

A colorful illustration of a giraffe and a chipmunk. The giraffe, with its characteristic yellow and brown spotted pattern, is wearing a purple boot with large blue polka dots. The chipmunk, with its orange and white fur and blue eyes, is also wearing a similar purple boot with blue polka dots. They are standing on a yellowish ground with green grass in the background. The giraffe is looking down at the chipmunk.

Macmillan/McGraw-Hill

Treasures

KINDERGARTEN PROGRAM OVERVIEW

Macmillan/McGraw-Hill

Treasures for Kindergarten

It's time to start on the road to reading!

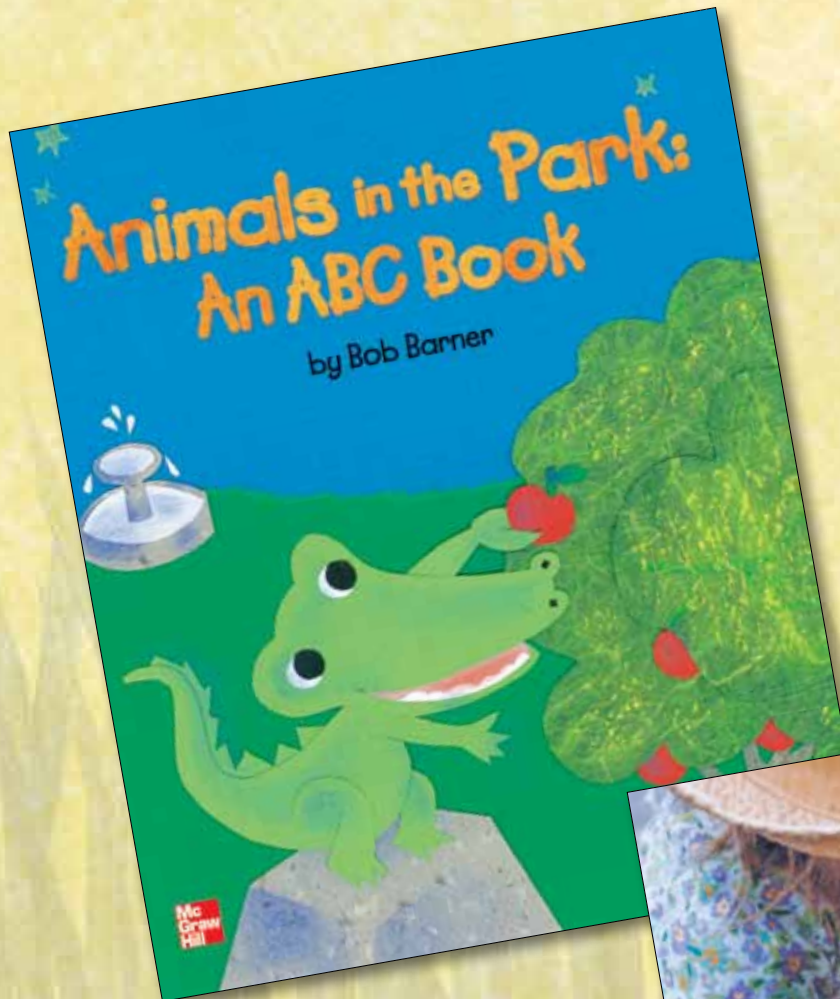


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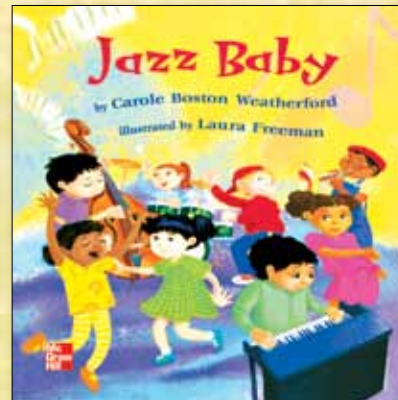
Little Treasures PreK
Comprehensive Literacy
Program starts children on
the road to literacy!



Timing is everything



Week 1



Week 3



Week 2

Manageable Organization

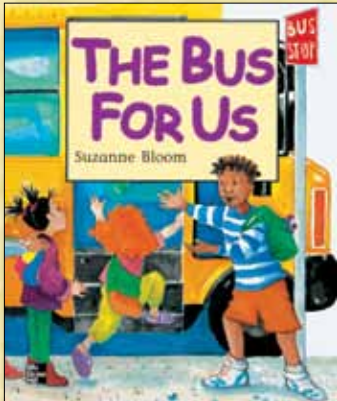
Macmillan/McGraw-Hill

Treasures is built on a three-week cycle.

