

LESSON

בְּרָכוֹת הַתּוֹרָה



LEARNING OBJECTIVES

Prayer Reading Skills

- The prefix וְ (“and”)
- The word ending הִ (“his”)
- The root בִּרַח (“bless” or “praise”)
- Hebrew letters as they appear in the Torah

Prayer Concepts

- We show respect for the Torah by dressing it in fine coverings.
- The Torah is divided into 54 weekly portions called *parashot* or *parashiyot* (singular: *parashah*), which are further divided into readings or sections.
- The yearly cycle of Torah readings begins and ends on Simhat Torah.
- We recite a blessing before and after each section is read.
- The word *aliyah* (plural: *aliyot*) means going up to the *bimah* to recite the two Torah blessings or it means going to live in Israel.
- The number of *aliyot* depends on the day on which the Torah is read.
- Torah terminology: *ba'al k'riah* (m), *ba'alat k'riah* (f); *tikkun*; *trope*; Five Books of Moses; *maftir* (m), *maftirah* (f); *haftarah*; *bimah*; *Mi Shebeirach*

BEYOND THE TEXTBOOK

Hebrew names

Ritual of *aliyah*

ABOUT THE PRAYER

Each person called to the Torah chants two Torah blessings. The first blessing, recited before the Torah reader begins a section, opens with the Bar'chu, a call to the congregation to praise God. The first blessing then thanks God for choosing the Jewish people to receive the gift of the Torah. The second blessing, recited when the Torah reader completes the section, praises God for giving us the Torah of truth and eternal life.

INSTRUCTIONAL MATERIALS

Text pages 24–35

Word Cards 19–30

Worksheet 3

Family Education: “As a Family: Continuing the Tradition” (at the back of this guide)

SET INDUCTION

Ask: When you give a special gift, how do you hope the receiver will treat the item? (*treasure it, use it well, protect it, pass it on, restore it when necessary*)

Write the following sentences on the chalkboard. Call on students to read each Hebrew sentence and its English meaning.

Kiddush

כִּי בָנוּ בְּחֵרָתְךָ וְאוֹתָנוּ קִדְשָׁתָּךְ

You chose us from all the nations and You made us holy.

First Torah Blessing

אֲשֶׁר בָּחַר-בָּנוּ מִכָּל-הָעַמִּים


(God) for choosing us from all the nations and giving us the Torah.

For Discussion

Tell students that the Jewish people traditionally believe they were chosen by God to receive a unique gift, the Torah, but that with this gift come special responsibilities.

Ask: What responsibilities go along with receiving the Torah? (*to fulfill the mitzvot; to live according to the teachings of the Torah*)

בְּרָכוֹת הַתּוֹרָה 3



Have you seen the Torah's elaborate cover and ornaments—its rich silver embroidery on fine fabric, tiny bells adorning brass or silver handle ornaments, and fancy braided plaques? When the Torah reaches the reader's table after it has been carried through the congregation, the rabbi or Torah reader removes the covering and ornaments, sets the Torah on the table, and unrolls it to that week's **פָּרָשָׁה**—Torah portion.

Each parashah is divided into sections, or readings. For each section, one or more congregants are called up to the Torah to say two blessings—one before the Torah reader begins to read that section, and one after the reader has finished. The honor of being called up to recite these blessings is called an **אַלְתָּוָה** ("going up"). The blessing before the Torah reading has two parts. The first part is the **Be'echu**, a call to the congregation to praise God. The second part thanks God for choosing us to receive the gift of the Torah.

BLESSING BEFORE THE TORAH READING
Practice reading the blessing aloud.

1. קָרְבוּ אֶת־יְיָ הַמְּבַרְךְ.
 2. בְּרוּךְ יְיָ הַמְּבַרְךְ לְעוֹלָם וָעַד.
 3. בְּרוּךְ אַתָּה, יְיָ אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
 4. אֲשֶׁר בְּחַרְבָּנוּ מִכָּל־הָעַמִּים,
 5. וְנָתַתָּ לָנוּ אֶת־תּוֹרָתוֹ.
 6. בְּרוּךְ אַתָּה, יְיָ, נוֹתֵן הַתּוֹרָה.

Praised Adonai, who is praised.
Praised is Adonai, who is praised forever and ever.
Praised are You, Adonai our God, Ruler of the world,
for choosing us from all the nations
and giving us God's Torah.
Praised are You, Adonai, who give us the Torah.

