LESSON
18

KEY CONCEPT

- Bell Work: תרגיל
- חזר בחמש
- **סופיות "ךָ", "ךְ"**
- Class/Independent Work
- קבוצות סופיות: You
- Homework

LESSON POINTERS

- **When teaching a new סופית: כנוי, focus on the following two essential points:**
  1. **translation of the סופית** *Remind the children that they will learn to decide which of the two translations is correct based on the context of the* סופית.
  2. **whether the סופית refers to someone or something that is יחיד, יחידה, רבים, רבות.**
- Teach the children to:
  - > **Identify** the סופית both as an isolated ending *and* in a word.
  - > **Translate** the סופית.
  - > **Reference** the סופית as either יחיד, יחידה, רבים or רבות.

בס"ד

סוֹפִיּוֹת: כִּנּוּיִים

הַגְדֵּר כְּלָלִים

תַּרְגּוּם דּוֹמֶה

ךָ = you, your
יְמִיךָ

ךְ = you, your
יְמִידֵךְ

יְמִיךָ/יְמִידֵךְ, סוֹפִיּוֹת, יָד, יָדַיִם

כְּתֹב

כְּתֹב אֶת הַתְּשׁוּבָה הַנְּכוֹנָה.

1. ךָ = you, your / תַּרְגּוּם , יְמִיךָ / יְמִיךָ/יְמִידֵךְ, סוֹפִיּוֹת, יָד, יָדַיִם

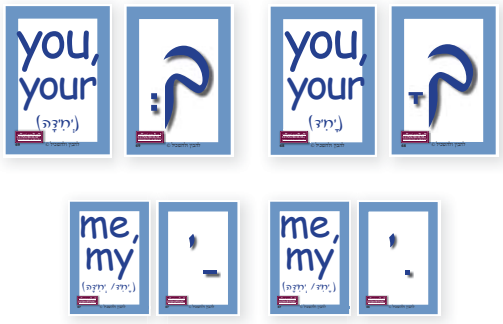
2. ךְ = you, your / תַּרְגּוּם , יְמִידֵךְ / יְמִיךָ/יְמִידֵךְ, סוֹפִיּוֹת, יָד, יָדַיִם

Sample

21

MANIPULATIVES

Magnetic Cards (MC1)



www.cojds.org

ACTIVITY

Chant: Use the "tune" from the chant "Concentration" to teach the following when teaching each new סופית. This will engage the children and help them learn the סופיות well.

"כתה ב"
Are you ready?
If so, let's go
Starting with,
Names of סופיות
"ךָ" סופית
"ךְ" סופית
You, your
יחיד, יחיד
"ךָ" סופית
"ךְ" סופית
You, your
יחידה, יחידה

LESSON
18

KEY CONCEPT

- Bell Work: תרגיל
- חזר בחמש
- סופיות "ךָ", "ךְ"
- **Class/Independent Work**
- קבוצות סופיות: You
- Homework

LESSON POINTERS

- This תרגיל reviews סוֹפִיוֹת "ךָ", "ךְ", "ֵי", "ַי", "ֶי".
- As a class, complete the first item, then have the children complete the remaining items individually.
- In this תרגיל, the children will develop the ability to have a discerning eye - to see a *word in its entirety* and then *identify its parts*.

  They will:
  - > "break apart" the word
  - > translate each part
  - > identify the סופית as יחיד/יחידה.

Important:
Point out that when a סופית is attached to a <u>שם עצם</u>, the סופית always takes the second meaning, which shows to whom something belongs (possessive form).

If at this point it is too challenging for the children to internalize this, they can write both translations for the סופית, but emphasize that when they will see the word within the context of a sentence/פסוק, they will be able to determine which translation to use.

Eventually, the children should be able to determine the correct translation by looking at the word itself.



Sample

LESSON
18

KEY CONCEPT

- Bell Work: תרגיל
- חזר בחמש
- סופיות "ךָ", "ךְ"
- **Class/Independent Work**
- קבוצות סופיות: You
- Homework

LESSON POINTERS

This page is a continuation of the תרגיל from the previous page.