- Theme development around core literature
- New skills/strategies introduced in the first two weeks
- Review of skills/strategies in the third week

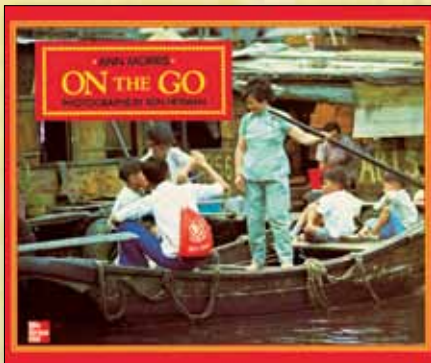


Kindergarten Pacing



Week 1: Teach

- Weekly Skills
Tt/t
- Story Structure



Week 2: Teach

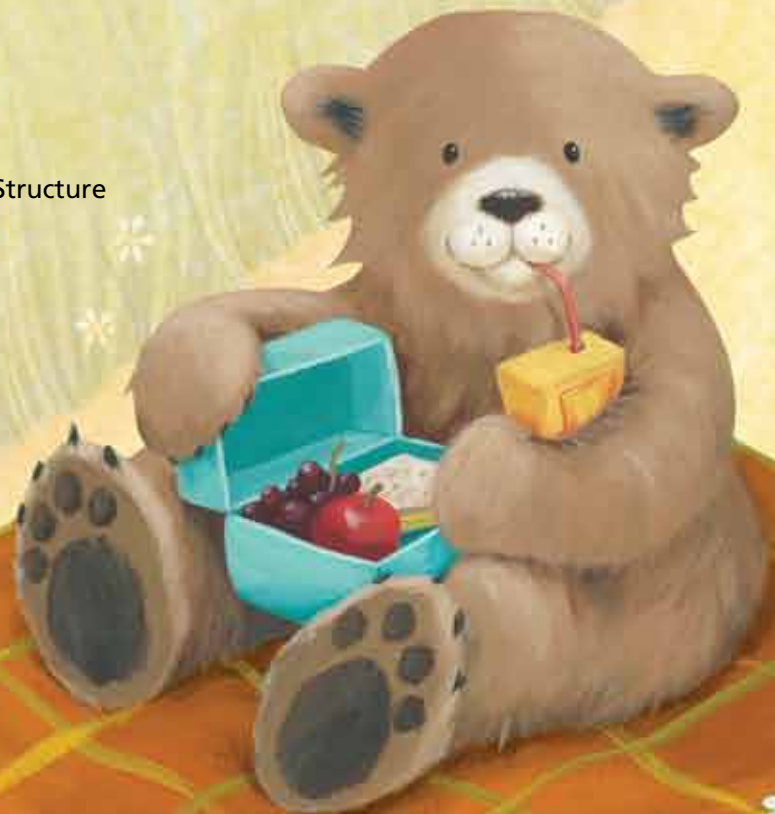
- Weekly Skills
li/i
go
- Recognize Text Structure



Week 3: Review

- Weekly Skills
Tt/t & li/i
see, go
- Story and Text Structure

KINDERGARTEN



From Whole-Group to Small-Group Instruction

Suggested Lesson Plan

Go to www.macmillanmh.com for Online Lesson Planner

TeacherWorks All in One Planner and Resource Center

Professional Development Video Library

Big Book

Priority Skills

Phonemic Awareness/Phonics
/I/

High-Frequency Words
go

Oral Vocabulary
Sound Words

Comprehension
Strategy: Recognize Text Structure
Skill: Classify and Categorize

WHOLE GROUP

ORAL LANGUAGE

- Oral Vocabulary
- Phonemic Awareness

WORD STUDY

- Phonics
- High-Frequency Words

READING

- Listening Comprehension
- Apply Phonics and High-Frequency Words

FLUENCY

- Fluency

LANGUAGE ARTS

- Writing
- Grammar

ASSESSMENT

- Informal/Formal

DAY 1

Focus Question Where do you like to go when you travel?

Build Background, 610

Oral Vocabulary familiar, journey, prepare, relax, travel, 610

Phonemic Awareness
Phoneme Isolation, 613

Phonics
Introduce /i/, 614
Handwriting: Write i, 615
Activity Book, 14
Practice Book, 67

High-Frequency Words
go, 612

Share the Big Book
On the Go
Strategy: Recognize Text Structure
Skill: Classify and Categorize, 611

Shared Writing
Lists, 617
Grammar
Action Words (Verbs), 616

Quick Check Phonemic Awareness, 613

DAY 2

Focus Question What do people use to go from place to place?