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INTO THE TEXT

Choose students to read aloud the English introduction to the lesson.

Bring in a Jewish calendar. Help students find the name of the Torah portion for that Shabbat.

Your Hebrew Name

We traditionally use the Hebrew name of the person receiving an *aliyah*. We say בֶּן ("son of") or בַּת ("daughter of") after the Hebrew name. We follow בֶּן or בַּת with the parents' Hebrew names; for example, שָׂרָה בַת יוֹסֵף וְדִינָה. In some congregations, only the father's name is used.

Ask: Why do you think we follow the custom of using the parents' names? (*symbolizes one generation passing the Torah on to the next*)

Ask the students to find out their complete Hebrew names, including their parents' names.

Reading Practice

Direct the students to the first Torah blessing.

Call on individuals to read lines 1 and 2 aloud, then their English meaning. (*Praise Adonai... forever and ever*)

Ask: What is the purpose of these introductory lines in the first blessing?

Hint: Have students reread the second paragraph at the top of the page.

Have students read line 3 silently.

Ask if they recognize the six words. (*the introductory words for a blessing*)

Ask a student to give the English meaning. (*Praised are You...Ruler of the world*)

Have students read lines 4 and 5 aloud.

Ask a student to give the English meaning. (*for choosing us...giving us God's Torah*)

Ask: Why do we praise God for choosing us and giving us the Torah? (*we are proud of the honor; we accept the responsibility to live according to the teachings of the Torah and to pass them on to the next generation*)

Direct students to read the first three words in line 6 silently. Ask: What do the first three words indicate? (*this is a blessing*) What is the English meaning of the sentence? (*Praised are You...gives us the Torah.*)

Read lines 1–6 in unison with the students.

MATCH GAME

Allow several minutes for students to complete the activity. Call on individuals to read aloud each Hebrew-English match.

Scrambling

Display Word Cards 19–22 in random order on the edge of the chalkboard. Read aloud the English meaning of each word in the order of the blessing on page 24, line 4. Challenge students to select the matching Word Cards and place them in the correct right-to-left order. Call on students to read the completed phrase: **בְּחָר בְּנוּ מִכָּל הָעַמִּים**.

Have students close their eyes. Remove one Word Card. Students then open their eyes and read the phrase, including the missing word. Repeat the activity three more times, each time removing one more word until the students “read” the sentence that is “not there.”

Display Word Cards 23–25 and repeat each step in this activity.

Photo Op

The Torah mantle—*m'il*—protects the Torah scroll. The mantle has two round openings at the top to allow it to pass over the wooden rollers—the *atzei hayim*. Call on a student to read the caption aloud, reading the citation in full: Leviticus, Chapter 25, Verse 10. The quotation on the mantle is from the description in the Torah of the Jubilee Year, which occurs every fiftieth year. “Liberty” referred to the release of slaves, the release of property from mortgages, and the cancellation of all land sales. This is not actually the practice in Israel any longer.

PRAYER DICTIONARY

בָּחַר
chose (choosing)

בְּנוּ
us

מִכָּל
from all

הָעַמִּים
the nations

וְנָתַן
and gave (and giving)

לָנוּ
to us

תּוֹרַתוֹ
God's Torah

נוֹתַן
gives

MATCH GAME
Connect each Hebrew word to its English meaning.

us ————— **בָּחַר**

and gave (and giving) ————— **בְּנוּ**


chose (choosing) ————— **מִכָּל הָעַמִּים**

to us ————— **וְנָתַן**

God's Torah ————— **נוֹתַן**

gives ————— **לָנוּ**

from all the nations ————— **תּוֹרַתוֹ**



This Torah mantle is adorned with a quote from Leviticus 25:10, which also appears on the Liberty Bell in Philadelphia.

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Extending the Opportunity

Discuss the significance of the Liberty Bell in American history and why the quote is appropriate for the bell. (*The Liberty Bell stands in Independence Hall in Philadelphia, Pa. It was rung in July 1776 after the first public reading of the Declaration of Independence, declaring the freedom and liberty of the colonists in their new land.*)

Visit the sanctuary in your synagogue to view the mantles on the Torah scrolls. What is the symbolism of the design on each mantle?

LETTER LINK

Read the explanation with the students.

