
וְלֹא יִשְׁמְעוּ בְּקִלִּי כִּי יֹאמְרוּ לֹא־נִרְאָה
אֱלֹהֶיךָ ה' :

לֹא־יֶאֱמִינּוּ – they will not believe

בַּיּוֹמָהּ אָמַר אֱלֹהֵינוּ ה' מִזֶּה [מִהֲזֶה] בְּיַדְךָ
וַיֹּאמֶר מִטָּה :

מִהֲזֶה – מִזֶּה

מִטָּה – a stick

ג וַיֹּאמֶר הַשְּׂלִיכֵהוּ אֶרְצָה וַיִּשְׁלַכֵהוּ
אֶרְצָה וַיְהִי לְנַחֲשׁ וַיָּנֶס מִפְּנֵיו :

נַחֲשׁ – snake

וַיָּנֶס – and he fled

(ד) וַיְהִי לְנַחֵשׁ. רָמַז לוֹ שֶׁסִּפֵּר לְשׂוֹן הָרֶעַ
עַל יִשְׂרָאֵל וְתַפֵּשׂ אֲוִמָּנוֹתָו שֶׁל נַחֵשׁ:

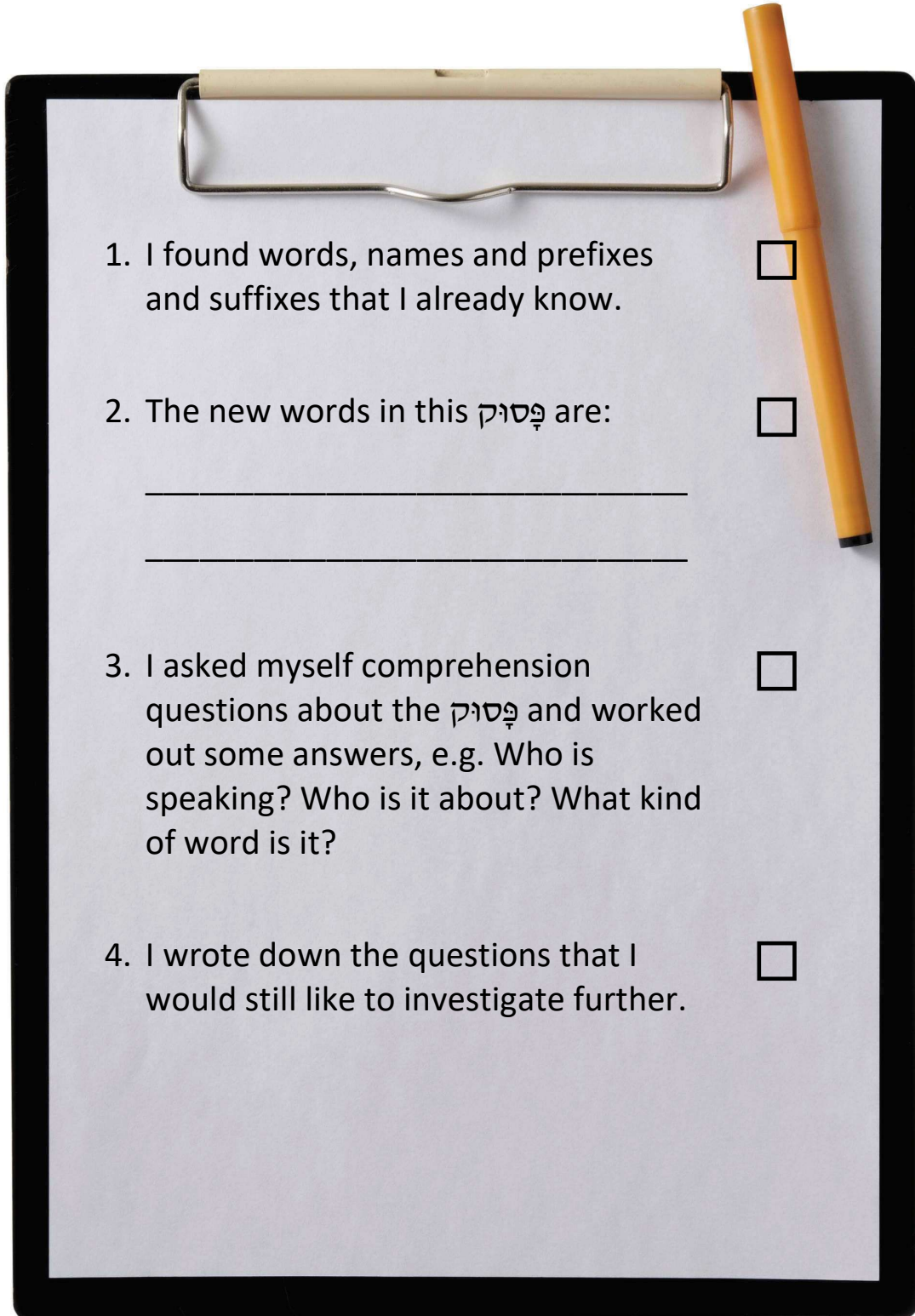
רָמַז – hinted

סִפֵּר – he told

אֲוִמָּנוֹתָו וְתַפֵּשׂ – adopted the craft

Independent Learning Checklist

✓ Tick each step as you complete it.



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

2. The new words in this פְּסוּק are:

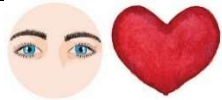



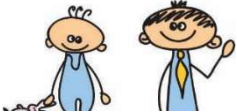



3. I asked myself comprehension questions about the פְּסוּק and worked out some answers, e.g. Who is speaking? Who is it about? What kind of word is it?

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

Review מפְּרָשִׁים and רַשׁׁי

Look at the images in column 1 of the table on the next page. For each image, find the matching מפְּרָשִׁים studied and write it in column 2. In column 3, summarise the explanation of the מפְּרָשִׁים in your own words.

וַתִּרְאֶהוּ אֶת־הַיֶּלֶד (רשׁי ב' :ו')	Nechama Leibowitz on the three dilemmas of מֹשֶׁה	
