

פסוקים ד' – ז'

Topic:

- (פסוק ד') אדרום - the land of שער עשו. עשו sends messengers to יעקב
- לבן, his servant, dwelled as a stranger with עשו that יעקב, commands the messengers to say עשו, and waited until now to return. (פסוק ה')
- I have oxen, donkeys, livestock, servants, maidservants; I am sending messengers to inform my master that I am coming to find to find favor in your eyes. (פסוק ו')
- The messengers return to יעקב saying that עשו is coming toward him with 400 men. (פסוק ז')

Skills:

פסוק ו'

ו' ההפוך + אותיות "איתן" + שרש : ויהי, ואשלחה
 תחלית + סופית : לי
 תחלית : וחמור, ועבד, ושפחה
 תחלית + שרש : להגיד, למצא
 תחלית + שם עצם + סופית : לאדני, בעיניך.

פסוק ז'

ו' ההפוך + אותיות "איתן" + שרש : וישבו
 תחלית : המלאכים, וגם, וארבע
 מלת יחס : אל
 שרש + סופית/זמן עבר (גוף ראשון) : באנו
 שם עצם + סופית : אחיך **
 זמן הוה-יחיד : הלך
 תחלית + שרש + סופית : לקראתך
 מלת יחס + סופית : עמו

פסוק ד'

ו' ההפוך + אותיות "איתן" + שרש : וישלח*
 מלת יחס + סופית : לפניך**
 מלת יחס : אל
 שם עצם + סופית : אחיו**
 סופית מקום ה : ארצה

פסוק ה'

ו' ההפוך + אותיות "איתן" + שרש : ויצו, ואחר***
 את + סופית : אתם
 איתן + שרש + "ן" יתירה : תאמרון
 תחלית + שם עצם + סופית : לאדני
 תחלית + שם עצם : לעשו
 שרש (אין סופית)/זמן עבר (גוף שלישי) : אמר
 שם עצם + סופית : עבדך
 מלת יחס : עם
 שרש + סופית/זמן עבר (גוף ראשון) : גרתי

* ו' ההפוך : עתיד ← עבר

** ' = י יתירה

*** The "א" is a תחלית. The א of the שרש-א, ח, ר is hidden.

○ "ה" = ה יתירה

○○ רבים/רבות שם עצם is סופית the "י" before At times, when there is

The concept of ו' ההפוך can be confusing. Throughout the year emphasize the following to the children.

1. The ו' can change the word from עתיד ← עבר or עתיד ← עבר .
2. A ו' ההפוך that changes the word from עבר ← עתיד will generally be a word with the combination of ו' + אותיות "איתן" + שרש (i.e., וידבר). (זמן עתיד + word conjugated in ו' ההפוך)
3. A ו' ההפוך that changes the word from עבר ← עתיד will generally be a word with the combination of: ו' + שרש + סופית (i.e., ודברת). (זמן עבר + word conjugated in ו' ההפוך)

In general, the curriculum is set up as follows:

Grade 2 - זמן הוה

Grade 3 - זמן עבר

Grade 4 - זמן עתיד

Because of the confusing nature of ו' ההפוך and the limited level of intellectual maturity of the children, they might not initially grasp the concept until later in the year. It is likely that the concept will first "click with them" when they learn זמן עתיד, if #2 and #3 had been stressed earlier.

When decoding the words of the פסוקים, if applicable, emphasize the ו' ההפוך words with its two different combinations. In this way the children will be familiar with this concept and it will "click" more effectively when they learn זמן עתיד.

Note that the narrative of the Torah is generally written in the form of ו' ההפוך from עתיד ← עבר (e.g., ויאמר, וידבר, וילך). Accordingly, the children are able to identify the ו' as a ו' ההפוך.

It is more difficult for them to identify a ו' ההפוך when the word is changing from עבר ← עתיד.

Therefore, is it important during your lessons not only to point out and decode the ו' ההפוך words in the פסוקים being learned, but also to review the ו' ההפוך rules in all its forms.

