3 STAGE

PREFIXES AND SUFFIXES

Educator Guide

Explore our *magical* world of Hebrew letters

Produced by Jewish Interactive
in partnership with the Michael Goulston Educational Foundation

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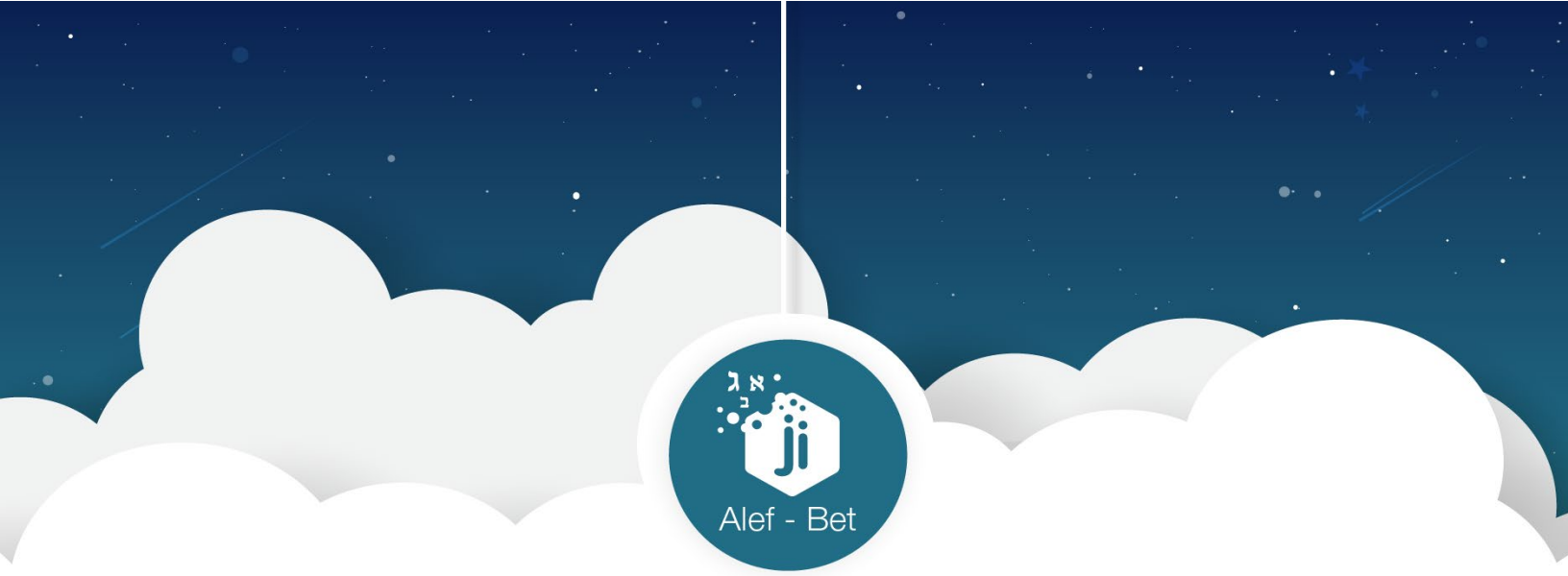

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THE Ji ALEF-BET SERIES

This educator guide accompanies the **Ji Tap course** that can be played here:
https://www.jitap.net/store/course/346/

Visit the pages on our **website** for the whole series:
https://www.jewishinteractive.org/ji-alef-bet-series/

Ji Alef-Bet
Stage 1

http://bit.ly/JiAlefBet1

Ji Alef-Bet
Stage 1a

http://bit.ly/JiAlefBet1a

Ji Alef-Bet
Stage 2

http://bit.ly/JiAlefBet2

Ji Alef-Bet
Stage 3

http://bit.ly/JiAlefBet3

MICHAEL GOULSTON
EDUCATIONAL FOUNDATION

About the Michael Goulston Educational Foundation

In 1957, when Michael Goulston z"l came to the Leo Baeck College aged 26 to study for the Rabbinate, he had no Hebrew at all. He did not even know the Alef Bet and I had the privilege of teaching him the Alef Bet. In 1968 Rabbi Michael Goulston was appointed assistant Rabbi at West London Synagogue (where Rabbi Hugo Gryn z"l was Senior Rabbi) and we renewed our friendship. Tragically Michael died in 1972 but in his years at West London Synagogue he had great foresight and was using a 2-inch Ampex video tape machine to make educational video programs!

Immediately after his death, the Michael Goulston Educational Foundation was formed to continue his work and we published a number of audiovisual programs.

In 2012, upset by the fact that so many of our children (even those starting their Bar/BatMitzvah program) did not even know all the letters of the Hebrew alphabet, I had the idea to create a series of videos for 5/6 year olds in which there would be a story about each letter.

In February 2014 (still searching for an organization that had the capability to do this and importantly shared my vision), I came across Jewish Interactive and went to meet their CEO, Chana Kanzen who was immediately excited by the idea as she had already written a number of stories for the same reason. In addition to make it more fun, singing as well as games and puzzles with words which would be associated with each letter would be introduced as this would improve the learning experience enormously.

So at the beginning of 2017 Jewish Interactive started working on the Alef-Bet project which has now come to fruition – 60 years after my teaching Michael the Alef Bet!

The hope now is that the children in Reception will have completed Stage 1 in the course of a year (in which they learnt the Alef Bet letters), those in Year 1 will have completed Stage 2 the following year (in which they learnt to read and understand simple phrases) and now children in Year 2 can learn to read and understand some prayers and some verses from Tanach with some elementary grammar in Stage 3. We intend to continue this partnership and develop more Stages covering the rest of the period of Primary School.

Edward Gold
December 2020

Ji Alef Bet Stage 3 - Educator Guide

Course Overview

Rationale

The Alef Bet was learnt in Stage 1 and the reading of simple phrases in Stage 2. We added in a series called Stage 1a 'Mish Mash Letters' to help children who needed help differentiating between similar looking letters. In addition, in these two stages, the children will have come into contact with 351 words.

In Stage 3 we now introduce the concept of the Shoresh (using the root גדל), God's name and the Hebrew word for God, prefixes ה, ו, ב, כ, ל, מ and suffixes ךָ, ךְ, י.

Application of the concepts of shoresh, prefixes and suffixes and reading practice is achieved through the learning of selected prayers and also texts from the Tanach. We hope teachers will use these texts and tefilot not only to help children see why they learn Hebrew, but also to give them the opportunity to connect this learning to what it means to be Jewish and enhance the children's understanding of Judaism. Jewish Interactive wishes to empower teachers and enable them to teach in their own way so we have not included in the lessons the 'why' only the 'how'.

Syllable division is provided to help with the reading, visuals are used to reinforce the understanding of words as well as giving the full English translations. In most of the lessons we have added songs at the end with the text so that children can also learn in a 'karaoke' style.

When designing this stage, we spoke to many teachers in the US, UK, South Africa and Australia, and the overwhelming request was for reading practice using Tefilot. Teachers said an extra bonus would be understanding the prayers as well! So, we have attempted to comply with all the requests, adding the prayers, their translations, and songs.

Lesson Structure

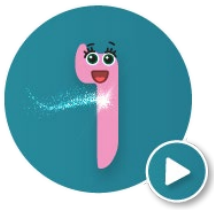
Every lesson (except the lesson on God's name) follows the same structure, allowing the young child to know what to expect in each section. To get the children used to reading in Hebrew from right to left, the menu starts on the top right, with small arrows indicating the flow. We used voiceover in Hebrew, to slowly introduce these menu items.

The items in this menu are slightly different from the first two stages, reflecting the nature of this series, emphasizing word-building, understanding texts and then reading practice. At the end of the reading practice, in most cases, there are songs for the children to sing along to.

Example of a lesson menu

At the end of each part of the lesson, the student is returned automatically to the menu screen (lesson structure). This will give you the opportunity to revise any part of the lesson.

When you are done with all the parts and any revision, press the continuation button ( ) in the lower, right corner to go to the final screen and complete the lesson.



Animation

The stories were written to explain the concept of the shoresh (root) in Hebrew words, and that we add words to the beginning or end of the shoresh to change the word's meaning. We have used the same letter characters as in the first two series, as well as Kivi, the character who accompanies the letters.

New words (מִלִּים חֲדָשׁוֹת)

We revise the Hebrew words that were used in the animation. The child can tap each letter to hear its sound or tap the picture to hear the whole word. The second set of words includes words in the prayer, psalm or Torah verse that we will use for reading practice.

For a full list of the words taught in this series, look at the Dictionary section.

Word builder game (בּוֹנִים מִלִּים)

Following requests from teachers, we have included a section where children can drag in letters to build words. The exercises are based on the prefix or suffix that is being taught in that lesson.

Reading and understanding (קוֹרְאִים וּמְבִינִים)

This icon changes, depending on the prayer/story that will be read in the lesson. In this example, the reading practice is the Shema. Children match images to words within the prayer, helping them to understand what the prayer is about. With every verse, there is a button to hear the prayer in English and see the translation.

Reading practice (קוֹרְאִים)

The verses chosen as reading practice emphasize whatever has been taught - shoresh, prefix or suffix – and this is highlighted throughout in blue.

