

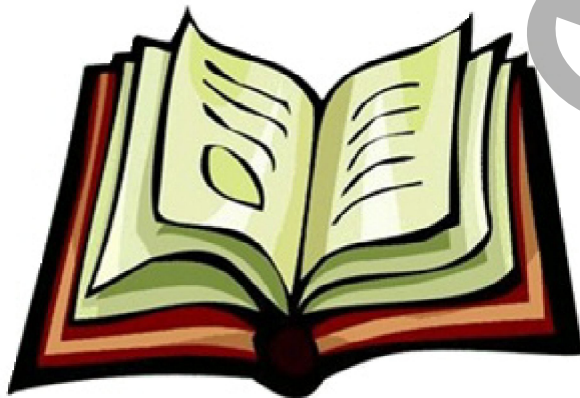
~ עניני פרק י"ח ~

פּוּסוּקִים א' - ח' אַהֲרָהָם וְשֵׁשֶׁת הַמַּלְאָכִים

פּוּסוּקִים ט' - ט"ו מַלְאָכָה אֱהִי שְׂרָה הַגֵּד בְּיָן

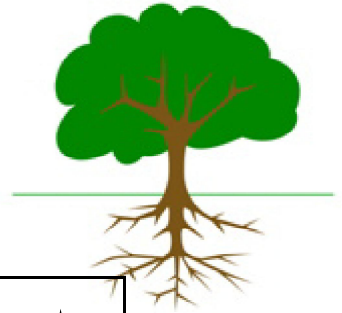
פּוּסוּקִים ט"ז - כ"ה סִדָּם













פּוּסוּקִים כ"ז - סוף הַפָּרָק אַהֲרָהָם מִתְפַּלֵּל בְּצַד סִדָּם





פִּתְּוּת וְרֵא
 פִּתְּוּת -- ח"ח
 ~ פִּתְּוּת כַּח-ח ~

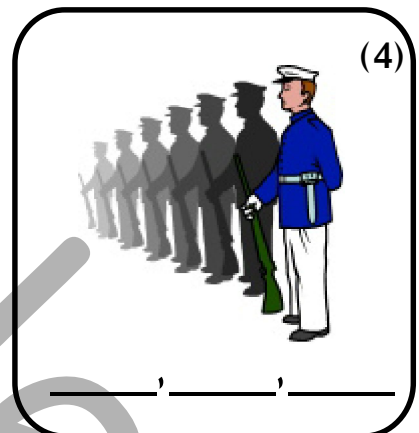
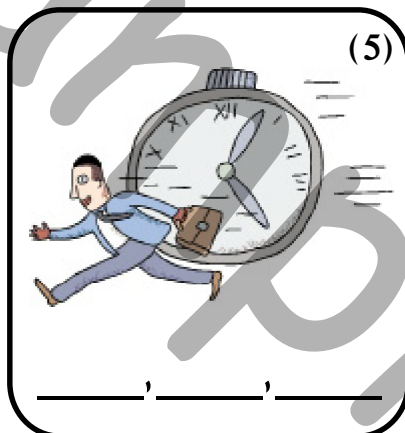
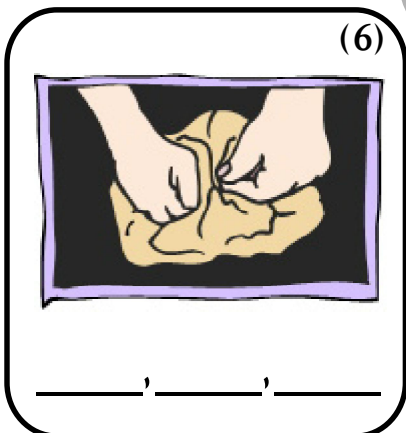
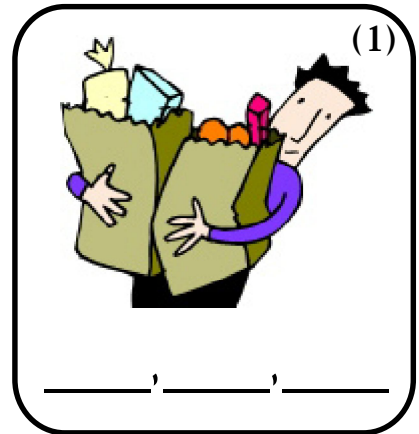
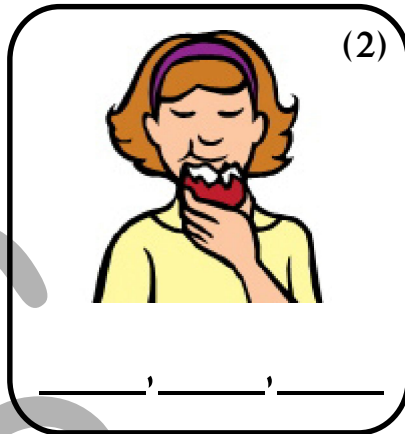
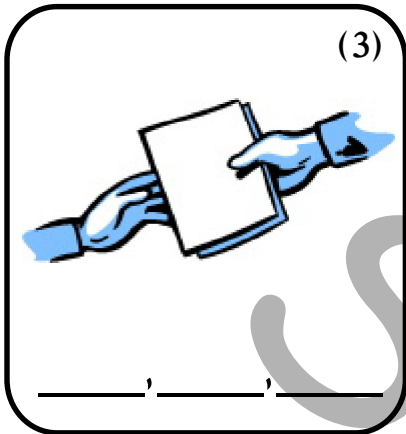


