

# Treasures

Macmillan/McGraw-Hill





**A Reading/Language Arts Program**



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Graw  
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## Contributors

Time Magazine, Accelerated Reader



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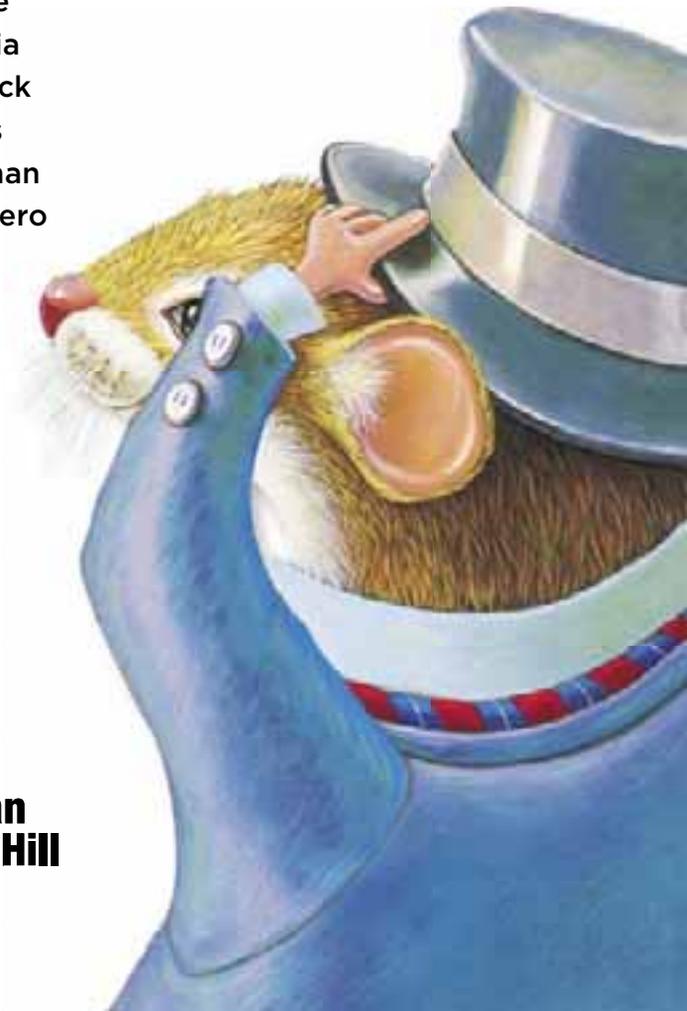


# Treasures

**A Reading/Language Arts Program**

## **Program Authors**

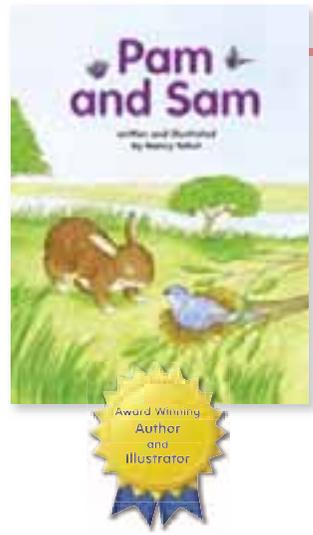
Donald R. Bear  
Janice A. Dole  
Jana Echevarria  
Jan E. Hasbrouck  
Scott G. Paris  
Timothy Shanahan  
Josefina V. Tinajero



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# Unit 1

# All About Us



## THEME: We Are Special

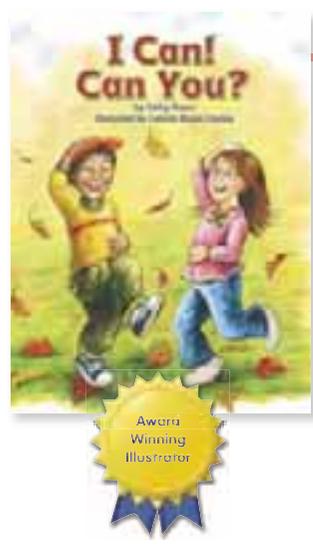
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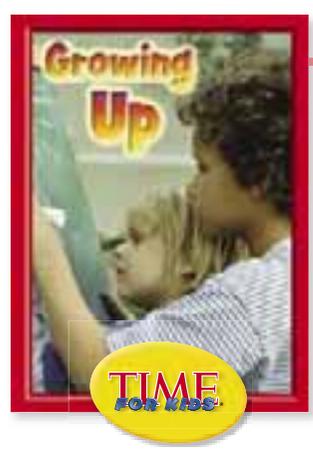
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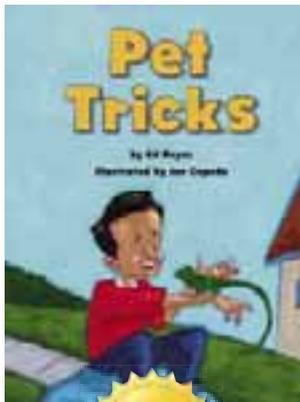
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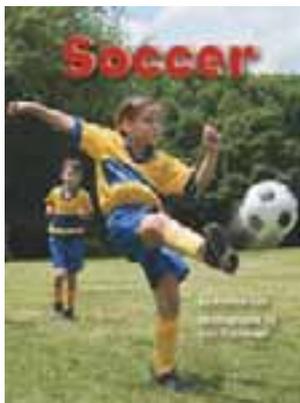
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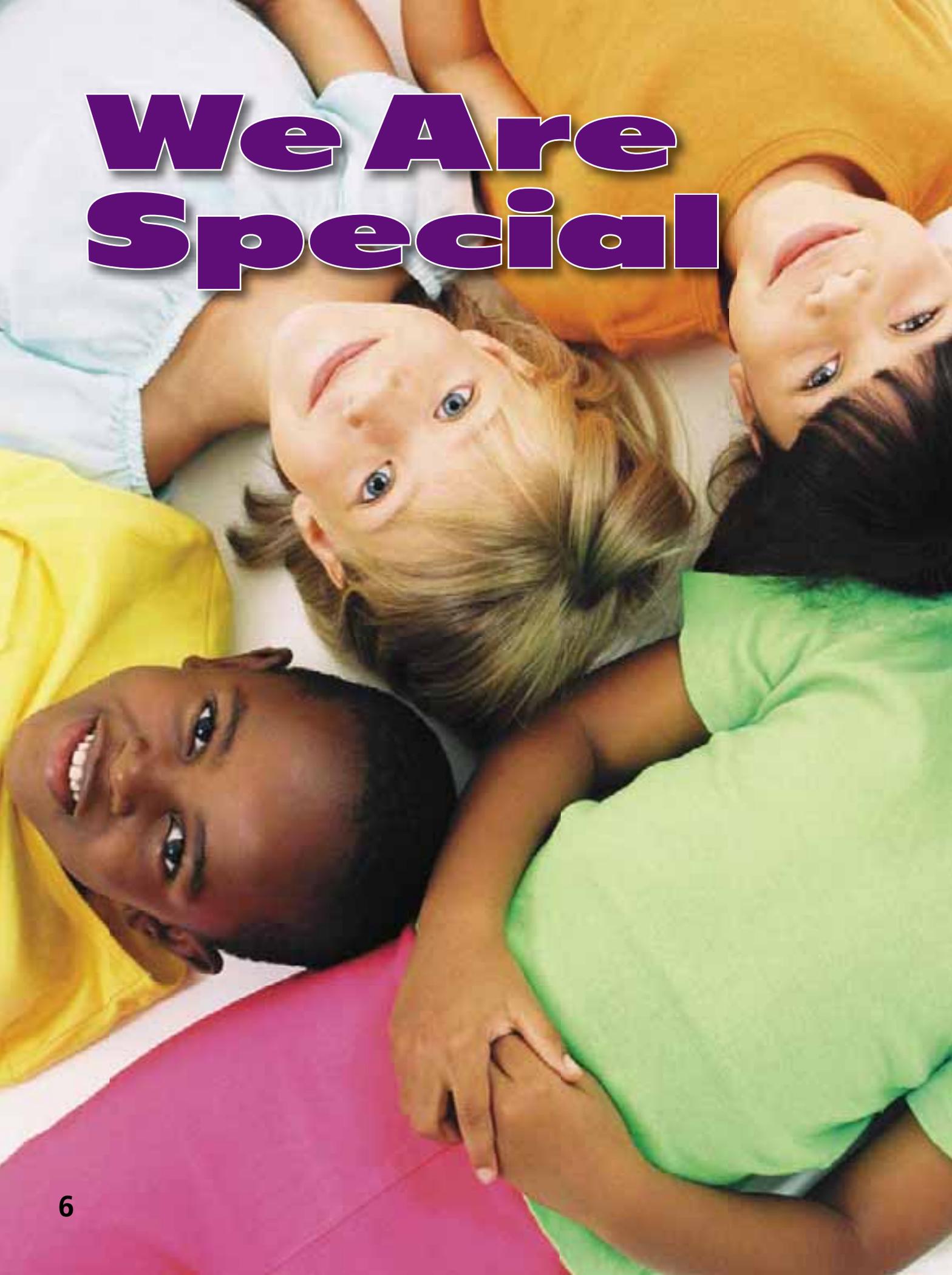
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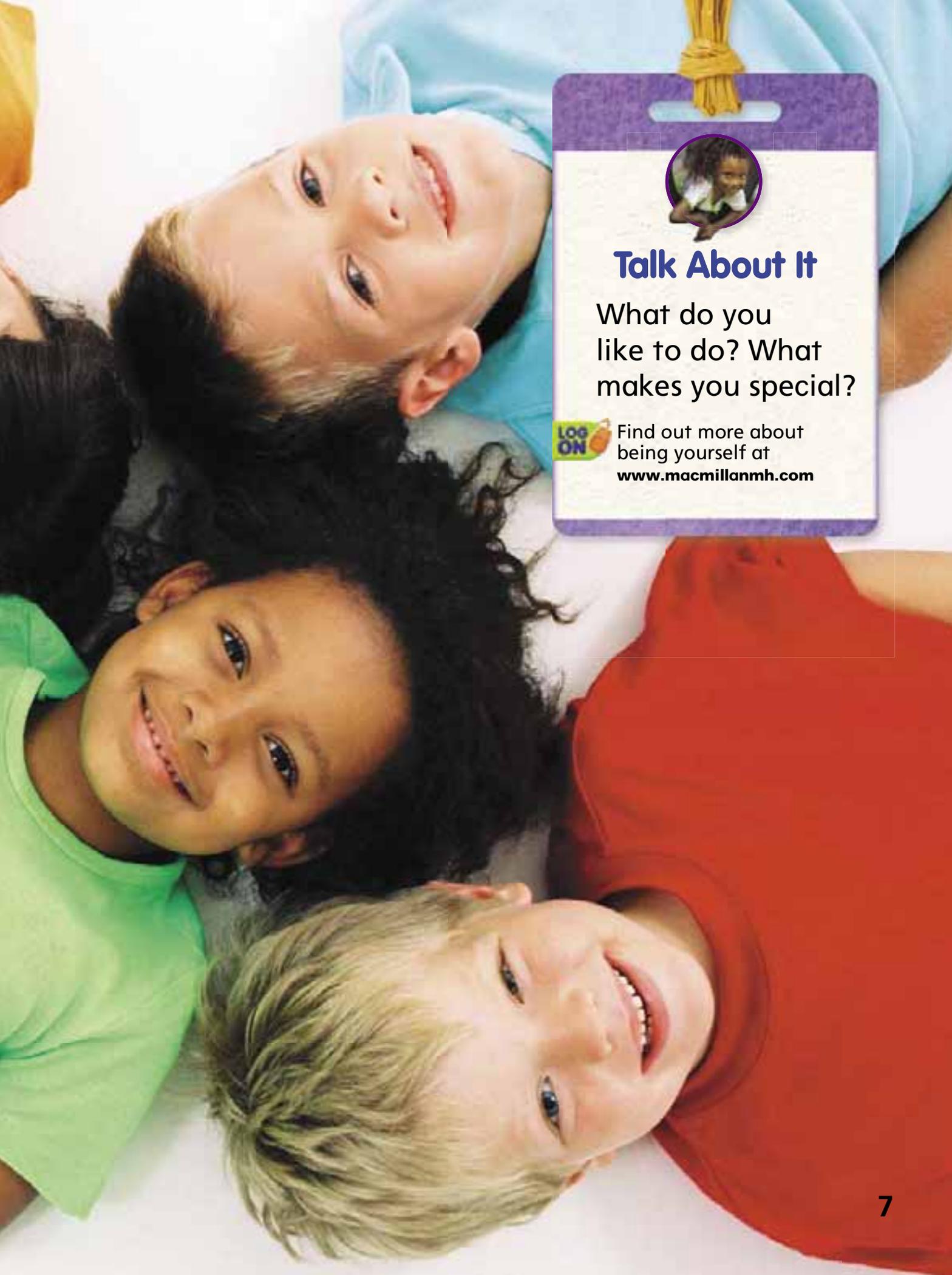
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# We Are Special





## Talk About It

What do you like to do? What makes you special?



Find out more about being yourself at [www.macmillanmh.com](http://www.macmillanmh.com)

**Words to Know**

jump  
up  
down  
not

---

Pat  
can



**Read to Find Out**

Will Pat jump?



# Can Pat Jump?



**by Ann Carr**

**illustrated by  
Bernard Adnet**



**Jump up.**



Jump **down.**



Pat can **not** jump.



Look! Pat can jump!

# Comprehension

## Genre

A **Fantasy** is a made-up story that could not really happen.



## Story Structure

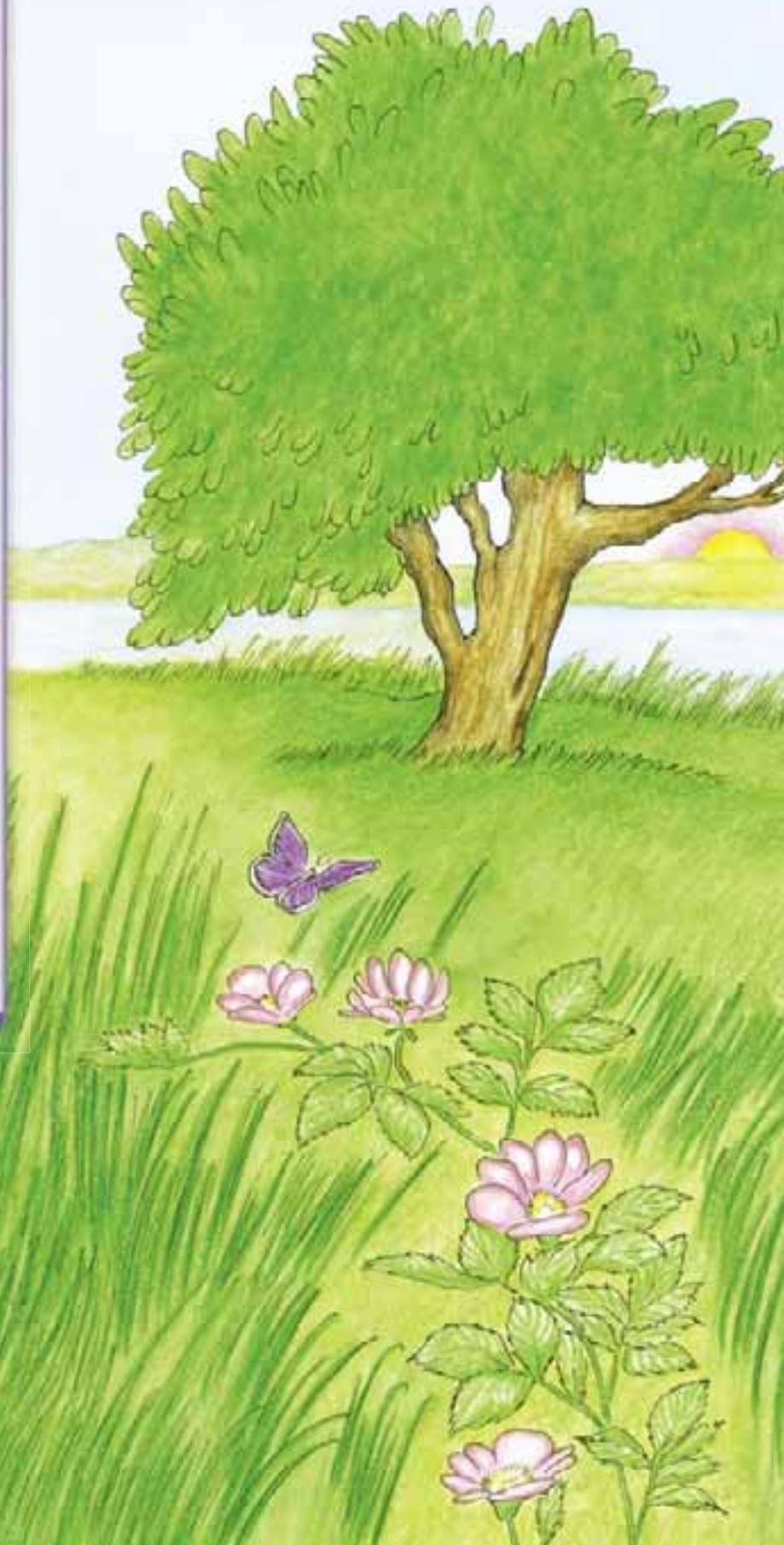
### Character

As you read, use your **Character Chart**.

Pam Can	Sam Can

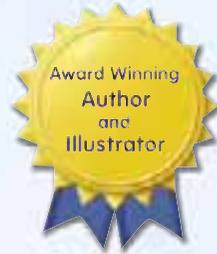
## Read to Find Out

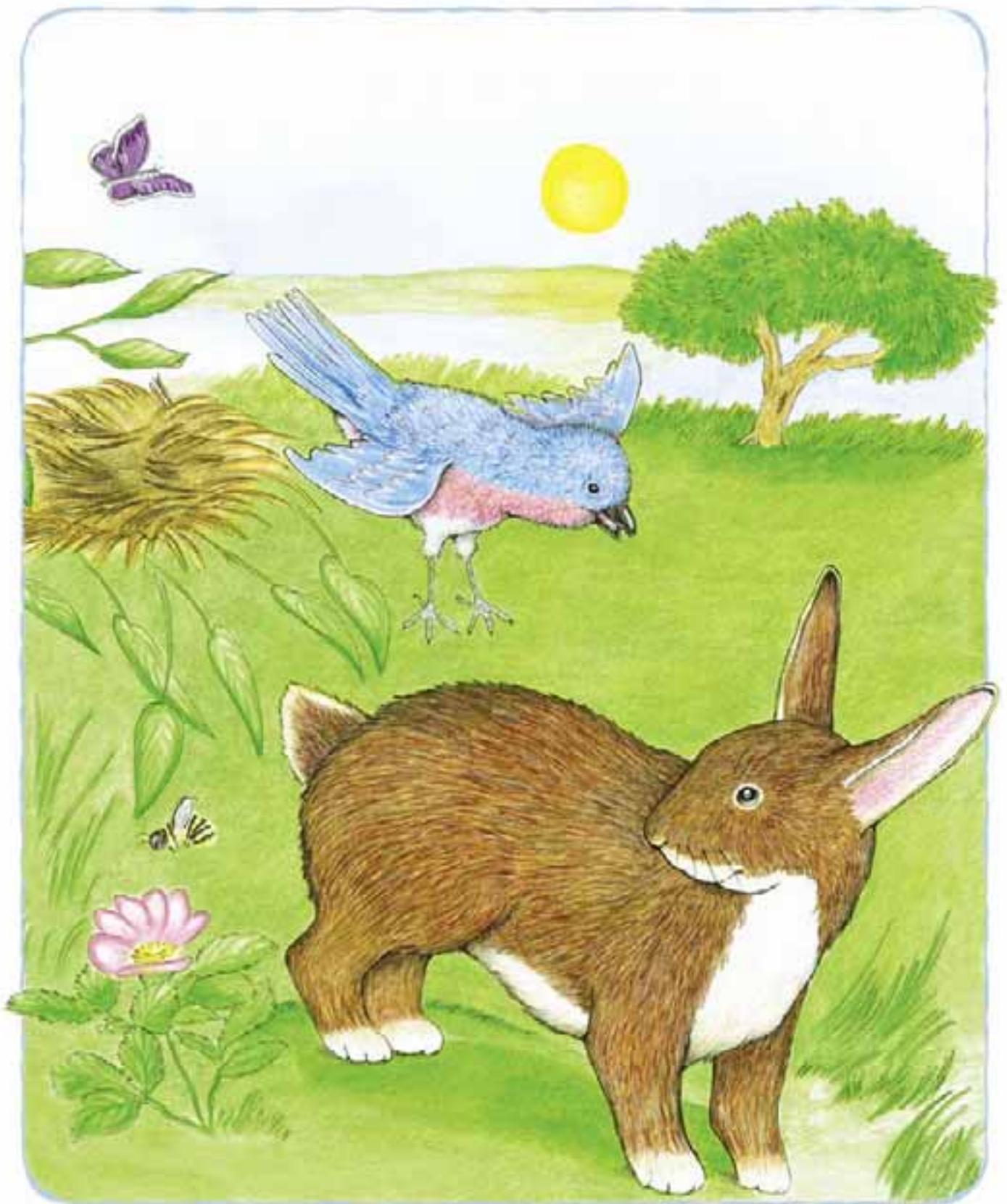
What makes Pam and Sam special?



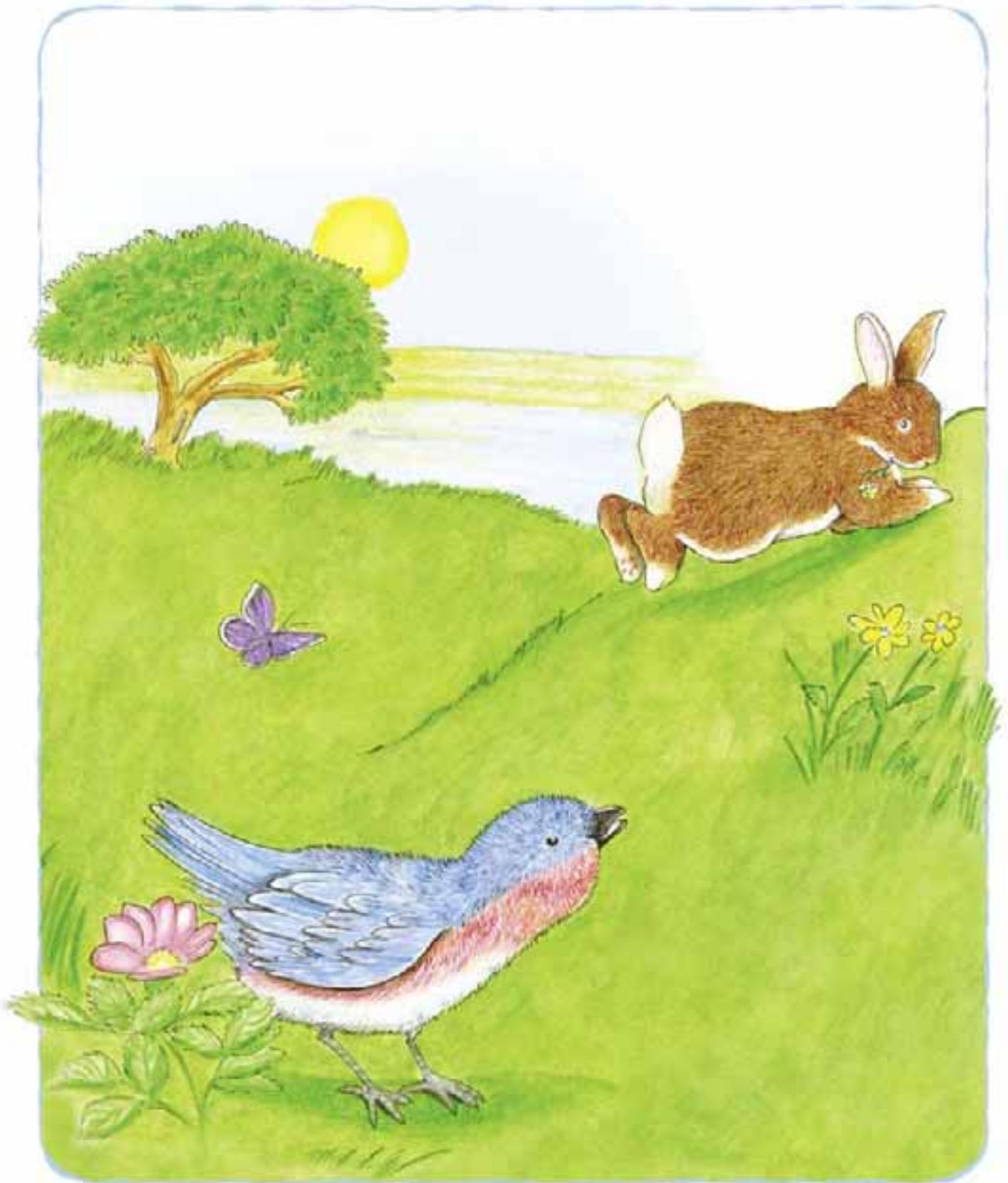
# Pam and Sam

written and illustrated  
by Nancy Tafuri

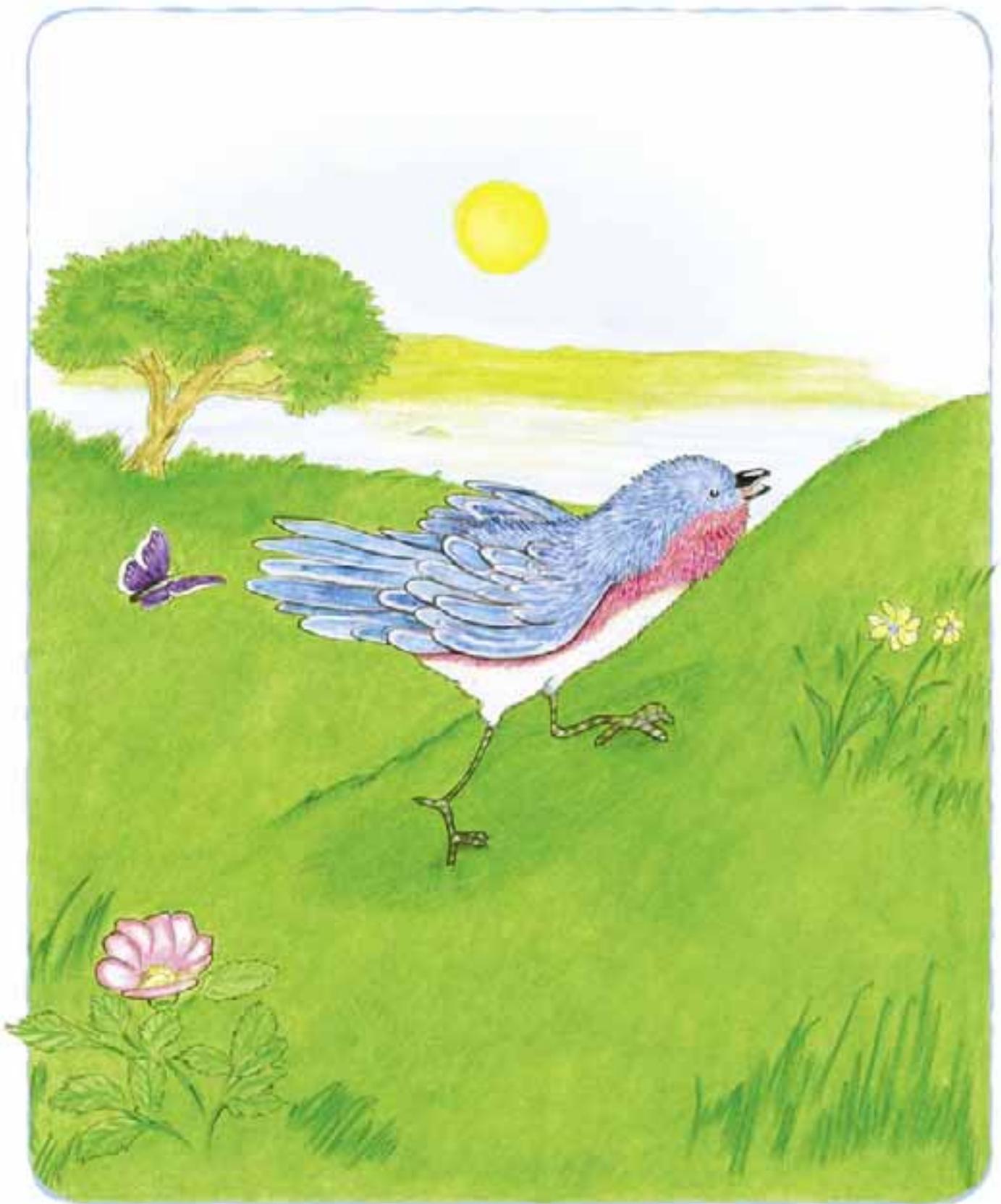




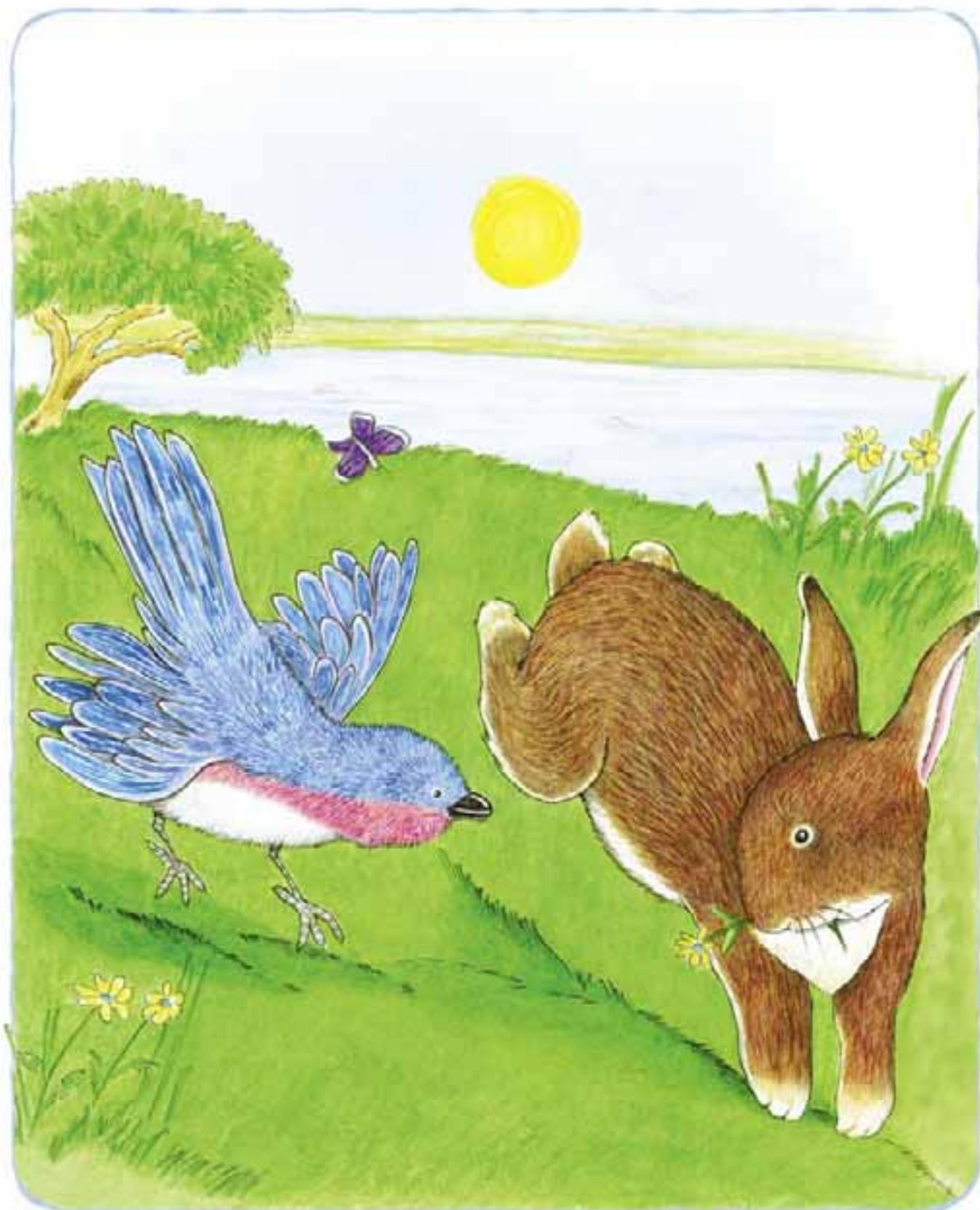
Pam and Sam like to play.