Oral Vocabulary familiar, journey, prepare, relax, travel, 618

Phonemic Awareness
Phoneme Blending, 626

Phonics
Review /i/, /it/, 626
Blend with /i/, 627

Review High-Frequency Words, 628

Reread the Big Book
On the Go
Strategy: Recognize Text Structure, 620
Skill: Classify and Categorize, 620
Retell, 624
Pre-decodable Reader: Go, Go, Go, 628
Activity Book, 15–16
Practice Book, 68

Fluency Echo-Read, 624

Interactive Writing
Posters, 629

Quick Check Comprehension, 624

DAY 3

Focus Question Do you go far or near when you ride a bike?

Oral Vocabulary familiar, journey, prepare, relax, travel, 630

Oral Vocabulary Cards "The Two Frogs"

Phonemic Awareness
Phoneme Isolation, 635

Phonics
Picture Sort: /i/, 636
Blend with /i/, 637
Read Words, 637

High-Frequency Words
go, 634
Activity Book: "We Can Go!" 17–18
Practice Book, 69–70
Read for Fluency, 634

Read the Big Book of Explorations
"My Bike" and "Riding the Subway Train," 37–38
Text Feature: Use Labels, 632

Independent Writing
Prewrite and Draft Posters, 639
Grammar
Action Words (Verbs), 638

Quick Check High-Frequency Words, 634

DAY 4

Focus Question Why is it fun to go to new places?

Oral Vocabulary familiar, journey, prepare, relax, travel, 640

Sound Words, 643

Phonemic Awareness
Phoneme Blending, 644

Phonics
Picture Sort, 644
Blend Words, 645
Activity Book, 19
Practice Book, 71

Review High-Frequency Words, 646

Interactive Read Aloud
Listening Comprehension, 642
Read Aloud: "Timimoto"
Pre-decodable Reader: It Can Go, Go, Go!, 646

Independent Writing
Revise and Edit Posters, 647

Quick Check Phonics, 645

DAY 5

Review and Assess

Focus Question Where would you tell a friend to go traveling?

Oral Vocabulary familiar, journey, prepare, relax, travel, 648

Sound Words, 650

Phonemic Awareness
Phoneme Categorization, 651

Phonics
Read Words, 652
Dictation, 652
Activity Book, 22

High-Frequency Words
a, go, like, see, the, 650

Read Across Texts
Strategy: Recognize Text Structure, 655
Skill: Classify and Categorize, 655
Activity Book, 21

Fluency Word Automaticity, 650

Independent Writing
Publish and Present Posters, 653

Weekly Assessment, 680–681

Differentiated Instruction

What do I do in small groups?

Teacher-Led Small Groups

Independent Activities

Small Group

Focus on Skills

IF... children need additional instruction, practice, or extension based on your **Quick Check** observations for the following priority skills

- Phonemic Awareness**
Phoneme Isolation, Blending, Categorization
- Phonics**
It
- High-Frequency Words**
see
- Comprehension**
Strategy: Recognize Story Structure
Skill: Make and Confirm Predictions

THEN...

- Approaching**: Preteach and Reteach Skills
- ELL**: Practice
- On Level**: Enrich and Accelerate Learning
- Beyond**: Enrich and Accelerate Learning

Suggested Small Group Lesson Plan

Approaching Level

- Preteach/Reteach
- Tier 2 Instruction

On Level

- Practice

Beyond Level

- Extend/Accelerate
- Gifted and Talented

ELL

- Build English Language Proficiency
- See **ELL** in other levels.

DAY 1

- Oral Language, 570
- High-Frequency Words, 570 **ELL**
- High-Frequency Words Review, 570
- Phonemic Awareness, 571
- Phonics, 571 **ELL**
- Sound-Spellings Review, 571

DAY 2

- High-Frequency Words, 576 **ELL**
- Pre-decodable Reader, 576
- Phonemic Awareness, 577
- Phonics, 577

DAY 3

- High-Frequency Words, 580 **ELL**
- Phonemic Awareness, 580
- Phonics, 581
- Pre-decodable Reader, 581

DAY 4

- Phonemic Awareness, 584
- Phonics, 584 **ELL**
- Leveled Reader Lesson 1, 585

DAY 5

- Phonemic Awareness, 590
- Phonics, 590 **ELL**
- Leveled Reader Lesson 2, 591
- High-Frequency Words, 591

DAY 6

- Leveled Reader Lesson 2, 592
- Leveled Reader Lesson 2, 593 **ELL**
- Expand Vocabulary, 593

Getting all students on track

Macmillan/McGraw-Hill



Treasures offers age-appropriate instruction as a foundation for growth.