	eat - א,כ,ף .1 *
	stand/set up - א,ב,ג .2 *
	knead - א,ב,ג .3 *
	hurry/fast - א,ב,ג .4 *
	lift/carry - א,ב,ג .5 *
	eat/assist - א,ב,ג .6 *
	pass - א,ב,ג .7 *
	stand - א,ב,ג .8 *
	run - א,ב,ג .9 *
	wash - א,ב,ג .10 *
	bow down - א,ב,ג .11 *
	lean/support - א,ב,ג .12



--- פֶּקֶק 'ח - פֶּקֶק 'כ - ח ---

בְּתַלְמֵד אֶת הַשָּׂרָב:



ח, ה, ר

כ, ב, ט



כ, ט, י

ב, ז, '

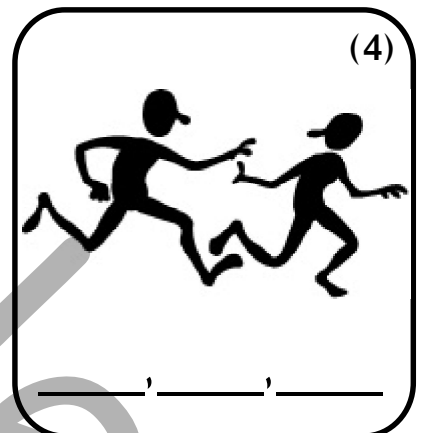
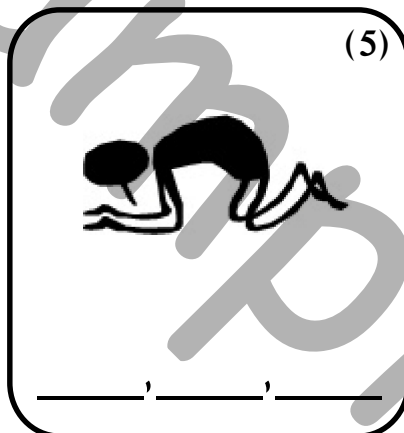
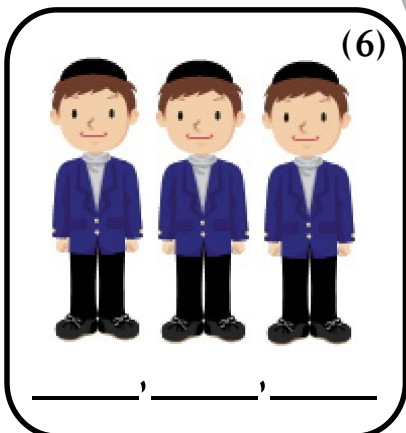
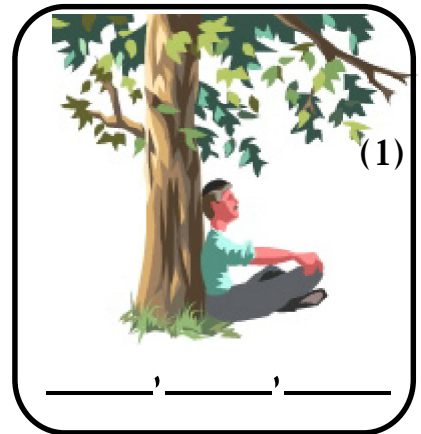
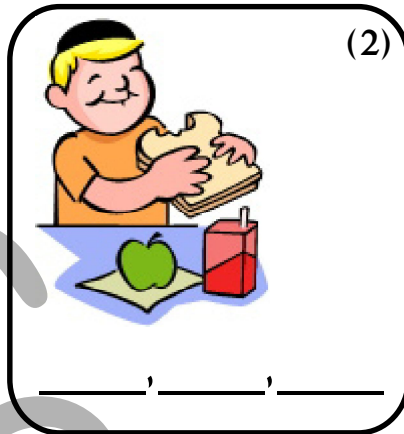
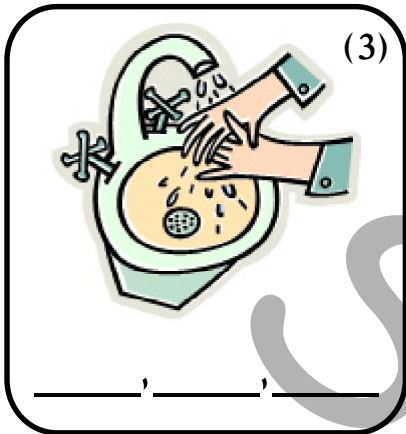
ז, ב, ר