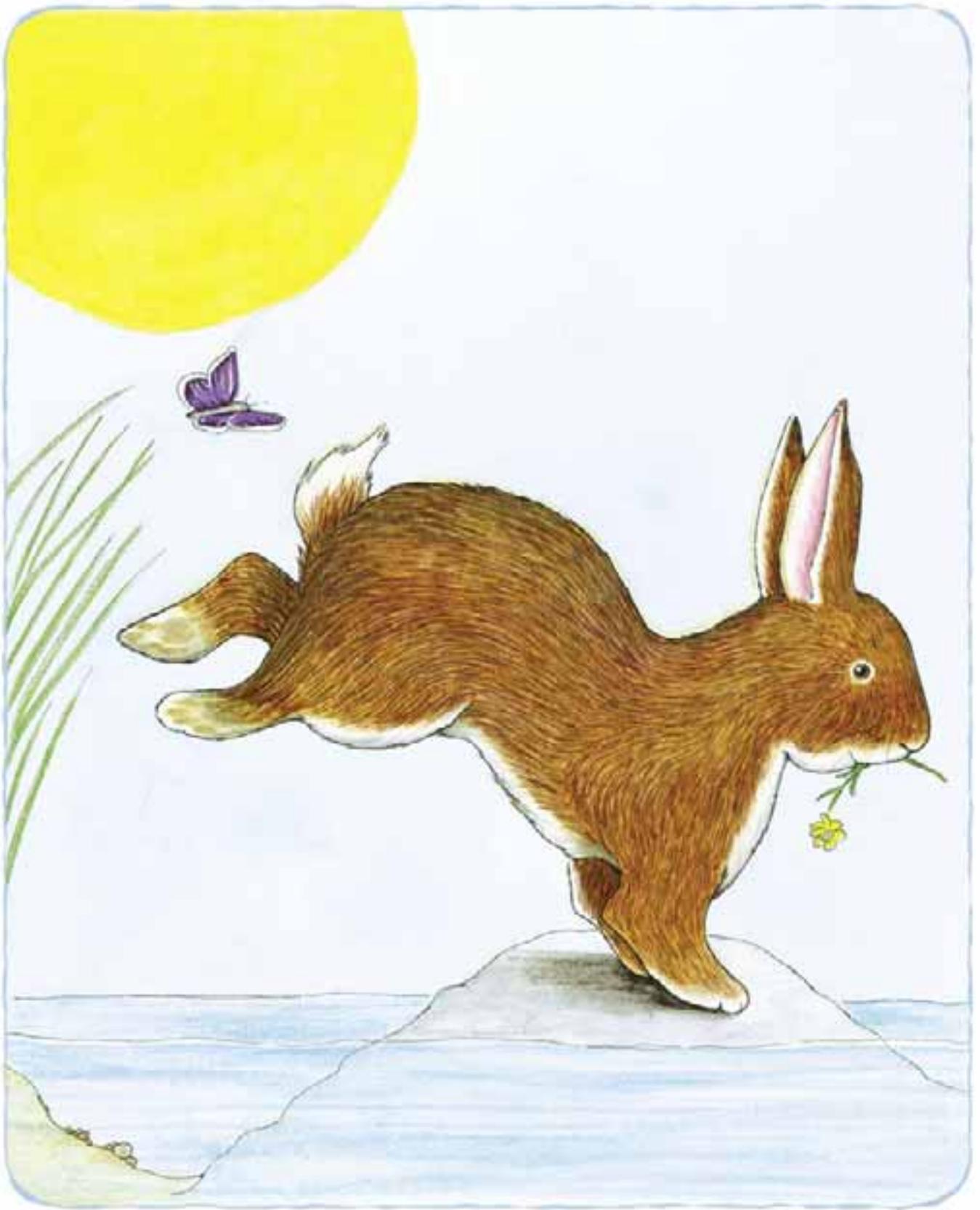
Pam ran **up**.



Sam ran up.



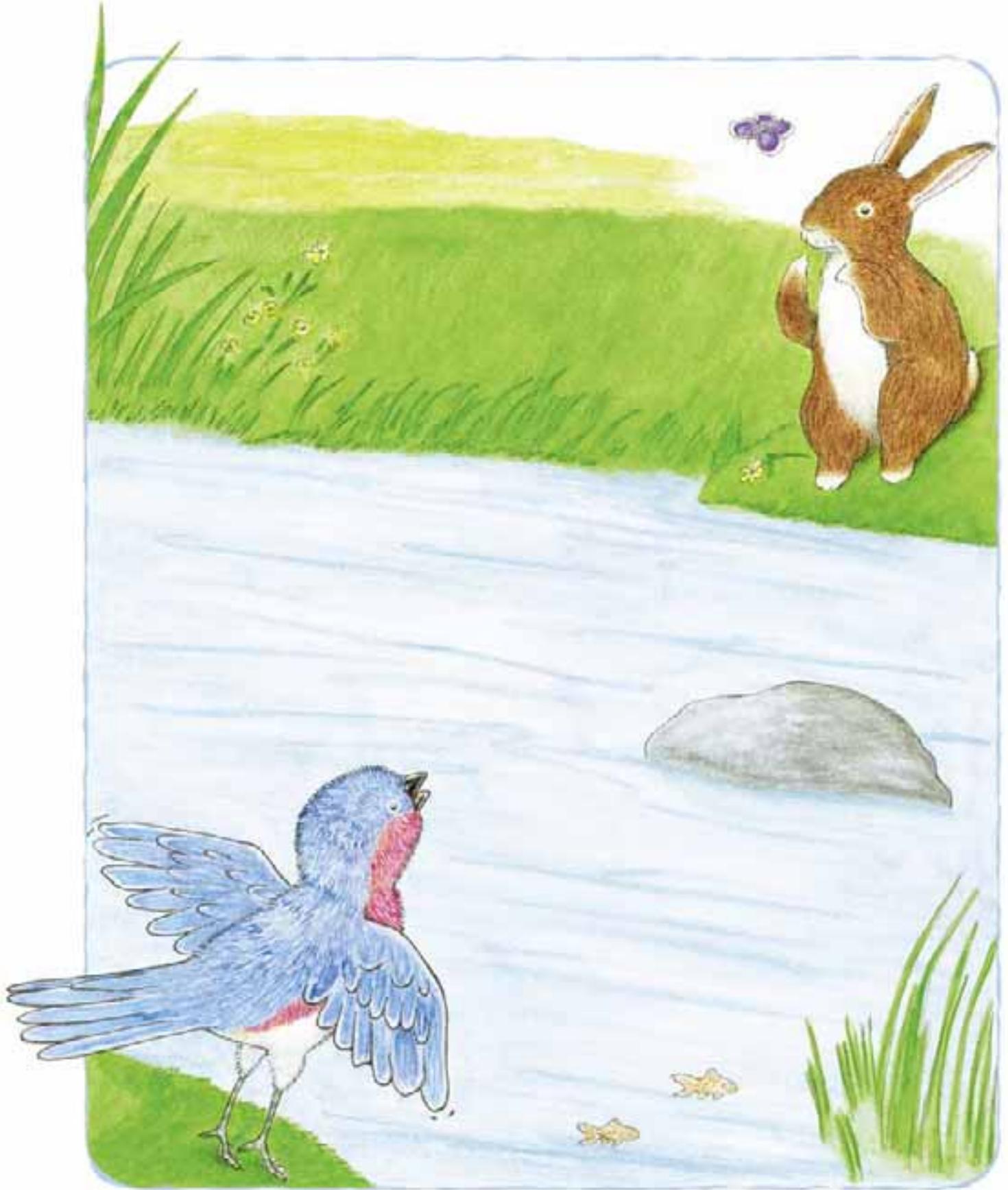
Pam and Sam ran **down**.



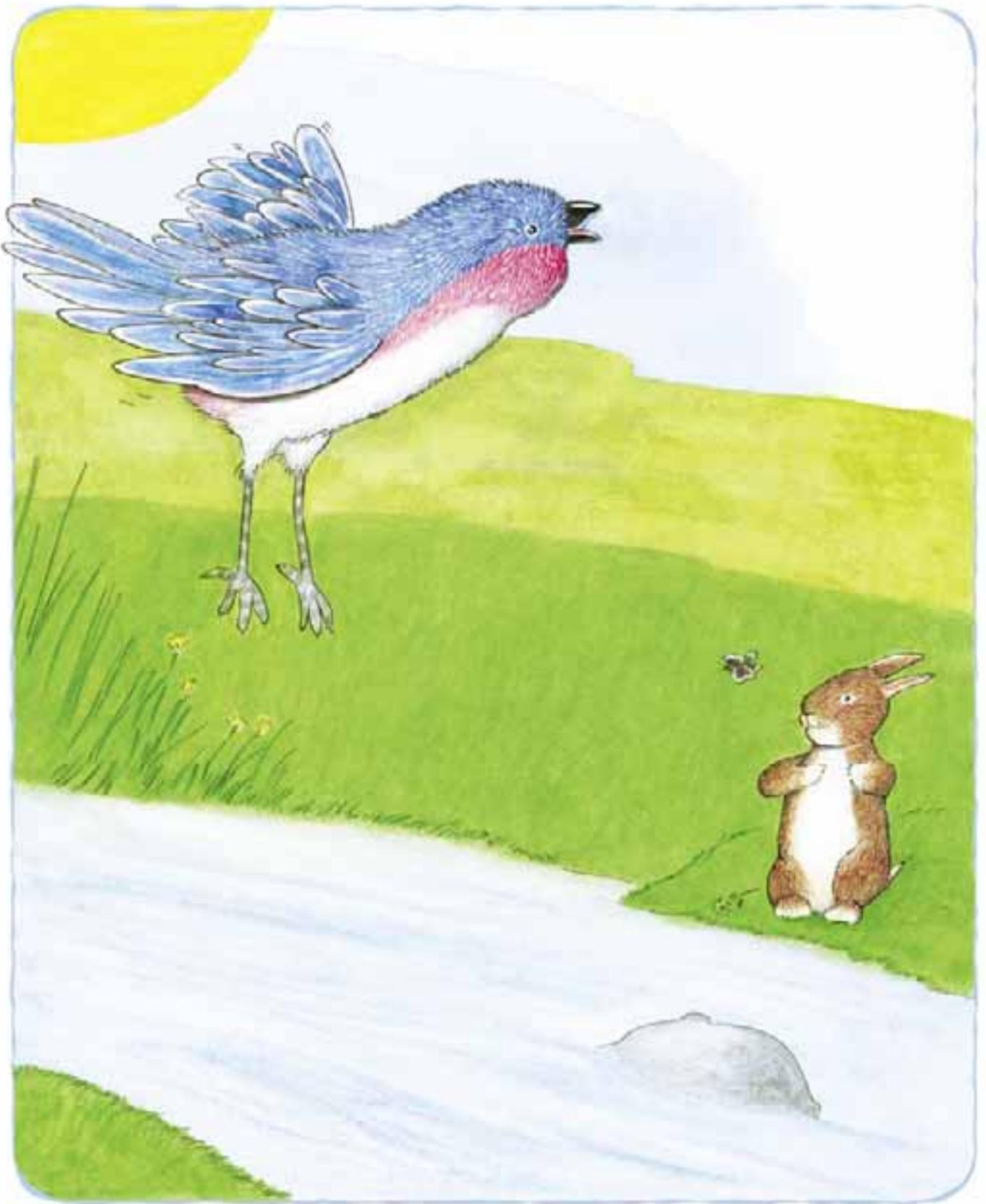
Pam can **jump**.



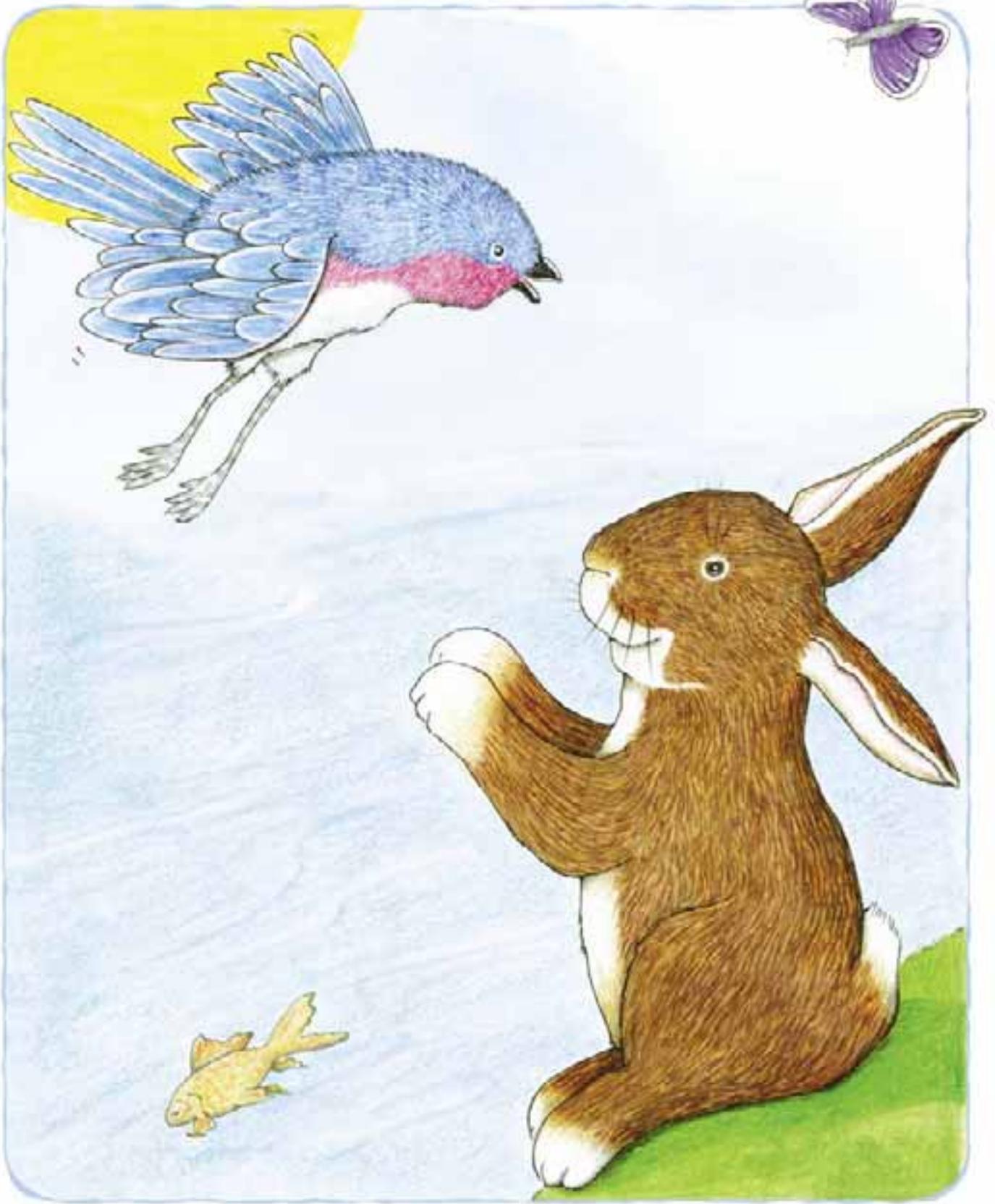
Sam can **not** jump.



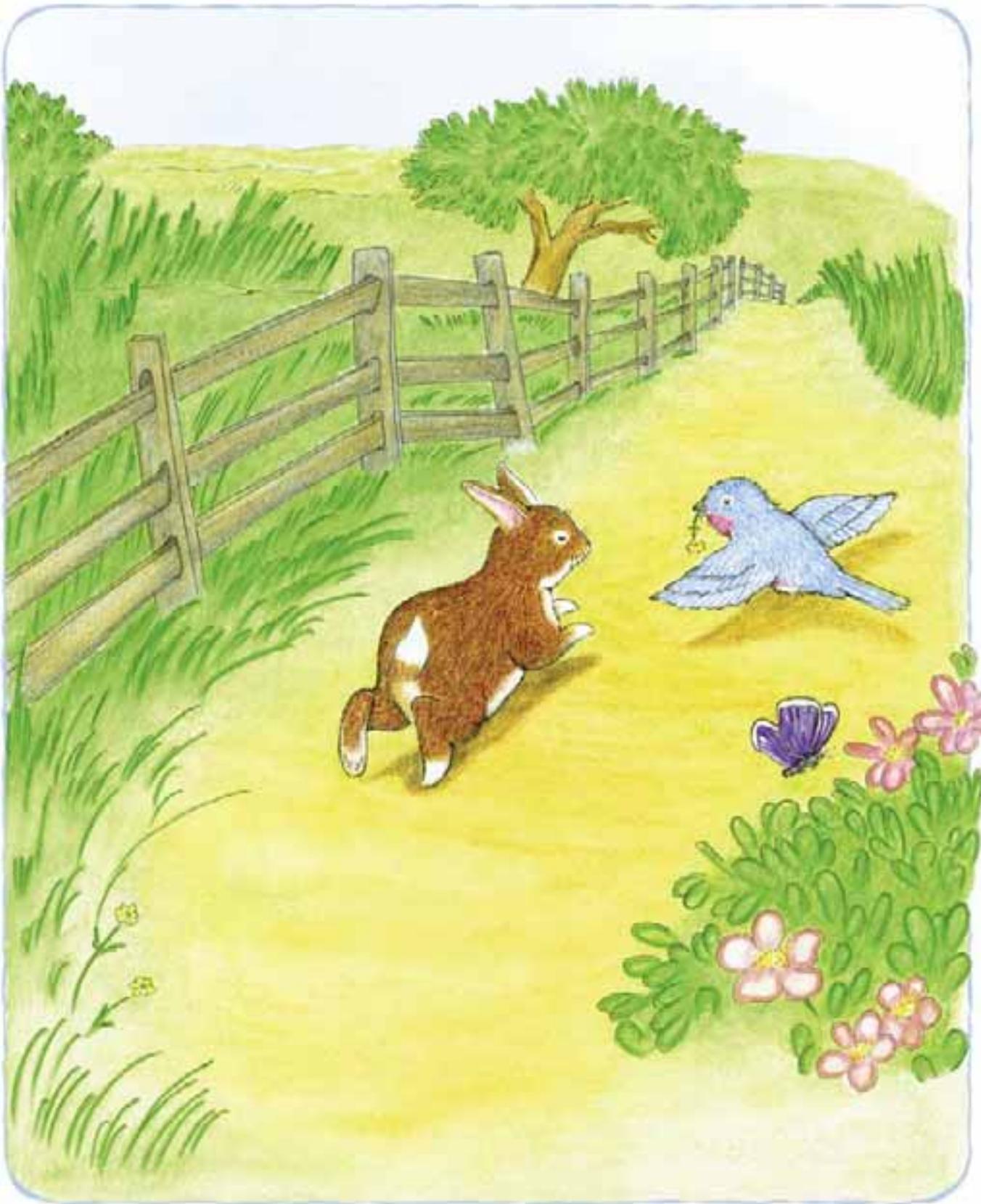
Sam can not go with Pam.



Look at Sam!



Sam can fly.



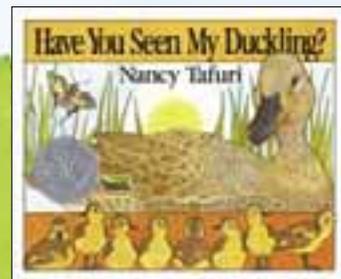
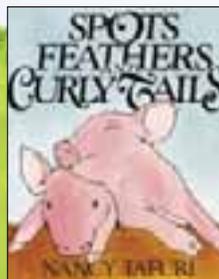
Go, Pam! Go, Sam!

# Say Hello to Nancy Tafuri

Nancy Tafuri says, "I live in the country and love telling stories about animals. I especially like to tell stories about good friends like Pam and Sam. I have fun drawing pictures to go with my stories."



**Other books**  
by Nancy Tafuri

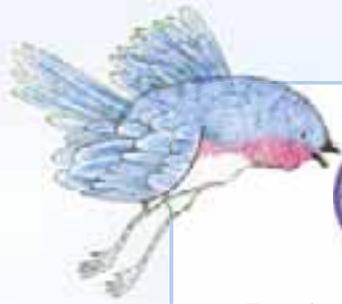


Find out more about Nancy Tafuri at [www.macmillanmh.com](http://www.macmillanmh.com)

## Author's Purpose

Nancy Tafuri wanted to tell a story about friends. Draw a picture of your friend. Write your friend's name.





# Comprehension Check

## Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

## Think and Compare



1. What can Pam do?  
What can Sam do?
2. How are Sam and Pam like animals you have seen?
3. How do you know Pam and Sam are good friends?
4. How is Sam like Pat in "Can Pat Jump?"

Pam Can	Sam Can



READ TOGETHER

# Our Best Days



## Social Studies

### Genre

**Nonfiction** tells about real people and things.



### Text Feature

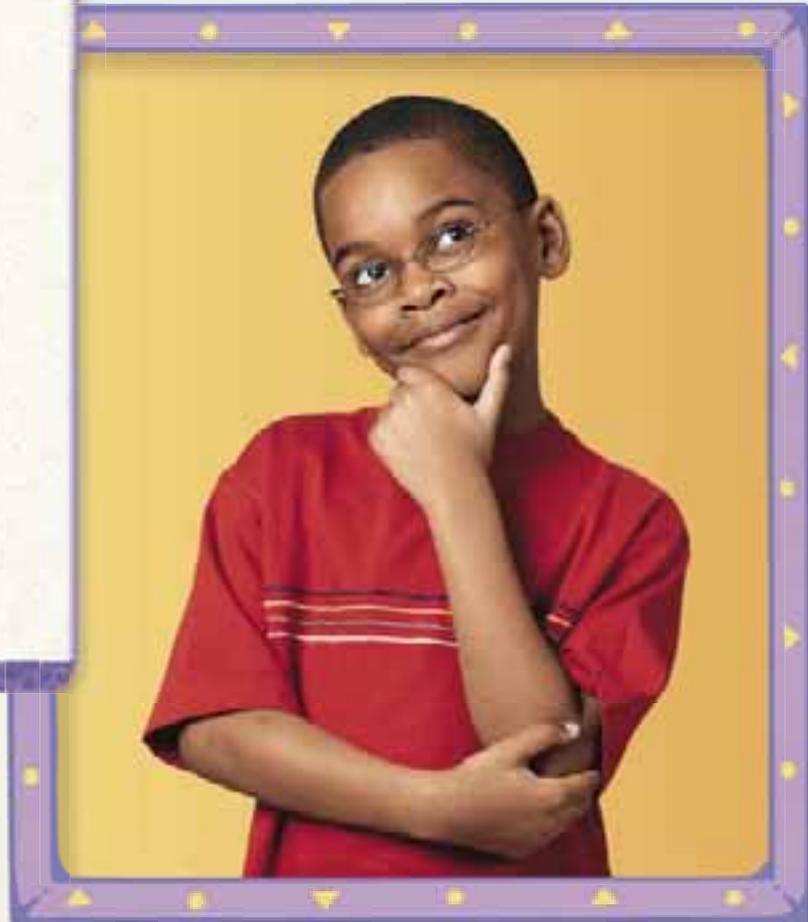
**Photographs** give more information about the text.

