A detailed illustration of a grey squirrel with a bushy tail, sitting inside a golden treasure chest. The squirrel is holding a large, faceted golden nut in its paws and has its mouth open as if about to eat it. The chest is overflowing with various nuts and acorns. The background is a bright blue sky with several autumn leaves in shades of yellow, orange, and red. In the upper right corner, there is a decorative golden frame containing a clock face with the word "Treasures" written in a stylized, red-outlined white font.

# Treasures

**Macmillan/McGraw-Hill**





**A Reading/Language Arts Program**



**Mc  
Graw  
Hill**

**Macmillan  
McGraw-Hill**

## Contributors

Time Magazine, Accelerated Reader



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A

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# Treasures

**A Reading/Language Arts Program**

**Program Authors**

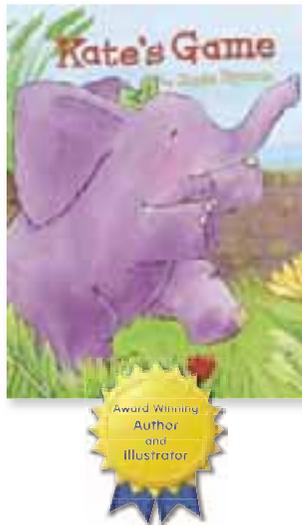
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# Unit 3

# Let's Connect!



## THEME: Being Friends

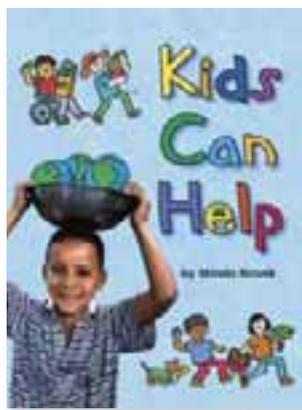
Talk About It . . . . . 6

**A Good Game for All** Words to Know . . . . . 8

**Kate's Game** **Fantasy** . . . . . 14  
*by Janie Bynum*

**When You Mail a Letter** **Social Studies** . . . . . 32

Writing: **Personal Narrative** . . . . . 38



## THEME: Kids Around the World

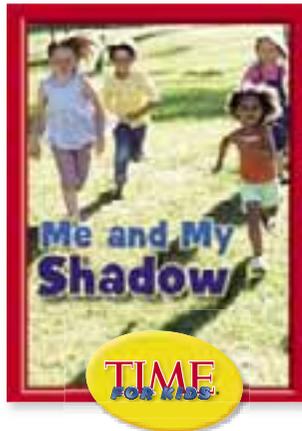
Talk About It . . . . . 40

**When Kids Play** Words to Know . . . . . 42

**Kids Can Help** **Nonfiction** . . . . . 48  
*by Minda Novek*

**Poems by Kids** **Social Studies** . . . . . 66

Writing: **Personal Narrative** . . . . . 70



## THEME: Me and My Shadow

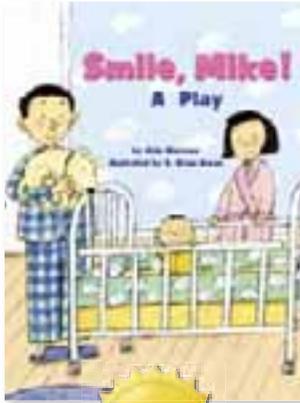
Talk About It . . . . . 72

**Light Game** Words to Know . . . . . 74

**Short Shadows,  
Long Shadows** **Nonfiction Article** . . . . . 76

**The Sun** **Science** . . . . . 84

Writing: **Descriptive** . . . . . 86



## THEME: Our Families

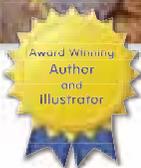
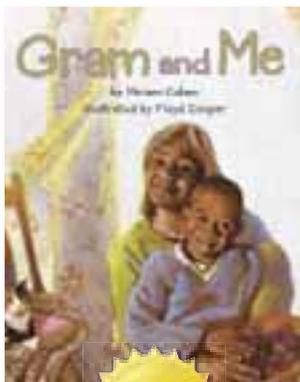
Talk About It . . . . . 88

**A Funny Dog for Ike** Words to Know . . . . . 90

**Smile, Mike!** **Play** . . . . . 96  
*by Aida Marcuse, illustrated by G. Brian Karas*

**Family Fun** **Social Studies** . . . . . 114

Writing: **Descriptive** . . . . . 118



## THEME: Family Time

Talk About It . . . . . 120

**What I Like About Spring** Words to Know 122

**Gram and Me** **Main Selection** . . . . . 128  
*by Miriam Cohen, illustrated by Floyd Cooper*

**Celebrate Chinese**

**New Year** **Social Studies** . . . . . 148

Writing: **Story** . . . . . 152

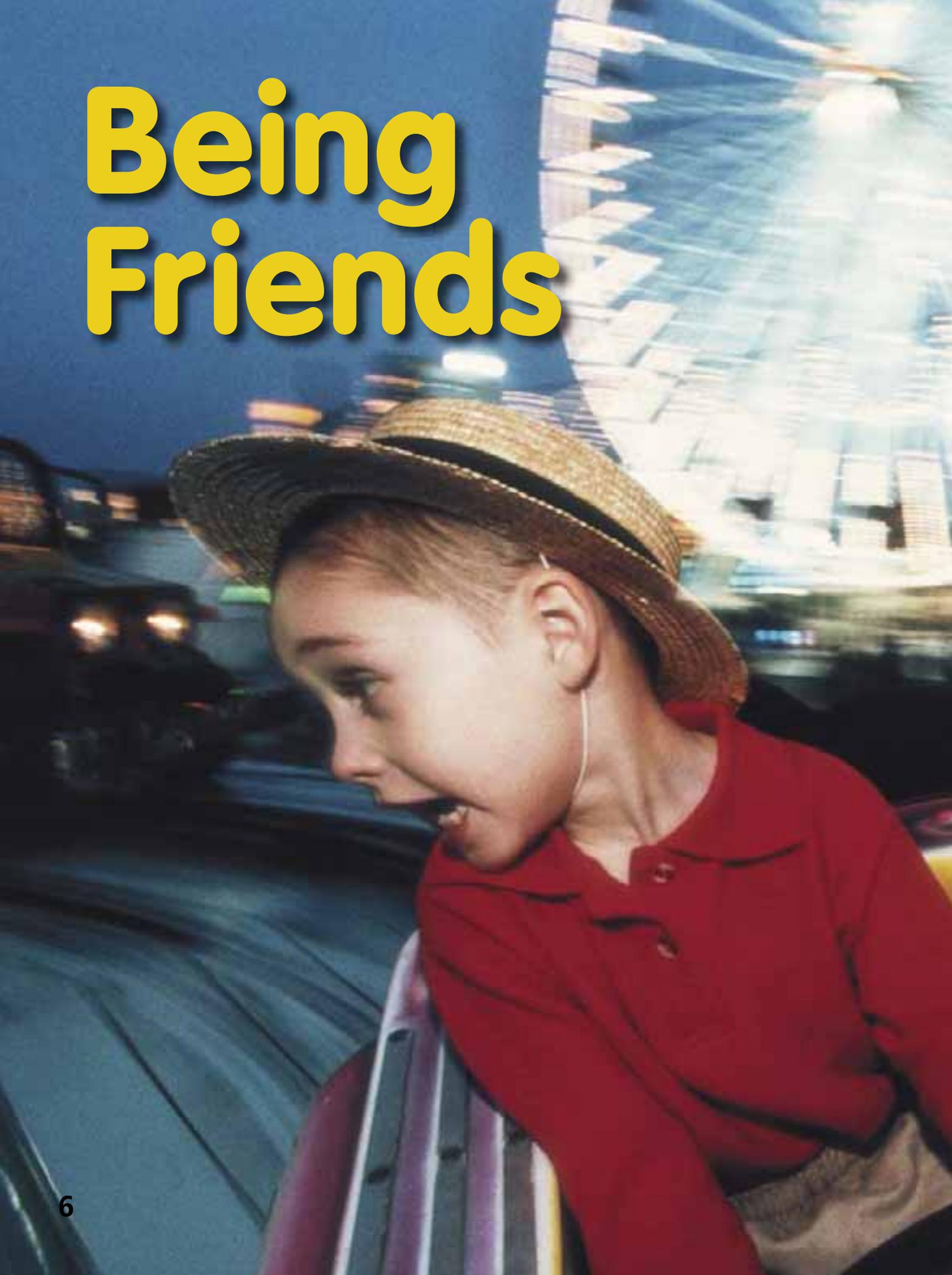


## Test Strategy: Think and Search

**Let's Go!** **Play** . . . . . 154

**Glossary** . . . . . 158

# Being Friends





## Talk About It

What do friends do together? How can you be a good friend?



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

## Words to Know

walk  
could  
all  
oh  
hello  
pull

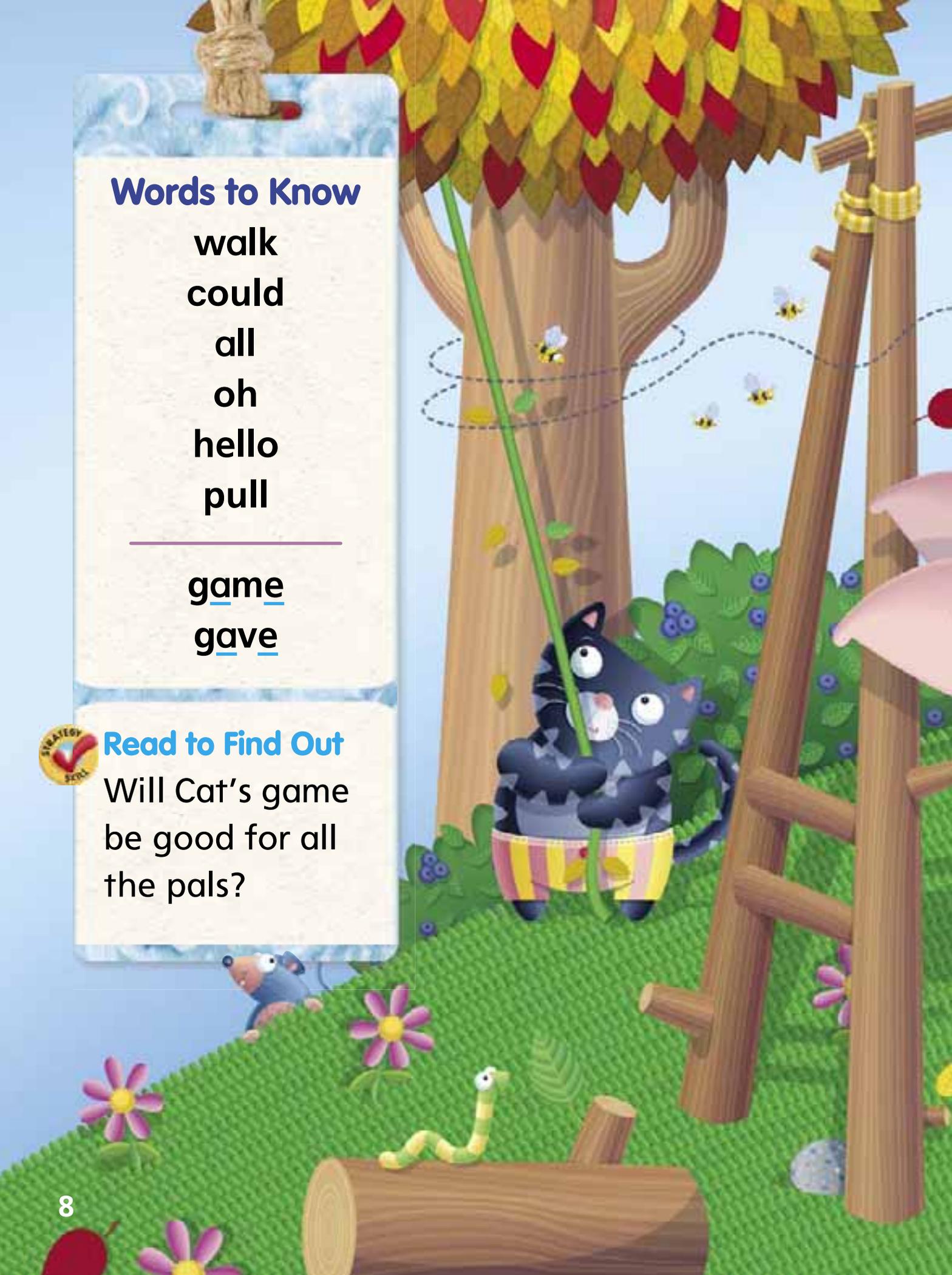
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game  
gave

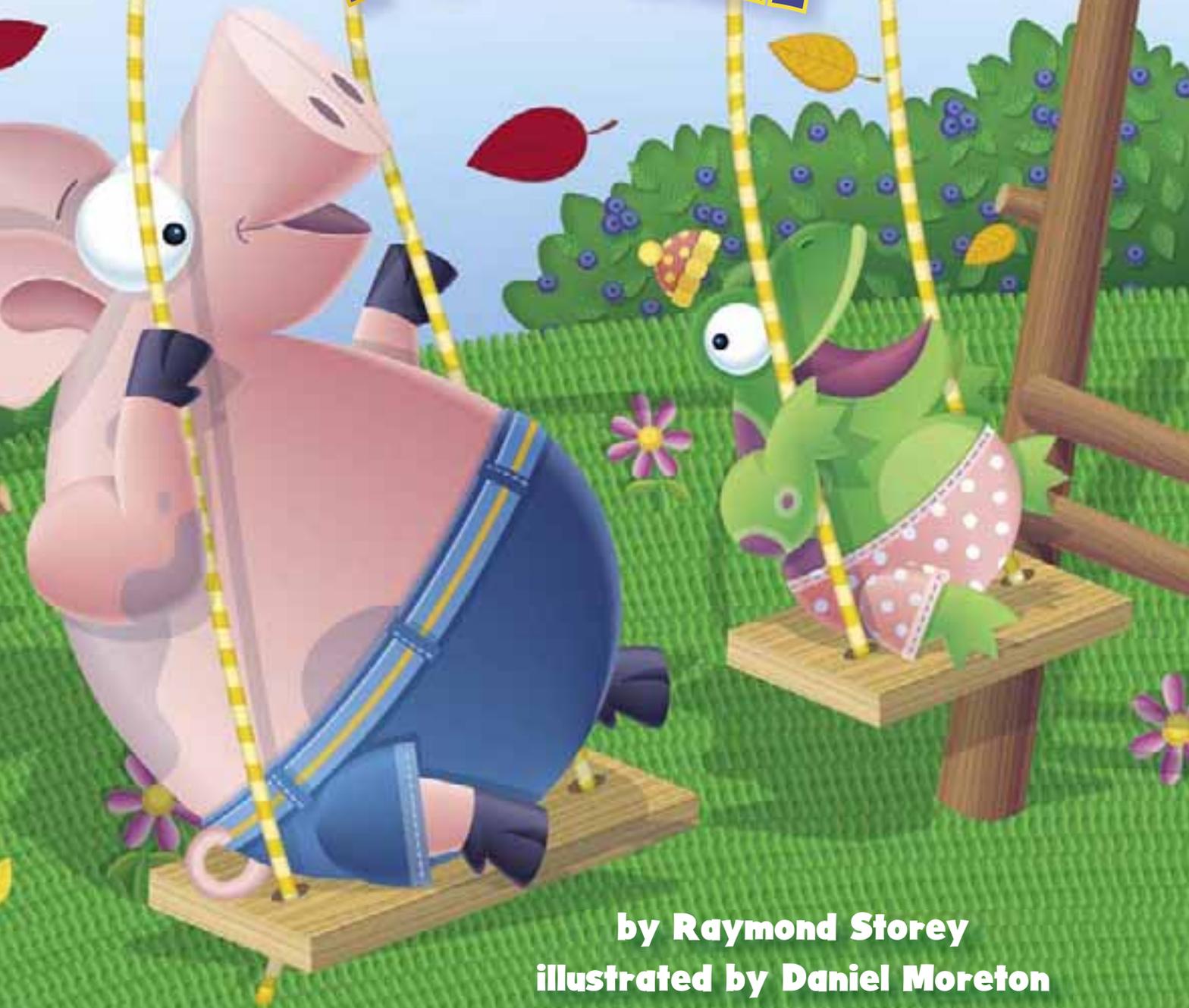


## Read to Find Out

Will Cat's game  
be good for all  
the pals?



# A Good Game for All



by Raymond Storey  
illustrated by Daniel Moreton



“Let’s **walk** over to see Cat,” said Pig to Frog. “We **could all** play.”

“**Oh**, yes,” said Frog. “Let’s go.”



“**Hello**, Pig and Frog,” said Cat. “I have a game for us. Let’s **pull** on this and see who wins. Frog can pull with me.”



Cat and Frog pulled and pulled.  
But then Pig gave a big pull, and  
down they went!



“This is not a good game for us,” said Fig. “Let’s play tag.”

And that is what they did.



## Comprehension

### Genre

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



### Story Structure

#### Make Predictions

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

What I Predict	What Happens

#### Read to Find Out

What game will Kate play?

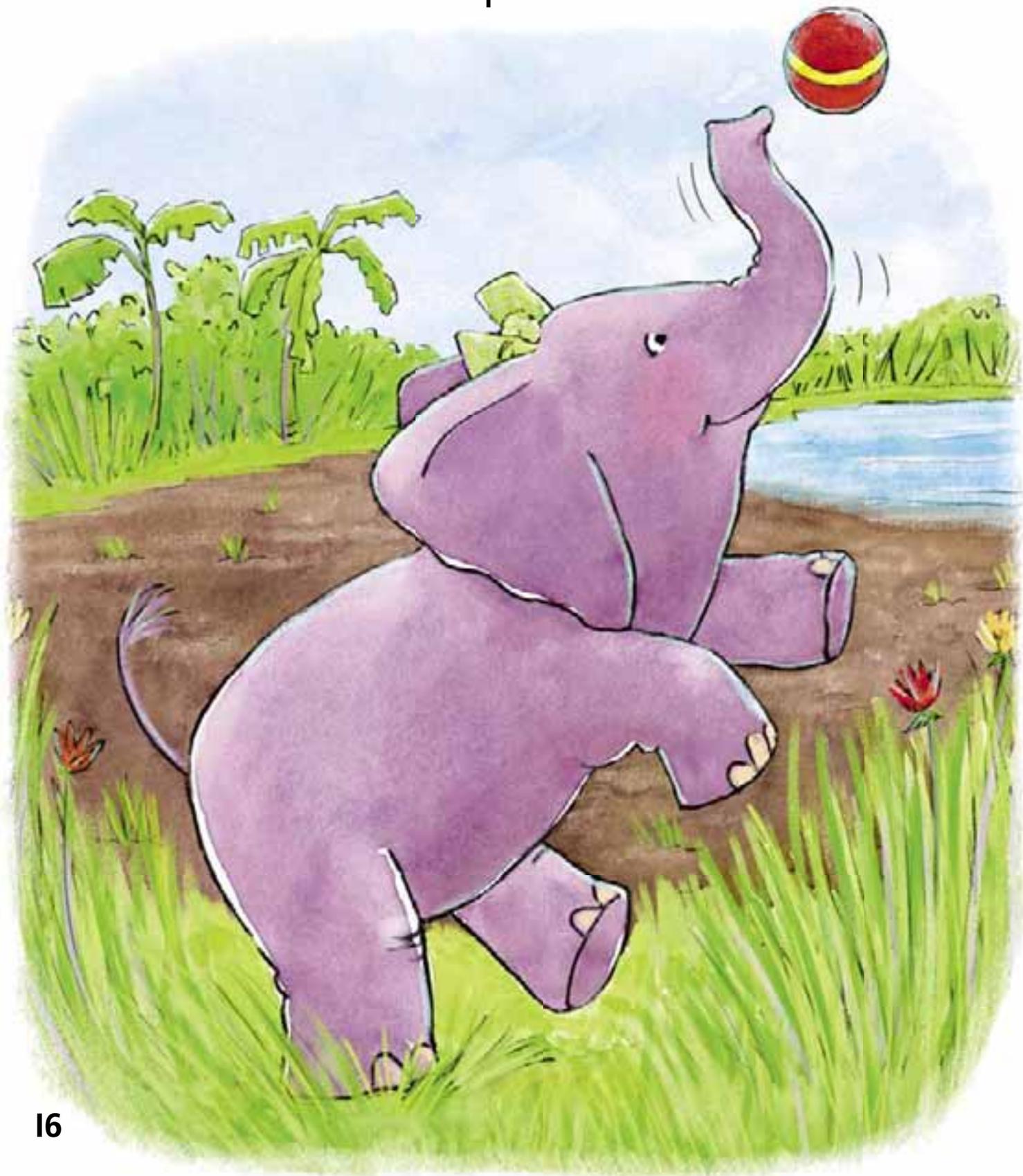


# Kate's Game

Award Winning  
Author  
and  
Illustrator

by Janie Bynum

Kate liked to make up games. Today, she had her red ball. She tossed it up. It landed on the tip of her trunk.



Tom came to see Kate.

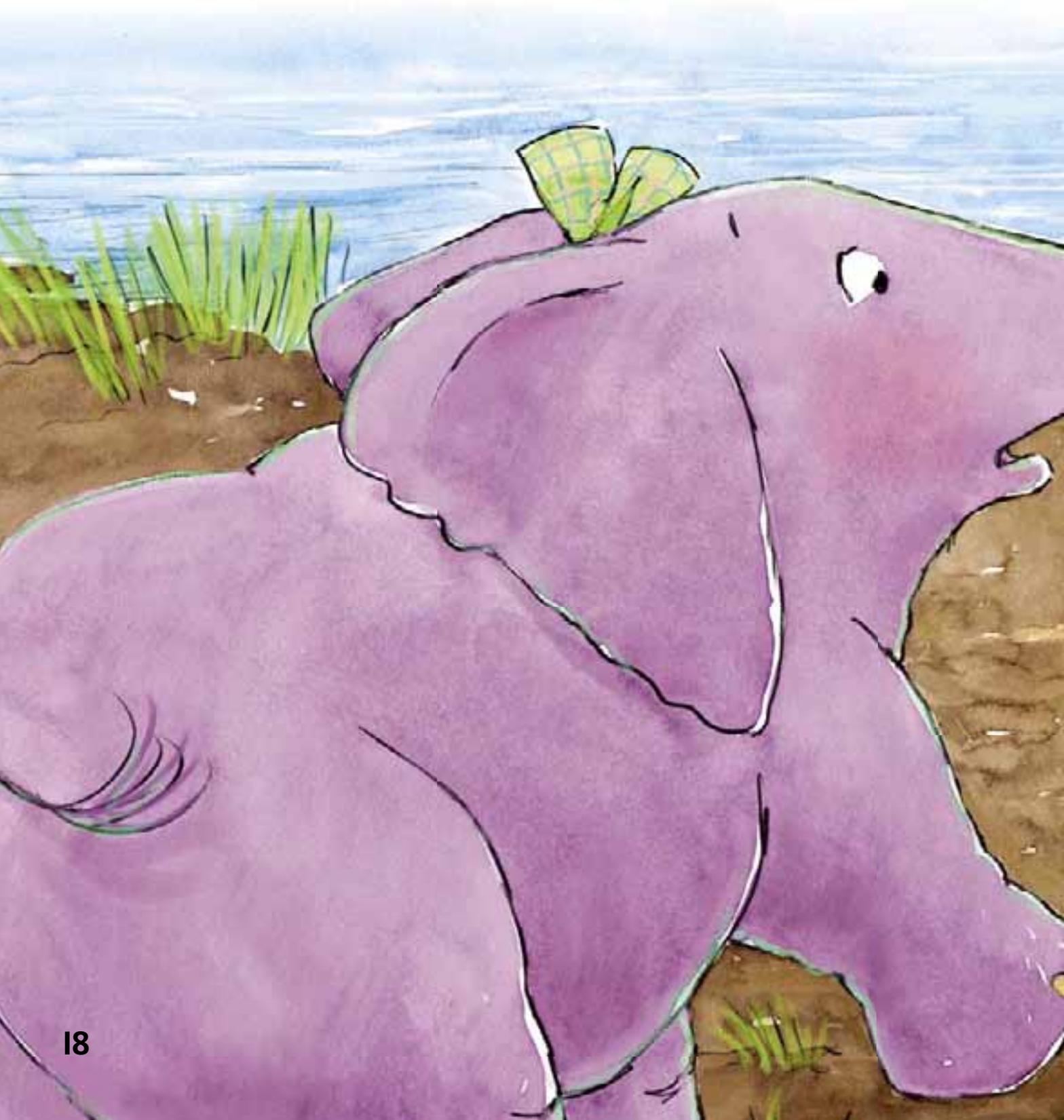
“**Hello**, Kate,” he said. “You make up the best games. Can I play, too?”



Kate tossed the ball to Tom.

**PLOP!**

"**Oh**, no!" said Kate. "The ball is in the mud!"



"I **could** get it," said Tom. "Cats are little and fast. We can run on top of mud."

"You are brave," said Kate.



Tom ran to get the ball.

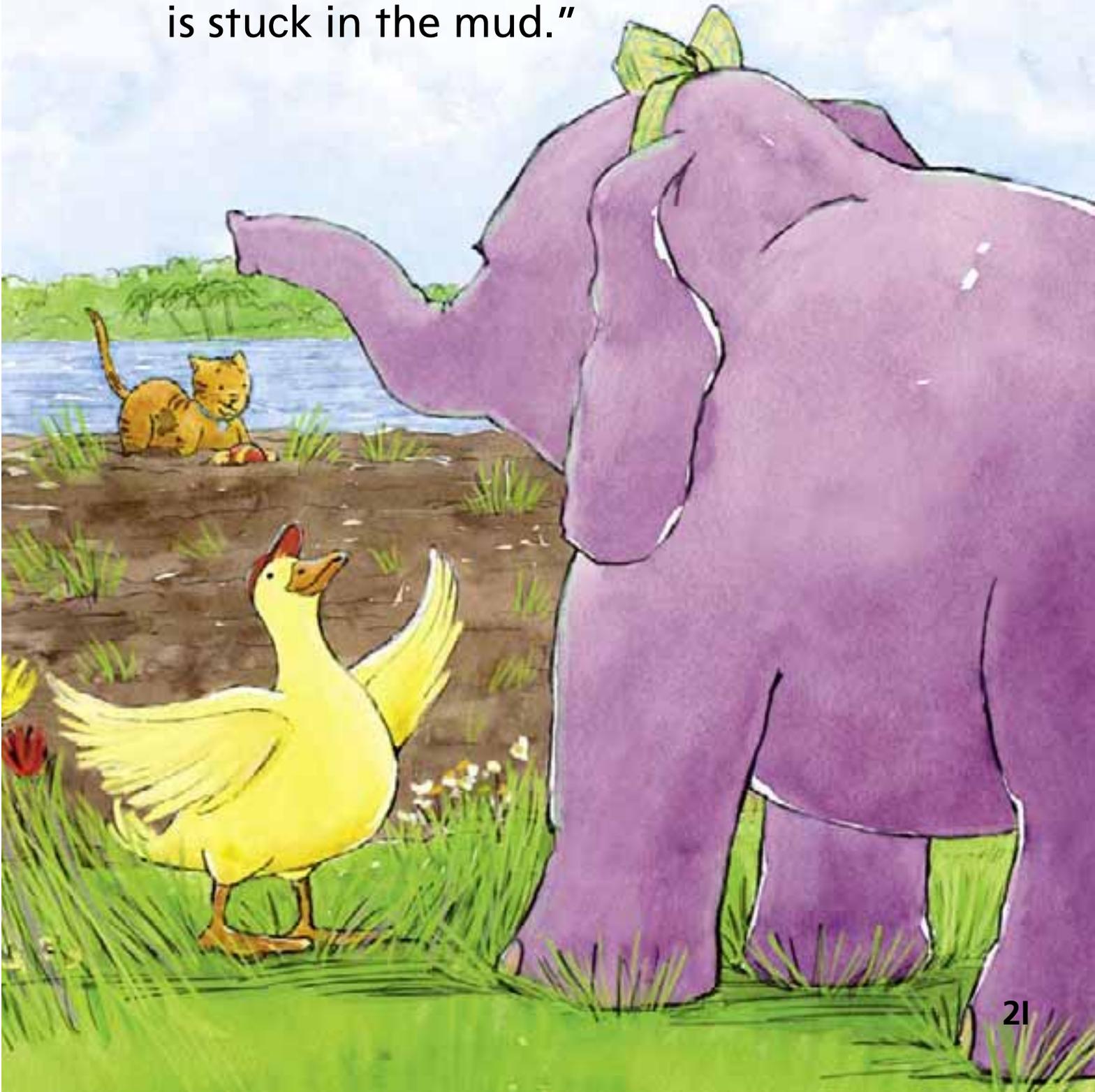
“Oh, no!” said Tom. “The ball is stuck and I am, too.”



Jake came to see Kate.

"Hello, Kate," he said. "You make up the best games. Can I play, too?"

"It is not a game," said Kate. "Tom is stuck in the mud."



“I could help,” said Jake. “Look at my feet. Ducks can **walk** on mud.”

“You are brave,” said Kate.



Jake went to help Tom.