In this section, children can practice reading thoroughly in many ways:

1. Try and read a word independently, then click the word to check yourself.
2. Click a word and an animation is triggered, visually showing how to break the word into syllables and pronounce each syllable and whole word.
   For example:

   a. Tap the word ‘baruch’

   b. The word is split into syllables

   c. Each part is highlighted and sounded out

Navigation Buttons

The verse is read out, karaoke style, highlighting the word spoken at that time. This will encourage the child to develop fluency when reading the verse.

This icon will trigger a song of the verse, so that children can learn the verse with music –a great way to learn a prayer!

Visit a page with the translation of the verse into English. We have tried to use simple, clear English suitable for children.

Sometimes, there are multiple screens for the prayer, breaking it down into smaller chunks for the child to manage better. When you see these numbers, click a number to jump from part to part easily.

This icon takes you to the next screen.

These buttons are always in the lower left and right corners of a Ji Tap game. They take you to the previous and next screens respectively.

Example of navigation: Showing buttons for Hebrew karaoke, the English translation, the song, and showing that there are 4 parts to this prayer, and you are currently in part 3.

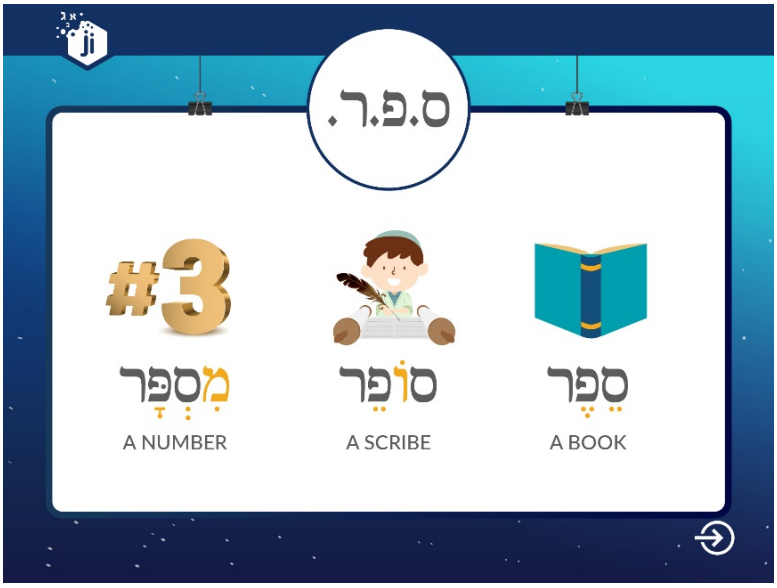
Lessons

1. Let's Learn About Shoreshim!

URL: https://jitap.net/activities/gc6k/play/

We introduce the concept of a shoresh (שׁוֹרֶשׁ), the root letters in a Hebrew word. Reading practice includes the verses of Joseph's dream (Genesis, 37:6-7).

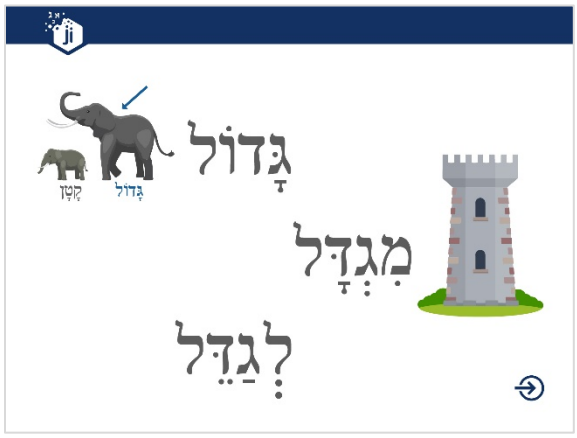
The principle of the three-letter root is explained with different Hebrew words having the same verbal root.



Introducing the Bold Sheva

We introduce the **bold** sheva so that it can be sounded and differentiated from the silent sheva.

Vocabulary



Reading Practice: Joseph's Dream

Genesis Chapter 37, Verse 6

Genesis Chapter 37, Verse 7

2. God's Name and Hebrew Words for God

URL: https://jitap.net/activities/gcpf/play/

In this introductory lesson to Ji Alef-Bet Stage 3, we explain God's name and Hebrew words for God.

As the Tetragrammaton is translated various ways, we have elected to use the transliteration Adonai. We have illustrated the burning bush as the focal point and teachers will no doubt discuss this episode and explain the 'I am who I am' exchange with Moses (Exodus 3:14). It is only in the following verse that His name (yod hey vav heh) appears.

It is worth noting that the shoresh **היה** 'to be' is the shoresh of **אֶהְיֶה** and that the four letters of His name are used in Hebrew for the different tenses of the verb 'to be' e.g. 'was', 'is' and ''will be' (as in the fourth line of the Adon Olam).

We make a point of distinguishing between God's name and the Hebrew word for God. We have also explained the use of **ה׳** and leave the teacher to explain when it tends to be used.

3. Let's Add ה to the Beginning of a Word (Prefix ה)

URL: https://jitap.net/activities/gbii/play/

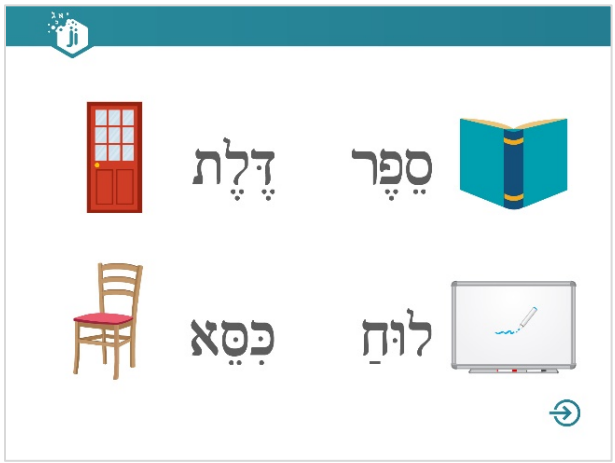
We learn about prefix Hey (ה). Reading practice includes a Torah verse (Genesis 1:1) and Veshamru, the Shabbat morning Kiddush (וְשָׁמְרוּ בְנֵי יִשְׂרָאֵל).

General Pointers

We have included the dagesh after the definite article. We also refer to it in the Bet prefix lesson. However, we do not explain the use of the dagesh here. We simply use it correctly without explanation, sticking to what we did in Stage 1 when the BeGaDCeFaT letters were learnt.

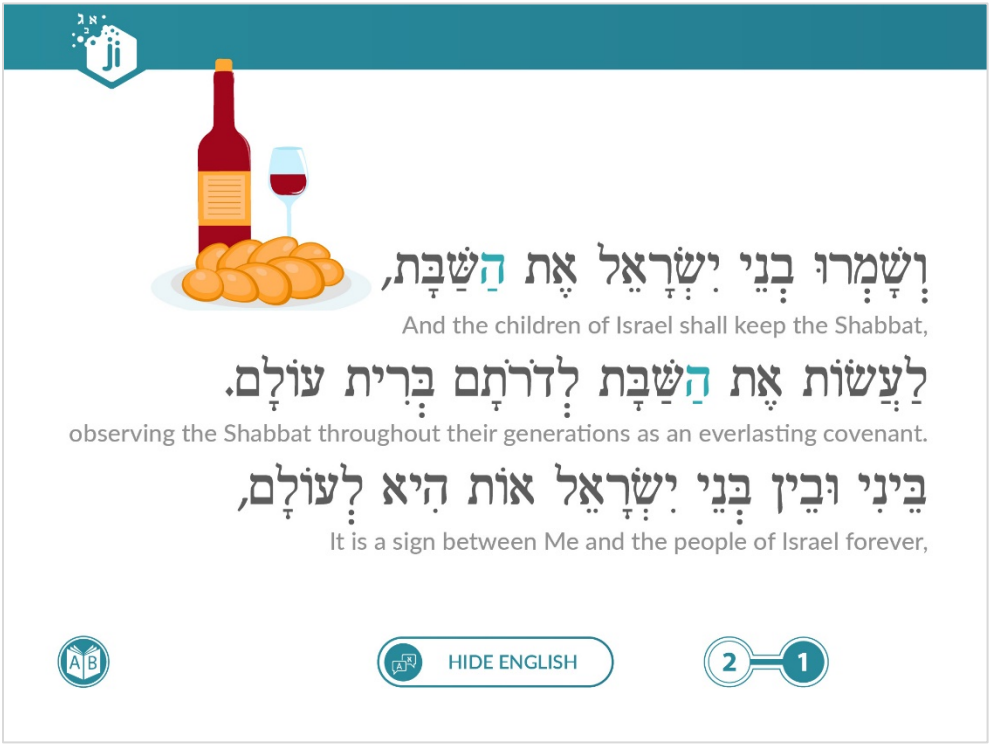
We have used the word לוּחַ, even though we have not yet taught the furtive patach. Please help your students with the pronunciation. We will be teaching the furtive patach in Stage 4.