ט, ו, ט



--- פֶּקֶד 'ח - פֶּקֶד 'ל - ח ---

בְּתוֹךְ אֵת הַפְּקֻדוֹת:



ז, ח, ה

ז, ח, א

ז, ח, ע

ז, א, ו



ז, א, ע

ז, ו, ח



--- פֻּרְקַן י"ח - פ'ק'ל - ח' ---

בְּתַלְמֵי אֵת הַשָּׁמַיִם?

2) וְיִאָּכְלוּ
____'____'____

1) אִמְרָא
____'____'____

4) אֶשֶׁר
____'____'____

3) אֶמְהַר
____'____'____

6) וְיִלְכּוּ
____'____'____

5) אֶזְרָא
____'____'____

8) אֶנְהָרֹת
____'____'____

7) נִבְרָא
____'____'____

10) וְתִרְגְּלוּ
____'____'____

9) רֹחַצְתָּ
____'____'____

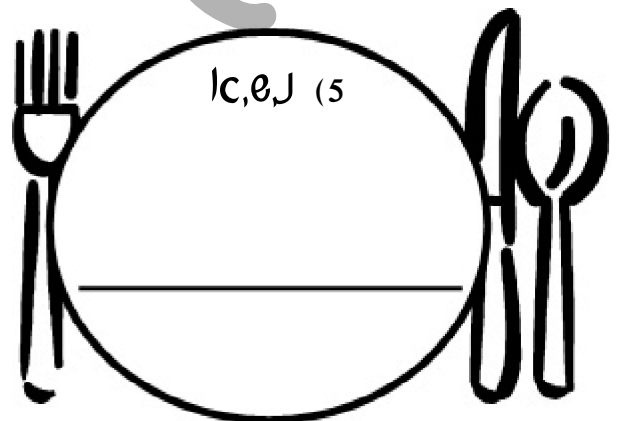
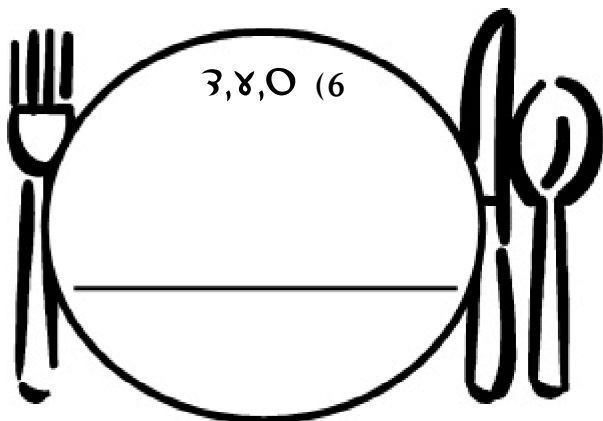
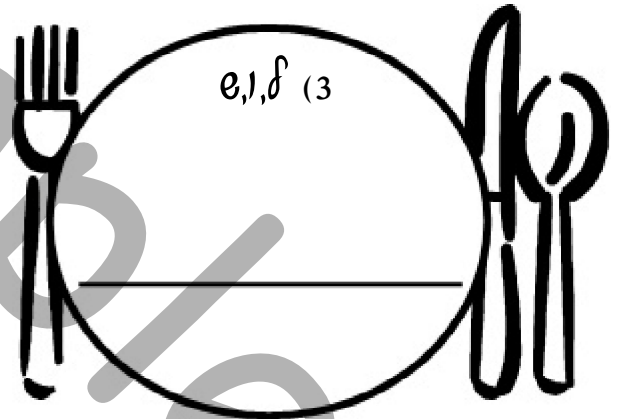
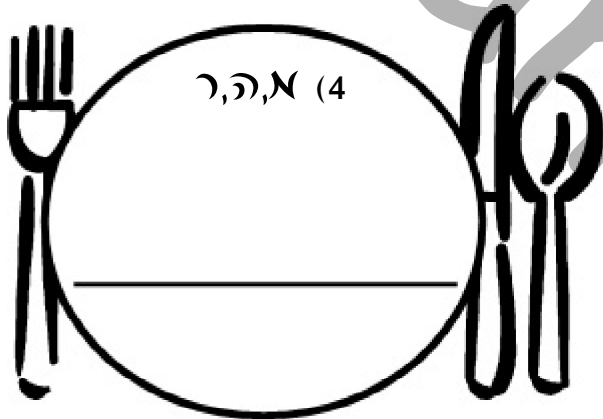
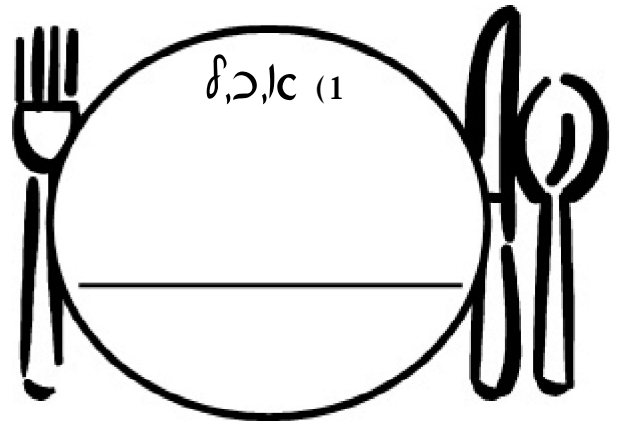
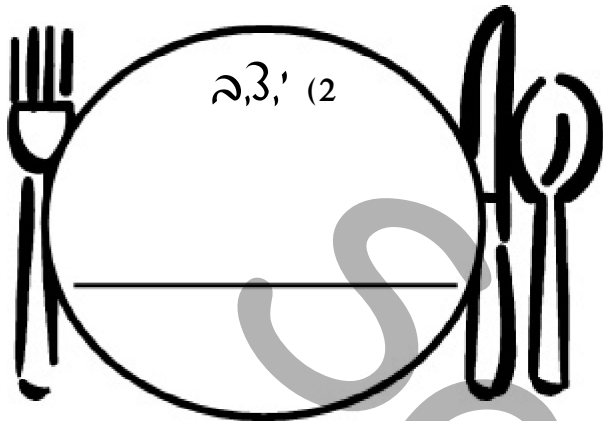
12) הַשְּׂמַיִם
____'____'____

11) אֶהְשֵׁאן
____'____'____



--- פֶּרֶק 'ח - עֲשֵׂה ס'א-ח' ---

תְּהַיָּס אֶת הַשֵּׁה.



פסוק א'

The pace for פרק י"ח is two פסוקים a day.

(There are many ידיעות to learn in פסוק א' and פסוק ב'. Therefore, you may want to teach פסוק א' and ב' as two separate lessons.)

Topic:

Hashem appears to אברהם and visits him.

הכנסת אורחים of מצוה desires to fulfill the אברהם.

Skills:

When teaching חמש from inside, it is important to reiterate that when translating the words of a פסוק into English it is not always possible for all of the words to be translated literally. Therefore, when breaking apart a word from the חמש into English we sometimes translate according to context.

וירא - The children most likely know the translation of "וי".

- It is recommended to review the rules of ו' ההפוך. Refer to chart on page 13.
- Three main points about a ו' ההפוך are:
 1. ו' : Is translated as "and".
 2. A ו' ההפוך tells you WHEN something happened. (future or past)
 3. A ו' ההפוך is followed by a verb/פעל (שרש).
- Write on the board various words with a ו' ההפוך. Ask the children to highlight and translate them. Each letter followed by the "ו" (ו _ _ י , ת , י) should be translated separately. Take note of how familiar the children are with the various forms of ו' ההפוך. (Thus far, the הן/אתן form of the ו' ההפוך was not taught.)
- When highlighting the ו' ההפוך, the פתח under the "ו" *must* be highlighted (in pink).

