



סופ'ית

him/it = אותנו = דהו



Assessment

• הַדְּגִישׁ אֶת הַסּוּפְיִית • תַּרְגְּמוּ הַסּוּפְיִית

אנגלית	צברית	
him/it	אורנו	1) וְהִצֵּלְנוּ
her	שה	2) יִצְמָחַק
her	—	3) יִאֲמָר
him/it	אורנו	4) וְיִבְאֵנוּ

"ה" סופיות דומות



ה = האלה יחידה

ה = אורנו - him/it
 ה = אורתה - her/it

צברית
 תרגום she (did) ה = ה = ה = ה

to name of = מקום אם = ה מקום
 place

בנו"ס
 (שה, אורתה) her, it, its = ה, ה



"את בנך את יחידך אשר אהבת את יצחק"

ו' tells חזקיהו who should be brought up as a קרבן.



1) את בן - חזקיהו אמר, "שני בנים יש לי."

2) את יחיד - חזקיהו אמר, "כל בן יחיד אצאמו."

3) את אהבת - חזקיהו אמר, "אני אוהב שניהם."

4) את יצחק

Why didn't ו' tell חזקיהו it was יצחק right away?

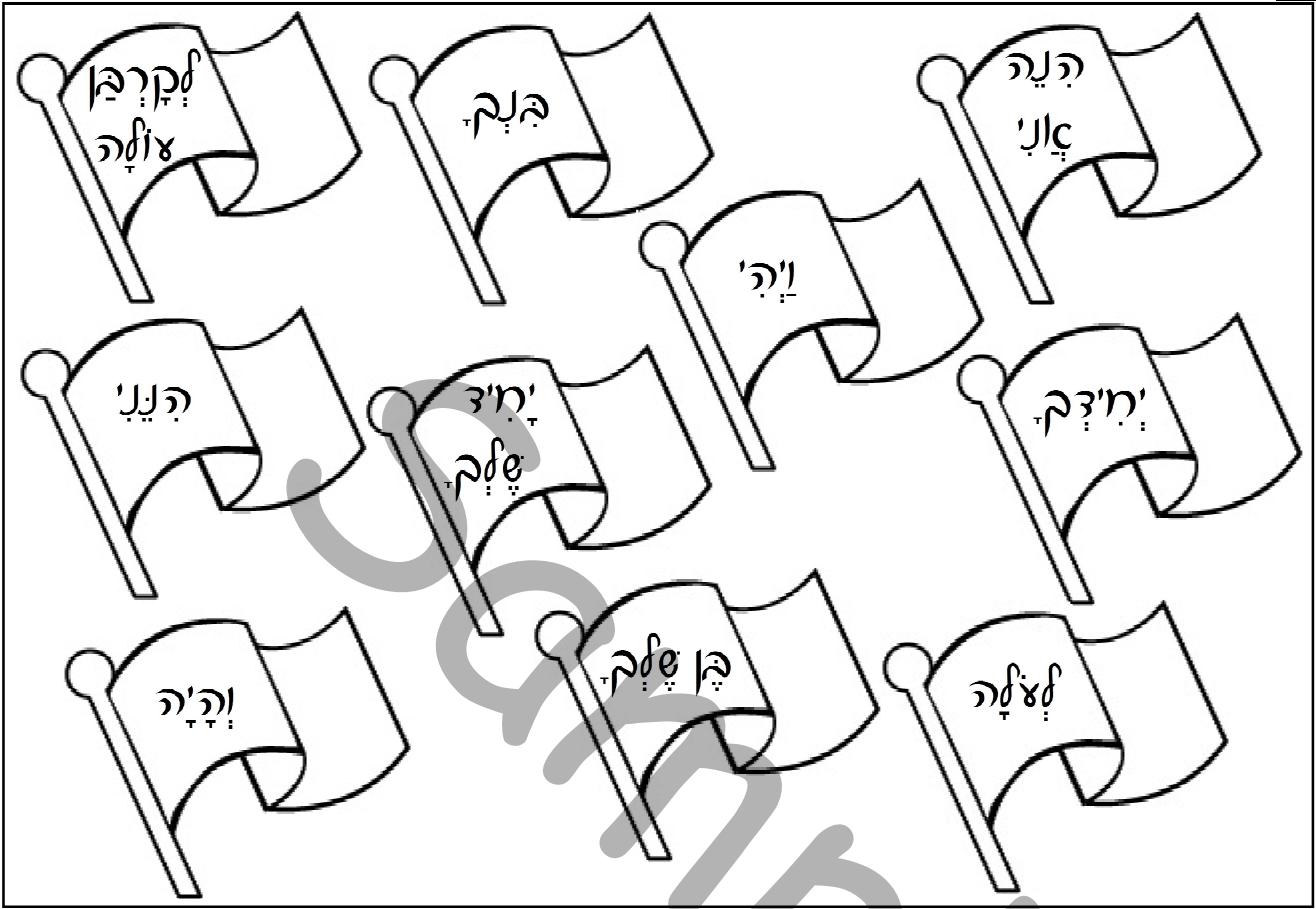
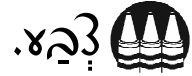
- 1) In order not to suddenly confuse חזקיהו. In this way, people would not be able to say - חזקיהו only did אקצת יצחק because he was confused. When חזקיהו did אקצת יצחק he understood very clearly what ו' told him to do.
- 2) To make the מצוה more precious to חזקיהו and give him שכר (reward) for each statement. (רש"י)



"אחד החרים"

הר המזבחה = הר הבית





ב. כְּתוּבָה הַתְּשׁוּבָה הַנִּכְוָנָה.

