***Grade***First ***Text   ספורי אבות ואמהות***

**UNWRAP THE STANDARDS AND BENCHMARKS**-Unpack the components of the selected standards, benchmarks and content to determine what students should know and be able to do.

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| **Standard 1: Students will become independent and literarily astute readers of the biblical text in Hebrew.****Benchmark 1.1: Retells learned biblical narratives** |  |  |
| **Students will know** | **Students will be able to do** | **Content Material** |
| Storyline/plot points | Retell elements of the plot in sequenceDistinguish between what is and isn’t in the textIdentify visual depictions of moments in the narrative and explain what happened before and after | לאברם יש …ללוט יש …אבל לאברם אין… |
| Characters | Identify characters by name and explain what they did in the storyDescribe characters or use voice that conveys character’s traits | אברם/אברהםשרי/שרהרועיםלוט |
| Setting (time, place, context) | Describe the settingIdentify places | ארץ כנעןעמק הירדן/סדום |
| Where the story falls in the context of other biblical narratives | Include where the story falls in relationship to other biblical stories (before/after) | First unroll mini-Torah; kids summarize previous story (לך לך) |
| **Benchmark 1.4: Recognizes names, places, and key words of biblical texts** |  |  |
| **Students will know**  | **Students will be able to do** | **Content Material** |
| Know names of characters and places | Answer questions about characters and places |  |
| Know where story takes place | Identify places | Map of Eretz Yisrael (on flannel board and actual map) |
| Know what happened in the story | Retell events in story in proper sequence | הצאן שלנו צריך עשב   לא, הצאן שלנו … … זה שלנו   |
| Know key verbs | Answer questions about actions in story | יושב, אומר, רואה, הולך, צריך, רוצה, שומע |
| Know key words and important phrases | Use key words in response to questions and visual cuesDecode and understand sentences about the storyWrite an original descriptive sentence based on learned vocabulary | כסף, זהב, גמלים, כבשים, עזים, צאן, אוהלים, עבדיםריבהלא כל הארץ לפניך? אם אתה הולך ימינה, אני הולך שמאלה, ואם אתה הולך שמאלה, אני הולך ימינה  |
| Know one pasuk by heart | Recite a pasuk by heart | אל נא תהי מריבה ביני וביניך… כי אנשים אחים אנחנו. אב המון גויים |
| **Standard 8:  Students will develop a love of Torah study for its own sake and embrace it as an inspiring resource, informing their values, moral commitments and ways of experiencing the world.** |  |  |
| **Benchmark 8.2****Links specific values with biblical personalities in narrative settings** |  |  |
| Know the character and what it did |  | שלום בית |
| Name value that the character exemplifies | Explain what the value meansExplain how the character’s behavior exemplifies the value | Discussion:  When have they been in a situation where two people wanted/ needed the same thing? |
| **Benchmark 8:3** **Applies value into personal Jewish experience** |  |  |
| Know what the value meansKnow personal experience related to the value | Describes personal experience that embodies the valueExplains why the experience embodies the valuePerforms an activity/behavior that embodies the valueRecognizes when the value is expressed in everyday experiences | Sh’lom Bayit skits:  Who can be Avram?   (Kids create and act out situations)Mission Mitzvah postcards for Sh’lom BayitSh’lom Bayit recording sheet |

**DETERMINE BIG IDEAS AND ESSENTIAL QUESTIONS**

BIG IDEAS: (Identify the important generalizations—what you want students to deeply understand and apply. Brainstorm several, and narrow to a few that align best with the chosen content material)

\* We learn lessons from the choices and behavior of Avot V’Imahot (our ancestors).

\* We sometimes have to give things up for the sake of Sh’lom Bayit.

\* People are more important than possessions.

\* Sh’lom Bayit leads to Sh’lom HaNefesh (inner peace).

ESSENTIAL QUESTIONS: (Open-ended questions to focus students’ thinking and encourage students to engage with Big Ideas.

\* Why do we study Torah?

\* In what ways do we connect to our ancestors’ lives?

\* How does Sh’lom Bayit help us in our everyday relationships?

\* Why is Sh’lom Bayit so hard to do?  What do I need to do to show Sh’lom Bayit in my life?

**CREATE THE PERFORMANCE ASSESSMENT WITH ENGAGING SCENARIO**

PERFORMANCE ASSESSMENT (Performance Assessment includes a spectrum of tasks designed for students to synthesize and consolidate what they learned. Students demonstrate “proficiency” in the skills, knowledge and big ideas of the unit.)

ENGAGING SCENARIO (Creates motivation or sets the scene for students to apply knowledge and skills to problem solving.