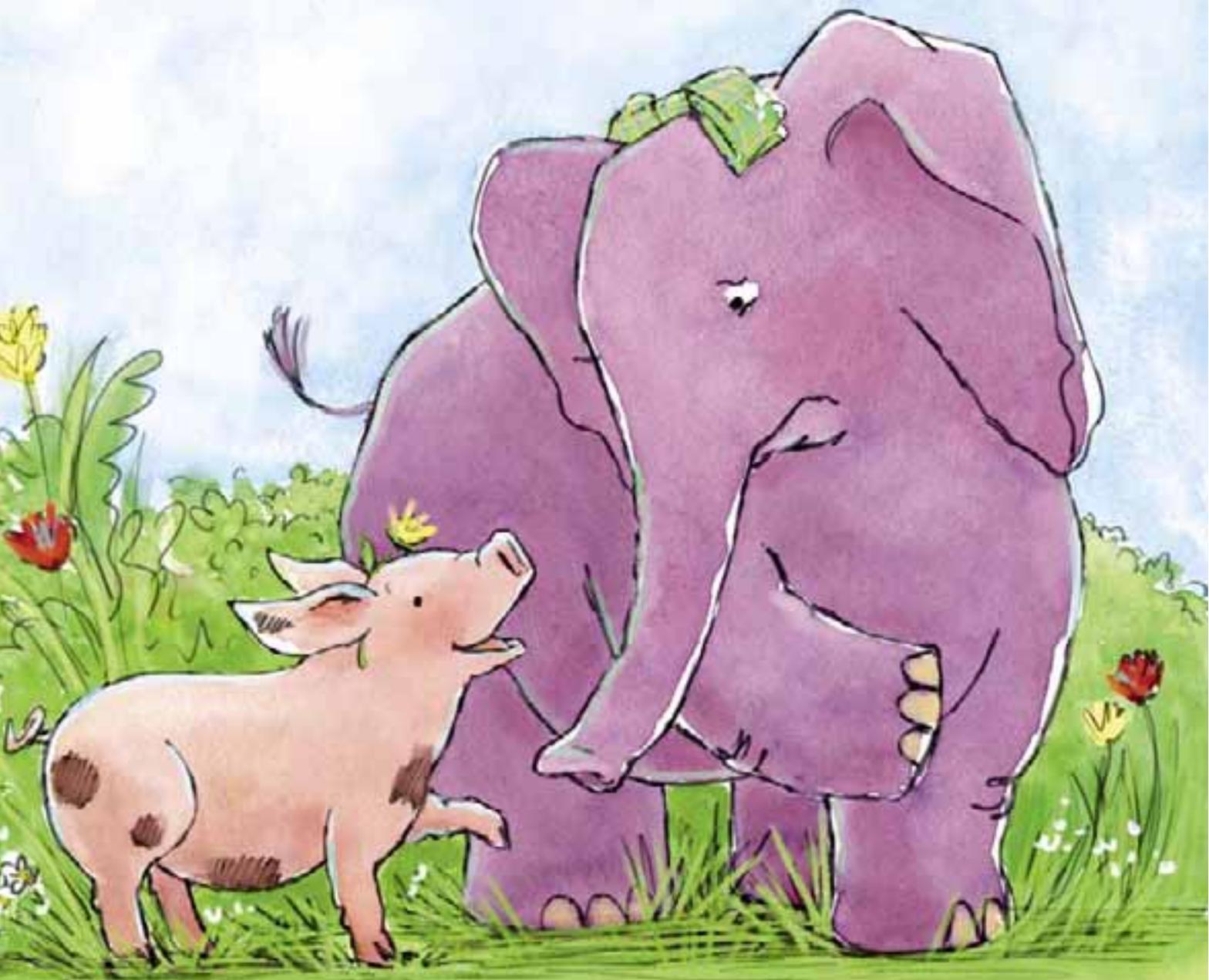
“Oh, no!” said Jake. “Tom is stuck and I am, too.”



Jane came to see Kate.

"Hello, Kate," she said. "You make up the best games. Can I play, too?"

"It is not a game," said Kate. "Tom and Jake are stuck in the mud."



“I could help,” said Jane. “Pigs like mud. I can wade in it.”

“You are brave,” said Kate.



Jane went to help Jake and Tom.

“Oh, no!” said Jane. “Jake and Tom are stuck and I am, too!”



“I can help,” said Kate. “Jane can grab my trunk. Jake can get Jane’s tail. Tom can take Jake’s wing. Now let’s **all pull.**”



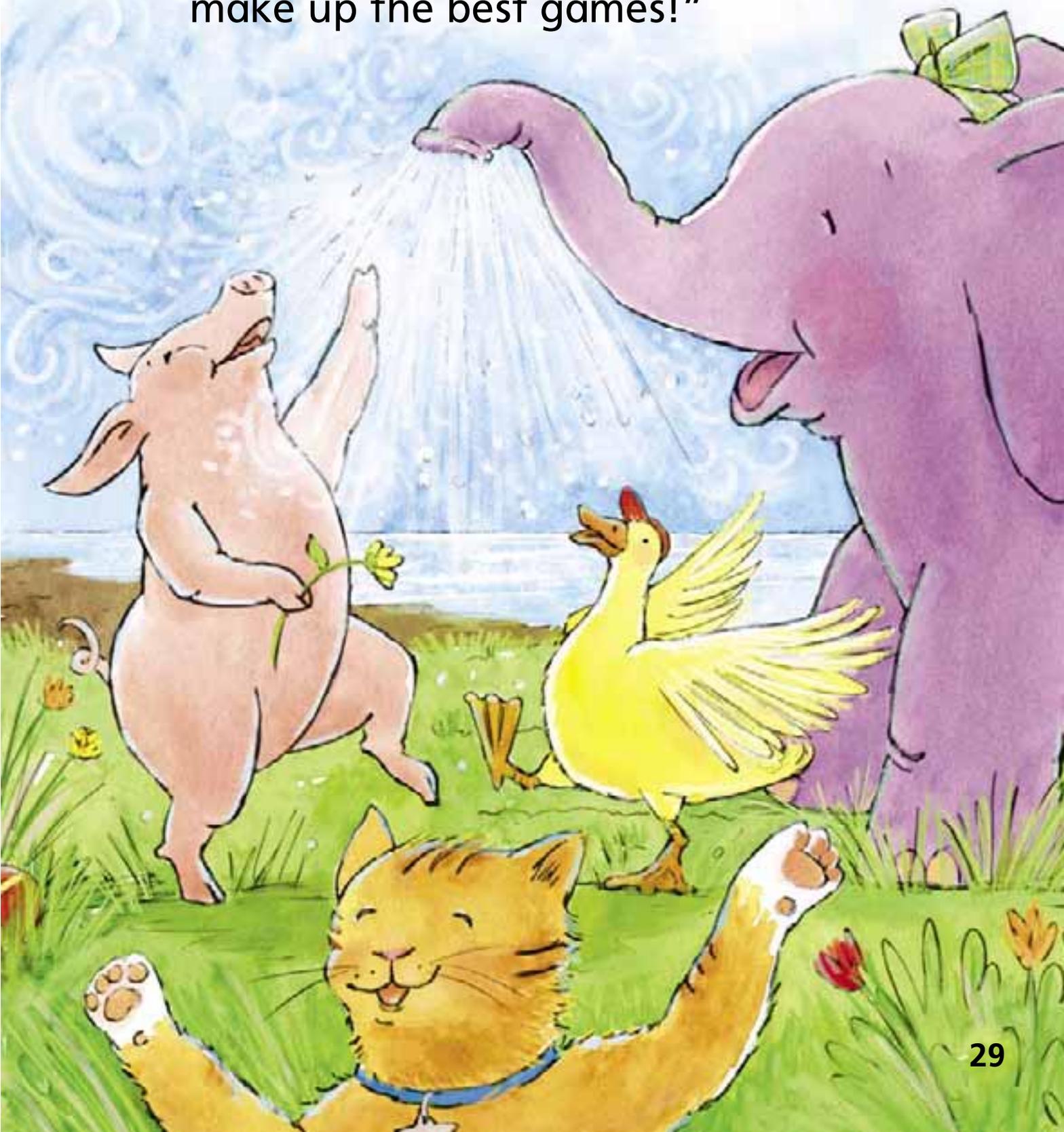
They all came out of the mud.

“That was not a very good game, Kate,”  
said Tom and Jake and Jane.



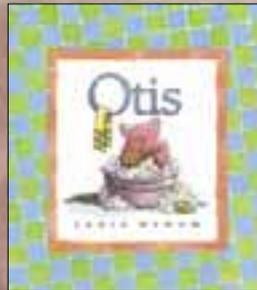
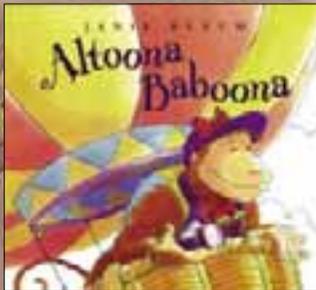
“No,” said Kate. “But I have a much better one.”

“Oh, Kate!” said her friends. “You make up the best games!”



# Janie Bynum's Game

Janie Bynum says, "As a child, I was always playing in the mud and making messes. While making messes, I was usually making friends. At the end of the day, we'd spray ourselves with the water hose to get clean."



**Other books**  
by Janie Bynum



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



## Author's Purpose

Janie Bynum wanted to write about playing in the mud. Write about an animal that gets stuck in the mud.



## Comprehension Check

### Retell the Story

Use the Retelling Cards to retell the story.



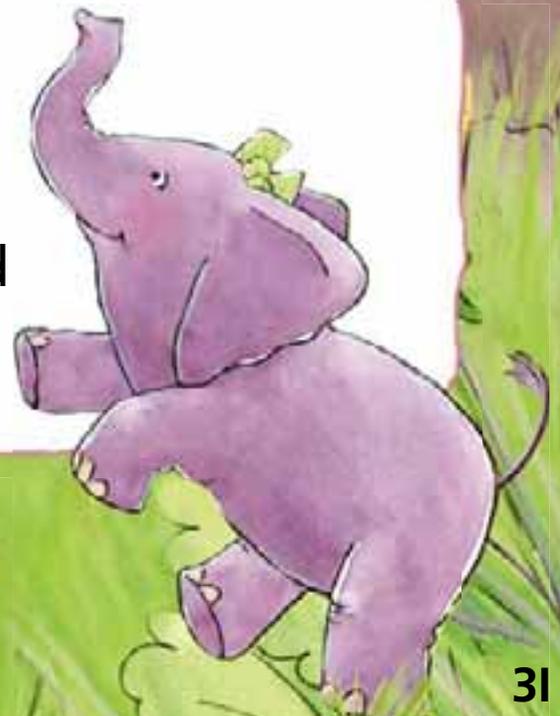
Retelling Cards

### Think and Compare



1. What did you think Kate's game would be? What really happened?
2. What games do you like to play with friends?
3. How do you know Kate cares about her friends?
4. How are the friends in *Kate's Game* like the friends in "A Good Game For All"?

What I Predict	What Happens



# When You Mail a Letter

## Social Studies

### Genre

**Nonfiction** gives information about a topic.



### Text Feature

A **Map** is a drawing that shows where places are.

### Content Words

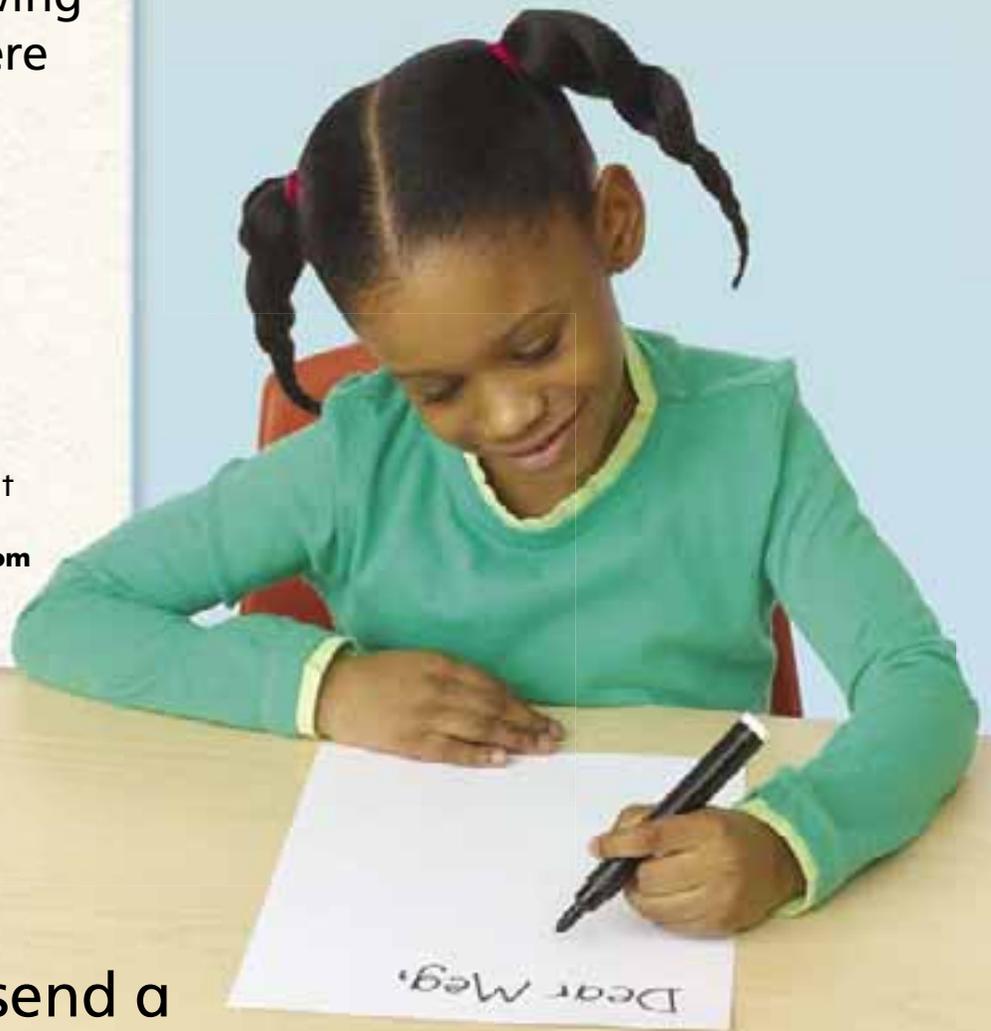
address

city

post office

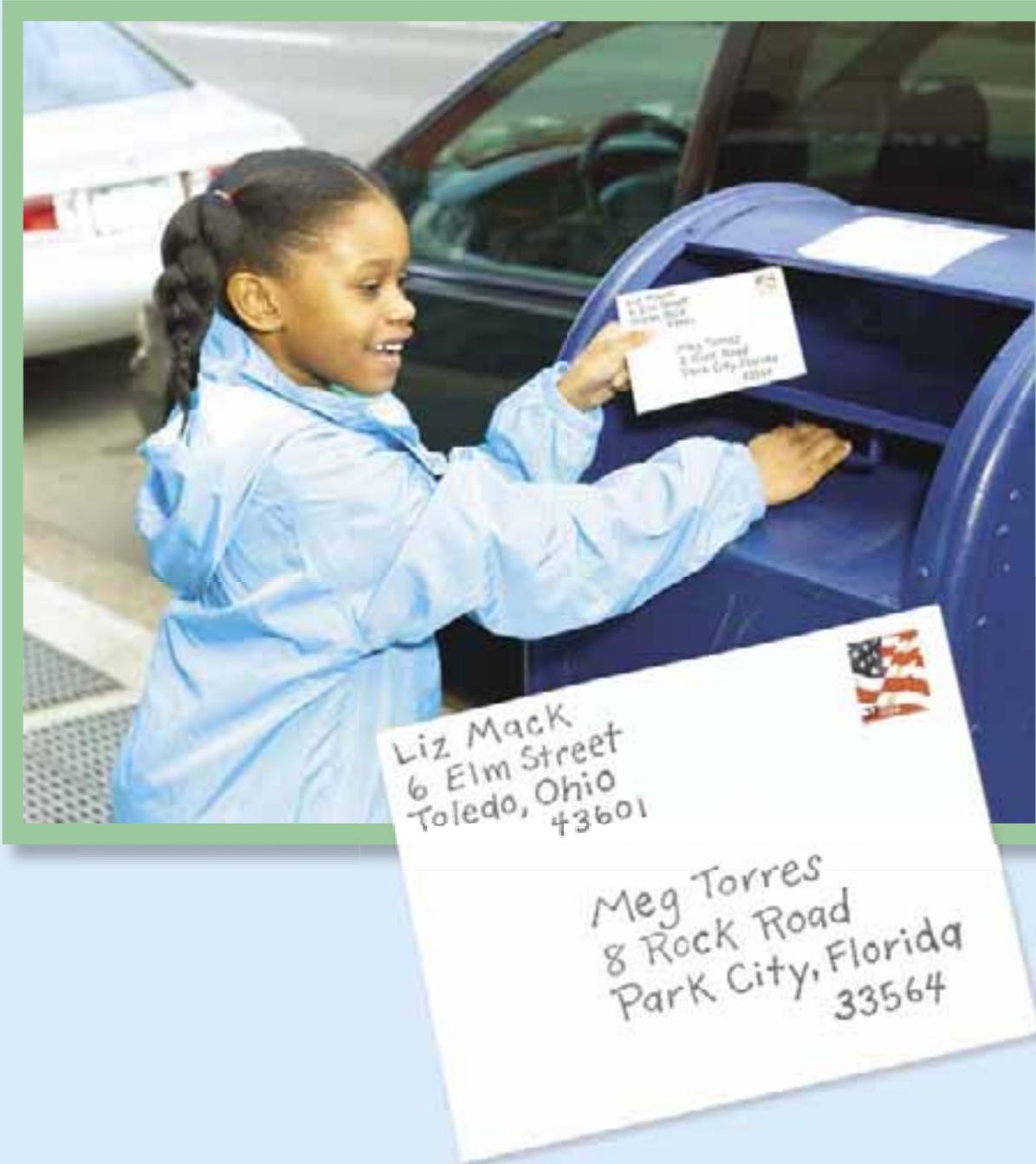


Find out more about mail at  
[www.macmillanmh.com](http://www.macmillanmh.com)



Liz wants to send a letter to her friend Meg.

In the letter, Liz tells Meg about her school.



Liz writes Meg's name and **address**. She adds the **city** and the state. She puts a stamp on it. Then she mails her letter.

A truck will pick it up and take it to a **post office**. At the post office, letters are put into bunches.





Letters going to the same city go into one bunch. Then a plane takes Liz's letter away.

Now the letter goes to a post office in Meg's city. A mail carrier gets the letter. She looks at Meg's address.



Then she brings Meg the letter from her friend!



### **Connect and Compare**

What might Kate from *Kate's Game* say in a letter to one of her friends?

# Write a Letter

## Writing

### Verbs

A **verb** is an action word.

Ramon wrote a letter to a friend about a game.



Dear Greg,

I like playing with you!

It is fun when we kick the ball.

Your friend,  
Ramon

## Your Turn

Write a letter to a friend.

Tell what you like to do together.



### Writer's Checklist

- Did I use different kinds of sentences?
- Does each sentence have a **verb**?
- Did I use a comma after the greeting and the closing?

## Your Turn

Write a letter to a friend.

Tell what you like to do together.



### Writer's Checklist

- Did I use different kinds of sentences?
- Does each sentence have a **verb**?
- Did I use a comma after the greeting and the closing?





## Talk About It

How are children from other places like you? How are they different?



Find out more about kids around the world at [www.macmillanmh.com](http://www.macmillanmh.com)

# Kids Around the World



## Words to Know

girl

boy

together

when

people

care

water

---

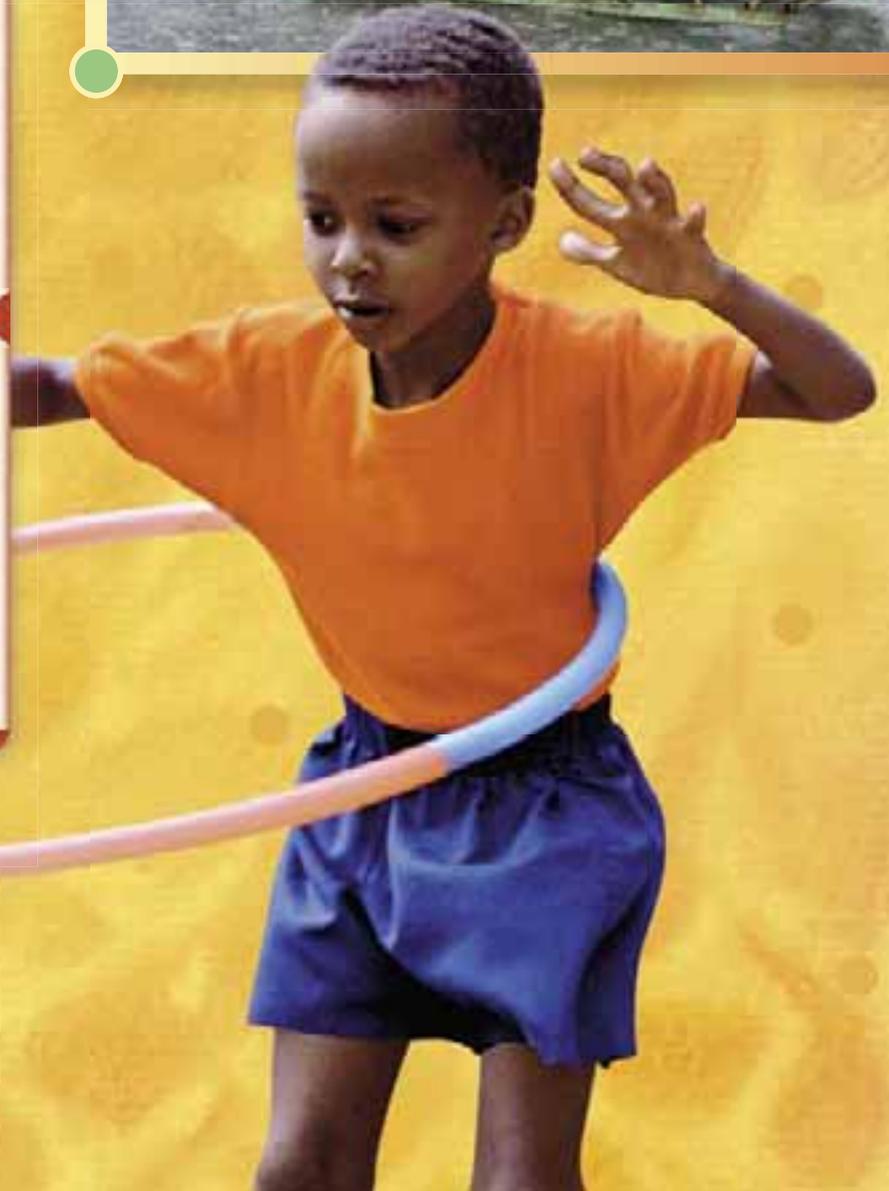
sled

swim



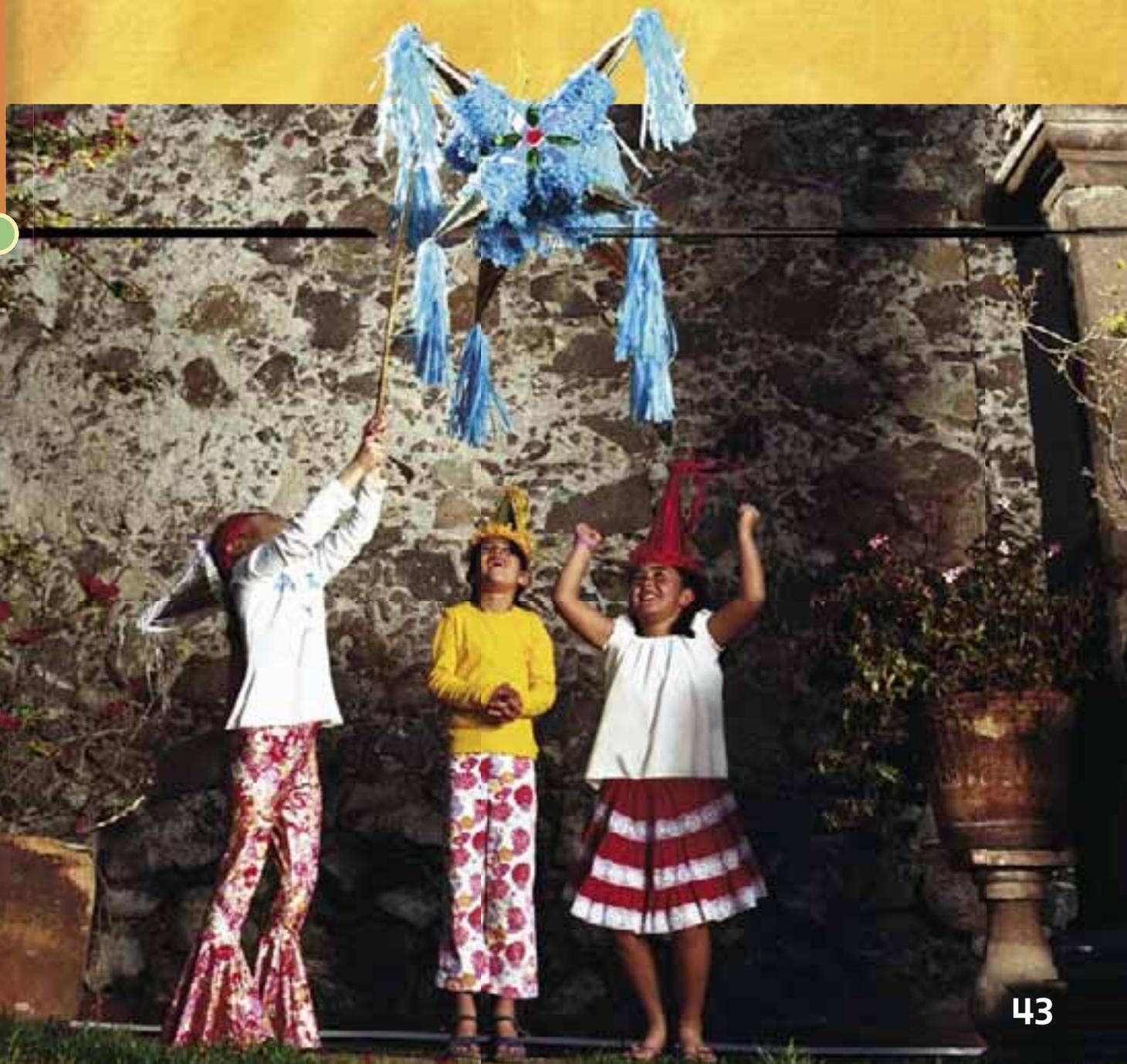
### Read to Find Out

How do kids  
around the world  
play?

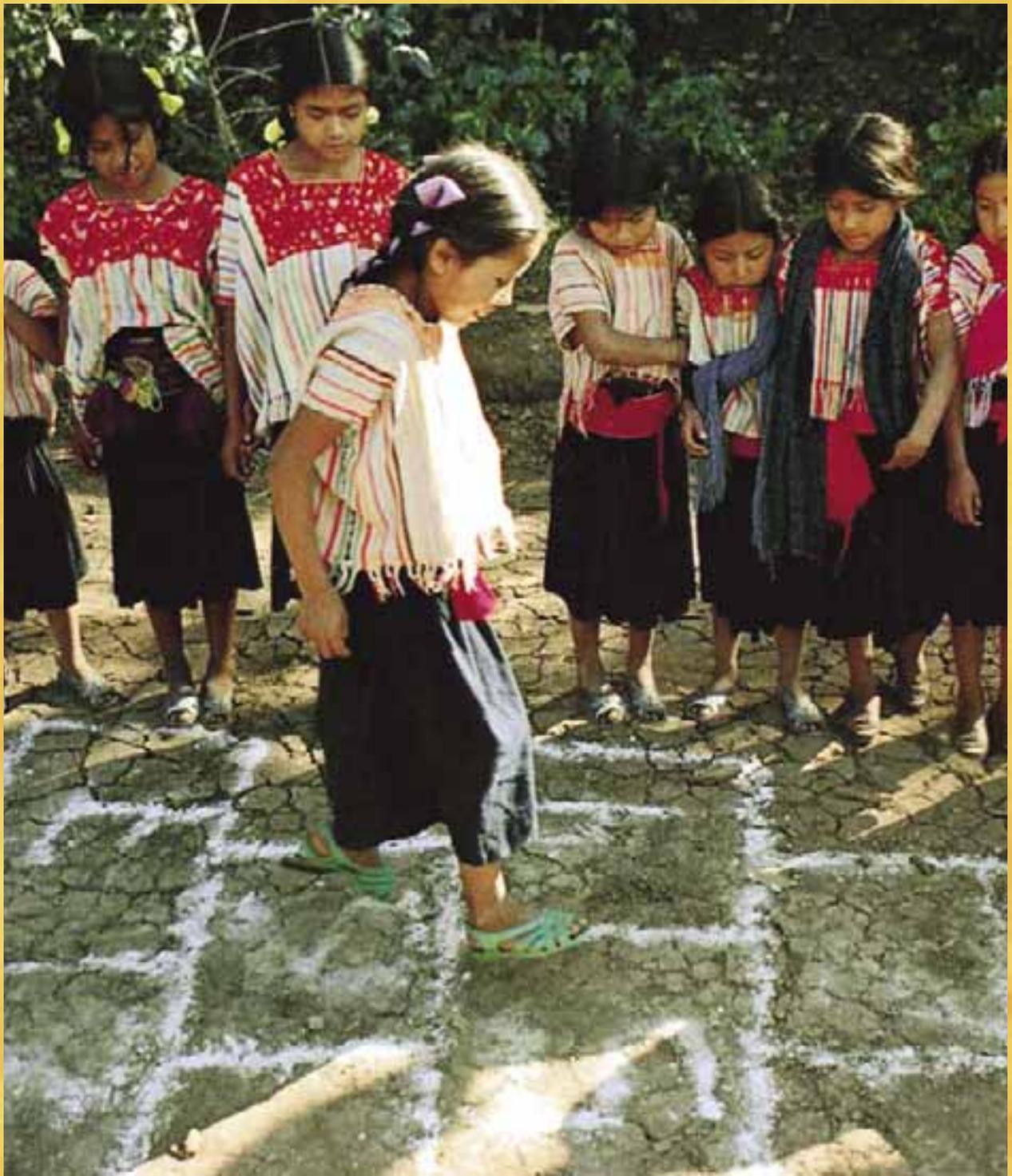


# When Kids Play

by Linda Ortiz



Kids all over like to play!  
Look at this **girl** hop. Do you  
play this game, too?





Kids who live here sled a lot.  
This **boy** and girl go down  
the hill **together**.



**When** it's hot out, **people** here do not **care**. They can go for a swim. Kids can play in the **water**.

Kids all over like to play! Do you?