Daily instruction is followed with Quick Checks that direct teachers to small-group instruction for additional support.

KINDERGARTEN

Small Group Lessons

DAY 1

WHOLE GROUP

Phonemic Awareness

Phoneme Identity

Model
Display **Photo Cards** for *tiger, teeth, and top*.

Repeat with *ink, inch, and insect*.

Read "I See an Iguana". Have children tap every time they hear /t/.

Repeat for initial /i/.

Listen to the sound at the beginning of these words: *tiger, teeth, top*. These words have the same sound, /t/, at the beginning.

Listen for words in the Rhyme and Chime that have the sound /t/ at the beginning. We'll tap the top of our heads when we hear /t/ at the beginning of a word.

I see an iguana go.
I see a tiger go.
I see a turtle go.
I see an insect go.
Go, go, go!

Review /p/
Display and name Photo Cards for *pie, pig, and pizza*.

Listen for the sound that is the same in *pie, pig, and pizza*.
The beginning sound, /p/, is the same.

Guided Practice/Practice
Display and name the Photo Cards. Children identify the same sound in the words. Guide practice with the first set of cards.

Say each picture name with me. Which sound is the same? (/t/)

Quick Check
Can children identify the same initial sound /t/, /i/, and /p/ in words?

During **Small Group Instruction**
If No → **Approaching Level** Provide additional practice, page 739.
If Yes → **On Level** Children blend words with /t/, /i/, /p/, and /s/, page 740.
Beyond Level Children blend words with /i/, /t/, and /u/, page 741.

Objective
Identify and isolate the same initial sound /t/, /i/, and /p/ in words

Materials
Photo Cards: *ink, inch, insect, pea, pear, pen, pie, pig, pizza, table, teeth, tie, tiger, toe, top*

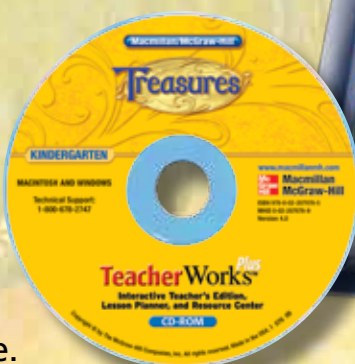
ELL
Pronunciation Display and have children name Photo Cards from this and prior lessons to reinforce phonemic awareness and word meanings. Point to a card and ask: *What do you see? (a tiger) What is the sound at the beginning of the word tiger? (/t/)* Repeat with Photo Cards with words that begin with p and i.

Wheels All Around 697

Quick Check

Technology supports teaching!

A wide array of professional development and implementation support is available.



738 Use

DAY 1

SMALL GROUP

Approaching Level

Oral Language

Objective Preteach oral vocabulary
Materials none

THEME WORDS: *wheel, adventure*

- Tell children the meanings for **wheel** and **adventure**. A wheel is a round thing that makes vehicles move. A bicycle is a vehicle with two wheels. An adventure is an exciting, fun experience. The trip to the Grand Canyon was a real adventure.
- Discuss the words with children. *What things have wheels? How can wheels help you go on an adventure?*
- Have children use the following sentence frames to generate complete oral sentences using the words: A _____ has four wheels. It would be an adventure to go to _____.

High-Frequency Words

Objective Reinforce high-frequency words
Materials High-Frequency Word Cards: *a, go, like, see, the, we*

REINFORCE WORDS: *see, go*

- Display the **High-Frequency Word Card** for **see**.
- Read** Point to and say the word **see**. *This is the word see. It means "to look at." I see many children.*
- Spell** The word **see** is spelled s-e-e. We hear /s/ at the beginning of the word. The letter s makes the /s/ sound, so we write the letter s at the beginning of the word. Have children read and spell **see**.
- Write** Finally, have children write the word **see**.
- Repeat the routine for **go**.
- Have children work with a partner to make up oral sentences using the words **see** and **go**. Ask them to talk about things they have seen on an adventure.

HIGH-FREQUENCY WORDS REVIEW

Display the High-Frequency Word Cards. Have children read and write the words.

Unit 2



The first steps to reading success



Every day includes

Oral Language

Multiple opportunities are offered for speaking, listening, and reading aloud.

The Bus for Us

Modeled Retelling

A girl and a boy are standing at a bus stop, and a yellow car is approaching.

