



Facilitator note: Fictional property damage and long restitution. Do not require students to confess real personal incidents in the group; keep examples invented or teacher-supplied. The confession is the story's floor, not its lesson - the learning lives in carrying a plan for six weeks: chosen freely, checked with a parent before signing, recorded plainly, and repaired honestly when one week fails. If a real unwitnessed incident surfaces, route it to an adult rather than processing it publicly.

Activity 1: Sequence

Order:

- A. Betzalel knocks on the Kanners' door the same evening.
- B. The ball goes over the fence and the glass cracks.
- C. Tatty checks the plan's arithmetic and asks if it is freely chosen.
- D. The glove stays in the shop window.
- E. He comes on a Thursday with empty hands and says why.
- F. Mr. Kanner writes PAID and hands over the strip.

Why is the confession the beginning of the work instead of the end?

Activity 2: The knock sentence

Betzalel says: "I broke your basement window just now. With a ball, from the lot. I came to tell you, and I'll pay for it." Write a knock sentence of your own for an invented case - a scratched neighbor's fence, a broken shelf in the school supply room. It must name the act, the object, and the offer, with no "maybe" doing the work. Then underline the three parts in your sentence.





Activity 3: Before he signs

Tatty asks three questions before Betzalel commits: What do you earn? What do you need to keep? Is the plan yours? Answer from the story: what does each question protect? Why does it matter that the consult happens before the plan is signed - and why is the choice to accept or decline the loan part of the plan being his?

Activity 4: The arithmetic of the strip

The pane costs \$86. Betzalel pays \$35 the first evening, then \$8.50 each Thursday for six weeks. How much do the six envelopes hold altogether? What is the full total? After four envelopes, how much is left? If week four is paid on Sunday instead of Thursday, how much does the total change?

Activity 5: Two threats to one plan - a contrast from the story

Week three threatens the plan with wanting (the glove); week four threatens it with lacking (the late errand money). Quote what carries Betzalel through each week. What is the difference between a plan protected by a record and a plan protected by a sentence said out loud on time?

Activity 6: Draw the PAID moment

Draw the sixth Thursday at the door: the folded strip with PAID written under the columns, the scuffed ball being held out. Show what can actually be seen - the strip, the door, the ball. Faces, poses, and dates are your choice. Caption the drawing with one line from the story that the moment turns on.





Activity 7: Six weeks on one strip - follow-through map

Map the whole plan as Mr. Kanner's strip would show it: the first payment, each Thursday's line, the week-four entry with its two dates, and the final word. For each line, write what Betzalel had to do before that line could be written. Then answer: which line was hardest to earn, and what in the story tells you so?

Activity 8: Word grid

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

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

STRIP, WINDOW, PAID, BALL, PANE, GLAZIER, REPAIR, SUNDAY. Which two words name what holds the plan and what Mr. Kanner writes last?





Teacher answer key

1. B, A, C, D, E, F. The telling opens the debt; the six weeks close it. The learning is in the carrying: chosen, checked, recorded, and honestly repaired when one week fails.
2. Open. The sentence must carry act, object, and offer - e.g., "I scratched your fence with my bike. I came to tell you, and I'll fix it or pay for the paint." "Maybe" shifts the owner's work onto the listener.
3. What do you earn protects the plan from wishful numbers; what do you need to keep protects the rest of his life from the plan; is the plan yours protects the choosing itself - a plan signed under pressure is carried like a punishment. Consulting before signing keeps the commitment informed and freely made. The loan was his to accept or decline: a supported payment would still have been his payment, fully legitimate. He declines because feeling the amount leave weekly is the plan he chooses for himself - a preference about his own window, not a rule and not a virtue requirement.
4. Envelopes: $6 \times \$8.50 = \51 . Total: $\$35 + \$51 = \$86$. After four envelopes: $\$35 + \$34 = \$69$ paid, \$17 left. A late week changes the date, not the total - still \$86.
5. Week three carries him through on the record: the strip "just says what is already true: three lines written, three lines kept." Week four carries him through on the sentence said on time: "This week's is going to be late... I'll bring the full eight-fifty then." A record protects the plan from wanting; a timely sentence protects it from lacking - one guards the money, the other guards the trust.
6. Open. The drawing should show the observable doorway: the strip with PAID, the ball, the two people. Strong captions quote the story ("You came before anybody watched, and you kept coming," or "He did the window. You did the bill."). Any honest rendering counts.
7. Open. The map: \$35 tonight; six Thursday lines of \$8.50; week four reading "said Thursday, received Sunday"; PAID. Before each line: earn or set aside the eight-fifty, and in week four, say the late part on time. Hardest is arguable - week three (a want with a deadline) or week four (empty hands at a door); the story gives evidence for both.
8. STRIP row 1 columns 1-5; WINDOW row 2 columns 3-8; PAID row 3 columns 2-5; BALL row 4 columns 4-7; PANE row 5 columns 1-4; GLAZIER row 6 columns 3-9; REPAIR row 7 columns 2-7; SUNDAY row 8 columns 2-7. The STRIP holds the plan; PAID is what Mr. Kanner writes last.