## Comprehension

### Genre

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



### Text Structure

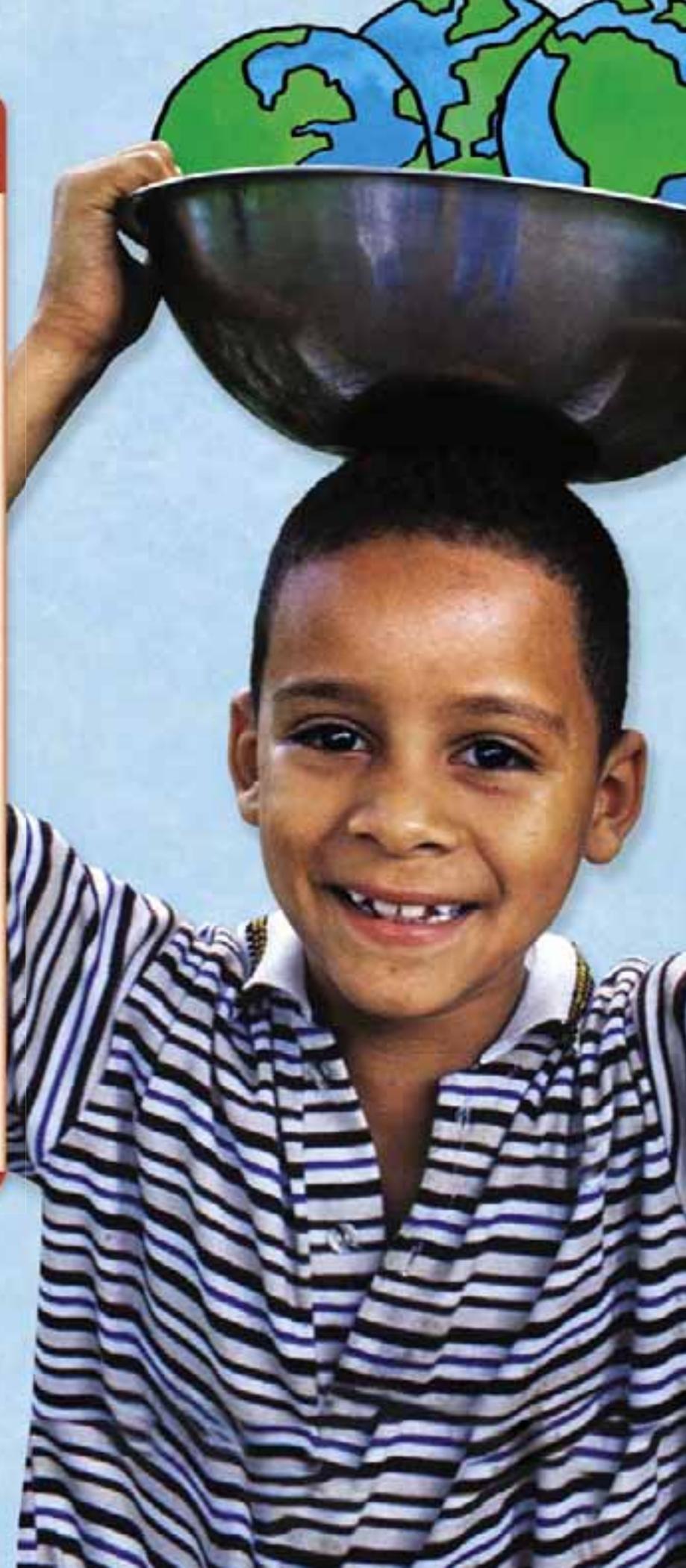
#### Compare and Contrast

As you read, use your **Compare and Contrast Chart**.

Activity	Kids in One Place	Kids in Another Place

### Read to Find Out

How do different kids help their families?



# Kids Can Help

by Minda Novek



Kids all over like to help. This **boy** helps his dad cook. **Together** they will make something good to eat.



United States

This **girl** helps her mom bake bread. It smells good. It will taste good, too.

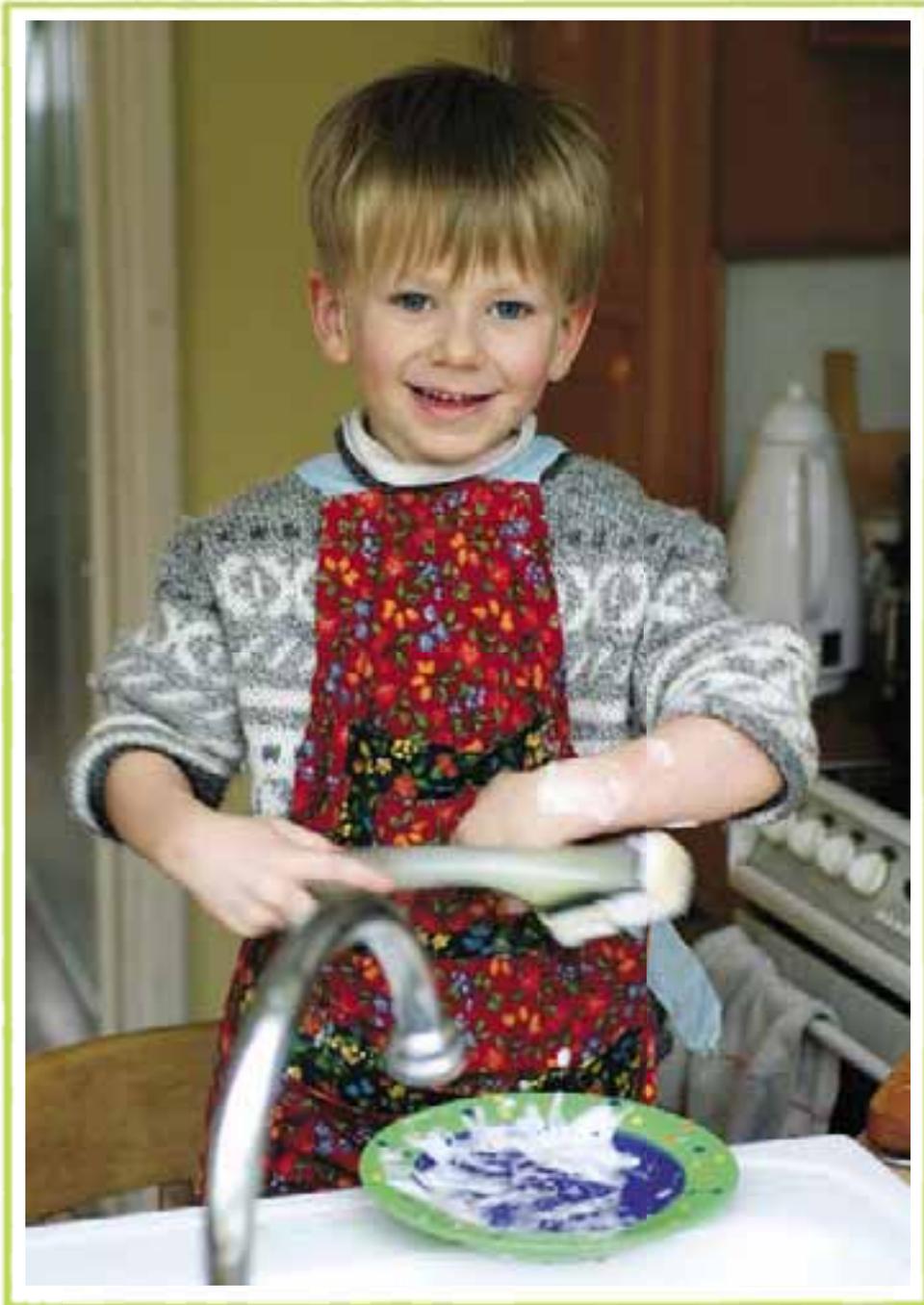


United States



Philippines

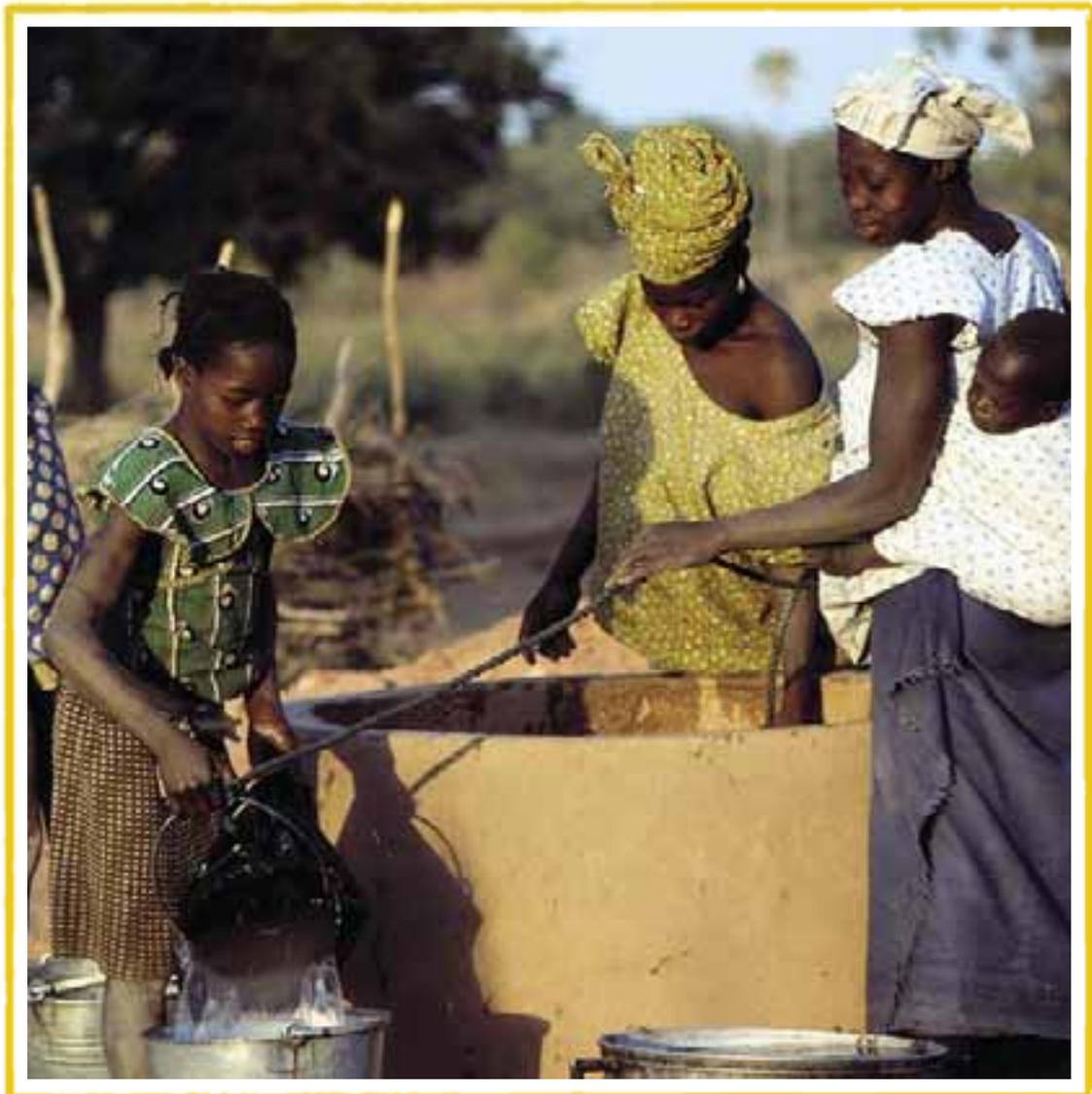
Kids can help wash. Where this girl lives, **people** go to the river to wash things. She takes a tub with her.



England

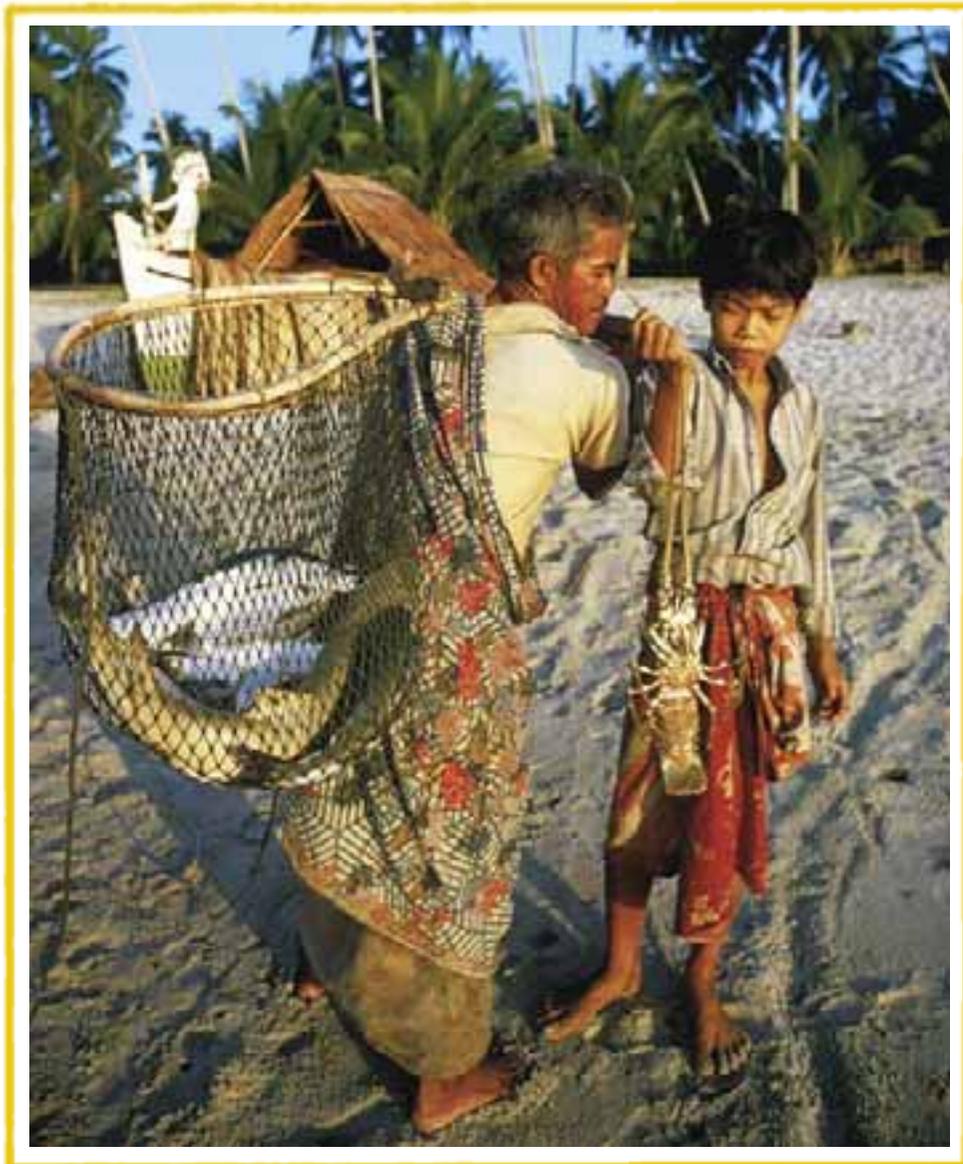
This boy is standing at his sink. He helps wash pots, plates, and cups. He uses **water** and lots of suds.

Where this girl lives, people get water at a well. She will help her mom bring it back home.



Burkina Faso

This boy helps his dad fish. They pick the big ones. Then they take them back home to eat.



Malaysia



United States

This boy takes **care** of his little brother. He helps him to get dressed.



Laos

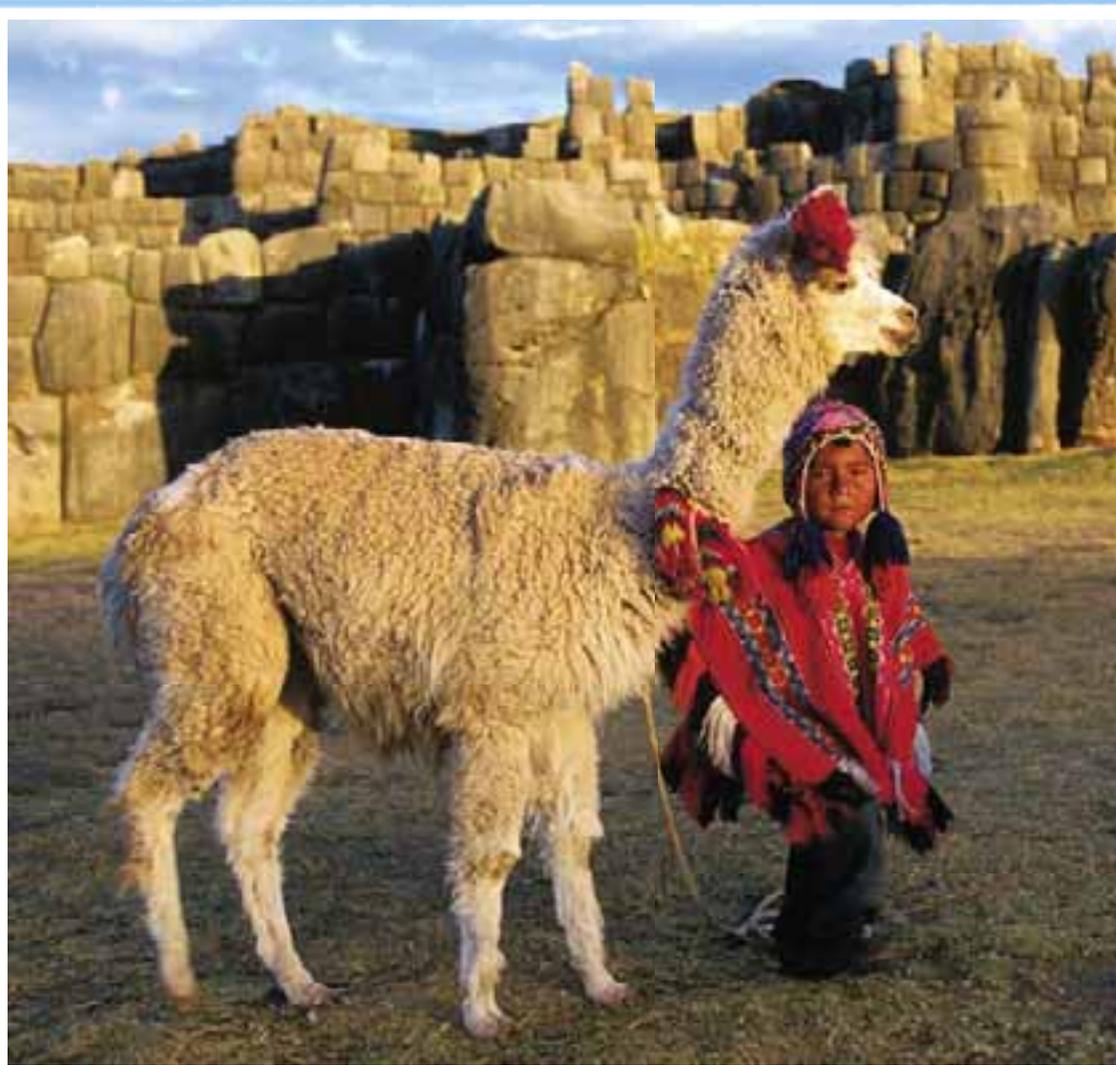
**When** this girl helps take care of her brother, she puts him on her back.

Here, animals pull big sleds. When they get back home, this girl helps. She takes them to be fed.



Norway

This boy helps take care of animals, too. He takes his llama for a walk.



Peru



Japan

This boy digs and digs. He makes a safe path. Now his mom and dad will not slip.



United States

This girl helps take care of the grass. She likes to rake the leaves. Swish, swish, swish!

Kids can help in the neighborhood, too. This boy and girl stack used cans and glass. They will take them to be recycled.



United States

This boy helps take care of plants.  
He brings them water to drink.

Kids all over like to help! Do you?



United States

# Minda Novek's World



**Minda Novek** says, "In my books, I like to write about how people live all over the world. I use pictures of real people. I try to show how their lives are like yours and how they are different, too."



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

## Author's Purpose

Minda Novek wanted to show how kids help. Show how you help. Write about your picture.





## Comprehension Check

### Retell the Selection

Use the Retelling Cards to retell the selection.



Retelling Cards

### Think and Compare



1. What is the same about how the boy and girl are helping to wash things? What is different?
2. How do you help your family at home?
3. How do kids in different places help like you do?
4. What do the children in *Kids Can Help* and "When Kids Play" do that is the same? What is different?

Activity	Kids in One Place	Kids in Another Place



READ TOGETHER

# Poems by Kids

Kids everywhere write poetry. These kids found new ways to write about the sky, the sea, and the sun.

## Poetry

### Genre

**Poems** use words in imaginative ways.



### Literary Element

**Word Choice** is important in a poem. Poets often choose interesting words to write about everyday things.

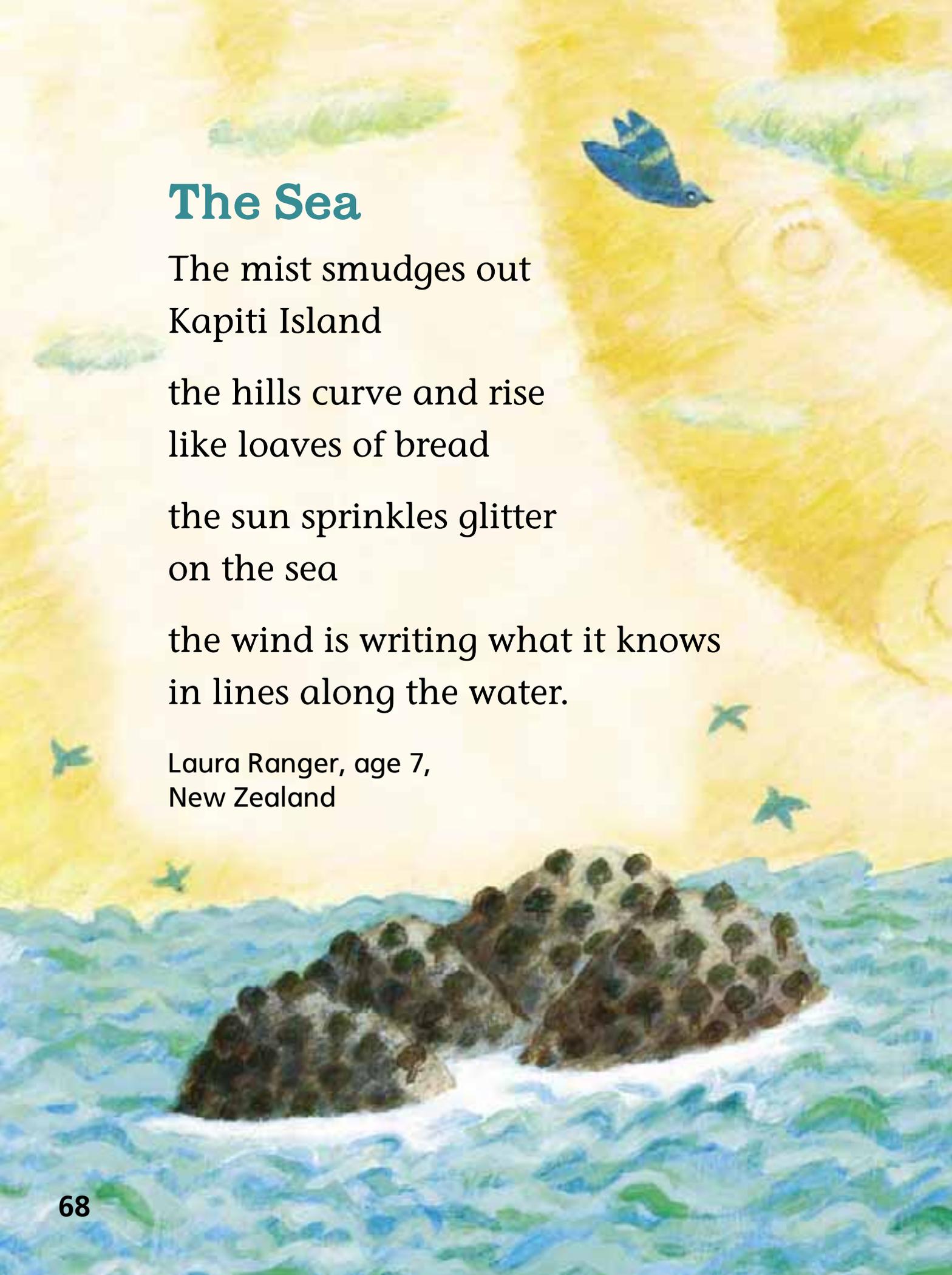


Find out more about kids around the world at [www.macmillanmh.com](http://www.macmillanmh.com)

## The Sky is Busy

The lighthouse  
On that island  
Is shining.  
Helicopters in the sky  
Are shining.  
Boats are glittering, too.  
And with a bang  
Someone is shooting  
off fireworks.  
Today the sky  
Is very busy.

Ishikawa Mwumi,  
Kindergarten, Japan



## The Sea

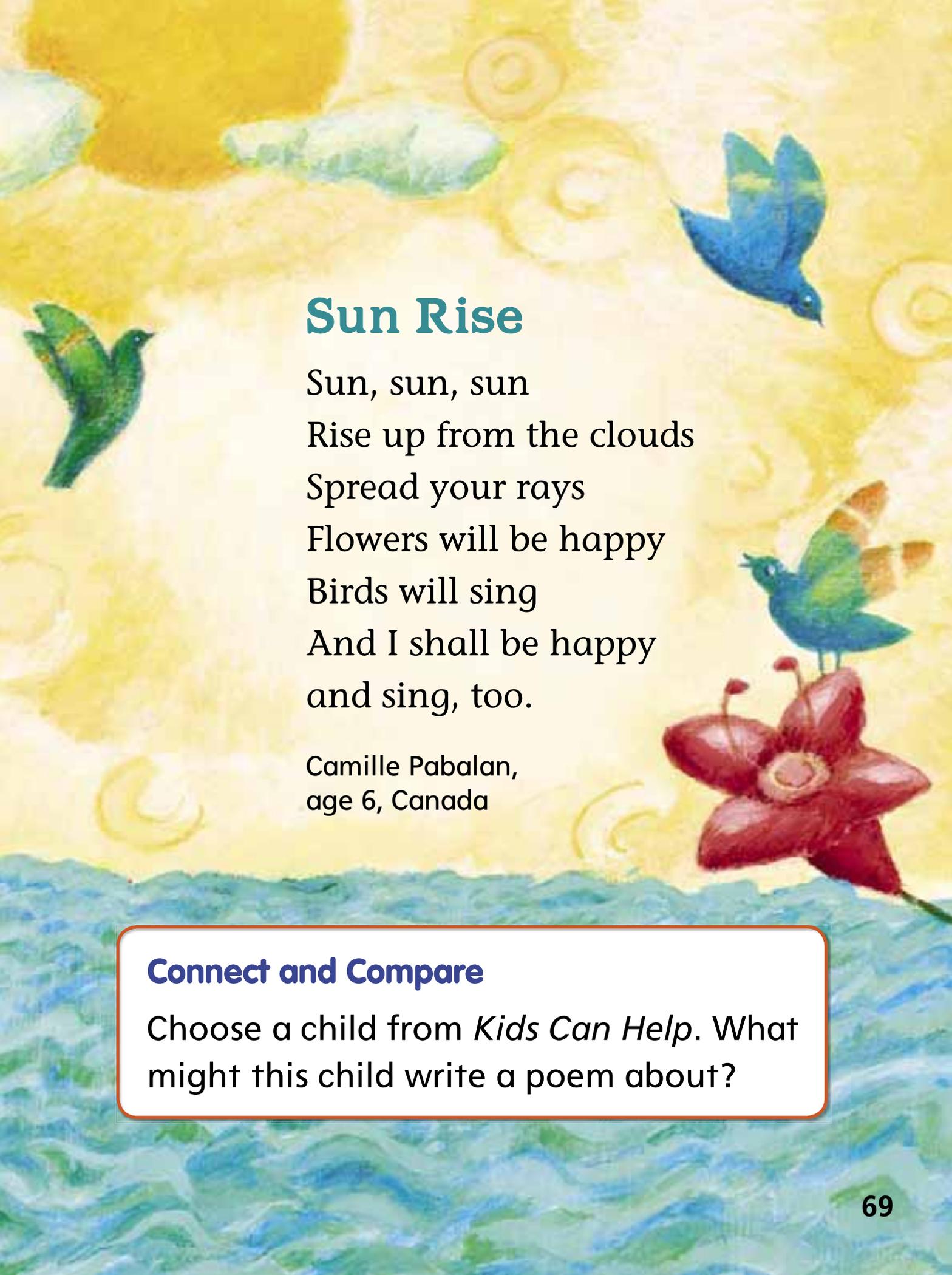
The mist smudges out  
Kapiti Island

the hills curve and rise  
like loaves of bread

the sun sprinkles glitter  
on the sea

the wind is writing what it knows  
in lines along the water.

Laura Ranger, age 7,  
New Zealand



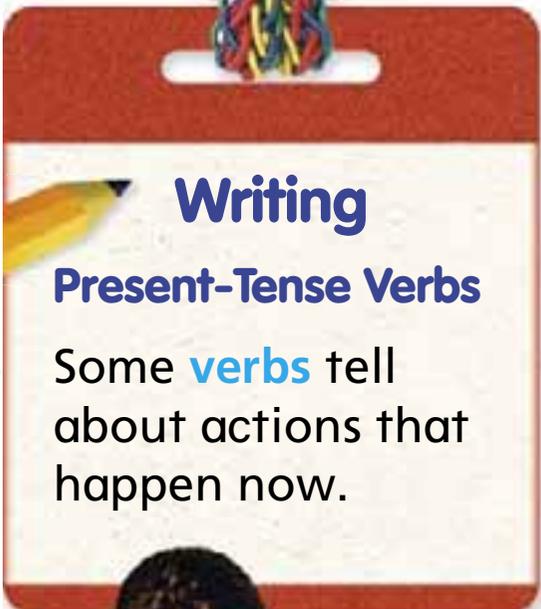
## Sun Rise

Sun, sun, sun  
Rise up from the clouds  
Spread your rays  
Flowers will be happy  
Birds will sing  
And I shall be happy  
and sing, too.

Camille Pabalan,  
age 6, Canada

### Connect and Compare

Choose a child from *Kids Can Help*. What might this child write a poem about?



## Writing

### Present-Tense Verbs

Some **verbs** tell about actions that happen now.

# Write About Helping

Michael wrote about helping at home.



I like the book Kids Can Help.

I like to cook.