Direct students to the Torah script in the middle of the page.

Ask: How many letters have crowns? (9) Which letters are they? (ש ץ ע ן ן ט ז ט ג)

Have students connect the matching letters in the four boxes.

Trope Enrichment

Bring a *tikkun* to class so students can see the format. Invite a Torah reader from your synagogue to class to read from both columns in the *tikkun*.

Ask the Torah reader to teach the students some of the trope marks. Allow students the opportunity to read or chant from the *tikkun*.

As a Family

You might wish to send home with students the Family Education page, “As a Family: Continuing the Tradition” at this time.

LETTER LINK

It is no easy task to read from the Torah. You must be trained to read Hebrew fluently, and without vowels or punctuation, in order to read without mistakes. What's more, in many synagogues the Torah portion is chanted using special musical inflections or melodies called trope. The Torah reader (בעל קריאת) for a man or a boy; בעלת קריאת for a woman or a girl) often prepares for the reading by practicing in a *libbat*, a book in which the words of the Torah appear twice—in one column they appear in regular Hebrew print with vowels and punctuation, and in the second column, the text looks just like the Torah itself.

Sometimes, the Torah reader is the Bar Mitzvah or Bat Mitzvah, whose family members are given the honor of an *alyah*—reciting the blessings before and after the section in the Torah reading. If you read Torah when you celebrate becoming Bar or Bat Mitzvah, you may learn how to read trope.

Here is the way Hebrew letters look in a Torah scroll.

אבגדהוזחטיכךלמםנסןסעפףהצץקרשת

Connect each Torah letter below to the matching printed letter:

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FACTS AND FIGURES ABOUT THE TORAH READING

Read each fact and figure with the students.

Adding It Up

- The Five Books of Moses are known as the חֲמִשָּׁה from the Hebrew word חָמֵשׁ (“five”).
- The portion of the week is known as פְּרֻשַׁת הַשָּׁבוּעַ. The word פְּרֻשַׁת means “portion of.” הַשָּׁבוּעַ means “week.”
- Each פְּרֻשַׁת הַשָּׁבוּעַ has a name that is the first important word in the portion.
- The Torah, the Five Books of Moses, is the first section of the Bible.
- The Hebrew name of each of the Five Books is taken from the first important word in the book.

Genesis	—	בְּרֵאשִׁית
Exodus	—	שְׁמוֹת
Leviticus	—	וִיקְרָא
Numbers	—	בְּמִדְבָּר
Deuteronomy	—	דְּבָרִים

A Review Game

Play one of the games from the “Classroom Games” section in the front of this guide to review facts and figures about the Torah reading.

FACTS AND FIGURES ABOUT THE TORAH READING

- The Torah (also called the Five Books of Moses) is divided into 54 portions (פְּרֻשֹׁת).
- It takes exactly one year to read the whole Torah. We begin reading the first book, Genesis (בְּרֵאשִׁית), on Simhat Torah, and complete reading the last book, Deuteronomy (דְּבָרִים), one year later on the following Simhat Torah. We then begin all over again.
- The last person called to the Torah on Shabbat is known as the *maftir* (for a man or a boy) or the *maftirah* (for a woman or a girl). This is often the Bar Mitzvah or Bat Mitzvah. The *maftir* or *maftirah* recites the blessings before and after the reading of the last few verses of the Torah portion, and then chants a portion from Prophets called the *haftarah*.

Answer the following questions:

1. How many portions (פְּרֻשֹׁת) are contained in the Torah? 54
2. On which holiday do we finish reading the Torah and begin all over again?
Simhat Torah
3. Explain what the *maftir* or *maftirah* does.
The last person called to the Torah on Shabbat; recites the Torah blessings and chants the haftarah.
4. How do you think it feels to be the *maftir* or *maftirah*? Why?
Special; important; responsible; proud.
It is the highlight of the Torah reading; the climax; it is a great honor because the *maftir/maftirah* reads the haftarah.

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BLESSING AFTER THE TORAH READING

Read the paragraph aloud.

Have the students read the English meaning of the blessing at the bottom of the page. Ask them to explain the theme of the prayer in their own words.

Comparisons: Blessings Before and After the Torah Reading

- Direct students to read the Hebrew blessing. Ask: Which two lines are the same as in the blessing before the Torah reading? (1 and 4)
- Direct the students to read lines 2 and 3 only. Ask: Which of the Hebrew words in the lines do you recognize from the blessing before the Torah reading?