וְלֹא־זָכְלָה עוֹד הַצְּפִינֹו (רשׁי ב' :ג')	וַיֵּצֵא אֶל־אֶחָיו (רמב״ן ב' :י״א)	וַיַּגְדֵּל מֹשֶׁה (רשׁי ב' :י״א)
וְהִנְהִינֶעַר בְּכָה (רשׁי ב' :ו')	וַיִּרְא כִּי אֵין אִישׁ (העמק דבר ב' :י״ב)	
	וַיִּרְא בְּסִבְלָתָם (רשׁי ב' :י״א)	כִּי טוֹב הוּא (רשׁי ב' :ב')

1. Picture clue	2. מְפִיֵּשׁ reference	3. מְפִיֵּשׁ in my own words <i>What is the question/challenge in the פְּסוּק?</i> <i>How does the מְפִיֵּשׁ explain it?</i>
		
		
✓ טוב		
		
		
		
		
BONUS:		
		
		

PaJeS Primary Chumash Aims

'Can Do' Statements for Pupils

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

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

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

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

Level 2 (suggested by the end of Year 2)

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

Level 1 (suggested by the end of Year 1)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHUMASH CURRICULUM UNIT PLANNING GRID

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

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

CHUMASH CURRICULUM UNIT PLANNING GRID

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

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

PaJeS Primary Chumash Curriculum – Skills and Understanding Spiral

Chumash Readiness-Unit 14

December 2017/Kislev 5778

Please note:

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

Unit	Skills	Understanding								
Chumash Readiness	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Understanding the importance of a חוּמָשׁ and treating it with respect U1 								
Unit 1	<ol style="list-style-type: none"> 1. Finding the place in a חוּמָשׁ S1 2. Reading most פְּסוּקִים in this unit accurately S3 3. Comprehending plain meaning of תּוֹרָה text with support S4 4. Identifying word families/שָׂרָשִׁים: הלכ, אָרַץ, גדל, ברכ, S5 5. Use of noun prefixes to help comprehend text S5 <table border="1" data-bbox="353 1187 1128 1393"> <thead> <tr> <th>ו</th> <th>ב</th> <th>ה</th> <th>מ</th> </tr> </thead> <tbody> <tr> <td>וּמְבִית</td> <td>בְּאֶרֶץ</td> <td>הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי</td> <td>מֵאֶרֶץ מִמּוֹלַדְתָּהּ מִבֵּית</td> </tr> </tbody> </table>	ו	ב	ה	מ	וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֶרֶץ מִמּוֹלַדְתָּהּ מִבֵּית	<ol style="list-style-type: none"> 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): אֶרֶץ U2 3. Deriving meaning from word order and phrasing (סֵדֶר מְלִים) (מִבֵּית אֲבִיךָ, מִמּוֹלַדְתָּהּ, מֵאֶרֶץ) U2
ו	ב	ה	מ							
וּמְבִית	בְּאֶרֶץ	הָאֶרֶץ הָאֲדָמָה הַנֶּפֶשׁ הַכֹּנְעָנִי	מֵאֶרֶץ מִמּוֹלַדְתָּהּ מִבֵּית							

	<p>6. Use of noun suffixes to help comprehend text S5</p> <table border="1" data-bbox="360 245 624 454"> <tr><td>ף</td></tr> <tr><td>אָרְצֶה</td></tr> <tr><td>מוֹלְדֵתֶה</td></tr> <tr><td>אָבִיֶה</td></tr> <tr><td>זֶרְעֶה</td></tr> </table>	ף	אָרְצֶה	מוֹלְדֵתֶה	אָבִיֶה	זֶרְעֶה	
ף							
אָרְצֶה							
מוֹלְדֵתֶה							
אָבִיֶה							
זֶרְעֶה							
<p>Unit 2</p>	<p>1. Finding the place in a חומש S1 2. Reading most פסוקים in this unit accurately S3 3. Comprehending the plain meaning of תורה text with support S4 4. Identifying ישב: שרש S5 5. Use of noun prefixes to help comprehend text S5</p> <table border="1" data-bbox="360 748 624 948"> <tr><td>ו</td></tr> <tr><td>וְאֶשְׁתּוֹ</td></tr> <tr><td>וְלוֹט</td></tr> <tr><td>וּבְקָר</td></tr> <tr><td>וְאֶהְלִים</td></tr> </table>	ו	וְאֶשְׁתּוֹ	וְלוֹט	וּבְקָר	וְאֶהְלִים	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Deriving meaning from seemingly extra words לָשׁוֹן יִתְרָה (וְהַכְנִיעַנִי וְהַפְרִיזֵנִי אֲזִי יוֹשֵׁב בְּאֶרֶץ) U2 3. Comparisons: similar events השוואה (the travels of אברהם and his entourage from הָרֶן to הַנֶּעַן with their travels from הַנֶּעַן to הַמְצָרִים) New U3</p>
ו							
וְאֶשְׁתּוֹ							
וְלוֹט							
וּבְקָר							
וְאֶהְלִים							
<p>Unit 3</p>	<p>1. Finding the place in a חומש S1 2. Reading most פסוקים in this unit accurately S3 3. Comprehending the plain meaning of תורה text with support S4 4. Identifying שרשים: רוצ, מהר, ראה S5 5. prefix ב; בְּאֵלֶי מִמְרָא; prefixes ה and מ and suffix פ revised S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1 2. Comparisons: of promise and fulfilment השוואה within same text New U3 3. Explaining why a פירוש רש"י explains the repetition of the word וַיִּרָא as emphasising אברהם's desire to do הכנסת אורחים New U4</p>					