Vocabulary

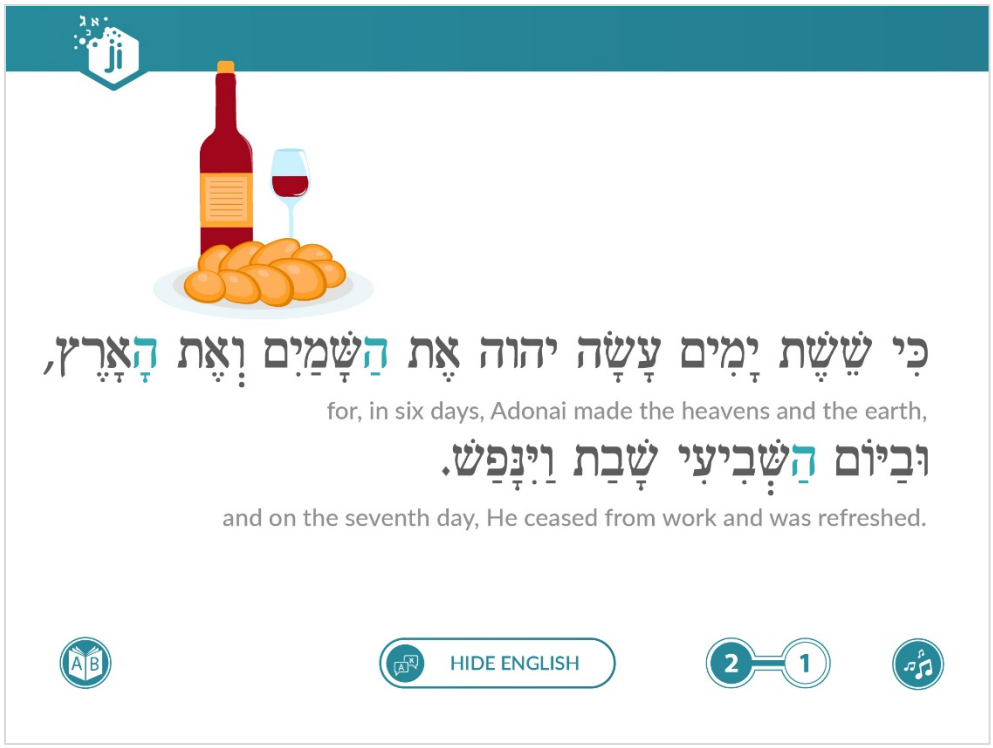


Reading Practice: Breishit (Genesis 1:1) & Veshamru (Shabbat morning Kiddush)

Genesis Chapter 1, Verse 1



Shabbat morning Kiddush (part 1)



Shabbat morning Kiddush (part 2)

Song: Veshamru

The song 'Veshamru' is sung by Cantor Ari Litvak from Comunidad Bet El de Mexico.

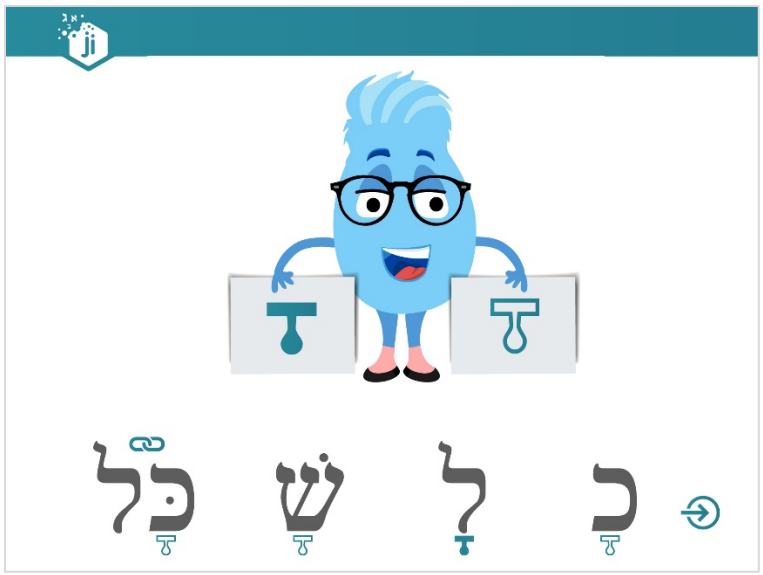
You can watch it on YouTube here: https://www.youtube.com/watch?v=4U2nSovRYdI
or listen on Spotify here: https://open.spotify.com/track/1voQt1qgP5SZf3a54Boh9F

4. Let's Add וְ to the Beginning of a Word (Prefix וְ)

URL: https://jitap.net/activities/gc67/play/

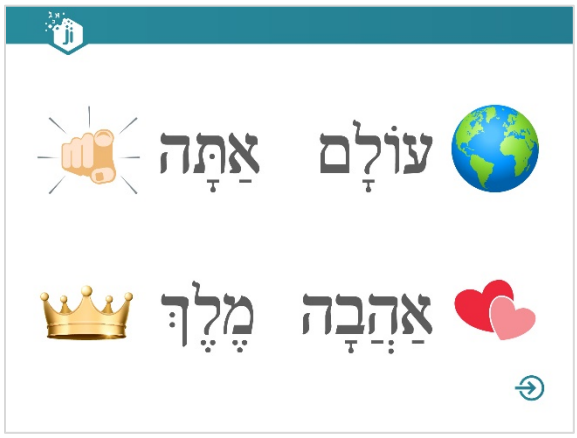
We learn about the prefix Vav (וְ). Reading practice includes part of the Friday night Kiddush and part of the Adon Olam (אֲדוֹן עוֹלָם).

Introducing Kamatz Katan

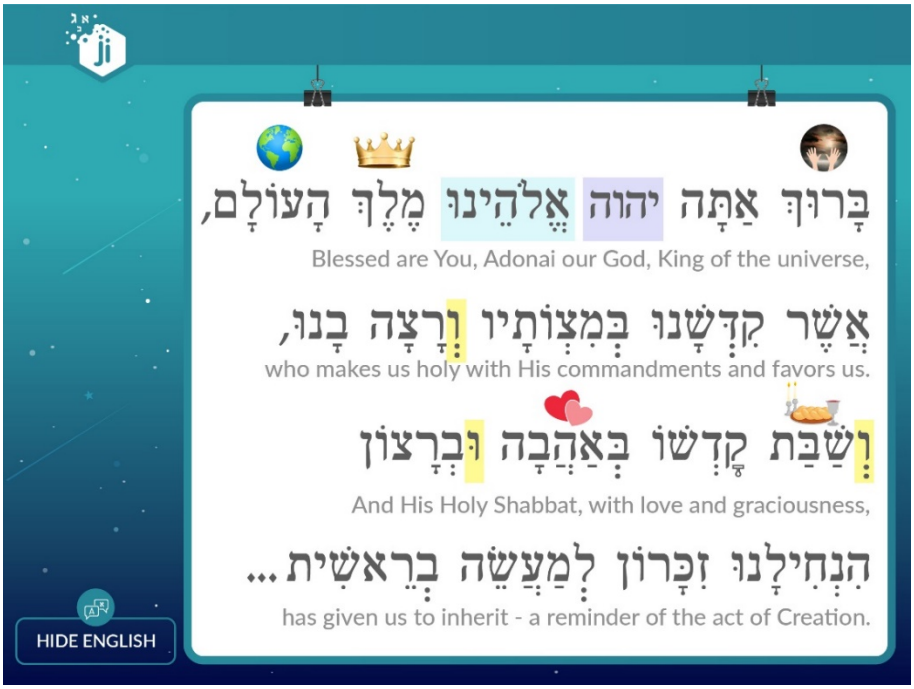


We have used part of the Friday night Kiddush as an example of the use of the prefix. As this prayer has a word with a Kamatz Katan (pronounced ‘o’), we have introduced a new symbol to differentiate it from the Kamatz. Some have used an elongated downward stroke of the Kamatz but it is often missed as is the superscription of a small ‘o’, which similarly is overlooked. We hope this aid will be a welcome solution.