Guided Retelling

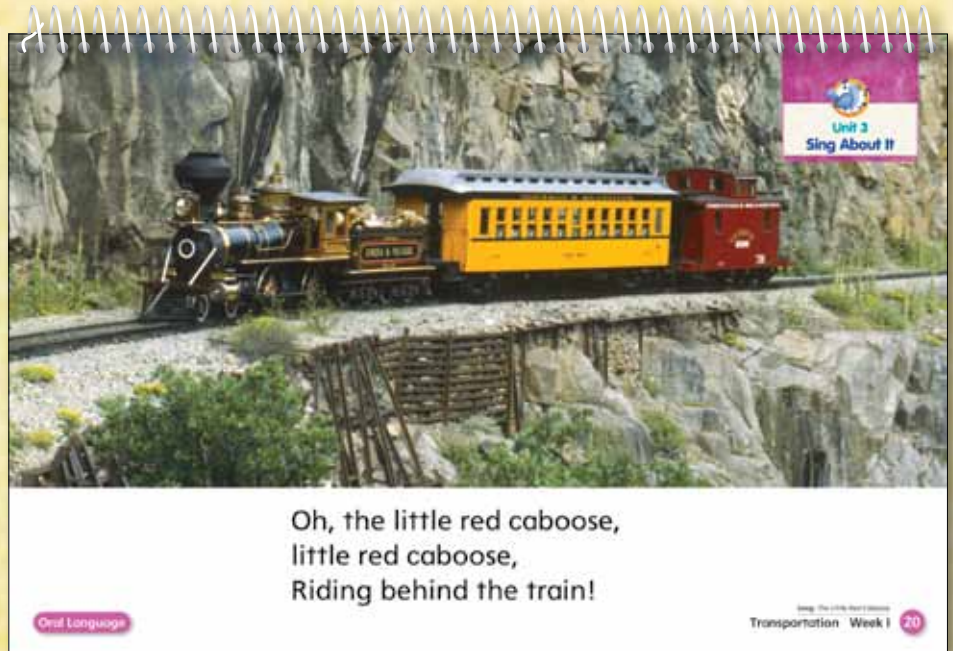
Why does Tess think the yellow car is the bus?
What is the yellow car?



Lesson on back
of each card



Retelling Cards



Sing, Talk, Rhyme Chart



The Ugly Duckling

Based on a Tale by Hans Christian Andersen

What do baby ducks look like? How do they act? How are they different from grown-up ducks?

Mother Duck sat on her eggs. She waited and waited. Suddenly something moved. The eggs were beginning to hatch!

One by one, the ducklings pushed out of their fragile shells. One by one, the ducklings looked at their mother for the first time.

Mother Duck looked at them, too. Most of the ducklings were small, yellow, and fuzzy. But one duckling looked different. That duckling was bigger than the others. His feathers were gray, and his neck was long.

"I have never seen a duckling like you, my dear," Mother Duck said. "You are certainly different, but I love you just the same."

Oral Vocabulary

Wonderful Words

Fragile
Delicate: When something is fragile, it is easily broken.
Example: When glass was so fragile.
Ask: What are some fragile things in your home?

English Learners

Compare and contrast help students to use the illustration to compare and contrast the ducklings. Ask: How are the ducklings the same? How are the ducklings different? How many are alike? Is the mother duck bigger or smaller than the ducklings? Have children to respond in complete sentences.

Lesson on back
of each card

"Teachers must actively develop students' oral language to ensure their overall comprehension of language and support their literacy activities"

- Cloud, Genessee, and Hamayan, 2000

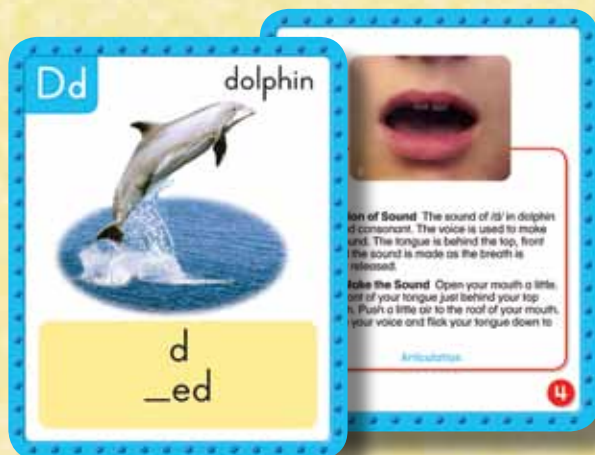
Oral Vocabulary Cards provide additional Read Alouds for use in a balanced literacy classroom.



Phonemic Awareness/Phonics

Treasures provides the tools for instruction, multiple practices, and repeated application necessary for success.