The boy in the book cooks, too.

# Your Turn

Write what you learned from Kids Can Help.

Tell how you help at home.



## Writer's Checklist

- Did I write some short sentences and some long ones?
- Did I use **verbs** that tell what happens now?
- Did I underline the book title?

# Your Turn

Write what you learned from Kids Can Help.

Tell how you help at home.



## Writer's Checklist

- Did I write some short sentences and some long ones?
- Did I use **verbs** that tell what happens now?
- Did I underline the book title?

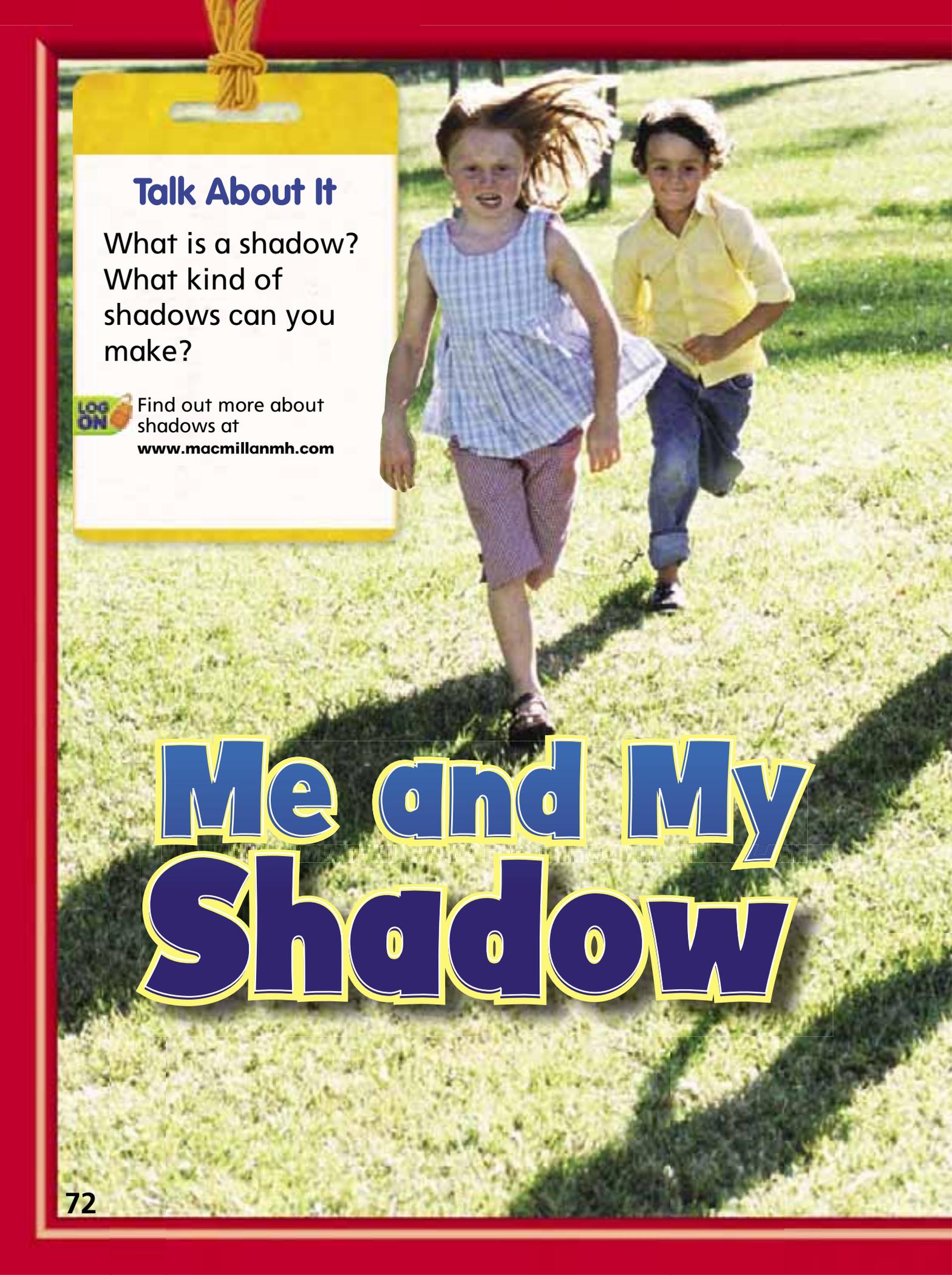


## Talk About It

What is a shadow?  
What kind of  
shadows can you  
make?



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

A photograph of two children running through a grassy field. The child in the foreground is a girl with red hair, wearing a blue and white checkered sleeveless top and purple shorts. The child in the background is a boy wearing a yellow shirt and blue jeans. Both children are smiling and appear to be running happily. Their shadows are cast on the grass in front of them.

# Me and My Shadow

# TIME FOR KIDS



## Words to Know

light  
our  
would  
your  
again

---

such  
when



# Light Game

We can play with **light**. Look at **our** hands. We can make shapes. It's such fun! We play when the sun is up.



**Would** you like to play?  
Use **your** hands. Use the  
sun. Make some shapes.  
You can play **again**  
and again.

## Comprehension

### Genre

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



### Text Structure

#### Main Idea and Details

Look for details that explain how shadows change.



# Short Shadows, Long Shadows

What makes your shadow get big and little?

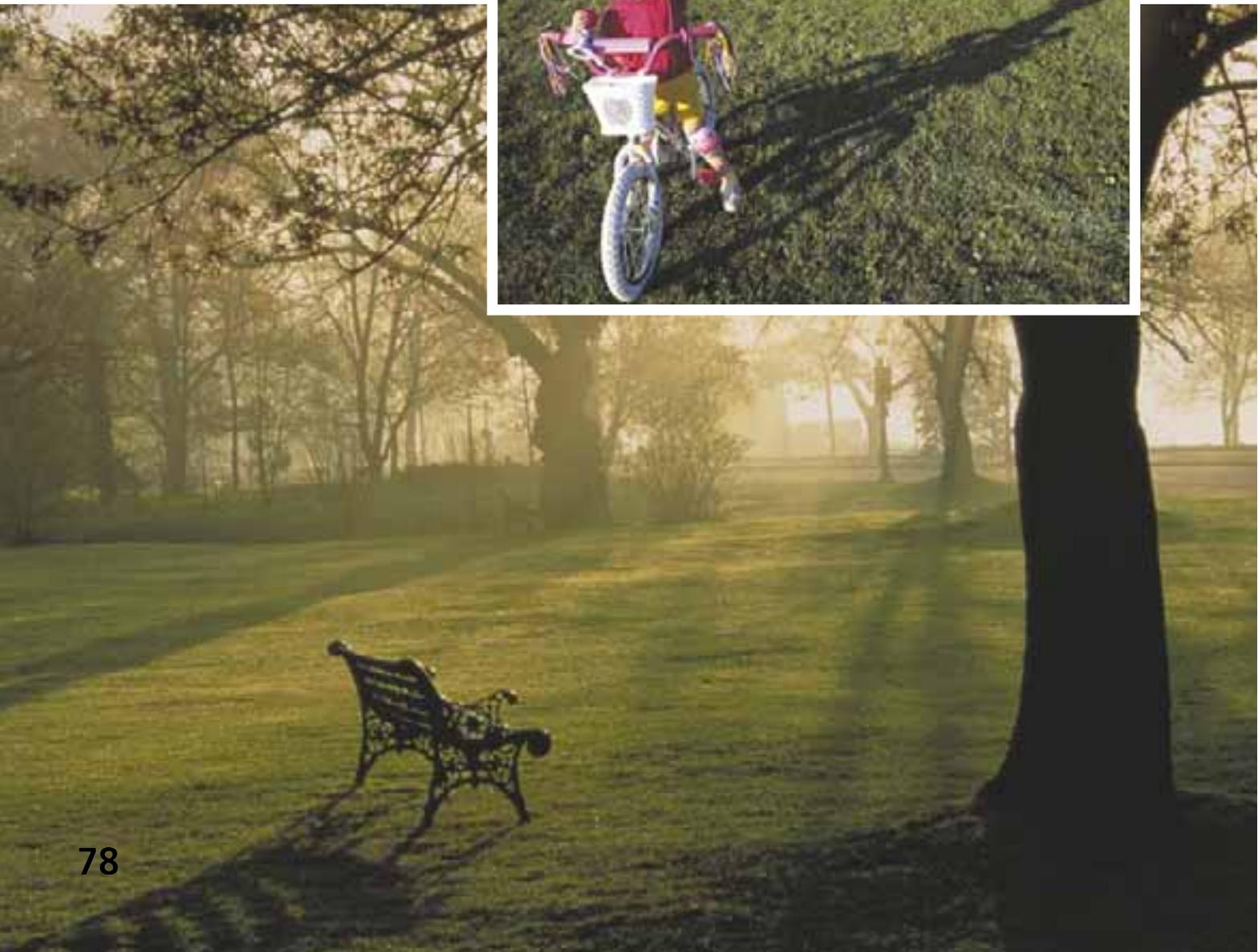
**Our** shadows walk with us. They jump with us. But they change in ways that we do not.



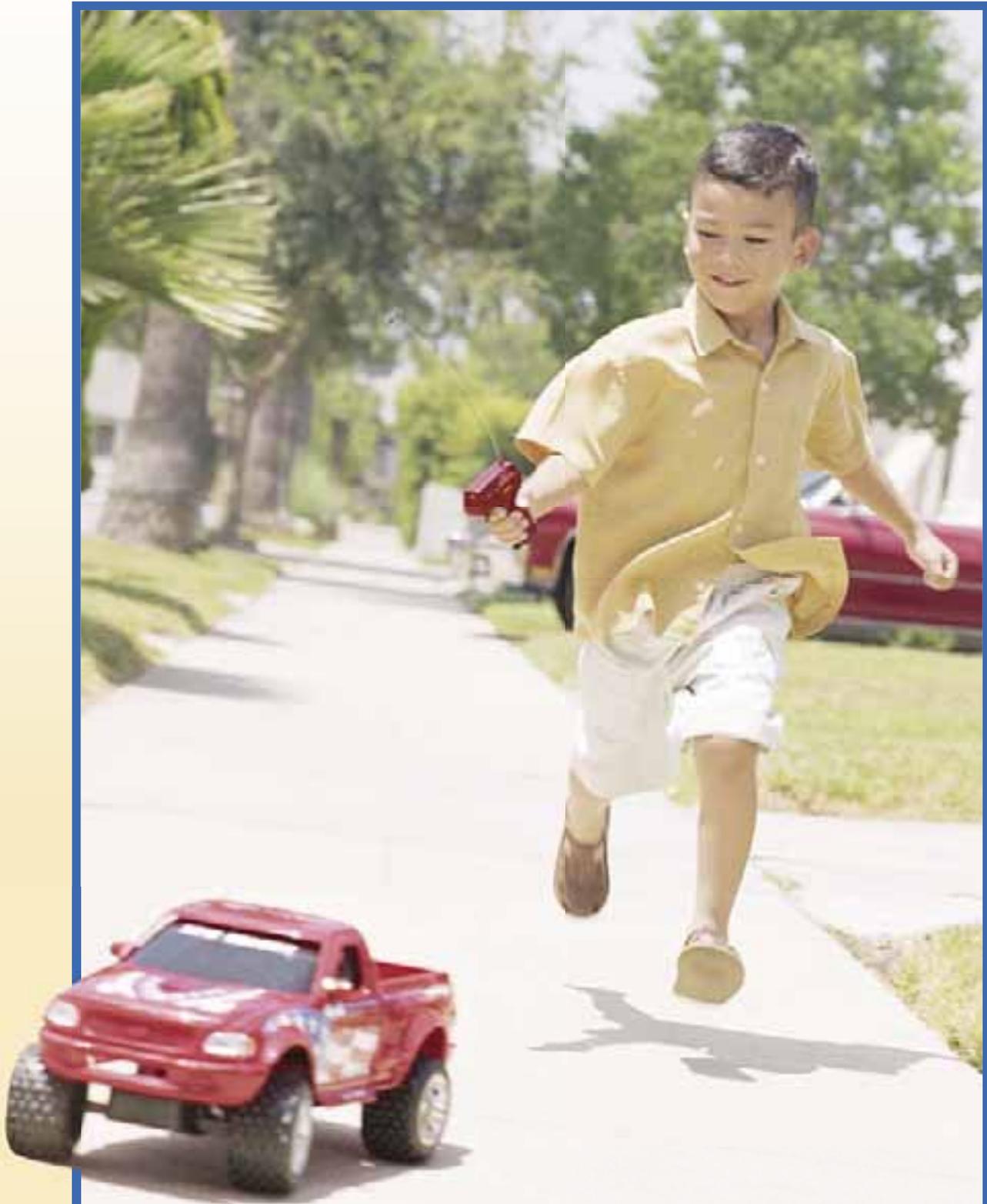
**Light** makes shadows. When light hits you, a shadow falls.

**Your** shadow can be long or short. What makes this happen?

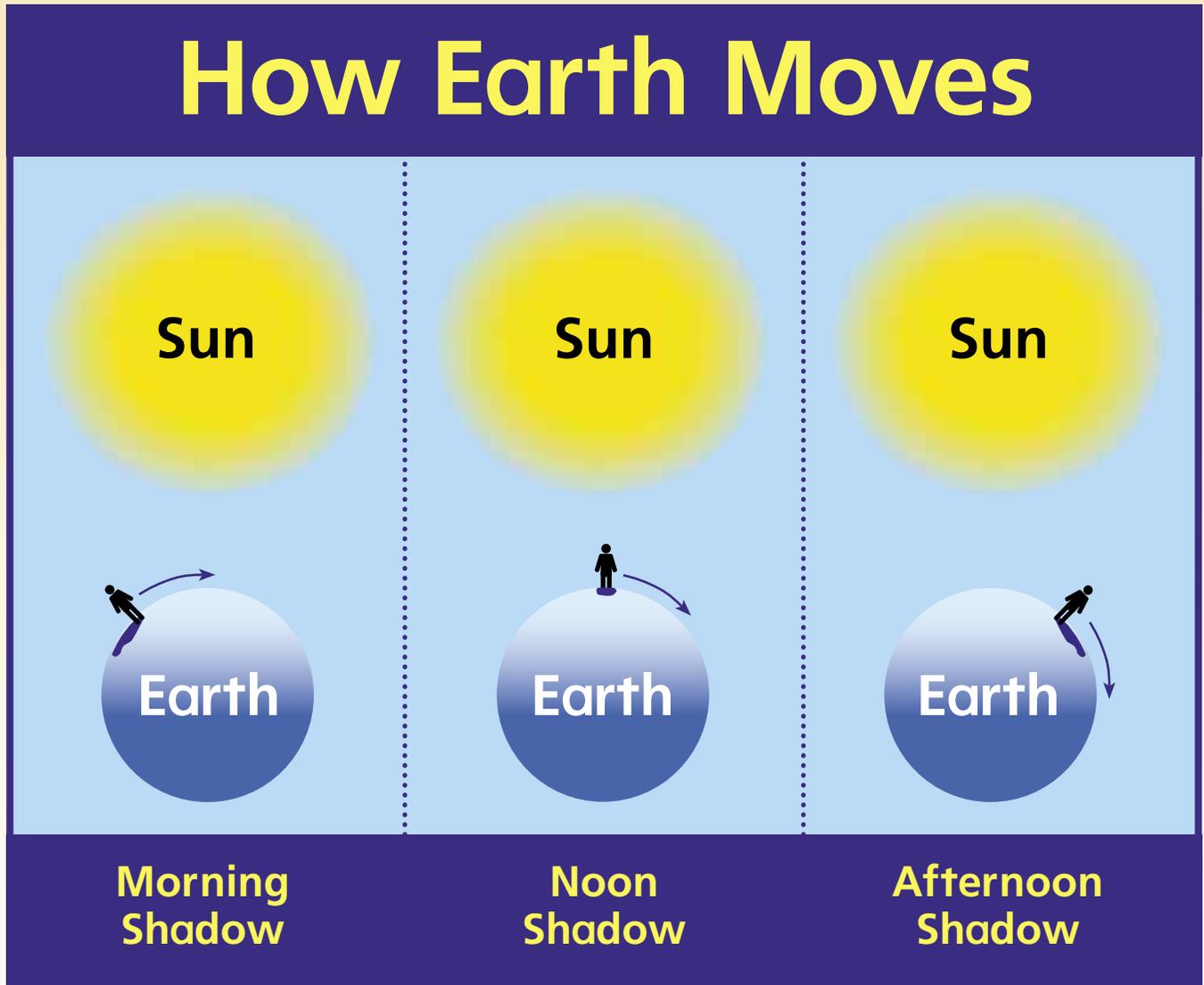
When light changes, shadows do too. Light from the sun changes all day. When you wake up, the sun is low. It makes a long shadow.



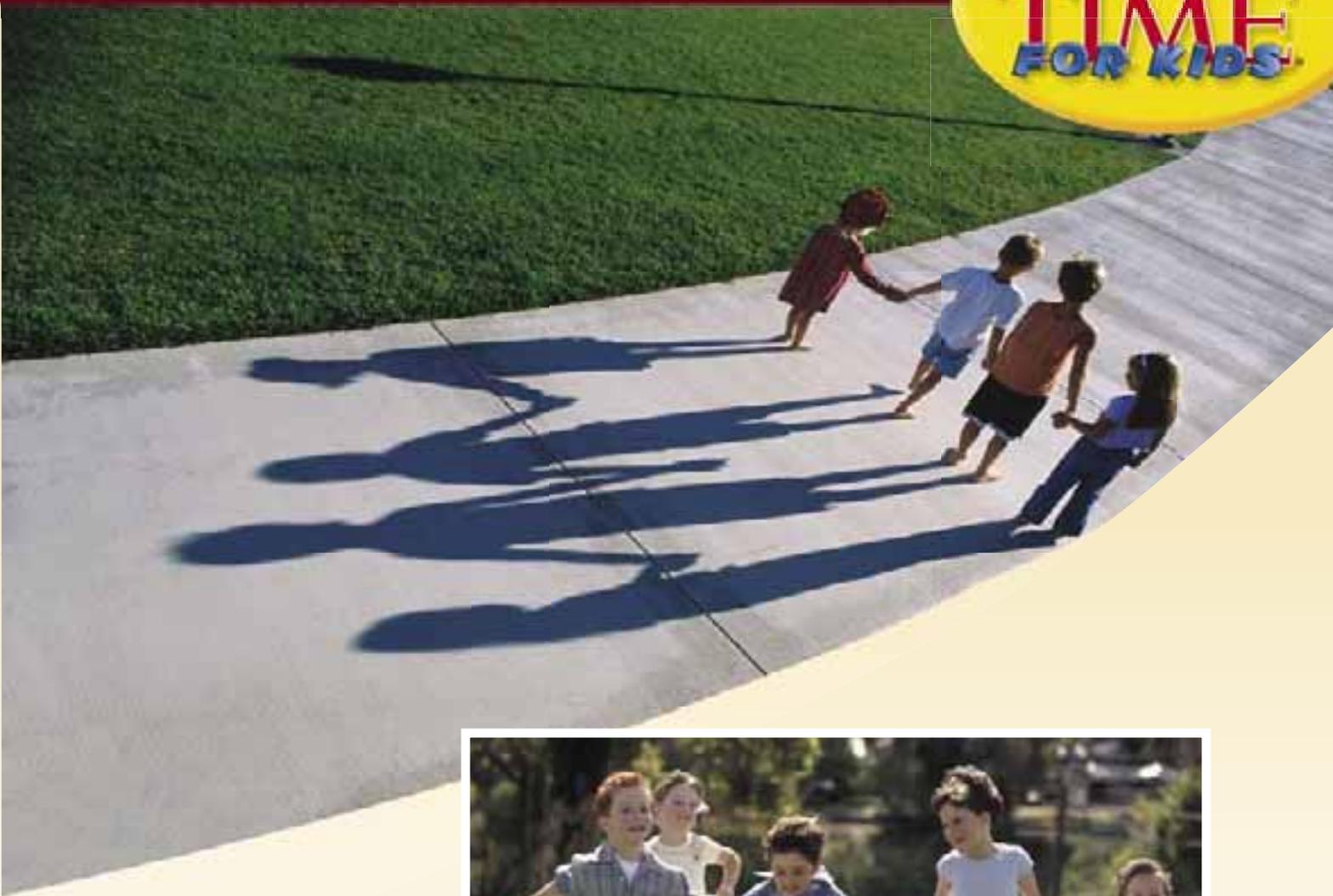
When you eat lunch, the sun is way up in the sky. Now, the sun makes short shadows.



The sun looks like it moves.  
But it does not. Earth does.



All day and night, Earth spins.  
That makes the sun look like it  
is going up and down.



In the afternoon, the sun gets lower **again**. Look at these shadows. Which **would** you see in the late afternoon?



When would your shadow be very long? How could you get your shadow to be in back of you? Go out in the sun and check!





## Comprehension Check

### Tell What You Learned

What did you learn about shadows and the sun?

### Think and Compare



1. How do shadows change during the day?
2. How can you make shadows indoors?
3. Besides your own shadow, what shadows do you see? What are they like?
4. What time of day do you think would be the best to play the game in "Light Game"?

READ TOGETHER

**Test Strategy****Think and Search**

Find the answer  
in more than  
one place.

# The Sun



Every morning, we see the sun come up. All day we see it up in the sky. It gives Earth light so people can see. It gives Earth heat.

Every afternoon, we see the sun go down. When the sun sets, it gets dark outside. Soon, it will be time to sleep.



**Directions: Answer the questions.**

1. What is the story MAINLY about?



2. What does the sun give Earth?

- It gives Earth heat and light.
- It gives Earth dark and light.
- It gives Earth sleep and sky.

**Tip**

Keep reading to  
find the answer.

3. What is it time to do after the sun sets?

- It is time to get warm.
- It is time to eat lunch.
- It is time to go to sleep.



# Write About Day and Night

Julie wrote about how the  
night looks.



NIGHT

Night is dark.

The moon and stars shine.

They light up the dark sky.

# Your Writing Prompt

What does daytime look like?

What does it feel like?

Write three or more sentences that describe daytime.

## Writer's Checklist

- Did I use details in my writing?
- Will my readers understand my description?
- Do all my sentences end with a punctuation mark?

# Your Writing Prompt

What does daytime look like?

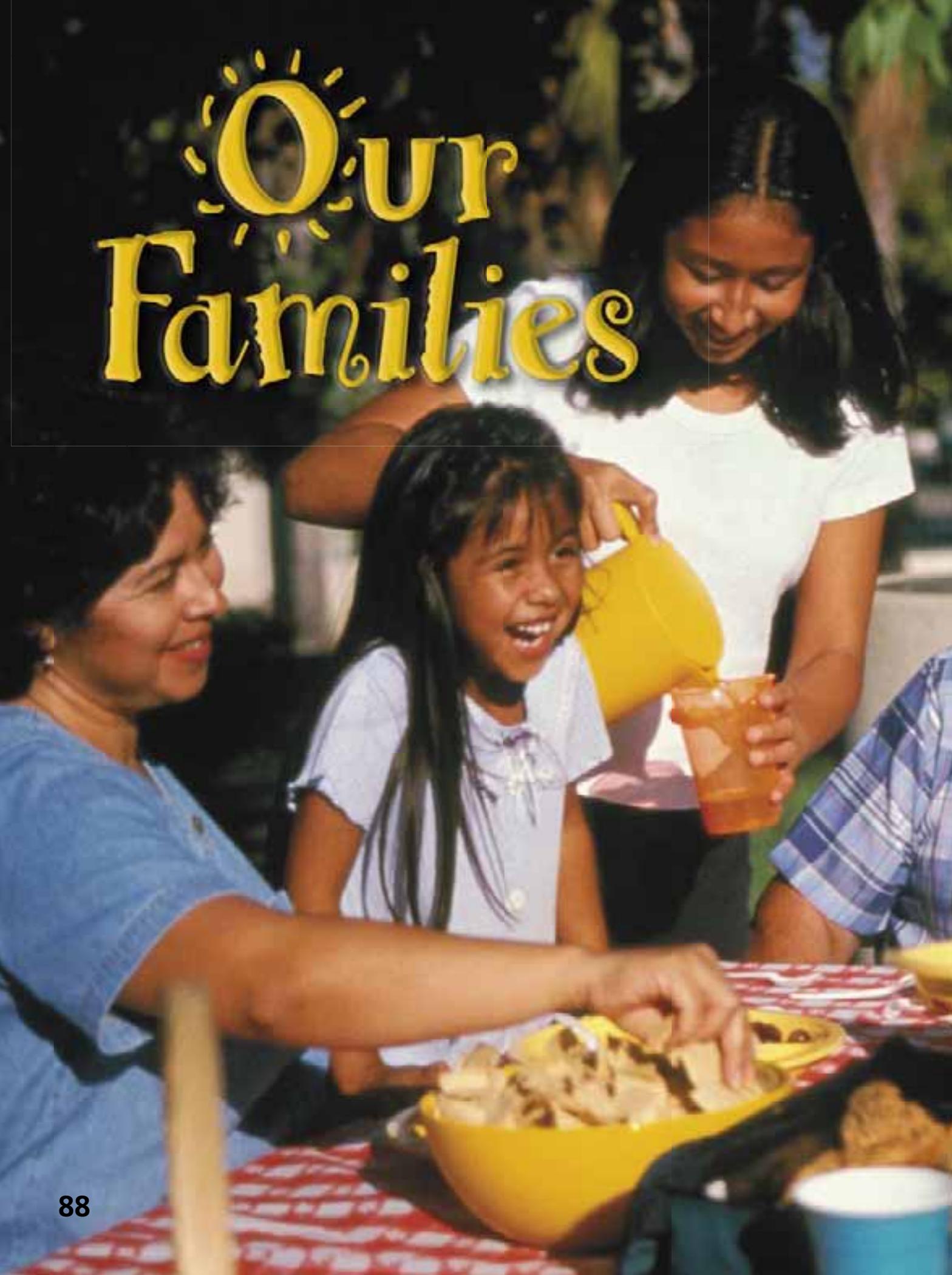
What does it feel like?

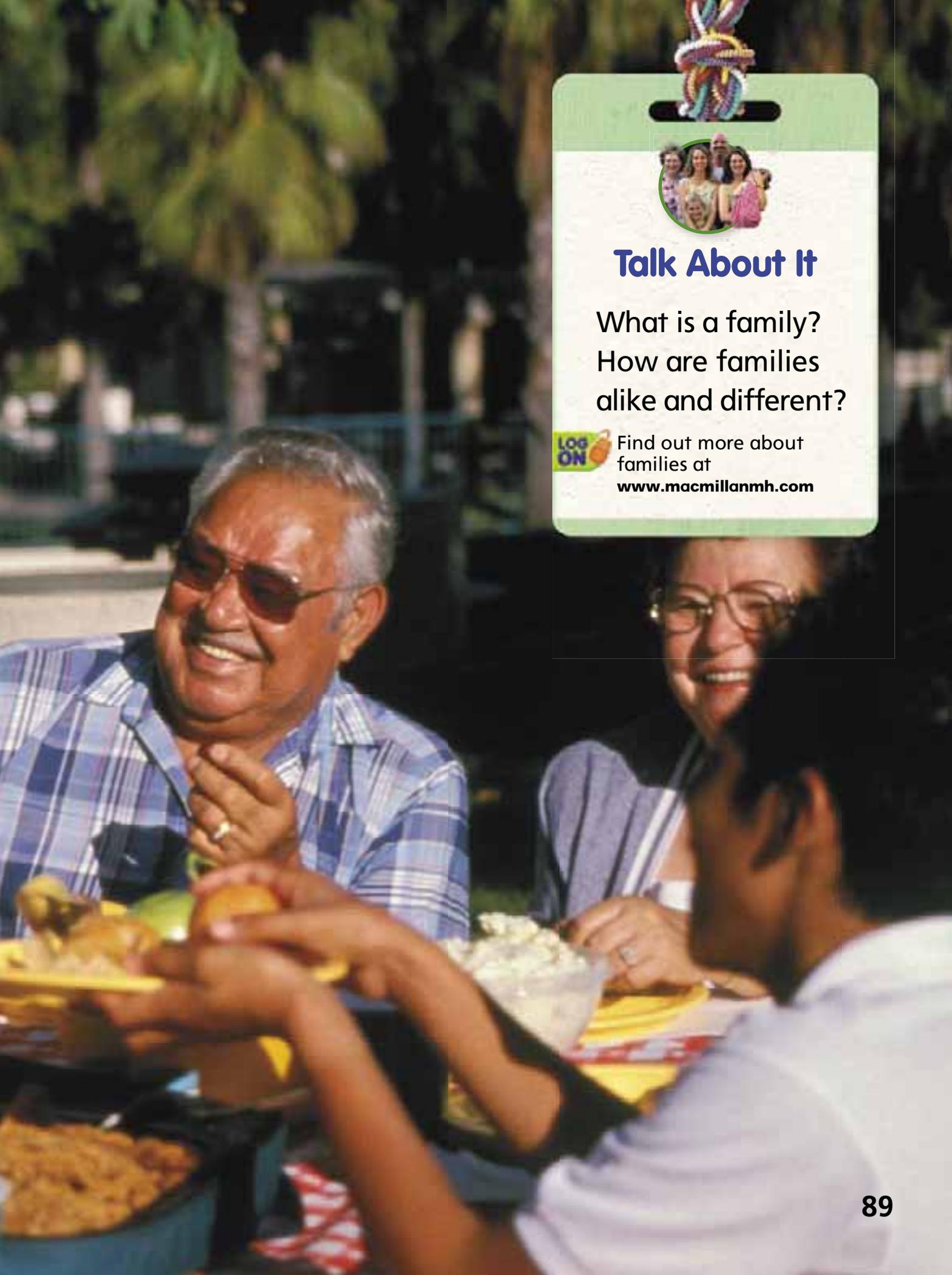
Write three or more sentences that describe daytime.

## Writer's Checklist

- Did I use details in my writing?
- Will my readers understand my description?
- Do all my sentences end with a punctuation mark?

# Our Families





## Talk About It

What is a family?  
How are families  
alike and different?