אליו - Emphasize that this word is made up of a מלה יחס + סופית. Demonstrate this by highlighting "אל" and the סופית "ו". (Note: There are times a "י" may be added and/or the נקודות change when a word combination of מלה יחס + סופית is formed. They are not expected to know the correct נקודות or when to add a "י".)

It is important for the children to see that a מלה = מלה יחס + סופית. In this way, they can apply this concept to any word that is a combination of a מלה יחס + סופית .

באלני

- Review the “ב” and all the תחליות. Refer to the chart on page 9.
- Review “סמיכות” י. Refer to the chart on page 15.
 - It is a סופית that means “of”.
 - The שם עצם it is attached to is always רבים.
 - When breaking apart the word - a “ים” is added to the שם עצם / an “s” to the noun.

תחליות, והוא, האהל - Point out the תחליות.

יושב - Review with the children זמן הרה and its translation.

Stress and review:

יחיד = I, You, He

יחידה = I, You, She

רבים = We, You, They

רבות = We, You, They

Let's Review - פסוק ב': תרגיל י reviews this skill.

כחום - The children are used to translating the “כ” as “like”. There are times a “כ” can be translated as “when” such as in this פסוק.

Lesson Pointers:

וירא - Ask the children why they think Hashem appeared to אברהם now. Prompt them by reviewing what happened to אברהם at the end of לך לך. (He had a מילה.) Then ask: If they knew someone who was absent because he/she wasn't feeling well, what would be the correct thing to do.

Hashem appeared to אברהם to teach us about the מצוה of בקור חולים. רש"י explains, it was the third day, the most difficult day after a מילה.

תרגיל ז' - תרגיל ז' is a new exercise. It is recommended to complete this particular תרגיל ז' together as a class until you feel comfortable that the children can do it on their own.

The children are required to identify and isolate the prefix *and* suffix in a word. They then must translate the word in English. (Until this point the תרגילים reviewing prefixes and suffixes required the children to identify prefixes *or* suffixes in a word.)

Emphasize to the children that if they find that there isn't a prefix or suffix in a word they should fill in the space allotted for this with a “ - ” or an “x”.

ידיעות כלליות:

The 3rd day after a מילה ברית is the most difficult day for a person who has a ברית.

Practical Application:

תורה - Emphasize to the children - There never is an extra word, letter, נקודה in the תורה. Pose to the children the following question. Why did the תורה tell us that אברהם was in ממרא? Is it necessary for us to know where he was?

In פרק י"ג פסוק י"ח) after אברהם and לוט separated - אברהם settled in ממרא which was in חברון. The Teacher Edition discussed that ממרא was a "חבר" to Hashem and was "מורד" against those that spoke out against Hashem. The children learned that ממרא was a good person.

The תורה is mentioning ממרא, because ממרא was the only person who encouraged אברהם to have the ברית מילה. For this ממרא was rewarded by having Hashem appear to אברהם on his property.

Point out to the children the greatness in encouraging someone to do the correct thing *even* if he/she is the only person doing so. Ask the children for examples. (eg. A child is being bullied or there is a new child in the school and no one is going over to him/her during recess.)

פתח האהל - Again, the תורה never tells us something extra. Is it necessary for us to know that אברהם was sitting at the "entrance of his tent"? The answer is to see if there were any passersby, so he can invite them to his tent and do the מצוה of הכנסת אורחים. Emphasize to the children the passion and desire אברהם had to fulfill מצוות. Even though he wasn't feeling well, even though it was the 3rd day of his ברית מילה *and* the weather was unusually hot, he still waited and looked for guests. אברהם could have found every excuse not to fulfil the מצוה of הכנסת אורחים. He so loved performing this מצוה that he was able to disregard the way he was feeling. From here, we learn the greatness of אברהם אבינו and the value of fulfilling the מצוות, even if it sometimes may be hard for us to do. [There will be a song about this on page 66 (פסוק ה').]

יְסוּדֵי יְהוּדוּת:

Just like a father takes care of his children, Hashem takes care of us. אברהם wasn't feeling well. Hashem cared for אברהם by "visiting" him and by making it *very* hot so people would not pass by אברהם's home.

So too, Hashem always takes care of us.

Imparting this יסוד will imbue security and closeness to Hashem.

Home Work: Date _____ Page _____

Date _____ Page _____

Notes: _____

Sample

Sample