4. בָּנַי = אָבָּא | בָּנִים (sons) + ☑ יְמִינִי ☑ יְמִינִי _ (me) my

5. שִׁלְחָנְךָ = אָבָּא | שׁוּלְחָן (table) + ☐ יְמִינִי ☑ יְמִינִי ךָ (you) your

6. עִפְּרוֹנִי = אָבָּא | עִפָּרוֹן (pencil) + ☑ יְמִינִי ☑ יְמִינִי . (me) my

- בֵּן = son
- שׁוּלְחָן = table
- עִפָּרוֹן = pencil

סופיות

Sample



Sample

MANIPULATIVES

Kevutzot Sofiot Poster (P34)



www.cojds.org

LESSON 18

KEY CONCEPT

- Bell Work: תרגיל
- חזר בחמש
- סופיות "ך", "ם"
- Class/Independent Work
- **קבוצות סופיות: You**
- Homework

LESSON POINTERS

קבוצות סופיות

- Before emphasizing the "תרגום דומה" for "ם" and "ך", remind the children that there are four קבוצות סופיות with a "תרגום דומה".
  > The first group is the "me/my" group. *Review the* סופית "ִי" *and* "ִי" *with their translations.*
  > The second group of קבוצות סופיות is "you/your".
- "ם/ך" סופיות belong to the group of סופיות that are translated as "you/your".
  There are four סופיות that belong in this קבוצה. *(See page 47.)*
  Emphasize the "ם"/"ך" סופיות so that it will be easier for the children when they learn the additional two סופיות.
- **Ask:**
  If the translation is the same for "ם" and "ך", what is the difference between them?
  Answer:
  "ך" סופית refers to someone or something that is יחיד, and "ם" סופית refers to someone or something that is יחידה.

LESSON
18

KEY CONCEPT

- Bell Work: תרגיל
- חזר בחמש
- סופיות "ךָ", "ךְ"
- Class/Independent Work
- קבוצות סופיות: You
- **Homework**

HOMEWORK

This page focuses on סופיות: כנויים "ִי" / "ַי" / "ךָ" / "ךְ".

The children are required to:

> define - isolated ending
> identify - יחיד, יחידה, רבים, רבות
> define - סופית
> identify סופית in a word

עַבְלָה

בַּשְּׁעַם אֶת הַטַּבְלָה.

סוֹפִית	תַּרְגּוּם הַסוֹפִית	יָמִיד	יְמִידָּה	רַבִּים	רַבּוֹת
1. ךָ	you, your		✓		
2. ַי	me, my	✓	✓		
3. ִי	me, my	✓	✓		
4. ךְ	you, your	✓			

בֹּאוּ נַחֲזֹר!

הַשְׁלֵם

Fill in the circle with the correct answer.

הִזְדָּרֵךְ כְּפִי

1. An "ending" attached to the end of a word is a:
   Ⓐ סִפְעַל Ⓑ סוֹפִית Ⓒ תְּחִלִּית Ⓓ סִפְעַל

2. What is the סוֹפִית in the word הָאָבַי?
   Ⓐ ה Ⓑ בַּ־ִת Ⓒ תִּ' ● ַי־

3. What is the סוֹפִית in the word וְאִמִּי?
   Ⓐ אות Ⓑ ו Ⓒ תִּ' ● ִי



Sample



כְּתֹב כְּתֹב אֶת הַתְּמוּנִית.



1. from א
2. like כ
3. the ה
4. in ב
5. that ש
6. for ל
7. and ו
8. with ב



הַשְׁלֵם **Fill in the circle with the correct answer.**



פְּתֻרָה כְּלָלִית

1. When there is a "**ם**" at the end of a word, the word is:

Ⓐ רַגּוֹת ● רַגִּ֫ים Ⓒ יְמִיָּה Ⓓ יָמִ֫ים

2. When there is a "**ת**" at the end of a word, the word is:

Ⓐ רַגּוֹת Ⓑ רַגִּ֫ים ● יְמִיָּה Ⓓ יָמִ֫ים

3. When a word **does not have an "ending,"** the word is:

Ⓐ רַגּוֹת Ⓑ רַגִּ֫ים Ⓒ יְמִיָּה ● יָמִ֫ים

טַבְלָה מַשְׁלִים אֶת הַטַּבְלָה.



