

Introduction to Torah Foundations (Bible Curriculum)

We'd like to show you what a typical study of the weekly Torah portion looks like in our home.

1. First, if we haven't already done so, we **start our day with prayer**.
2. Now we work on **learning the week's memory verse**. You can read some of our methods below.
3. Dad, Mom, or an older student, then **reads the day's Torah portion aloud**. You may use the Bible translation of your choice.
4. Often we will suggest **discussion questions and activities** for you to do. Please feel free to add to or subtract from our suggestions, depending on the needs and interests of your family, always listening to the leading of the Spirit.
5. Twice each week, we like to have a "**Bible Drill**." This is a game in which children race each other to find passages of Scripture in their own Bibles. We urge you to play this game often so your children will gain the essential skill of finding passages in God's Word quickly! You might want to wait until your children are old enough to read fairly well on their own (typically 2nd or 3rd grade). At this age, we purchase a good-quality Bible for our children, one which lies flat when opened.

To Have a Bible Drill:

- **Have each child raise his Bible in the air**, totally extending his arm. (It's only fair.) Have him hold his Bible by the back binding, with no fingers poking into the pages to keep his place for him.
- **The teacher announces the reference** to be found (for instance, "Genesis 1:1").
- **The children then repeat the reference orally**, so that the teacher is sure everyone knows where to go and is listening.
- **The teacher shouts, "Go!"**
- At this point, each child pulls his Bible down and **begins searching** for the Scripture reference as quickly as possible.
- **The first child to find the reference stands**. He then reads it out loud.

If one child always wins, simply because he is older, take heart! The less-experienced children will quickly improve with frequent practice and a good dose of healthy competition. However, you can add parents to the game in the evenings for extra spice!

6. At the end of each week, our notes suggest that your children **write in their journals**. Our children each have a spiral or 3-ring notebook that is their Bible Journal. Once a week, they review what they've learned that week by telling about it in their journal. Young ones might draw a picture and have Mom write about it below. They might copy their memory verse. Older ones might tell what they've learned in their private Bible reading or copywork time. This journal will not only provide a record of their education; it will also become a priceless treasure that helps to cement God's truth in their hearts.
7. **Please be open to the Holy Spirit as you work through His Torah portions**. Always be ready to discuss important concepts with your children and answer their questions. We have added notes and teaching ideas for some of the lessons but not all. (Note: these are all optional)

and will vary in difficulty). If you come up with additional learning ideas, record them so that you'll remember them next time you cover this material. Ask YHWH to make His Torah meaningful to each of your children.

Hints for Memorizing Scripture

Our tips for memorizing verses each day are based on the following principles:

- **It's easier to memorize a verse if you know what it means.** That's why we spend the first day of each week talking about what the verse means. Your children will illustrate the verse also, so you'll know from their pictures if they truly understand it.
- **It's easier to memorize a verse if the verse is meaningful to you.** Your job as a parent is to help your children relate the verse to their own lives. What promise does it make, what advice should they follow, what sin will it help them overcome? Try to talk about the verse at other times during the day, too. Ask the Holy Spirit to apply it to all of your lives.
- **It's easier to memorize a verse if you use many of your senses to learn it.** We use our eyes when we look at a verse visual, we use our arms and legs when we make up motions, we use our ears when we hear each other saying it together, and occasionally a verse is just the right kind to taste or smell something.
- **It's easier to memorize a verse if you repeat it many, many times.** That's why you should make it your goal to have everyone say the verse out loud at least *five times* each day. We'll help you come up with ways to keep it from being boring, but you can always try shouting, whispering, singing, standing, marching, lying down, writing, drawing, telling it to Dad, and calling Grandma.
- It's easier to memorize a verse if you say it with a "sing-songy" voice. Kids love this! For instance, try saying this verse, emphasizing the *italicized* words:

Psalm *One-nineteen* Eleven
Thy *word* have I *hid* in my *heart*,
That *I* might not *sin* against *thee*.
Psalm *One-nineteen* Eleven

Each day, recite the verse (including reference) as a group five times. As the week progresses, allow the children to say it more and more without dependence on your voice, until they can say it independently by the end of the week.

If you're learning an extended passage of Scripture over many weeks, try to say the entire passage you've learned thus far at least once a day. For instance, if you're learning Deuteronomy 6:4-9 but you're only on verse 7 this week, you would review verses 4-7 once a day.

Before the week starts, take a moment to write the verse (using a Sharpie marker) on a spiral-bound set of 3×5 index cards. You will use this set of verses to review in coming weeks.