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

# FLOWERS

## Words to Know

how  
there  
so  
more  
funny  
call

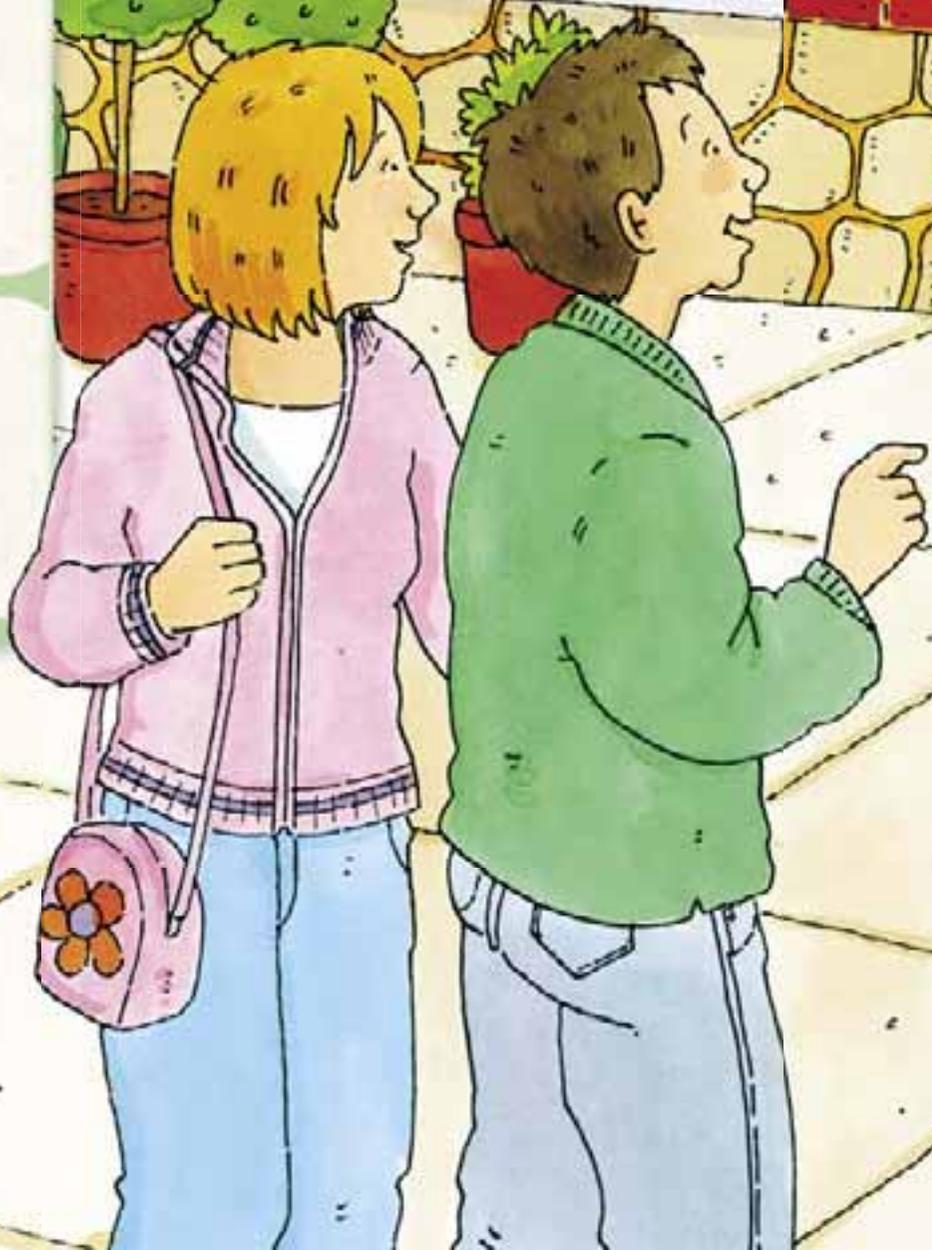
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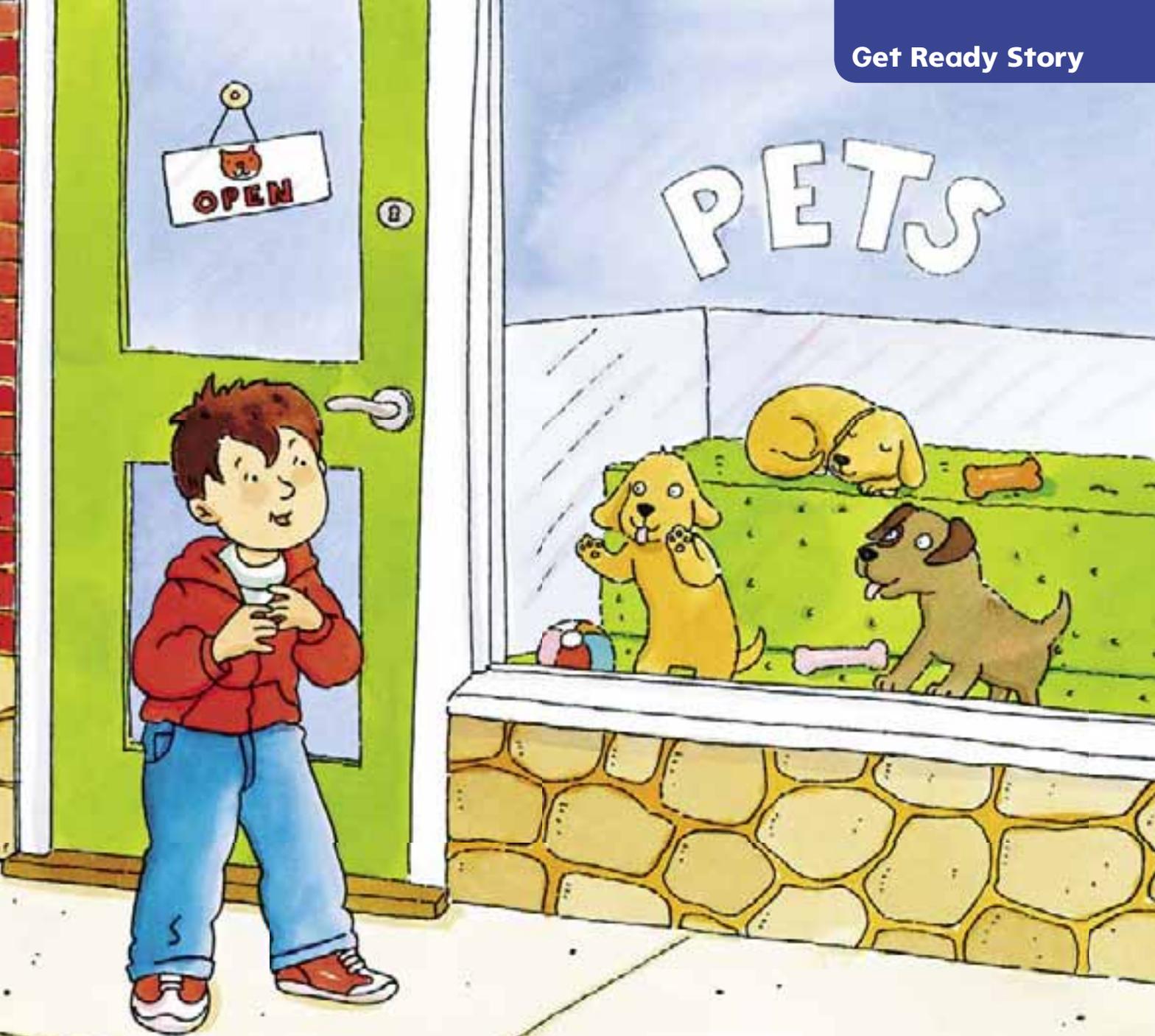
time  
fine



## Read to Find Out

Which dog will  
Ike pick?





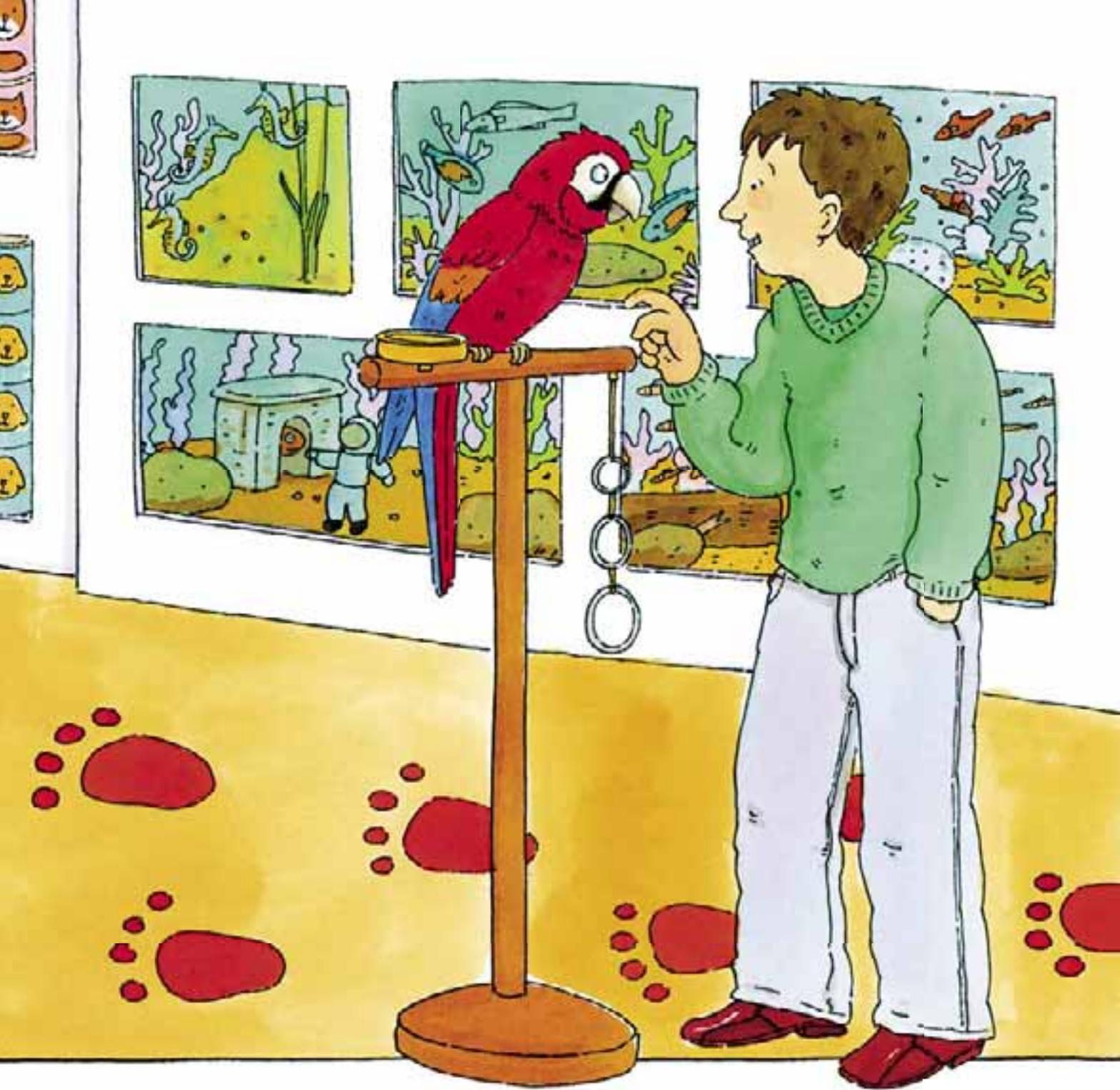
# A Funny Dog for Ike

by Linda B. Ross

illustrated by Anthony Lewis



Ike: **How** will we pick out the best dog for us? **There** are **so** many dogs here!



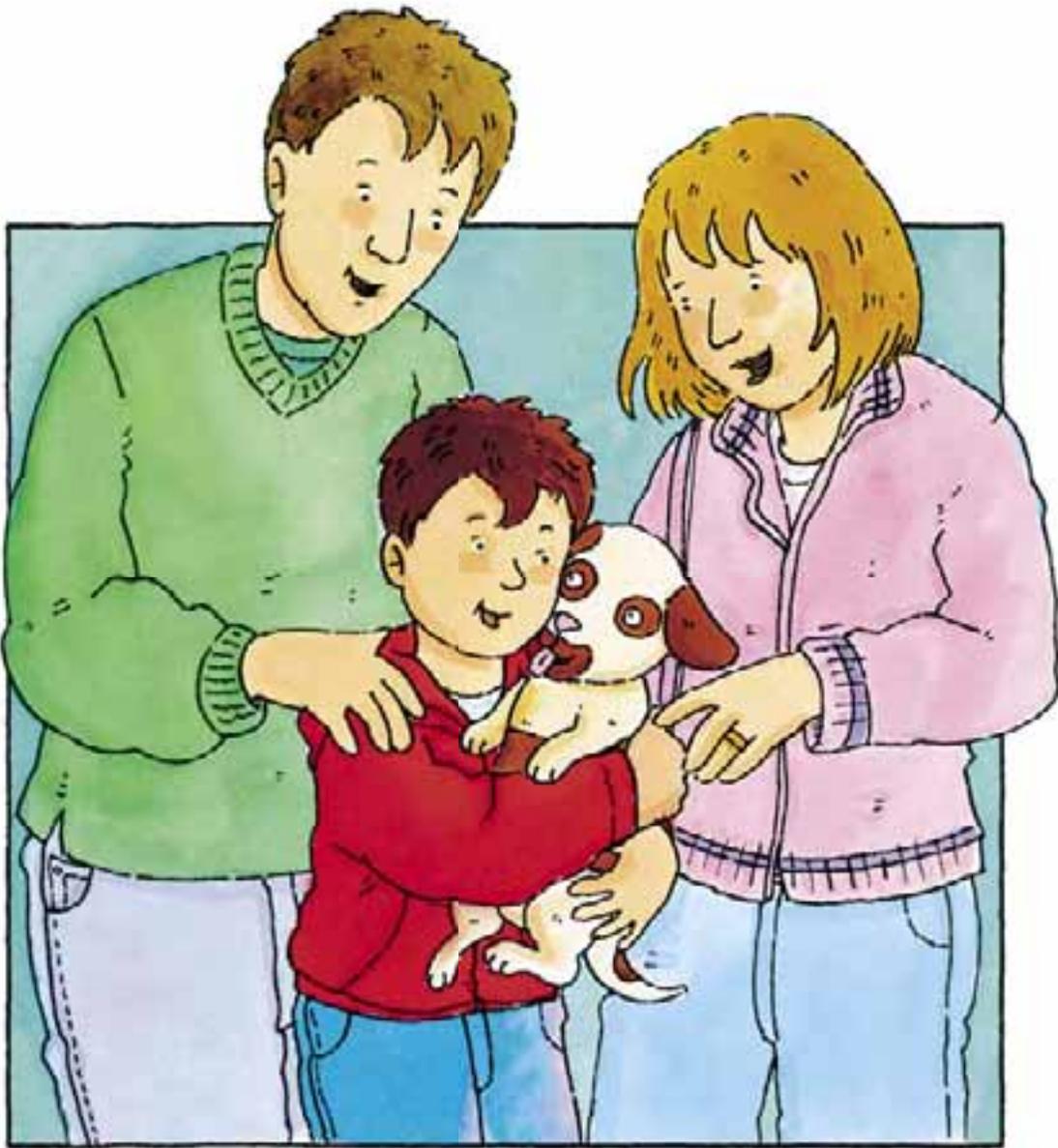
**Dad:** Let's take our time. We will see one that we like **more** than the rest.



**Ike:** I like this **funny** little dog!  
I think he likes me, too!



**Mom:** Then this must be the one!



**Mom:** He looks like a fine dog to me.



**Ike:** Let's **call** him Wags!

# Comprehension

## Genre

A **play** is a story that can be acted out.



## Ask Questions

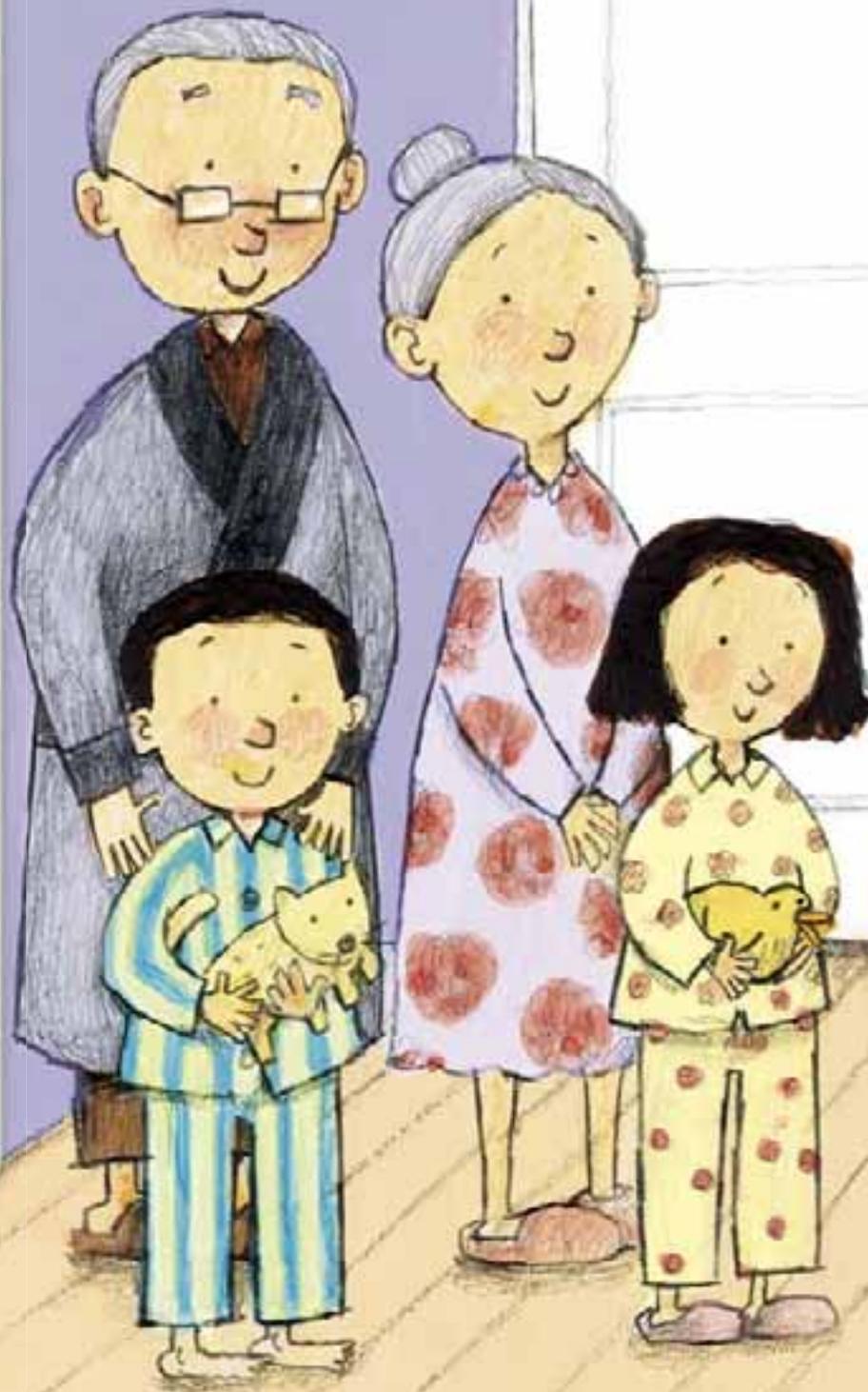
### Make Predictions

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

What I Predict	What Happens

## Read to Find Out

Who will make Mike smile?



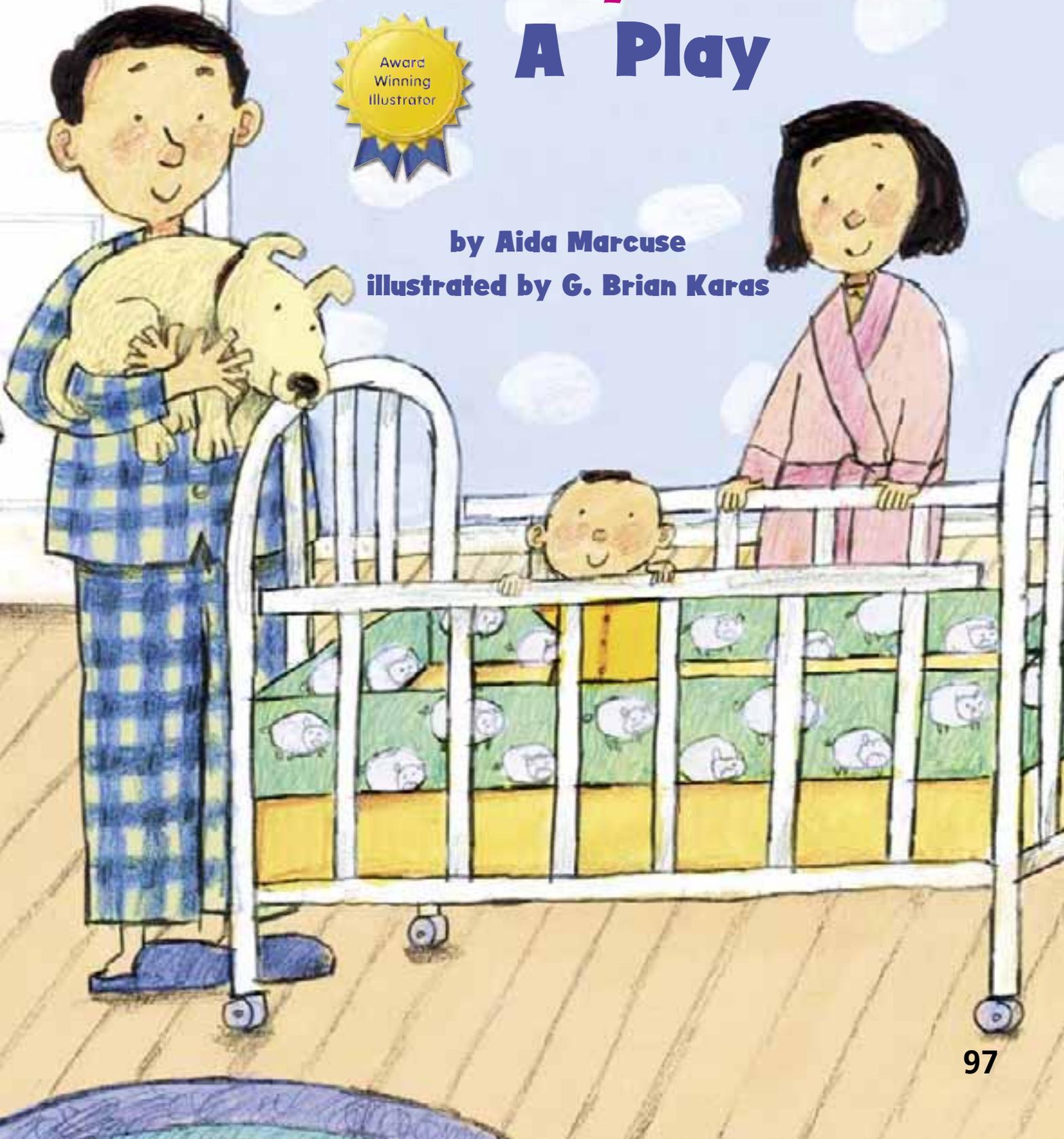
# Smile, Mike!

## A Play

Award  
Winning  
Illustrator

by Aida Marcuse

illustrated by G. Brian Karas



# Meet the Characters



**Mike**



**Spike**



**Juan**



**Ana**



**Mom**



**Dad**



**Gram**



**Pops**





**Mike:** Wa! Wa! Wa!



**Mom:** Here we are, Baby Mike.



**Dad:** Did you **call** us? Are you hungry?



**Mom:** No, he just had a fine snack.



**Mike:** Wa! Wa! Wa!



**Ana:** Why is Mike **so** sad?



**Juan:** Let's make him happy.  
Do you want this cat, Mike?



**Mike:** No! No! No cat!



Ana: Let's sing. **A - B - C - D -  
E - F - G - H - I -**



Dad: **J - K - L - M - N - O - P -**



Juan: **Q - R - S - T - U - V - W -  
X - Y - Z.**



Mike: No! No! No sing!



**Gram:** Why is our little Mike so sad?



**Mike:** Wa! Wa! Wa!



**Pops:** **How** can we make him smile?



**Gram:** Let's clap hands!



**Pops:** Clap with us, Mike.



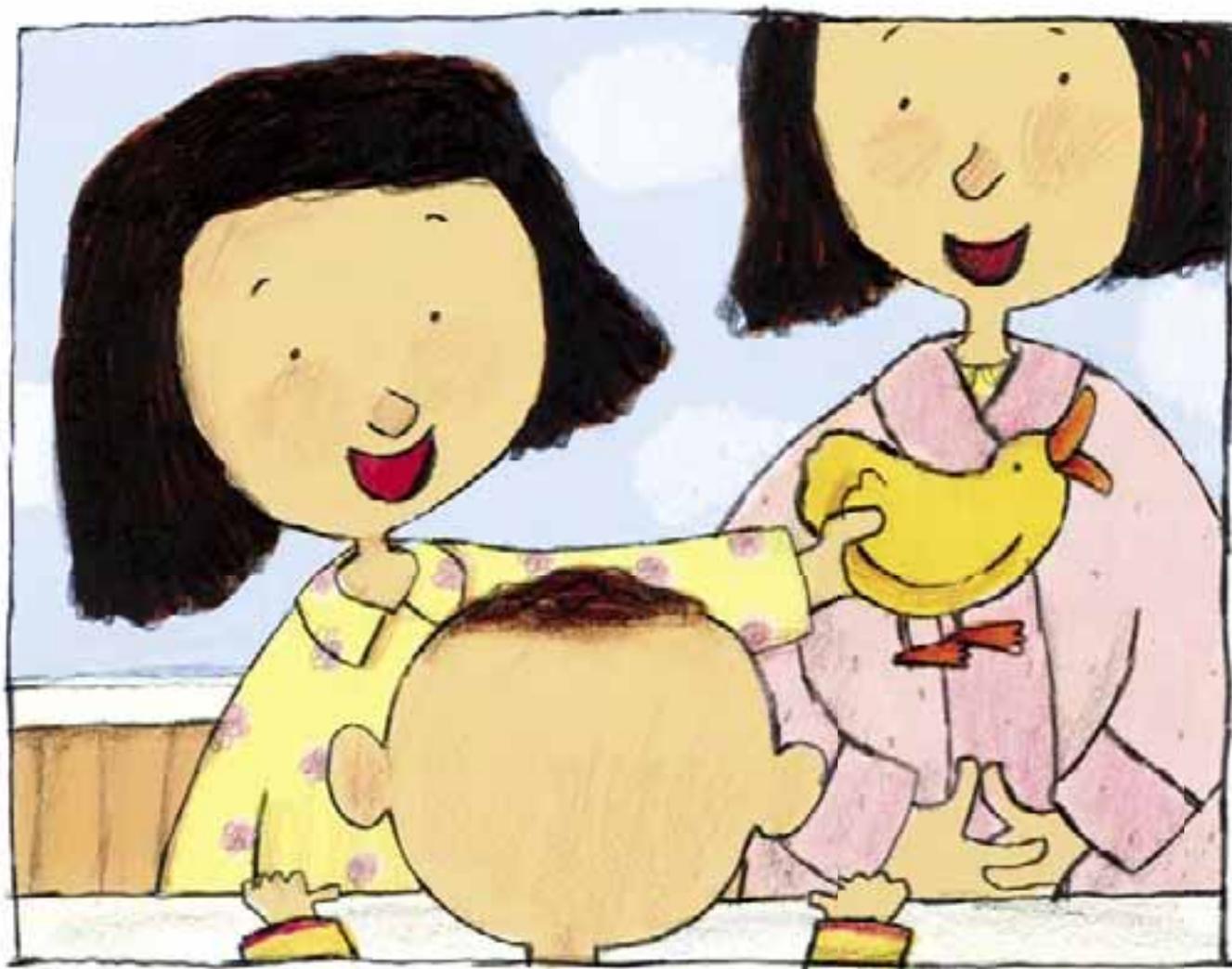
**Mike:** Wa! Wa! Wa!



**Gram:** Clap hands with us.



**Mike:** No! No! No clap!



**Ana:** My **funny** duck will make Mike smile.



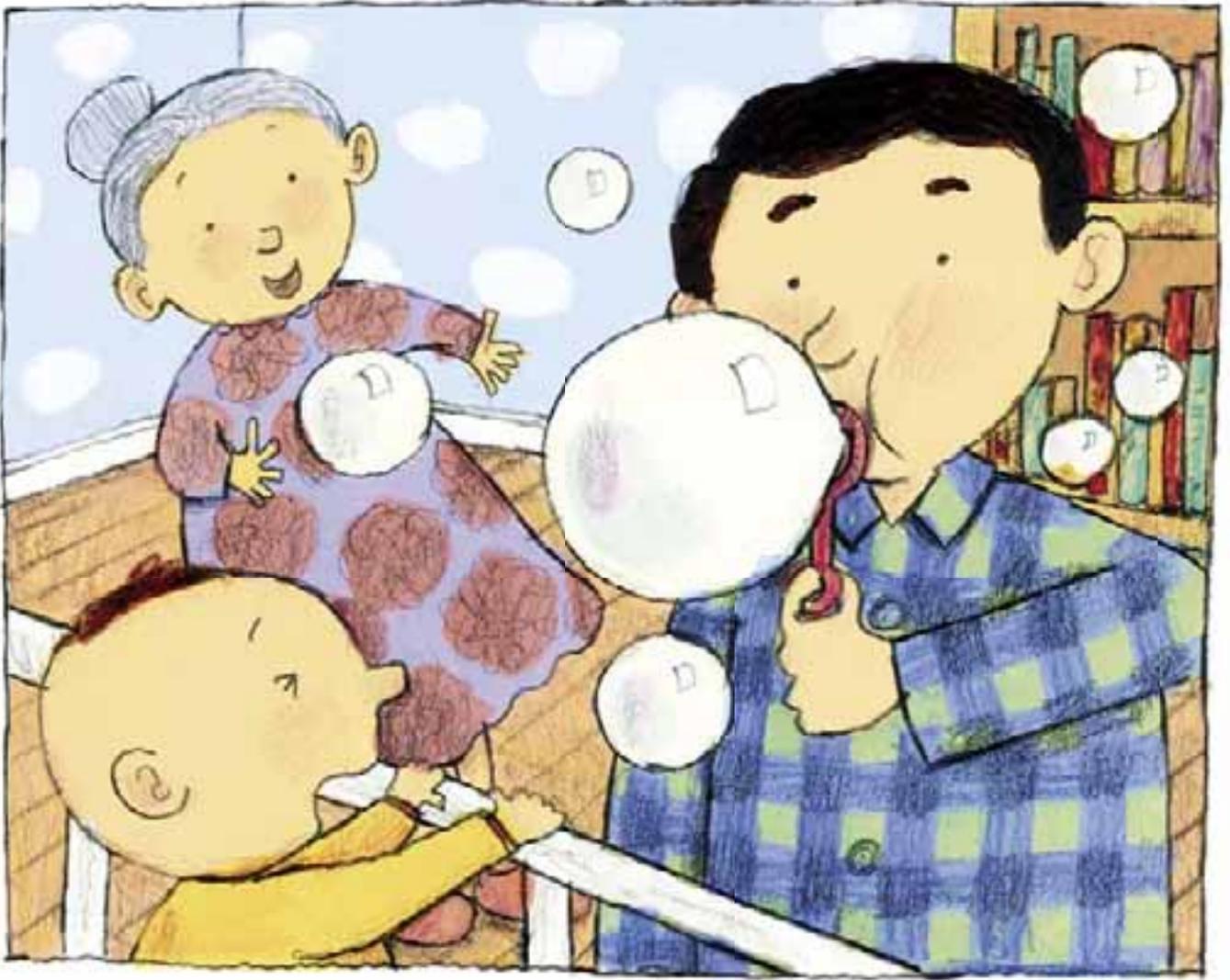
**Mike:** Wa! Wa! Wa!



