

MONEY AND SHOPPING

Read a Price Tag

What we are working on at yeshiva this week

What this means

- Find the price on the tag or shelf label
- Read the dollars and the cents
- Know that \$4.09 and \$4.90 are different amounts
- Compare two prices and say which is more

The words we use — please use the same ones

“Find the price.”

“How many dollars?.”

“How many cents?.”

“Which one costs more?.”

What helps at home

In a shop, hand him the item and ask him to find the price before it goes in the basket.

You will know it is working when

- Student finds the price without being shown where to look.
- Student reads dollars and cents separately and correctly.
- Student picks the cheaper of two items when asked.

You do not need to teach a lesson

Using the same words as yeshiva is the whole thing. Please do not explain more.



Pay With Cash

What we are working on at yeshiva this week

What this means

- Choose enough money for the price
- Hand it to the cashier, not put it on the counter
- Wait for the change without walking away
- Take the bag and say thank you

The words we use — please use the same ones

“Round up to the next dollar.”

“Hand it to the person.”

“Wait for your change.”

“Say thank you.”

What helps at home

Let him pay. Round up to the next whole dollar — that rule works every time.

You will know it is working when

- Student hands over enough money without prompting.
- Student stays at the counter until the change comes.
- Student takes his bag before leaving.

You do not need to teach a lesson

Using the same words as yeshiva is the whole thing. Please do not explain more.



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Check Your Change

What we are working on at yeshiva this week

What this means

- Take the change before leaving the counter
- Count it in front of the cashier
- Know roughly what to expect back
- Say something if it looks wrong

The words we use — please use the same ones

“Count it here, before you go.”

“About how much should you get back?.”

“Does that look right?.”

What helps at home

Have him count the change at the counter before you walk away.

You will know it is working when

- Student counts change at the counter rather than in his pocket.
- Student can say roughly what he expects back.
- Student speaks up when the change is short.

You do not need to teach a lesson

Using the same words as yeshiva is the whole thing. Please do not explain more.



MONEY AND SHOPPING

Make and Use a Shopping List

What we are working on at yeshiva this week

What this means

- Write down what is needed before leaving
- Take the list with you
- Cross items off as you find them
- Buy what is on the list, not what looks good

The words we use — please use the same ones

“What is next on the list?.”

“Cross it off.”

“Is that on the list?.”

What helps at home

Write the list together before you leave the house, and let him hold it.

You will know it is working when

- Student writes a usable list with support.
- Student refers to the list without reminders.
- Student comes back with the listed items.

You do not need to teach a lesson

Using the same words as yeshiva is the whole thing. Please do not explain more.



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Ask for Help in a Shop

What we are working on at yeshiva this week

What this means

- Find a worker — usually in a uniform or behind a counter
- Wait until they are free
- Ask a clear question naming the item
- Say thank you, whatever the answer

The words we use — please use the same ones

“Who works here?.”

“Wait until they are free.”

“Excuse me, where is the —?.”

“Say thank you.”

What helps at home

When something cannot be found, let him ask a worker rather than asking for him.

You will know it is working when

- Student identifies a worker rather than another shopper.
- Student waits instead of interrupting.
- Student asks a question that names the item.

You do not need to teach a lesson

Using the same words as yeshiva is the whole thing. Please do not explain more.