### Content Words

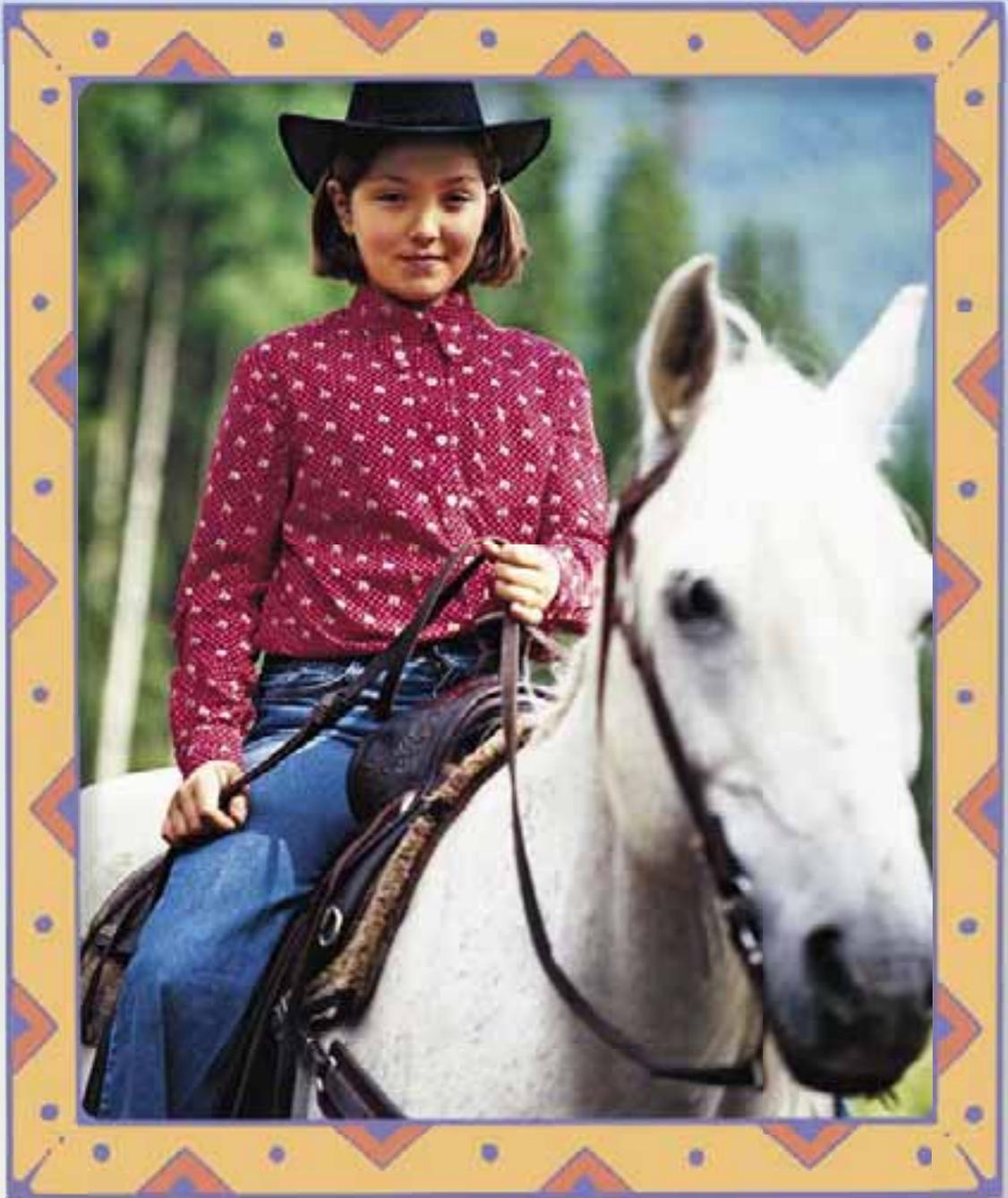
neighbor  
family  
friends



Find out more about what kids like at  
[www.macmillanmh.com](http://www.macmillanmh.com)



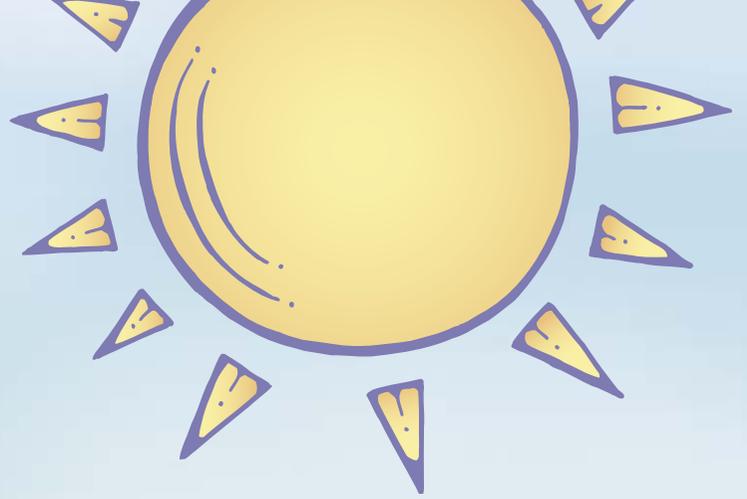
What day is the best day?



I like Monday.  
I ride my horse.



I like Tuesday.  
My **neighbor** and I play.

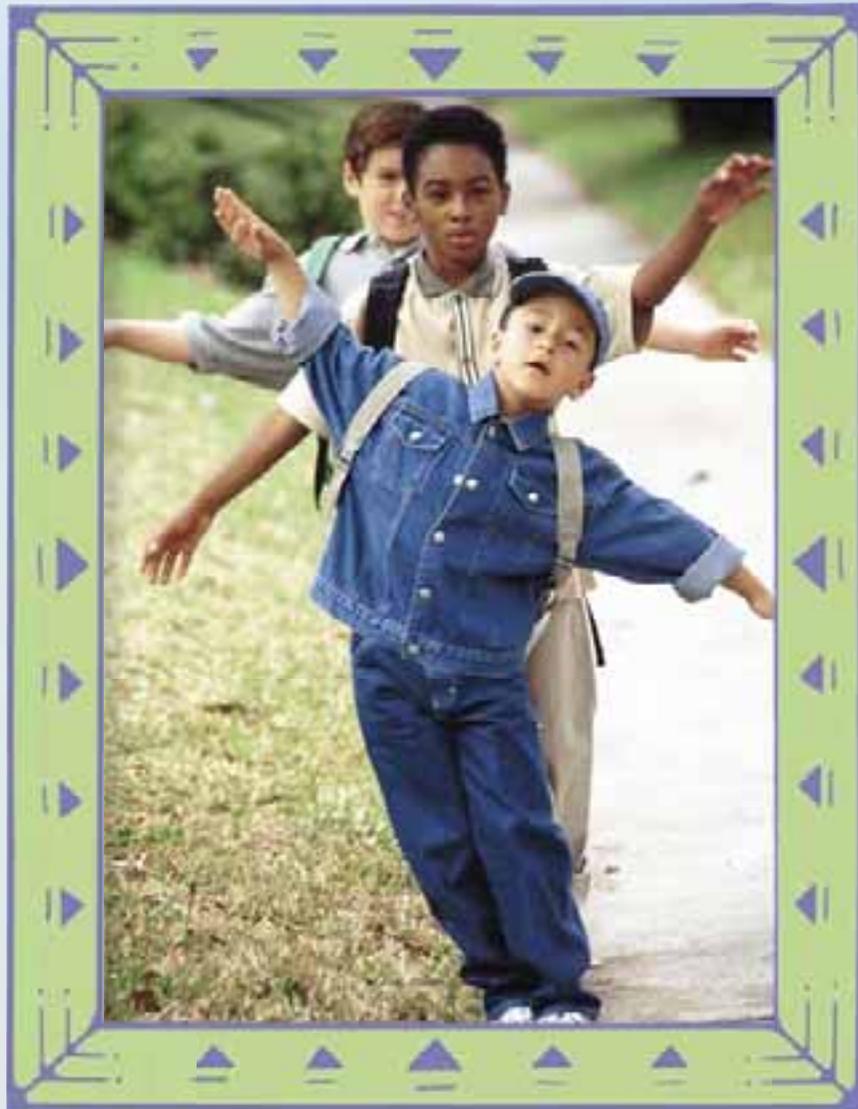


I like Wednesday.  
My **family** has pizza.



I like Thursday.  
I help my mom plant.





My **friends** and I like Friday.  
What is your best day?

**Connect and Compare**

What might Pam and Sam do on their best day?

# Write What You Like to Do

## Writing

### Sentence

A **sentence** tells a complete thought.

Jen wrote a sentence about painting.



I like to paint.

# Your Turn

What do you like to do?

Draw a picture.

Use the sentence frame.

I like to \_\_\_\_\_.

## Writer's Checklist

- Did I tell what I like to do?
- Does my **sentence** tell a complete thought?
- Does my sentence begin with a capital letter?

# Your Turn

What do you like to do?

Draw a picture.

Use the sentence frame.

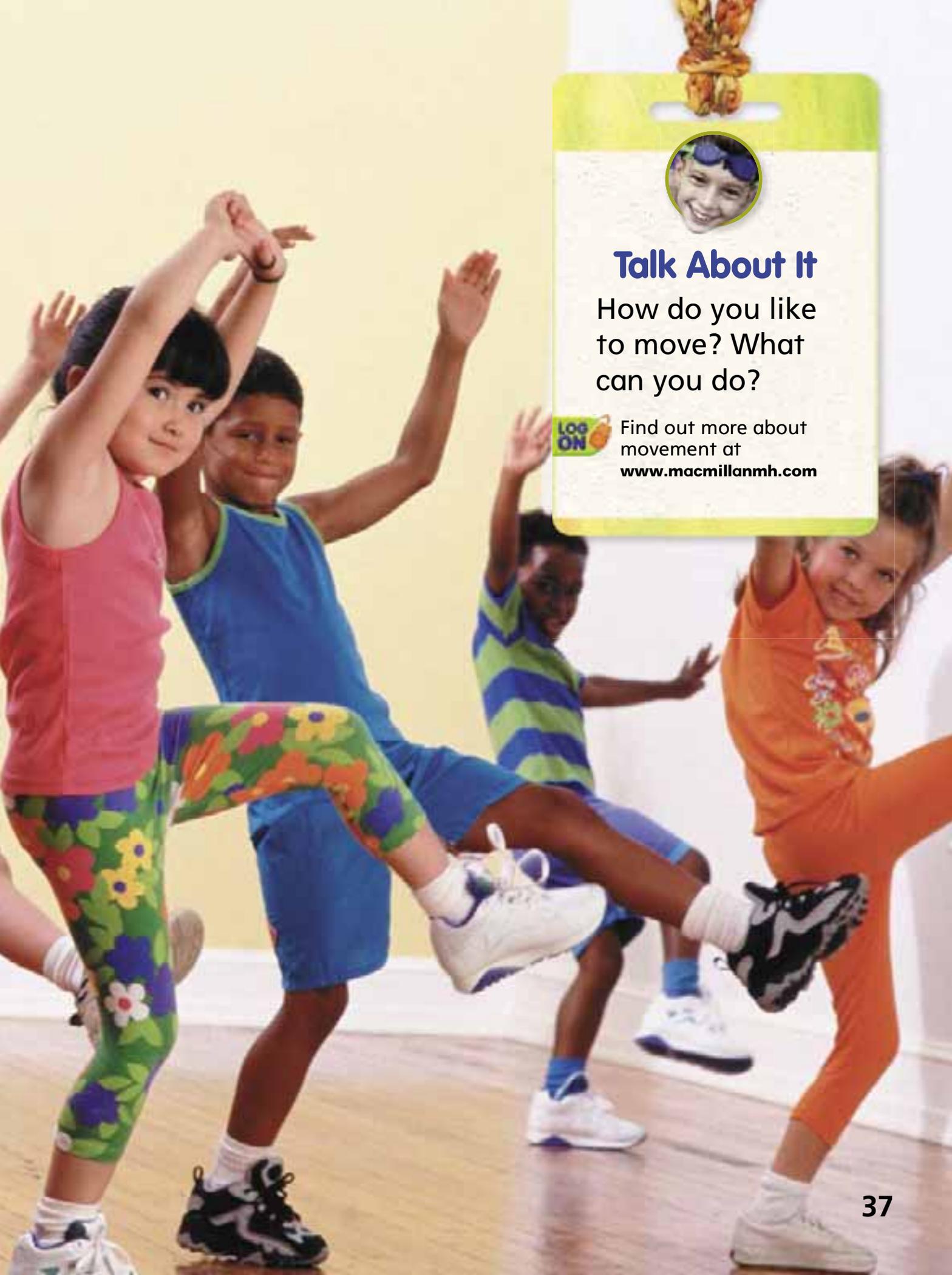
I like to \_\_\_\_\_.

## Writer's Checklist

- Did I tell what I like to do?
- Does my **sentence** tell a complete thought?
- Does my sentence begin with a capital letter?



**Ready, Set,  
Move!**

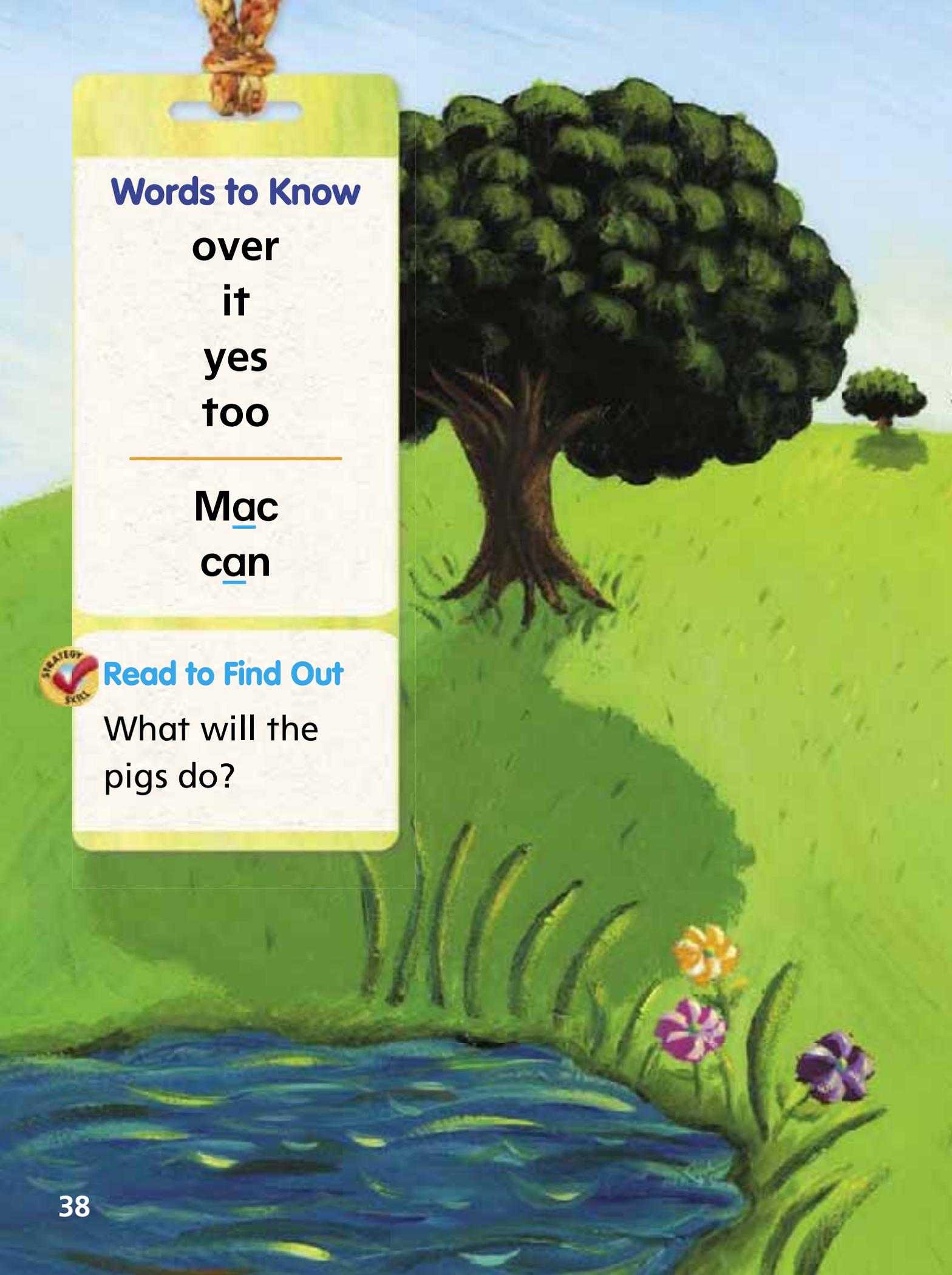


## Talk About It

How do you like to move? What can you do?



Find out more about movement at [www.macmillanmh.com](http://www.macmillanmh.com)



**Words to Know**

**over**

**it**

**yes**

**too**

---

**Mac**

**can**



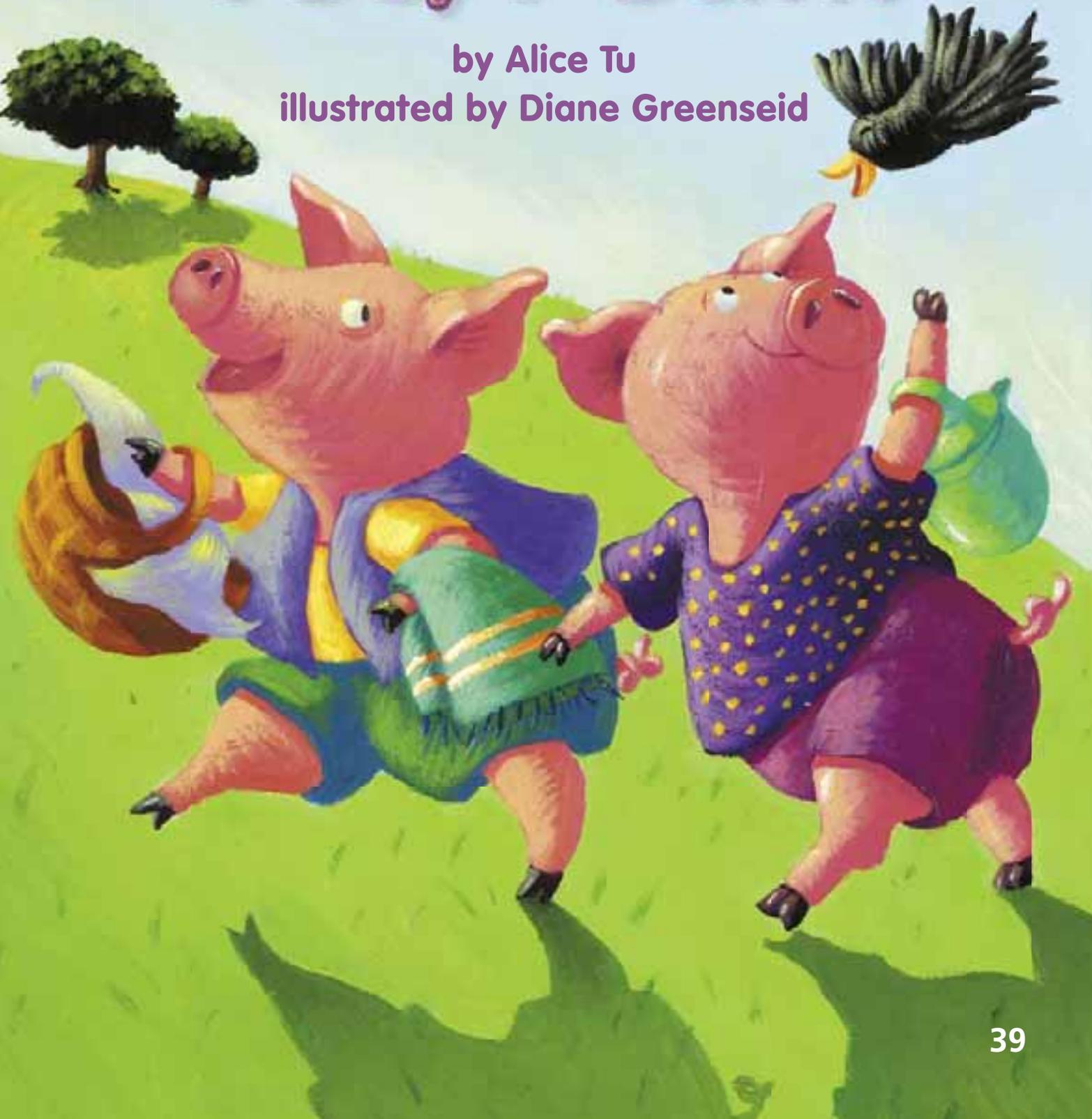
**Read to Find Out**

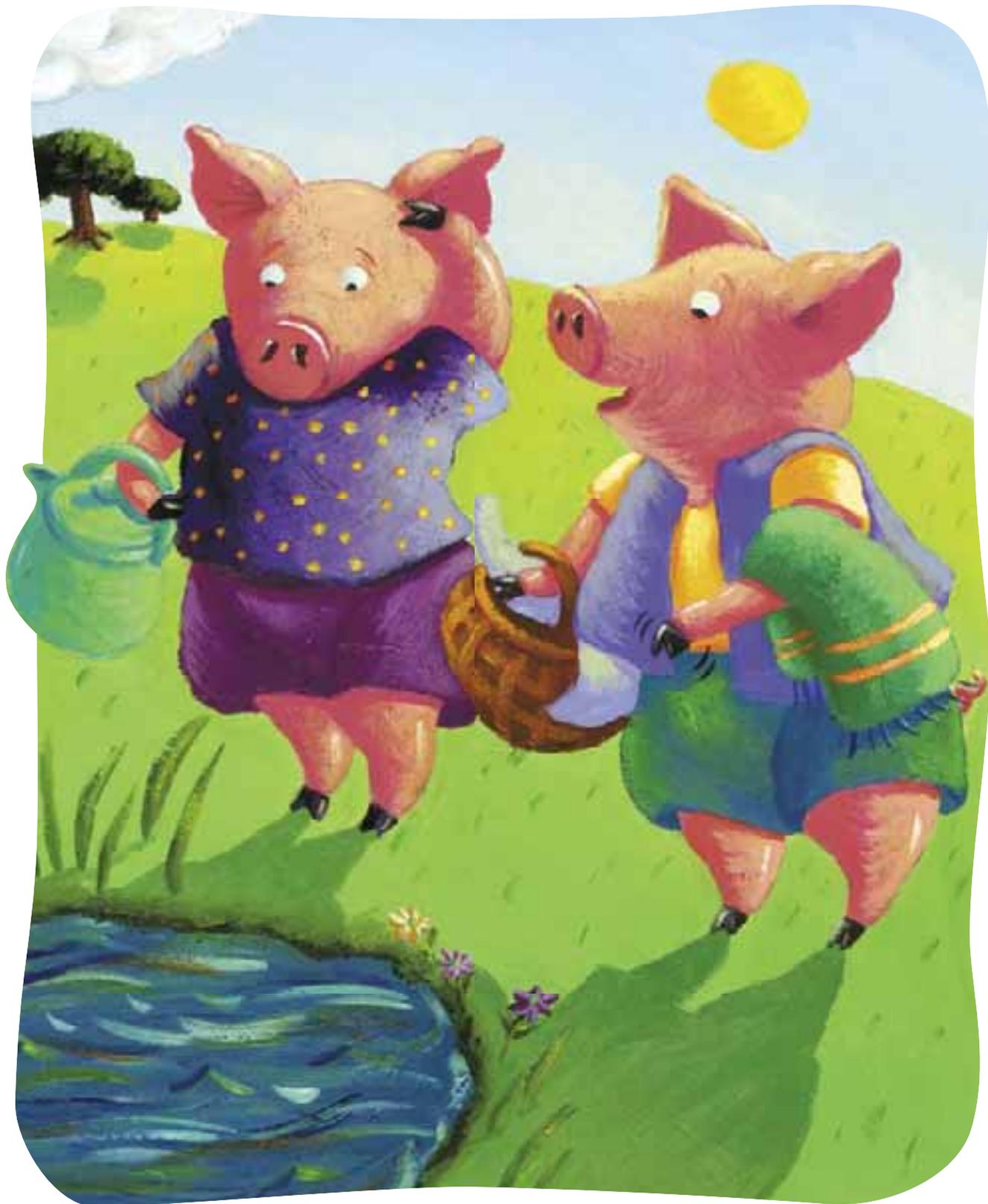
What will the  
pigs do?

# Yes, I Can!

by Alice Tu

illustrated by Diane Greenseid

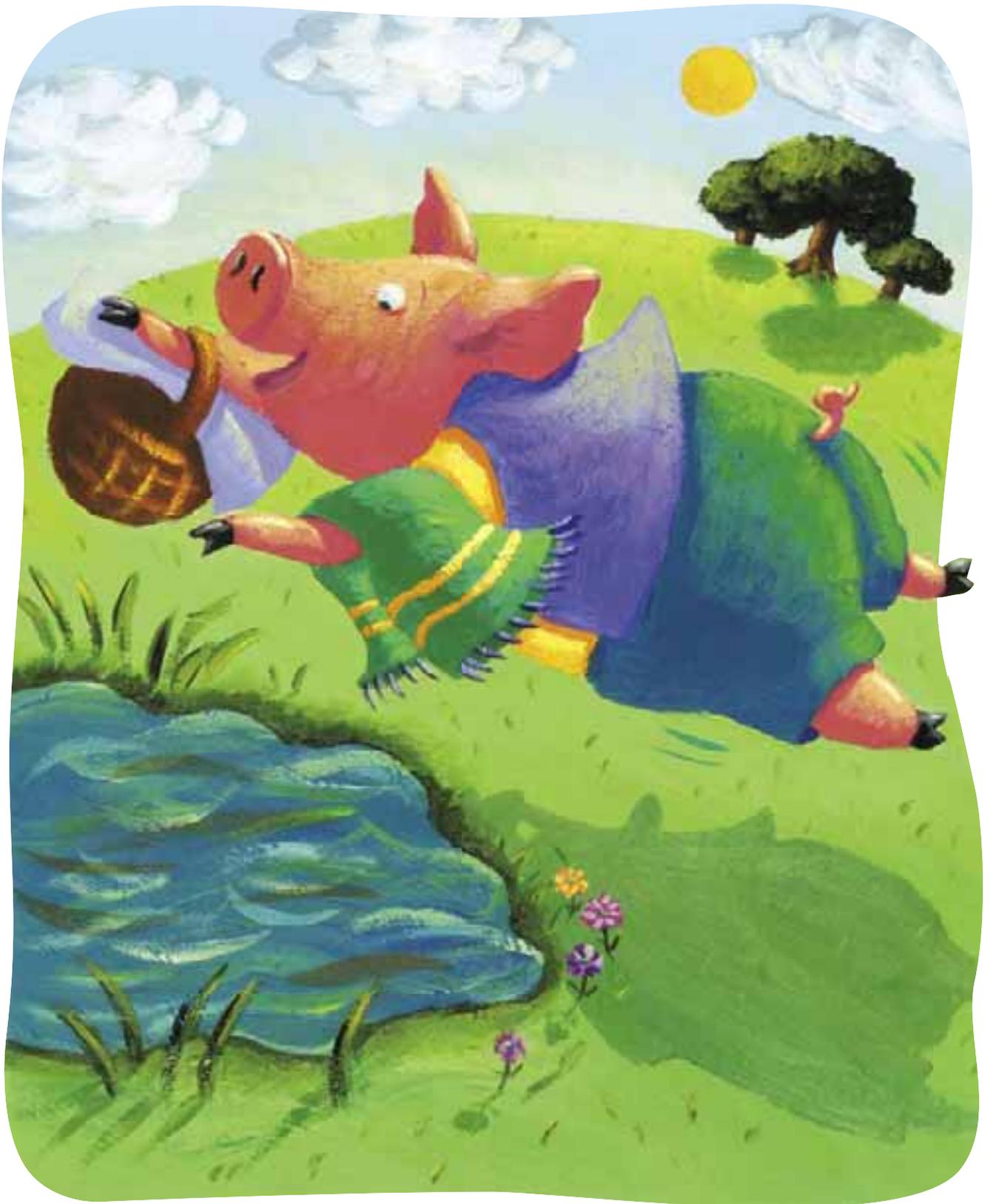




Can you jump **over** **it**, Mac?



**Yes,** I can.



I can, **too.**



We can not!

# Comprehension

## Genre

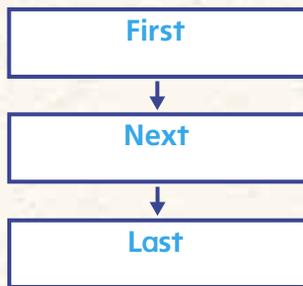
In a **Rhyming Story**, some words end with the same sound.



## Story Structure

### Sequence

As you read, use your **Retelling Chart**.



## Read to Find Out

What will the girl and boy do together?

# I Can! Can You?

by Cathy Roper  
illustrated by Lorinda Bryan Cauley





Can you do what I can do?



**Yes!** I can do **it, too.**



Can you jump **over** a mat?



Can you jump over a hat?



Can you tag a tree?



Can you tag me?



Can you tap, tap, tap?



I can nap, nap, nap.



Can you do what I can do?



Yes! I can do it, too!

# Lorinda Bryan Cauley Can, Too!

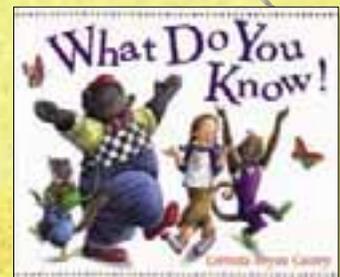
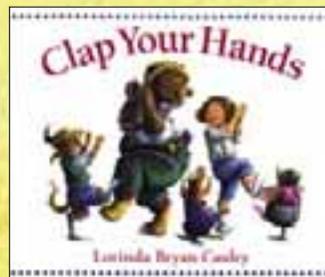
Lorinda Bryan Cauley says,  
“I enjoy drawing children  
jumping, running, and  
playing. I always try to  
make each child look  
different from the others.”



**Other books by**  
Lorinda Bryan Cauley



Find out more about  
Lorinda Bryan Cauley at  
[www.macmillanmh.com](http://www.macmillanmh.com)



## Illustrator's Purpose

Lorinda Bryan Cauley wanted to draw  
children playing. Draw something you  
do outside. Label the picture.