- ארצה - when a הָ is attached to the name of a place or an area, the הָ is translated as "to." Remind the children that the word attached to the הָ need not be the *name of a place*; it may be an *area*. e.g., ביתה, ימינה.
- תאמר: This is the first time the children will be learning a "ן" as a יתירה.
- רבים/רבות - These words are written in יחיד/יחידה yet, they are translated as רבים/רבות (רש"י).

Lesson Pointers:

(פסוק ד') - מלאכים

It is a מחלוקת whether the מלאכים were actual angels or human messengers. This might be the first time your students will be hearing about the concept of a מחלוקת. Here is an opportunity to emphasize the concept of "אלו ואלו דברי אלקים חיים". Stress that at times we can reconcile a מחלוקת and at times we can not. In this case, we can reconcile the מחלוקת: some say that יעקב asked his servants to go to עשו, but they were afraid to go; he, therefore, sent real angels. Refer to page 37.

גדלות האבות - It is clear that it was a normal occurrence for the אבות to deal with מלאכים. Ask the children if they can remember when our אבות dealt with מלאכים.

1. After אברהם had a ברית מילה.
2. עקדת יצחק
3. ארץ כנען upon leaving מלאכים left and other מלאכים came to escort him to ארץ כנען.
4. מלאך will fight with יעקב.
- (5. Even הגר came into contact with מלאכים regularly; see (פרק כא and פרק טז:יג (רש"י)

(פסוק ד') ארצה שעיר... אדום

On the map ask the children to find the אדום. Tell the children that אדום is the land of עשו.

(פסוק ה') - ויצו

Emphasize that the Torah is very specific when using words, letters or נקודות. Point out that יעקב commanded the messengers to follow precise directives when speaking with עשו.

He commanded the messengers to :

1. Refer to עשו as "אדני" - my master. עשו should know that I consider him to be *my master* and I am humbled before him. יעקב wants עשו to understand he respects him and wishes to find favor in his eyes.
2. Tell עשו you are bringing to him a message from עבדך - *your servant*. עשו should understand that I view myself as his servant. Again, יעקב humbles himself before עשו.
3. שור וחמור צאן ועבד ושפחה - יעקב stressed to עשו that if he is angry that יעקב received the ברכות from יצחק, he should be aware that all יעקב has is שור וחמור צאן ועבד ושפחה; none of his possessions have anything to do with the ברכות. Also יעקב was also willing to give עשו whatever he wanted to make Shalom.
4. ואשלחה להגיד לאדני - Tell him clearly that *you are being sent* by יעקב, for he wants to find favor in your eyes and make peace.

Refer to page 34.

(פסוק ז') - וארבע מאות איש עמו

The messengers return to יעקב saying that עשו was not interested in the gifts and in making peace. Instead, he was coming towards יעקב with 400 generals who each had 400 men under their leadership. Refer to page 36.

Ask the children how they would feel if they would find themselves alone in a desert and they would hear that there was a group of dangerous robbers heading towards them.

By asking this question you will be preparing the children to understand that what is going to happen now to יעקב and his family was not simple. Explain that יעקב was traveling with his family, children, and livestock. He was seriously frightened and distressed, and concerned for the welfare of his family and the future of ישראל. Ask the children: "What do you think יעקב will do? How will he protect his family? How will he confront עשו?"

Write the children's answers on a large piece of paper. Refer back to their answers as they learn what יעקב did.

רש"י:

וישלח יעקב מלאכים (פסוק ד')
 ארצה שעיר (פסוק ד')
 גרתי (פסוק ה')
 ויהי לי שור וחמור (פסוק ו')
 באנו אל אחיך אל עשו (פסוק ז')

Critical Thinking:

Critical thinking is further developed in 'כנה ד'. Presenting questions, comparisons, and comments will develop the children's minds to think about the messages of the Torah and will lend itself to tremendous personal growth.

Throughout the workbook, questions are presented to the children to help them develop their thinking skills, and their abilities to glean messages from the פסוקים they are learning. This can instill within the children a sensitivity and awareness as to the awesomeness of the Torah. They will see that the Torah is not just a "story book," but is relevant to them today.

