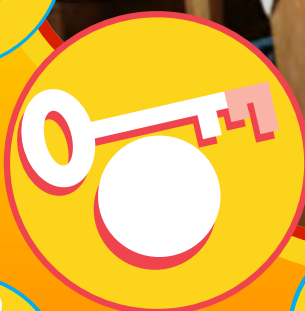


Comprehension Workbook 6

# Rabbi

(A day in the life)



Find out about the meaning of stories and articles

CurriculumVisions

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Comprehension Workbook 6

# Rabbi

(A day in the life)



Find out about the meaning of stories and articles

understand • key words • summarise • sequencing • AF2-3 • AF4-5 • AF6-7 • discuss • create

# Jewish faith

Matches the requirements of the Literacy Strategy and designed to integrate with the study of world religions. (This material is independent of any specific text book and can be used alongside any publisher's books including our Jewish Faith, Synagogue, Jewish art and writing and Jewish holy days books.)

## Contents

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# A day in the life of a rabbi

A rabbi is a person who has had special education in Jewish law and teachings. Rabbis usually lead the congregation in worship and manage the running of the synagogue. The rabbi also teaches and gives advice on religious and personal matters. Rabbis may also comfort people who are ill or visit people at home. The rabbi is paid a salary by the synagogue. Rabbis are allowed to be married and women are allowed to be rabbis.

6:00am I wake up and spend half an hour studying Torah. The house is quiet so this is a good time to study. Then I have breakfast.

7:00 am This morning is my wife's turn to take the children to school, so I go over to the synagogue to lead the morning prayer service. I don't do this every day. In Judaism, any adult who knows how can lead the prayers. But I like to lead prayers as often as I can.

9:00am In my office, there are a number of messages from people asking for advice. One man wants to get married in the synagogue and wants to discuss the ceremony. I also meet with the synagogue accountant and go over the accounts.

11:00 am I go to the house of a boy who will be having his Bat Mitzvah ceremony next week. This is the ceremony that marks a young person's coming of age. It usually takes place when the girl or boy is 13. After this point, they are responsible for observing all of the Jewish commandments. During the ceremony, the boy will read from the Torah. Afterward, there is usually party. I meet with the boys parents to discuss the passage the boy will be reading, and the arrangements for the party.

1:30 I attend a meeting of the synagogues' charity committee. We discuss what charities we will support in the coming year and what types of fundraising activities we will plan. After this I say afternoon prayers with a small group of worshippers.

3:00pm I have a fundraising meeting with a local Jewish businessman. The synagogue is seeking donations for some repairs to the roof.

4:00pm I spend time preparing for my sermon this week. I usually give a sermon during Shabbat worship on Saturday morning.

5:00pm The teenage Torah study group is meeting today. They have a regular Torah teacher, but I drop in to say hello and see if they have any questions. We also discuss planning some social events for all the teenagers at the synagogue.

6:00pm This is when most people are heading home for the day, but this is also a busy time for me as people stop by after work to ask advice. I talk to several people who have religious questions or who are having personal problems. Then I say evening prayers.

8:00pm I go home for dinner and to spend time with my children. Every night, we all eat dinner together. This is a time to catch up and find out what everyone did during the day. After dinner, I say evening prayers.

9:00pm I help my children with their homework and spend some time with my wife. Then I read for a little while, watch some television and head to bed.



# Understanding words

Before we can understand a story we have to know what all of the words mean. Let's try one...

**a** Write a sentence in which you found the word '**ceremony**'.

**b** From that sentence, write what you think '**ceremony**' means.

**c** Write a new sentence using the word '**ceremony**'.

**d** Use a dictionary to find words with a similar meaning (synonyms) to '**ceremony**'.

**e** What is an example of a '**ceremony**' from the story?



# Finding key words

Next, we need to find the key words that tell us what the story is about...

Read the story and underline the key words. Write the most important of these key words in a list like the one below. Write next to it a word that means a similar thing (a synonym). You don't have to use all the spaces, but you should not use more.

Key word	Synonym (similar word)
Example: seeking	looking for

3

# Summarising

(the gist of the story)

To summarise means to rewrite the story in a shorter version using as many of our key words from Task 2 as needed.

**1** Write a heading for your summary.

**2** Now write the main idea in one sentence.  
e.g. "This story tells us..."

**3** Now add some detail to the main idea by writing more sentences after it.

**Finally,  
can you rewrite your  
summary to make it better?**

- 1. Look out for errors such as using the same word too often – use alternatives.**
- 2. Make sure you have summarised the author's purpose in your OWN words.**
- 3. Make sure your summary is in a logical order.**
- 4. Is your summary informative AND interesting to others?**

**There is  
nothing wrong  
with rewriting; even  
the best authors  
rewrite their  
work.**

123  
4

# Sequencing

Sequencing means getting the events in the right order. Write these sentences in the correct order, so they make sense.

One man wants to get married in the synagogue and wants to discuss the ceremony.

Then I have breakfast.

I go home for dinner and to spend time with my children.

This is when most people are heading home for the day, but this is also a busy time for me as people stop by after work to ask advice.

I spend time preparing for my sermon this week.

I meet with the boy's parents to discuss the passage the boy will be reading, and the arrangements for the party.



# Get to the facts

Answer these questions to see how much you know about the facts of the story.



Write a sentence to answer each of these questions:

- (a) Why does the rabbi study early in the morning?
- (b) When does the rabbi arrive at his office?
- (c) How many times a day does the rabbi pray?
- (d) When does the rabbi get home?
- (e) When does the rabbi give a sermon?



# Whys and wherefores

Answer these questions to see how much you know about the meanings in the story and how it was written.

1 What happens during a Bat Mitzvah ceremony?

2 Why is the late afternoon a busy time at the synagogue?

3 What are some different activities the rabbi does during the day?

4 Does the rabbi worship only in the synagogue?



*A bat mizvah in Jerusalem.*



# Opinions matter

Answer these questions to give your views and to develop the story.



1 Does the rabbi have a very busy day?

2 How much time does the rabbi spend advising or helping people?

3 What does the rabbi spend most of his time doing on this day?

4 Do you think the rabbi's job is difficult?

5 Why do you think the rabbi insists that his family all eat dinner together.



# Talking it through

It often helps if a group of people get together and discuss a problem.



## Discussion topic: Rabbi

Discuss the different things the rabbi does each day? What kinds of activities do you think the rabbi spends the most time doing? How do you think this day is different from a Shabbat day?



# Make a story...

When you read a description it often gives you ideas about how the event might be described differently.



## A typical day

You are a rabbi running a busy synagogue. You wake up in the morning and get out of bed. Then you say morning prayers...  
(Use your knowledge of the types of activities rabbis may do in a typical day to continue describing what you do during the day. Remember that rabbis also oversee the running of the synagogue...)

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