סוֹפִית	תַּרְגּוּם סוֹפִית	יָמִ֫ים	יְמִיָּה	רַגִּ֫ים	רַגּוֹת
1. ַ/ָ ִ/ֵ	me, my	✓	✓		
2. ךָ	you, your		✓		
3. ךְ	you, your	✓			



Sample

LESSON **19**

KEY CONCEPT

- **Bell Work: תרגיל**
- **חזר בחמש**
- סופיות "ו/ו", "ָ ה"
- Class/Independent Work
- קבוצות סופיות: Him/His
- Independent Work: Assessment
- סופיות דומות
- Homework

PACING

DAY 19 Pages 162-169

BELL WORK

תרגיל

תחליות
> translate English to Hebrew

סופיות
> translate
> identify the סופיות as יחיד, יחידה, רבים, רבות

חזר בחמש

- **לשון הקדש**
- **זכר/נקבה**
- **יחיד, יחידה, רבים, רבות**
  > Sing song.
- **מלים/חלקי מלה**
  > Sing song.
- **תחליות**
  > Sing song.
- **שרשים**
- **סופיות: כנויים**
  ִי , ַי , ָך , ֵך
  > Define an isolated ending and its translation.
  > Identify the סופית as יחיד, יחידה, רבים, רבות.
- **קבוצות סופיות**
  > me, my (ִי, ַי)
  > you, your (ָך, ֵך)

בּוֹא נַחֲזֹר!

כְּתֹב אֶת הַתַּרְגּוּם.

1. ר,אֹ,ה — see
2. ב,וֹ,א — come
3. ג,ד,ל — become big/great
4. ד,ב,ר — speak
5. ה,ל,כ/י,ל,כ — go/walk
6. נ,ת,נ — give
7. א,מ,ר — say
8. י,צ,א — go out
9. ל,ק,ח — take
10. ב,ר,כ — bless/kneel
11. י,ל,ד — give birth
12. ע,ש,ה — do/make

שָׁרְשִׁים

Sample

LESSON 20

KEY CONCEPT

- Bell Work: Assessment
- חזר בחמש
- סופית "נו"
- Class/Independent Work
- **Homework**

HOMEWORK

This homework page requires the children to write the translation of each שרש.

LESSON
21

KEY CONCEPT

- **Bell Work: תרגיל**
- **חזר בחמש**
- סופיות "כָּם", "כֶּן"
- Class/Independent Work
- קבוצות סופיות: You
- Homework

PACING

DAY 21 Pages 179-184

BELL WORK

תרגיל

סופיות: כנויים
> translate English to Hebrew

תחליות
> translate English to Hebrew

חזר בחמש

- **לשון הקדש**
- **זכר/נקבה**
- **יחיד, יחידה, רבים, רבות**
  > Sing song.
- **מלים/חלקי מלה**
  > Sing song.
- **תחליות**
  > Sing song.
- **שרשים**
- **סופיות: כנויים**
  ־ִי , ־ֵי , ךָ , ךְ , וֹ/ו , ֶהָ , נוּ
  > Define an isolated ending and its translation.
  > Identify the סופית as יחיד, יחידה, רבים, רבות.
- **קבוצות סופיות**
  > me, my (ִי, ־ֵי)
  > you, your (ךָ, ךְ)
  > him/his, it/its (וֹ, ו)
- **סופיות דומות**
  > "ה" - ָה, ֶהָ
  > "ת" - ת, וֹת
  > "נו"

כְּתֹב אֶת הַסּוֹפִית.

א)

סוֹפִית	תַּרְגּוּם
1. ־ִי / ־ֵי	me, my לִי/לִיזֶה
2. ךָ	you, your לְךָ
3. ֶהָ	her, it/its לָהּ/לָזֶה

סוֹפִית	תַּרְגּוּם
4. וֹ / ו	him/his, it/its לוֹ
5. נוּ	us, our, we לָנוּ/לָאוֹת
6. כֶּם	you, your לָכֶם

כְּתֹב אֶת הַתְּמִיֹּת.



ב)

תְּמִיֹּת	תַּרְגּוּם
1. שֶׁ	that
2. אֵת	from
3. בְּ	in/with
4. הַ	the

תְּמִיֹּת	תַּרְגּוּם
5. וְ	and
6. כְּ	like
7. לְ	to/for



Sample

LESSON
26

KEY CONCEPT

- Bell Work: Assessment
- חזר בחמש
- **זמן עתיד**
- תחלית "י"
- Independent Work: תרגיל
- Independent Work: Assessment
- Homework

LESSON POINTERS

- This page focuses on teaching the children three verbs written in זמן עתיד. This will prepare them to learn and understand the ההפוך ו'.
- Have the children point to, read, and translate the verbs written in זמן עתיד.
- **The focus is on teaching the children what זמן עתיד is and to identify a few verbs in זמן עתיד.** We are not yet teaching them to recognize all of the verb forms.