<p>Unit 4</p>	<p>1. Comprehending the plain meaning of תּוֹרָה text with <u>little support</u> New S4</p> <p>2. Identifying word families/שְׁרָשִׁים: עשה, צחק, ילד, and בָּן 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>וַיַּעַשׂ</td> <td>וַתְּצַחֵק</td> </tr> <tr> <td>וַיִּקְרָא</td> <td>וַתִּהַר</td> </tr> <tr> <td>וַיָּמַל</td> <td>וַתִּלְד</td> </tr> <tr> <td>וַיַּגִּדֵל</td> <td>וַתֹּאמֶר</td> </tr> <tr> <td>וַיֹּאמֶר</td> <td>וַתִּרְא</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"> <thead> <tr> <th>י</th> <th>הָ</th> <th>ו</th> </tr> </thead> <tbody> <tr> <td>בְּנֵי</td> <td>בְּנֵהָ</td> <td>בְּנוֹ</td> </tr> <tr> <td>לִי</td> <td>בְּקֵלָהּ</td> <td>לוֹ</td> </tr> </tbody> </table> <p>By the end of Unit 4 most pupils should know all the noun prefixes ל/ה/ב/מ/ו; all possessive suffixes הָ/הּ/וֹ/וּ; and the third person verb prefixes וי and ות.</p>	וי New	ות New	וַיַּעַשׂ	וַתְּצַחֵק	וַיִּקְרָא	וַתִּהַר	וַיָּמַל	וַתִּלְד	וַיַּגִּדֵל	וַתֹּאמֶר	וַיֹּאמֶר	וַתִּרְא	ל	לְשָׂרָה	לְאַבְרָהָם	י	הָ	ו	בְּנֵי	בְּנֵהָ	בְּנוֹ	לִי	בְּקֵלָהּ	לוֹ	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p> <p>2. Deriving meaning from the use of words with multiple meanings (צחק) New U2</p>
וי New	ות New																									
וַיַּעַשׂ	וַתְּצַחֵק																									
וַיִּקְרָא	וַתִּהַר																									
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וַיֹּאמֶר	וַתִּרְא																									
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בְּנֵי	בְּנֵהָ	בְּנוֹ																								
לִי	בְּקֵלָהּ	לוֹ																								
<p>Unit 5</p>	<p>1. Comprehension of plain meaning of תּוֹרָה text with little support S4</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life U1</p>																								

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

	<p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="360 236 900 437"> <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="360 555 900 675"> <tr> <td>ו</td> <td>ב</td> </tr> <tr> <td>ואָלָה</td> <td>בְּקִרְבָּהּ</td> </tr> <tr> <td></td> <td>בְּפִיו</td> </tr> </table> <p>Suffixes:</p> <table border="1" data-bbox="360 724 900 874"> <tr> <td>ו</td> <td>ָהּ</td> </tr> <tr> <td>לו</td> <td>ָהּ</td> </tr> <tr> <td>אֶשְׁתּוֹ</td> <td></td> </tr> <tr> <td>יָדוֹ</td> <td></td> </tr> </table> <p>5. Use of verb male plural suffix New S5</p> <table border="1" data-bbox="360 935 624 1098"> <tr> <td>וְ...וּ</td> </tr> <tr> <td>וַיִּמְלְאוּ</td> </tr> <tr> <td>וַיִּקְרְאוּ</td> </tr> <tr> <td>וַיִּגְדְּלוּ</td> </tr> </table> <p>6. Use of present verb form אֹהֲבֵת New S5</p>	וי	ות	ויהי	ותאמר	ויאמר	ותהר	ויאָהב	ותהר	ויקרא		ו	ב	ואָלָה	בְּקִרְבָּהּ		בְּפִיו	ו	ָהּ	לו	ָהּ	אֶשְׁתּוֹ		יָדוֹ		וְ...וּ	וַיִּמְלְאוּ	וַיִּקְרְאוּ	וַיִּגְדְּלוּ	<p>3. Comparing two texts in בְּרֵאשִׁית where there are similar actions – תִּפְלָה of the עֶבֶד and that of יִצְחָק U3</p>
וי	ות																													
ויהי	ותאמר																													
ויאמר	ותהר																													
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ואָלָה	בְּקִרְבָּהּ																													
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וַיִּגְדְּלוּ																														
<p>Unit 7</p>	<p>1. Comprehending the plain meaning of a <u>simple תּוֹרָה text independently</u> New S4</p> <p>2. Identifying שְׂרָשִׁים בּוֹא, מֵכַר, מוֹת, אֵכֵל, and word families אָדוּם, בְּכֶרֶה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p>	<p>1. Relating an event in the unit studied to everyday life and applying the value to my own life, e.g. the responsibilities of leadership U1</p>																												