## Comprehension Check

### Retell the Story

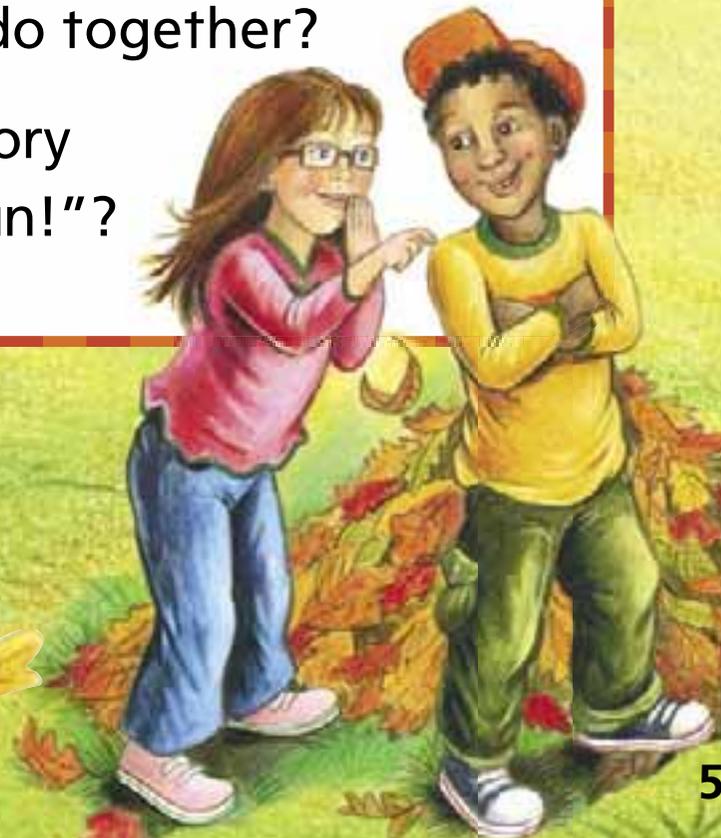
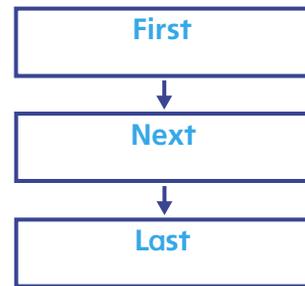
Use the Retelling Cards to retell the story.



Retelling Cards

### Think and Compare

1. What do the children do first? Next? Last?
2. What can the children do that you can do, too?
3. What other fun outdoor things can children do together?
4. How is this story like "Yes, I Can!"?



READ TOGETHER

Run!  
Jump!  
Swim!

## Science

### Genre

**Nonfiction** gives information about a topic.



### Text Feature

A **Label** gives information about a picture.

### Content Words

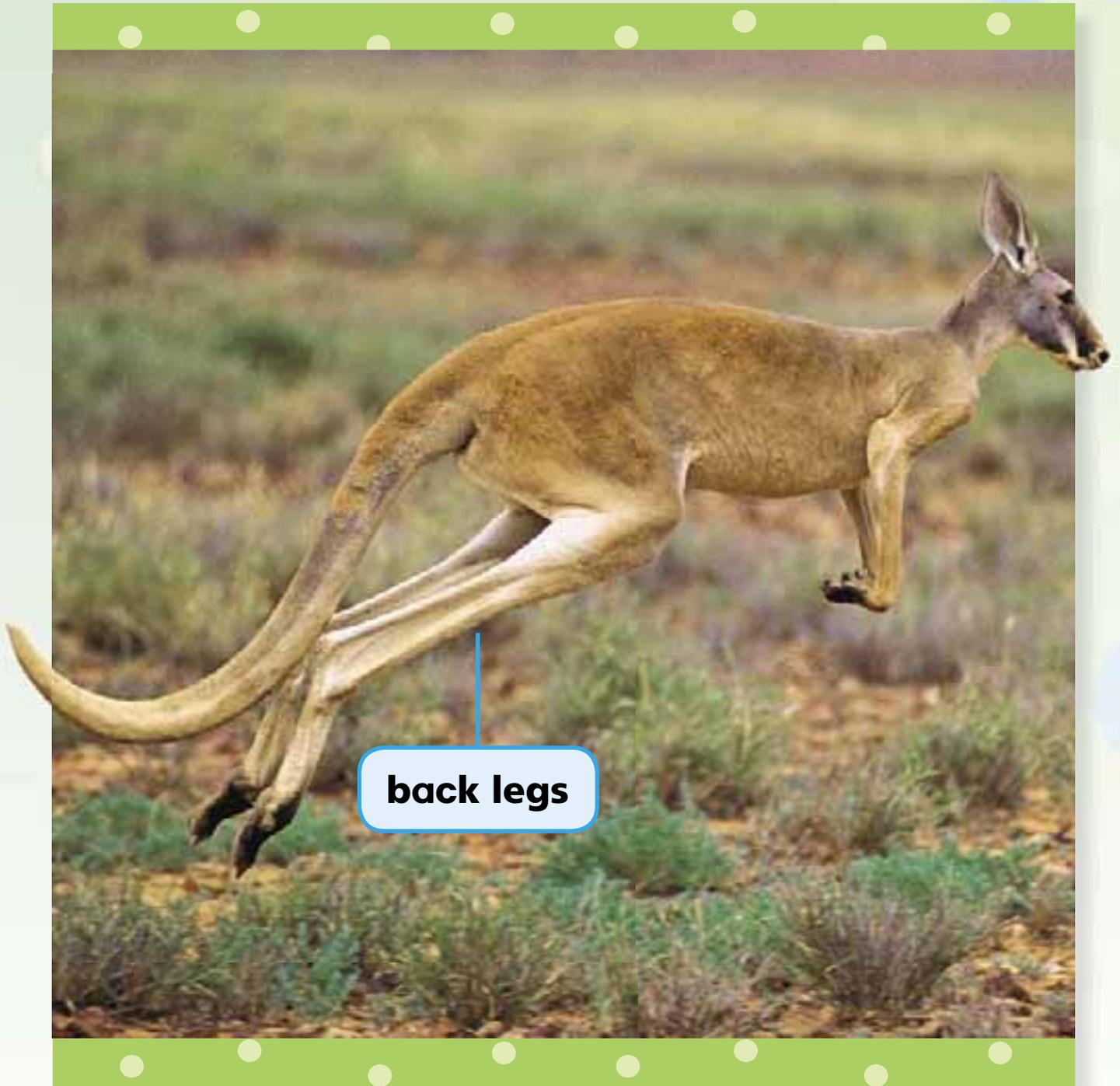
helps  
move  
push



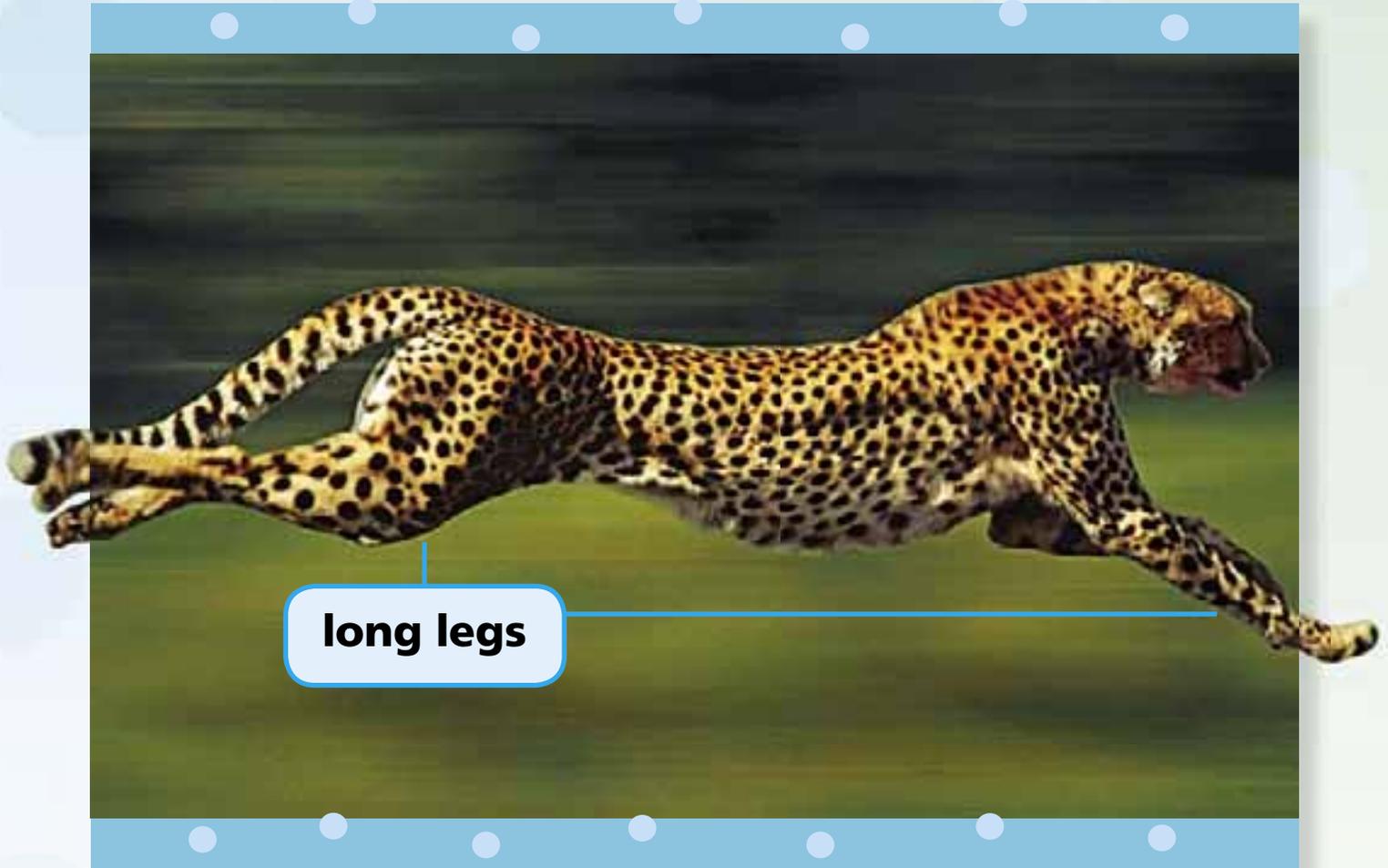
Find out more about how animals move at [www.macmillanmh.com](http://www.macmillanmh.com)



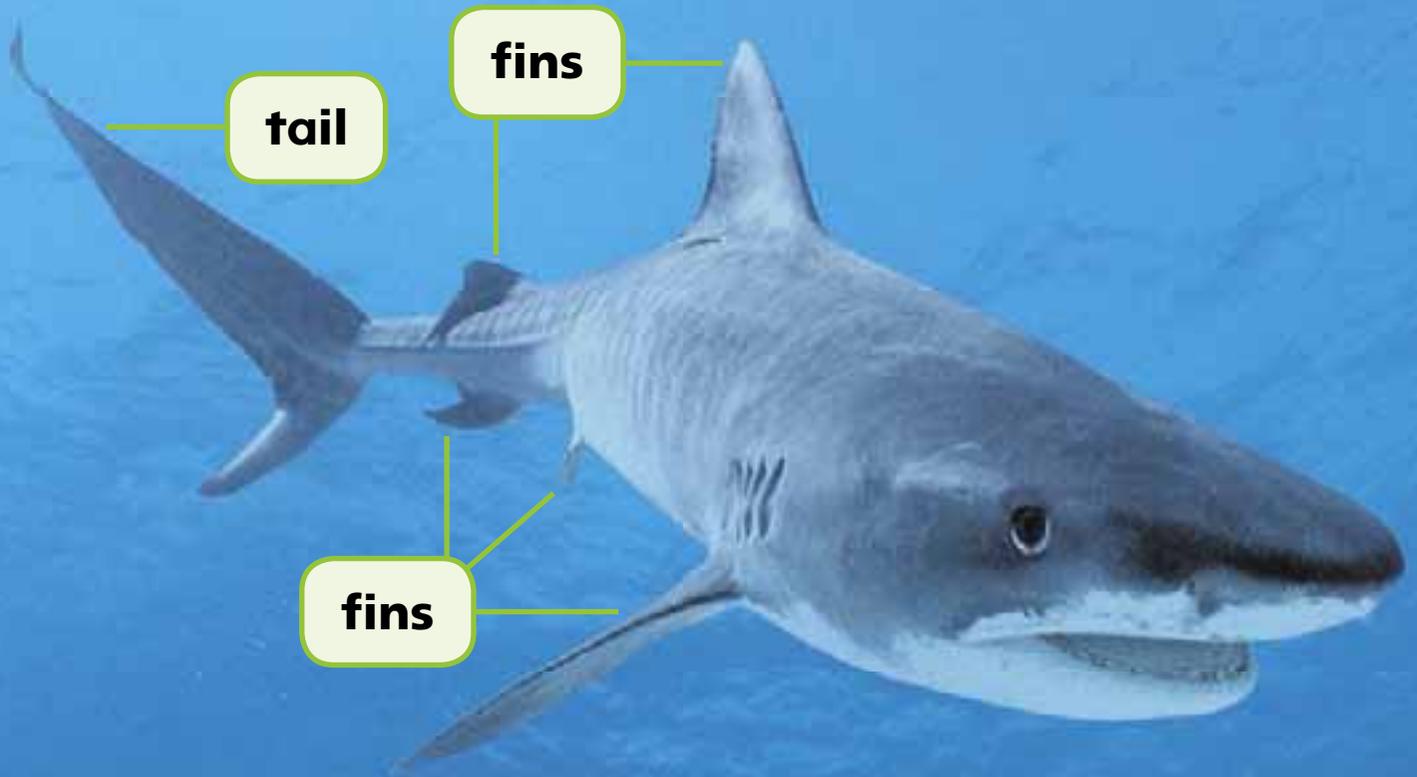
What **helps** animals **move**?



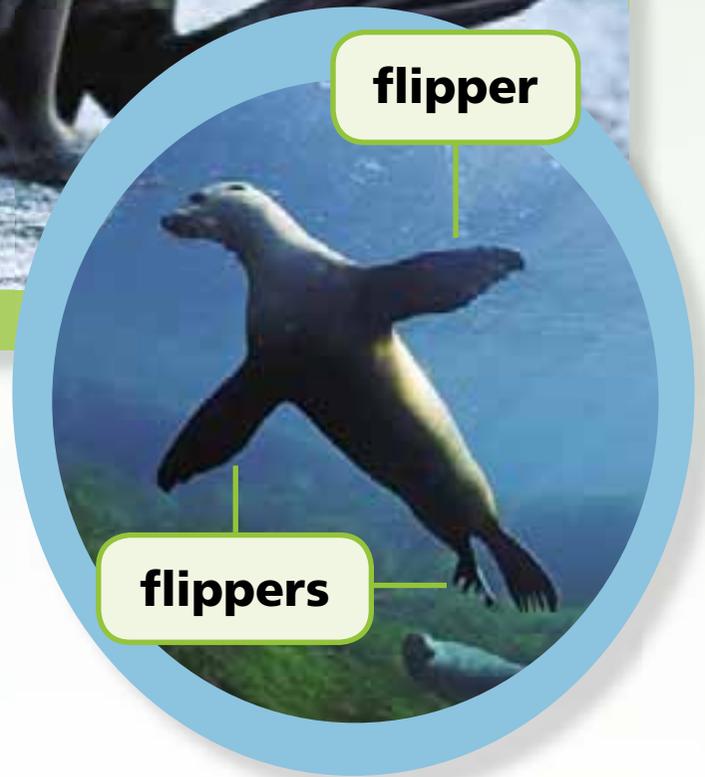
This kangaroo can jump high.  
Strong back legs help it jump.



This cheetah can run fast.  
Long legs help it run.



This shark can swim fast.  
Its tail and fins **push** it through  
the water.



This seal is slow on land.  
It is fast in the water.  
It swims with wide flippers.



Kids can run, jump, and swim, too.  
What helps kids move?

**Connect and Compare**

How could animals join the fun in *I Can!*  
*Can You?*

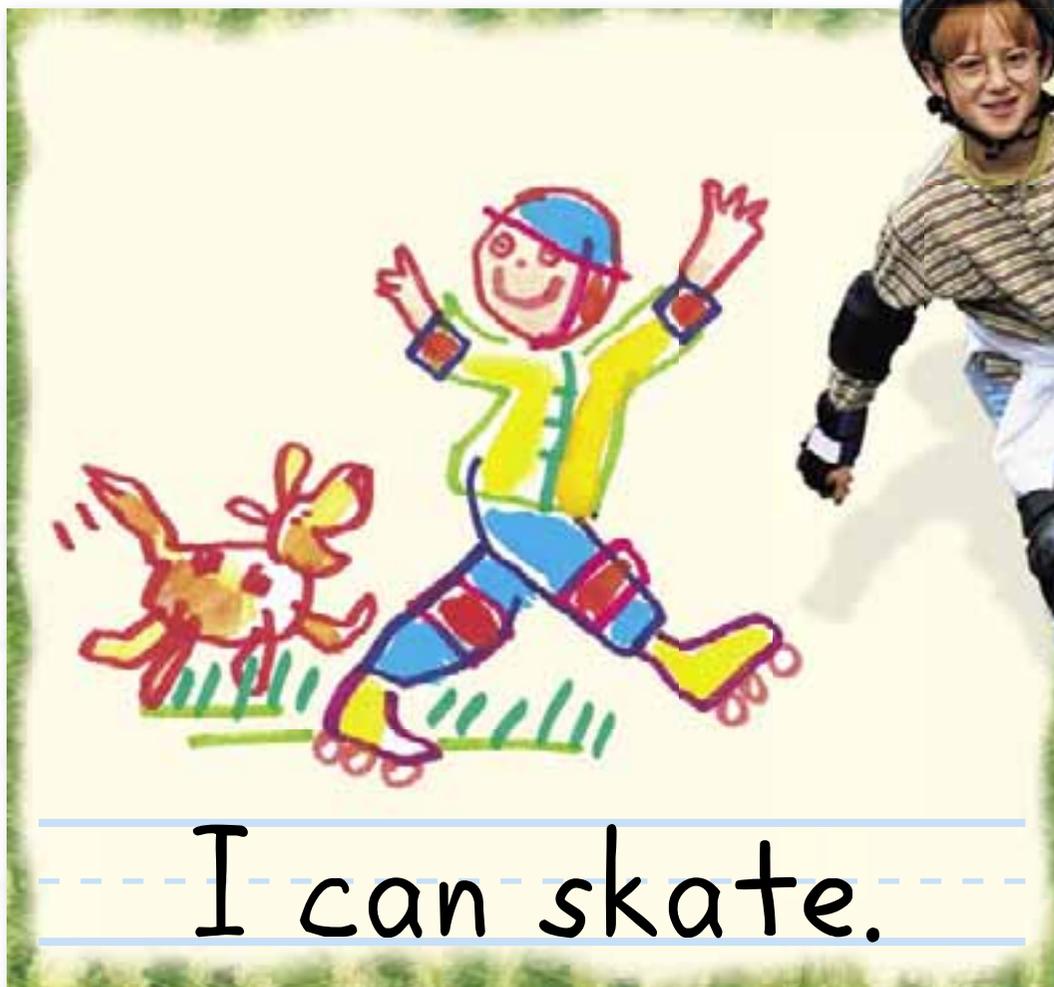
# Write What You Can Do

## Writing

### Word Order

The words in a sentence are in an **order** that makes sense.

Tom wrote a sentence about skating.



# Your Turn



Think about what you can do.

Draw a picture.

Use the sentence frame.

I can \_\_\_\_\_.



## Writer's Checklist

- Did I tell what I can do?
- Does the **order** of the words make sense?
- Does my sentence end with a special mark?

# Your Turn



Think about what you can do.

Draw a picture.

Use the sentence frame.

I can \_\_\_\_\_.



## Writer's Checklist

- Did I tell what I can do?
- Does the **order** of the words make sense?
- Does my sentence end with a special mark?

## Talk About It

How have you changed since you were little?



Find out more about growing up at [www.macmillanmh.com](http://www.macmillanmh.com)

Growing  
Up



Words to Know

run

ride

be

---

big

kid

# I Am a Big Kid



I am a big kid. What can I do?  
I can **run**. I can **ride**.



What can I **be**?  
I can be me.

READ TOGETHER

# How You Grew

## Comprehension

### Genre

A **Nonfiction Article** gives information about a topic.

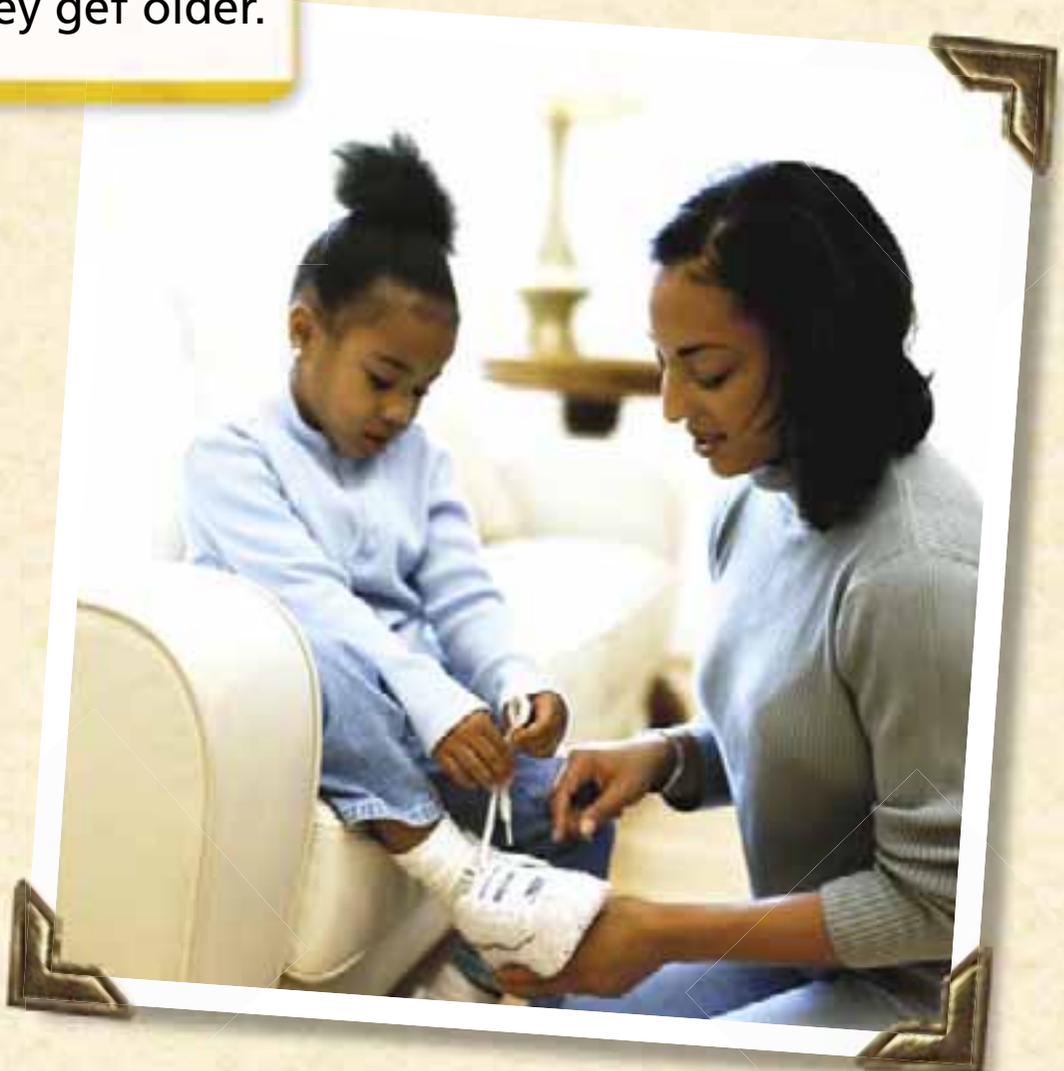


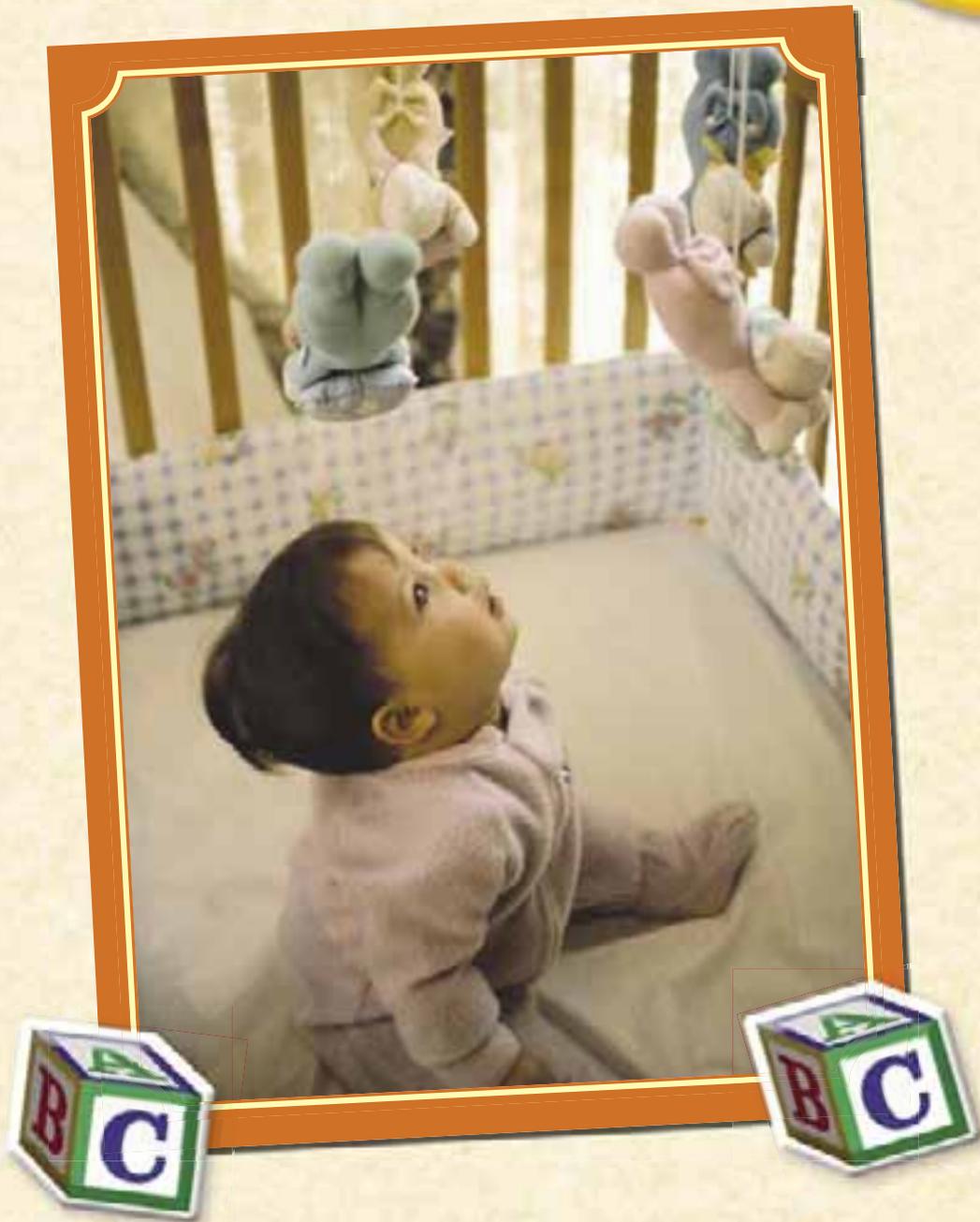
### Text Structure

#### Sequence

Look for things babies can do. Look for things kids can do as they get older.

How do kids change as they get older?





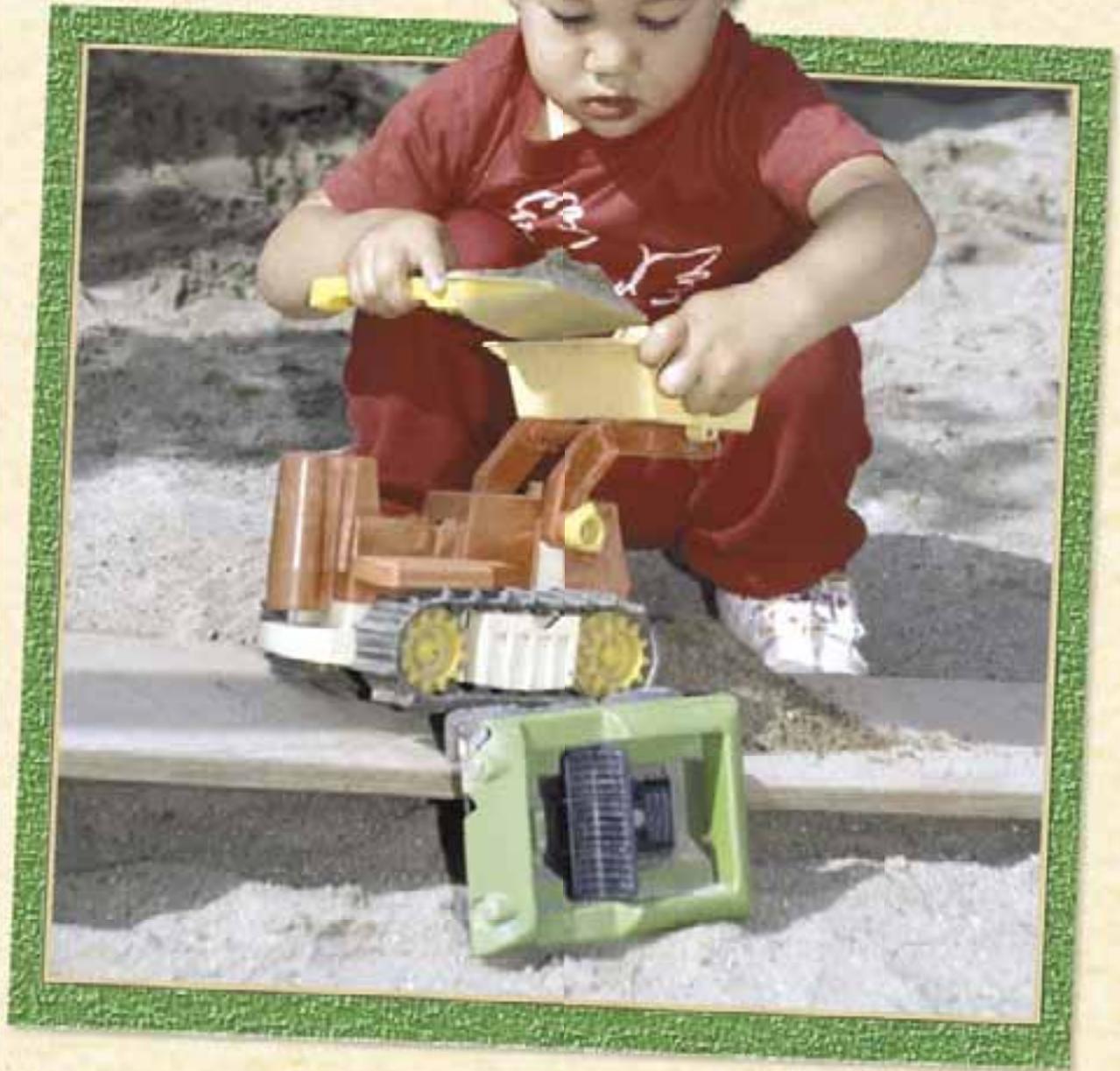
Once you were little.