At times, you will find the children will be asked to write the answer to a *critical thinking* question. *This is one of the methodologies that we strongly encourage.* Taking the time to have the children write the answers themselves will help you target every single child. Every child will be required to *think*. When asking a *critical thinking question* in a frontal class setting, it is likely that some children will be unfocused and will not be involved in the lesson and/or will be too shy to share their answers in front of the class and/or there will be children who are brighter and have deeper minds who will answer the questions more quickly. By asking the children to write down the answers, the likelihood of reaching every child in the class is greatly increased.

You will find the answers the children will present *on their own* can be very enlightening and thought provoking. Every child has his/her own personality, which enables him/her to analyze and look at the lessons of the story in a variety of ways.

The following pages include questions based on *critical thinking*.

Can you imagine - page 32

להביך ולהשכיל המקרא - page 35

ידיעות כלליות:

עשו - This was the land that belonged to ארץ שעיר, אדום.

ניבים:

"עם לבן גרתי ותרי"ג מצוות שמרתי"

Practical Application:

(פסוק ד') - ארצה שעיר... אדום

It is brought down in (עז:ג) that it would have been preferable for יעקב to take a circuitous route to avoid confronting עשו and arousing his anger. From here we can learn that while we are in גלות, if our enemies are not "bothering" us, we should attempt to not "bother" them; if things are quiet, we should try to keep it that way.

(פסוק ה') - עם לבן גרתי

Emphasize that יעקב lived with a great swindler and wizard for 20 years. Yet, he "stayed strong" and was not influenced by לבן's wicked ways. Similarly, we might find ourselves in difficult situations, surrounded by people who might influence us negatively.

- Build within the children the strength and determination to "stay strong" in difficult situations.
- Refer to a song which emphasizes this concept on page 32 .
- Give concrete examples and scenarios of this. For example, the class is at recess and there is a group of children who are teasing or talking badly about another child. Teach the children not to succumb to peer pressure and join the group. Ask the children what they would do in such a scenario.
- Tell them to always remember that just as יעקב stayed strong and kept all מצות 613 while living with לבן, so can we stay strong.

שלום

יעקב wanted to find favor in עשו's eyes. He wanted that there be peace between them. Stress to the children the importance of making shalom and discuss some ways to bring about shalom.

Ask the children if they were attempting to make peace with an enemy (or a friend) what can they learn from the way יעקב tried to make peace *thus far*. Refer to page 34. (The children should know that יעקב had a very specific plan about which they will learn within the next few days.)

1. When making peace it is important to humble ourselves and to show respect to the one with whom we are trying to make peace. יעקב humbled himself: he referred to עשו as "אדני" and himself as עשו's "עבד". (פסוק ה')
2. Sometimes an enemy might be jealous. Be sure to downplay and not make a big deal about things you have that the enemy might want. יעקב knew that עשו hated him because he received the ברכות. He tried to downplay it, telling עשו that whatever he possesses does not reflect the ברכות he received. (פסוק ו')
3. Clearly let the enemy know your intentions. יעקב told his messengers to tell עשו clearly that he was coming to "find favor in his eyes." (פסוק ו')

Frequently Used Words: כה (פסוק ה')

שור (פסוק ה')

Let's Review:

The "Let's Review" תרגילים are an extremely important part of this program. The importance of reviewing all skills learned from the start of this program is crucial to ensuring that the children know all skills necessary.

These תרגילים can be assigned to be completed independently in class *or* for Homework. Because of time constraints, it may be preferable to complete these exercises as part of your עברית/לשון lesson. Nevertheless, time should be allotted so the תרגילים will be completed and reviewed. The children may know songs that will help them remember the skills they learned.