L'HAVIN METHODOLOGY

When "להבין ולהשכיל" translates a verb from זמן עתיד into English, it places the word "will" before the verb. E.g., he *will* say, he *will* go, he *will* write.

ACTIVITY

1. Refer to the activities suggested for זמן עבר (page 74), and adapt them for זמן עתיד.
2. "Past Tense/Future Bang Game:"
   Group the children into teams. One child *from each team* plays one round at time. The teacher either shows a verb flashcard or says a verb in the past or future tense. The children bang on the table if they know the tense of the verb. The child who banged on the table first gives his answer to win a point for his team.

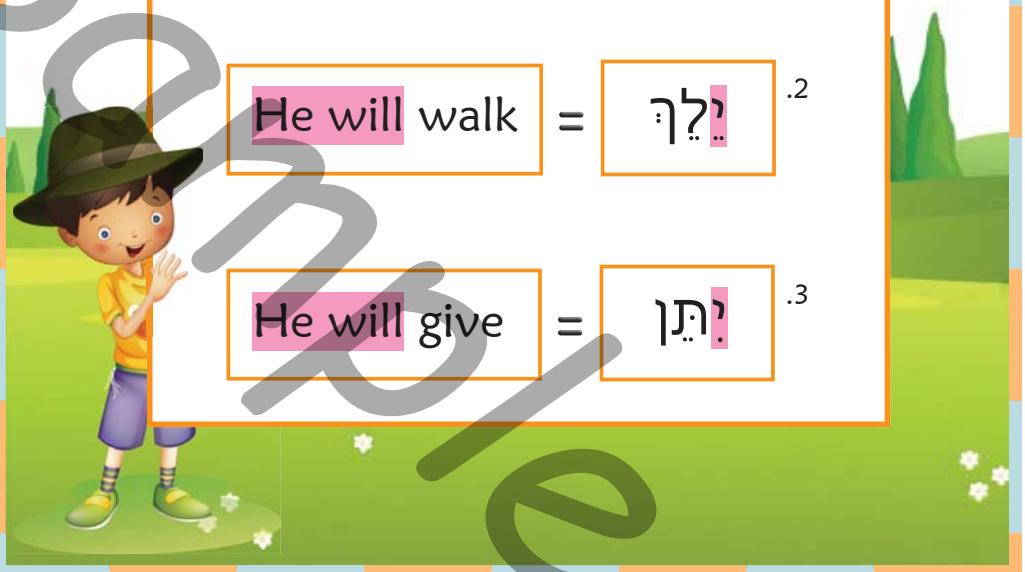
בס"ד

זְמַן עָתִיד



The following פְּעָלִים are written in זְמַן עָתִיד.

.1	יֹאמַר	=	He will say
.2	יֵלֵךְ	=	He will walk
.3	יִתֵּן	=	He will give



Sample

81



LESSON 26

KEY CONCEPT

- Bell Work: Assessment
- חזר בחמש
- זמן עתיד
- **תחלית "י"**
- Independent Work: תרגיל
- Independent Work: Assessment
- Homework

LESSON POINTERS

- Teach the children that a "י" תחלית is translated as "he will".
- **Emphasize:** A "י" תחלית is *always* placed before a שרש.
- It is necessary for the children to learn about the "י" תחלית in order to accurately translate the יחיד: גוף שלישי (in ו' ההפוך form).

ACTIVITY

1. Write words with different תחליות on the board. Using the שרשים from the שרשים unit, include verbs with the "י" תחלית. Call on the children to come to the board, highlight, and translate the תחלית.

   Point out:

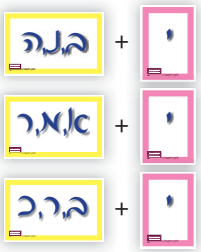
   > a "י" תחלית must be attached to a שרש.

   > there could be an אות נסתרת in the שרש.