As a general rule, we'll stick to the following schedule:

Day 1 – Discuss what a verse means and illustrate it. Give your children sheets of paper, and ask them to illustrate the verse. Later, you can use these drawings to review verses you've already memorized. (Insert these papers into plastic sheet protectors and place in a notebook.)

Day 2 – Copy the verse. For young writers, give them the copywork sheet we have provided. Preschool children will not write the verse, but you may want to have them point to letters or numbers in the verse. Older children may copy the verse directly from their Bible into a notebook.

Day 3 – Make up motions. Obviously, some verses will be easier to come up with motions for than others, but you'll be surprised how creative your kids can be! You'll probably notice that they will use motions when they say it the rest of the week as well. That's fine. Note: If it seems impossible to come up with motions, try stomping your feet in rhythm, clapping, or marching around the kitchen table as you say it – anything to get you up and moving!

Day 4 – Today is a good day for contests, since by now your kids should have nearly memorized the verse. “Everyone with blue eyes, say the verse,” “Everyone wearing green, say the verse,” boys against girls, younger versus older, etc.

Day 5 – Today, have each child say it individually. After saying the verse several times as a group, I often start with the oldest child so that the youngest ones can hear it a few more times. I also “help” the younger ones more than I do the older ones, whom I expect to say it perfectly. You may wish to have a “verse recital” on Erev Shabbat, where the kids can show Dad how well they've learned their verse. You could also exhibit their drawings and writings. Make it memorable!

All of the above hints are helpful for other types of memorization as well, such as the Books of the Bible, or memory work in other subjects.

About Torah Foundations

Torah Foundations is copyright 2013 by Anne Elliott, published by Foundations Press and HomeschoolingTorah.

This curriculum is only the first in a series of three. Nakh Foundations covers selected readings from Joshua to Malachi. Foundations of the Apostolic Scriptures covers selected readings from Matthew to Revelation.

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“Therefore all things whatsoever ye would that men should do to you, do ye even so to them” (Matthew 7:12).

The Golden Rule of Interpretation

“When the plain sense of Scripture makes common sense, seek no other sense; therefore, take every word at its primary, ordinary, usual, literal meaning unless the facts of the immediate context, studied in the light of related passages and axiomatic and fundamental truths, indicate otherwise.” — D.L. Cooper

About the Following Pages

The second edition of *Torah Foundations* includes more worksheets and helps for parents, but you may not want to use all of the options we have included. PRINT ONLY WHAT YOUR FAMILY NEEDS!

Page 1	Lesson Overview Teacher's Notes	This page is helpful for the teacher's notebook, to see the entire week's plan at a glance.
Page 2	Torah Discussion	<p>This page contains discussion questions for each day's Bible reading.</p> <p>The answers have <i>not</i> been included on this page, for the convenience of high-school students who may be studying independently and may be writing the answers to the discussion questions in their own notebooks.</p>
Pages 3-4	Torah Answers and Activities	These pages include possible answers and further discussion topics, as well as optional activities you may wish to include during the week. Please note that your answers may disagree with ours. This is okay! The answers are only intended to be discussion <i>starters</i> .
Page 5	Optional Song	This is an extra song included for Genesis 1. Not all weeks include music or extra activities.
Page 6	Wall Decoration	At our house, we print this page and trim the edges to make a wall poster of this week's memory verse.
Page 7	Illustrate the Verse	You may wish to print this page and ask your students to illustrate the memory verse. Another option would be to have your students design their own verse illustration in their own notebooks.
Page 8	Manuscript Copywork	This page includes the memory verse copywork in a printed manuscript format.
Page 9	Cursive Copywork	This page includes the memory verse copywork in a cursive format.

B'reisheet | בְּרֵאשִׁית | "In the Beginning"

(Genesis 1:1 - 6:8)

	Day 1	Day 2	Day 3	Day 4	Day 5
Prayer Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Memory Verse	<input type="checkbox"/> Discuss memory verse	<input type="checkbox"/>	<input type="checkbox"/> Motions	<input type="checkbox"/> Contests	<input type="checkbox"/> Test
Read and Discuss the Parashah	<input type="checkbox"/> Genesis 1:1-2:3	<input type="checkbox"/> Genesis 2:4-3:24	<input type="checkbox"/> Genesis 4	<input type="checkbox"/> Genesis 5:1-6:8	<input type="checkbox"/> Haftarah: Isaiah 42:5 - 43:10
Bible Drill		<input type="checkbox"/> Bible drill		<input type="checkbox"/> Bible drill	
Homework	<input type="checkbox"/> Illustrate memory verse	<input type="checkbox"/> Copy memory verse	<input type="checkbox"/> Other activities	<input type="checkbox"/> <u>Torah craft</u>	<input type="checkbox"/> Journals

Teacher's Notes:

Memory Verse:

Hebrews 11:3 (WEB) – "By faith, we understand that the universe has been framed by the word of God, so that what is seen has not been made out of things which are visible."

