

יִזְ / 17 Iyar/Iyyar- 32 L' Omer /Year 5767- תּוֹרָה /הִתְשַׁטֵּז - **אָמַר** - "Say or speak" / #31/

שׁוֹרֵשׁ - א.מ.ר "say, speak" / Leviticus 21:1-24:23/ Haftarah Readings: Ezekiel 44:15-31

1. Conversational Greetings: a. We welcomed Roger, Gavriella's husband, who visited our class today with greetings *Shalom Alechem, Shabbat Shalom, and Shalom, Shalom with an invisible hug.* (See your *Conversational Hebrew Handout for the Hebrew spellings.*) b. We reviewed how to say, "What a lovely/nice day- **מָה יְפֵה הַיּוֹם**. c. We sang the medley of Israeli songs from our song sheet.

2. The Blessing Before Studying Torah: We reviewed (**Part I- Hebrew and English**) from the word cards in the pocket chart, and then read them again on **p. 55- lines 6-17** followed by the remaining verses (**Part II**) in lines 9-17.

3. The Shema and V'Ahavta (Deut. 6:4-9) a. Using the *Shema/V'Ahavta handout*, we sang the lines of *The Shema* and its response recalling the tradition of covering or shutting one's eyes for the first line and reciting in an undertone voice the response. *Midrash* tells us these verses were recited by the sons of Israel/Jacob and his response to them shortly before he died. b. We listened to a cantor chanting the verses of the *V'Ahavta* as we followed along with our handout (also on p. 58 in the text). c. We were extra proud of *Harel* who recited the *V'Ahavta* all by himself for us! His accomplishment with learning to read Hebrew with this text has been outstanding.

4. The Calendar: a. Review: a. We listened once more to **הַתִּקְוָה** (*The Hope-Israel's National Anthem*- **p. 66**) for those who had been absent.

b. Your handout of **Leviticus 23** which outlines G-d's appointed times (Jewish holidays) comes from this week's Torah portion. The word **אָמַר** - "say or speak" is mentioned 4,300 times in the Torah.

c. We marked our class calendar on **May 2/14 Iyar-Pesach Sheni/2nd Passover/Numbers 9:5-13. Pesach Sheni** appears in the Torah as a second opportunity for men who were ritually unclean from attending to the dead or on a long journey at the time of a **פְּסַח** (*Passover-Nissan 14*) celebration to offer the Passover sacrifice a month later at 14 Iyar. Today the custom is to eat matzah on that day as a reminder that G-d gives "second chances."

d. We recited the *handwashing blessing, the matzah blessing*, and for the second time tasted *chocolate matzah* and *whole wheat matzah in honor of Pesach Sheni*. I followed with an explanation of reciting blessings before eating to "bless/praise" G-d for various foodstuffs and our partnership with him as Provider. Example: G-d gives us the wheat and we make bread. We turned to the *Birchat Hamazon- בְּרַכַּת הַמַּזּוֹן* **Blessing After Meals- p. 54** and listened to a cantor chant two paragraphs of this prayer/blessing recited after having eaten bread. The *Birchat Hamazon* is a reminder of the commandment of Deut. 8:10- "When you have eaten and are satisfied/full, you will bless Adonai for the good land He has given you."

e. We noted May 6th as yet another special day on the Jewish calendar-**Lag B' Omer, the 33rd day of the Counting of the Omer**. We saw that **ל** is 30 and **ג** is 3-hence **30 +3 = 33**. Lag B'Omer celebrates the end of the plague amongst Rabbi Akiva's students, and is the *yahrzeit* (anniversary death date-ascent of the soul) of Rabbi Shimon bar Yochai. The mourning practices (no music, celebrations, weddings, haircuts) of the Omer period are suspended on this day. On Lag B'Omer many three-year-old boys receive their first haircut and weddings take place in Israel and Orthodox communities around the world. Many visit the gravesite of Rabbi Shimon bar Yochai (author of the *Zohar*- mystical commentary on the Torah) in Meron in northern Israel. It is customary to go on picnic outings and to light bonfires; children play with bow-and-arrows. *File handout behind the Holidays Index.*

f. In answer to Yisraela's question about *Ashrei (Happy)* on **p. 45: The two introductory verses are from other Psalms. Psalm 145 begins with the 3d verse.** (See *Artscroll Siddur, pp. 70 & 71.*) We added this notation in the margins on this page.