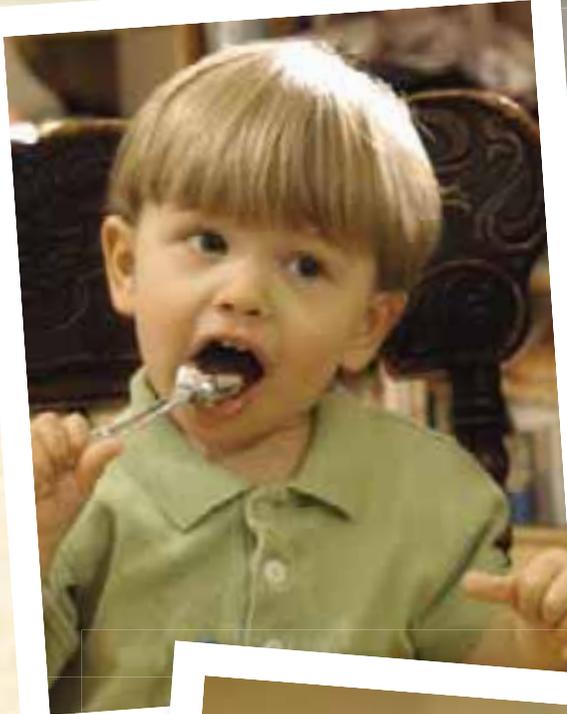


You learned to talk. You could say "mama" and "puppy."

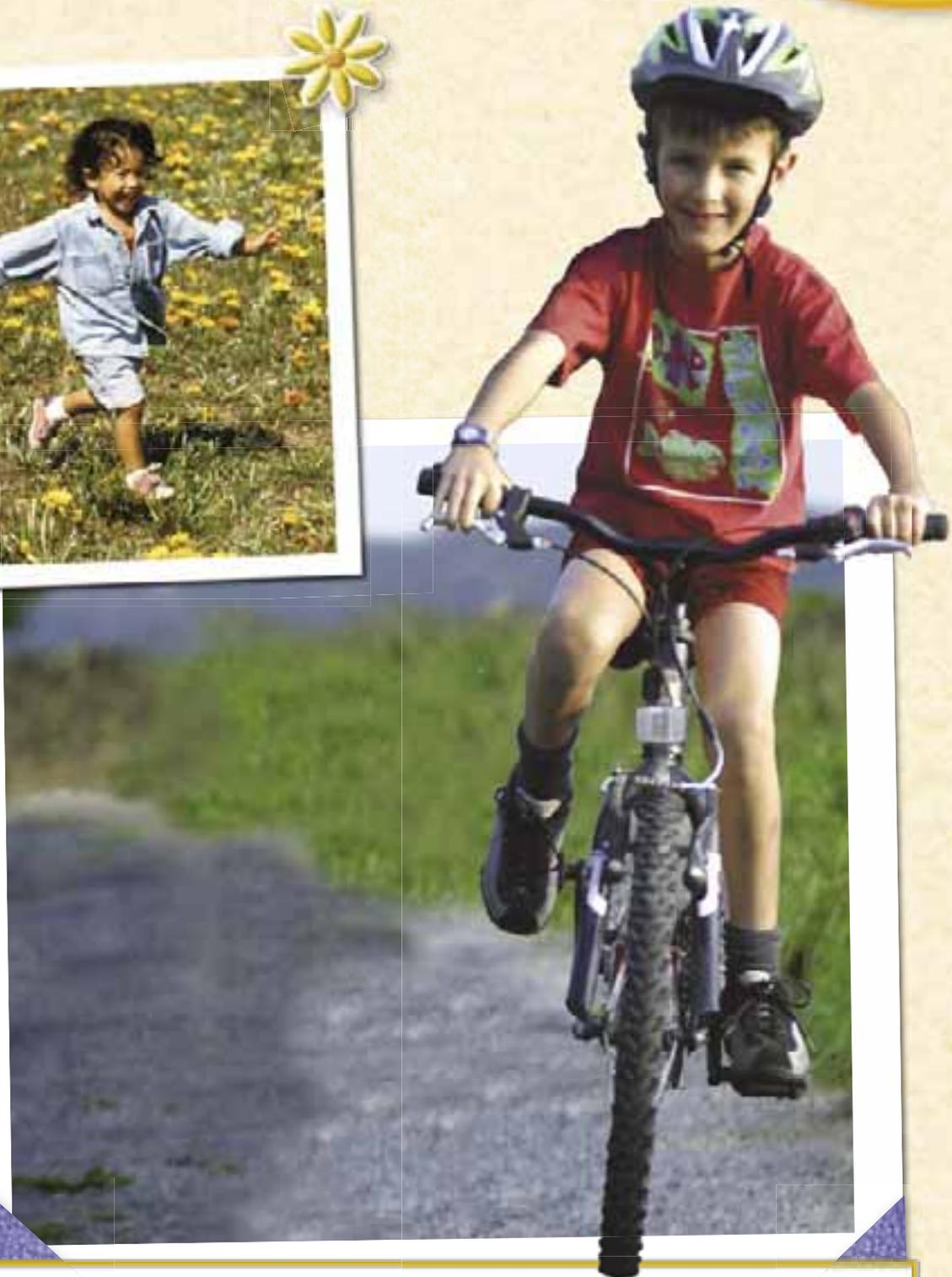




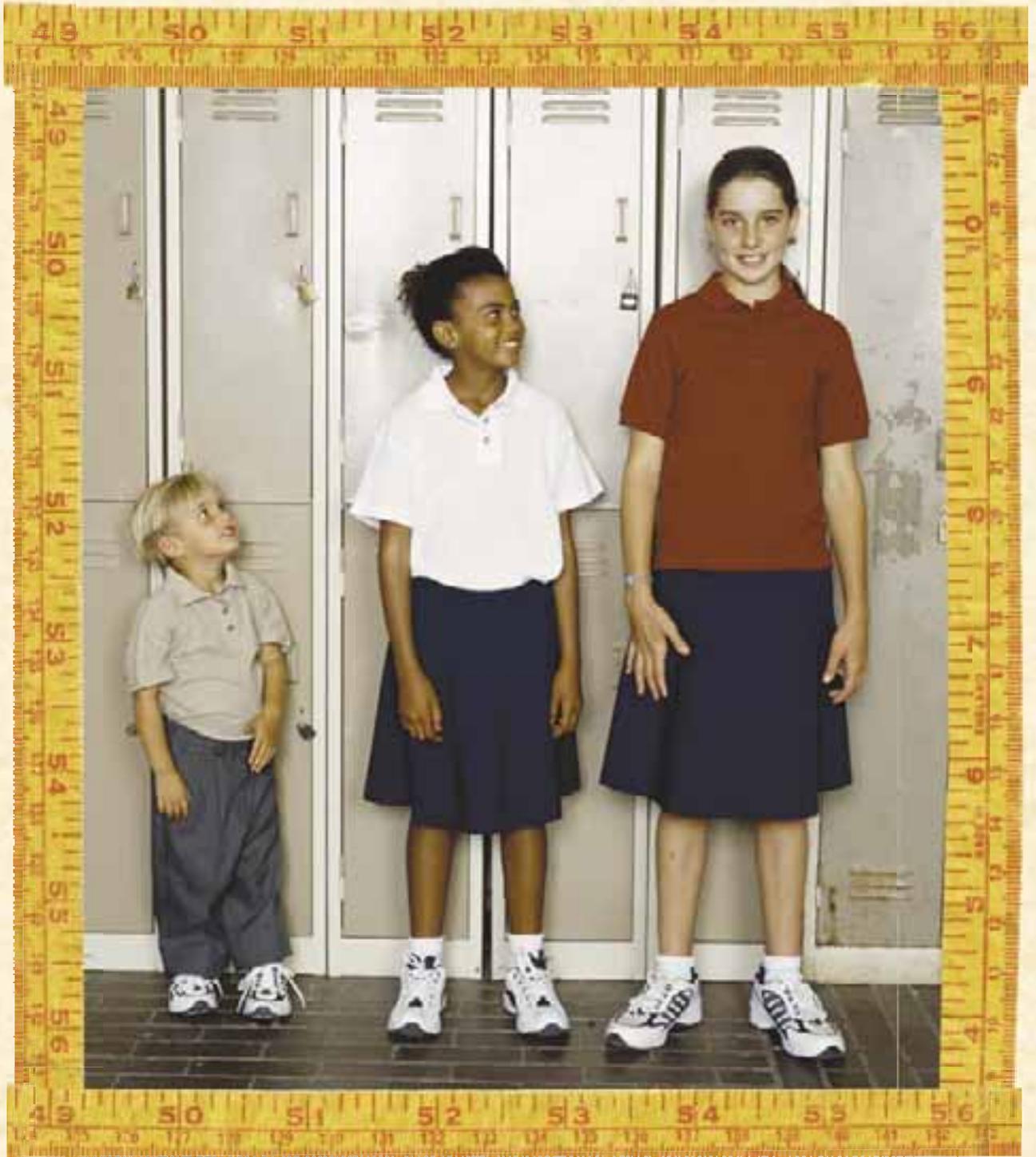
You could sit.  
You could dig.



You could eat at the table.  
You could sing a song.



You learned to **run** and **ride**.  
You could go fast.



How big are you now?  
How big will you **be**?



## Comprehension Check

### Tell What You Learned

Describe what kids learn to do as they get bigger.

### Think and Compare



1. What can kids learn to do as they grow older?
2. Name some things you learned before you started school.
3. Name two things babies learn that are not in the story.
4. How are the kids in "I Am a Big Kid" different from the kids in "How You Grew"?



**Test Strategy****Right There**

You can put your finger on the answer.

**READ TOGETHER**

# Birds Get Big

First, a mother bird lays eggs.

Baby birds grow inside.

Then they hatch.

The mother feeds them.

The babies grow big.

Then they fly away.

**Directions: Answer the questions.**

1. What happens first?



2. What happens after the birds hatch?

- The birds lay eggs.
- The mother feeds them.
- The birds make a nest.

**Tip**  
Look for  
key words.

3. What happens when the babies are big?



# Write About Kids

First Carly drew a picture.

Then she wrote a sentence.



Big kids can ride.

# Your Writing Prompt

Think about something little kids can do. Write about it in a sentence.

## Writer's Checklist

- Does my sentence tell an idea?
- Does my sentence begin with a capital letter?
- Does my sentence end with a period?



# Your Writing Prompt

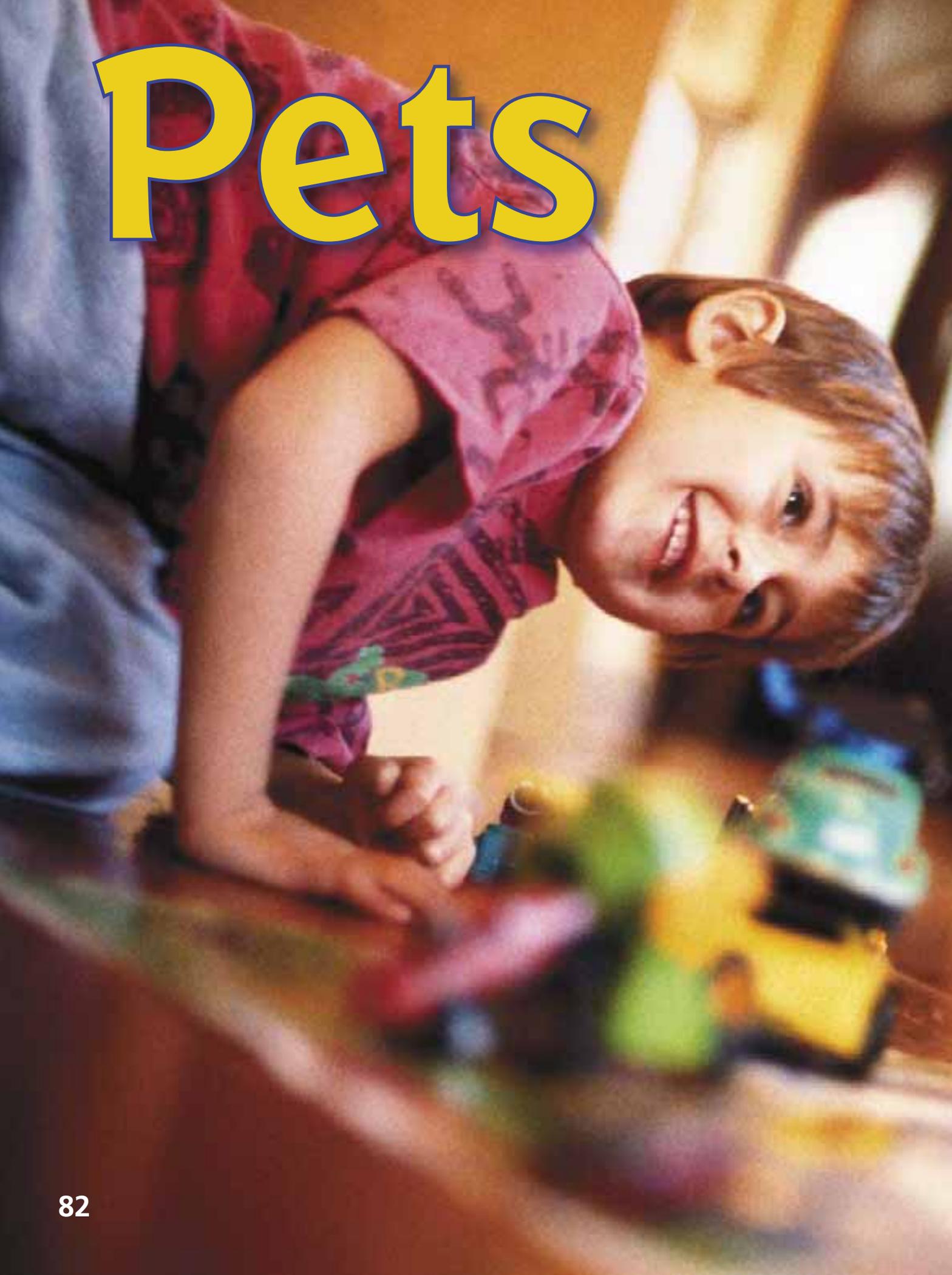
Think about something little kids can do. Write about it in a sentence.

## Writer's Checklist

- Does my sentence tell an idea?
- Does my sentence begin with a capital letter?
- Does my sentence end with a period?



# Pets





## Talk About It

What pets do you know? What are they like?



Find out more about pets at [www.macmillanmh.com](http://www.macmillanmh.com)





**Words to Know**

come  
that  
on  
good

---

Brad  
grab



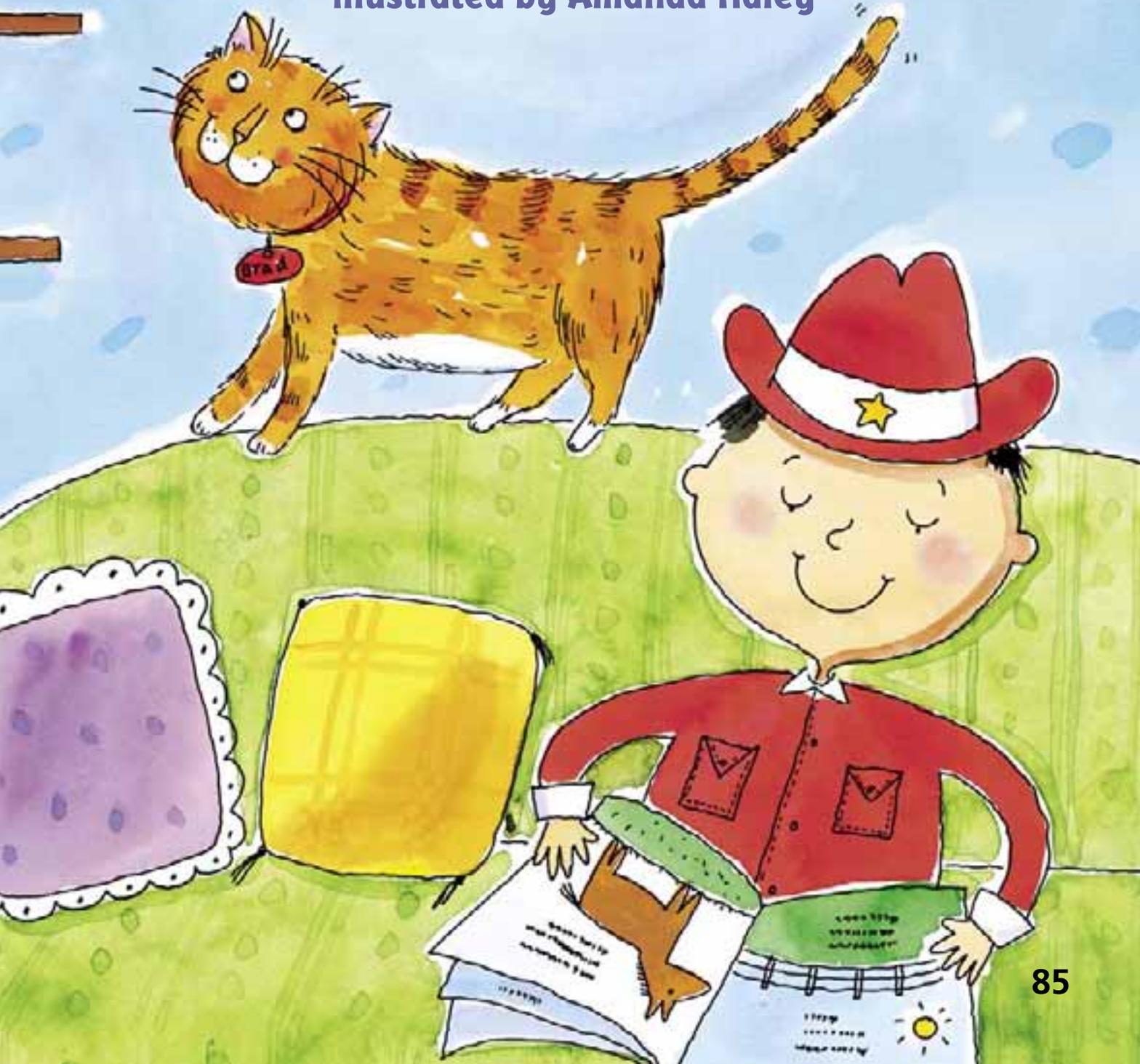
**Read to Find Out**

Will Brad come  
down?



# Come Down, Brad!

by Henry Chan  
illustrated by Amanda Haley





**Come** down, Brad!



Do not grab **that!**



Jump **on** me.



What a **good** cat you are!

## Comprehension

### Genre

**Realistic Fiction** is a made-up story that could really happen.



### Story Structure

#### Setting

As you read, use your **Setting Chart**.

Setting	What the Characters Do There

### Read to Find Out

Where do the pets do tricks?

# Pet Tricks

by Ed Reyes  
illustrated by Joe Cepeda





**Come** see the pets!



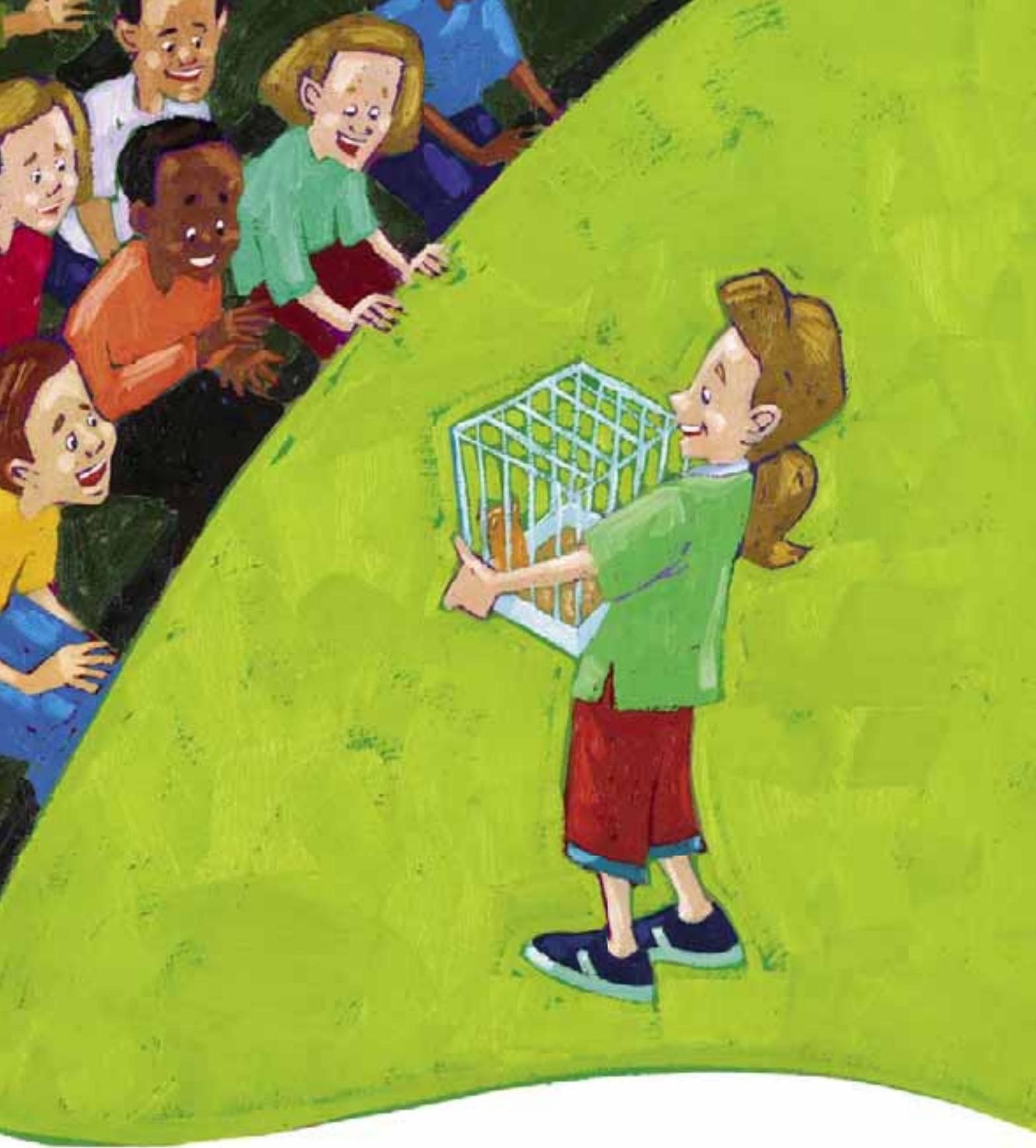
Come see the pet tricks.



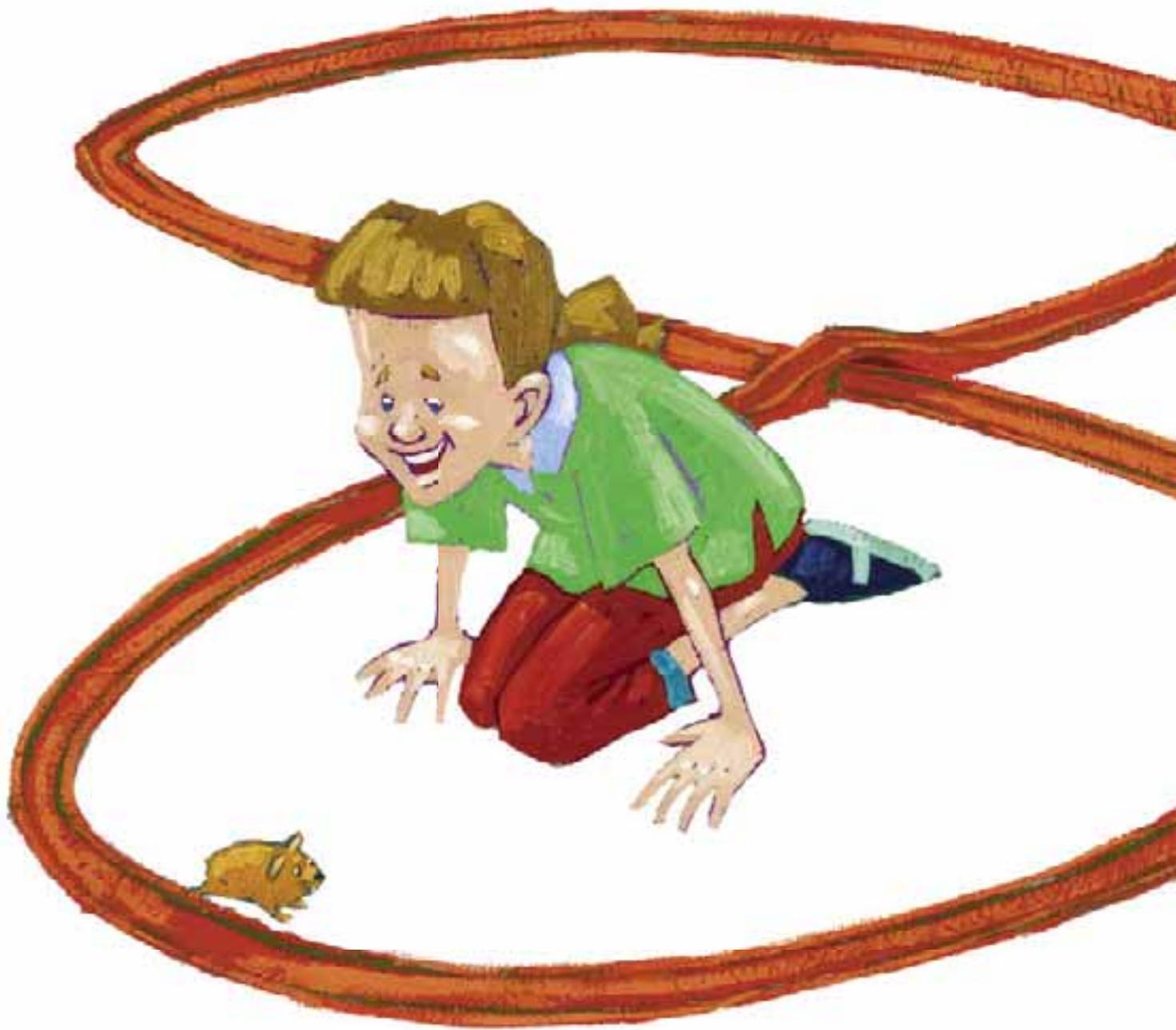
Frizz has a **good** trick.