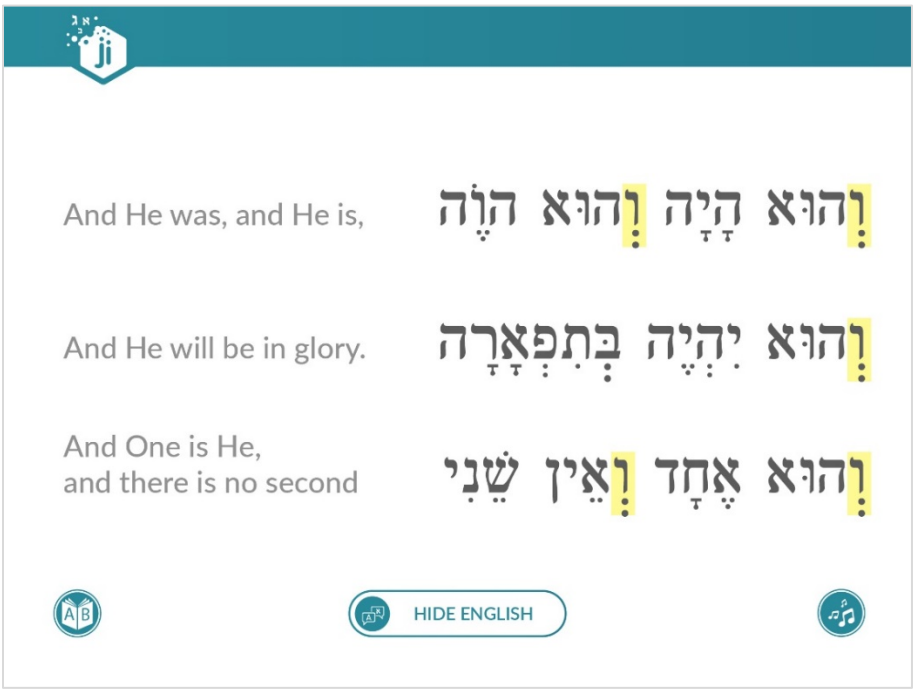
Vocabulary



Reading Practice: Part of Friday night Kiddush and part of Adon Olam



Reading Practice: - Part of the Friday night Kiddush



Reading Practice: - Part of Adon Olam

Song: Part of Adon Olam

In the lesson, we extracted the relevant parts of Adon Olam. For the full song “Adon Olam” by Choni G, featuring the Khayetlitsha United Mambazo Choir, please visit the album here: https://songwhip.com/choni-g/5780

5. Let's Add בּ to the Beginning of a Word (Prefix בּ)

URL: https://jitap.net/activities/gbxn/play/

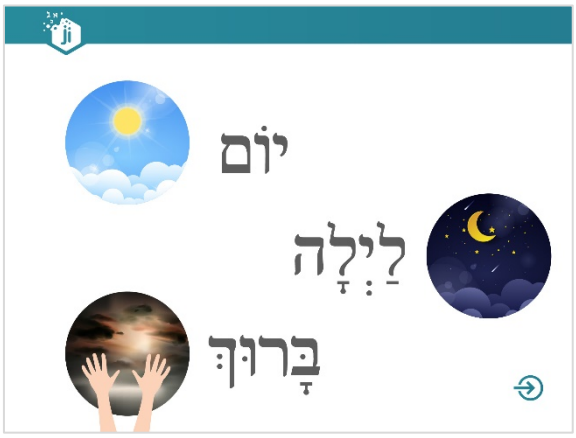
We learn about the prefix Bet (בּ). Reading practice includes part of the Ma'ariv evening service.

Prefix with and without the definite article

In the animation, we explain using the prefix בְּ (in a…) and בַּ (in the…). For בַּ, we show how the ב pushes ה out the way, keeping the *patach* and *dagesh*.

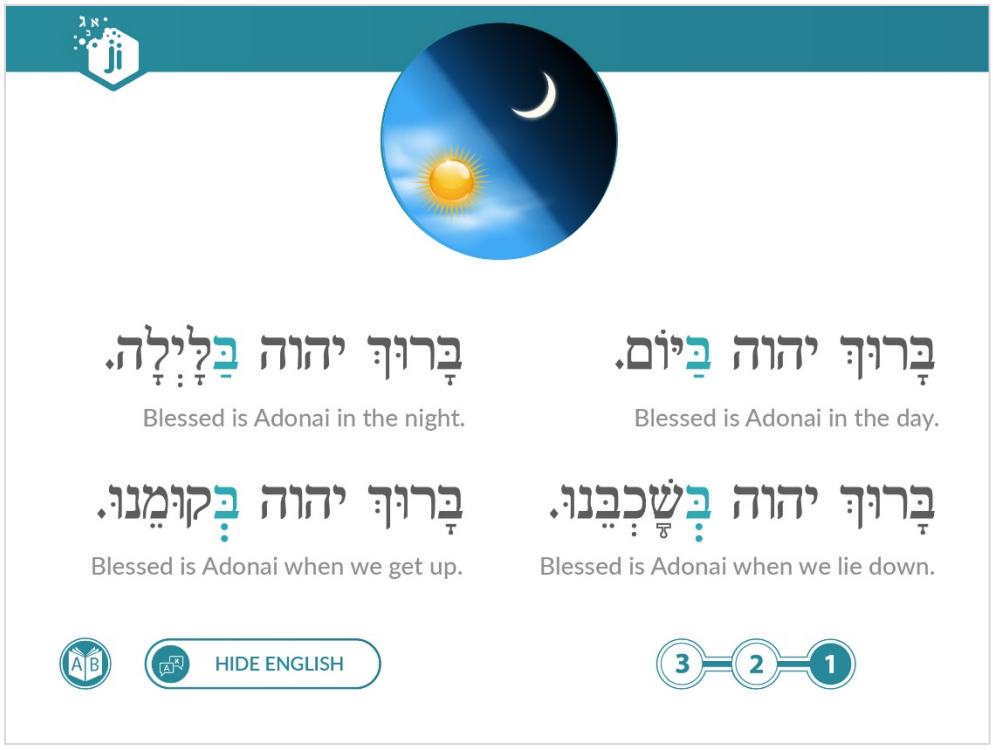
The animation shows how ב pushes ה out the way to become בַּ

Vocabulary

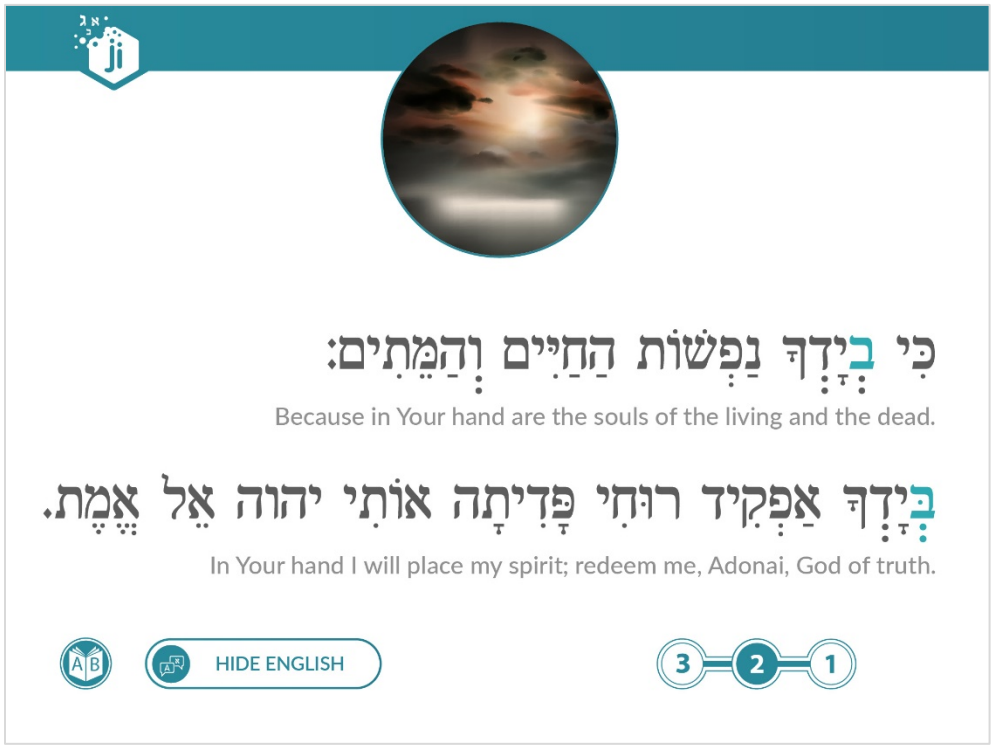


Reading Practice: An extract of Ma'ariv used in the night time prayer

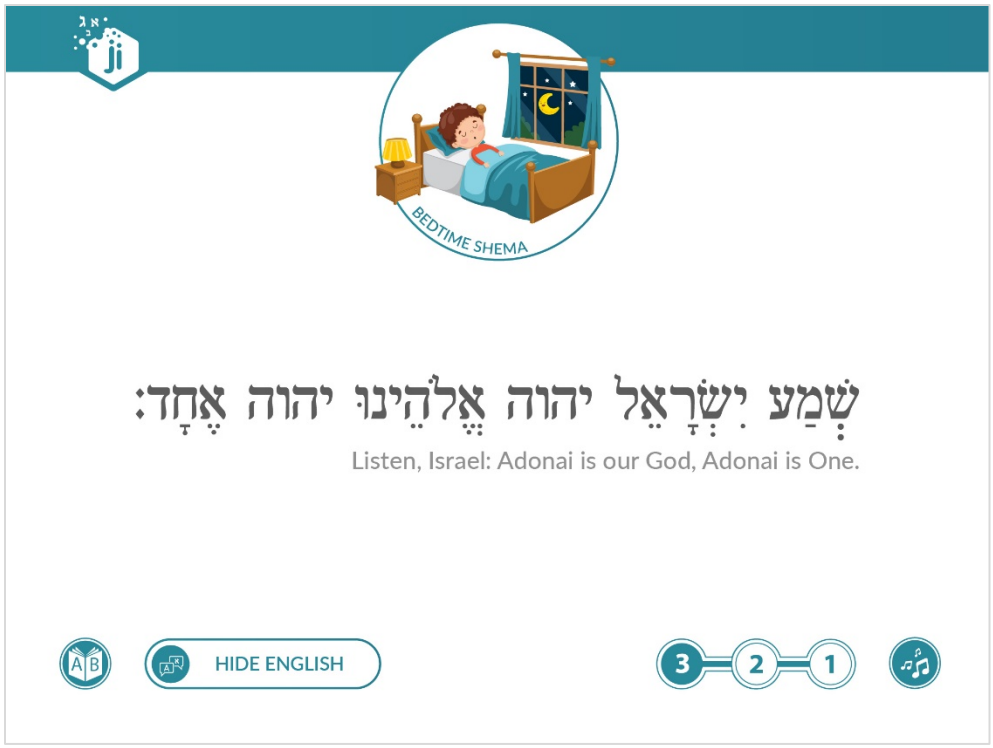
We have used an extract from the Ma'ariv service which is also read as part of the prayer before going to sleep. Only the first line of the Shema is learned here and sung. The whole of the first paragraph is taught later with the suffixes דְּ דַּ.



