



From envelope to box

Number the cards in story order.

Faigy tells the class the numbers.

Faigy collects five dollars from each girl.

Faigy pays and gets change and a receipt.

Faigy writes collected, spent and left.

Faigy puts the tzedakah coins in the box.



Whose money?

Sort the lines. Mark which belong to the class and which are only Faigy's job.

CLASS**FAIGY'S JOB**

The leftover \$5.40.

Writing collected, spent and left.

Deciding where the extra goes.

Showing the receipt.



Fact or thought?

Mark FACT for what the numbers or the receipt show. Mark THOUGHT for what Faigy only thinks might happen.

Statement	FACT	THOUGHT
The gift cost \$44.60.	☐	☐
I could buy a snack.	☐	☐
\$5.40 is left.	☐	☐
The girls would not mind.	☐	☐



Report the numbers

Draw a path through the parts of a clear report.

Start

Say what was collected.

Keep the change quietly.

Say what was spent.

Show the receipt.

Choose for everyone.

Offer choices and let the class decide.

A clear report



A fair share

Use fictional people. Solve and explain. No private information needed.

Nine times fifty-four cents is

Why the class decides where leftover money goes

One plain sentence a treasurer could say



Count it plainly

Read the reminders with an adult. Choose one that fits. Final stickers are 2 1/4-inch squares.

Count it twice

**Show the
receipt**

**It is their
money**

**Offer the
choice**

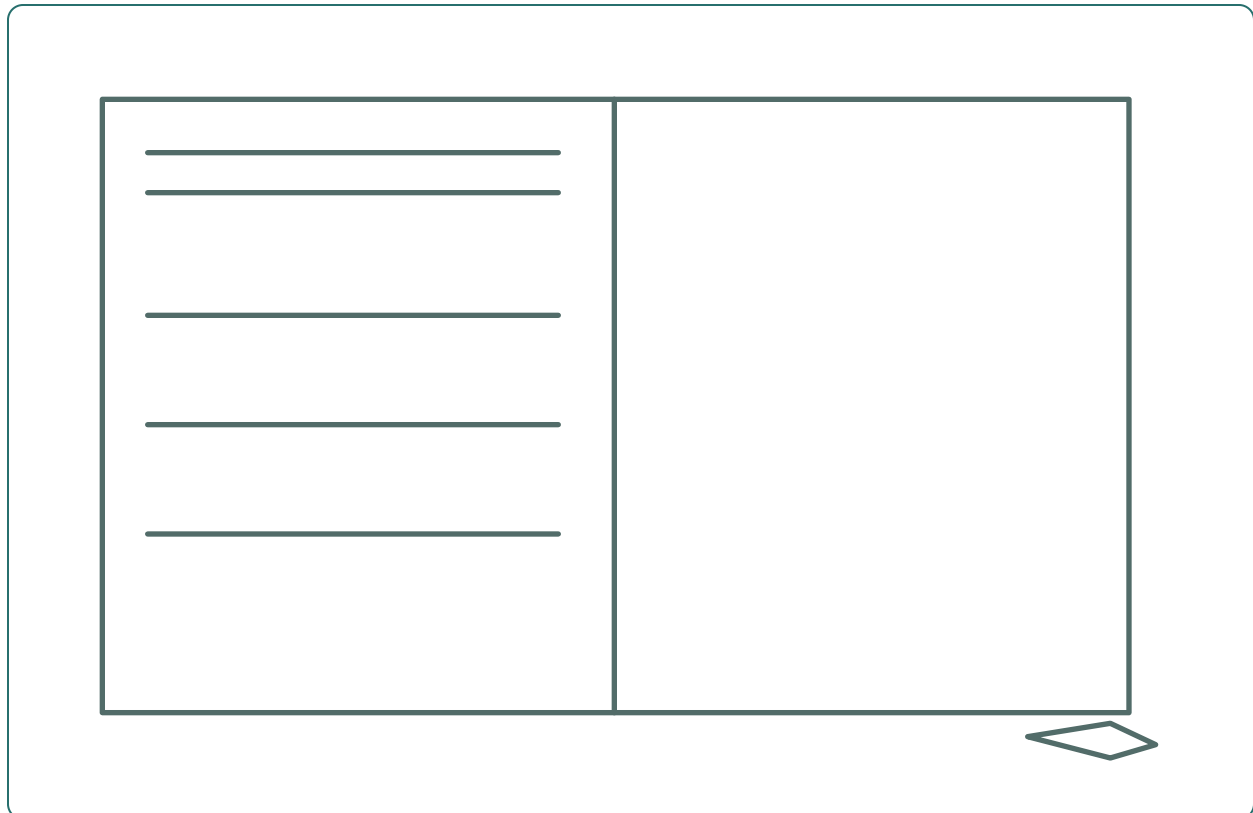
**Plain numbers
help**

**Return what is
theirs**



The plain page

Draw a notebook page with three lines of numbers and a receipt taped beside a list of ten names. Leave the numbers blank.



A detail I add to the notebook



Find the money words

Find COUNT, CHANGE, RECEIPT, LIST, CLASS, VOTE, ASK, TRUE. All go left to right. Tell one word's part in the story.

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

COUNT**CHANGE****RECEIPT****LIST****CLASS****VOTE****ASK****TRUE**

One word's part in the story



Parent notes and answers

Discussion questions:

What exact numbers did Faigy write?

Why did she say the leftover money was not hers to decide?

What choices did she offer the class?

How did she handle Dina asking for her share, and how many hands made nine?

Why does a plain receipt page matter?

Parent tool: Handling shared money honestly means counting, writing the numbers, showing the receipt and offering the group the decision. No lecture or suspicion of anyone; trust and checking can coexist. A real small share can be returned without embarrassment.

1. Listed order 4, 1, 2, 3, 5.

2. CLASS: the fifty dollars, the leftover \$5.40, deciding what to do with it. FAIGY'S JOB: counting, writing the numbers, showing the receipt, offering choices.

3. FACT: gift cost \$44.60; \$5.40 is left. THOUGHT: I could buy a snack; the girls would not mind.

4. Useful nodes: Say what was collected; Say what was spent; Show the receipt; Offer choices and let the class decide. Not useful nodes: Keep the change quietly; Choose for everyone.

5. Open. Example: 9 girls times 54 cents is \$4.86; with Dina's 54 cents, \$5.40 total.

6. Open. Checking is not an insult; it can be part of trust.

7. Open. No people required; object-only page.

8. COUNT: row 1, column 1, right; CHANGE: row 2, column 2, right; RECEIPT: row 3, column 2, right; LIST: row 4, column 2, right; CLASS: row 5, column 2, right; VOTE: row 6, column 2, right; ASK: row 7, column 2, right; TRUE: row 8, column 1, right