**Mom:** Do not whine, Mike.  
Quack with us. Quack! Quack!



**Mike:** No! No! No quack!



**Dad:** Look, Mike! I can make bubbles!



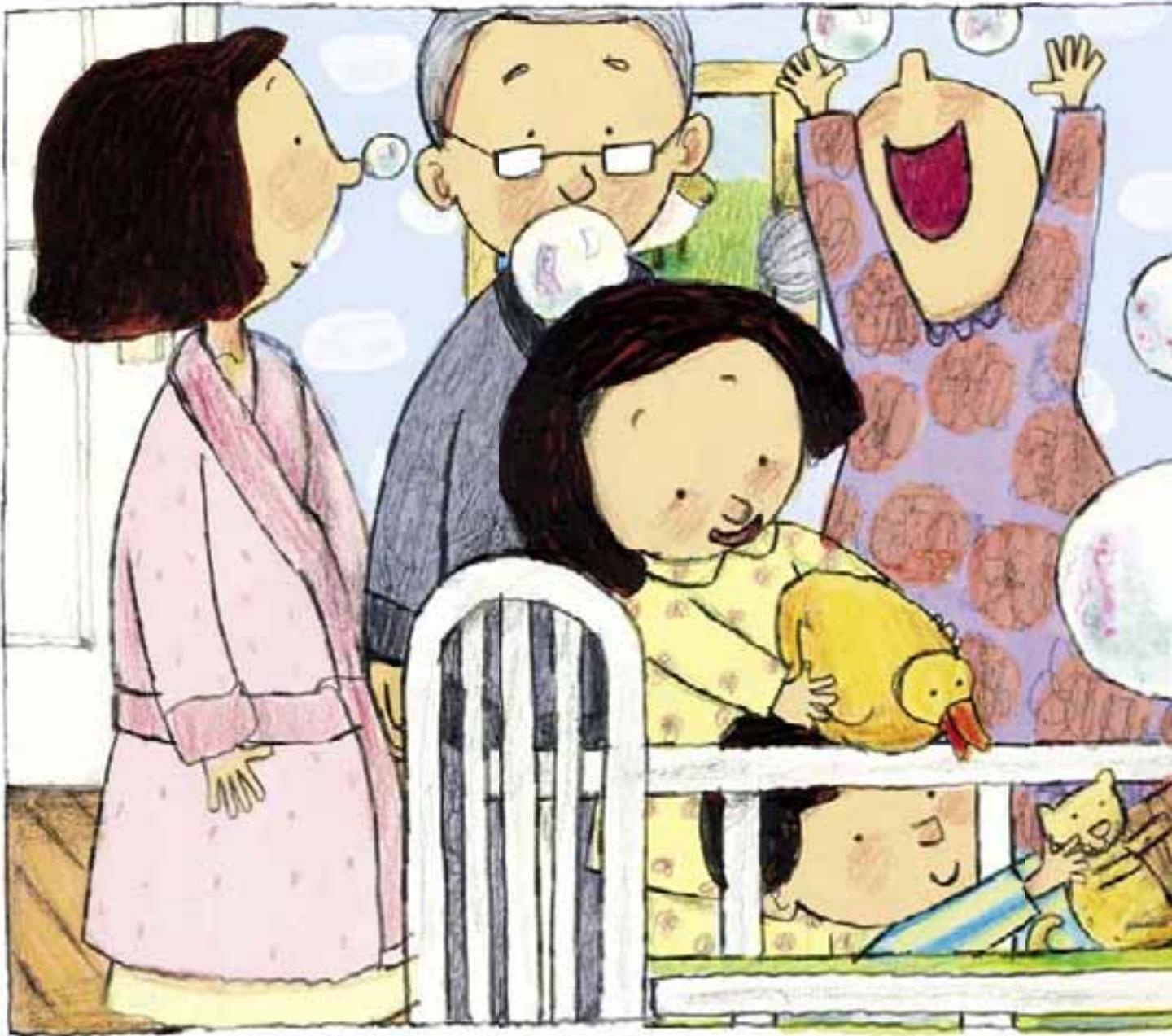
**Mike:** Wa! Wa! Wa!



**Gram:** And I can catch a little bubble.



**Mike:** No! No! No bubbles!



**Ana:** Mike, look at my funny duck.



**Mike:** Wa! Wa! Wa!



**Juan:** And look at my little cat.



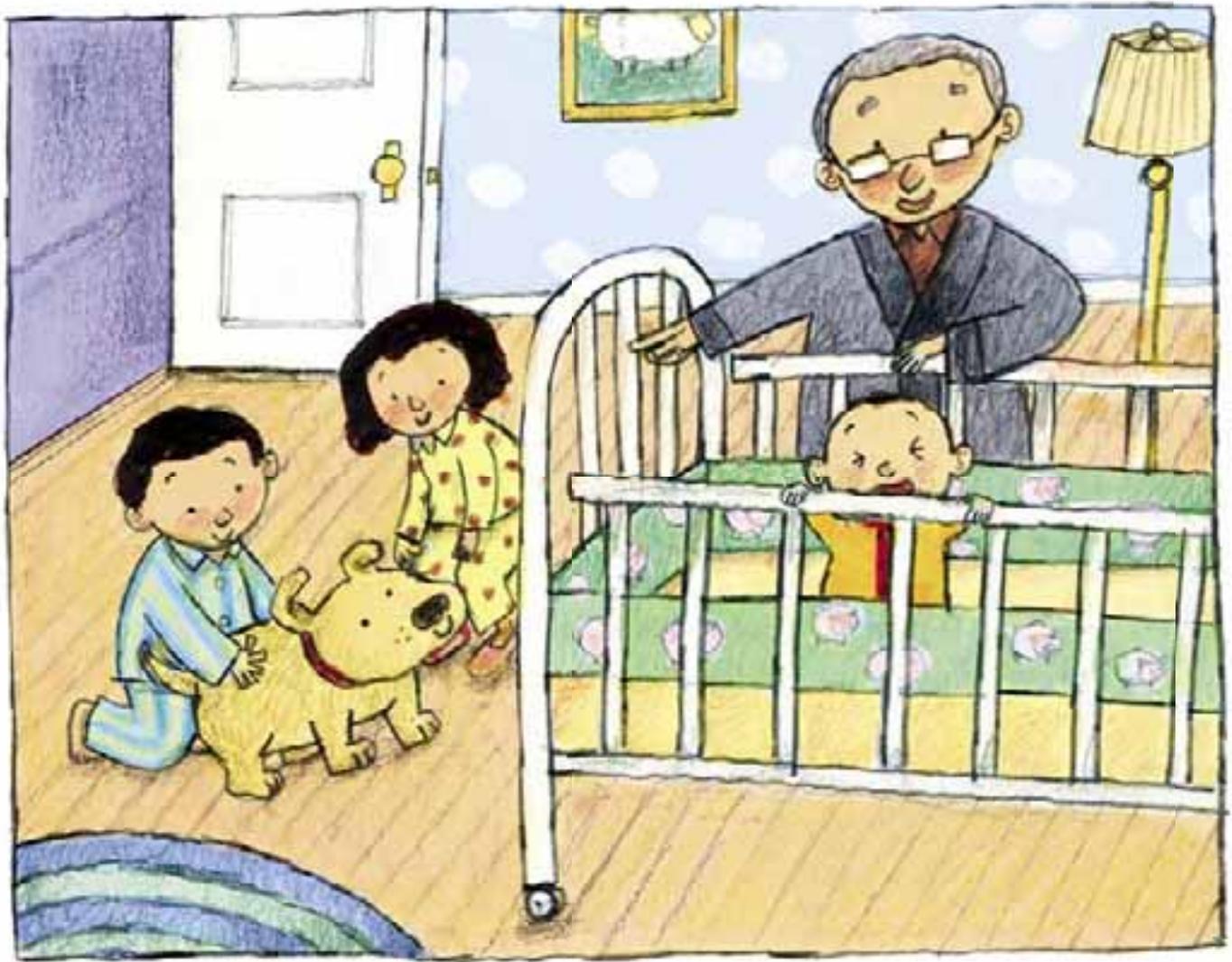
**Gram:** Look at me, Mike.



**Mike:** Wa! Wa! Wa!



**Dad:** Look! **There** are **more** bubbles!



**Pops:** Look, Mike! There is Spike.



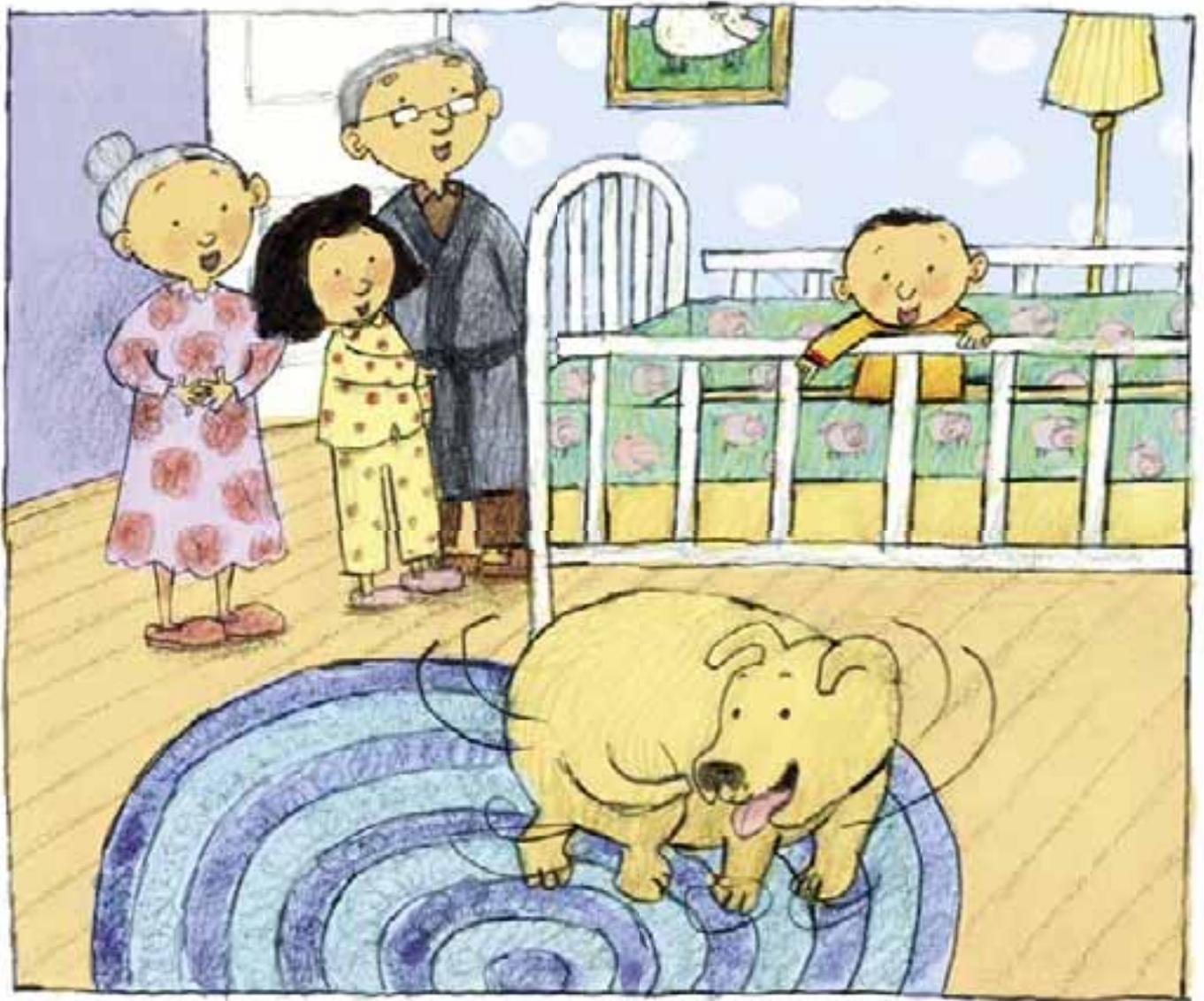
**Mike:** Wa! Wa! Wa!



**Juan:** Did you come to see Mike, Spike?



**Ana:** Spike wants to make Mike smile.



**Gram:** Look at Spike spin.



**Ana:** Spike is funny!



**Gram:** Look! Mike has a big smile.



**Pops:** Spike made Mike smile.



**Juan:** Good dog! This is for you, Spike.



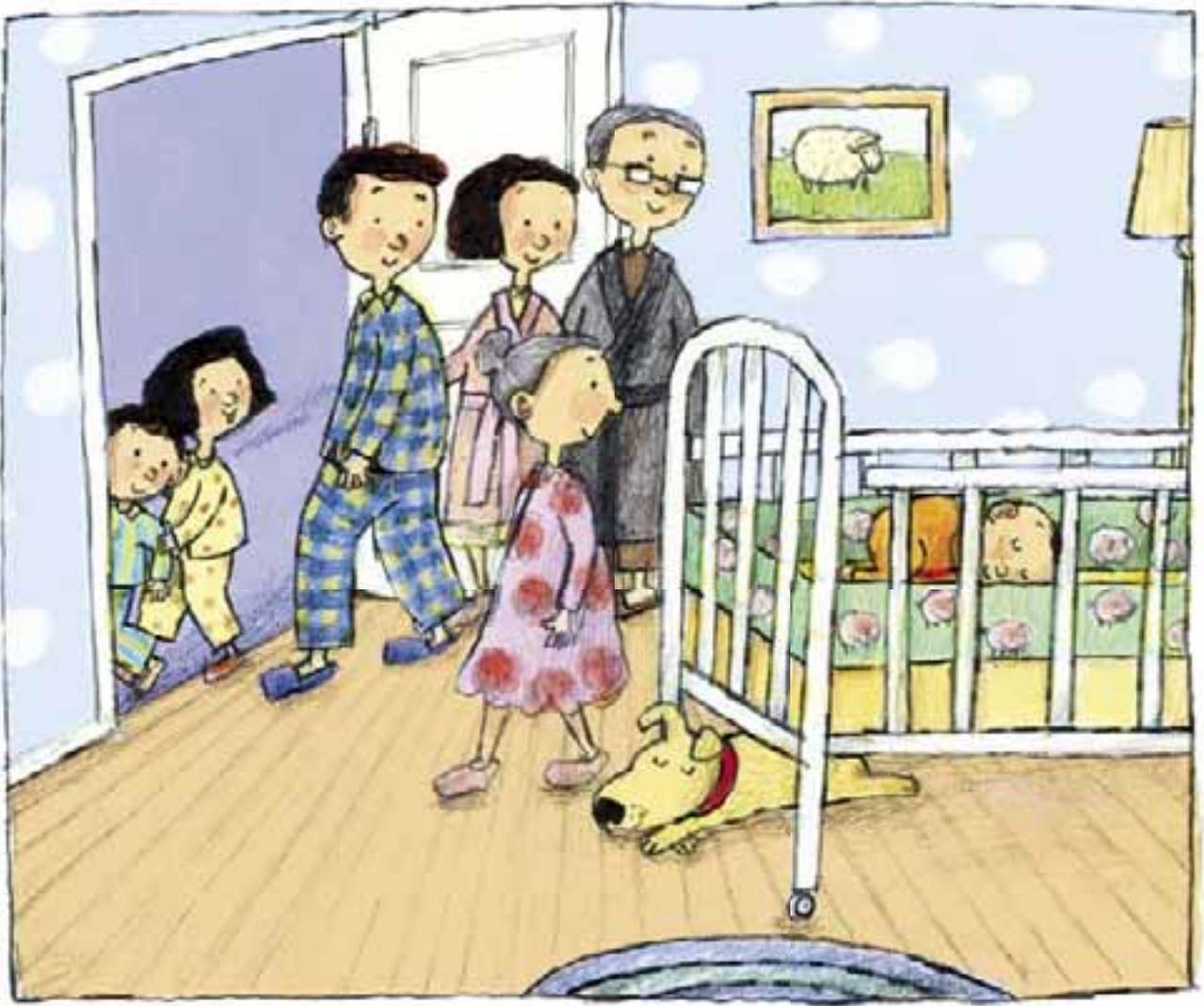
**Dad:** Show us how you can jump.



**Mike:** Jump, Spike! Jump!



**Spike:** Ruff! Ruff!



**Dad:** At last, Mike is happy.



**Mom:** Now it is time for bed.



**Ana:** Mike will get some rest now.



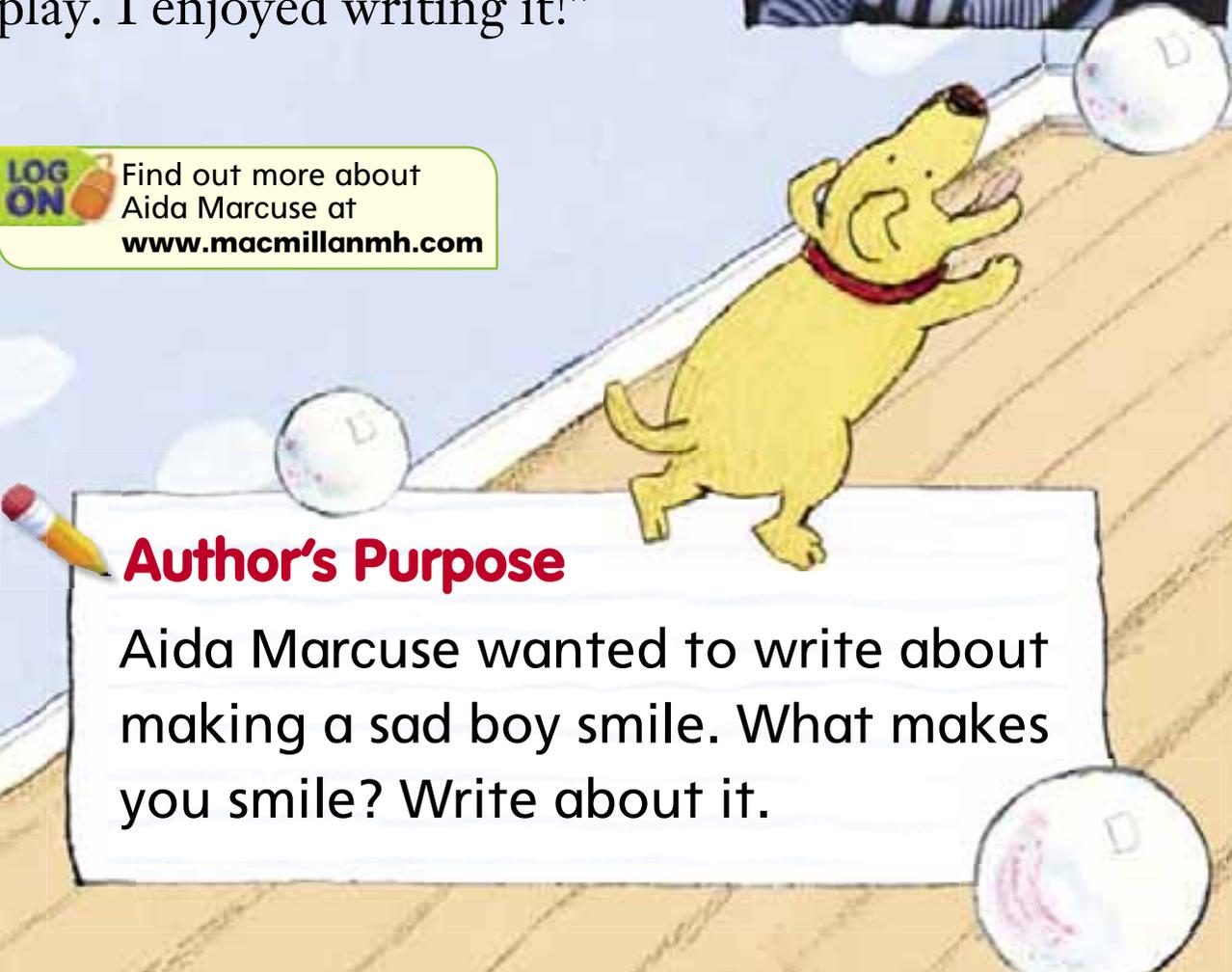
**Gram:** And so will we!

# Smile with Aida Marcuse!

**Aida Marcuse** says, “I wrote *Smile, Mike!* because mothers always try to make their children happy. I remember the day when my little boy wouldn’t stop crying. At last we discovered what he wanted! I hope you enjoy reading this play. I enjoyed writing it!”



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



## Author's Purpose

Aida Marcuse wanted to write about making a sad boy smile. What makes you smile? Write about it.



## Comprehension Check

### Retell the Story

Use the Retelling Cards to retell the story.



Retelling Cards

### Think and Compare



1. What do you think Mike's family will do the next time he cries?
2. How is Mike's family like your family?
3. What are some other ways you can make a baby smile and laugh?
4. How is Wags in "A Funny Dog for Ike" like Spike?

What I Predict	What Happens





## Social Studies

### Genre

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



### Text Feature

A **Chart** shows information in rows and columns.

### Content Words

aunt  
grandfather  
grandmother



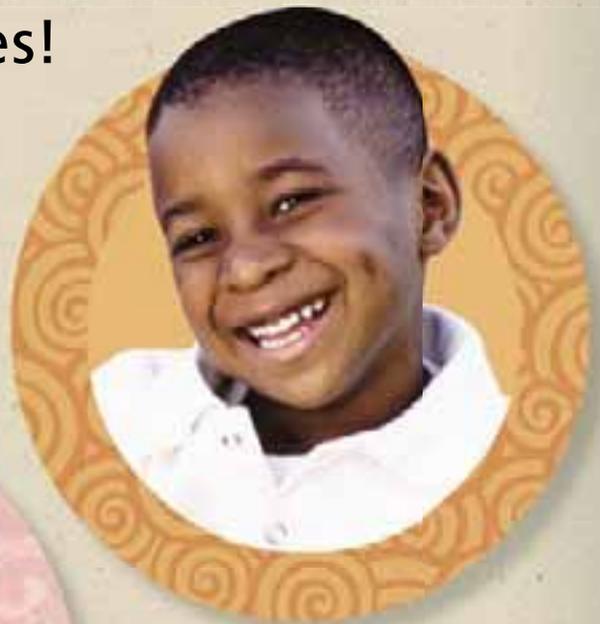
Find out more about families at  
[www.macmillanmh.com](http://www.macmillanmh.com)

F a m i l y

F u n

Who lives with you?  
Who is in your family?

Come and meet  
two kids and their  
families!





My name is Matt. I live with my mom, my dad, and my brother, Rick. My **aunt** Kate and my **grandfather** live with us, too.

We all go to the park to play ball. I like to hit. Rick likes to catch. He is good!



My name is Carmen. I live with my mom and **grandmother**.

We have so much fun together. We like to make up funny songs. We act them out, too!

This chart shows Matt's family and Carmen's family. How are they the same? How are they different?

## Our Families

	Matt	Carmen
Parents		
Children		
Grandparents		
Aunts and Uncles		

### Connect and Compare

Think about the family in *Smile, Mike!*  
If you could add them to the chart, what would it look like?



**Writing**



**Is and Are**

**Is** tells about one.

**Are** tells about more than one.

# Make a Poster

Amy made a poster about a play.



Grade 1 is in a play.

It is Smile, Mike!

We are so funny!

Come see it.



# Your Turn

Pretend that your class will put on a play.

Make a poster about the show.



## Writer's Checklist

- Is my poster easy to read?
- Did I use the verbs *is* and *are* correctly?
- Does my exclamation end with an exclamation mark?

# Your Turn

Pretend that your class will put on a play.

Make a poster about the show.



## Writer's Checklist

- Is my poster easy to read?
- Did I use the verbs *is* and *are* correctly?
- Does my exclamation end with an exclamation mark?

# Family Time





## Talk About It

Who is special to you in your family? What do you like to do together?



Find out more about family time at

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



**Words to Know**

give  
were  
say  
about  
read  
says

---

spring  
stretches



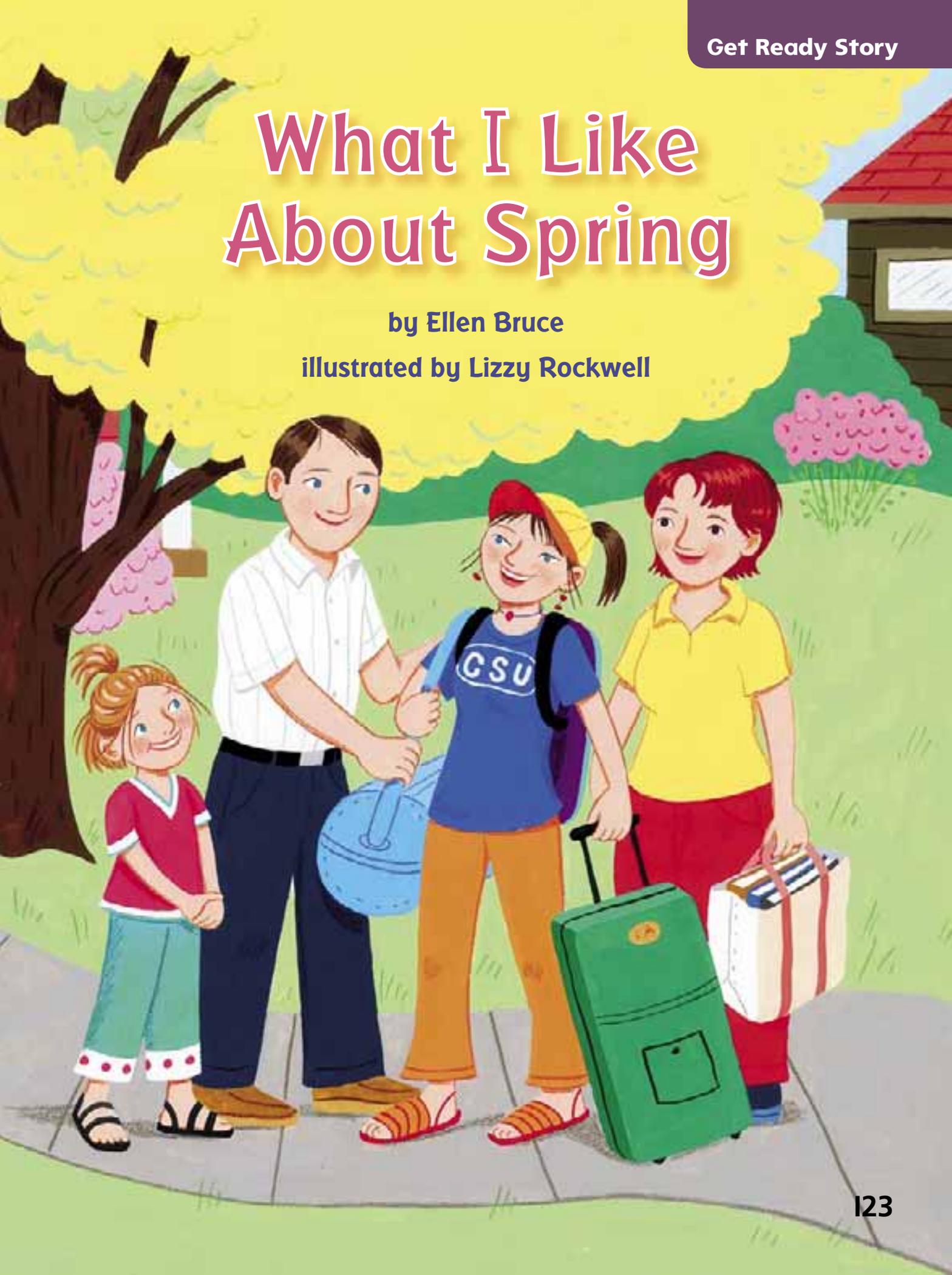
**Read to Find Out**

What will the girl  
and her sister do  
together?