Assessments:

Page 42

תרגיל : ה & ו

Skill assessed: יחיד/יחידה , רבים/רבות (isolated ending)

Page 42

תרגיל : ז

Skill assessed: מלים

Home Work:

Date _____ Page _____

Notes:

פרק ל"ג

פסוקים ד'-ז'

so, you should _____ say _____	כֵּן, תֵּאמְרוּ	כֹּה תֹאמְרוּן*	ה'
I dwelled as a stranger	זָרַתִּי כְּזָר	גִּרְתִּי	
_____ and _____ I _____ waited/delayed	וְהִשְׁתַּהֲרֵיתִי	וְאַחֵר**	
oxen	שֹׁרִים	שֹׁר***	ו'
_____ and _____ donkeys	וְחֲמֹרִים	וְחֲמֹר***	
_____ and _____ servants	וְעֲבָדָם	וְעֲבָד***	
_____ and _____ maidservants	וְשִׁפְחוֹת	וְשִׁפְחָה***	
_____ and _____ I _____ sent (angels/men)	וְאֲנִי שְׁלַחְתִּי (מַלְאָכִים/אֲנָשִׁים)	**וְאֶשְׁלַח [°]	
_____ to _____ inform _____ to _____ my _____ master _____ (that I am coming)	לְהַזְכִּיר לְאֲדֹנִי (שֶׁאֲנִי מָצֵא)	לְהַגִּיד לְאֲדֹנִי	
_____ and _____ the angels/men returned	וְהַמַּלְאָכִים / אֲנָשִׁים חָזְרוּ	וַיָּשְׁבוּ הַמַּלְאָכִים ^{°°}	ז'
_____ and _____ four hundred		וְאַרְבַּע מֵאוֹת	
men	אֲנָשִׁים	אִישׁ	

* "ו" = "נ" בִּתְּרָה *

° "ה" = "ה" בִּתְּרָה °

** צִתִּי ← אָרַח - The "ו" changes the word from אָרַח to צִתִּי.

°° "ה" = "ה" בִּתְּרָה °°

*** Although these words are written in אֲנָשִׁים/מַלְאָכִים, they are translated as רָבִי/רַבּוֹת (רַבִּי).

להבין ולהשכיל
CONSORTIUM of JEWISH DAY SCHOOLS
להבין ולהשכיל

- ארץ כנען -

בס"ד

חורן

צפון



ים התיכון

ים
פלשת

הירדן

מעבר יבוק

• שכם

• בית אל

קצק/אכר

• ירושלים

• בית לחם

• חברון (קרית ארבע)

• באר שבע

ים
העזה

אדום/שעיר

מצרים



דבור המתחיל: "וַיִּשְׁלַח יַעֲקֹב מַלְאָכִים" (ז')



אנפליט	בתה	בתה רש"י
real _____	_____	מלאכים מממש





דבור המתחיל: "אַרְצָה שְׁעִיר" (ד')



מָתָה רַשִּׁי	כְּתָב	אֲנֵלִית
לארץ שעיר	לְאַרֶץ	_____ of Sa'ir
כל תצב	כָּל	_____ word
שְׁלִרְיָה לַמִּדְבָּר בְּתַחֲלָתָהּ	שְׁלִרְיָה	that needs (the prefix) "_____" in the _____ of _____
הָטִיל לָהּ הַכְתוּב	לָהּ הַכְתוּב	(sometimes) the Torah (כְּתוּב) put to it (the word)
הִ"א צְסוּפָה	_____	a _____ at the _____ of _____ (the word)



1) A תַּחֲלִית "ל" can be replaced with a סוּפִית:

○ סוּפִית "ה" ○ סוּפִית "ל" ○ סוּפִית "א" ○ סוּפִית "ר"

2) מֵקֶם הָ =

- "from" the _____ place/area
- "standing" on the _____ place/area
- "like" the _____ place/area
- "to" the _____ place/area



דבור המתחיל: "גִּרְתִּי" (ה')