5. New Lesson: a. Students received the **Vocabulary List for Section V**- the last one for our text. I read the English and the students read the Hebrew. Many of the words we were familiar with. *File behind Section V Index.*

b. We looked at a tallit (טל - “*dew or covering, a tent*”) and learned about the commandment to *wear tzitzit (fringes)* on our garments. Garments identify a person. We recognize a policeman by his uniform, a nurse by her dress, etc. We looked at a *tallit gadol (large tallit)* worn when in private prayer and worship day time services and a *tallit katan (small tallit)* worn under the shirt with tzitzit hanging along side the trousers from the age of three. I explained some of the customs associated with its use in Jewish life which differ among Orthodox, Conservative, and Reform Jews. The tallit is a Jew’s own private tent (Tabernacle). The Israeli flag is patterned after the tallit.

c. **Gematria math in the tallit:** The numerical value of tzitzit is $600 + 5 \text{ double knots} + 8 \text{ strands} = 613$. $7 \text{ wrappings} + 8 \text{ wrappings} = 15$ equivalent to the letters Yud-Hei. $11 \text{ wrappings} = 6+5$ - the equivalent of the letters Vav Hei. Put these together and we have the Tetragrammaton, the “name” of Adonai/HaShem. The last set of wrappings number 13 and is equivalent to the word אָהַד (one). When we look upon the tallit fringes it reminds us to be holy as HaShem/Adonai is holy by following the 613 commandments and that

HaShem/Adonai, G-d of Abraham, Issac, and Jacob is אָהַד (one) -a repeat of The Shema (Deut. 6:4)-the declaration of the Jewish faith in gematria format!

d. I gave a **handout giving insights in the number 13**- definitely not an “unlucky number” in Hebrew. **File behind Section V** as it relates to the meaning of the word אָהַד (one) and the word אֶהְבֶּה (love) which has the gematria of the number 13 on the last wrapping of the threads on the tallit.

e. According to our Israeli guide, the reference to Paul in the Christian Bible as a tent-maker is a misunderstanding of the word tallit and its meaning of “tent.” Paul was skilled in the art of tying tzitzit-a tallit maker with Priscilla and Aquilla, not a literal “tent-maker.”

Homestudy and Preview of Next Week: a. **Review p. 55 (The two parts of the Torah blessing) and the Birchat Hamazon on p. 54.** b. We will recite these and start on p. 48 in the text. Preview 2-3 pages 48-50.

c. Mark your calendar-**May 25- Friday night Shabbat dinner at my house.** We’ll enjoy a Shabbat meal, put many of the concepts and traditions we’ve learned to practice including the Birchat Hamazon, celebrate the summer birthdays, and simply enjoy each other’s company. Your only requirement is to come hungry.

Barbara DiBartolo שְׁלוֹם תְּלִמְיָדִים / חֲנֻה עֲלֵיהָ דִּיבְרִטּוֹלוֹ (Peace, wholeness, completeness, students!)

Hebrew Honey/Aleph Isn't Tough / Class Summary Notes for May 5, 2007-Week 31

י'ז / 17 Iyar/Iyyar- 32 L' Omer /Year 5767- תּוֹרָה /ה'תשס"ז: אָמַר- "Say or speak" / #31/

שׁוֹרֵשׁ - א.מ.ר "say, speak" / Leviticus 21:1-24:23/ Haftarah Readings: Ezekiel 44:15-31

- 1. Conversational Greetings:** a. We welcomed Gavriella's husband, Roger, who visited our class today with the traditional greetings *Shalom Alechein, Shabbat Shalom*, and *Shalom, Shalom*. (See your *Conversational Hebrew Handout for the Hebrew spellings*.) b. We reviewed how to say, "What a lovely/nice day- מָה יָפֶה הַיּוֹם . c. We sang the Israeli medley of songs from class handout.
- 2. The Blessing Before Studying Torah:** We reviewed the blessing from the word cards in the pocket chart, focusing on the English translation of each word. I was pleased that you remembered our past lessons!
- 3. The Shema and V'Ahavta (Deut. 6:4-9)** a. Using the *Shema/V'Ahavta handout*, we sang the lines of *The Shema* and its response recalling the tradition of covering or shutting one's eyes for the first line and reciting in an undertone voice the response. *Midrash* tells us these verses were recited by the sons of Israel/Jacob and his response to them shortly before he died. b. We listened to a cantor chanting the verses of the *V'Ahavta* as we followed along with our handout. We will put aside The Shema and V'Ahavta practice to focus on completing Chapter 5.
- 4. The Calendar:** a. **Review: a. The Leviticus 23 handout** which outlines G-d's appointed times (Jewish holidays) comes from this week's Torah portion. The word אָמַר- "say or speak" is mentioned 4,300 times in the Torah.
b. We marked our class calendar on **May 2/14 Iyar-Pesach Sheni/ 2nd Passover/ Numbers 9:5-13. Pesach Sheni** appears in the Torah as a second opportunity for men who were ritually unclean from attending to the dead or away on a long journey at the time of a פֶּסַח (Passover-Nissan 14) to offer the Passover sacrifice a month later on 14 Iyar. Present day custom is to eat matzah on **Pesach Sheni** as a reminder that G-d blesses us with "second chances."
c. We recited the *handwashing blessing, the matzah blessing*, and for the second time tasted *chocolate matzah* and *whole wheat matzah in honor of Pesach Sheni*. I followed with an explanation of reciting blessings before eating to "bless/praise" G-d for various foodstuffs and our partnership with him as Provider. Example: G-d gives us the wheat and we make bread. I told about the tradition of reciting *Birchat Hamazon- בְּרַכַּת הַמַּזּוֹן* *Blessing After Meals* the prayer/blessing/grace recited after eating bread. The Birchat Hamazon is a reminder of the commandment of Deut. 8:10- "When you have eaten and are satisfied/full, you will bless Adonai for the good land He has given you," so we recited this verse as a mini Birchat Hamazon.
d. We noted May 6th/Sunday as yet another special day on the Jewish calendar- *Lag B' Omer, the 33rd day of the Counting of the Omer*. We saw that ל is 30 and ג is 3-hence 30 +3 = 33. Lag B'Omer celebrates the end of the plague amongst Rabbi Akiva's students, and is the *yahrzeit* (anniversary death date-ascent of the soul) of Rabbi Shimon bar Yochai. The mourning practices (no music, celebrations, weddings, haircuts) of the Omer period are suspended on this day. Many three-year-old boys receive their first haircut and weddings take place in Israel and Orthodox communities around the world on Lag B'Omer. Many visit the gravesite of Rabbi Shimon bar Yochai (author of the Zohar- mystical commentary on the Torah) in Meron in northern Israel. It is customary to go on picnic outings and to light bonfires; children play with bow-and-arrows.
e. An article from the *World Jewish Digest (a Jewish newspaper)* entitled, *Counting on Lag B'Omer*, by Richard Address was given for home reading to explain the customs associated with this special day. *File handout behind the Holidays Index*.