KINDERGARTEN



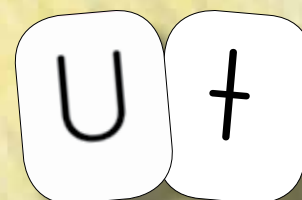
Alphabet Sound/Spelling Cards
(large and small)



Decodable Readers



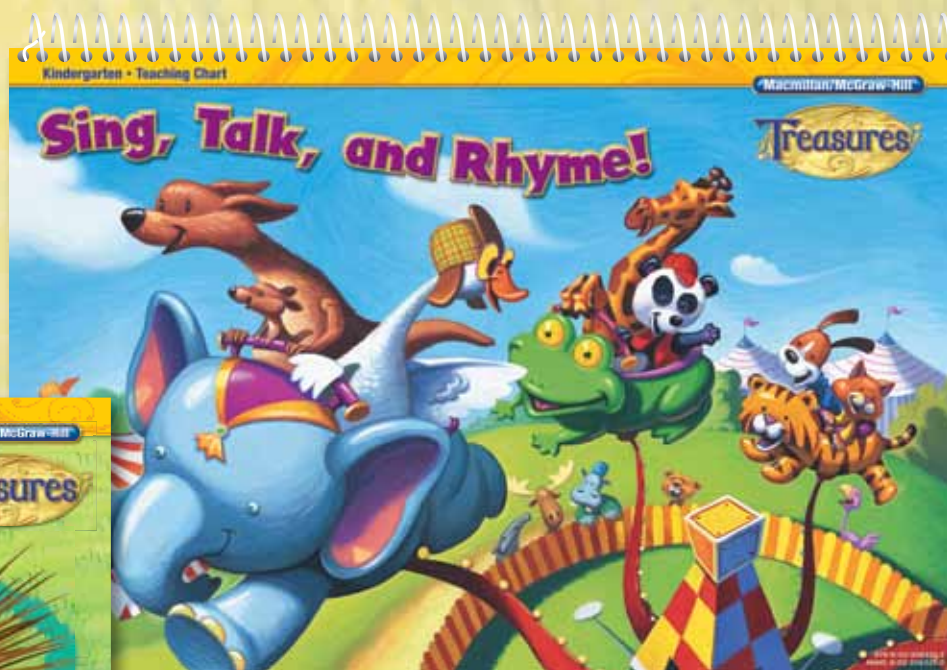
Photo Cards



Word Building Cards



Sound-Spelling Workboard



Teaching Chart



Student Activity Book

Understanding is the road to reading success



Multiple resources and formats—perfect for shared reading!

Every day includes Comprehension

Focusing on listening, *Treasures* offers rich reading experiences with direct instruction in strategies and skills.



Trade Books



Read-Aloud Anthology



Leveled Readers



Fiction and Nonfiction Big Books

DAY 2 WHOLE GROUP

Objectives

- Recognize text structure to classify and categorize
- Recognize how authors group information in text
- Respond to a book
- Retell important facts from a text
- Develop fluency

Materials

- Big Book: *On the Go*
- Activity Book, pp. 15–16
- Practice Book, p. 68



Big Book



Story on Listening Library Audio CD

ELL

Gesture and Talk: Use gestures and other strategies to help make the text comprehensible.

p. 5 *carrying:* Point to the baby in the picture. Gesture the act of carrying something. Tell children to act out carrying with you, describing the action.

Reread the Big Book

Listening Comprehension

CONCEPTS ABOUT PRINT Display the cover and read the title aloud as you track the print. Ask children to tell what they remember about the book.



STRATEGY Recognize Text Structure

Explain to children that today they are going to read the **Big Book** again and sort the different ways people can **travel** from place to place.



SKILL Classify and Categorize

Tell children that today they are going to read the **Big Book** again and sort the different ways people can **travel** from place to place.

Think Aloud The people on the cover are taking a **journey** in a boat. The lady carrying the baby on page 5 is walking. Riding in a boat and walking are two different ways for people to travel.

Read the Big Book and use the prompts on the inside covers.

page 5

CONCEPTS ABOUT PRINT
Who can point to the first letter of the first word?



All over the world people move from place to place carrying babies on their backs.

pages 6–7

CLASSIFY AND CATEGORIZE

Think Aloud Walking is one way to go from place to place. These pages show two different ways to carry things—on your head and in baskets on your shoulder.



baskets over their shoulders.



and almost anything on their heads.

Develop Comprehension

pages 8–9

CLASSIFY AND CATEGORIZE

Think Aloud People can **travel** on foot or on animals. Those are two ways for people and things to go from place to place.



