

Educator's Resource Guide – Coloring Book Series for Students in Pre-K through 2nd Grade

FAME - 2011



Overview

This series of coloring pages introduces Maine's youngest students to key lessons in career interests, post-secondary education, and financial education. These pages were developed to be a flexible tool to use in a variety of settings with students in pre-kindergarten through 2nd grade. Included within the 20 pages, are five concepts, each consisting of four pages to color. This guide is created to provide suggested activities and uses for each of the pages. Twenty separate pages are available and can be downloaded at:

http://www.famemaine.com/files/Content/Publications/PreK_Coloring_Book.pdf.

Students have additional activities to complete in grades 3-5 using the Elementary Workbook Series also available on FAME's Website:

http://www.famemaine.com/files/Content/Publications/Elementary_Workbook_-Combined.pdf

FAME staff is excited to offer this new program and reach students in elementary school with building block materials that focus on career aspirations, college aspirations, and money management. The Maine Education Learning Results Guides were referenced when creating the materials in order to assist educators of elementary-aged students in their goal of meeting these standards. Please provide feedback and suggestions for future programs to FAME staff by sending an e-mail to education@famemaine.com or calling 1-800-228-3734.

Five Concept Focus:

- 1) Lifelong Learning
- 2) Goal Setting
- 3) Self-Concept & Personal Responsibility
- 4) Economics
- 5) Consumer Choice (Wants vs. Needs)

Objective: Pages 1 through 4 (College Access Focus)

Students see education as a continuous lifelong process preparing them to live in a fast changing world.

Page descriptions and discussion points:

Coloring page 1: Cash and Max share thoughts of all the things for Cash to teach Max and for Max to learn. Here are some of the activities that they picture:

- Playing catch
- Fetching the paper
- Waving hello or goodbye with paw.
- Activities:
 - Ask students to list other activities that Max could learn to do.
 - Ask students to draw additional pictures of things Max can learn.
 - Have students look at a list of activities for Max to learn and decide where he would learn these things: At home, in school, from friends.
 - Choose one of the pictured activities to write a description of. One sentence or more telling what Max is doing in the picture.

Coloring page 2: Max is watching Cash leave for school and is picturing the textbooks he needs:

- Math
- Reading
- Science
- History
- Activities:
 - Ask students to think of other things Cash will learn in school.
 - Have students draw a cover to one of the books shown in the picture.
 - Ask students if they learn all of these subjects in school and to describe each one.

Coloring page 3: Max is listening to Cash talk about these things:

- Learning about careers/ jobs
 - Colleges – what happens in college?
 - Degrees – what’s a degree?
 - Cash wants to learn more so that he can have a better job and be able to do more things that he likes to do.
- Activities:
 - Talk about why people choose different careers and jobs.
 - Ask students to make a list of people they know and try to learn what they do for a job.
 - Ask students if they know the names of some careers and if people in these jobs have to go to college.
 - Discuss different type of degrees to earn in college:
 - Certificate Program
 - Associates Degree
 - Bachelors Degree
 - Masters Degree
 - Professional/ Doctoral Degree.

Coloring page 4: Max can learn to do all kinds of things:

- be a drummer
 - play sports
 - write stories
- Activities:
 - Ask students to tell you about the things they have learned to do including sports, art, music, and other things.
 - Have students pick an activity that they are good at and draw a picture of that activity.
 - Talk with students about all the fun things to do that may take some time to learn.

Objective Pages 5 through 8: (College, Career & Financial Literacy Focus)
Students adapt goals and decisions over lifetimes in relation to school and workplace requirements and personal responsibilities.

A **goal** or **objective** is a projected computation of affairs that a [person](#) or a [system](#) plans or intends to achieve—a personal or organizational desired end-point in some sort of assumed

development. Many people endeavor to reach goals within a finite time by setting [deadlines](#). (Wikipedia)

Page descriptions and discussion points:

Coloring page 5: Cash did things to earn and save money so he could reach his goal and buy Max. Here are some things Cash does to earn and save money:

- Cash did extra jobs when his parents asked him to including: rake leaves, take out the garbage, and shovel snow.
 - Cash did his chores around the house – vacuuming, dusting, setting the dinner table, taking care of dishes, putting away clothes.
 - Cash saved money that he received as gifts for his birthday and other special occasions.
 - Cash helped bring bottles and cans to the recycling center and saved the money he got from returning them.
- Activities:
 - Ask students if they earn money.
 - Ask students if they save money or spend all of their money.
 - Talk to students about the ways that some kids earn money like chores.
 - Talk about the importance of saving money to pay for things in the future.

