LESSON
2

KEY CONCEPT

- **חזר בחמש**
- **זכר/נקבה**
- Independent Work: Assessment
- Homework

PACING

DAY 2 Pages 19-24

LESSON POINTERS

This page is a "divider page". When a new skill is introduced there is a divider page, which introduces the name of the new skill being taught.

חזר בחמש

- **Sing:**
  להבין ולהשכיל theme song
- **Ask:**
  > Is לשון הקדש a language full of קדושה?
  > Who created the language?
  > Is there any language like it in the world?
  > In what language is the תורה written?
  (The children can answer individually or as a class.)
- **Emphasize:** There is no language in the world that is קדוש and as great as לשון הקדש.



L'HAVIN METHODOLOGY

חזר בחמש:
From the onset, designate approximately five minutes to review a "daily skill" the children learned from the beginning of the program.

Constant review of skills is key to the success of the children mastering and understanding the material - without memorization.

Sample

LESSON 2

KEY CONCEPT

- חזר בחמש
- **זכר/נקבה**
- Independent Work: Assessment
- Homework



בְּדֶרֶךְ כְּלָל



Many words in לְשׁוֹן הַקֹּדֶשׁ are זָכָר or נְקֵבָה.

#1 A word in זָכָר refers to *someone* or *something* that is "**male**" (boy).

זָכָר = 

#2 A word in נְקֵבָה refers to *someone* or *something* that is "**female**" (girl).

נְקֵבָה = 



ANTICIPATORY SET

Ask: What does זכר ונקבה have to do with לשון הקדש?

Announce: Let's become a בלש החמש and find out.

LESSON POINTERS

Explain:

- In לשון הקדש *words (nouns and verbs)* can be זכר or נקבה.
  - > **Emphasize: Just as there are *things* or *people* that are זכר or נקבה, so too, in לשון הקדש there are *words* that are זכר/נקבה.**
  - > *The concept of* זכר/נקבה *may be somewhat familiar to the children. (It may have been taught using the words* ילד/ילדה.*)*
- Teach the children about זכר and נקבה (clues 1 & 2). Have the children point to and read the clues aloud.
- **בדרך כלל:**
  Teach the children and consistently reinforce that "there are exceptions to many rules".
  In general, the words "בדרך כלל" are included on most pages that emphasize a skill and its rules.

ACTIVITY

After teaching the rules that explain how to identify a word as זכר or נקבה (on the next page), reinforce the rules with the following activity.

Bring in two boxes or draw two boxes on the board. Label one box "זכר" and the other box "נקבה".

1. Distribute two pieces of paper to each child. Ask them to draw a picture of *someone* or *something* that belongs in the זכר/נקבה box. Ask the children what they illustrated. Then, call on them to come to the board and "paste" the illustration on/in the correct box.
2. Write words on pink and blue cards and "paste" them on the correct box.
   This activity can also be used when teaching יחיד, יחידה, רבים, רבות.

Sample

LESSON
2

KEY CONCEPT

- חזר בחמש
- **זכר/נקבה**
- Independent Work: Assessment
- Homework

ANTICIPATORY SET

Ask: Can anyone discover a "code" on this page that will identify a word as נקבה?
When teaching a new skill, this question can often be asked.

Hint: There are specific endings for words that are נקבה.

LESSON POINTERS

- This page is a "chart page". All chart pages state a rule with an example of the rule being applied (in a word).
- **Teach** the children to identify the (isolated) **ending** for a word that is זכר/נקבה.
- **Point Out:**
  When identifying a word that is נקבה, there "are specific endings", while there is "no specific ending" when identifying a word that is זכר.
- **סופיות דומות:**
  סופיות דומות are סופיות that "look-alike" but are *translated differently.*
  The "**ת**" סופיות and "**ה**ָ" have "look-alike" endings.
  When teaching any סופית that has a "look-alike" ending, spend extra time emphasizing the סופית with its translation. Teaching and reviewing the סופיות דומות slowly and systematically will enable the children to recognize and master the different translations.
  > "**ה**ָ" - a word that ends with a "ה" is נקבה.
  > "**ת**" - a word that ends with a "ת" is נקבה.
- **בדרך כלל:**
  Point out the words "בדרך כלל" on the page. Ask the children why these words are there.