Bible Drills:

Tuesday – The Word is...

- Psalm 119:105
- Ephesians 5:26
- John 1:14
- Hebrews 4:12
- James 1:25

Thursday – The Word is...

- John 15:3
- Jeremiah 23:29
- Ephesians 6:17
- Jeremiah 20:9
- Revelation 19:13

Prayer Requests this Week:

Answers to Prayer:

B'reisheet – Discussion Questions

Day 1 – Genesis 1:1-2:3

1. According to Genesis 1:3, how did YHWH create the world?
Look up John 1:1-3, 9-10 and Hebrews 11:3. How did God create the world?
2. Discuss some ways that we are made in the image of God. (See Genesis 1:27.) You may also wish to read Genesis 5:2, Psalm 8:1-9, and 1 Corinthians 11:7.
3. Using a Strong's concordance, look up the words "ended" and "rested" in Genesis 2:2. What do these words mean in Hebrew? Why did God cease from His labor? (Note: We will frequently use a Strong's concordance in this curriculum. You may wish to use <http://blueletterbible.org> online.)
4. Sing the fun Creation song on page 4.

Day 2 – Genesis 2:4-3:24

1. Look up the Hebrew meaning of the name "Adam." (See Genesis 2:19-20.)
2. Look up the Hebrew meaning of the name "Eve." (See Genesis 3:20.)
3. According to Genesis 1:26-30 and Genesis 2:15, what was man's job?
4. One way the serpent tempted Eve was to cause her to doubt what God really said. (See Genesis 3:1.) Look up three kinds of temptation listed in 1 John 2:16. How did Yeshua defeat temptation in Matthew 4:4, 7, and 10? You might also wish to read Ephesians 6:10-18.

Day 3 – Genesis 4

1. Why do you think YHWH would not accept Cain's sacrifice? Read Hebrews 11:4.
2. Name some inventions and first things that are listed in Genesis 4. For instance, the first city (verse 17), the first music (verse 21), etc.
3. Read Genesis 4:26. What do you think it means to "call upon the name of YHWH"?

Day 4 – Genesis 5:1-6:8

1. Look up the meanings of the names listed in chapter 5. What do these tell you about what the world was like at this time?
2. What does it mean to "walk with God"? (See Genesis 5:24. Compare to Genesis 6:9 and Genesis 17:1.)
3. What does it mean that Noah "found grace in the eyes of YHWH"? (See Genesis 6:8.) Read Hebrews 11:6-7.

Day 5 – Isaiah 42:5-43:10

1. The "Haftarah" was compiled during the time of the Maccabees, when the Greek government over Judah would not allow the Jews to read from the Torah. Righteous men compiled a *haftarah* schedule of passages outside the Torah that would help them remember what each Torah portion was about. Can you find the similarities between this week's Torah and Haftarah portions?
2. As you read today, name some specific things which YHWH created.

**Our activities are based on the King James Version. If you're using another translation of the Bible, feel free to adapt these activities.*

B'reisheet – Answers & Activities

Day 1 – Genesis 1:1-2:3

1. According to Genesis 1:3, YHWH created the world by His Word: “And God said.”
In John 1:1-3, we learn that God created the world by the Word. In John 1:9-10, we learn that the “Light” made the world. This Light is Yeshua (see John 1:14).
In Hebrews 11:3, we learn that the worlds were “framed” (created) by the word of God.
2. To be made in the image of God means that we can make things like He can (although we can't create out of nothing or with His power and might). We are “creative” like He is! Also, we are made as “male and female” (Genesis 5:2) and able to reproduce children, and we have dominion over His creation (Psalm 8). Genesis 1:27 and 1 Corinthians 11:7 both seem to say that man was made in God's image but that the woman was made in the image of man, just as children are made in the image of their parents. We look just like them!
3. ended - Strong's H3615, *kalab*: to accomplish, to end, to complete.
rested - Strong's H7673, *shabath*: to cease, to repose (rest).

Day 2 – Genesis 2:4-3:24

1. Adam - Strong's H120, *adam*: ruddy (red), from the ground.
2. Eve - Strong's #2332, *chavah*: life-giver.
3. According to Genesis 1:28, God told man to be fruitful and multiply (have children) and to fill the earth. Man was also to subdue the earth and have dominion over the fish, the birds, and every living thing. According to Genesis 2:15, man was put into the garden to dress it (work in it to make it beautiful) and keep (guard) it.
4. 1 John 2:16 lists these three temptations: (1) the lust of the flesh, (2) the lust of the eyes, and (3) the pride of life. In Matthew 4:4, 7, and 10, Yeshua defeated temptation by quoting Scripture (“it is written”). Ephesians 6:10-18 tells us to put on the whole armor of God, and one of those pieces is the “sword of the Spirit, which is the word of God” (verse 17).