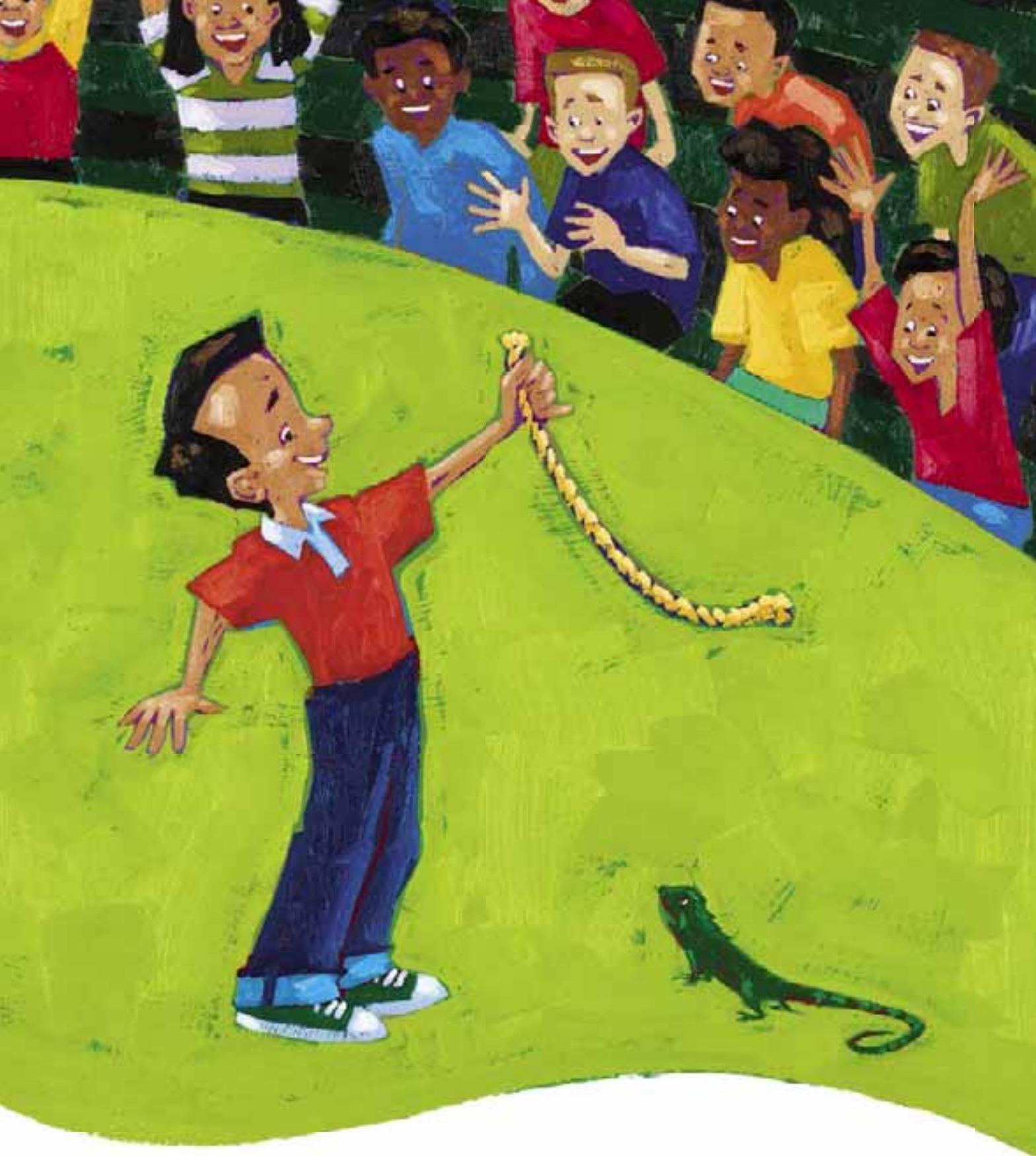
Frizz can jump over a bat.



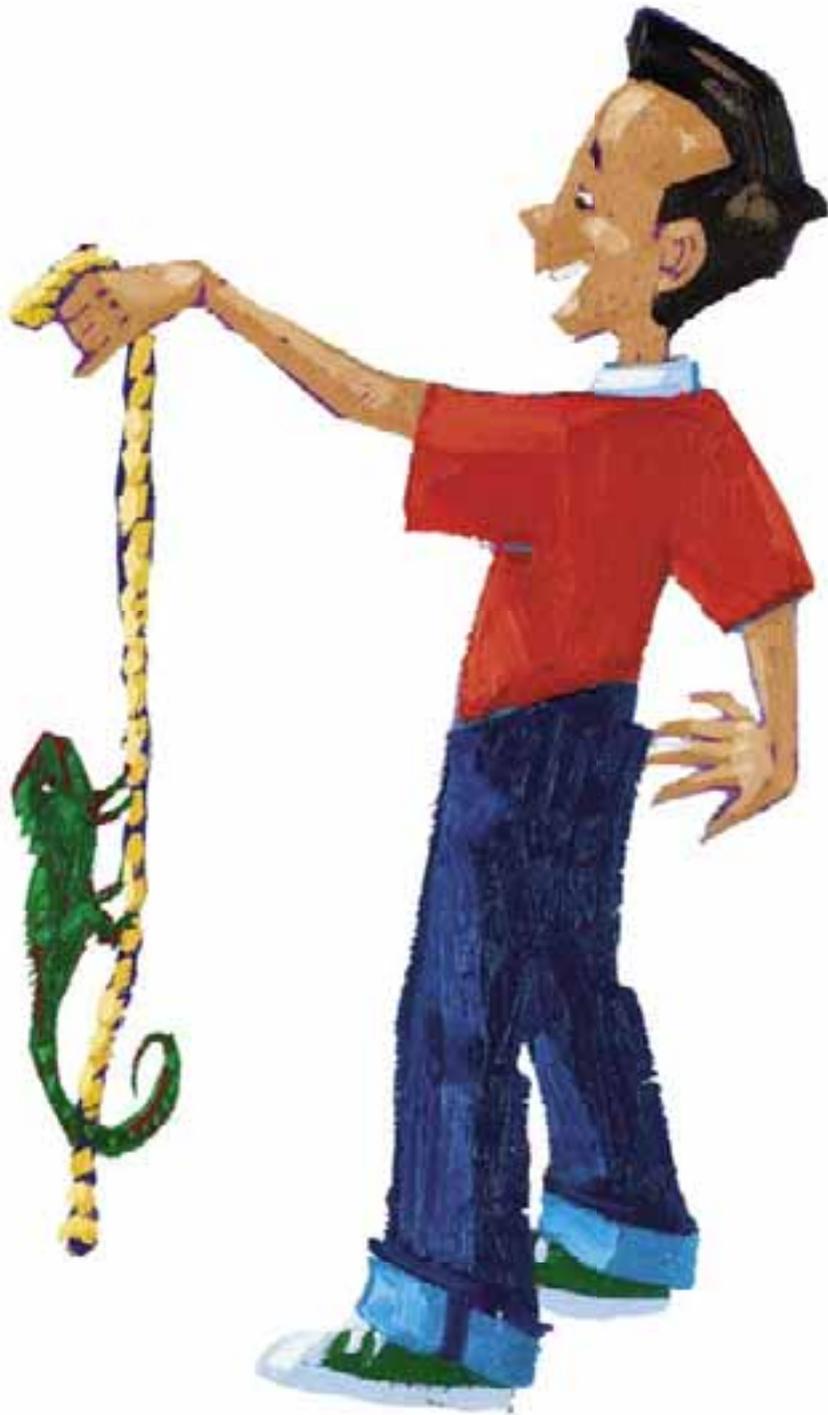
Ham has a good trick.



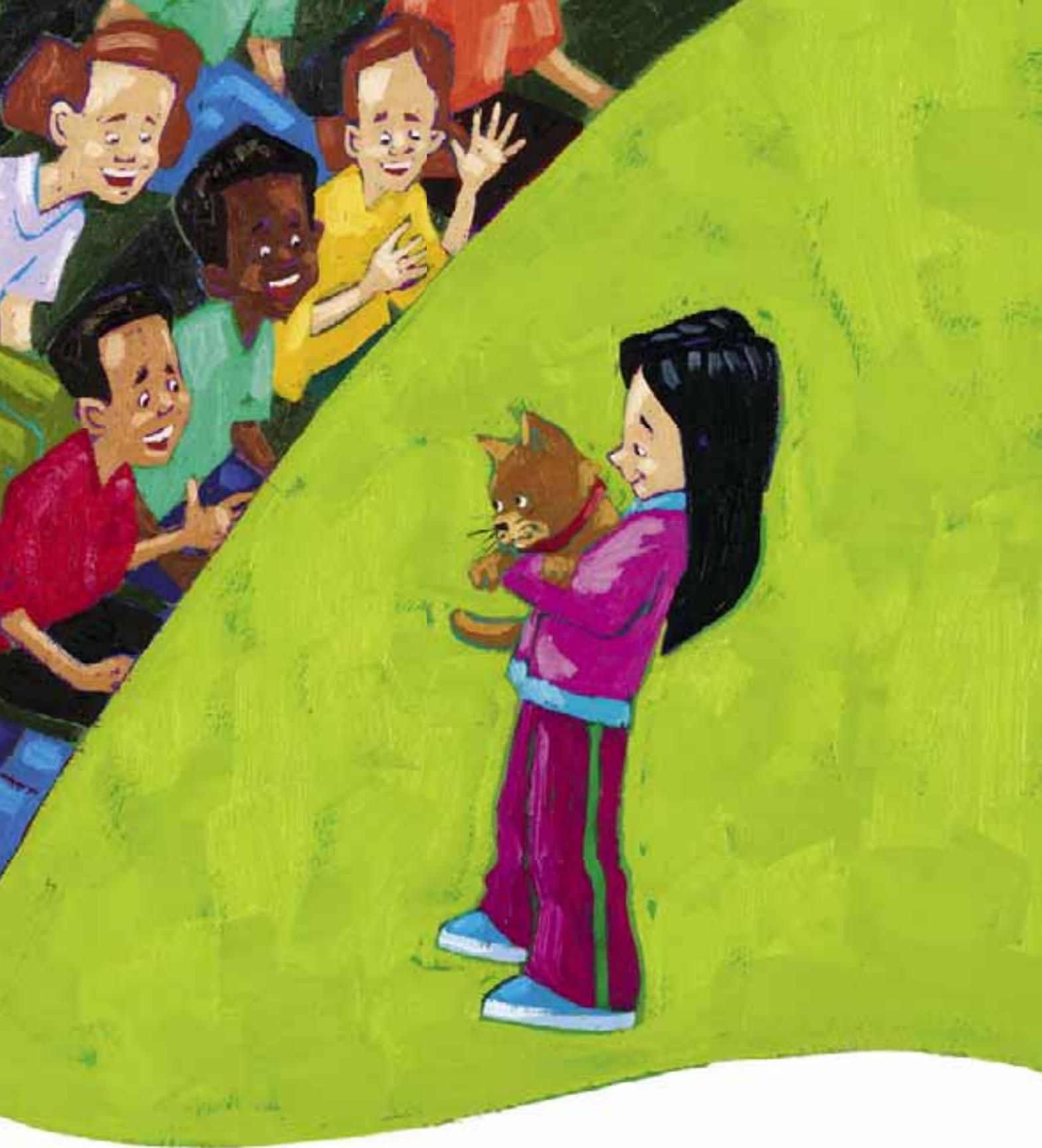
Ham can run **on** the track.



Zig has a good trick.



Zig can grab the rope.



Can Kit do a trick?



Kit can not jump over a bat.



Kit will not grab **that** rope.



Kit can kiss!  
That is a good trick.

# Meet Joe Cepeda's Pets

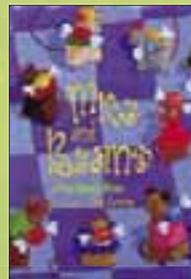
Joe Cepeda says, "My family likes pets. My son has an iguana, a dog, and a frog. Gizzy, his iguana, goes for walks on a leash! We haven't been able to teach our dog any tricks. I think drawing animals is just like drawing people. They're just fuzzier!"



## Other books by Joe Cepeda



Find out more about Joe Cepeda at [www.macmillanmh.com](http://www.macmillanmh.com)



### Illustrator's Purpose

Joe Cepeda wanted to draw friendly pets. Draw a pet you like. Label the pet.



## Comprehension Check

### Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

### Think and Compare



1. Where does the story take place?
2. How are the animals in the story like pets you know?
3. What tricks have you seen other pets do?
4. What tricks might Brad from "Come Down, Brad!" do in a pet show?

Setting	What the Characters Do There



READ TOGETHER

# What Pets Need

## Science

### Genre

**Nonfiction** gives information about a topic.



### Text Feature

A **List** is a series of things written in order.

### Content Words

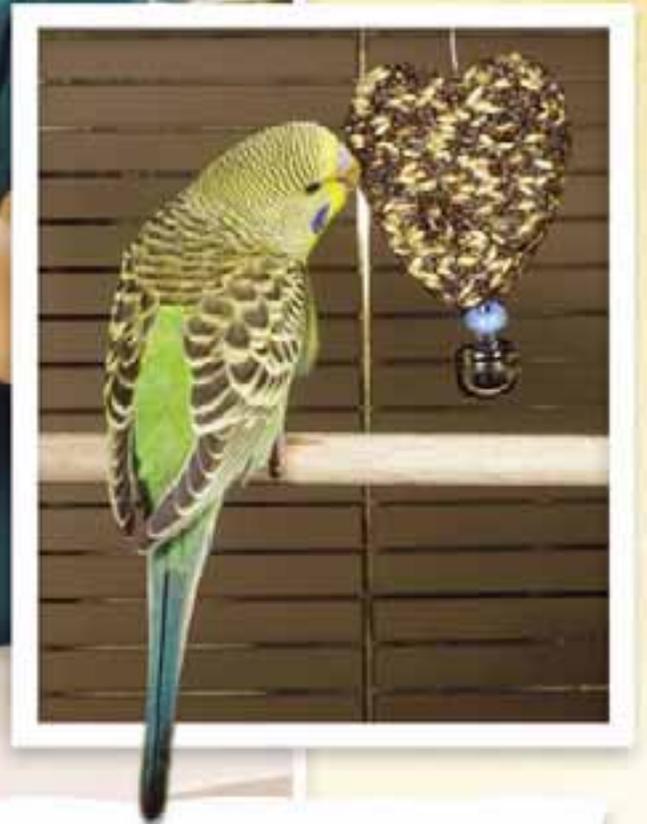
need  
living things  
care



Find out more about  
pets at  
[www.macmillanmh.com](http://www.macmillanmh.com)



What do pets **need**?



Like all **living things**, pets need food. Some pets eat seeds or plants.



Some pets eat meat or fish.  
All pets need fresh water.

## Caring for My Rabbit

- Give it food.
- Give it water.
- Change the bedding.
- Brush the fur.



Pets need a safe home.  
Pets need our love and **care**.

### **Connect and Compare**

Which pet in *Pet Tricks* would you like?  
How would you care for it?

# Write About a Pet

## Writing

### Exclamation

An **exclamation** is a sentence that shows strong feeling.

Robert wrote about a dog.



Boo is really smart!

## Your Turn

Think about a pet you know.

Make a picture.

Write an exclamation about the pet.

## Writer's Checklist

- Will the reader know how I feel?
- Does my sentence show strong feeling?
- Does my **exclamation** end with an exclamation mark?

## Your Turn

Think about a pet you know.

Make a picture.

Write an exclamation about the pet.

## Writer's Checklist

- Will the reader know how I feel?
- Does my sentence show strong feeling?
- Does my **exclamation** end with an exclamation mark?

# Teamwork





## Talk About It

How does a team work together?



Find out more about teamwork

at [www.macmillanmh.com](http://www.macmillanmh.com)

## Words to Know

help

now

use

very

---

Hank  
hands



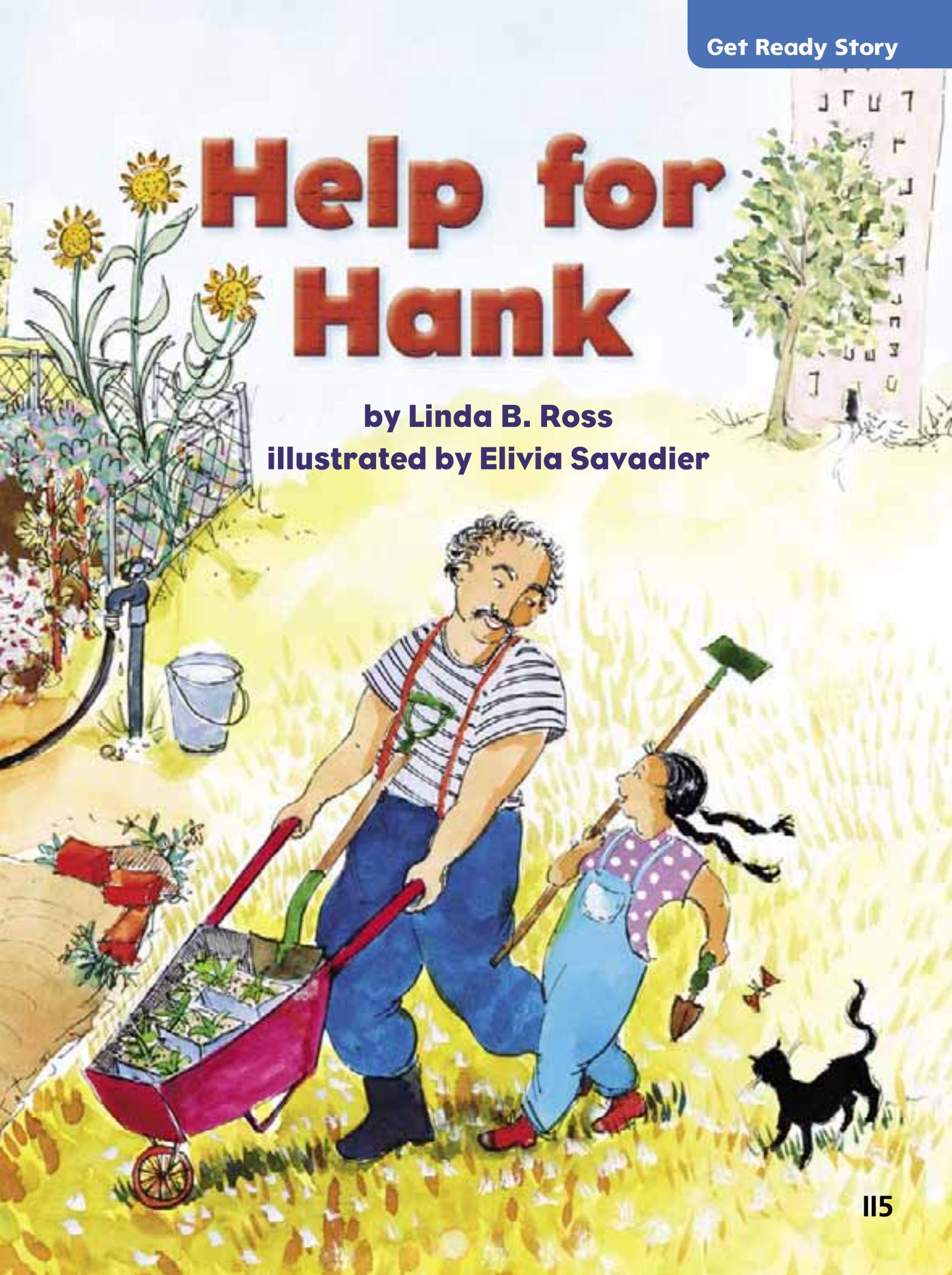
## Read to Find Out

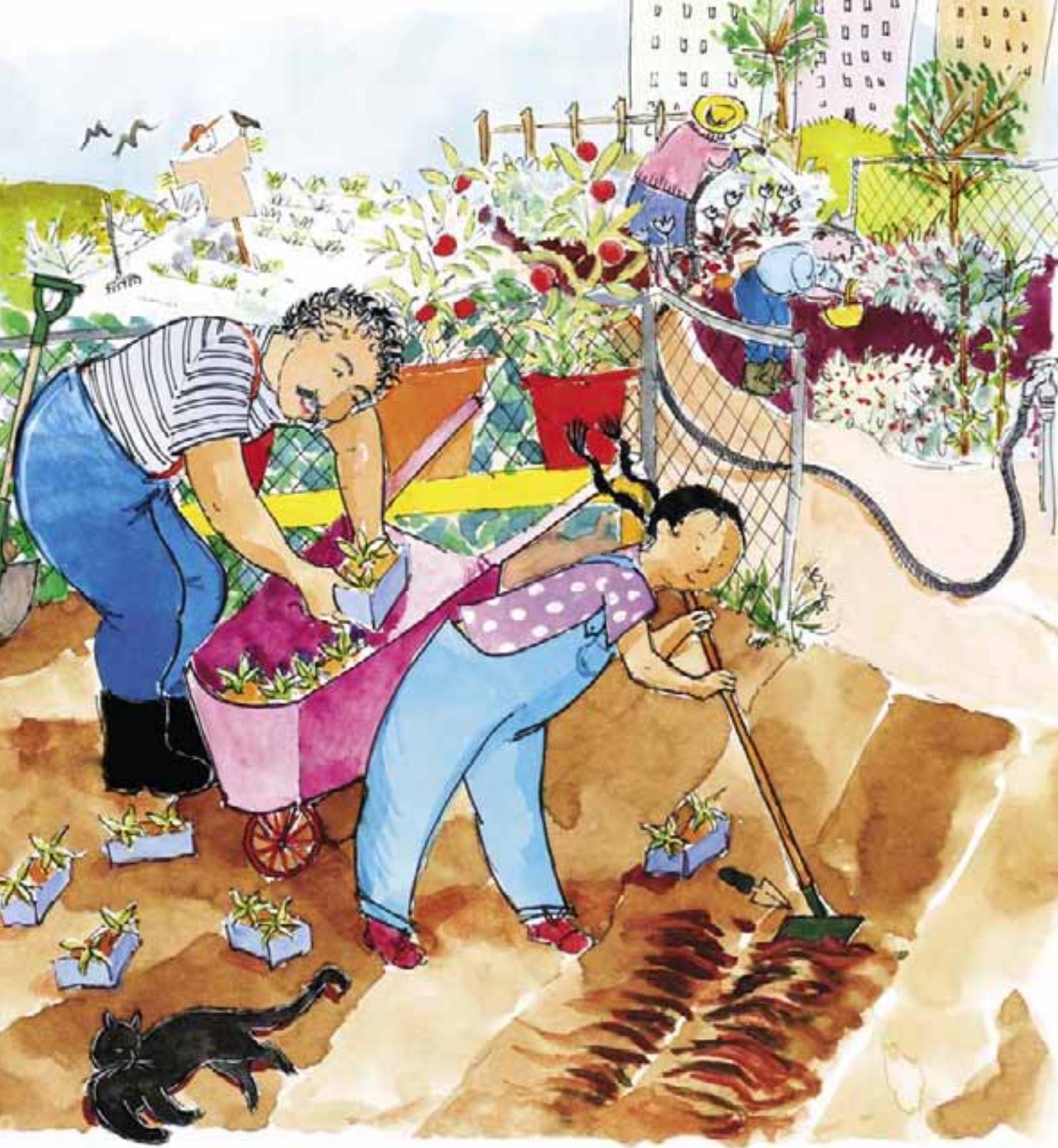
How will Hank  
and the girl work  
together?



# Help for Hank

by Linda B. Ross  
illustrated by Elivia Savadier





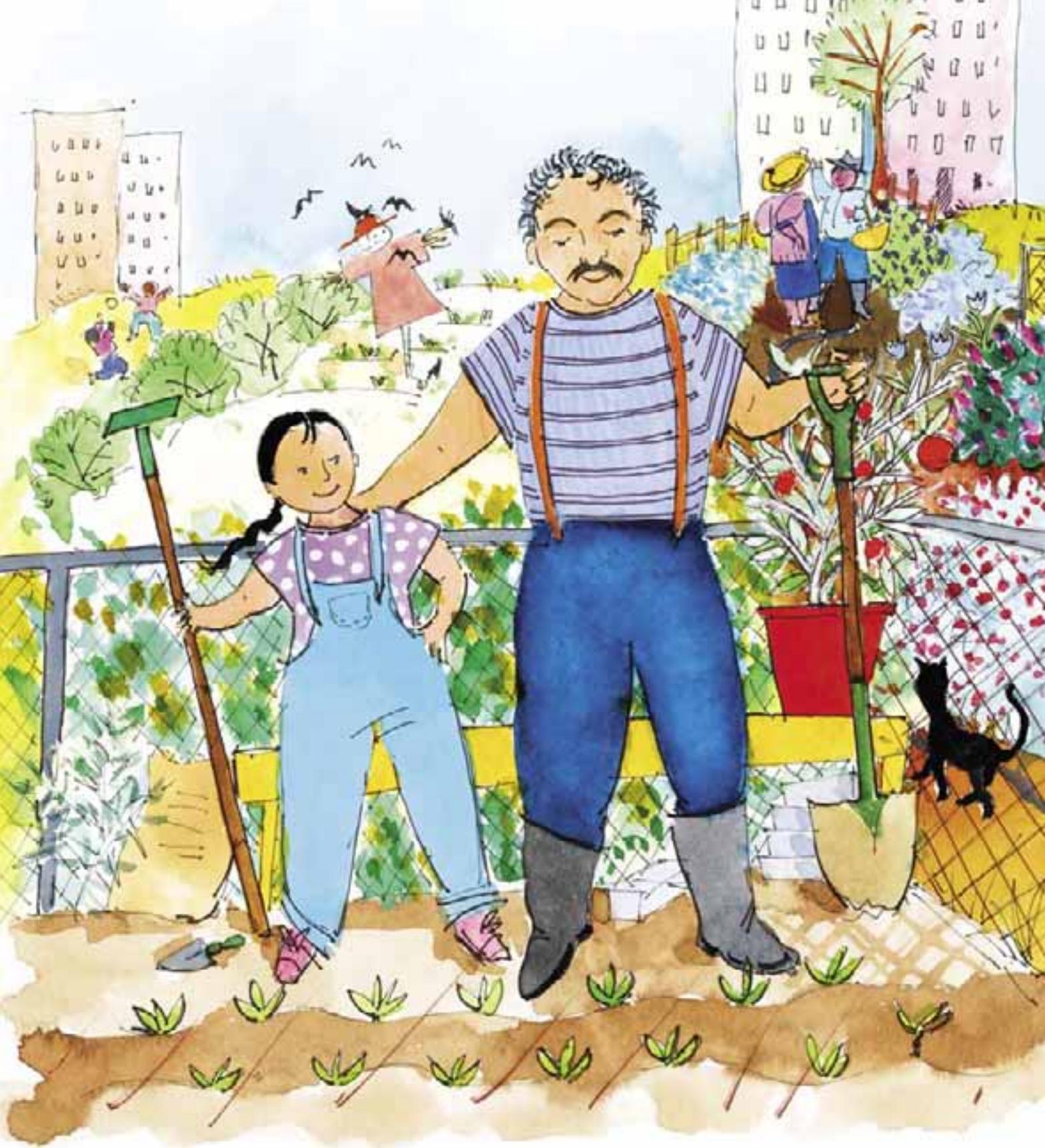
I like to **help** Hank.



I help him dig.



**Now** I **use** my hands.



It looks **very** good!

## Comprehension

### Genre

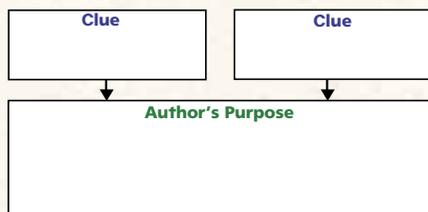
**Nonfiction** gives information about a topic.



### Text Structure

#### Author's Purpose

As you read, use your **Author's Purpose Chart**.



#### Read to Find Out

Why did the author write *Soccer*?