MANIPULATIVES

Sofiot Domot Cards (P06)

The Sofiot Domot Cards are five sets of cards designed to reinforce "Look-alike" endings. Pre-teach and emphasize the סופיות דומות because they will apply to additional סופיות דומות learned in future lessons.



www.cojds.org

ACTIVITY

Have the children highlight the endings of the sample words for נקבה.

Sample

LESSON 2

KEY CONCEPT

- חזר בחמש
- זכר/נקבה
- **Independent Work: Assessment**
- Homework

LESSON POINTERS

לשון הקדש
> rules and concepts

זכר/נקבה
> identify a סופית (isolated ending)

ASSESSMENT

> This תרגיל is the first of the formative assessments incorporated in the להבין ולהשכיל curriculum.

> **These assessments are designed to assist the teacher in evaluating each student's knowledge, level, and progress, and in monitoring the effectivity of his/her own teaching methods in a non-pressured, user-friendly environment.**

> The formative assessments are worksheets given in class to the students while they are being taught that subject or skill.
Please refer to the introduction regarding additional information for the assessment system incorporated in this program.

> In the Appendix of the Teacher Edition is a recording system to track and record data relative to the children's progress.



בְּאוּ נַחֲזֹר!

ASSESSMENT

Fill in the circle with the correct answer. הַשְׁלֵם

1. Who created the language of לְשׁוֹן הַקֹּדֶשׁ?

Ⓐ ה׳ Ⓒ אַבְרָהָם, יִצְחָק, יַעֲקֹב
Ⓑ אָדָם וְחַוָּה Ⓓ שָׂרָה, רִבְקָה, רָחֵל, לֵאָה

2. In which language is the תּוֹרָה written? לשון הקדש

בְּחַר

אֱמֹר אֶת הַתְּשׁוּבָה הַנְּכוֹנָה.

פְּתֶרֶן כְּלָלִי

לְדֻגְמָא: פָּתָר =	● "male" (boy)	○ "female" (girl)
1. נְקֵבָה =	○ "male" (boy)	● "female" (girl)
2. "ה" בְּסוֹף אִלָּה =	○ פָּתָר ● נְקֵבָה	
3. "ת" בְּסוֹף אִלָּה =	○ פָּתָר ● נְקֵבָה	
4. אִלָּה בְּלִי סוֹפִית =	● פָּתָר ○ נְקֵבָה	

• בְּלִי = without





ACTIVITY

Write out the following on the board: No ending • "ת" • "ה"

- Take four cards and write on each one a word that is either זכר or נקבה.
- Ask the children to look at the card. *Without calling out the answer,* they should *think* if the סופית or word is זכר or נקבה.
(If you do not have time to make the cards you can have the children put their heads down on their desks and then you can write the סופית *or word on the board and have them look up when you tell them.)*
- Ask the children to cover their eyes and take a "vote". When you count to three, they should raise their hand if they think it is זכר.
Then ask them to raise their hand if they think the word is נקבה.
- Keep score on the board.

This game can also be played when learning other skills.

Sample

LESSON
2

KEY CONCEPT

- חזר בחמש
- זכר/נקבה
- **Independent Work: Assessment**
- Homework

LESSON POINTERS

ASSESSMENT

זכר/נקבה

> identify (in a word)

To record the scores, refer to the recording system in the Appendix.

Coloring Page:

- The first few times the children will be assigned to complete a coloring page, have them highlight the סופיות in the words *before* coloring the picture.
- **A color chart is available for reference at the back of the workbook** (page 128 in Student Workbook)**.**



L'HAVIN METHODOLOGY

Highlighting: Highlighting is a technique that is key when teaching the children.