	<table border="1" data-bbox="362 193 660 427"> <tr><td>וי</td></tr> <tr><td>ויאכל</td></tr> <tr><td>ויקם</td></tr> <tr><td>וילך</td></tr> <tr><td>ויאמר</td></tr> <tr><td>ויבא</td></tr> </table> <p data-bbox="353 443 965 478">4. Use of noun singular prefixes and suffixes S5</p> <p data-bbox="353 491 472 518">Prefixes:</p> <table border="1" data-bbox="362 528 775 619"> <tr><td>ל</td><td>ה</td></tr> <tr><td>לי</td><td>הבכרה</td></tr> </table> <p data-bbox="846 491 936 518">Suffix:</p> <table border="1" data-bbox="831 528 1057 619"> <tr><td>ו</td></tr> <tr><td>שמו</td></tr> </table> <p data-bbox="353 635 817 667">5. Use of present verb form הולך S5</p>	וי	ויאכל	ויקם	וילך	ויאמר	ויבא	ל	ה	לי	הבכרה	ו	שמו	<p data-bbox="1220 199 2011 268">2. Reflecting on the different characteristics of the twins and what we can learn from them U1</p> <p data-bbox="1220 295 2049 402">3. Understanding the intrinsic value of the בכרה as representing the responsibilities of the firstborn to uphold the traditions of his ancestors U1</p> <p data-bbox="1220 427 2056 497">4. Identifying words and phrases that express subtle messages, e.g. כיום New U2</p> <p data-bbox="1220 523 1892 593">5. Identifying significance of words, e.g. the phrase אָדום האָדם האָדם relates to עָשׂוּ being called אָדום U2</p> <p data-bbox="1220 619 2027 689">6. Comparing and contrasting two פּרוּשׁים of a text: רש"י and פסוק ל"ב on רשב"ם New U4</p>						
וי																				
ויאכל																				
ויקם																				
וילך																				
ויאמר																				
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ו																				
שמו																				
<p data-bbox="203 730 293 758">Unit 8</p>	<p data-bbox="353 730 1115 801">1. Comprehending the plain meaning of a simple תּוֹרָה text independently S4</p> <p data-bbox="353 817 884 849">2. Identifying שְׂרָשִׁים בוא, נתנ, גגש, בכה, נתנ, בוא: שְׂרָשִׁים S5</p> <p data-bbox="353 865 1019 896">3. Use of verb prefixes to help comprehend text S5</p> <table border="1" data-bbox="362 896 900 1168"> <thead> <tr><th>וי</th><th>ות</th></tr> </thead> <tbody> <tr><td>ויאכל</td><td>ותאמר</td></tr> <tr><td>ויבא</td><td>ותקח</td></tr> <tr><td>ויקם</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> </tbody> </table> <p data-bbox="353 1184 965 1216">4. Use of noun singular prefixes and suffixes S5</p> <p data-bbox="353 1232 472 1259">Prefixes:</p> <table border="1" data-bbox="362 1268 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	ויקם		וילך		ויאמר		ויבא		ל	ה	לי	הבכרה	<p data-bbox="1220 730 2065 837">1. Reflecting on the events in this unit and the feelings of the characters, e.g. the relationship between יַעֲקֹב and עֵשָׂו with their parents and understanding יַעֲקֹב's dilemma U1</p> <p data-bbox="1220 865 2027 976">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 1002 1803 1034">3. Comparing and contrasting, with support:</p> <ul data-bbox="1265 1056 2056 1300" style="list-style-type: none"> • the difference between יַצְחָק's words and רַבֵּקָה's repetition of these words to יַעֲקֹב • the differences in content between יַצְחָק's three בְּרָכוֹת: the first given to יַעֲקֹב when יַצְחָק presumes he is עֵשָׂו; the second given to עֵשָׂו in response to עֵשָׂו's bitter cry; and the third given to יַעֲקֹב U3
וי	ות																			
ויאכל	ותאמר																			
ויבא	ותקח																			
ויקם																				
וילך																				
ויאמר																				
