***Text: Genesis 3:8-23 פרשת בראשית Grade: 3***

**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.**התלמידים יפתחו מיומנויות כקוראים עצמאיים וכקוראים רגישים לתקנים הספרותיים של הטקסט המקראי בעברית. |
| **Benchmark 1.10c: Recognizes repeating words and roots.** |
| To Know  | To Do  | Text |
| מה זה שרש?מילים מובנות משרשהכרת פעלים\יש פעלים שמשנים צורההכרת שמות עצםשמות גוףזכר\נקוהיחיד\רביםPrefix/Suffix | למצא מלים עם אותיות השרשלמצא שמות עצם בטקסטלמצא את שם הגוף למצא את הפעלים שאחת מאותיות השרש חסרהלמצא סיומות והתחלות | ואמר, √אמר, √אכל, אדמה, דעת\ידע, ארור"וי" |

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| **Benchmark 1.10e: Identifies names, characters and places.** |
| To Know  | To Do  | Text |
| What is a noun?Who are the characters?What are the names?What are the placesמילות שייכותפועל לפני\אחרי אחד הדמויות | Explain that a noun is different from a verbIdentify charactersIdentify names, placesLocate the places on a mapLocate the person on a biblical timelineMake connections between characters/family treeUse placement of verbs to find names of characters | **דמוית:**(8) ה' אלהים: ח'(2), ט', י"ג, י"ד, כ"א, כ"ב, כ"ג(7) אדם: ח', ט'(2), י"ב, ט"ז, י"ז, כ', כ"א, כ"ב(7) אישה\אשתו: ח', י"ב, י"ג, ט"ו(2), ט"ז, י"ז, כ', כ"אאם כל חי: כ'**מקומות:**גן, עץ הגן: ח'גן עדן: כ"ג |
| **Benchmark 1.10f: Distinguishes between narrative, dialogue and inner quotations.** |
| To Know | To Do | Text |
| What is narrative?What is dialogue?Words that introduce dialogueVocabularyContext of dialogueTone of dialogue | Locate פסוקים of narrativeLocate פסוקים of dialogueIdentify speakers in dialogueSummarize content of dialogueExplain where/why conversation is taking placeRead dialogue to reflect characters’ emotions | Narrative: ח', כ"ג Dialogue: ה' לאדם: ט'-י"א, י"ז-כ'אדם לה': י"בה' לאשה: י"ג, ט"זה' לנחש: י"ד-ט"וה' ל?: כ"בVocabulary:עצב, עפר, אדמה, זרע, אשה, אמר, אכל, שמע, קרא, עשה, לקח, שלחWhere: גן עדן Why: Because that is where the mistake was made. האדם disobeyed God’s clear directionsה' asks questions to help admit what he has doneהאדם responds, ה' punishes |

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| **Standard 6: Students will develop an appreciation for the sacredness of Tanakh as the primary record of the meeting between God and the people of Israel and as an essential text through which Jews continue to grapple with theological, spiritual, and existential questions.** **התלמידים יפתחו הערכה של קדושת התנ"ך כהרשמה העיקרית של המפגש בין אלוהים לעם ישראל וכטקסט מהותי שדרכו היהודים ממשיכים להתמודד עם שאלות רוחניות, תיאולוגיות, וקיומיות.**  |
| **Benchmark 6.8: Examines the impact of divine interactions on biblical characters.** |
| To Know | To Do | Text |
| CharactersInteraction(s) with God:* What was it like?
* Where did it happen?
* When did it happen?
* Who else was there?

What does God do?How does God present?What does the human character do?What does the human character say? | Identify charactersLocate in the text where the interaction occursDescribe state of character(s) –including God—before, during and after interactionAnalyze differences/changes in character before and after divine interactionDescribe actions of the character(s) before, during and after the interactionDescribe state of the character(s) before, during and after the interactionEvaluate the responses of the human character(s) to the interaction with God | God, האדם, האשה, הנחשDialogues warning verse (2:16-17)Background piecesWhere: 8When: לרוח היום, לעת ערבWho was there?God: asks (9)      Gives Adam & woman chance to confessAdam & woman & nachash – מפילים אשמה |

**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)

* God gave people the ability to make choices—and our choices have consequences.
* Repetition of words gives us clues about the meaning of a story

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

* What impact can my choices have on me, others and the world?
* How can the use of words create meaning in a story?

