



Ideas for the Classroom

- * Sefaria can be an assessment tool. I copied a perek that we learned onto a source sheet. Each student had to make nouns red and verbs blue. Then they had to explain five pesukim, and further explain it based on a commentator that we learned - copying the commentator into the source sheet.
(Ariella Falack, teaching Torah to 12th grade)
- * Students search Sefaria for commentators that respond to differences in similar texts (I.e. 10 commandments in Shemot & Devarim).
(Aura Sutton, teaching Torah to 11th grade)
- * Students use the texts found online to review anything that we learned in class (Gemara, Navi etc.). They also created some Source Sheets on the material that was learned, connecting it with some videos that they created. Here's an example - <http://www.sefaria.org/sheets/22364>
(Nissim Gindi, teaching Judaics to 8th grade)
- * Students make screen videos of themselves reading/preparing a pasuk using text of Sefaria. The added value is that when they don't know a word, they can double click to get a definition of a shorash - which means they still have to use their grammar knowledge.
(Binyomin Segal, teaching Navi to 11th grade)
- * I used Sefaria to scan through the sefer and create a source sheet collection of well known pesukim (just click "add to source sheet", it is really easy. I then used that source sheet for a bekiut look at Mishlei.
(Binyomin Segal, teaching Mishlei to 12th grade)
- * I collect the materials we are using in class (specific pesukim and commentators) onto a source sheet so that students can use it to review for a test.
(Binyomin Segal, teaching Mishlei to 12th grade)
- * To teach the different meanings/usages of the word "ח", I searched Tanakh on Sefaria for the word, and then built a source sheet (again really easy with the "add to source sheet") with a collection of pesukim where the word is used in different ways.
(Binyomin Segal, teaching Mishlei to 12th grade)
- * Created a Hebrew/English source sheet that collects the places in Chumash that describe Shabbat. This allowed students to construct some ideas about what Shabbat is supposed to be. *(Binyomin Segal, teaching Halakhah to 11th grade)*
- * Paired individual pesukim and a specific commentary on it with an image or video that conveyed the basic concept.
(Binyomin Segal, teaching Mishlei to 12th grade)
- * Sefaria is quickly becoming the go-to site for our students for Tanach. In PBL units, when the students are working independently, more and more of them make use of Sefaria as a key resource for Hebrew texts.
(Aharon Ross, teaching Chumash to 7th grade)

- * I used the assignments feature to create a sheet for students to prepare a perek or perakim we were about to learn in class. Students were able to read the perek in Hebrew and look at the English when they encountered a difficult word. At the end of each perek I posed three or four questions on the assignment sheet that focused the students on the upcoming class discussion: Ex. 1)What adjectives are used to describe this character. Based on his actions in the perek list two more adjectives to describe him. 2)What word or phrase repeats itself within the perek. Highlight the word in red and suggest a reason why this word is used so much. Students were able to complete this in class in 8-10 minutes and it was much more effective and engaging than "Go home and prepare this perek for tomorrow". I then randomly opened a few students assignments on the Smartboard and used their answer to springboard our discussion. Great way to cover more ground and increase student involvement! (*Elisheva Kaminetsky, teaching Navi to 12th grade*)
- * I used the assignments feature quite often in 7th grade - the students were excited by the idea that they could use computers to do their Tanakh work. In 6th grade, I showed the students how to read and understand the commentary feature in order for them to see if they had the same types of questions and answers as commentators. In 5th grade I used Sefaria's Haggadah so the students could create a class Haggadah with their own comments and artistic interpretations. (*Heather Kantrowitz, teaching Tanakh to 5th-7th grade*)
- * I create a source sheet that contains the sugya that we are learning. As an in-class exercise, the students help me break it down and color-code it based on the structure of the sugya. Then I and/or the students make videos to review pieces of the text, and embed those into the source sheet for the class to use for review before the test. (*Sara Wolkenfeld, teaching Talmud to 12th grade*)
- * Using a source sheet that contains the text of the Gemara, I have my students engage in a discussion on the source sheet about some of the concepts that emerge from the sugya. First, they each respond to a few questions that I pose. Then, they respond to one another, sometimes also adding sources to support their arguments. This collaborative source sheet then becomes a springboard for our in-class conversations and learning of Rishonim. (*Sara Wolkenfeld, teaching Talmud to 12th grade*)
- * As part of the culmination of a PBL unit, students create their own source sheets that address the driving questions they've decided to pursue (which could be a question around a broader theme, or a halakhic case where they need to figure out how to proceed, etc.). These source sheets can encompass Jewish sources as well as articles and other media they find on other websites. Because of the many layers of connections on Sefaria, even younger or less-skilled students can find connected sources. Students can then use these source sheets to teach or present to peers, other teachers, or parents.
- * Present sources to students using Sefaria's visualizer, and ask each student to arrange the sources in the way that makes the most sense to them. Each student will have to explain the principles behind the way they have sorted or grouped the sources. Alternatively, start with just one source, have each student add a comment or question, and use the visualizer to create a mock page of the Talmud, with text in the middle and student comments surrounding.
- * Working with younger students, present a small piece of the weekly Torah portion on a source sheet, with a few thought-provoking questions or discussion points. Ask families to discuss these questions over the weekend and have a parent (or older child) add the family's thoughts to the collaborative source sheet. Share the sheet and discuss in class on Monday, or embed in the school or class website for all to enjoy.