(אֲשֶׁר נָתַן לָנוּ תּוֹרַת עוֹלָם)

Reading Practice: Blessing After the Torah Reading

Read the complete blessing with the students.

Half and Half

Direct one half of the class, Group A, to the blessing before the Torah reading on page 24.

Direct the other half of the class, Group B, to the blessing after the Torah reading on page 30.

Have Group A read page 24, line 3, and Group B read page 30, line 1, aloud together.

Group A: Have the students read page 24, lines 4 and 5.

Group B: Have the students read page 30, lines 2 and 3.

Call on both groups to read the final line in their Torah blessing aloud together (Group A, page 24, line 6; Group B, page 30, line 4).

PRAYER DICTIONARY

Display Word Cards 27–30. Have students read each Hebrew word in turn. Ask students to give the English meanings for words they know. They may refer to the Prayer Dictionary for meanings of words they do not know.

Display the cards for reading and vocabulary practice.

PHRASE MATCH

Ask the students to cover the Prayer Dictionary to complete the exercise, then uncover it to check their answers. Call on students to read each match aloud.

Photo Op

Read the caption aloud. Ask students to describe what they see in the photograph. Tell them that in the Torah we read, “You shall not put a stumbling block before the blind”—
 לִפְנֵי עִוֵּר לֹא תִתֵּן מִכְשָׁל (Leviticus 19:14).

Discuss the *literal* meaning of the mitzvah. (*keep the path clear in front of someone who cannot see*) Then discuss the *underlying* meaning of the mitzvah. (*do not deceive others; do not play upon their weakness; do not prey upon innocent people*)

WHAT'S MISSING?

Display Word Cards 26–30 in random order.

Have all but one student close their books. That student should read aloud the Hebrew in this activity and give the English phrase for the missing part of the sentence.

The other students should determine which of the Word Cards is the correct Hebrew match for the English phrase. (“*Torah of truth,*” Word Cards 27 and 28; “*and eternal life,*” 29 and 30; “*gives,*” 26)

Students may now open their books to page 31 and complete the activity, covering the Prayer Dictionary and the Phrase Match above. They can use the Word Card display to help them complete the activity.

PRAYER DICTIONARY

תּוֹרַת

Touch of

אַמֶּת

truth

וְחַיֵּי


and life (of)

עוֹלָם

eternal world

PHRASE MATCH
Connect each Hebrew phrase to its English meaning.

and eternal life	לְעוֹלָם וָעֶד
ruler of the world	תּוֹרַת אֱמֶת
forever and ever	וְחַיֵּי עוֹלָם
Truth of truth	מֶלֶךְ הָעוֹלָם



When we help someone in need, or perform any other mitzvah, we are keeping the words of the Torah alive.


WHAT'S MISSING?
Fill in the missing Hebrew words in the prayer.

כְּרוֹךְ אֱתָהּ, יי אֱלֹהֵינוּ, מֶלֶךְ הָעוֹלָם,
 אֲשֶׁר נִתְחַלְּנוּ _____ תּוֹרַת _____ אֱמֶת _____
Touch of truth

וְחַיֵּי _____ עוֹלָם _____ נָטַע בְּחֻבּוֹנוּ.
and eternal life

כְּרוֹךְ אֱתָהּ, הַ, _____ נֹחַן _____ הַתּוֹרָה.
gives

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אֲשֶׁר נָתַן לָנוּ תּוֹרַת אֱמֶת
“who gave us the Torah of truth”

אֲשֶׁר נָתַן לָנוּ means **gave us**

תּוֹרַת אֱמֶת means “Torah of truth.”
 תּוֹרַת is a combination word that means “Torah of.”
 אֱמֶת means “truth.”

Complete the Hebrew phrase: **אֲשֶׁר נָתַן לָנוּ תּוֹרַת אֱמֶת**
 What did God give us? **the Torah of truth**

Why do you think we refer to the Torah as “Torah of truth”?
Traditionally, the Torah reflects God’s words and teachings. The Torah teaches the truth of righteous and just behavior. Its lessons are timeless.

וְחַיֵּי עוֹלָם “and eternal life”

וְחַיֵּי means “and a life of.”
 ׀ is a prefix meaning **and**

חַיֵּי means “a life of.”