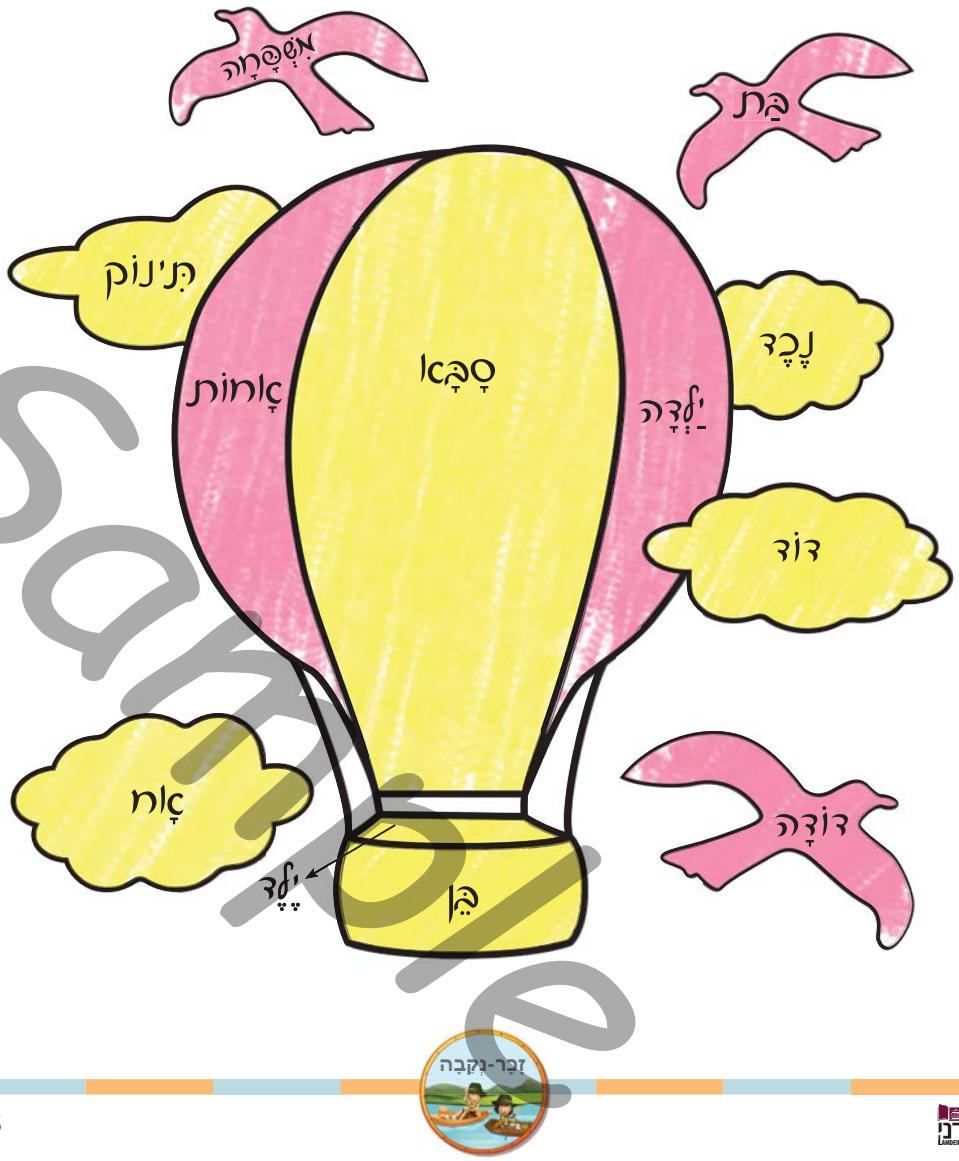
It engages the children by helping them stay focused and active in the lesson. It also visually helps the children clearly see which parts of a word identify a specific concept.

ASSESSMENT

צְבַע

• זָהָב – כָּחֹל • וָרֹד – עֲנָבָה

Please refer to the colors chart on page 128.