Reading Practice: - Part of the Ma'ariv service



Reading Practice: - Part of the Ma'ariv service (continued)



Reading Practice: Shema

Song: First line of the Shema

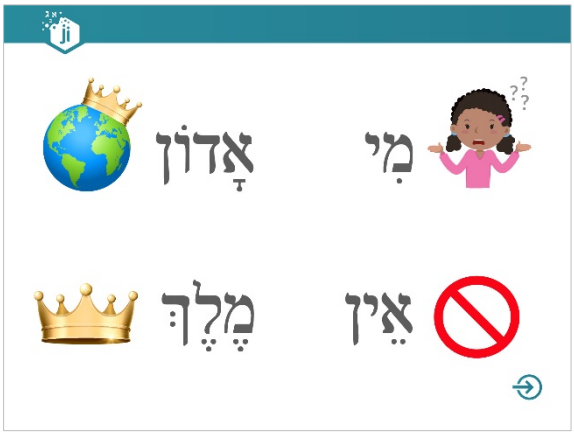
The first line of the Shema was extracted from 'Shma Yisrael' from the album 'Lev Tahor' by Shantam, Feliza and Or Zohar, with permission. For the whole song (which includes the Rabbinic addition of ... **ברוך שם**), please visit https://www.orandfelizamusic.com/lev-tahor.

6. Let's Add כ to the Beginning of a Word (Prefix כ)

URL: https://jitap.net/activities/gc7m/play/

We learn about the prefix Kaf (כ). Reading practice includes parts of the song Ein Keilohaynu (כֵּאלֹהֵינוּ אֵין), which is sung on Shabbat mornings.

Vocabulary



Reading Practice: Ein Keilohaynu

Song: First two verses of Ein Keilohaynu

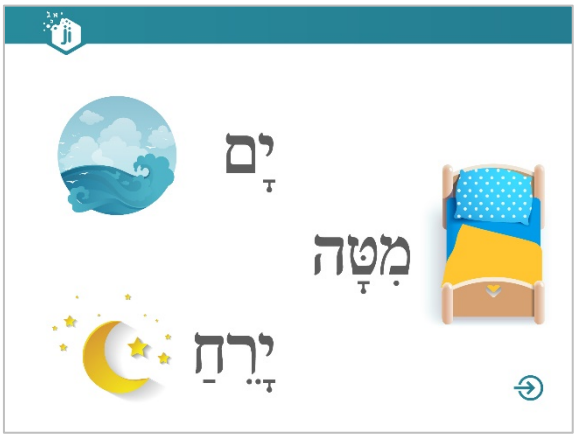
We have used the first two verses of Ein Keilohaynu, the song that is sung towards the end of the Shabbat morning service. Song 'Ein Keilohaynu' by Craig Taubman, from his album 'One Shabbat Morning': https://music.apple.com/us/album/one-shabbat-morning/512846600 .

7. Let's Add ל to the Beginning of a Word (Prefix ל)

URL: https://jitap.net/activities/gc7p/play/

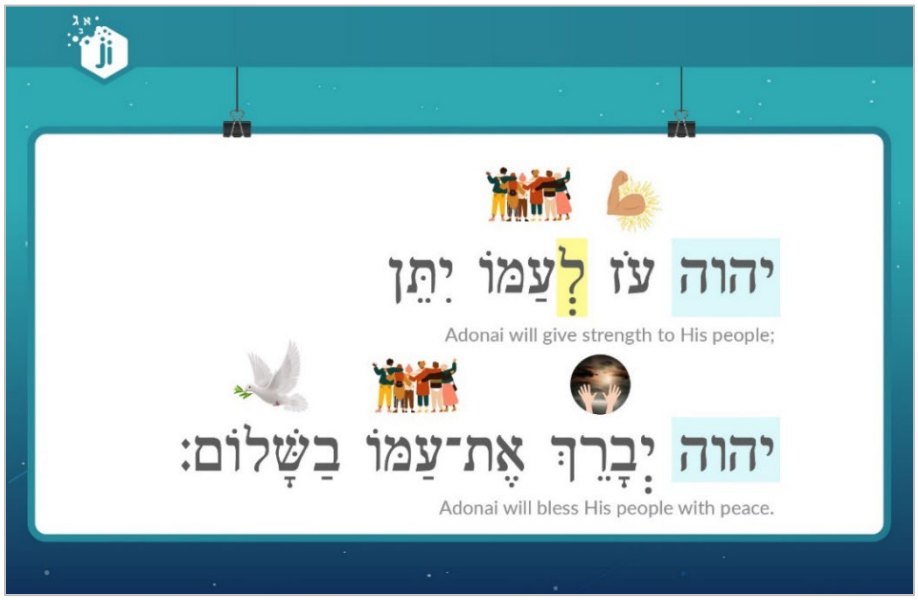
We learn about the prefix Lamed (ל). Reading practice includes parts of two psalms, Adonai Oz LeAmo Yitain (Psalm 29 Verse 11) and Ivdu (Psalm 100 Verse 2).

Vocabulary



We have used the word יְרֵחַ, even though we have not yet taught the furtive patach. Please help your students with the pronunciation. We will be teaching the furtive patach in Stage 4.

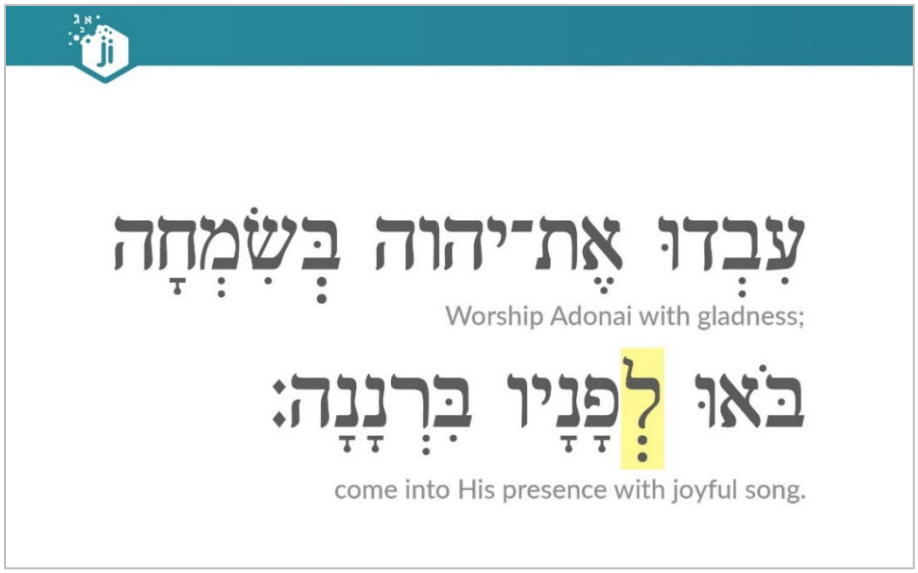
Reading Practice: Adonai Oz LeAmo Yitain (Psalm 29:11) and Ivdu (Psalm 100:2)



Psalm 29 Verse 11

Song: Psalm 29 Verse 11

Song of Psalm 29 Verse 11 is sung by Craig Taubman (http://craignco.com/v3/wordpress/)



Psalm 100 Verse 2

Song: Psalm 100 Verse 2

Song of Psalm 100 Verse 2 is sung by Cantor Tamara Wolfson. The tune is used with the permission of Rabbi Or Zohar, www.orandfelizamusic.com.

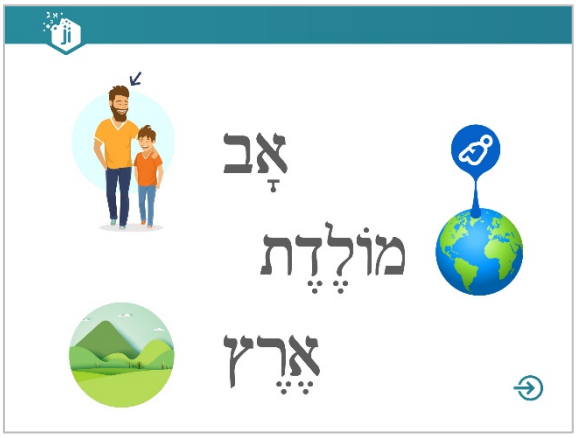
8. Let's Add מ to the Beginning of a Word (Prefix מ)

URL: https://jitap.net/activities/gc7o/play/

We learn about the prefix Mem (מ). Reading practice includes the Torah verse when God tells Abram to leave his father's house (Genesis 12:1) and the prayer "כִּי מִצִּיּוֹן".