# Soccer



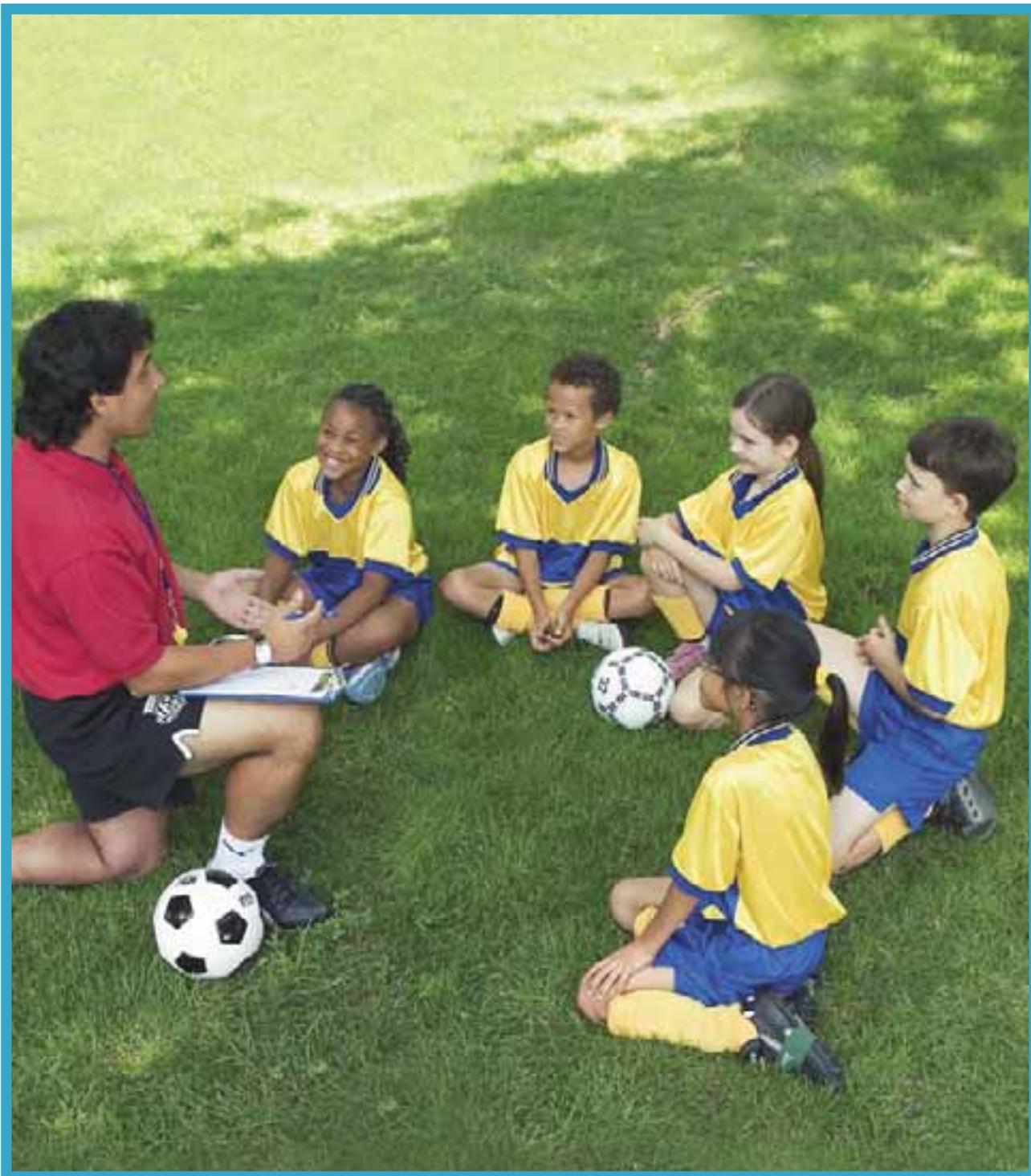
by Patrick Lee

photographs by  
Ken Cavanagh

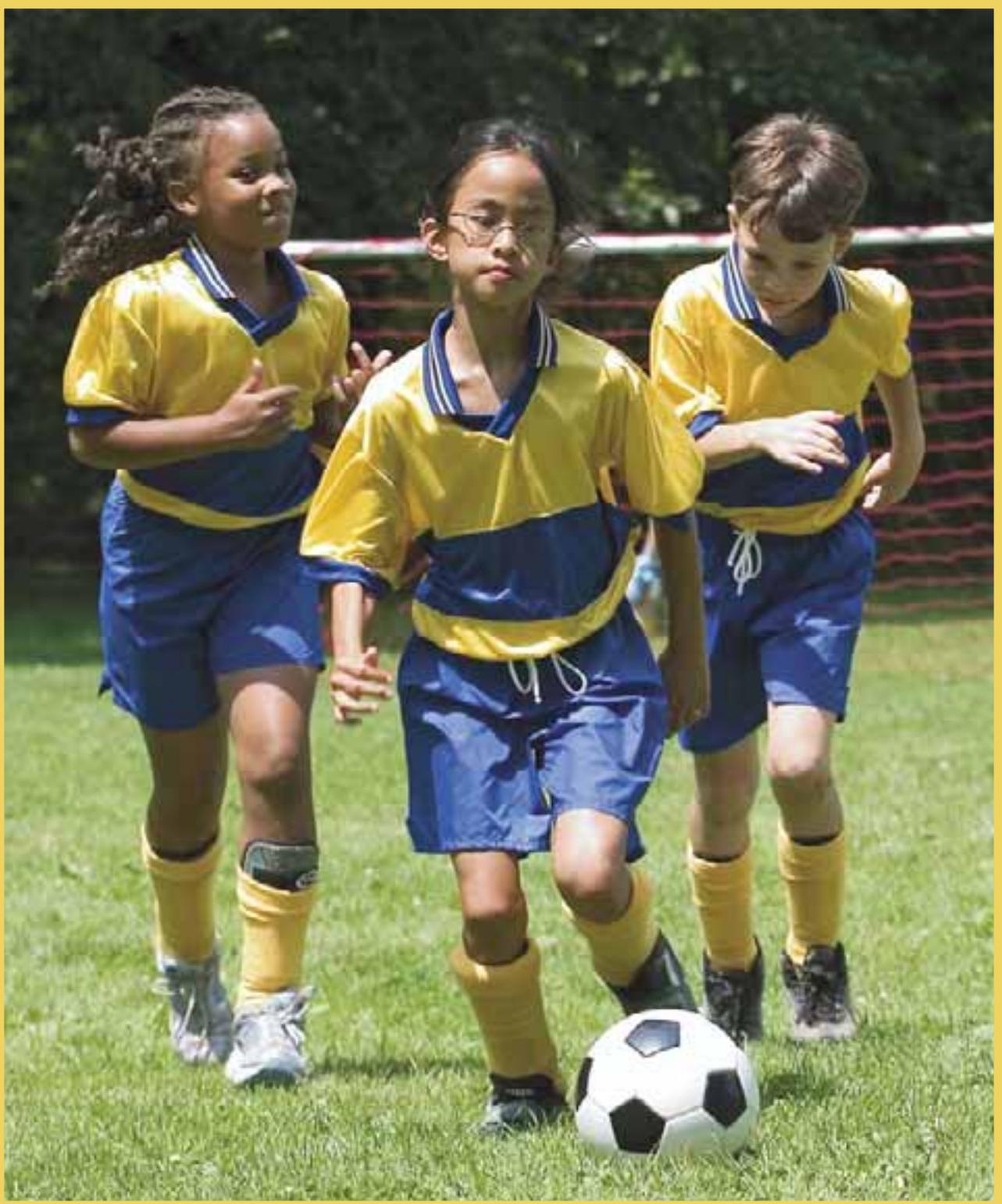


We play soccer.



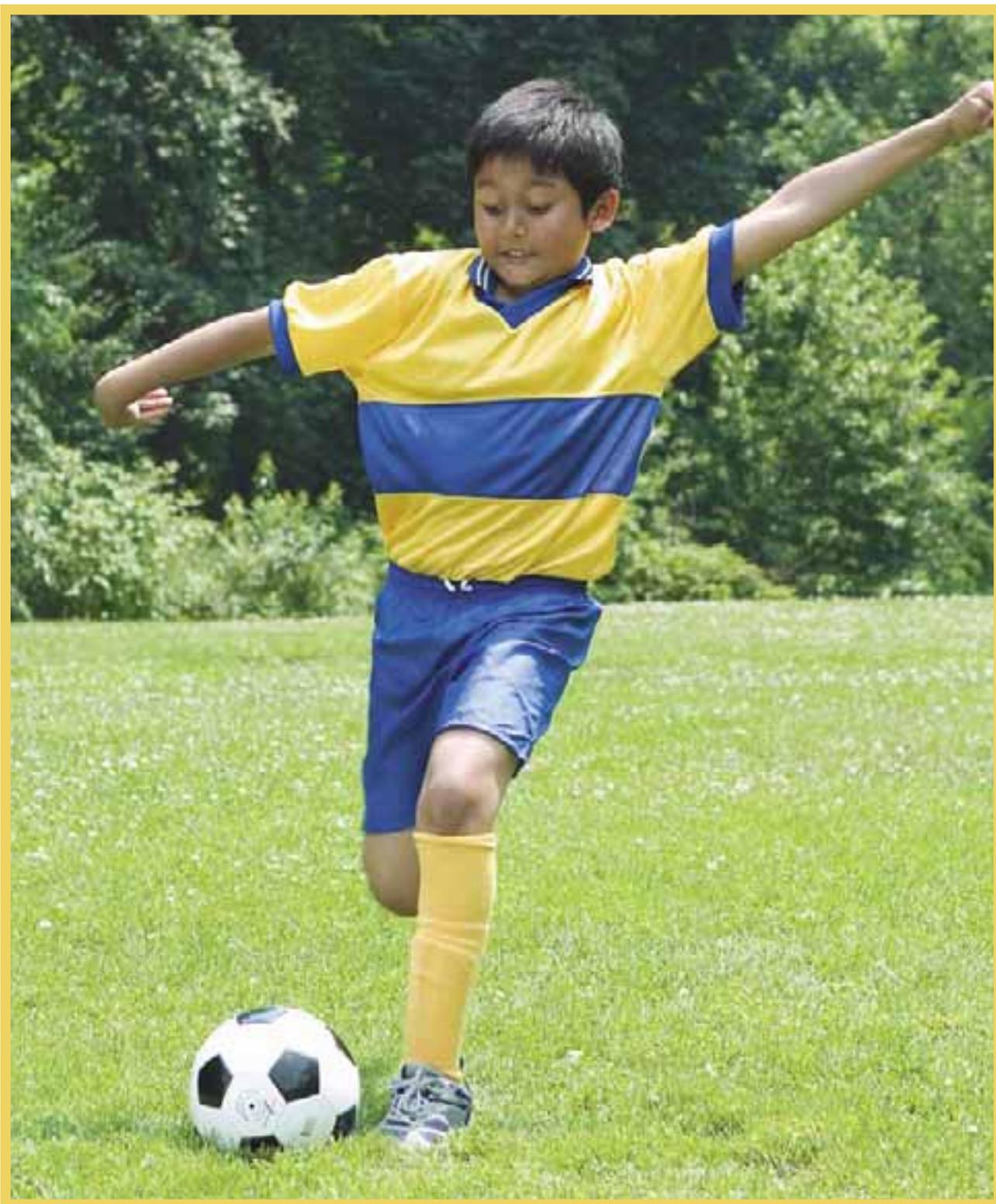


Frank will **help**.  
We like Frank.

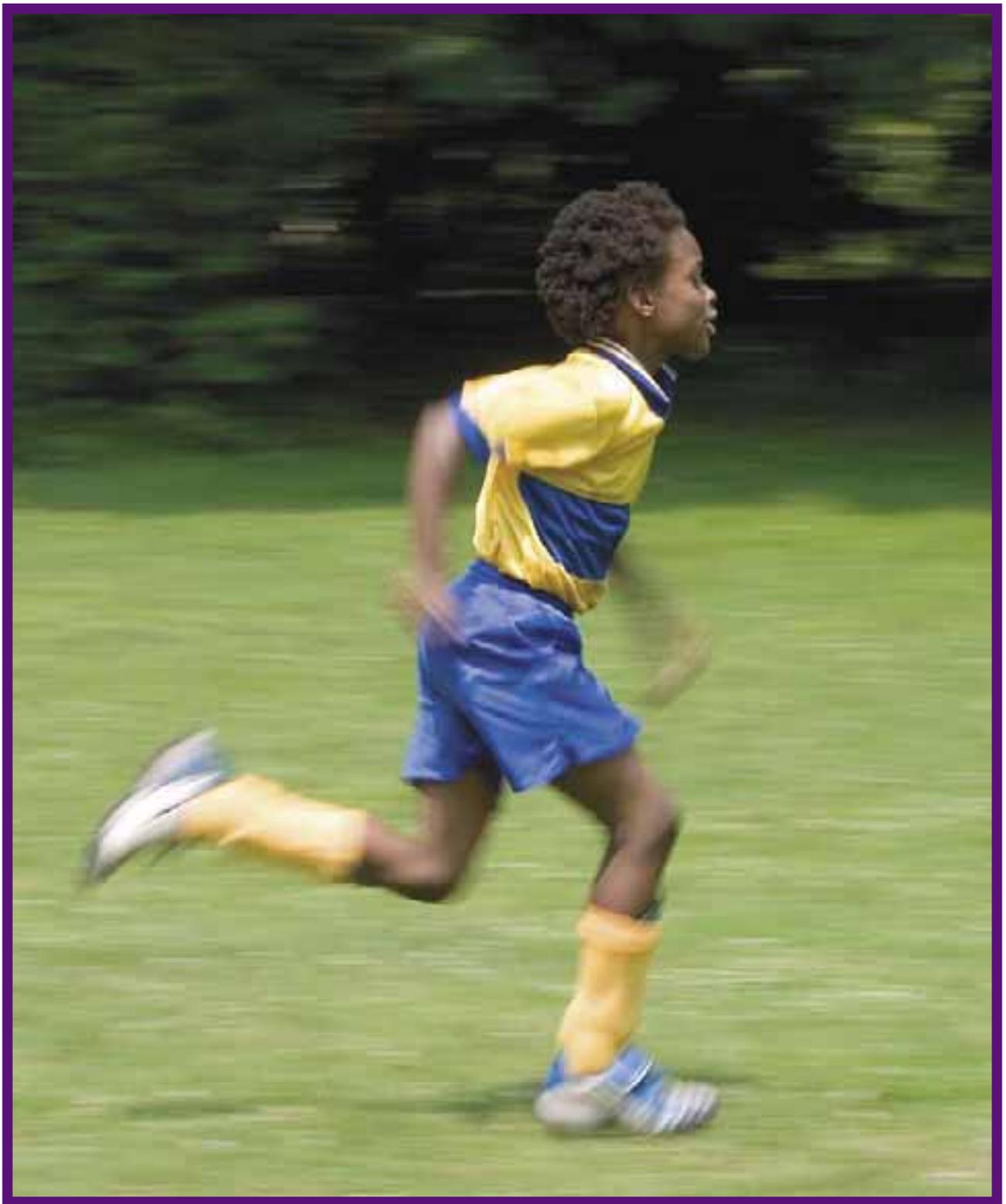


We run and run.

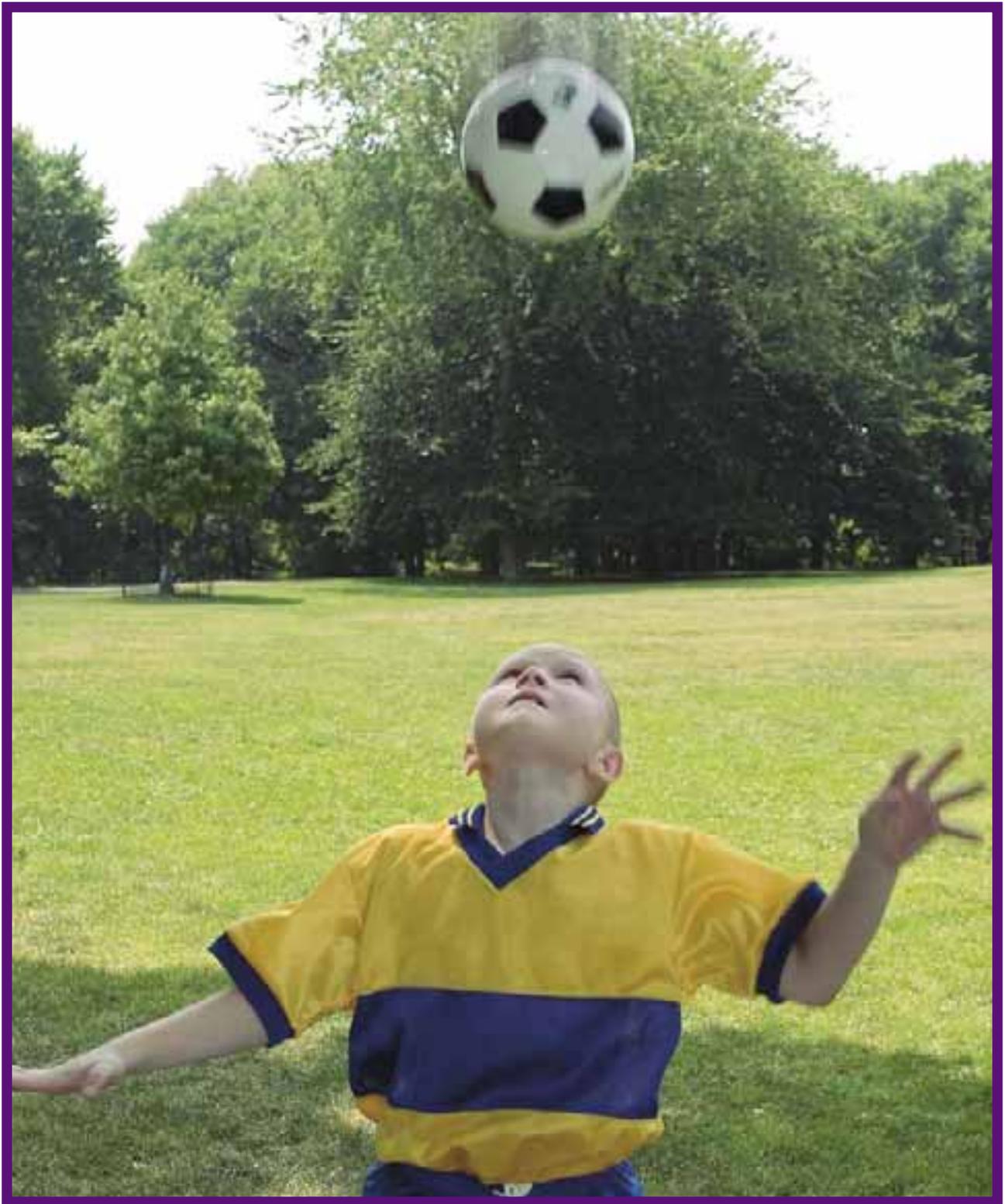




I run and kick.



I run **very** fast.

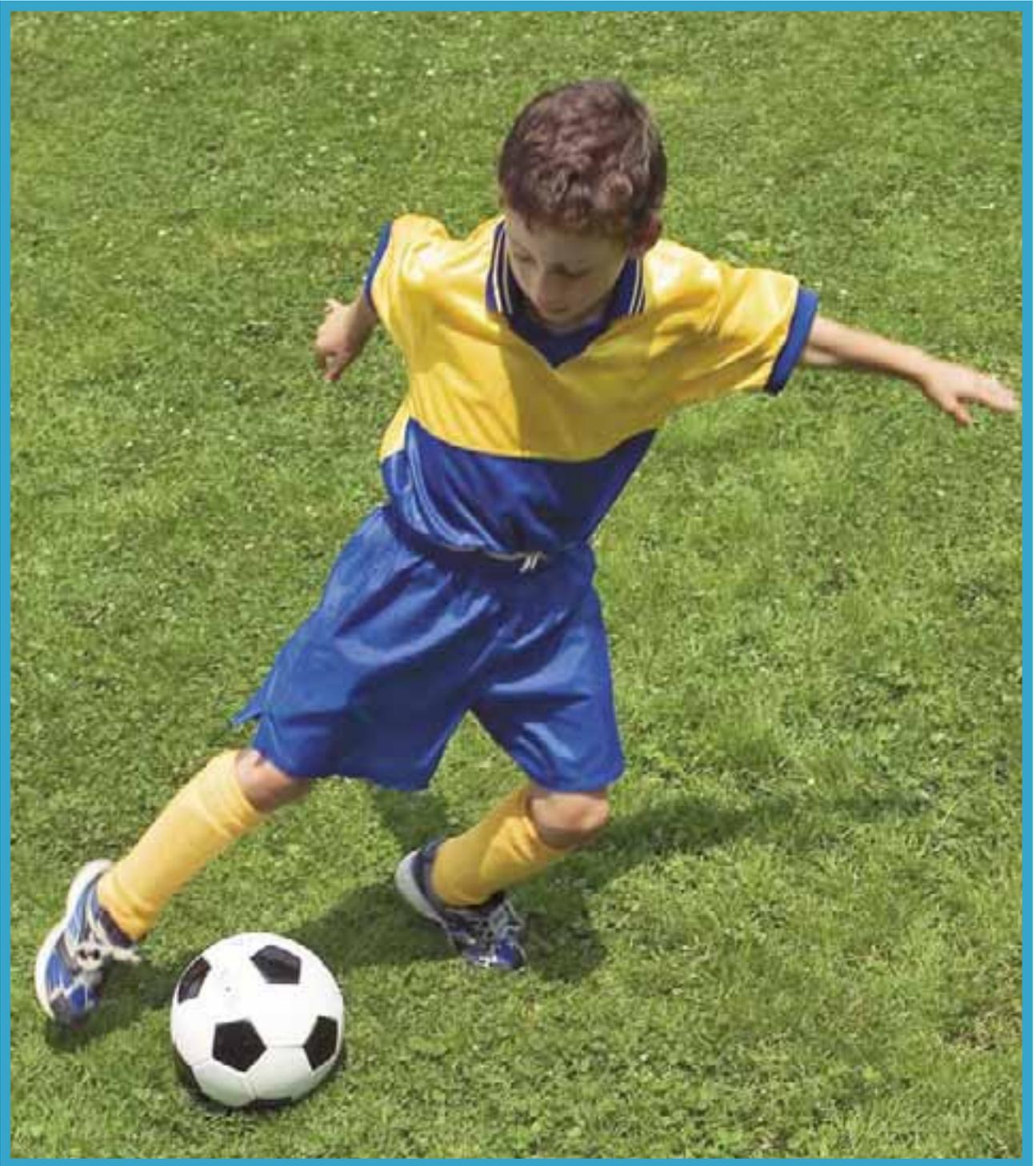


I can not **use** my hands.





I kick the ball.  
I pass it to Jill.

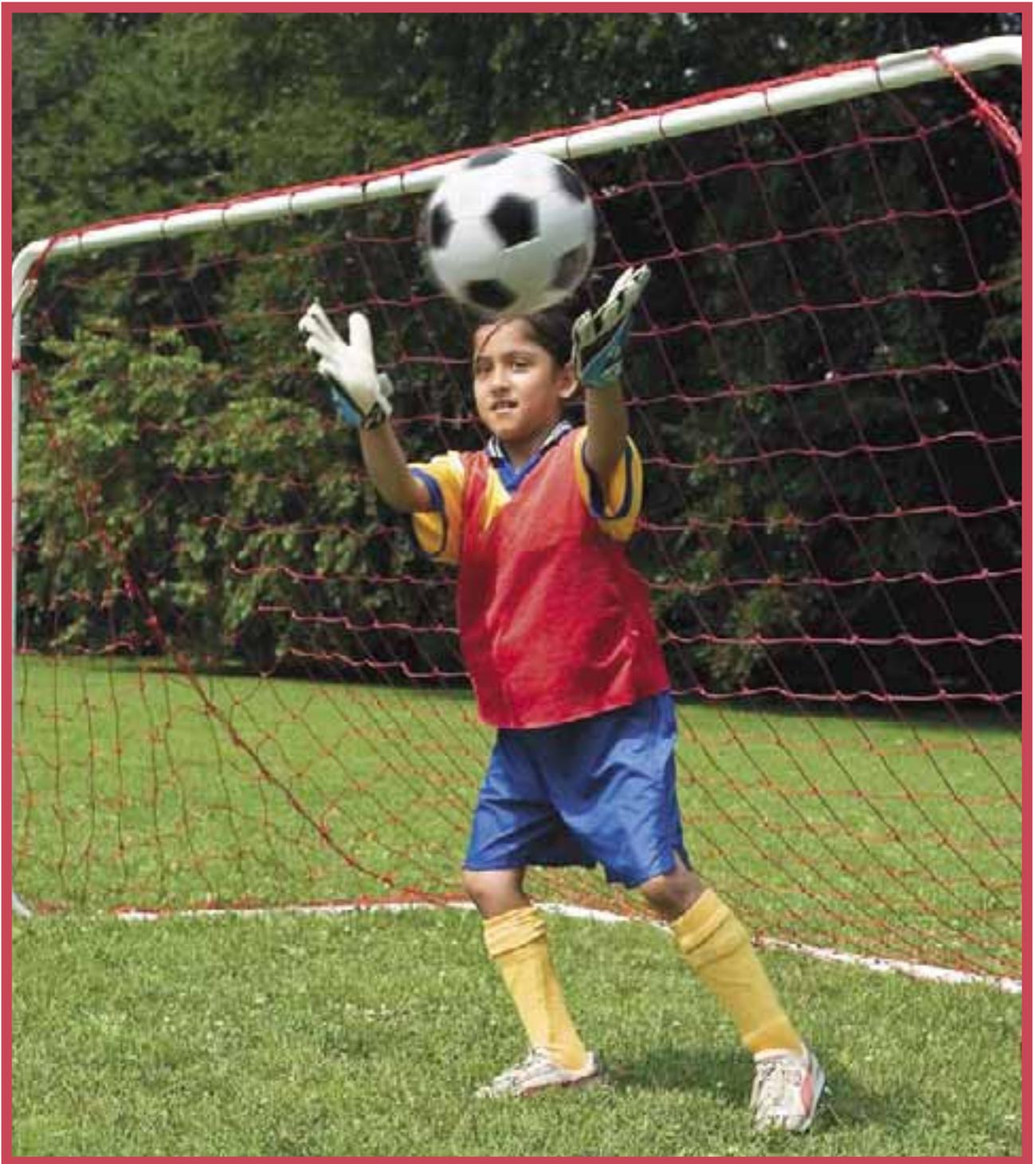


**Now** I zig and zag.  
I am fast.



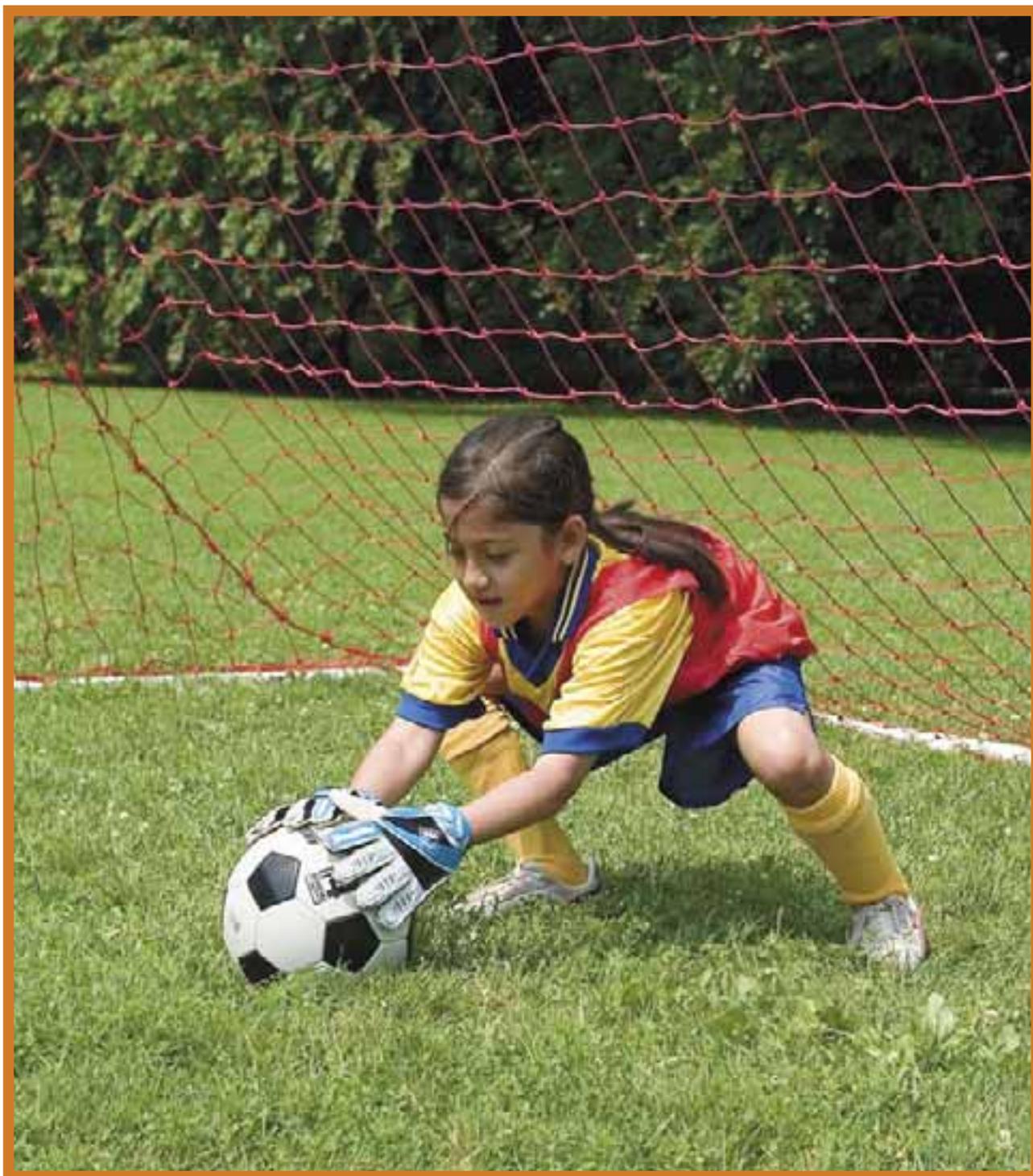


I can use my hands.  
I am very quick.