**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.)

REQUIREMENTS FOR THE DAILY KEDEM – Bereshit 3

NEWSPAPER STANDARDS

All student work must be legible – this means that your work needs to be clearly readable.

If you have neat handwriting that other people can read easily, then you can try writing by hand.

If people have a hard time reading your handwriting still, you should try to type it (or get help typing!) and print it out so that the printing is easily readable.

Throughout your work, please DO write ALL of the names of the d’muyot, and the names of the places, in Hebrew.

Task 1: You are on the staff of the Daily Kedem (early edition). Your assignment is to give the events for your readers of what happened in Eden today.

Write a report (just the facts, please!) of what happened today in Eden. You are the eyewitness who has seen the events! Your readers want to know.

* 1. List all of the *d’muyot*.
	2. List the places in Gan Eden where the events happened.
	3. Summarize, in order, the events that happened.
	4. Choose one event and write in the *lashon haTorah* ONE pasuk that shows how you got your information.

Task 1:

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|  | Yes | No |
| Did I write my entire answer in Hebrew? |  |  |
| Did I write the names of the d’muyot and the places the same way they’re written in the Torah? |  |  |
| Did I write the events in the order they happened? |  |  |
| Did I write the pasuk for lashon haTorah correctly? |  |  |

Task 2: Interview (one of) the people involved in today’s news. You need to ask them:

* 1. What did you do today?
	2. With whom did you talk today?
	3. How did your actions or speech affect others?
	4. What were the consequences of what you did?
	5. Did you deserve those consequences? Why (or why not)?
	6. How do you feel after all the events that happened?

Write out your interview first as an outline. After your teacher has checked, you may choose to write it out fully, or to record it.

Question 2:

|  | Yes | No |
| --- | --- | --- |
| Did I write my answer using as much Hebrew as I can, with the rest in English? |  |  |
| Did I pick ONE person to interview? |  |  |
| Did I say which person I was interviewing? |  |  |
| Did I write about the person describing to me what they did today? (\*As much Hebrew as I can) |  |  |
| Did I write about the person describing to me whom they talked with today? (\*As much Hebrew as I can) |  |  |
| Did I write about the person telling how their actions or speech affected others? |  |  |
| Did the person tell the consequences of what they did? |  |  |
| Did the person say if they deserved those consequences, and why or why not? |  |  |
| Did the person say how they felt after everything that happened? |  |  |

If you made a recording:

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| --- | --- | --- |
|  | Yes | No |
| Was the recording clearly spoken? |  |  |
| Was all the important information from my outline included in my recording? |  |  |

Task 3: Imagine that, just like Adam and Isha in the Chumash, you have a situation with a challenge. Pick ONE of these real-life stories, and answer the questions at the end.

1. You are out at recess. Because of some roughhousing yesterday, the jungle gym is off-limits today. One of your friends sees that the teachers are helping a student who fell. “Come on,” your friend says. “Let’s go down the slide once – no one will see.”

 OR

b) Your parents are getting ready for your cousins to come visit, and your cousins are going to make houses with pretzels, graham crackers and icing. There are EXACTLY enough graham crackers for each child to make one house, and your parents say, “Don’t eat the graham crackers because we need them.” Then your parents go out to the yard. You REALLY want a graham cracker.

What are your different choices?

What would your consequence be for each choice?

What will you choose to do? Why?

How does Adam and Isha’s story help you make your choice?

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| Situation: |
| Choice 1 | Choice 2 |
|  |  |
| Consequence 1 | Consequence 2 |
|  |  |
| Which do I choose to do? |  |
| How does Adam & Isha’s choice help me? |  |

Question 3:

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| --- | --- | --- |
|  | Yes | No |
| Did I pick ONE of the situations? |  |  |
| Did I describe the situation I was in? |  |  |
| Did I describe what my different choices are? |  |  |
| Did I describe the different consequences for each choice? |  |  |
| Did I describe the choice that I would make? |  |  |
| Did I describe WHY I made this choice? |  |  |
| Did I describe what from Adam and Isha’s story helped me make my choice? |  |  |