The name Abram occurs here so teachers can discuss the future change to Abraham.

Vocabulary



Reading Practice: Lech Lecha and Ki Mitziyon

We use the opening line from Lech Lecha (Genesis 12:1). Teachers need to explain the pronunciation of the last word, אַרְצֶךָ as this may be the first time the children have seen a final Chaf with a dagesh.

Reading practice: Lech Lecha (Genesis 12:1), when God tells Abram to leave his father's house

We also use כִּי מִצִּיּוֹן (Isaiah 2:3), which is sung in the service when the Torah scroll is taken out of the Ark, so that song is taught.

Song sung when the Torah is taken out the Ark (Isaiah 2:3)

Song: Lech Lecha extract

We have extracted the verse about Lech Lecha from the song by Joey Newcomb, with permission. https://open.spotify.com/artist/0EDCMem9qWHmG4Smn3evci

Song: Ki Mitzion

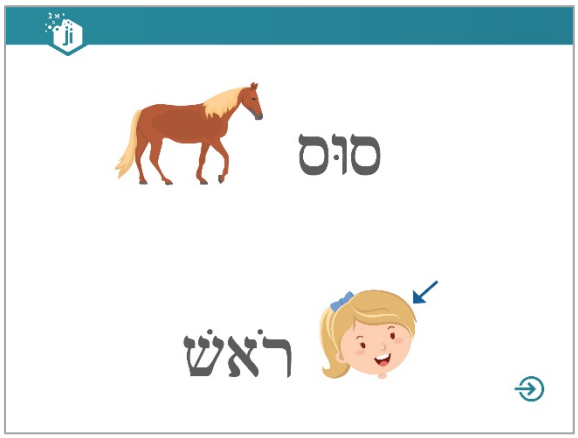
We have extracted the part about 'Ki Mitzion' from Craig Taubman's song 'Out of Zion', which can be heard in its entirety here: https://open.spotify.com/track/11TNu4Fdijfv3SZRJX2fMP

9. Adding EE to the End of a Word Makes it Mine (Suffix י.)

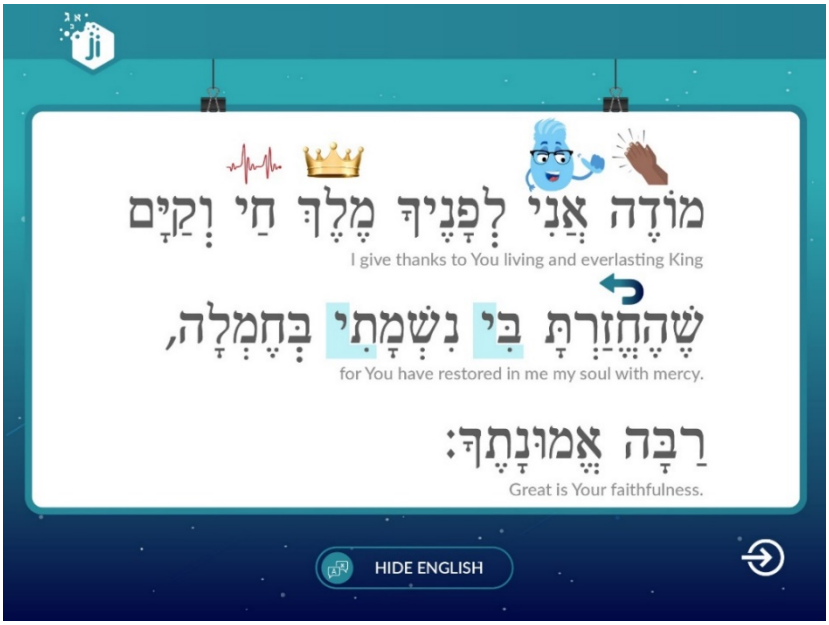
URL: https://jitap.net/activities/gc7q/play/

We learn about the suffix Yud (י). Reading practice includes Modeh Ani (מוֹדֶה אֲנִי) and a verse of Adon Olam (אֲדוֹן עוֹלָם).

Vocabulary



Reading Practice: Modeh Ani



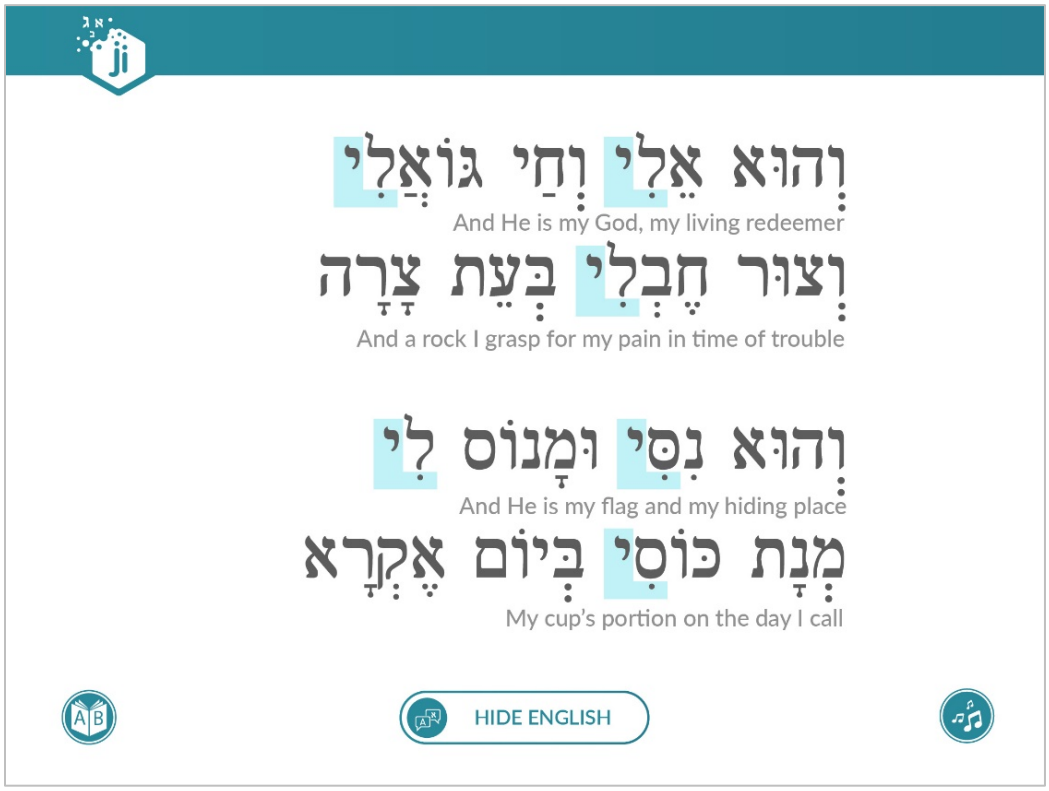
We use the מוֹדֶה אֲנִי prayer said on waking. You will note that אֲנִי also has the same ending but is the pronoun 'I' from which the suffix is derived. If the child clicks that word as an example of the suffix, appropriate feedback is given.

Modeh Ani - the prayer of gratitude said upon awakening

Song: Modeh Ani

The original tune for the song 'Modeh Ani' was composed by Mitch Clyman from Muso Studio in Jerusalem.

We have also used another extract of the Adon Olam to teach the suffix.



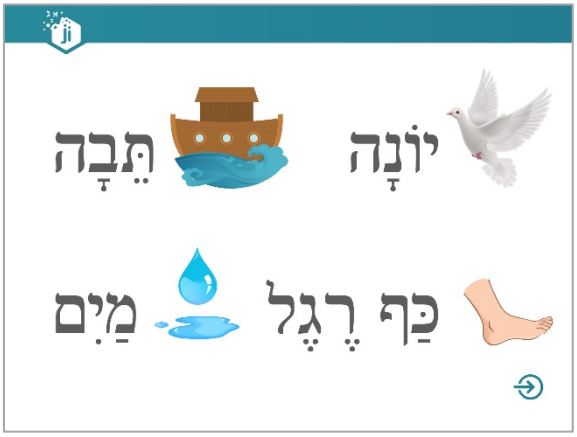
Extract of Adon Olam verses with the suffix 'ee'