The word for “life” is חַיִּים (Do you know the name “Lil’it” — “Lil’it”?)
 עוֹלָם means “eternal.”
 עוֹלָם also means “world.”
 וְחַיֵּי עוֹלָם means **and eternal life**

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PRAYER BUILDING BLOCKS

אֲשֶׁר נָתַן לָנוּ תּוֹרַת אֱמֶת “who gave us the Torah of truth”

Complete the Building Block together.

For Discussion

Ask:

- Why do we consider the Torah to be “the truth”? (*it contains God’s teachings; we believe in it*)
- Why are the teachings of the Torah a “yardstick” by which we measure our actions? (*it contains the mitzvot; the Torah reflects God’s truth; it teaches us how to behave; it is like a guide book for life*)

וְחַיֵּי עוֹלָם “and eternal life”

Complete the Building Block together.

Ask students to interpret the phrase “eternal life.” (*although individual Jewish people die every day, the Jewish people as a whole survives and transfers our culture and heritage to each successive generation*)

A Musical Note

Practice chanting the blessings before and after the Torah reading.

עולם

Have students follow the directions at the top of the page.

Ask: What is the meaning of the word עולם?
(eternal; forever; world; universe)

Word Study

- **Final letters.** Call on students to read each word ending with final ם, ן, ך, ך.
- **Dagesh.** Call on students to read each word with a dagesh that does not change the sound of the letter in which it is found.
- **Roots.** Call on students to identify words built on the following roots: קדש (line 5); ברכ (lines 3 and 4); מלכ (lines 2 and 6). Challenge students to give the general English meaning of words built on each of these roots. (holy; bless or praise; rule)

Line by Line

Divide the students into six groups, one group for each Hebrew line. After they have practiced reading their assigned line, each group should read it in unison. Members can then read the line individually.

CHALLENGE QUESTION

Have the students complete the exercise individually. Call on students to read aloud their response.

Read the following sentences and underline עולם in each one:

1. ושבחך אלהינו מפנינו לא ימוש לעולם ועד.
2. ארון עולם אשר קלך בקרנם כל יציד וקרא.
3. יתברך שםך כפי כל די תמיד לעולם ועד.
4. ואנחנו נברך יה מעתה ועד עולם.
5. נקדש את שמך בעולם, כשם שמקדישים אותו בשמי קדום.
6. אל די וקום תמיד ימלך עלינו לעולם ועד.

CHALLENGE QUESTION
Reread the blessing on page 30.
Describe the theme—or main idea—of this blessing, which is recited after the Torah reading.

Torah study is the path to knowing God, which, in turn, leads to one's soul being bound up in the bond of everlasting life; the lessons in the Torah are eternal.

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ALIYAH

Call on students to read each paragraph. Ask specific questions to confirm students' understanding.

Paragraph 1

- What does “*aliyah*” mean? (*going up*)
- What is the “*bimah*”? (*the raised floor for the Ark and the reading table*)
- How does an *aliyah* bring us closer to God? (*we feel close to the Torah and to God both physically and spiritually*)

Paragraph 2

What is the symbolism of “going up” to Israel? (*we are ascending to a higher place spiritually; we are going to the land that God promised the Jewish people in the Torah*)

Paragraph 3

- Why does Shabbat have more *aliyot* than any other day? (*it is holier than all other days*)
- How many *aliyot* are there on Shabbat (7; even *Yom Kippur* has fewer—6)

Paragraph 4

- What is the name of the blessing for well-being? (*Mi Shebeirach*)
- Why do you think we recite a blessing for well-being during the Torah service? (*the Torah service is the highlight of the prayer service; we feel close to God*)

ALIYAH

Why do we use the term אֲלִיָּהּ (“going up”)? We go up to the bimah when we are called to recite the blessings before and after each section of the Torah reading. We also go up in the eyes of the congregation when we receive this honor. And we go up, or move closer, to God.

You may have heard the word אֲלִיָּהּ in a different context. Going to live in Israel is called אֲלִיָּהּ (we “make aliyah”). We don’t just move to the Holy Land, we go up to it.

The number of אֲלִיָּהּ in each Torah portion depends on the day it is read. For example, on Mondays and Thursdays there are three אֲלִיָּהּ, on Yom Kippur there are six, and on Shabbat morning there are usually seven. The number of אֲלִיָּהּ indicates the level of holiness of the day. In this case, Shabbat is even holier than Yom Kippur!