15

L'HAVIN PHILOSOPHY

- **Challenge the children, but do not frustrate them.**
- **Since this program is likely the children's first introduction to חמש, our goal is that the children *enjoy* and *love* learning it. This will establish a foundation of love for learning תורה forever.**
- Teach the children how to find correct answers in תרגילים (by referring to the color chart or other skill charts). This will foster a love for learning. It will manifest positive feelings and empower the children to become confident and independent learners.
- Evaluate the need for the children to refer back to a chart. If the children need to look back at a chart to find the correct answer to a question, please allow them to do so. At some point, it is advantageous to wean them off of this.

sample



צַיֵּיר



= נְקֵבָה



= זָכָר

1. = פֶּתֶן



2. = בְּאֵר'נָה



3. = מְאֻכָּזֶה



4. = צְבָּה



5. = קָאַט



6. = חָפָּה



7. = תַּשׁוּט



8. = בַּעַמְת



9. = אַכְּעֵךְ



10. = תַּשׁוּמִי



11. = אָפַת



12. = פְּמְאֹנִיָּה





Sample

LESSON 2

KEY CONCEPT

- חזר בחמש
- זכר/נקבה
- Independent Work: Assessment
- **Homework**

HOMEWORK

This page can be assigned for homework. It reviews the concepts of זכר and נקבה.

L'HAVIN METHODOLOGY

- As mentioned, to acclimate the children to properly and independently complete their homework assignments, explain the instructions and, if applicable, complete the first question in class.
- When assigning this page, it is recommended to have the children first highlight the סופיות of the words that are נקבה. Then when they go home to complete this assignment, it will be clear and easy for them to complete the תרגיל.
- Have the children put a star at the top of the page to indicate it is a homework page.
- **When children are able to discover a rule or answer on their own, they more effectively integrate, master and retain that knowledge.** *When possible, incorporate this methodology into your lessons.*

LESSON
3

KEY CONCEPT

- **Bell Work: תרגיל**
- Bell Work: Assessment
- חזר בחמש
- יחיד, יחידה, רבים, רבות
- יחיד, יחידה, רבים, רבות Song
- Class/Independent Work
- Homework

PACING

DAY 3 Pages 25-32

BELL WORK

Starting the lesson with "Bell Work" is an excellent classroom management tool.

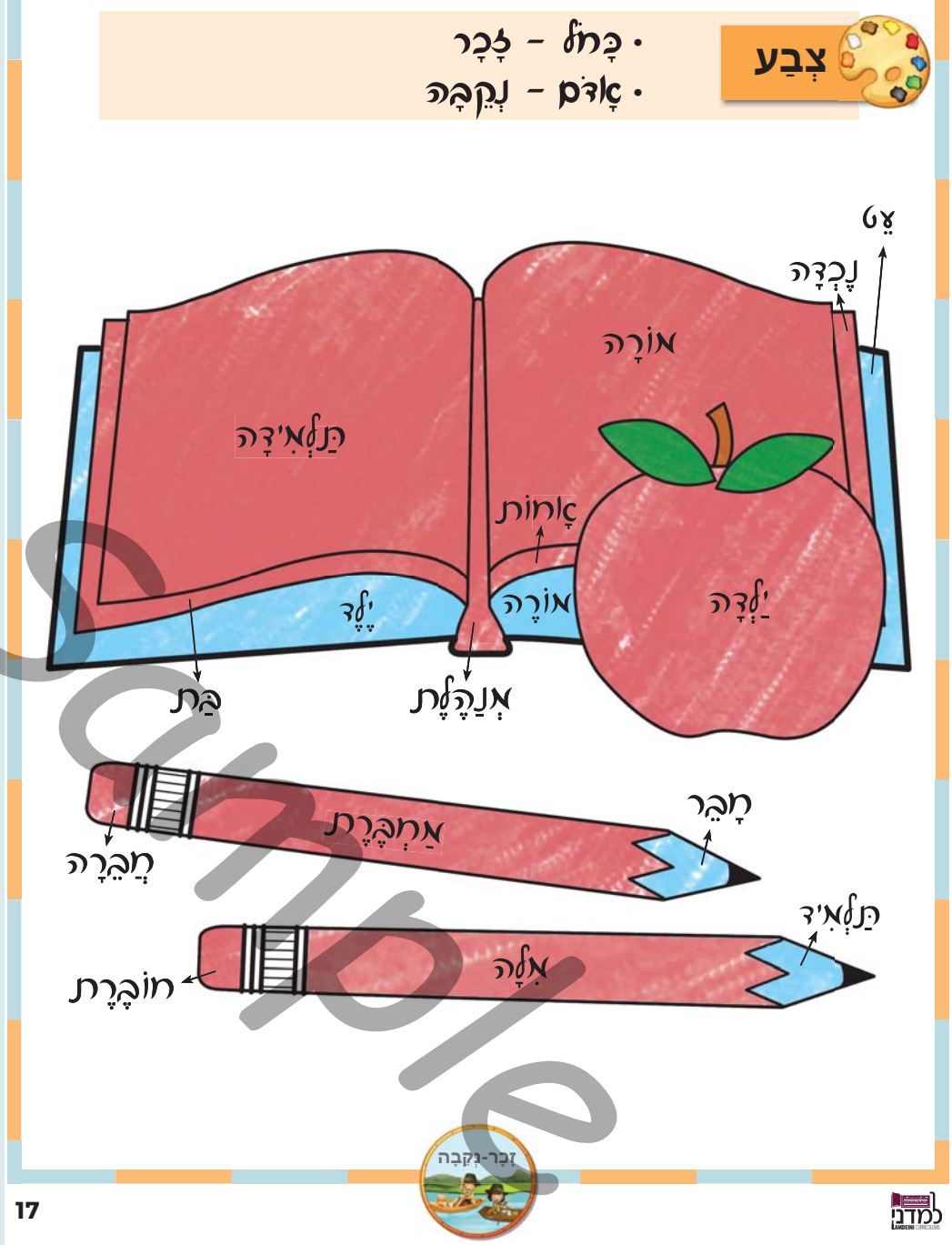
"Bell Work" represents תרגילים or activities posted on the board for the children to complete at the start of the lesson. The תרגילים/activities can be a review of previous lessons or practice of current lessons or skills.