10. Adding ‘O’ to a Word Makes it His, ‘AH’ Makes it Hers

URL: https://jitap.net/activities/gc7s/play/

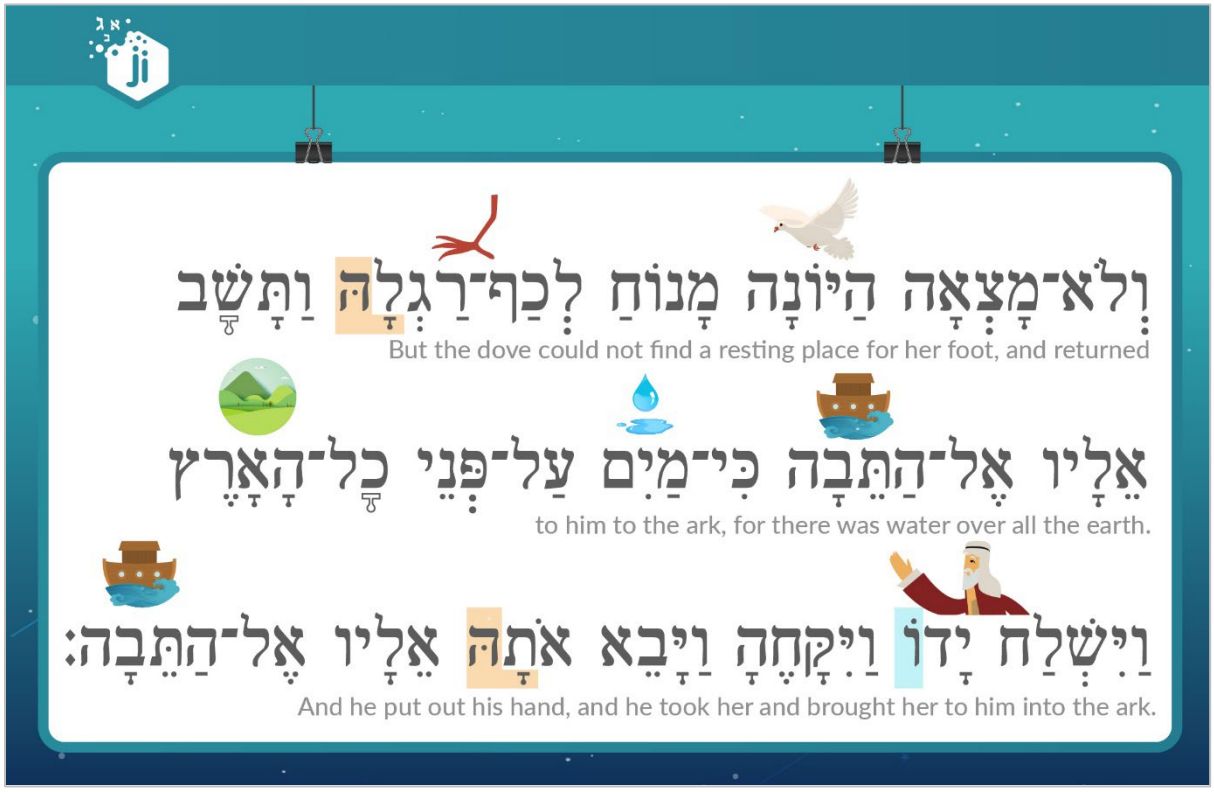
We learn about the suffix that make the word belong to him or her. Reading practice includes a verse about Noah's Ark (Genesis 8:9).

Vocabulary



Reading Practice: Noah’s Ark

We have used Genesis 8:9 from the story of Noah’s Ark.



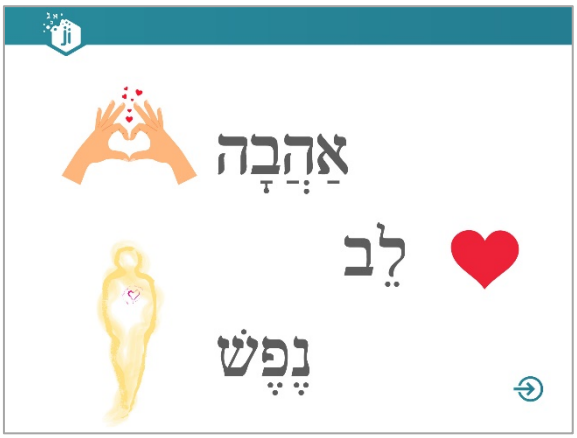
Examples of the suffix for shelo and shela from Genesis 8:9

11. Adding CHA or AICH to a Word Makes it Yours (Suffix ךָ ךְ)

URL: https://jitap.net/activities/gc7r/play/

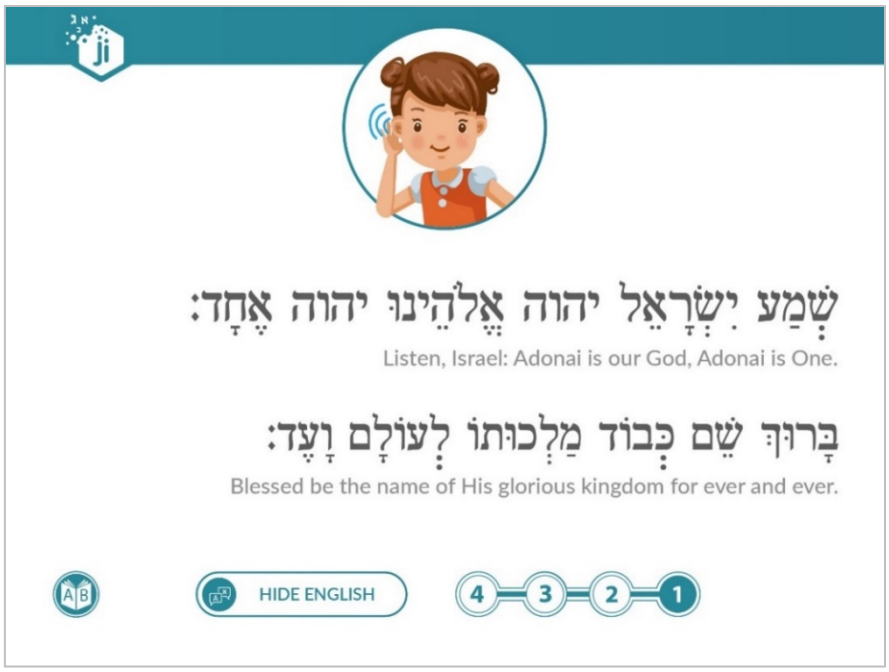
We learn about the suffix Chaf Sofit (ךָ). Reading practice includes the first paragraph of the Shema (שְׁמַע).