ויבא																				
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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>4. Understanding the פירוש of the ספרנו explaining the significance of ברכות's יצחק and analysing how he explains the text New U4</p>													
ו																	
בְּנוּ																	
<p>Unit 9</p>	<p>1. Comprehending the plain meaning of a simple תורה text independently S4</p> <p>2. Identifying word families/שְׂרָשִׁים: עלה, ירד, חלמ, שכב, ירד, עלה S5</p> <p>3. Use of verb prefixes to help comprehend text S5</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">וּ</td></tr> <tr><td style="text-align: center;">וַיֵּלֶן</td></tr> <tr><td style="text-align: center;">וַיִּשְׁכַּב</td></tr> <tr><td style="text-align: center;">וַיֵּצֵא</td></tr> <tr><td style="text-align: center;">וַיֵּלֶד</td></tr> <tr><td style="text-align: center;">וַיִּשְׁכַּם</td></tr> </table> <p>4. Use of noun singular prefixes and suffixes S5</p> <p>Prefixes:</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">ו</th> <th style="text-align: center;">ה</th> <th style="text-align: center;">מ</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">וְהָיָה וְרָאִישׁוֹ</td> <td style="text-align: center;">הַשָּׂמֶשׁ הַמְּקוֹם</td> <td style="text-align: center;">מֵאֲבָנֵי מִבְּרֵאשִׁיתוֹ</td> </tr> </tbody> </table> <p>Suffix:</p> <table border="1" style="margin-left: 20px;"> <tr><td style="text-align: center;">ךְ</td></tr> <tr><td style="text-align: center;">אָבִיךָ</td></tr> <tr><td style="text-align: center;">זָרְעֶךָ</td></tr> </table> <p>5. Past tense first person – יָדַעְתִּי, דִּבַּרְתִּי, נָדַעְתִּי New S5</p> <p>6. Use of noun possessive plural suffix – מֵאֲבָנֵי New S5</p> <p>7. Reading vowelled פְּרוּשִׁים accurately (רש"י) New S6</p>	וּ	וַיֵּלֶן	וַיִּשְׁכַּב	וַיֵּצֵא	וַיֵּלֶד	וַיִּשְׁכַּם	ו	ה	מ	וְהָיָה וְרָאִישׁוֹ	הַשָּׂמֶשׁ הַמְּקוֹם	מֵאֲבָנֵי מִבְּרֵאשִׁיתוֹ	ךְ	אָבִיךָ	זָרְעֶךָ	<p>1. Reflecting on the events in this unit and the feelings of the characters, e.g. יַעֲקֹב's feelings after his vision of the ladder U1</p> <p>2. Identifying with support that extra meaning can be derived from:</p> <ul style="list-style-type: none"> • seemingly superfluous words in the text (לְשׁוֹן יִתְרָה) • words that are repeated in the text (מִלָּה מְנַחֵה) • unusual order in the text (שְׁנוּי בְּסֵדֶר מִלִּים) • ambiguous words (הִבְנֵת מִלִּים לֹא בְּרוּרָת) • apparent grammatical inconsistency (דִּקְדּוּק לֹא עֶקְבִי) U2 <p>3. Identifying with support textual comparisons between יַעֲקֹב leaving home (כ"ח : ב') and אַבְרָם leaving his home (י"ב : ה') U3</p>
וּ																	
וַיֵּלֶן																	
וַיִּשְׁכַּב																	
וַיֵּצֵא																	
וַיֵּלֶד																	
וַיִּשְׁכַּם																	
ו	ה	מ															
וְהָיָה וְרָאִישׁוֹ	הַשָּׂמֶשׁ הַמְּקוֹם	מֵאֲבָנֵי מִבְּרֵאשִׁיתוֹ															
ךְ																	
אָבִיךָ																	
זָרְעֶךָ																	

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

Unit 10

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

Prefix:

וַי
וַיִּשְׁנֶאֱו
וַיִּסְפּוּ
וַיִּסְפֵּר
וַיַּחְלֵם
וַיֵּשֶׁב

4. Use of noun suffixes S5

וַי plural	וַי singular
בָּנָיו	בֶּנִי
אָחָיו	

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

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

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

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