Dr. T has asked Kitat Oren - as the school’s experts on **האבות והאמהות** - to teach a lesson to their buddies in Kitat Alon about an experience in the lives of one of the  **אבות ואמהות** .

**TASK 1:  TEACH THE STORY**

* Find the story you have chosen from  **ספר האבות והאמהות.**
* Using your picture, retell the story to your Alon buddy, including

    - Names of all characters

    - Where story took place

    - What happened in the story (beginning, middle and end) and what happened right before

- Use the Hebrew words on your list as you retell the story

- Recite and explain the pasuk that goes with your story

**SCORING GUIDE for TASK 1** (To be filled out during “practice run” with teacher, before children go into their buddy class)

* Correctly identifies all characters
* Correctly identifies place
* Retells story in sequence
* Correctly uses given Hebrew words
* Recites and explains the pasuk

**ספר האבות והאמהות**

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1**. מי** בסיפור?

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| ה' אברם/אברהם שרי/שרה אליעזר לוט רועים יצחק רבקה יעקב עשו מלאך/מלאכיםלבן רחל לאה בני-לבן בני-יעקב |

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| ארץ-כנען on the road **to** Eretz C’naan בדרך **ל**ארץ-כנען    on the road **from** Eretz C’naanבדרך **מ**ארץ כנען חרן ( הבית של לבן)   |

2**. איפה** הסיפור?

3**. מה קרה?**

התחלה

אמצע

סוף

4. **מילים:**

|  |
| --- |
| (Yaffah will put these in for each kid depending on the story they choose and who the kid is—what words they’re responsible for) |

5. **פסוק**

**Recited Explained \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TASK 2: INTERVIEW THE EXPERT**

Now that you have explained the story, your buddy will conduct an “Expert Interview” with you.

1.  What do you like best about this story?

2.  Who is your favorite character and why?

3.  Do you agree or disagree with the character’s choices and behavior?

4.  What is the most important lesson that you learn from this story?

5.  How do you connect personally to this story?  Have you ever been in a similar situation?

6.  What is one question you still have about this story or one of its characters?

**SCORING GUIDE for TASK 2**

* States a favorite part of the story and gives relevant reason
* Forms an opinion about a character and supports it with evidence from the story
* Explains a relevant Big Idea
* Describes a personal connection to the story, or applies an idea to own life
* Formulates a relevant question about the story or characters

**INTERVIEW THE EXPERT**

Interviewer’s Name:

Expert’s Name:

Name of Story:

1.  What do you like best about this story?

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2.  Who is your favorite character and why?

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3.  Choose one character. Tell me about his/her behavior or decisions. Do you agree or disagree with these choices and behavior? Why?

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4.  What is the most important lesson that you learn from this story?

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5.  How do you connect personally to this story?  Have you ever been in a similar situation? Describe it.

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6.  What is one question you still have about this story or one of its characters?

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**TASK 3:  DESIGN A COVER**

With your buddy, create a cover for **ספר האבות והאמהות**.  Include the following:

* Choose a spot to write the title  **ספר האבות והאמהות**  clearly, neatly and correctly.
* For your picture or decoration, include at least one character doing something from a story you learned.
* Include background and important objects in your drawing.
* Choose an appropriate place to neatly write the pasuk that goes with your drawing.

**SCORING GUIDE for TASK 3**

**DESIGN A COVER**

Name of Oren student:

Name of Alon Buddy:

Name of Story featured on your cover:

1. Choose a spot to write the title  **ספר האבות והאמהות**  clearly, neatly and correctly.

2. For your picture or decoration, include at least one **character** doing something from a story you learned.

3. Include **background** and important objects in your drawing.

4. Choose an appropriate place to neatly write the **pasuk** that goes with your drawing.

**TASK 4:  THE TORAH AND ME**

Choose the story that you feel the most connected to either what happened or the Big Idea.  In the back of  **ספר האבות והאמהות**, on the page opposite the family tree, draw a picture of you doing something you learned from that story.

Include background, other people (if they are involved) and important objects.

Choose a spot on the page to write the Pasuk that goes with that story.

Make up a title for the picture.  Write it clearly and neatly at the top of the page.

**SCORING GUIDE for TASK 4**

**THE TORAH AND ME**

Name of my story:

Ask yourself these two questions:

* How do I connect to what happened in the story?
* How do I connect to one of the Big Ideas in the story?

1. In the back of  **ספר האבות והאמהות**, on the page opposite the family tree, draw a picture of yourself doing something you learned from that story.

2. Include background, other people (if they are involved) and important objects.

3. Choose a spot on the page to write the Pasuk that goes with that story.

4. Make up a title for the picture.  Write it clearly and neatly at the top of the page.