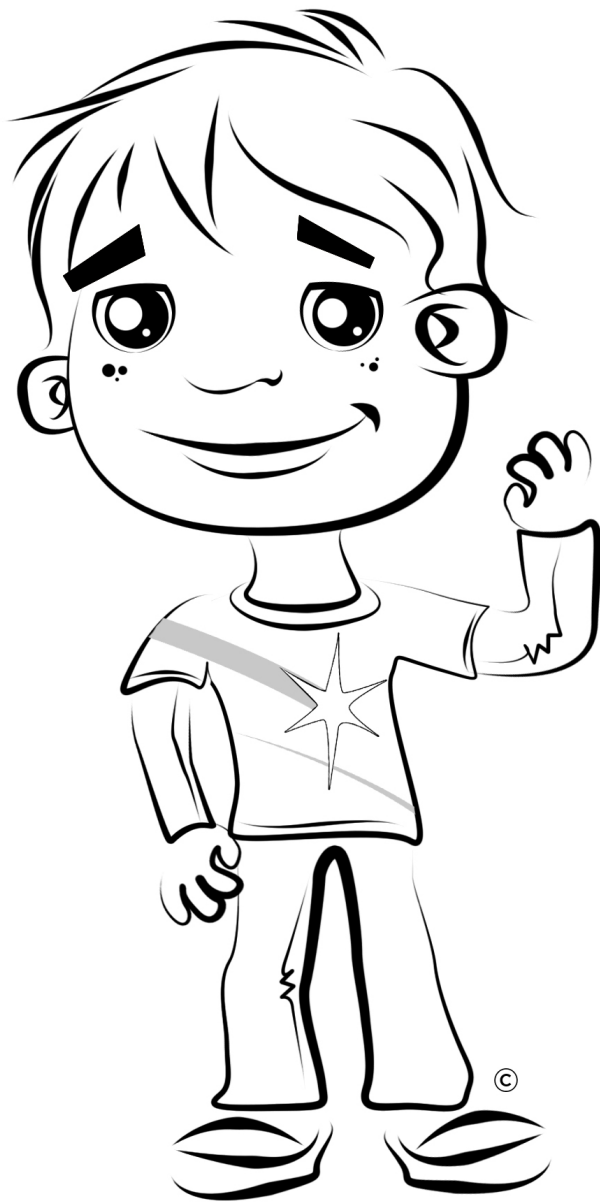




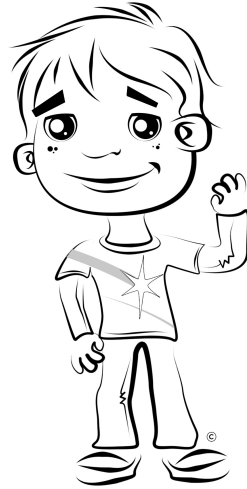
CASH AND MAX COLORING BOOK

EDUCATOR GUIDE





CASH AND MAX COLORING BOOK EDUCATOR GUIDE



Introduction

The following guide was created to provide suggested activities and guided discussion to complement the ***Cash and Max Coloring Book***. The 20-page coloring book was created to introduce pre-kindergarten through second grade students to key lessons in career exploration, education and training after high school, and financial wellness. It is intended for use in a variety of educational settings, and can be used as one full program, or individual coloring pages can be distributed in any order. The coloring book focuses on the the following key concepts:

- **Value of education and lifelong learning**
- **Skill building and career aspirations**
- **Financial responsibility**

Individual coloring book pages can be downloaded at:

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

Students in grades 3-5 can explore **FAME's Cash and Max Elementary Workbook Series**:

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

FAME is excited to offer these building block materials that focus on career aspirations, education, and money management. If you have questions, or feedback, please contact Mary Dyer, Financial Education Officer at mdyer@famemaine.com or 207-620-3556.