# What I Like About Spring

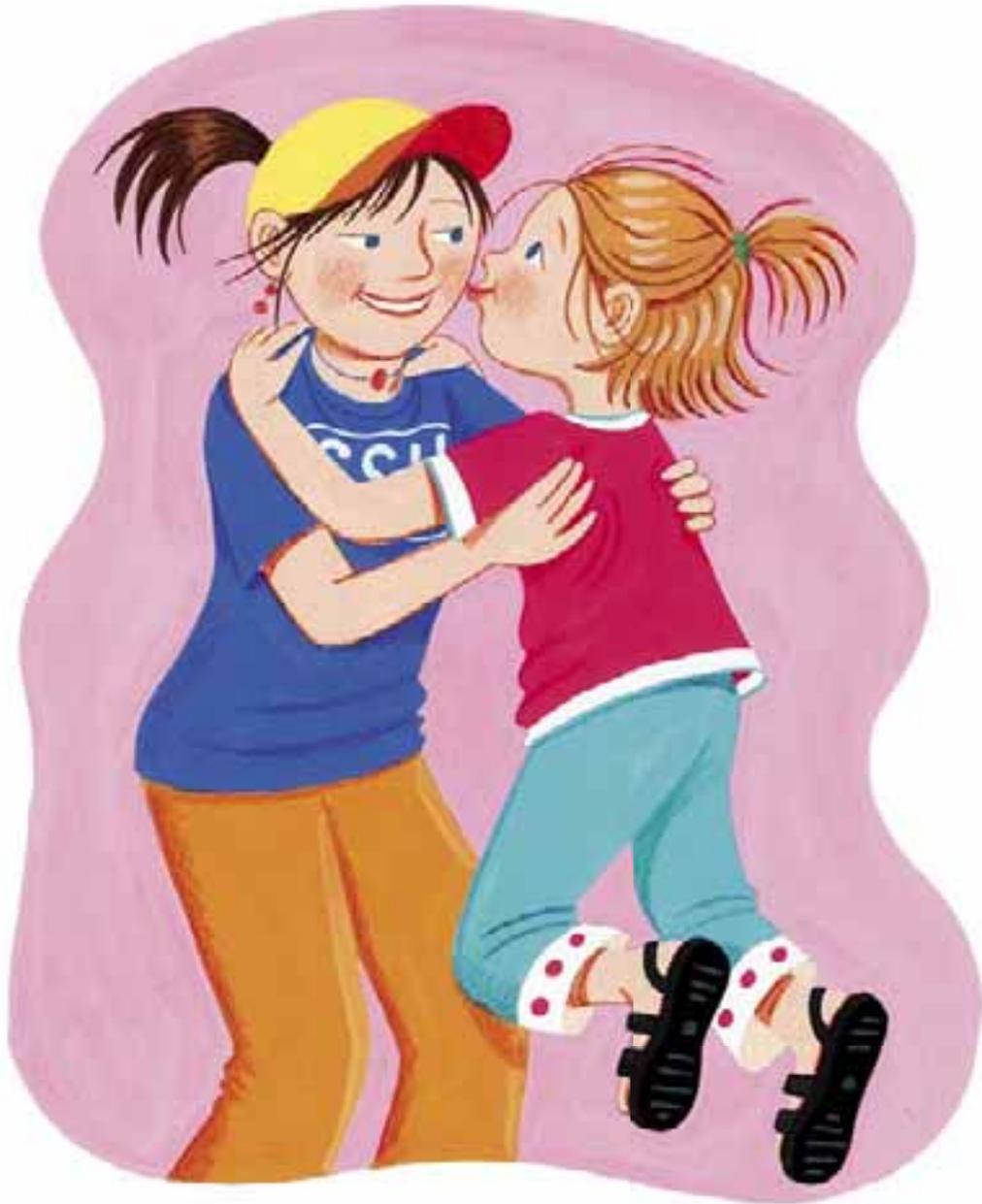
by Ellen Bruce

illustrated by Lizzy Rockwell





In the spring, Liz comes back to live with us. Mom and Dad and I are so glad to see her.



Liz picks me up.  
I **give** her a big kiss.

“You **were** away for so long!”  
I **say**.



Liz tells me all **about** her school.  
She has to **read** a lot!

“Let’s play now,” Liz **says**. “Jump up.”



I get on. Liz stretches and spins.

I am so glad Liz is back. I like spring!

## Comprehension

### Genre

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



### Ask Questions

#### Character and Setting

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

What the Characters Do	Where They Do It

### Read to Find Out

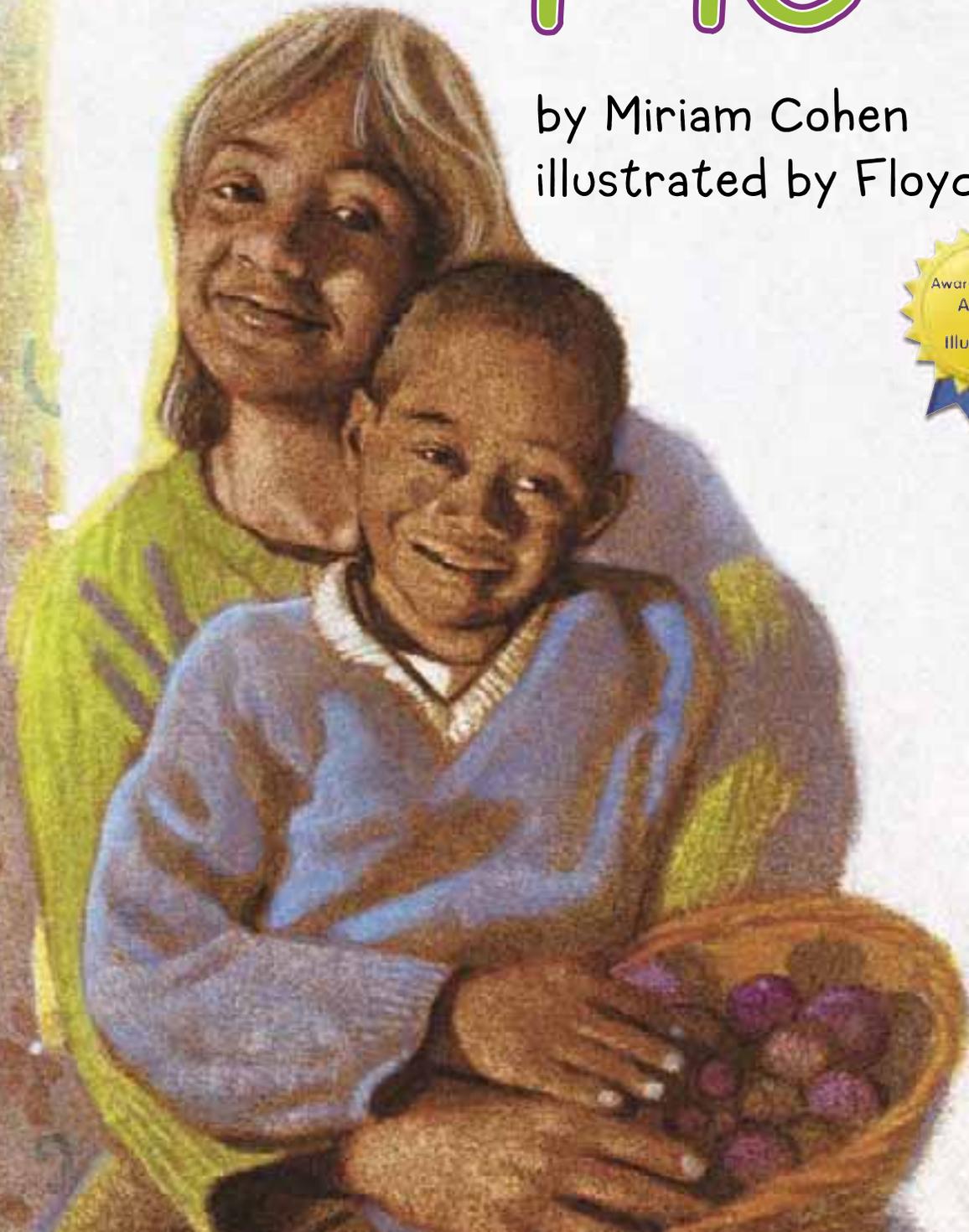
What do Gram and James do together?



# Gram and Me

by Miriam Cohen

illustrated by Floyd Cooper

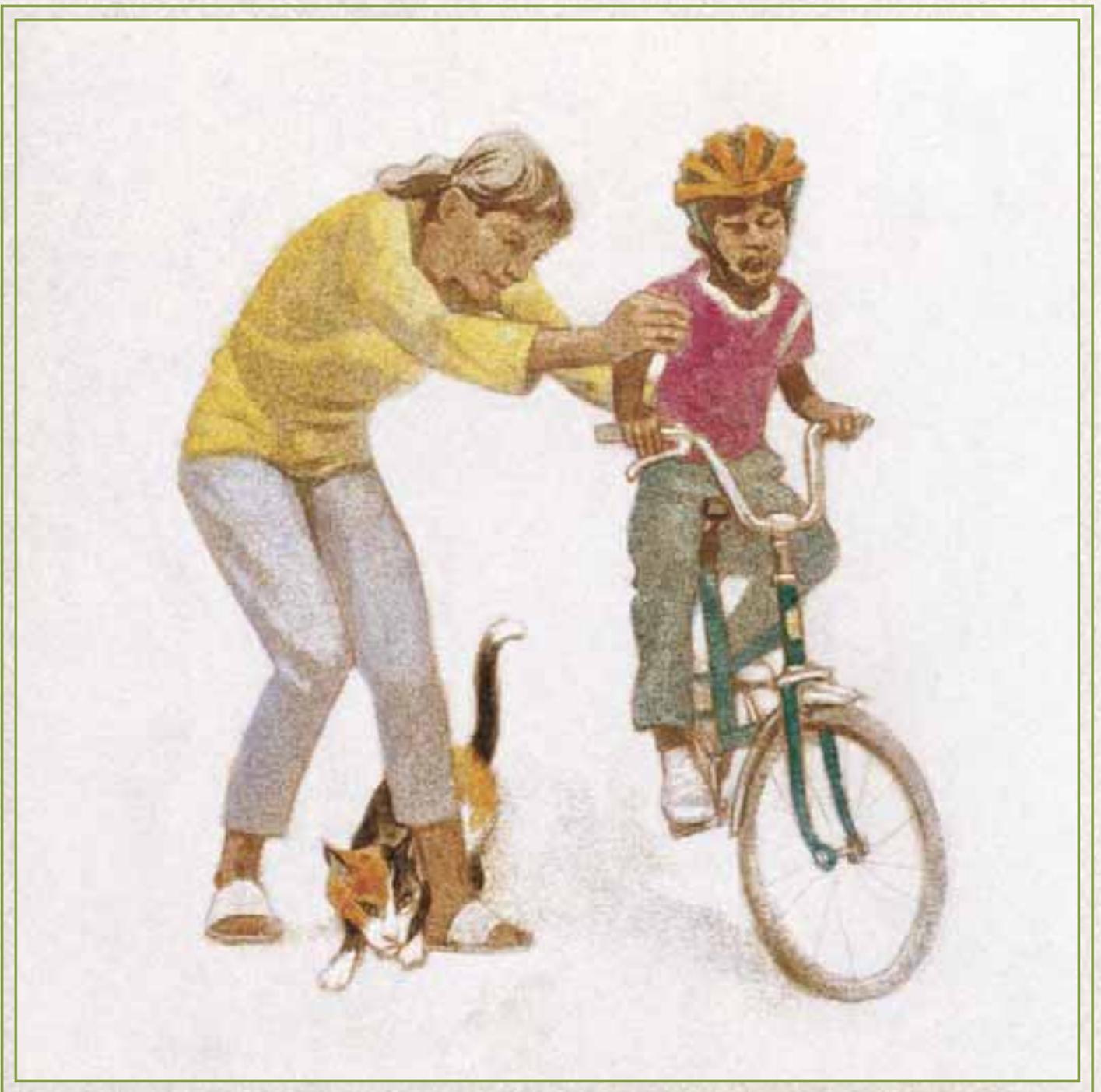


I like my grandmother a lot.  
I call her Gram.  
She is so much fun.



Gram takes me fishing.  
We sit together on the dock.  
We wave at the boats.  
“Hello!” we call.





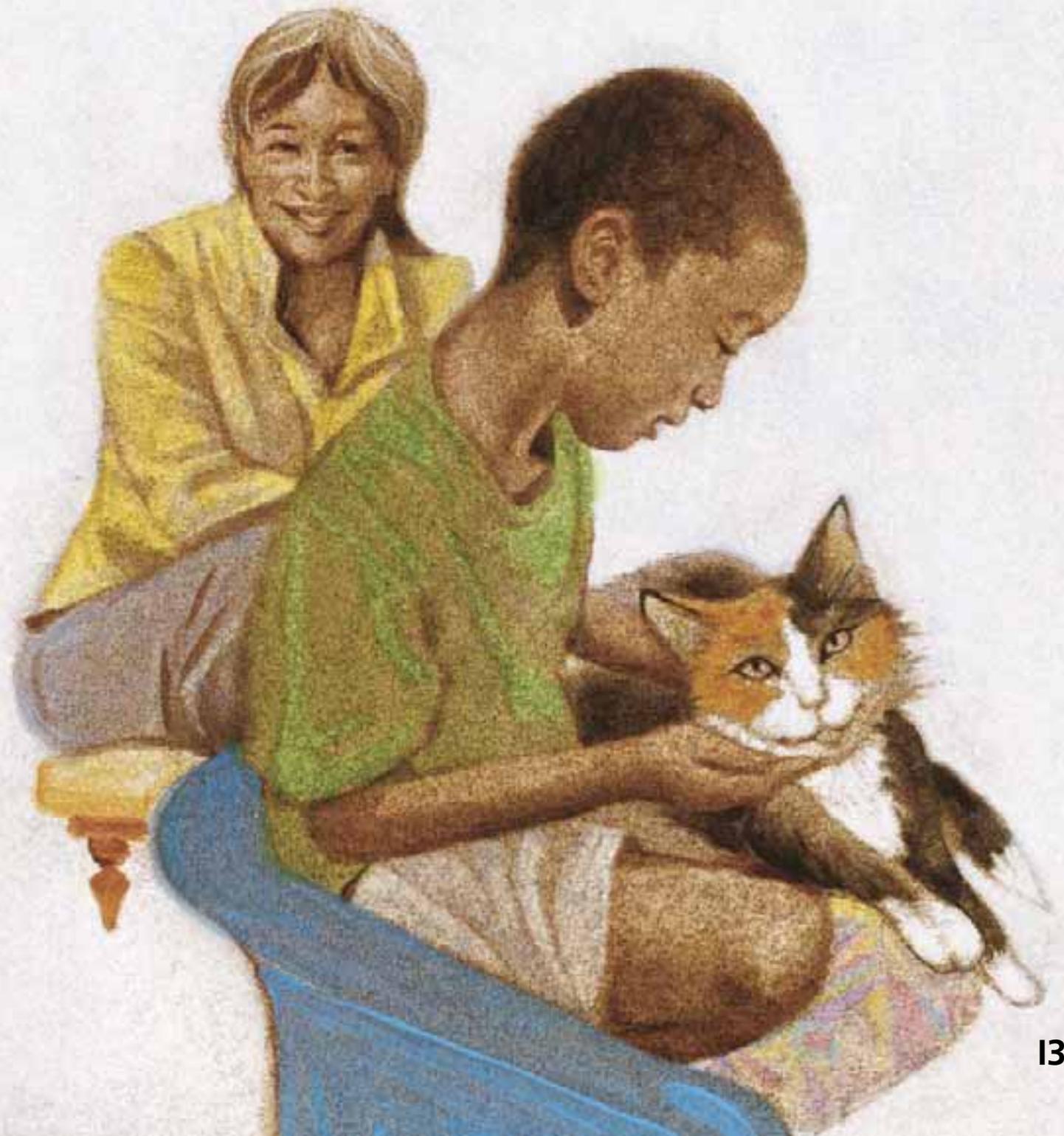
Gram helps me ride my bike.  
She is strong.  
“You can do it, James!” she **says**.  
“Look at me go!” I **say**.

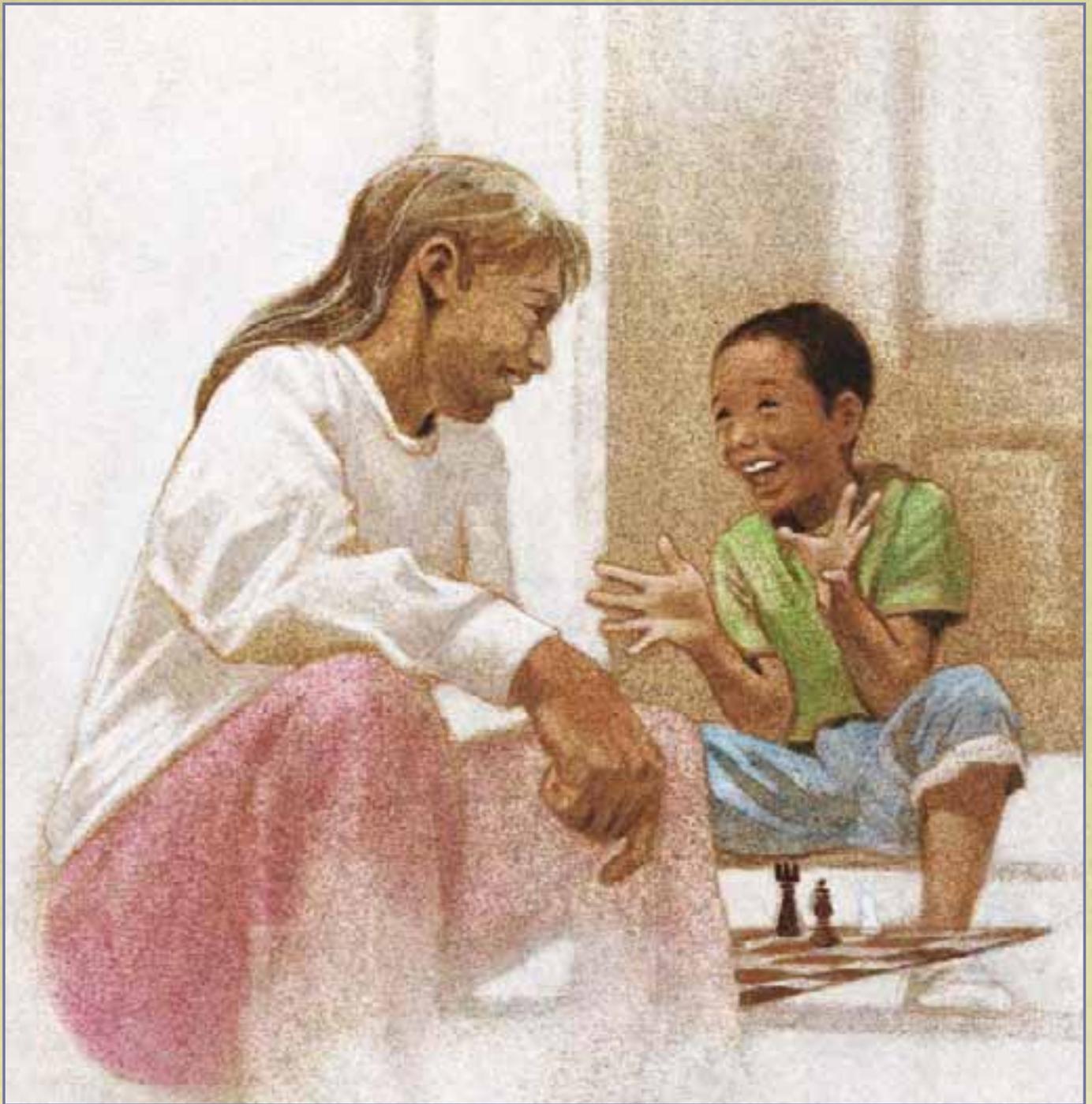
Gram has a big, striped cat.

His name is Scruff.

“Scratch him under the chin,” she says.

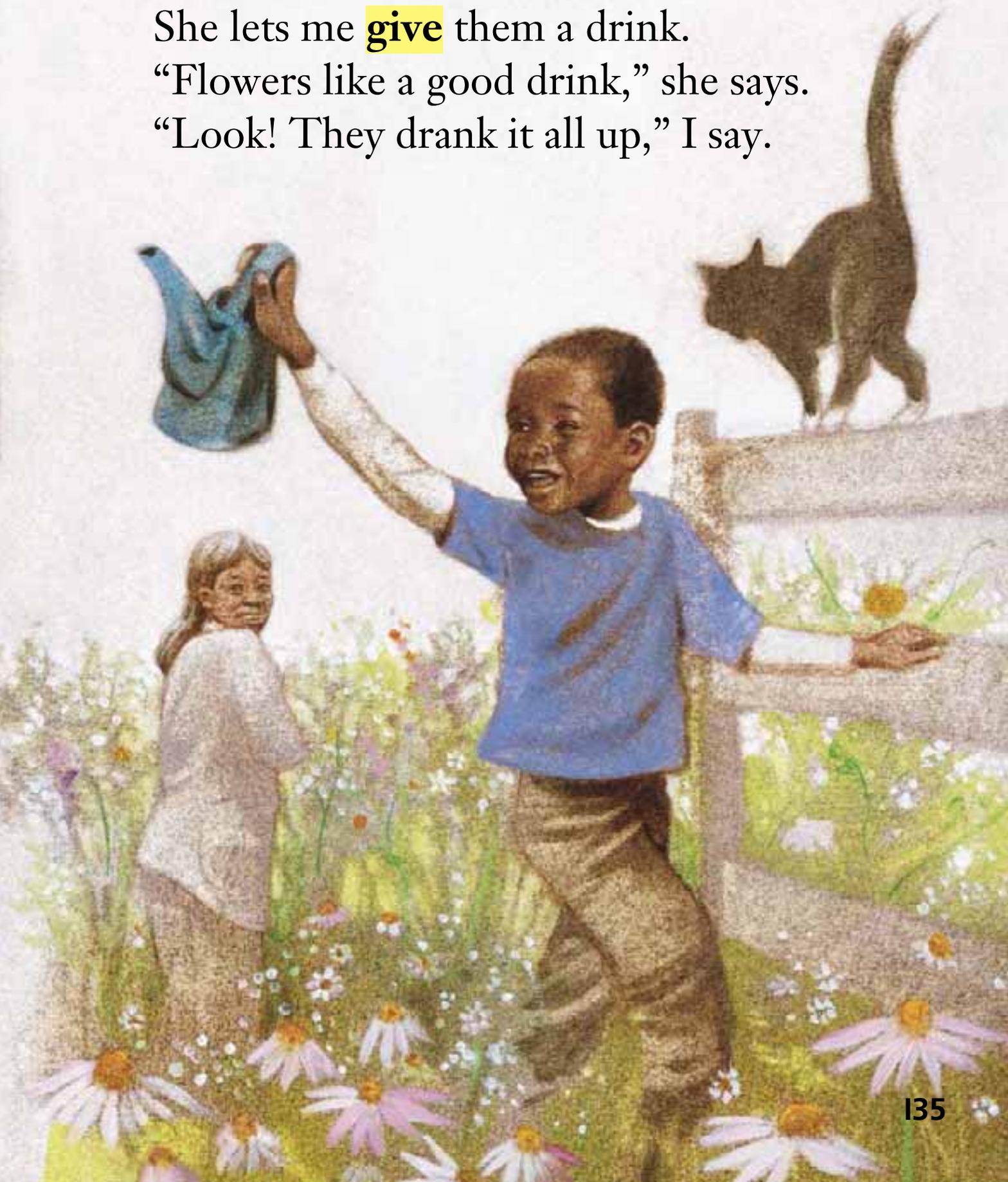
“Scruff likes it!” I say.





Gram likes to play chess.  
She helps me when we play.  
“Think, James,” she says.  
“I win, Gram!” I say.

Gram has a lot of spring flowers.  
She lets me **give** them a drink.  
“Flowers like a good drink,” she says.  
“Look! They drank it all up,” I say.



Gram has a big plum tree.  
We like to pick plums.  
Gram lifts me up.  
“I got a ripe one!” I say.

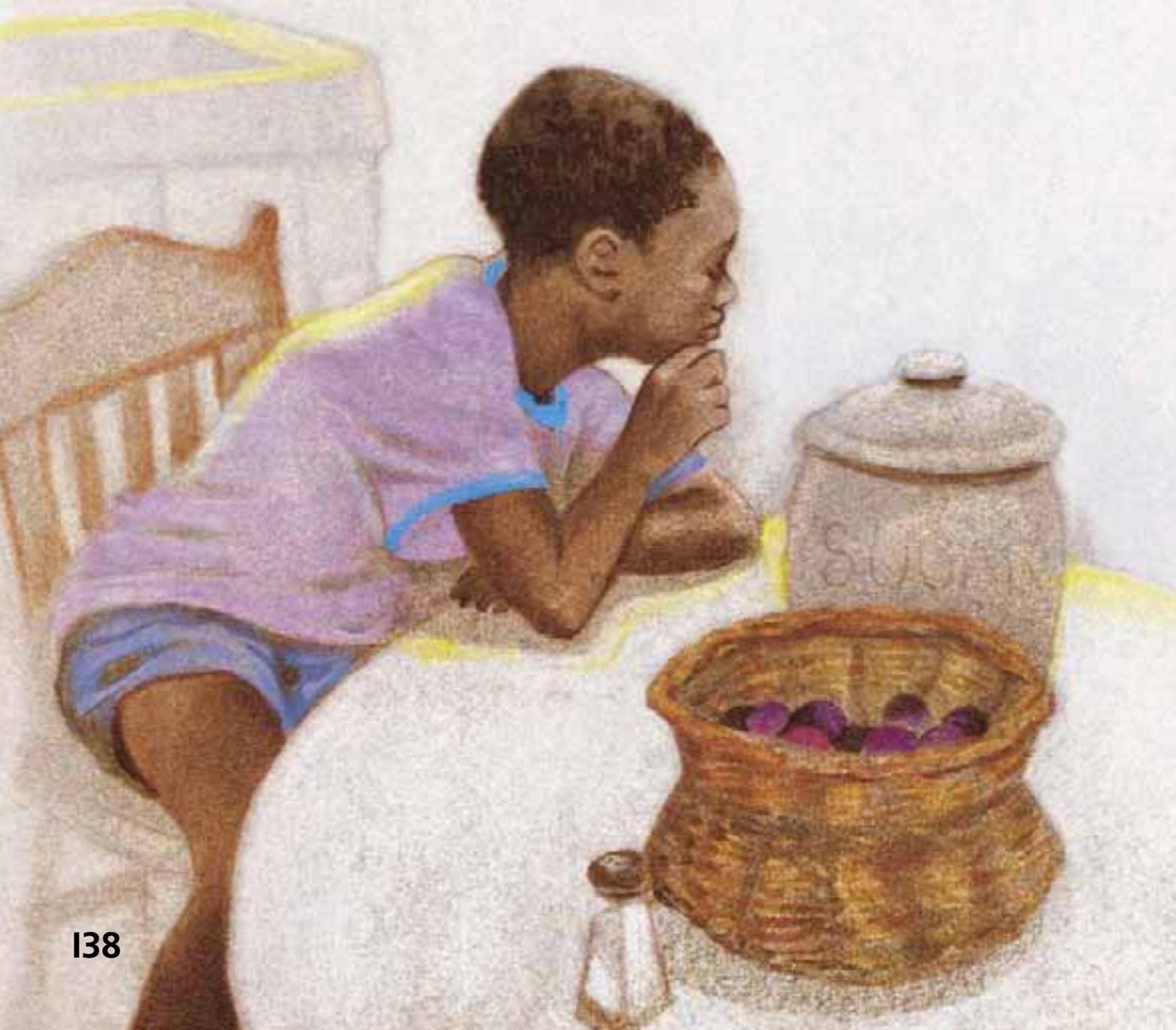




Gram shows me how to make plum jam.  
She adds salt to the pot.  
“Just a bit,” she says.  
“Yum! This jam will taste good!” I say.

“Gram, did you cook when you **were** little?” I ask.

“I helped my mom,” says Gram. “We made jam just like you and I do.”

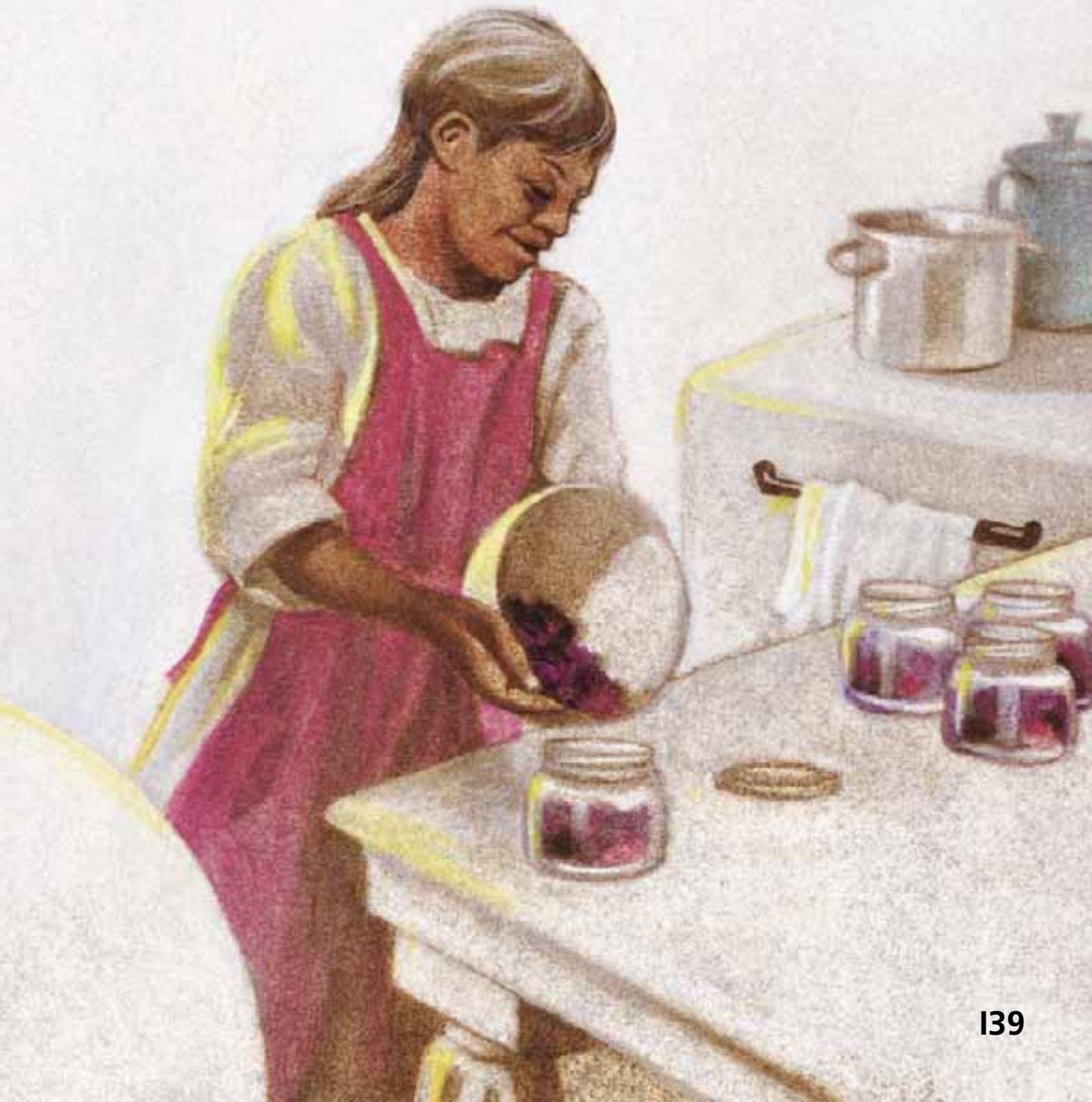


“Did you go to school?” I ask.