They travel on foot. They ride on horses and donkeys.

and camels.

pages 10–11

TEXT STRUCTURE

Think Aloud The first pages were about traveling by foot. The next were about traveling on animals. These are about traveling on wheels. The author tells about one way to travel at a time.



Wheels make things go faster and faster.

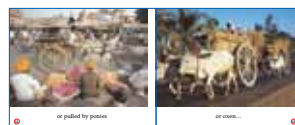
They can be pushed or pulled.

SKIP

pages 12–13

TEXT STRUCTURE

Think Aloud How do the different ways to travel on this page go together? (They are all ways to travel with wheels.)



or pulled by people

or carts.

page 14

CULTURAL PERSPECTIVES

Think Aloud The picture is of a city in India. The man is pulling a rickshaw, which has wheels but no pedals or motor. Rickshaws are a good way to travel through narrow alleys and around tight corners.



or people.

Some wheels are powered by motors.

DAY 2 WHOLE GROUP

Comprehension



Big Book Inside Back Cover

ELL

pp. 8–9 *ride:* Use toys to demonstrate riding on an animal or show a picture of someone riding on an animal. Lead children in pretending to gallop around the room on horses as they say *ride*.

pp. 10–11 *pedaled:* Point to the people on the bicycles on page 10. Point to the wheels. Have children pedal and say: *Pedal the bike*.

pp. 14–15 *powered by motors:* Point to the car on page 15. Say: *A car moves with a motor, while making an engine sound. Then point to the vehicles on page 14 and say: A _____ is not powered with a motor. Point to the bus on page 15. Is a bus powered by a motor?*

Writing

Early learners benefit from a variety of theme-related writing experiences.



Shared Writing

Writing

Shared Writing: A List

BRAINSTORM

Remind children that in *Friends All Around*, they read about some of the things that friends have fun doing together around the world. What are some of the **games** and activities that friends did together?

WRITE

■ Create a list as shown below. Read the heading aloud as you track the print. Have children repeat.

■ Model by rereading pages 2–3. *Some friends dance in a parade, and*

son

dar

■ Co

che

■ Rea

Poi

■ Poi

list

■ Sav

Objective

- Write a list

Materials

- Big Book: *Friends All Around*

5-Day Writing

Picture Web

DAY 1	Shared: A List
DAY 2	Interactive: A Word Web

DAY 1 WHOLE GROUP

Interactive Writing

Writing

Interactive Writing: Sentences

REVIEW

Display and read aloud the lists that children created for the Shared Writing activity.

WRITE

Tell children that today you are going to write sentences about what the children like to do.

- Collab

on the

Objectives

- Write sentences
- Use letter knowledge to write letters in a word

Materials

- Shared Writing Lists from Day 1

5-Day Writing

DAY 2 WHOLE GROUP

Independent Writing

Writing

Independent Writing: A Sentence

REVISE AND EDIT

Distribute children's draft sentences. Have them reread their sentence and check for the following:

- Does my sentence tell what my friends and I like to do together?
- Does my sentence make sense?
- Did I draw a picture to show what we like to do?
- Did I write all of the letters in the words that I know?

Circulate and help children as they review and revise their sentence. Guide children to check their drafts for details and to add additional details. Have children share their sentences with partners. Guide children to revise their sentences based on partner and teacher feedback.

- Distribute copies of the Writer's Checklist. Guide children to evaluate their work.

Objectives

- Revise sentences and drawings
- Edit sentences and drawings
- Use letter knowledge to write letters in a word

Materials

- children's sentences from Day 3
- Writer's Checklist; Teacher's Resource Book, p. 205

5-Day Writing

Sentences

DAY 1	Shared: Lists
DAY 2	Interactive: Sentences
DAY 3	Independent: Prewrite and Draft a Sentence
DAY 4	Independent: Revise and Edit a Sentence
DAY 5	Independent: Publish and Present

English Learners

UNIVERSAL ACCESS

Model Write and illustrate a sentence about something you and your friends like to do together. Read it aloud. Point out that the sentence tells what you like. Point to the drawing and explain that it shows what you and your friends like to do.

Transitions That Teach

While children wait in line, have them talk about ways to **include** others when they play with friends.



Write About It

Ask children to draw a picture of a friend. Guide them to label their drawings.



Assessment

Treasures offers an array of effective assessment tools to ensure progress for all students.