Vocabulary

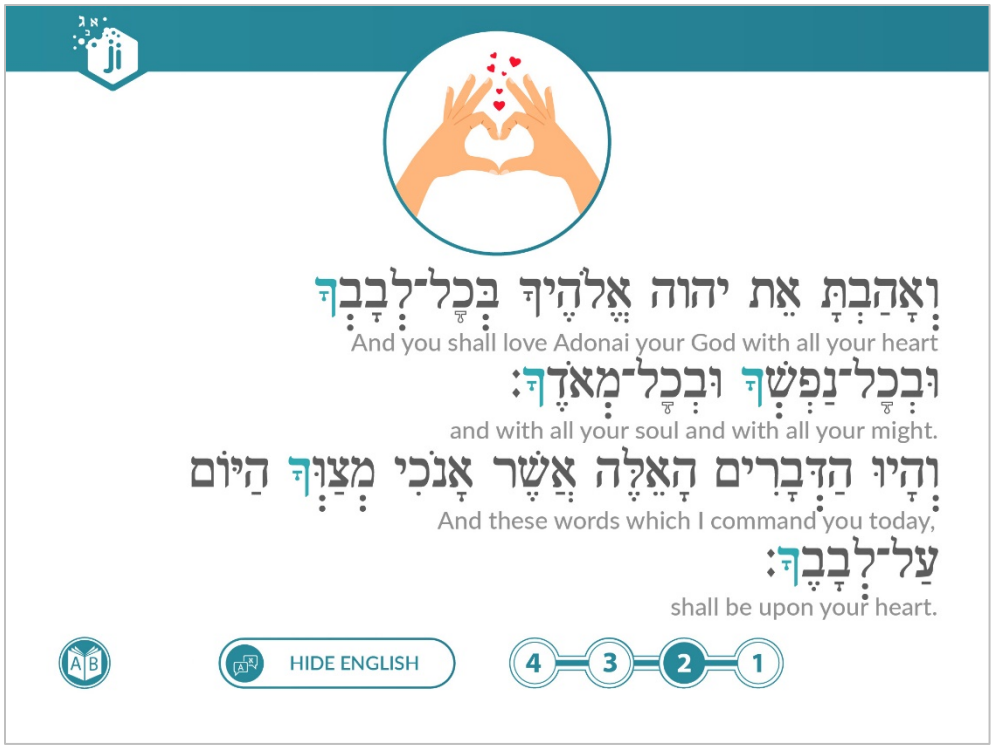


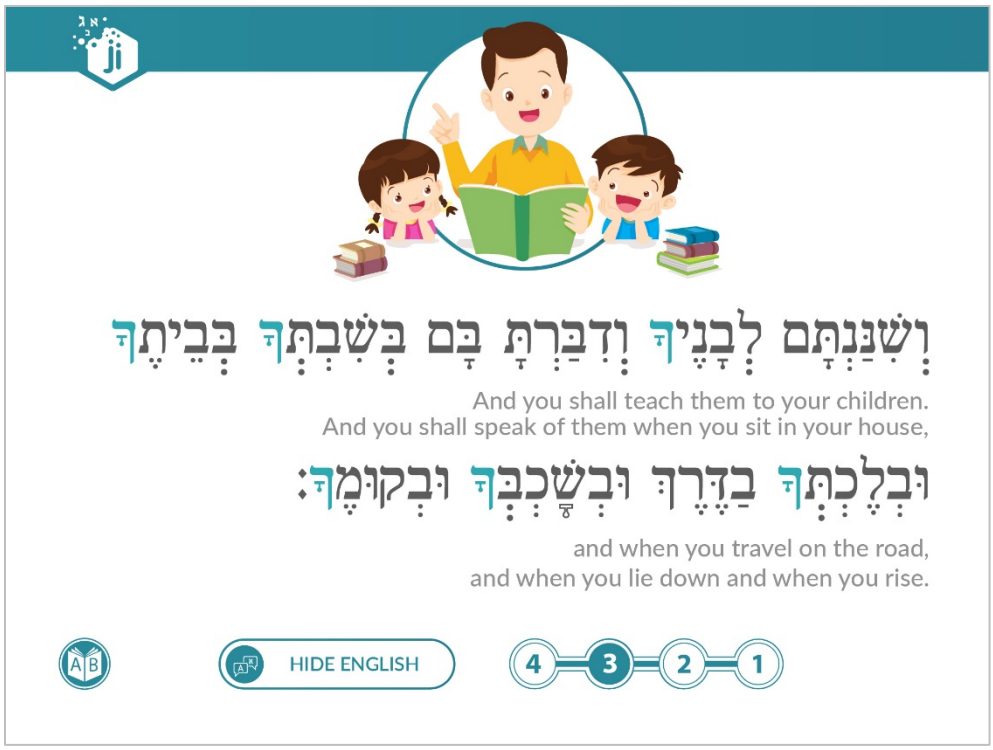
Reading Practice: First paragraph of the Shema

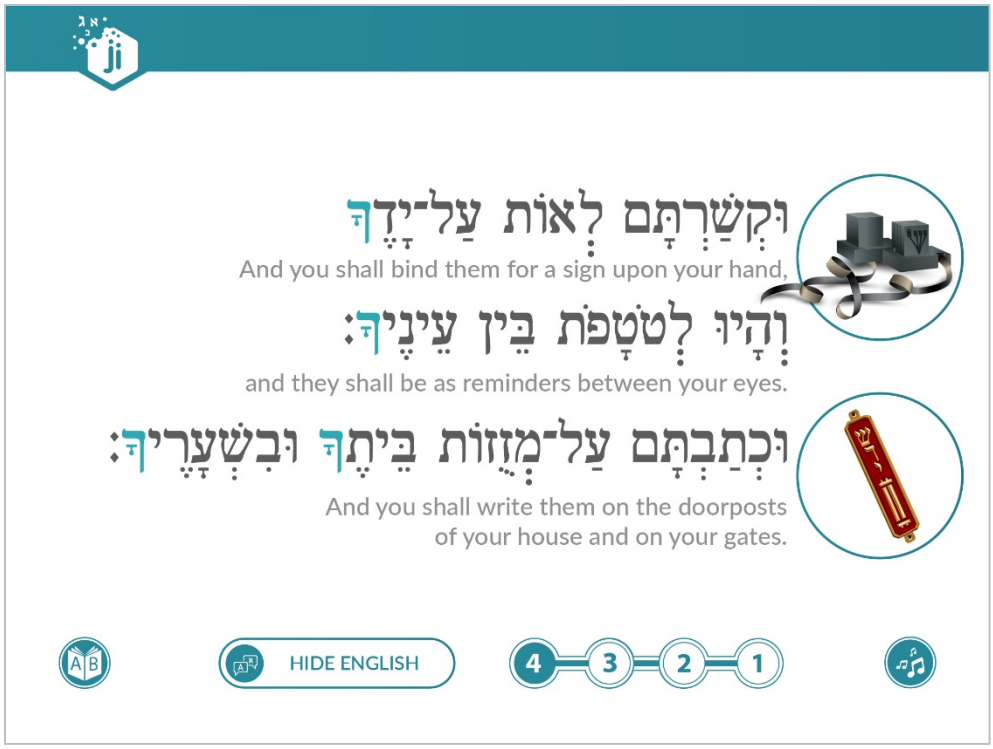
Reading practice in this lesson is the first paragraph of the Shema, where there are good examples of the suffix ךָ. We have illustrated each part of the Shema for you to use to discuss the Shema in detail.



Note: It is recognized that the Rabbinic addition of ... **ברוך שם** is said quietly or silently in many communities, so we have not inserted any instruction and we have left this to the teacher to discuss.


וְאָהַבְתָּ אֵת יהוה אֱלֹהֶיךָ בְּכָל־לְבָבְךָ
And you shall love Adonai your God with all your heart
וּבְכָל־נַפְשְׁךָ וּבְכָל־מְאֹדֶךָ׃
and with all your soul and with all your might.
וְהָיוּ הַדְּבָרִים הָאֵלֶּה אֲשֶׁר אָנֹכִי מְצַוְּךָ הַיּוֹם
And these words which I command you today,
עַל־לְבָבֶךָ׃
shall be upon your heart.
HIDE ENGLISH
4 3 2 1


וְשִׁנַּנְתָּם לְבָנֶיךָ וְדִבַּרְתָּ בָּם בְּשִׁבְתְּךָ בְּבֵיתֶךָ
And you shall teach them to your children.
And you shall speak of them when you sit in your house,
וּבְלֶכְתְּךָ בַדֶּרֶךְ וּבְשָׁכְבְּךָ וּבְקוּמֶךָ׃
and when you travel on the road,
and when you lie down and when you rise.
HIDE ENGLISH
4 3 2 1



Song: The Shema, first paragraph

The first line of the Shema was extracted from 'Shma Yisrael' from the album 'Lev Tahor' by Shantam, Feliza and Or Zohar, with permission.
For the whole song, visit https://www.orandfelizamusic.com/lev-tahor.

The rest of the first paragraph of the Shema is sung by Cantor Tamara Wolfson.

Ji Alef Bet Stage 3 - Educator Guide

Dictionary

The following 58 words have been extracted from the entire Ji Alef-Bet Stage 3 series. They are sorted alphabetically for your convenience and have the English translation.

א

אַתָּה	You		אָב	Father	
אֶתְרוֹג	Etrog		אָדוֹן	Lord	
			אַהֲבָה	Love	

ב

			אֵין	None	
בַּיִת	House		אֲלֻמָּה	Sheaf	
בֵּית סֵפֶר	School		אֶרֶץ	Land	

ב

בֵּית כְּנֶסֶת — Synagogue

בְּרֵאשִׁית — In the beginning

בָּרוּךְ — Blessed

ג

גָּדוֹל — Big

ד

דֶּלֶת — Door

ח

חַי — Living

חָלָב — Milk

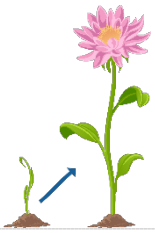
חֲלוֹם — Dream

כ

כַּדּוּר	Ball	
כּוֹס	Cup	
כַּף רֶגֶל	Foot	
כִּסֵּא	Chair	

י

יָד	Hand	
יוֹם	Day	
יוֹנָה	Dove	
יָם	Sea	
יָרֵחַ	Moon	

		מ			ל
	Tower	מִגְדָּל		Heart	לֵב
	Thanks	מוֹדָה		To grow	לְגַדֵּל
	Land where you were born	מוֹלֶדֶת		Board	לוּחַ
	Bed	מִטָּה		Lulav	לוּלָב
	Who	מִי		Night	לַיְלָה
	Water	מַיִם			
	King	מֶלֶךְ			

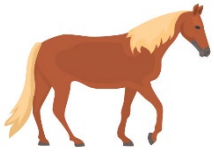
נ

נֵבֶל — Harp

נֶפֶשׁ — Soul

ס

סוּס — Horse



סֵפֶר — Book

ע

עֻגָה — Cake

עוֹלָם — World

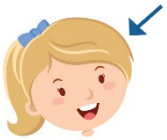
עֹז — Strength

עַם — Nation/ People

צ

צִפּוֹר — Bird

ר



רֹאשׁ Head

ש

שָׁלוֹם Peace

שֻׁלְחָן Table

שָׁמַיִם Heavens

שַׂק Bag

ש

שָׂדֶה Field

שֶׁלָּהּ Her

שֶׁלּוֹ His

ת

תֵּבָה	Ark	
תָּמָר	Date	

Alef - Bet

Credits

Director & Producer	Corinne Ossendryver
Content	Edward Gold
Instructional Designer	Corinne Ossendryver
Art Director & Visual Concept	Rachel Silke
Graphic Designer	Jessica Hurwitz
Animator	King Bee Animation, London
Stories and Dialogs	Yael Zoldan
Sound Engineering	Mitch Clyman, Muso Studio, Jerusalem
Voices	Kivi: Mitch Clyman
	Letters: Amichai Kronenberg, Maayan Kronenberg
	Reading Practice: Mia Markowitz
Educator Guide	Corinne Ossendryver & Rachel Silke

With special thanks to
Edward Gold
for his vision, inspiration and significant contribution

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