Coloring page 6: Cash learned about taking care of dogs before his parents would let him get a dog.

- cleaning and grooming a dog
 - what food dogs eat
 - a doctor for a dog is a Veterinarian
 - exercise is important for a dog
- Activities:
 - Ask students if they have pets?
 - What kind of pets do students have?
 - How do the students help take care of their pets?
 - Are there differences in taking care of different kinds of pets?
 - Have students draw a picture of their pets.
 - Have students write a sentence about taking care of their pet(s).

Coloring page 7: Cash showed his parents that he is old enough to take care of Max. Here are some ways that Cash showed his parents that he is responsible enough for a dog:

- Cash did his homework and gets good grades in school.
- Cash takes care of himself by eating healthy snacks, brushing his teeth, washing his hands and face.
- Cash picks up his toys.

- Cash spends lots of time playing and exercising outside.
- Activities:
 - Talk about being responsible with students and ask if they do things that show they are responsible.
 - Ask students if they do healthy things and if they know what is healthy for a pet.
 - Discuss with students why it's important to be responsible.

Coloring page 8: Now that Cash has reached his goal and bought Max he has to take good care of Max and be a good pet owner. Cash does many things to take care of Max:

- Cash and Max go for walks.
- Cash spends time playing with Max.
- Cash feeds Max everyday and gives him plenty of water.
- Cash teaches Max new tricks and gives him lots of attention.
- Activities:
 - Ask students to draw a picture of Max and Cash doing a different activity.
 - Have students tell a story about taking Max to do something fun.
 - Ask students if they have any goals they are trying to reach like:
 - Buying a toy
 - Doing a project
 - Getting a pet
 - Getting good grades in school.
 - Have students describe something they do to help take care of something in their house or take care of themselves.

Objective Pages 9 through 12: (Career Focus)

Students identify interests, skills and habits that build a positive self concept. Students identify and discuss career roles.

Self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. (Read more: Self-Concept - Social, Development, Childhood, Children, Characteristics, and Personality <http://social.jrank.org/pages/554/Self-Concept.html#ixzz1A0OTdniB>)

Page descriptions and discussion points:

Coloring Page 9: Max practices his tricks to be sure he can be the best dog on the block:

- Max gives Cash "5"
- Max fetches the newspaper
- Max jumps through a hoop

- Max sits up on his hind legs & pictures himself winning a trophy for “Best in Show”
- Activities:
 - Ask students if they have had to practice an activity to become good at it.
 - Sports
 - Art
 - Music
 - Math
 - Science
 - Reading
 - Spelling
 - Ask students what they would like to do or know. Then ask if they have set a goal to be able to do this in the future.
 - Ask students to draw a picture of Max winning “Best in Show” or doing one of the other activities listed above.

Coloring page 10: Max wishes he were a human so he could do other things:

- Play basketball
- Read a book
- Act in a play
- Draw a picture
- Activities:
 - Ask students what they are good at.
 - Ask students if they wish their pets could do human things.
 - Ask students to draw pictures of things max could do if he were human.

Coloring page 11: Max thinks of all the cool jobs he could have when he grows up:

- Max as an Airplane Pilot
- Max as a Teacher
- Max as an Army Soldier
- Max as an Electrician
- Activities:
 - Ask students what they think they would like to be when they grow up.
 - Ask students to tell why they would like to do this job.
 - Have students cut out pictures or draw pictures of people doing this job.

Coloring page 12: Max wonders how he can use his skills and interests to find the perfect job:

- Running around
 - Playing with his friends
 - Solving Puzzles
 - Being in a band
- Activities:
 - Brainstorm with students about their skills and interests and list them all for students to look at.
 - Ask students if any of the skills listed will help them with the career they would like to have.
 - Ask if any of the students know what skills might be important for a certain career. For example: What skills and interests might a teacher need? Good people skills, like children, learning about math, science, reading, social studies or other subjects.

Objective Pages 13 through 16: (Financial Literacy Focus)

Students draw on concepts from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the US and the world.