“Yes, I went to a little school,” says Gram.

“My school is very big,” I say.

“Yes, it is,” says Gram.





“I am learning how to **read** at school,”  
I say.

“Reading is good,” says Gram. “I liked  
to read when I was little.”

“Gram, can you read me a story?”

“Yes,” says Gram. “Do you like cats and dogs?”

“I like them a lot!” I say.

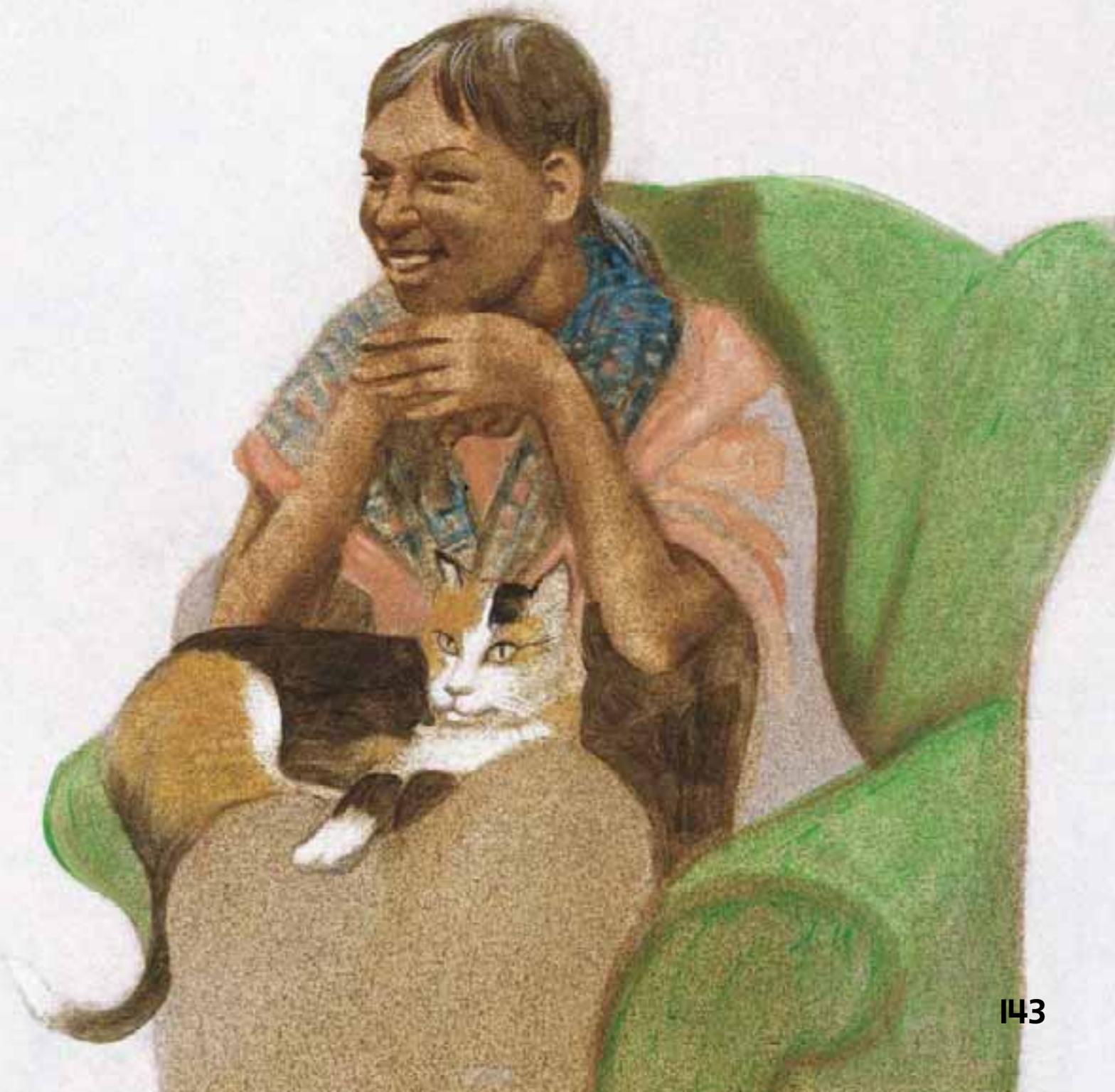
“This is a story **about** cats and dogs.”



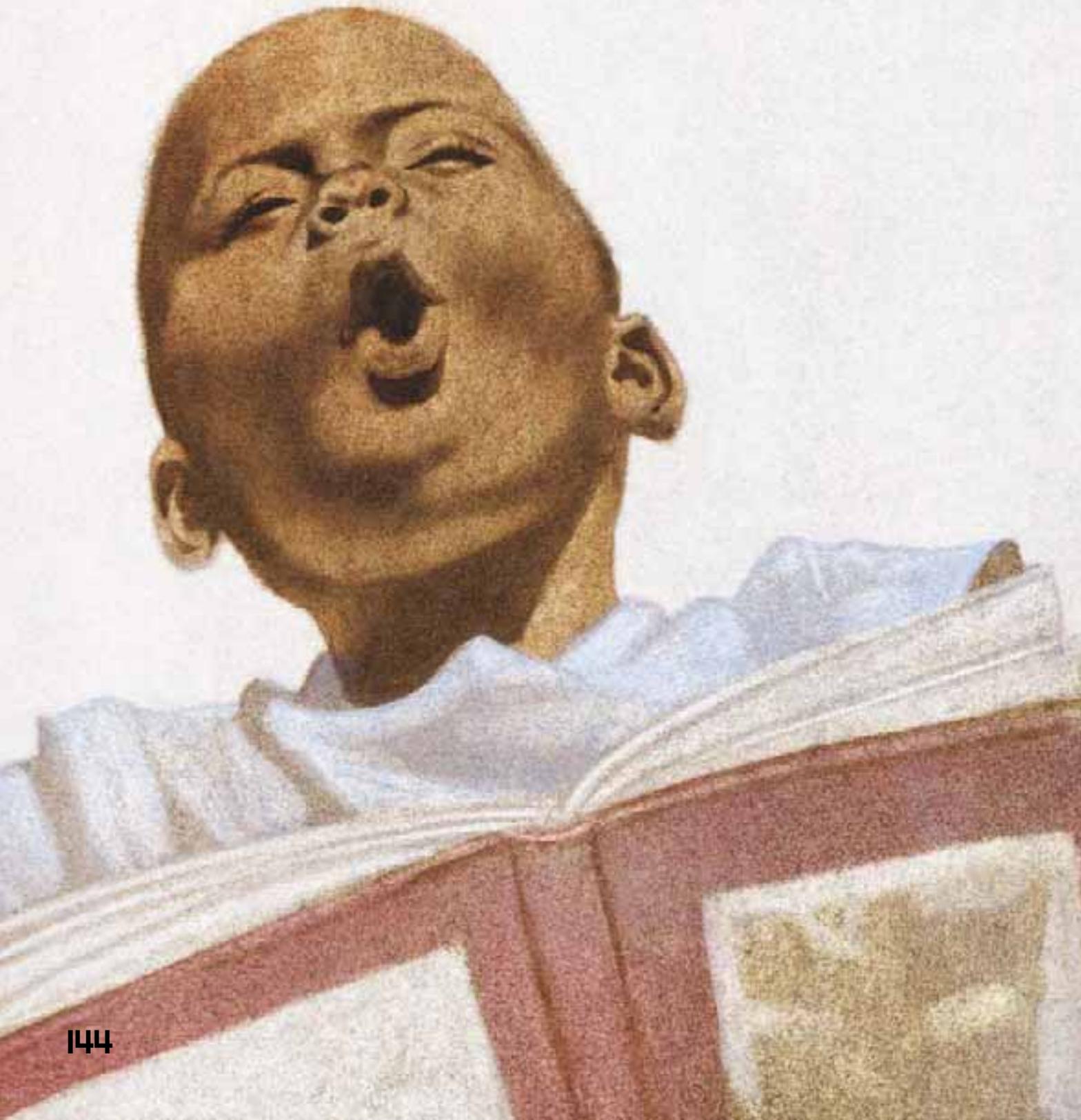
I like Gram's story a lot.  
"Let's read more," I say.  
"Can you read a story to me?" asks Gram.  
"I think I can."

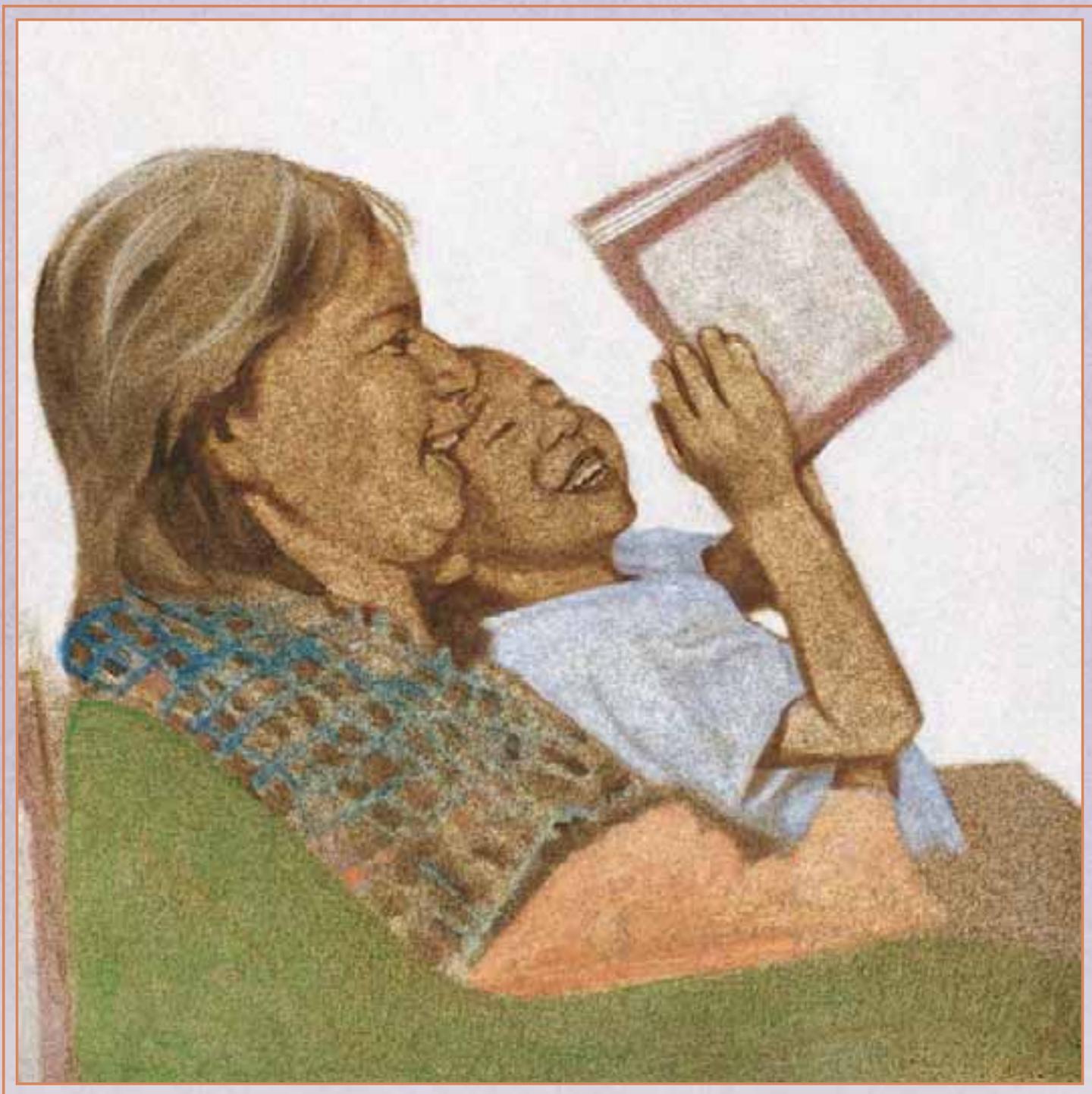


“I will read you this story,” I say.  
“Is it about cats and dogs?” Gram asks.  
“No, it is a story about pigs.”  
“Pigs are good, too,” says Gram.



“This is a story about three little  
pigs,” I say.  
I read on and on.



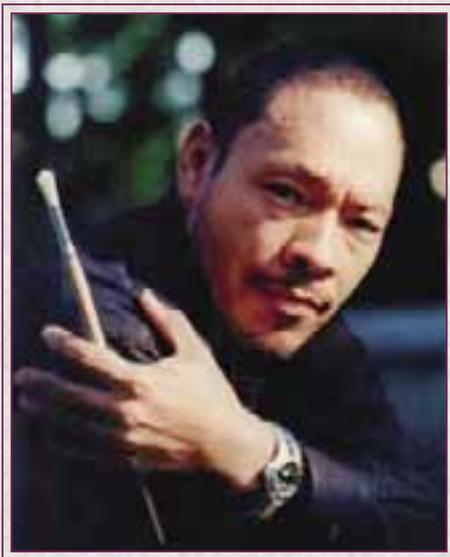
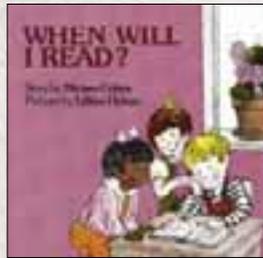


At the end, Gram claps and claps.  
“What a fine story,” she says.  
“Gram, you are so much fun,” I say.  
“So are you,” says my Gram.

# READ TOGETHER We Remember Gram

Miriam Cohen says, “I wrote this story about a grandma because I loved mine so much. She told me stories about when she was a girl.”

**Another book**  
by Miriam Cohen

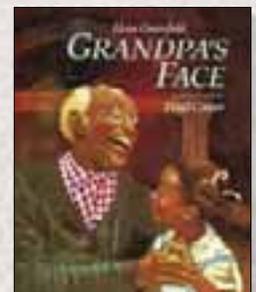


Floyd Cooper says, “I loved my gram’s gingerbread. I start my paintings by spreading gingerbread-colored paint on paper. So, I remember Gram every time I make a painting!”



Find out more about Miriam Cohen and Floyd Cooper at [www.macmillanmh.com](http://www.macmillanmh.com)

**Another book**  
by Floyd Cooper



## **Author's Purpose**

Miriam Cohen wanted to write about a special grandma. Write about someone in your family.



## Comprehension Check

### Retell the Story

Use the Retelling Cards to retell the story.

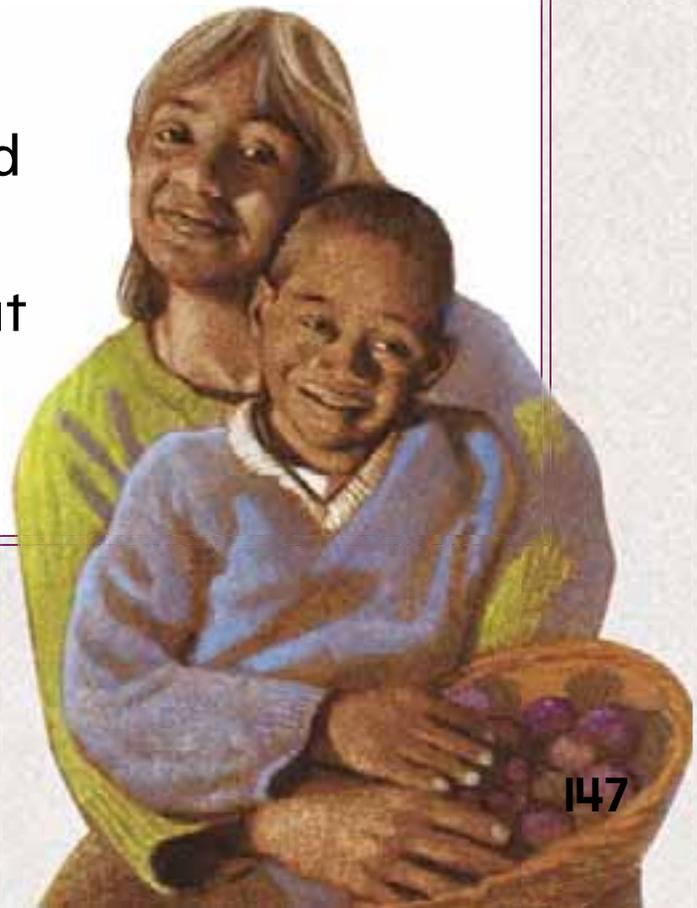


Retelling Cards

### Think and Compare

1. What does James like to do with Gram?
2. What do you like to do with an older relative?
3. What can kids learn from older relatives?
4. How are James and the little sister in "What I Like About Spring" alike?

What the Characters Do	Where They Do It



# CELEBRATE Chinese New Year

## Social Studies

### Genre

**Nonfiction** gives information about a topic.



### Text Feature

A **Numerical List** is a series of things written in 1, 2, 3 order.

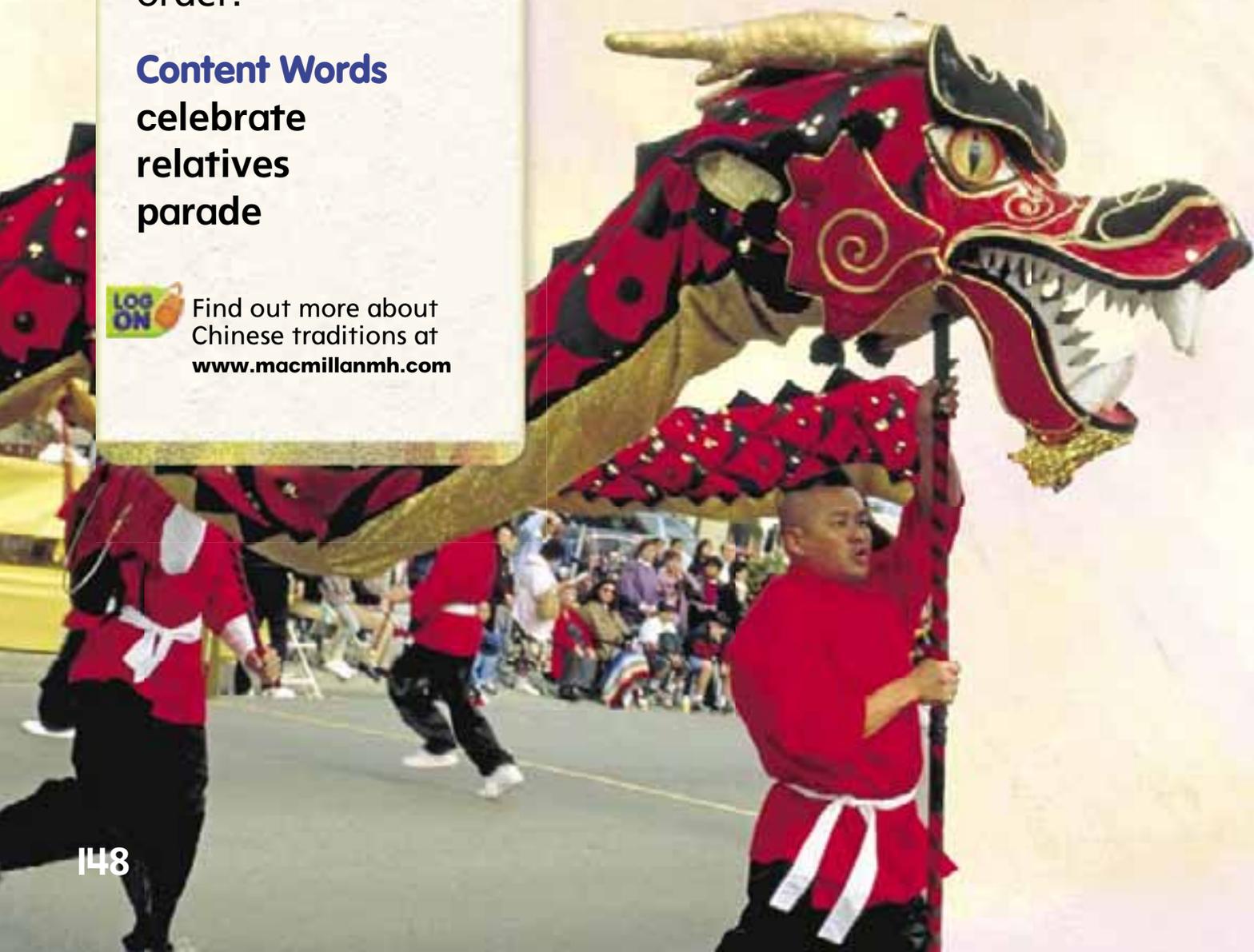
### Content Words

celebrate  
relatives  
parade



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

Happy New Year! This is how people **celebrate** Chinese New Year.



## Things to Do

1. Help cook.
2. Make a costume.
3. Get a flag.
4. Get gifts.



To get set for the Chinese New Year, Ming Lee makes a list. She has a lot to do!





To celebrate, people go to see **relatives**. They give gifts. Kids get red packets with money in them. They have good things to eat like New Year's cake.



Chinese New Year ends in a big **parade**. People dress up. They wave big flags. What a great start to a new year!

### **Connect and Compare**

How might James and Gram from *Gram and Me* celebrate the new year?

# Write About a Relative

## Writing

### Contraction

A **contraction** is a short form of two words.

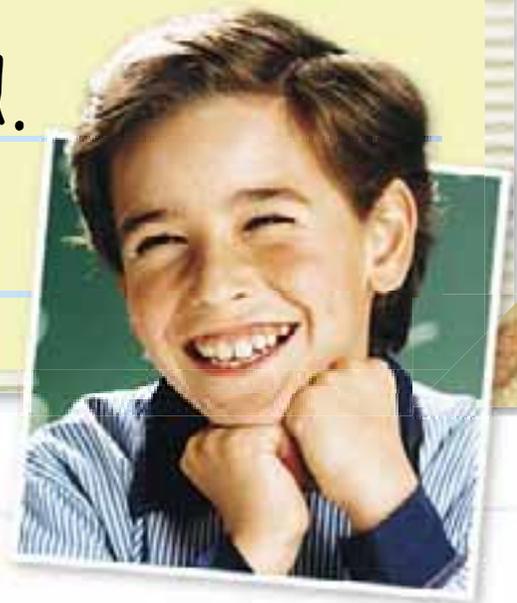
*does + not* → *doesn't*

Joey wrote about his grandpa.

My grandpa doesn't like to drive. He likes to walk.

One time we walked two miles!

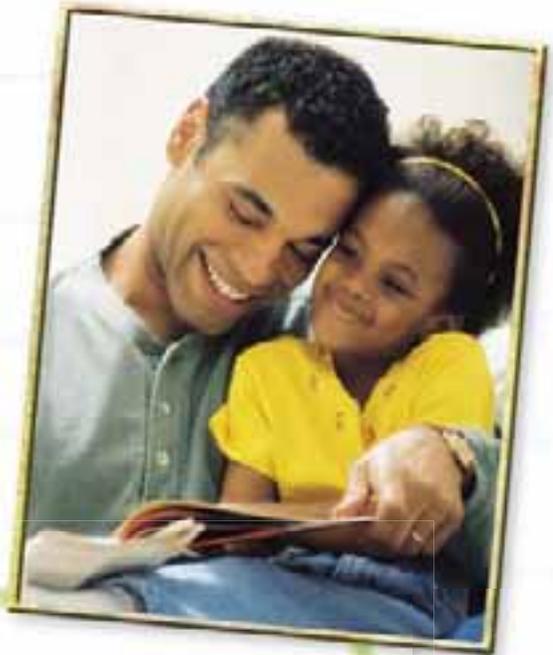
We weren't even tired.



# Your Turn

Think about an older relative.

Write what you like to do together.



## Writer's Checklist

- Did I use my best handwriting?
- Did I form **contractions** correctly?
- Did I use an apostrophe in my **contractions**?



 **Review**  
**Think and Search**  
Look for the answer  
in more than one  
place.

## Let's Go!

### Characters



Abby



Amy



Abby

I am your babysitter today.



Amy

What will we do?



Abby

I want to ride my bike.



Amy

I want to go to the park.



Abby

But I am the babysitter!



Amy

I have an idea. Let's ride bikes.



Abby

That is what I want to do!



Amy

Let's ride to the park.



Abby

Good thinking. Let's go!



## Tip

Look for the answer.

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

1. What does Abby want to do?



2. What is Amy's idea?

- to go for a walk
- to ride to the park
- to play with a friend

3. What will Abby and Amy do?

- put their bikes away
- play in the house
- ride their bikes to the park

## Writing Prompt

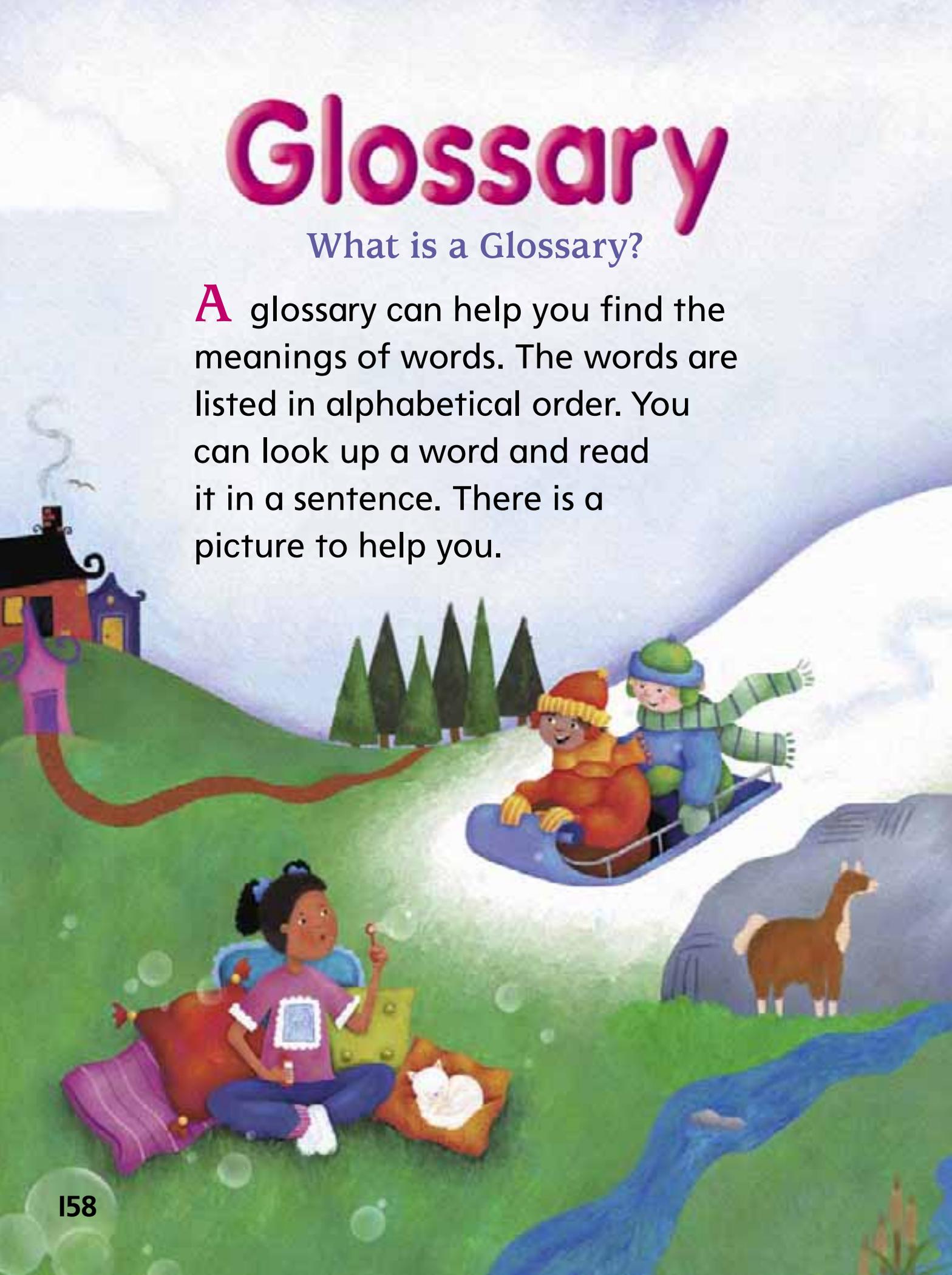
What is your favorite thing to do with a family member or babysitter?  
Tell about it.  
Write three or more sentences.



# 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

**S s**

Main Entry

Sentence

**sled**I use my **sled** when it snows.

# Bb

---

**baby**

The **baby** has a toy.



**bubbles**

The **bubbles** are colorful.



# Cc

---

**catch**

I catch the ball.



# Dd

---

**dock**

The boat is tied to the dock.



# Ff

**flowers**

The **flowers** are pretty.



# Ll

**letter**

I mail a **letter** to my grandma.



## Llama

This llama lives in the mountains.



## Pp

---

### path

We walk on the path.



**pull**

I **pull** this wagon.



**Rr**

---

**rake**

We **rake** the leaves.



**river**

This **river** is long.



**Ss**

---

**sled**

I use my **sled** when it snows.



**striped**

A zebra is **striped**.



**suds**

This bath has **suds**.



**Tt****together**Katie and Matt build **together**.**tossed**Ms. Clare **tossed** the ball to Rosa.

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