Having the children quietly complete this assignment at the start of a lesson is a successful tactic that settles the children, keeping them focused and on task. It helps establish a positive environment that is conducive to learning.

תרגיל

זכר/נקבה

> identify a word



LESSON POINTERS

Routine:

> Set up a routine by beginning most lessons with "Bell Work".

> Have the children prepare for the lesson by taking out all materials needed.

> Write the page with the תרגיל you would like the children to complete on the board, so they can begin when they are ready.

Sample

KEY CONCEPT

- Bell Work: תרגיל
- **Bell Work: Assessment**
- **חזר בחמש**
- יחיד, יחידה, רבים, רבות
- Song יחיד, יחידה, רבים, רבות
- Class/Independent Work
- Homework

BELL WORK

ASSESSMENT

זכר/נקבה
> identify a word

As mentioned, a system for recording scores from the formative assessments can be found in the Appendix. It will help track the children's ability to maintain and master the skills taught.



The data available on the recording sheet will be a useful tool that can be utilized in many ways.

Please refer to the introduction for more information regarding formative assessments.

L'HAVIN PHILOSOPHY

Assessments:
When administering an assessment, the children should view it as a typical תרגיל. It should be completed in a pressure-free environment.

חזר בחמש

- **לשון הקדש**
- **זכר/נקבה**
  > define
  > identify an isolated ending
  > identify a word

LESSON POINTERS

The children who complete this page earlier than others can color it.

Sample

בס"ד

ASSESSMENT

כְּתֹב זָכָר אוֹ נְקֵבָה.

1. יַלְקוּט — זכר
2. אַנְבִּיָּה — נקבה
3. אֲנַנָּס — זכר
4. אֲנַנָּת — נקבה
5. אַפִּית — נקבה
6. אַלְבִּירָה — נקבה
7. כּוֹס — זכר
8. אַמְשְׁבִּיס — זכר
9. חֲלָבִית — נקבה
10. שְׁאֵלָה — נקבה
11. זְבַח — זכר
12. כִּיוֹר — זכר

זָכָר-נְקֵבָה