



Facilitator note: Fictional friendship and scorekeeping. Do not ask students to rank or tally real classmates, and do not require disclosure of real friendship conflicts. Keep invented examples invented. The story's frame: favors are gifts, not debts - the ledger fails because it bills for what was gladly given, and the repair asks for a wish instead of collecting a payment; no one owes Kayla's yes, and she gives it freely. Distinguish raising a need in words from collecting a debt; neither column excuses coldness as a strategy.

Activity 1: Sequence

Order:

- A. Tiferes writes the two columns in ink.
- B. She saves a seat that Kayla does not take.
- C. She asks Kayla to be her booth partner.
- D. She stops saving seats and brings the notes two days late.
- E. She tells Kayla, "I was keeping score. I'm stopping."
- F. The torn page carries booth prices on its back.

Why doesn't the ink page prove what Tiferes wanted it to prove?

Activity 2: Request, assumption, or withholding?

Label R, A, or W.

- 1. She counts the saved seats as points Kayla owes back.
- 2. She expects to be asked first about the booth.
- 3. She brings the history notes two days late on purpose.
- 4. "Be my partner for the fair booth."
- 5. She expects Kayla to know the seat mattered.
- 6. "If you can't bring them, tell me now."





Which labels repair, and which only move the columns?

Activity 3: Mommy's question

Mommy asks where the column is of what Tiferes asked Kayla for. Answer her question from the story. Then answer Mommy's second question: what return was Tiferes expecting that she never named? Use only what the story gives you.

Activity 4: Booth arithmetic (invented prices, not the story's)

For practice, imagine a different booth: paper and ribbon cost \$13.50, and bookmarks sell at \$2.00 each (the story's booth charges two for three dollars). The girls sell 31 bookmarks. What is the intake? What is the profit after costs? How many bookmarks did they need to sell just to cover the \$13.50?

Activity 5: Plan the ask, then follow through

Before the walkway, Tiferes chooses words that cost something. Write her plan in three lines: the want named plainly; the exact sentence she will say; what she will do if the answer is no or "I already paired up." Then answer from the story: when the price cards were later forgotten, the week before the fair, what did follow-through look like - and what did it not look like?

Activity 6: Draw the walkway moment

Draw the walk after davening at the moment Tiferes says, "Be my partner for the fair booth." Show what can actually be seen: two girls walking, the ask, and the yes. Faces and poses are your choice. Then caption the drawing with one line from the story that this moment turns on.





Activity 7: Cooling and thawing - a contrast from the story

- (a) What do Tiferes's quiet weeks produce? Quote two effects from the story.
- (b) What does the one spoken ask produce? Quote two effects. Then answer: what warms the friendship again - Kayla somehow figuring out the ledger, or Tiferes replacing it with words? Use only what the story shows.

Activity 8: Word grid

Find eight words left to right. Row/column numbering begins at 1.

Q	S	C	O	R	E	W	B	F	Y
G	H	U	T	A	L	L	Y	R	S
S	E	A	T	A	I	Q	Z	X	J
K	V	W	B	A	S	K	H	U	P
L	M	P	A	G	E	T	C	D	E
D	E	B	T	X	J	K	V	W	B
F	Y	B	O	O	T	H	M	N	O
R	S	T	F	A	I	R	I	Q	Z
X	J	K	V	W	B	F	Y	G	H
U	P	L	M	N	O	R	S	T	C

SCORE, TALLY, SEAT, ASK, PAGE, DEBT, BOOTH, FAIR. Which two words name the tool that fails Tiferes and the tool that works?





Teacher answer key

1. B, D, A, C, E, F. In ink, the left column is long but the right is short and heavy, and half the given items were done gladly; the page shows she has been keeping count, not that Kayla owes.

2. 1 A, 2 A, 3 W, 4 R, 5 A, 6 R. Requests repair because they give the friend a real chance to answer. Assumptions and withholdings only move invisible columns and cool the friendship without saying why.

3. She never asked Kayla for anything - there is no such column. The return she wanted from Kayla was being chosen first for the fair booth, and she never named it, so Kayla carried a bill she never saw.

4. Intake: $31 \times \$2.00 = \62.00 . Profit: $\$62.00 - \$13.50 = \$48.50$. Break-even: $\$13.50 / \$2.00 = 6.75$, so 7 bookmarks.

5. Open. Sample plan: want = being chosen first for the booth; sentence = "Be my partner for the fair booth"; fallback = accept the no warmly - a partner can decline - then ask the fair coordinator which booths are still open and take one on its own terms; there is no claim on the booth beside Kayla's. Follow-through when the cards were later forgotten: words again - "I need them tomorrow... Either is fine. Not knowing isn't." It did not look like a new column; the old machinery started and she did not feed it.

6. Open. The drawing should catch the observable exchange - the ask happening in words, in the open - after weeks of silent seats and short answers. Strong captions quote the story ("Be my partner for the fair booth," or Kayla's "Yes... and then you got so quiet"). Any honest rendering counts.

7. (a) The quiet weeks produce distance: Kayla sits one row back, gets the notes two days late, has to ask "Are you upset with me?", and is "surprised to be waited for."
(b) The ask produces an immediate "Yes," Kayla's own unspoken wish ("I was going to ask you"), and the first walk chosen on purpose in weeks. The thaw comes from words replacing columns; Kayla never learns the ledger's contents, and the repair never needs her to.

8. SCORE row 1 columns 2-6; TALLY row 2 columns 4-8; SEAT row 3 columns 1-4; ASK row 4 columns 5-7; PAGE row 5 columns 3-6; DEBT row 6 columns 1-4; BOOTH row 7 columns 3-7; FAIR row 8 columns 4-7. TALLY (or SCORE) fails her; ASK works.