Key Concepts:

- Value of education and lifelong learning
- Skill building and future careers
- Financial responsibility

Pages 1-4***Key Concepts: Value of education and lifelong learning***

Page 1: Cash and Max think about all of 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 and Discussion:

- 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 create a list of activities for Max to learn and where he would learn these things (at home, in school, from friends).
- Choose one of the pictured activities and write a description. One sentence or more telling what Max is doing in the picture.

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

- Math
- Reading
- Science
- History

Activities and Discussion:

- 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.

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 and Discussion:

- Talk about why people choose different careers and jobs.
- Ask students to make a list of people they know and 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 and types of colleges:
 - Certificate Program
 - Associate Degree
 - Bachelor's Degree
 - Master's Degree
 - Professional/Doctoral Degree

Page 4: Max can learn to do all kinds of things:

- Play drums
- Play sports
- Write stories

Activities and Discussion:

- Ask students to tell you about the things they have learned to do (sports, art, music).
- 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.

Pages 5 through 8:

Key Concepts: Value of education and lifelong learning, skill building and future careers, financial responsibility.

Page 5: Here are some things Cash does to earn and save money so he can reach his goal and purchase Max:

- Cash did chores when his parents asked him, including raking leaves, taking out the garbage, and shoveling 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 and Discussion:

- Ask students if they earn money, have an allowance, or do chores.
- Ask students if they save money or spend all of their money.
- Talk to students about the ways that some kids earn money.
- Talk about the importance of saving money to pay for things in the future.

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

- How to clean and groom a dog.
- What kind of food dogs eat.
- That a doctor for a dog is a veterinarian.
- That exercise is important for a dog.

Activities and Discussion:

- 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).

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 does his homework and gets good grades in school.
- Cash takes care of himself by eating healthy snacks, brushing his teeth, and washing his hands and face.
- Cash picks up his toys.
- Cash spends lots of time playing and exercising outside.

Activities and Discussion:

- Talk about responsibility 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.

Page 8: Now that Cash has reached his goal and purchased 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 and Discussion:

- 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 themselves.

Pages 9 through 12:

Key Concepts: Skill building and future careers.

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

- Max gives Cash high five!
- Max fetches the newspaper.
- Max jumps through a hoop.
- Max sits up on his hind legs and pictures himself winning a trophy for "Best in Show."

Activities and Discussion:

- 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. 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.

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 and Discussion:

- 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.

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 and Discussion:

- 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.

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 and Discussion:

- 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 to have? People skills, enjoy spending time with children, and learning about different subjects such as math, science, reading and social studies.

Pages 13 through 16:

Key Concept: Financial responsibility.

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

- Dog collar - \$10
- Rawhide bones - \$3
- Tennis balls - \$3.50
- A cool leash - \$7

Activities and Discussion:

- Ask students to list things that they would like to buy (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.

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 is \$5.00 and tennis balls are \$4.00
- Total cost \$9.00
- Cash shows Max how much it would cost to buy the two items.

Activities and Discussion:

- 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.

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

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

Activities and Discussion:

- 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 money. Ask for ideas about what they did, or can do if this happens.

Page 16: Cash and 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 and Discussion:

- 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.

Pages 17 through 20:

Key Concept: Financial responsibility.

Page 17: Max pictures the leash 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 and Discussion:

- 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 shows what they think the item costs.

Page 18: Cash shows Max the things he does to earn money.

- Cash rakes leaves (\$2.00 per yard).
- Cash returns bottles and cans (\$3.00).
- Cash walks his Grandmother's dog (\$2.00 per walk).

Activities and Discussion:

- Have students add these amount 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 two of the chores? Will he earn enough if he does all three of the chores?
- Ask students how many times Cash would have to walk his Grandmother's dog to earn the money for the leash. How many yards would Cash have to rake?

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 and Discussion:

- Ask students to add the money to see how much Cash earned in this picture.
- Ask students what they might 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?

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 three weeks to have enough to buy the leash.

Activities and Discussion:

- Discuss with students why Cash has to wait three weeks to buy the leash for Max.
- How much will be in Max's envelope after two 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?