In some congregations, each person honored with an aliyah receives a special blessing of well-being, called a מִי שֶׁבֵּירַח. In this blessing, we ask God to protect the person from illness and distress, and to bless him or her with good health and success. Another version of the prayer, said during the Torah service, asks for the well-being of sick congregants, their loved ones, and friends.



New immigrants making aliyah to the State of Israel

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Photo Op

Choose a student to read the caption aloud. Explain that from the late 1800s through 1939, thousands of Jews made *aliyah* to Israel, mainly from eastern Europe. There were many other times in our people’s history when immigrants made *aliyah* for freedom and protection. Their countries of origin did not allow Jewish people to live peacefully as full citizens. After World War II, thousands of survivors came to Israel for refuge. Operation Magic Carpet (1949) brought 50,000 Jews suffering poverty from Yemen to Israel. Operation Moses (1984) brought 8,000 Ethiopian Jews suffering from famine to Israel. And in the 1980s and 1990s hundreds of thousands of Jews made *aliyah* from the former Soviet Union to Israel.

FLUENT READING

Have students search each line for words they know or words built on roots they know.

The Number Game

On individual slips of paper, write the numbers 1–10, one for each line on page 35. (If there are more than ten students, repeat the numbers until there is one for each student.)

Place the papers in a box or bag, or upside down on a table.

Each student should take a slip without looking at the number on it. The student is then responsible for reading the line that corresponds to that number.

Allow a few minutes for reading practice.

Extending the Game:

- Repeat the game and have the students select new numbers. If a student picks the same number as before, he or she should replace it and choose again.
- Have the students pass the number to the person on their right. Each student should then practice and read aloud the new line.

Repeat either option several times to develop fluency in reading.

FLUENT READING

Each line below contains a word you know. Practice reading the lines.

1. ברוך שנתן תורה לעמו ישראל בקדשותו.

2. יהי שם ה' מבורך, מעתה ועד עולם.

3. הוא נותן לחם לכל בשר.

4. תורה ומצוות, חקים ומשפטים אותנו למודת.

5. שקל דבריו אמת וצדק.

6. וחתן לנו חיים ארכים, חיים של שלום,
חיים של טובה, חיים של ברכה.

7. בכתוב בחורתיך: ה' ימלך לעלם ועד.

8. אין לנו מלך אלא אתה.

9. חיים שתחי בנו אהבת תורה ויראת שמים.

10. כי אתה שומע תפלת עמו ישראל.

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WORKSHEET

Duplicate and hand out the worksheet for Lesson 3 to review skills and concepts.

FAMILY EDUCATION

Duplicate and send home copies of “As a Family: Continuing the Tradition” (at the back of this guide) if you have not already done so.

Name: _____

בְּרָכוֹת הַתּוֹרָה

1. What is the name of the first part of the blessing before the Torah reading? Choose your answer from the words below.

שְׁמַע בְּרָכוּי עֲשֵׂה שְׁלוֹם

2. Why does this prayer introduce the blessing before the Torah reading?

3. The following phrases are part of the blessing before the Torah reading. Number them in the correct order, using the English translation below as your guide.

אֶת תּוֹרַתוֹ	<input type="checkbox"/>	מִכָּל הָעַמִּים	<input type="checkbox"/>
אֲשֶׁר בָּחַר בָּנוּ	<input type="checkbox"/>	וְנָתַן לָנוּ	<input type="checkbox"/>

for choosing us from all the nations and giving us God's Torah

4. The following phrases are part of the blessing after the Torah reading. Number them in the correct order, using the English translation below as your guide.

אֲשֶׁר נָתַן לָנוּ	<input type="checkbox"/>	וְחַיֵּי עוֹלָם	<input type="checkbox"/>
נִטְעַ בְּתוֹכֵנוּ	<input type="checkbox"/>	תּוֹרַת אֱמֶת	<input type="checkbox"/>

who gave us the Torah of truth, and implanted within us eternal life

5. Explain the meaning of these Torah terms.

עֲלִיָּה _____

פְּרָשָׁה _____

בְּעַל־בְּעֵלֶת קְרִיאָה _____

מִי שִׁבְרָךְ _____

6. On which holiday do we finish reading the Torah and begin all over again?