2. Using the magnetic cards, create words that are a combination of a תחלית "י" + שרש.

MANIPULATIVES

Magnetic Cards (MC1)



Otiot "Eitan" (P10)



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Sample

LESSON
26

KEY CONCEPT

- Bell Work: Assessment
- חזר בחמש
- זמן עתיד
- תחלית "י"
- **Independent Work: תרגיל**
- Independent Work: Assessment
- Homework

LESSON POINTERS

This page focuses on reinforcing the concept of זמן עתיד.

באו נחזור!

כְּתֹב

כְּתֹב אֶת הַתְּשׁוּבָה הַנְּכוֹנָה.

1. Write three sentences that describe things you would like to do in the future.

(1) _____

_____

(2) _____

_____

(3) _____

_____

באו נחזור!

הַשְׁלֵם

Fill in the circle with the correct answer.

הִדְגֵּרָ כְּפֹל

1. "Shoshana will visit her grandmother."
When will Shoshana visit her grandmother?
Ⓐ הֹוֶה (now) Ⓑ עָבַר (in the past) ● עָתִיד (in the future)

2. "Yisroel and Yehuda will go to the birthday party."
When will Yisroel and Yehuda go to the birthday party?
Ⓐ הֹוֶה (now) Ⓑ עָבַר (in the past) ● עָתִיד (in the future)

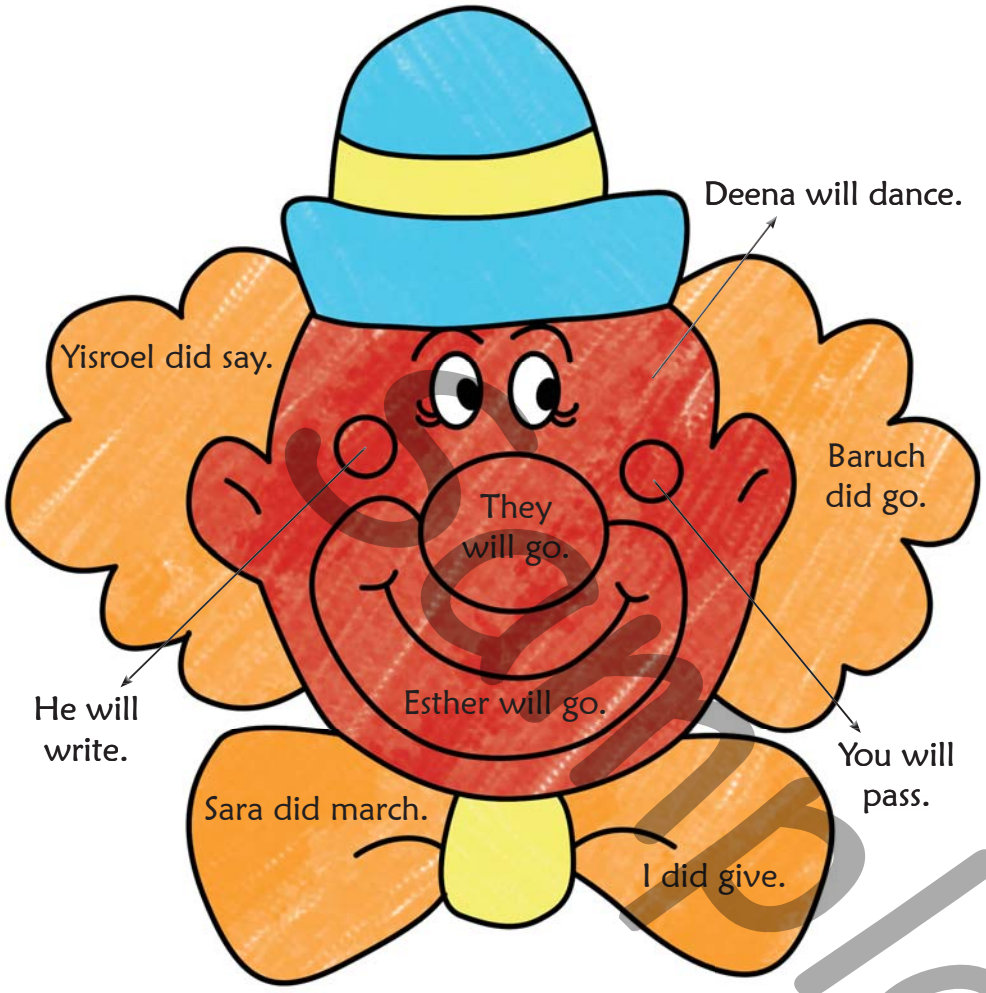
3. "Chaya will sleep at her friend's house."
When will Chaya sleep at her friend's house?
Ⓐ הֹוֶה (now) Ⓑ עָבַר (in the past) ● עָתִיד (in the future)