אנגלית	כמה רש"י
I did not become a prince or important person	לא נעשיתי שר וחשוב
_____ a sojourner	אלא גר
it is not worthwhile for _____	אינך כדאי לשנוא אותי
because of the _____	על זכות אביך
שְׁצַרְכֵּנִי "יְהוֹה גָּדִיר לְאֶחֶיד", שְׁבִירִי לֹא נִתְקַיְמָה (it was not fulfilled) צִי	
_____	ד"א
the numerical value of "גִּרְתִּי" is _____ (613)	"גִּרְתִּי" צְנִימְטָרִיָּא תרי"ג
as if to _____	כלומר עם לבן הרשע גִּרְתִּי
and I kept the _____ mitzvot	ותרי"ג מצוות שמרתי
_____ I did not _____	ולא למדתי ממעשיו הרעים

1) לְמַדָּה 'עֲקֵבָה אוֹמֵר לְעֹשֶׂי שְׂכָה לְכָא כְּצָא' (it is not worthwhile) לְשִׁנְיָא אוֹתוֹ?



- ☐ שְׂעָנִי אֶחָיָה
☐ שְׁהוּא לְכָא נְהִיָּה (become) לְשִׁר וְחִשּׁוּב אֶלְכָא תְּהִיָּה לְשִׁר
☐ יֵשׁ לִי הִרְבֵּה כֶּסֶף
☐ יֵשׁ לָךְ מִשְׁפָּחָה גְּדוֹלָה

2) גִּמְטְרִיא גִּרְתִּי (613) שָׁוֶה (equals) לְ:

- ☐ מִלְּאָכִים
☐ שֵׁר וְחִשּׁוּב
☐ בְּרִכַּת אֶלֶיָּה
☐ תְּרִי"ג מִצְוֹת

3) כְּשֶׁעֲקֵבָה גָּר בְּבֵית לֶבֶן הוּא שְׂמֵר _____

- ☐ ז"א = ☐ זָבֵר שְׂעָנִי
☐ זָבֵר "א"
☐ זָבֵר אִמֵּר
☐ זָבֵר אֶת

~ נְשִׁיר ~

"Stay Strong"

עס לָבָן גָּרַתְּ, עס לָבָן גָּרַתְּ.
תַּרְ"ע אֲצוֹת, תַּרְ"ע אֲצוֹת שְׁמִירְתְּ.

*עֲקָה held strong, despite his surroundings;
He fought each day, to uphold the תַּרְ"ע's way.*

*We too must be courageous, standing strong throughout the ages.
The winds may blow around us, but we will never bend.
In the evil web, don't get caught, like עֲקָה אָבִינוּ taught
לֹא- לֹא לְמַדְרֵי אֲמָצִי.*

גדלות יעקב חֲבִינוּ!

לִבְּן הָרֶשַׁע!

עֲקָה lived with הָרֶשַׁע וְהַרְשָׁע for 20 years!

Not only was he not influenced to act in any of הָרֶשַׁע's
sly, deceitful and wicked ways, he kept all 613 אֲצוֹת.

What can you learn from this?



Can you imagine?

פרק ל"ג

פסוקים ד'-ז'



דבור המתחיל: "וַיְהִי לִי שׂוֹר וְחִמּוֹר" (ו')

מה יצקה רצה לומר בפסוק הזה את זה?



זו אינה – this is not



קרא את הרשי"



על מי או על מה נחמר?



(1) "זו אינה לא מן השמים ולא מן הארץ"



גדלות יעקב – מבקש שלום

דבור המתחיל: "בָּאנוּ אֶל אֶחֱיָךְ אֶל יַעֲקֹב" (ג')



אנפית

בתה רש"

שביית חומר

אחי הוא

חבל הוא נוכח עמך

כעשו הרשע

עודנו צשנחתו

_____ is _____

_____ acts _____

he is still with his hatred (towards you)

(1) עשו מתנהג עליצקה באו וְלֹא בָּאוּ .



"וַיִּשְׁלַח... לְמַצֵּא חֵן בְּעֵינֵיךְ" (י' - י')

What did יצחק do to find favor in the eyes of his brother, עשו?



"עַבְדְּךָ" – He referred to himself as יצחק's servant.



"אֲדֹנִי" – He referred to יצחק as his master.



"וַיִּשְׁלַח לְהַגִּיד לְאֲדֹנָי" – Sent a message to inform יצחק that he seeks peace.