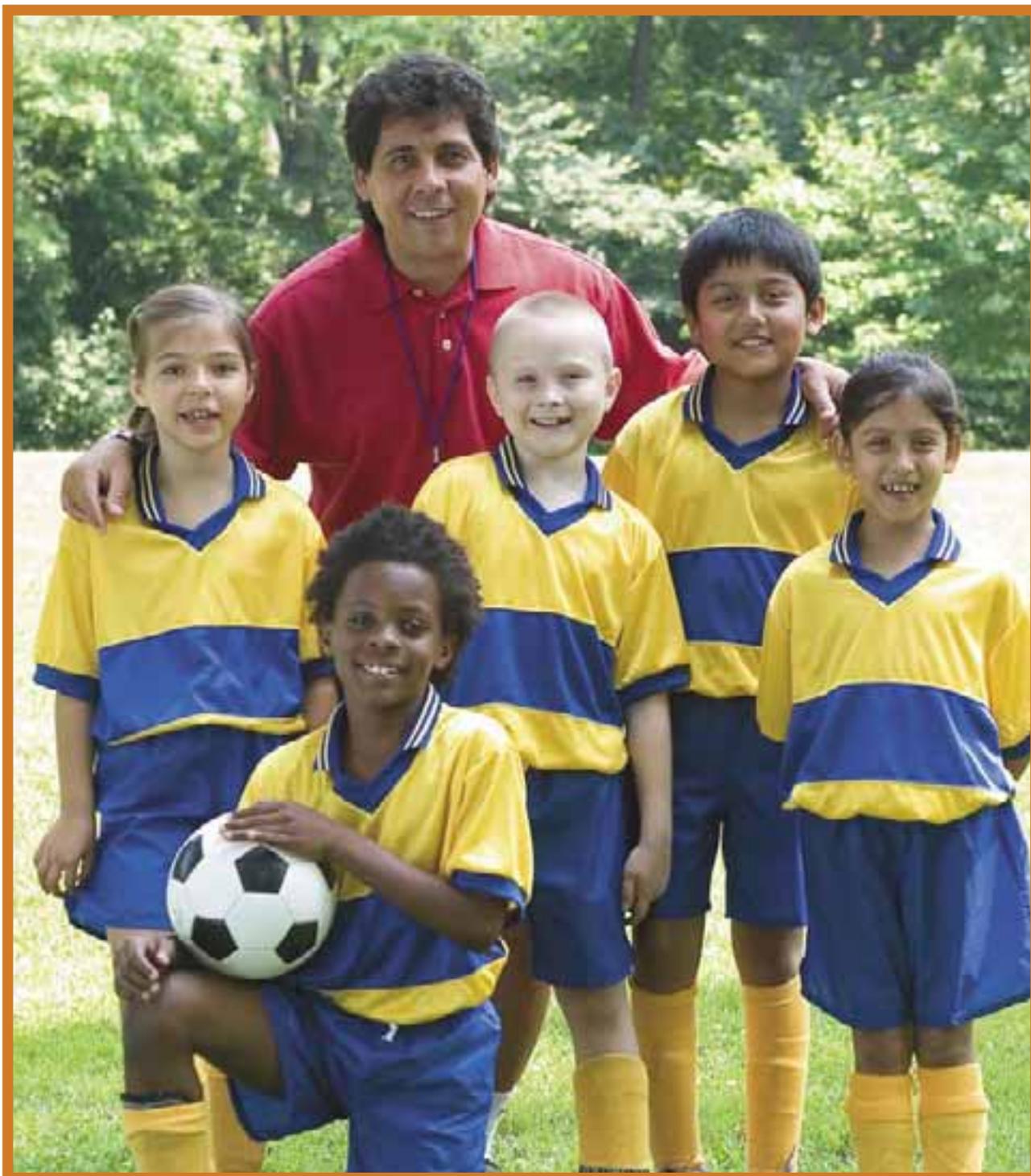


Now I grab the ball.





The ball lands in the grass.  
It was a very good grab.



Now the game is over.  
We like soccer!



READ TOGETHER

# Meet the Photographer

Ken Cavanagh says, "Many photographers like to take pictures of one or two things, like sports or family events. I enjoy taking pictures of many things. Besides sports, I like to take pictures of people, places, and nature."



Find out more about  
Ken Cavanagh at  
[www.macmillanmh.com](http://www.macmillanmh.com)

## Photographer's Purpose

Ken Cavanagh wanted to show how soccer is played. Draw someone playing a sport. Label the picture.



## Comprehension Check

### Retell the Selection

Use the Retelling Cards to retell the selection.

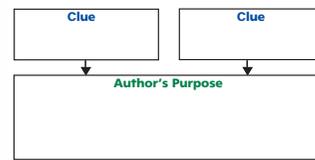


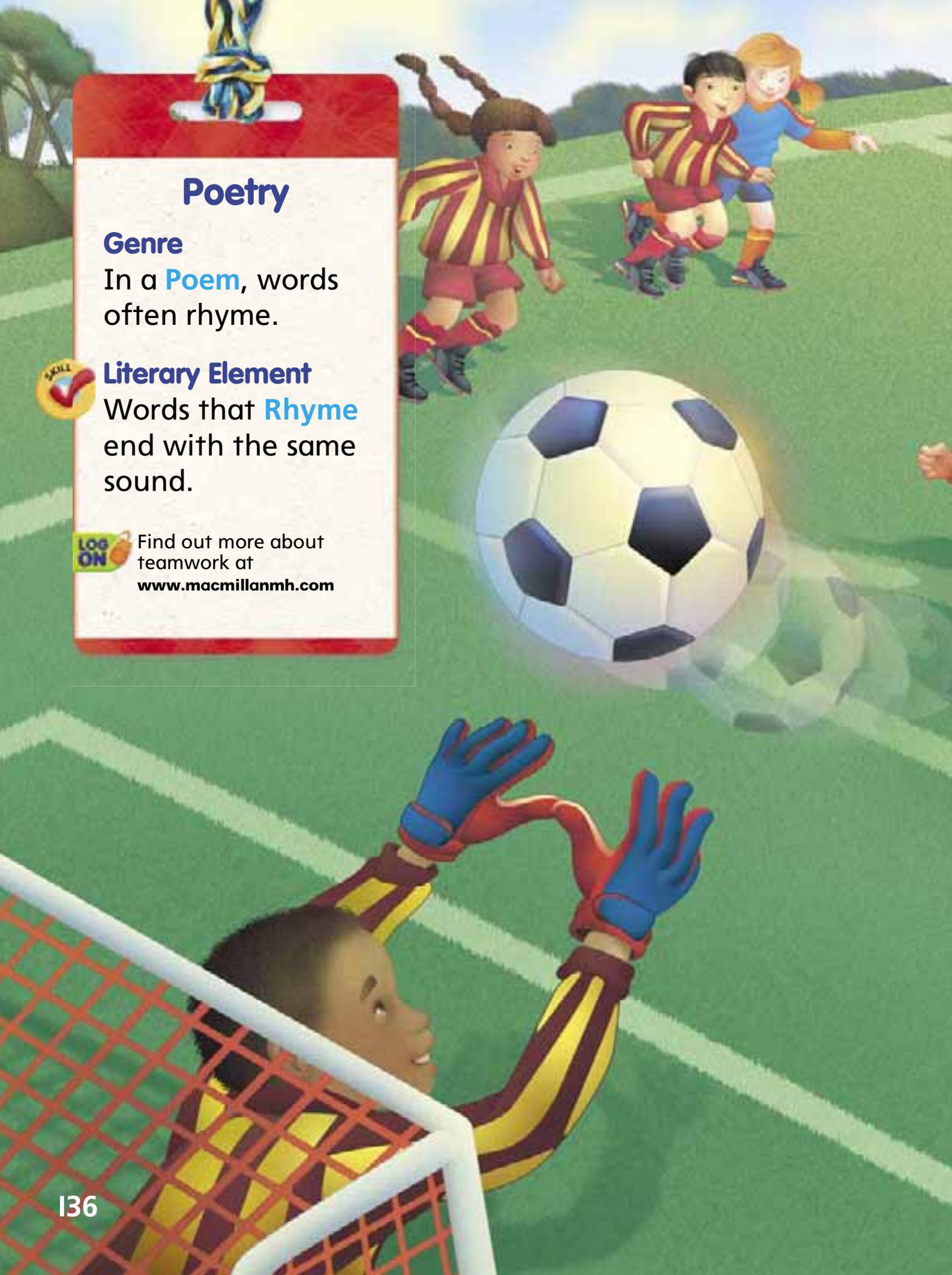
Retelling Cards

### Think and Compare



1. What did the author want you to learn from the selection?
2. What games do you like to play? Why do you like them?
3. How do soccer players work as a team?
4. How does the soccer team use teamwork like Hank and the girl in "Help for Hank"?





## Poetry

### Genre

In a **Poem**, words often rhyme.



### Literary Element

Words that **Rhyme** end with the same sound.



Find out more about teamwork at [www.macmillanmh.com](http://www.macmillanmh.com)

READ TOGETHER

# Guess What!

by Michael R. Strickland



Black and white  
Kicked with might  
Smooth and round  
Air bound  
Passed and rolled  
Toward the goal  
Rise and fall  
A soccer ball.

## Connect and Compare

What do both *Soccer* and “Guess What!” tell about how to play soccer?



## Writing

### Writing Sentences

A **sentence** begins with a capital letter and ends with a special mark.

# Write About a Sport

Pat wrote about baseball.



Baseball is the best sport.

I like to hit the ball.

# Your Turn

Pick your favorite team sport.

Draw a picture.

Write about why it is  
the best sport.



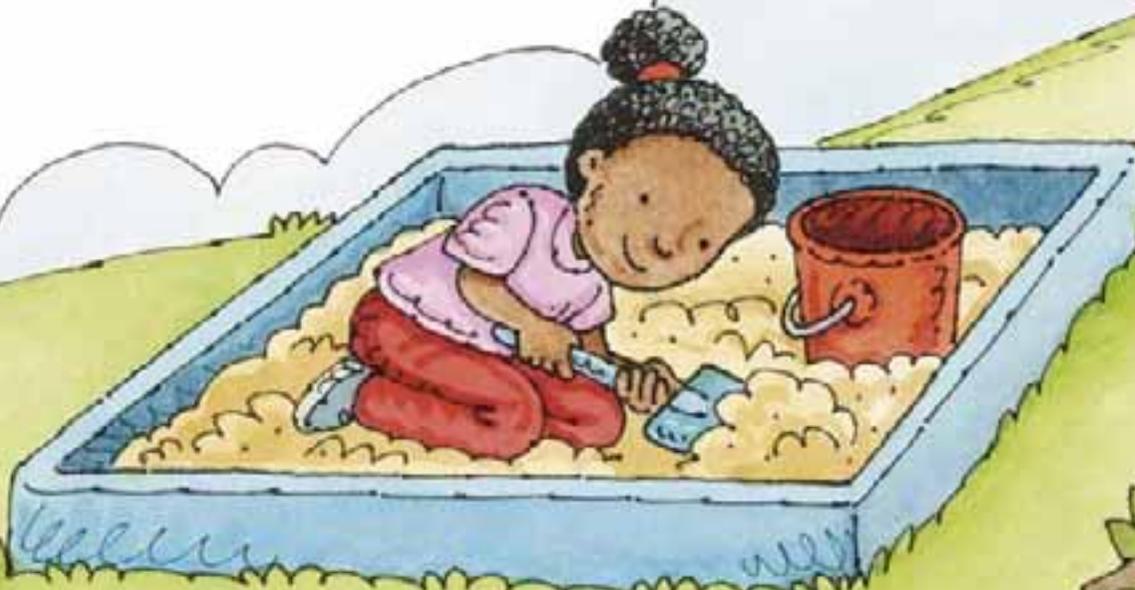
## Writer's Checklist

- Did I tell why I like the sport?
- Does each **sentence** tell a complete thought?
- Does each sentence begin with a capital letter?



 **Test Strategy**  
**Right There**  
The answer is right there on the page.

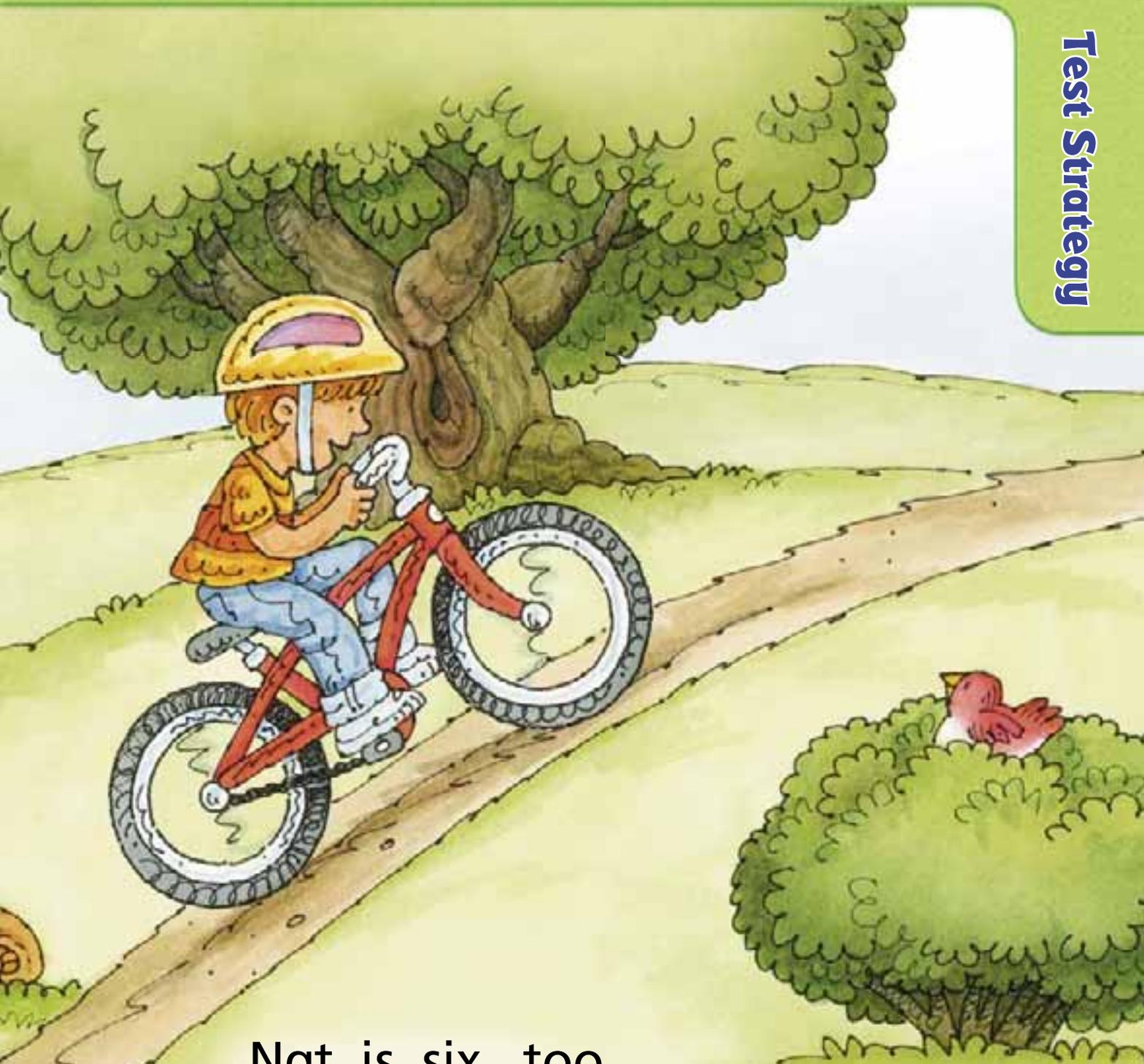
# Jill and Nat



Jill is six.

She likes to dig.

She plays in the sand.



Nat is six, too.

He likes to ride.

He can go up the hill.



## Tip

Look for key words.

**Directions:**  
**Answer the questions.**

1. What does Jill like to do?

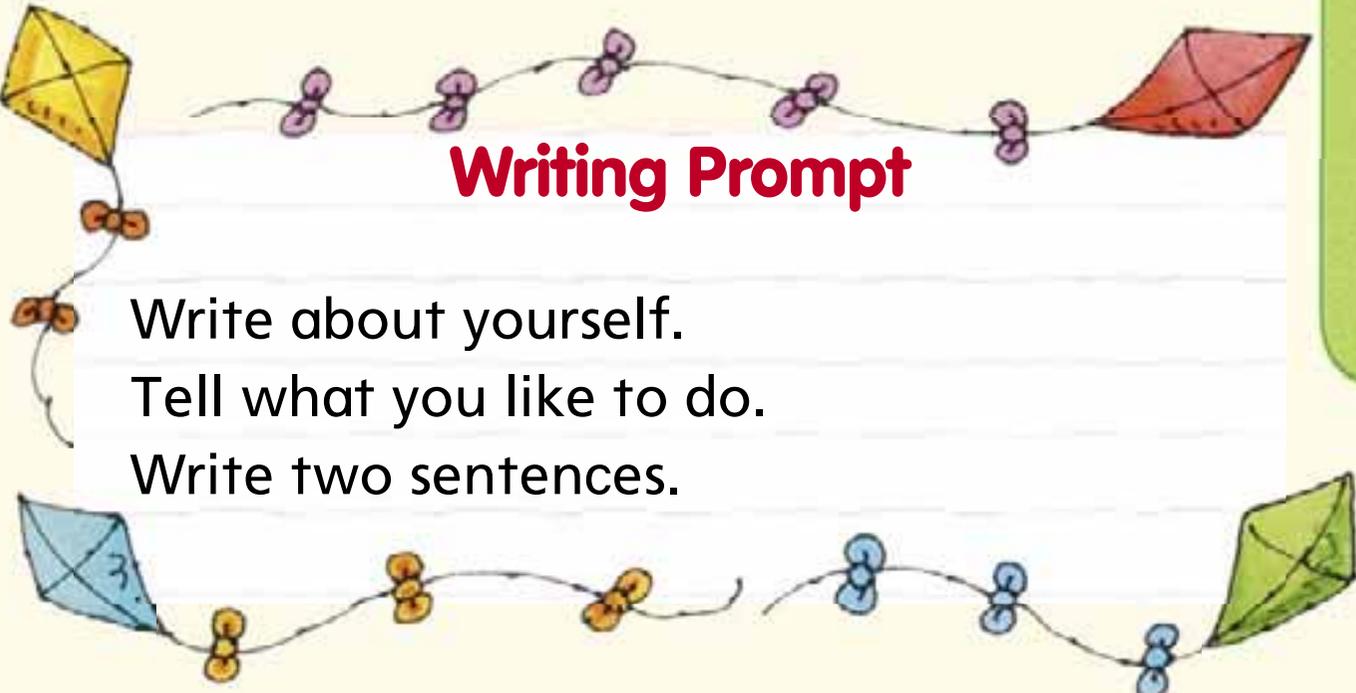


2. What does Nat like to do?



3. Where can Nat ride?

- up the hill
- in the sand
- in the house



## Writing Prompt

Write about yourself.

Tell what you like to do.

Write two sentences.

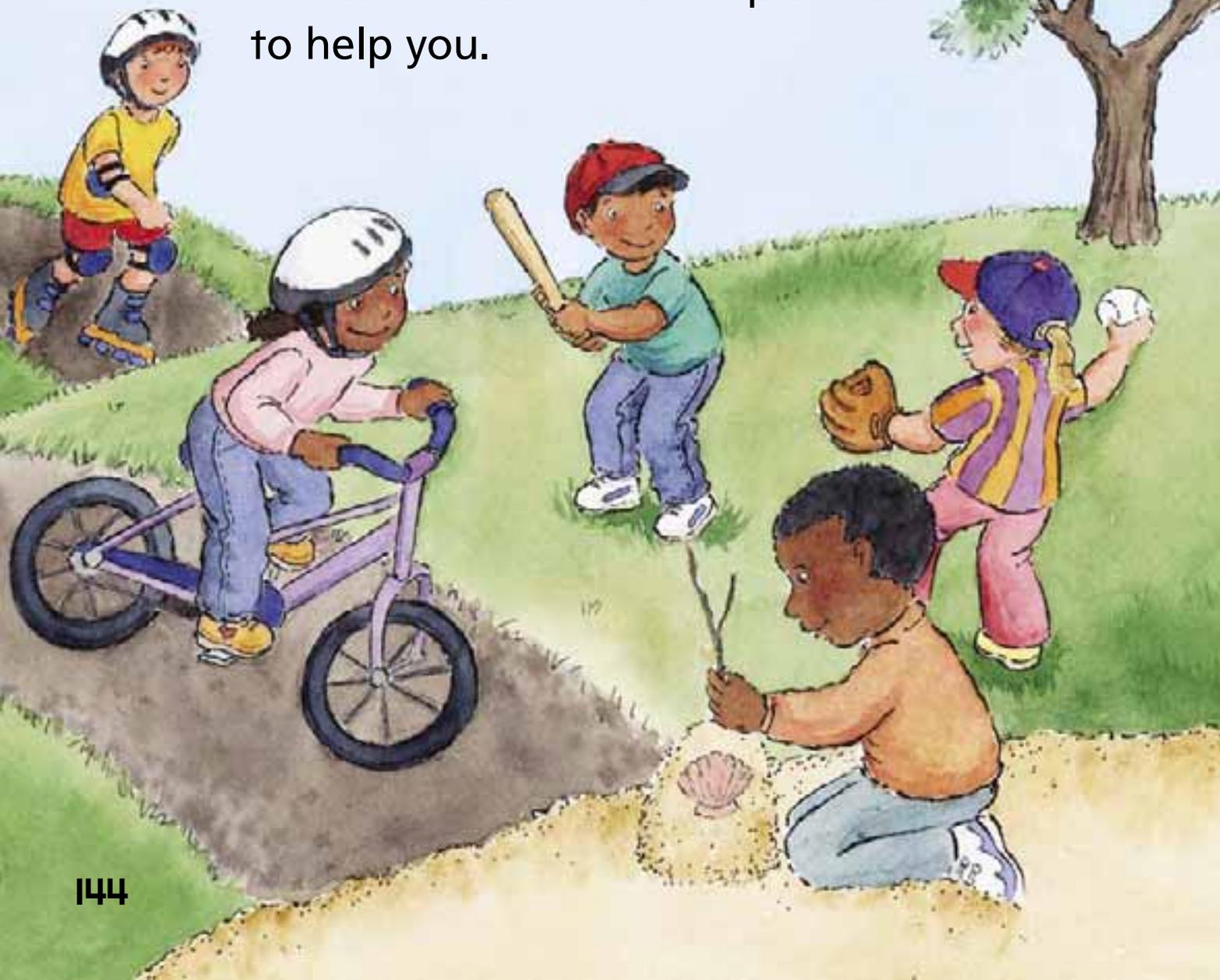




# Glossary

## What is a Glossary?

**A** glossary can help you find the meanings of words. The words are listed in alphabetical order. You can look up a word and read it in a sentence. There is a picture to help you.



## Sample Entry

Letter

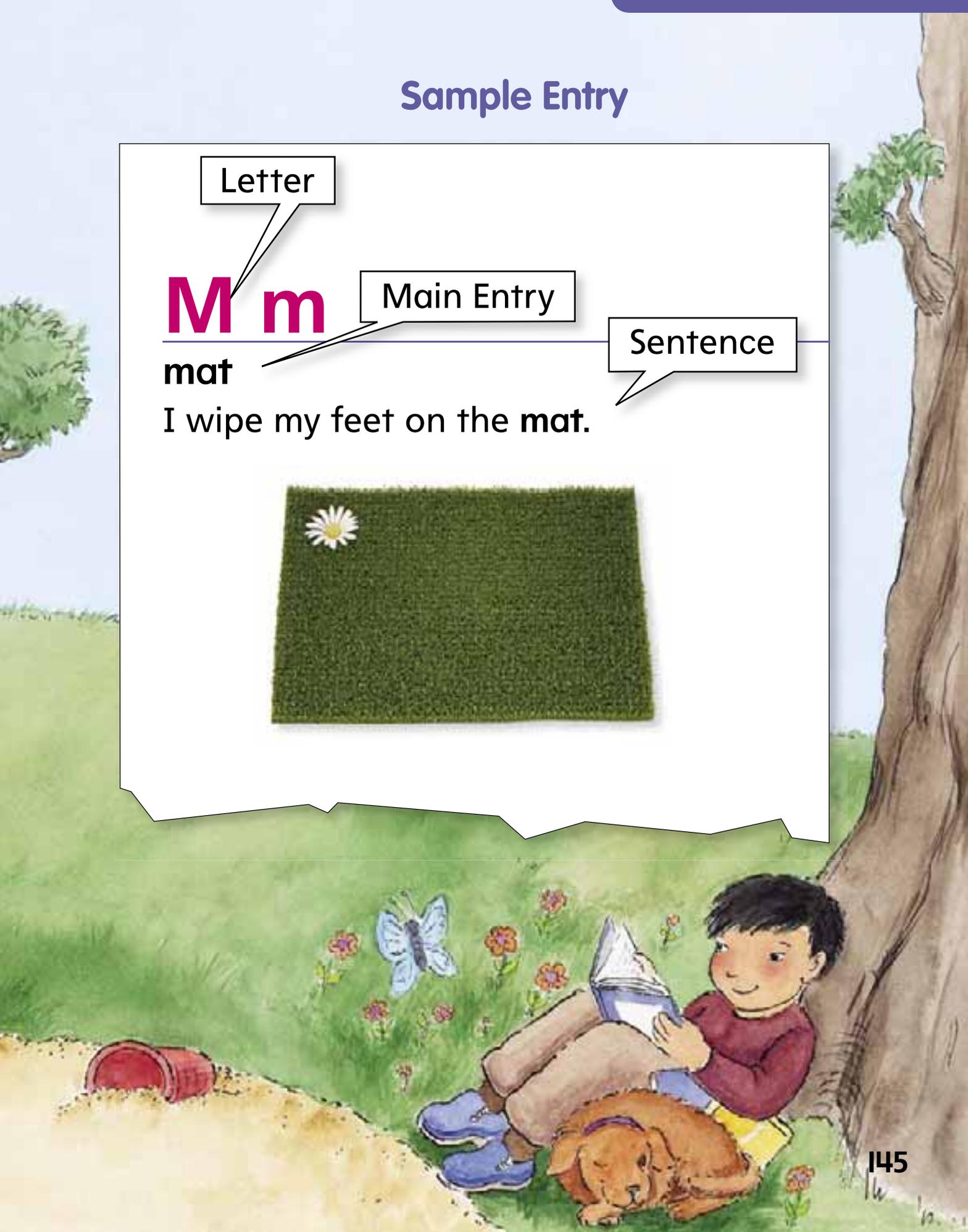
**M m**

Main Entry

Sentence

**mat**

I wipe my feet on the **mat**.



# Bb

**bat**

I hit the ball with my **bat**.



# Dd

**dig**

We can **dig** in the sand.



# Ff

**fast**

I run **fast**.



**fly**

Birds **fly** in the sky.



# Gg

---

**grab**

Grab the kitten before it gets away.

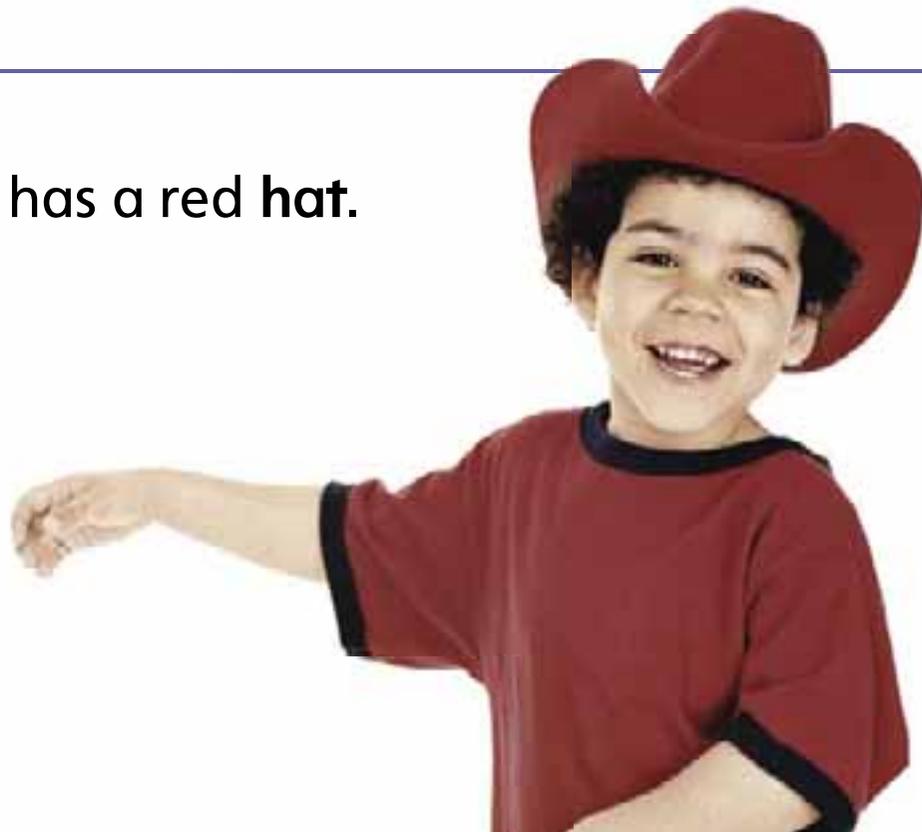


# Hh

---

**hat**

The boy has a red hat.



**help**

Amy gets **help** from her dad.

**Mm**

---

**mat**

I wipe my feet on the **mat**.



# Nn

---

**nap**

Jill takes a **nap** on the couch.



# Pp

---

**pet**

I love my **pet** dog.



# Rr

---

## ride

I go for a **ride** on my bike.



# Tt

---

## track

My truck can go on the **track**.



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