Sample

צֶבַע

• בָּתַּח – פְּעַל: הִיא תִּפְעַל
• קָרַא – פְּעַל: הִיא תִּקְרָא





LESSON 26

KEY CONCEPT

- Bell Work: Assessment
- חזר בחמש
- זמן עתיד
- תחלית "י"
- **Independent Work: תרגיל**
- Independent Work: Assessment
- Homework

LESSON POINTERS

This coloring page focuses on helping the children internalize the concepts of זמן עבר and זמן עתיד. They are required to differentiate between English sentences written in זמן עבר and in זמן עתיד.

LESSON
26

KEY CONCEPT

- Bell Work: Assessment
- חזר בחמש
- זמן עתיד
- תחלית "י"
- **Independent Work: תרגיל**
- Independent Work: Assessment
- Homework

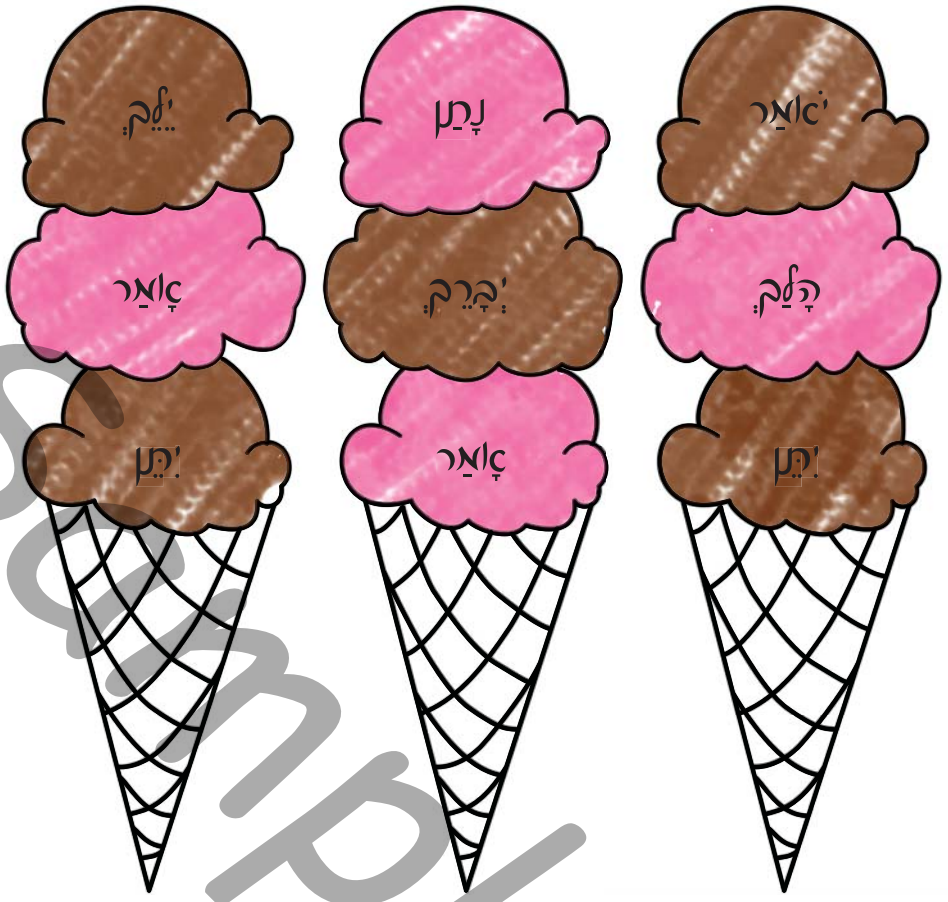
LESSON POINTERS

- This coloring page focuses on helping the children internalize the concepts of זמן עבר and זמן עתיד. They are required to differentiate between Hebrew words written in זמן עבר and in זמן עתיד.
- This page can be assigned for Homework rather than for independent classwork.

  The children can refer to pages 74 and 81 for the answers.

צִבַע

• וְרֹד – פֹּעַל: נִמְאָן עָבָר
• חוּם – פֹּעַל: נִמְאָן עָתִיד



Sample