"וַיְהִי לִי שׁוֹר וַחֲמֹר צֹאן וְעֶבֶד וְשִׁפְחָה" – He pacified (calmed) יצחק by telling him the בְּרָכוֹת he received did not come true.

"לְהַבִּין וּלְהַשְׁכִּיל הַמִּקְרָא"

"וַיִּשְׁלַח יַעֲקֹב מַלְאָכִים" (ד')



- 1) ' sent the מַלְאָכִים to protect and save יַעֲקֹב from an enemy who was stronger than him.

What do you learn from this?

- 2) יַעֲקֹב didn't rely on his צְדָקָה (good deeds/righteousness) to protect him, but took practical measures to ensure the safety of himself and his family.

What do you learn from this?

- 3) The פסוק tells us about this event to teach future generations how to deal with our enemies, in this case אֲרָם.

What do you learn from this?

"לְהַבִּין וּלְהַשְׁכִּיל הַמִּקְרָא"

פרק ל"ג

פסוקים ד'-ז'

1. וַיְהִי לִי שׂוֹרִ* וַחֲמֹר צֹאן וְעֶבֶד וְשִׁפְחָה =

ע והיה לי שורים, וחמורים, צאן, ועבדים ושפחות

and there were to me oxen, and donkeys, livestock, and servants and maidservants E

2. **וַאֲשַׁלְּחָה*** לְהַגִּיד לְאֲדֹנִי =

ע ואני שלחתי (מלאכים/אנשים) להודיע לאדוני שלי (שאני מגיע)

and I sent (angels/men) to inform to my master (that I am coming) E

3. לְמִצָּא חֵן בְּעֵינֶיךָ° =

ע למצוא חן בעיניך שלם

to find favor in your eyes E

1. וַיָּשֻׁבוּ הַמַּלְאָכִים° אֶל יַעֲקֹב לֵאמֹר =

ע והמלאכים/אנשים חזרו...

and the angels/men returned to Yaakov saying E

2. בָּאֲנֹנוּ אֶל אֶחִיךָ אֵל עֵשָׂו =

ע אנחנו באנו אל האח שלך, עשו

we came to your brother, to Eisav E

3. וְגַם הֵלֵךְ לְקִרְאָתְךָ° =

ע גם הוא הולך לקראתך

and also he is coming towards you (to fight) E

4. וְאַרְבַּע מֵאוֹת אִישׁ עִמּוֹ° =

ע וארבע מאות אנשים עמו

and 400 men are with him E

* Although these words are written in יָמִיז/יְמִיזָה, they are translated as רַבִּיט/רבות (רש"י).

** וַיִּשְׁלַח - The "ו" changes the word from שָׁלַח to שִׁלַּח.

*** ה"ה = ה"ה ה'תתק"ה

° At times, when there is a "י" before the סופית, the קצץ קץ is רַבִּיט/רבות.

°° ה"ה = ה"ה ה'תתק"ה

ב. הגלים.

(1) למה יצקה שלח מלכאב'ס לעשו?

☐ למצוא חן בעיניו☐ להלחם נגדו☐ אין סבה☐ להבקש לרשות לחזור לעארץ כנען

(2) עשו גר בארץ _____ שנה _____ . (פסוק ז')

(3) יצקה בנה למלכאב'ס 5 דברים לומר:

א. כה תאמרן ל _____ לעשו (פסוק ה')

ב. כה אמר _____ יצקה (פסוק ה')

ג. עס _____ גרתי (פסוק ה')

ד. יש לי _____ , _____ , _____ , ויצחק (פסוק ו')

ה. ואשלחה להביא לאדני _____ בעיניך (פסוק ו')

(2) כמה אנשים היו עס עשו כאשר הוא בא לקראת יצקה?

Choose the correct letter from the answers below and write it on the line provided.