Day 3 – Genesis 4

1. According to Hebrews 11:4, Abel offered a more excellent sacrifice, which showed he was righteous. We can only assume that Abel followed YHWH's instructions, where Cain did not.
2. Genesis 4:1 – first shepherd
Genesis 4:1 – first farmer
Genesis 4:17 – first city builder
Genesis 4:20 – first tent dweller
Genesis 4:20 – first cattle farmer
Genesis 4:21 – first maker of musical instruments
Genesis 4:22 – first forger of brass and iron
3. It is often a reference to worshiping YHWH with sacrifices and to worship Him alone, as compared to worshiping other gods. Compare to 1 Kings 18:24; Psalm 116:17; Joel 2:32, and Zephaniah 3:9.

Day 4 – Genesis 5:1-6:8

1. Adam - Strong's H120, ruddy (red), from the ground.
Seth - Strong's H8352, appointed, substitution.
Enos - Strong's H583, mortal, man, son of man.
Cainan - Strong's H7018, possession, dwelling place.
Mahalale'el - Strong's H4111, praise of God.
Jared - Strong's H3382, descent.
Enoch - Strong's H2585, dedicated, teacher.
Methuselah - Strong's H4968, man of a dart, or “his death shall bring.”
Lamech - Strong's H3929, powerful, despairing.
Noah - Strong's H5146, rest, comfort.
Shem - Strong's H8035, name.
Ham - Strong's H2526, hot.
Japheth - Strong's H3315, opened.
(See also *Genesis: Finding Our Roots*, by Ruth Beechick, pp. 49-51.)
2. If we compare Genesis 5:24 to Genesis 6:9 and Genesis 17:1, we see that those who “walk with God” are described as perfect. The word *perfect* means whole-hearted. You might want to look up Amos 3:3.
3. You might want to look up the Hebrew word translated as “grace” (Strong's H2580, favor, acceptance). In Hebrews 11:6-7, we read that Noah had faith and that he believed God enough to be moved with fear and prepare an ark to save his family.

Day 5 – Isaiah 42:5-43:10

1. In this Haftarah portion, we see many ways that YHWH is powerful enough to create our world and also to restore the world that has been damaged by sin. There are many things listed which only God can do! We also see His preservation of His people during times of judgment. Do you see any other things?
2. Isaiah 42:5
Isaiah 42:15
Isaiah 43:1
Isaiah 43:7

Other Activities:

Coloring pages:

- http://www.chabad.org/parshah/article_cdo/aid/1092595/jewish/Coloring-Pages.htm
- <http://www.aish.com/tp/pak/cp/53031582.html>

Worksheets (just choose one):

- [http://www.onetorahforall.com/childrens%20parasha/B'reshit%20\(Children's%20Parsha\).pdf](http://www.onetorahforall.com/childrens%20parasha/B'reshit%20(Children's%20Parsha).pdf)
- <http://www.onetorahforall.com/children08/childrens%20B'reshit.pdf>
- <http://www.onetorahforall.com/childrensparasha2010/B'reshit%20-%20Children's%20Torah%20Portion.pdf>
- http://www.hoshanarabbah.org/pdfs/te/te_breisheet.pdf
- <http://www.restorationoftorah.org/torah-portions-english>

“On Day One”

by Melody Waring (to the tune of “This Old Man”)

On day one,
Yahweh made light,
He made day and He made night.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day two,
Yahweh made Heaven,
Made it as a place for livin’.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day three,
Yahweh made earth
With some trees and plants and herbs.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day four,
He made the sun,
Stars and moon for sparkly fun.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day five,
Yahweh made fish,
Birds and whales with tails that swish.
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day six,
Yahweh made critters,
You and me and things that jitters,
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

On day seven,
Yahweh said, “Rest
‘Cause I love you, and it’s best!”
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

Some people
Seem to think
Yahweh did not make everything, but
With a knick-knack paddy-whack only Yah alone
Could make me such a perfect home.

Source: <http://torahschool.wordpress.com/2011/10/08/breisheet-%D7%A8%D7%A9%D7%99%D7%AA-in-the-beginning-2/>



By faith, we understand
that the universe has been framed
by the word of God,
so that what is seen
has not been made
out of things which are visible.

(Hebrews 11:3)

Draw pictures to illustrate this week's verse.

**By faith, we understand
that the universe has been framed
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(Hebrews 11:3)**

By faith, we understand that
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