Page descriptions and discussion points:

Coloring page 13: Max likes to go to the pet store to look for new items. He sees many things he likes:

- Dog collar - \$10
 - Raw hide bones \$3
 - Tennis balls - \$3.50
 - A cool leash - \$7
- Activities:
 - Ask students to list things that they would like to buy like toys, books, treats, etc.
 - Use the list that students create to see if students know how much each item may cost.
 - Use different items that Max likes and see if students can add costs together.
 - Ask students to come up with other items a dog might need and guess prices for each item.

Coloring page 14: Max shows Cash the items he would like to buy. Cash shows Max how much it will cost to buy all the items:

- Dog Bone \$5.00
- Tennis Balls \$4.00
- Total cost \$9.00
- Cash shows Max how much it would cost to buy the two items.

- Activities:
 - Ask students how much it would cost to buy all the items.
 - Tell students that they have a certain amount of money and need to get as many items as they can with it and see which items they buy.
 - Ask students to draw another item that a dog might like and put a price tag on it.

Coloring page 15: Cash shows Max that he doesn't have enough money for both items now:

- Cash has \$7.25
- Bills – two \$1 bill, a \$5 bill, and a quarter
- Cash shows that he doesn't have enough for all the items

- Activities:
 - Ask students to figure out how much more Cash needs in order to buy both items Max wants.
 - Ask students which items Cash can afford with \$7.25
 - Ask students if they have ever tried to buy something they wanted but didn't have enough. Ask for ideas about what they did or can do if this happens.

Coloring page 16: Cash & Max decide what to buy and what to wait to buy until Cash has more money.

- Cash shows Max that he can afford a bone and one tennis ball
- Cash and Max decide not to buy the leash or collar this time.
- Max sees that he can get the leash next time when Cash has \$7 for it.

- Activities:
 - Ask students if they have had to wait to buy something they wanted before.
 - Ask students if they can think of other ways for Cash to buy the items.
 - Have students show different ways to show \$7 with coins and bills.

Objective Pages 17 through 20: (Financial Literacy Focus)

Students understand how people make choices about how to use money to meet their wants and needs and how money is earned and managed in order to buy things and save for the future.

Page descriptions and discussion points:

Coloring page 17: Max pictures the leash from the last page that he didn't have enough money to buy.

- Max was disappointed because he didn't get the leash

- Cash shows Max how much money he needs to buy the leash ($\$7.00 = \1.00 coins, \$1 bill, \$5 bill)
- Activities:
 - Discuss with students different coins and bills.
 - Have students use coins and bills in different combinations to make \$7.00.
 - Have students draw a few items they want with a price tag value that they think the item costs.

Coloring page 18: Cash shows Max things he does to earn money.

- Cash rakes leaves (\$2.00 per yard)
- Cash returns bottles and cans (\$3.00)
- Cash walks his grandma's dog (\$2.00 per walk)
- Activities:
 - Have students add these amounts to determine how much Cash earns when he does these chores once.
 - Ask students if Cash will earn enough to buy the leash for Max if he does only 2 of the chores? Will he earn enough if he does all 3 of the chores?
 - Ask students how many times Cash would have to walk his Grandma's dog to earn the money for the leash. How many yards would Cash have to rake?

Coloring page 19: Cash shows Max that he counts the money he earns each week and separates it into different envelopes.

- Cash puts \$3.00 into envelope marked "Save"
- Cash puts \$3.00 into envelope marked "For Max"
- Cash puts \$2.00 into envelope marked "Spend"
- Cash puts \$2.00 into envelope marked "Other"
- Activities:
 - Ask student to add the money to see how much Cash earned total in this picture.
 - Ask students what they would "Save" for. Make a class list of these items.
 - If the class had these envelopes what would they have in place of the envelope marked "For Max"?
 - What could "Other" be used for?

Coloring page 20: Max sees that money goes into the "For Max" envelope each week. Cash and Max look at how long it will take to buy the leash Max wants for \$7.

- Cash and Max looking at \$2.50 in coins and bills
- Cash writing on paper $\$2.00 + \$3.00 + \$3.00 = \8.00
- Cash showing \$8.00 is enough to buy the leash
- Cash showing that it will take 3 weeks to have enough to buy the leash.

- Activities:
 - Discuss with students why Cash has to wait 3 weeks to buy the leash for Max.
 - How much will be in Max's envelope after 2 weeks?
 - Why do they have to wait to have \$8.00 to buy the leash when it costs \$7.00?
 - How much money will still be in the envelope after Cash buys the leash based on this example?