(1) _____ מלת יחס + סופית =

(2) _____ מקום ה =

(3) _____ זמן צרה: גוף ראשון =

(4) _____ ו' הבהרה + אותיות "איתן" + שרש + "ה" ה'תרה =

ד. לפניו

ג. גרתי

ב. ואשלחה

א. ארצה

Let's Review

זכר/נזקבה

Fact: לשון הקדש

כלשון
הקדש
FACT

The תורה is written in לשון הקדש.

(לשון הקדש has certain similarities to זכר. But, it is not same as זכר.)

Fact: לשון הקדש

כלשון
הקדש
FACT



In general, words written in לשון הקדש are either זכר or נקבה.



Circle the correct letter and write it on the line provided.



_____ 1) A word that is זכר refers to:



_____ 2) A word that is נקבה refers to:



Let's Review

יחיד/יחידה, רבים/רבות

Choose the correct letter from the answers below and write it on the line provided.



- _____ 1) A word that ends with a "ות" is:
 _____ 2) A word that ends with a "ת" or "ה" is:
 _____ 3) A word that ends "without a specific ending" is:
 _____ 4) A word that ends with a "ס" is:

ASSESSMENT

ד. רבות

ג. יחיד

ב. רבים

א. יחידה

Choose the correct letter from the answers below and write it on the line provided.



- _____ 1) מלכים
 _____ 2) קטן
 _____ 3) ארץ
 _____ 4) ארץ

ASSESSMENT

ד. רבות

ג. רבים

ב. יחידה

א. יחיד

מלים

Choose the correct letter from the answers below and write it on the line provided.



- _____ 1) קטן
 _____ 2) ending (suffix)
 _____ 3) three
 _____ 4) noun (person, place or thing)
 _____ 5) verb (action)

ASSESSMENT

A.

replaces a נָפֶחַס/noun, it can be a word or סִפִּית

B.

פֶּחֶס

C.

פֶּחֶס

D.

נָפֶחַס can have _____ parts

E.

סִפִּית

Let's Review

מילים

Circle the correct letter and write it on the line provided.



- ____ 1) **בְּנוֹי/סוּפִית** = (a) אֶקֶה (b) "בָּן" (c) laugh (d) הֶכֶה
- ____ 2) **פֶּסַח צֶפֶן** = (a) "קֶ" (b) stone (c) scream (d) זֶז, זָ
- ____ 3) **בְּנוֹי/פֶּסַח הַגּוֹל** = (a) אָמַן (b) זָחָק (c) bang (d) "ל"
- ____ 4) **פֶּצֶף** = (a) clapping (b) הֶלֶא (c) "וֹת" (d) הֶלֶא
- ____ 5) **שָׂרָה** = (a) "וֹת" (b) אָמַן (c) raise (d) זֶז, זָ

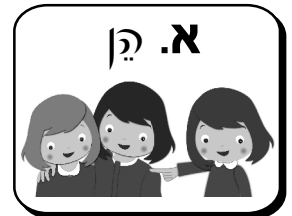
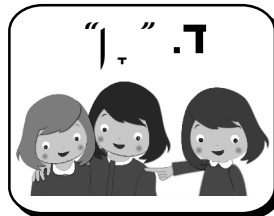
Choose the correct letter from the answers below and write it on the line provided.



- ____ 1) שָׂרָה
____ 2) פֶּצֶף

- ____ 3) פֶּסַח צֶפֶן
____ 4) בְּנוֹי/סוּפִית

- ____ 5) בְּנוֹי/פֶּסַח הַגּוֹל



חֲלָקֵי מִלִּים

Choose the correct letter from the answers below and write it on the line provided.



- ____ (1) לְצַדִּיקָה (2) בְּתִנָּה
____ (3) בָּבֶן (4) וְאֶשְׁלֶחָה
____ (5) אֶמָּה

- א. תְּחִלָּית + סוּפִית
ב. תְּחִלָּית + פֶּסַח צֶפֶן + סוּפִית
ג. אֶמָּה + יָחַס + סוּפִית
ד. שָׂרָה + סוּפִית (לְצַדִּיקָה)
ה. תְּחִלָּית + אֶמָּה + שָׂרָה + "ה" בְּתִנָּה