1) מֵהַ 1 חֲצֵרֶכֶם 2 אָמַר בְּכֹאשֶׁר הוּא שָׂמַע שֶׁה' מִצִּבֵּר אֱלֹהֵינוּ? _____

2) אֵיךְ ה' אֲמַתָּאָר (describe) אֶת יִצְחָק לְחֲצֵרֶכֶם? (1) _____

_____ (2)

_____ (3)

3) 6 אֶת מִי 1 ה' 2 אָמַר 3 לְחֲצֵרֶכֶם "לְעֵלְיוֹת" לְקָרְבָן אֱלֹהֵי? _____

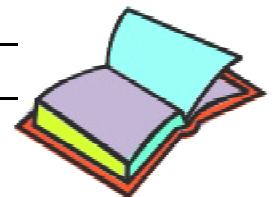
תרגום האלים החוזרות על צבאן.



כתבם בלשון הפסוק.



- 1) your only one _____
- 2) please take _____
- 3) that you love _____
- 4) your son _____
- 5) and bring him up _____





ת. סופיות זואות • הפגש הסופית
 • תרגס הסופית

אנגלית

צברית

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- (1) 'צ'יק
- (2) וישלחיהו
- (3) ארצה
- (4) ומצאוהו
- (5) הלכה
- (6) ומצאוה



ט. תחלות – אלא הפקודות הפבונות

ף ם ם

○ ○ ○

to/for the

כ כ כ

○ ○ ○

like the

ה ה ה

○ ○ ○

in/with the

פסוקים ג' – ד'

Topic: פסוק ג') אברהם arises early to prepare and fulfill what ה' has asked him to do.
(פסוק ד') אברהם sees “ the place.”

Skills:

The children will have a lot of fun reviewing the skills in the following way: Ask them to look into פסוקים ג'–ד'. Play with them a game is called “Beat the clock”. Set a timer and see if they can “spy out” all the words in the allotted amount of time.

Ask the following questions:

- “How many words can be found in the פסוקים ו' ההפוך והוא - 8?”
(וישכם, ויחבש, ויקח, ויבקע, ויקם, וילך, וישא, וירא - 8)
- “How many words with a תחלית in front of it can be found?” (One word is written twice.)
(בבקר, ואת, המקום, האלקים, ביום, השלישי, המקום, מרחוק - 8)
- “How many words can be found that are a combination of סופית + עצם?” (Remind the children when there is a "י" before the סופית the עצם is רבים).
(חמורו, נעריו, בנו, עיניו - 4)
- “How many words can be found that are a combination of סופית + את?”
(אתו - 1)
- “Can you find a word that has a סמיכות ending?”
(עצי-1)
- “How many words can be found that are a combination of a סופית + תחלית?”
(לו - 1)

Use the smartboard to call on different children to highlight the words.

Lesson Pointers:

It is important that the children realize the following:

1. אברהם is above and beyond an ordinary human being.
2. The greatness of עקדת יצחק.
3. There is nothing in the world like the תורה. It is not a story book, grammar or science book. It is our Life. תורה היא חיינו, teaching us everything we need to know in order to live the life of a proper Jew.

Discuss with the children that we learn different concepts from every word in the תורה. By reiterating the different lesson pointers to them, they will realize the greatness of the תורה and the greatness of אברהם.

גדלות אברהם אבינו:

- וישכם** ° עקדה arose early to perform the עקדה (page 42) זריזות במצוות
- ° אברהם had complete trust in ה' and knew that all that ה' tells him to do is for the good. From the words וישכם we learn he was able to “sleep” at night even when he thought the next day he would be killing his son.
- ויחבש** ° “אהבה מקלקלת השורה” (page 42) - אהבת ה' It is known that when someone loves something, it can cause him to act in a manner that changes his conduct. Regularly, אברהם's servant would saddle his donkey. Now, because of the great love אברהם displayed in fulfilling ה'’s command, he went ahead and saddled the donkey himself.
- ויבקע** ° אברהם wanted to be sure he brought with him all he would need to perform the עקדה. He took with him the wood and “schlepped” it for three days just in case he would not find any on the mountain.
- ° Wood used for a קרבן can not be wormy. אברהם was careful to make sure he will bring up his קרבן with acceptable wood.
- ביום השלישי** ° אברהם had three days to think about his future actions. He clearly understood what ה' was asking him to do and did not change his mind.
- וירא את המקום** ° אברהם saw a special cloud attached to the mountain. Due to his great level, he understood this was a place with a vast concentration of the שכינה and where he would perform the עקדה. (page 43)

Frequently Used Words: (פסוק ג') - בקר

ידיעות כלליות:

אברהם took his נערים - אליעזר and ישמעאל with him when he went to perform the עקדה (page 42) - את שני נערי

Practical Application:

The same way that אברהם performed this מצוה -with זריזות, אהבת ה', and אמונת ה' - is the way we should strive to fulfill the מצוות of ה'.

Assessment: Page 35

Skill assessed: “ה” דומות

Home Work: Date _____ Page _____

Notes: _____