5. Corrections to Lesson Week 30 Notes: The Queen of Handouts and Typos requests that you correct:

a #6. We recited the handwashing blessing (עַל נְטִילַת יְדַיִם).

6. New Lesson: a. Key Quote, p. 43- We read the exercise which included the traditional phrase that begins all Hebrew blessings (Easy as pie after all our blessing practices) and the first line of the Priestly Benediction in Numbers 6:24. It contained tricky double guttural letters, but Gana read it perfectly! We pasted a strip with the response that is sometimes recited after each line:

כֵּן יְהִי רְצוֹן - *Yes, may it be His Will.*

b. Which Syllable is Accented? p. 43- You had already been exposed to the accent mark and the rule to place the accent on the first syllable of word with two segols side by side in earlier lessons and in the birthday greeting, so the exercise was an easy one. We labeled the definitions of the words on lines a and b. If you were absent and want the definitions check with one of the students or me. If you ever find yourself in the airport at Tel Aviv and want to get to Jerusalem or some other city, נְשָׂר (eagle) Taxi Service will bring you and your luggage straight to the doorsteps of your destination.

c. We skipped p. 44 to give it full attention next week and went on to the **Prayer Book Excerpts, p. 45** and located the root כ.ר.ב. (*knee, lap, to bend the knee, praise, bless*). We pasted a strip with the English translations of these excerpts at the bottom of p. 45. I told where the verses appear in the Prayer Service, chanted/sung the Hebrew and the students read the English translation.

d. Practice Writing, p. 46: We focused on the name, sound, and letter formation of these guttural letters.

e. Exercise I, p. 46: We completed the matching exercise which was matching Hebrew consonant and vowel combinations with English words that have the same sound.

7. Preview of Next Week's Class: **a.** My goal is for us to **complete p. 44** where we learn the greetings for welcoming a new baby into the covenant of Abraham, **watch a video clip** of our newest Temple Sinai baby's welcoming ceremony, and listen and sing two **Misherberah-Prayers for healing** set to music and sung at our services (all concepts mentioned on this page), then chose a remaining exercise which best fits the remaining class time. **b.** Mark your calendar-**May 25- Friday night Shabbat dinner at my house.** We'll enjoy a Shabbat meal with our Hebrew Crash Course friends joining us, put many of the concepts and traditions we've learned to practice including introducing you to the Birchat Hamazon-Grace After Meals, celebrate the summer birthdays, and simply enjoy each other's company. Your only requirement is to come hungry.

Barbara DiBartolo שְׁלוֹם וּבְרָכָה / חֲנֻּחַ עֲלֶיהָ דִּיבְרִטּוֹלוֹ *Shalom U-v-rachah/ Peace & blessing especially to Betsy from all of us as she travels to the Far East!*

Modern Hebrew Bet (chapter 11) Class - 12:00 – 1:00

Chapter 11. Practiced the masculine numbers from 1 through 10 by reading together from the computer monitor. Then Dr.Isbell joined us to help us with the numbers. He also explained about long and short (time duration of the vowel sound) and the tendency of a long vowel to be shortened when a suffix or prefix is added to a word at the opposite end of the word from the vowel's location.

Then we had a short demonstration of the computer program called Rosetta Stone.

Modern Hebrew Aleph (chapter 5) Class - 3:00 – 4:30

Chapter 5. Finished the exercises in chapter 5 and started the review.

Then worked with the Rosetta Stone program.

Jacob Ecker יַעֲקֹב אֶכֶר

You can find this class report on the Temple Sinai web site.

<http://la010.urj.net/hebrew2006.htm> You can find other interesting information there too.

Please do let me or your teacher know when you won't be able to make it to class.		
Phone Numbers of teachers:		e-mails of teachers
Barbara DiBartolo	478-1597	barb12436@suddenlink.net
Jacob Ecker	477-4463	jacob@ecker.com