- Place students appropriately
- Measure student understanding
- Monitor progress
- Diagnose needs and prescribe solutions
- Report and track growth

Monitoring Progress

Administer the Test

Unit 3 TEST

TESTED SKILLS AND STRATEGIES

COMPREHENSION STRATEGIES AND SKILLS

- Strategies: Recognize text/story structure
- Skills: Make predictions, classify and categorize, character and plot

HIGH-FREQUENCY WORDS

- see, go

PHONEMIC AWARENESS

- Phoneme isolation (/t/)
 - Phoneme blending (/t/, /i/)

PHONICS

- /t/, /i/

CONCEPT WORDS

- Shape words

Use Multiple Assessments for Instructional Planning

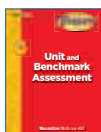
To create instructional profiles for your children, look for patterns in the results from any of the following assessments.

Running Records

Use the instructional reading level determined by the Running Record calculations for regrouping decisions.

Benchmark Assessments

Administer tests three times a year as an additional measure of both children's progress and the effectiveness of the instructional program.



Analyze the Data

Use information from a variety of informal and formal assessments, as well as your own judgment, to assist in your instructional planning. Children who consistently score at the lowest end of each range should be evaluated for intervention. Use the **Diagnostic Assessment** for guidelines in the **Intervention Teacher's Editions**.

Diagnose		Prescribe
ASSESSMENTS	IF...	THEN...
UNIT TEST	0-15 Correct	Reteach skills using the Intervention Teacher's Editions .

For users of DIBELS

Use the results from the DIBELS Progress Monitoring tests to confirm instructional decisions.

DIBELS LINK	
PROGRESS MONITORING Use your DIBELS results to inform instruction.	
IF... Initial Sound Fluency (ISF) 0-7 Phoneme Segmentation Fluency (PSF) Start midyear	
THEN... Evaluate for Intervention	

For users of TPRI

Use the scores from the TPRI as a progress monitoring tool to confirm instructional decisions.

TPRI LINK	
PROGRESS MONITORING Use your TPRI scores to inform instruction.	
IF... Phonemic Awareness Graphophonemic Knowledge Listening Comprehension	Still Developing Still Developing Still Developing
THEN... Evaluate for Intervention	

Response to Intervention

To place children in **Tier 2** or **Tier 3** Intervention use the **Diagnostic Assessment**.



- Phonemic Awareness
- Phonics
- Vocabulary
- Comprehension
- Fluency



Name _____




Comprehension: Character, Plot Duck on a Bike

- Look at the top picture and describe what is happening.
- Draw a picture in the bottom box to show what happens next in the story.

At Home:
Ask your child to tell you about what happened in the story, *Duck on a Bike*.

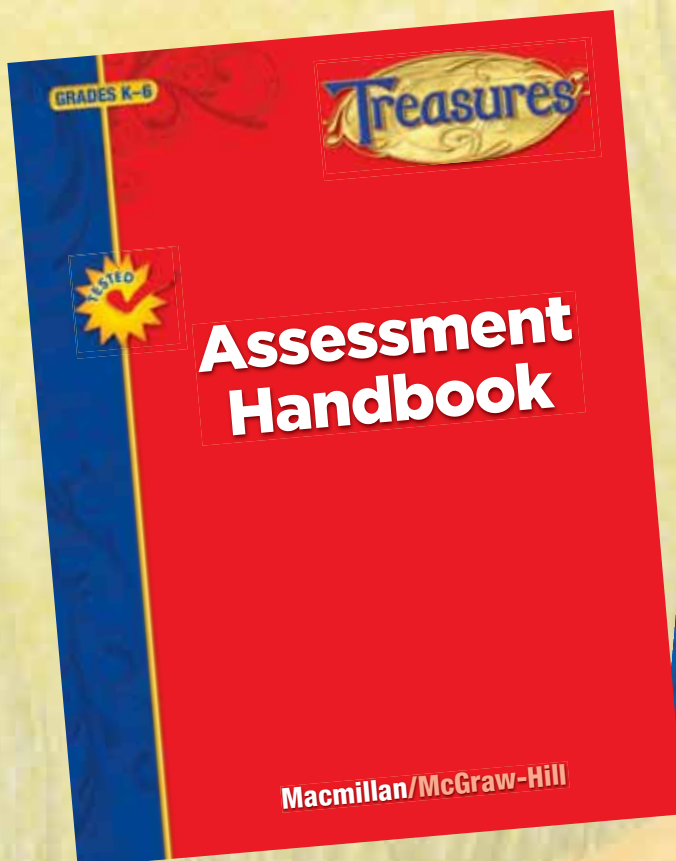
Unit 3: Transportation • Week 3 **31**

Macmillan/McGraw-Hill

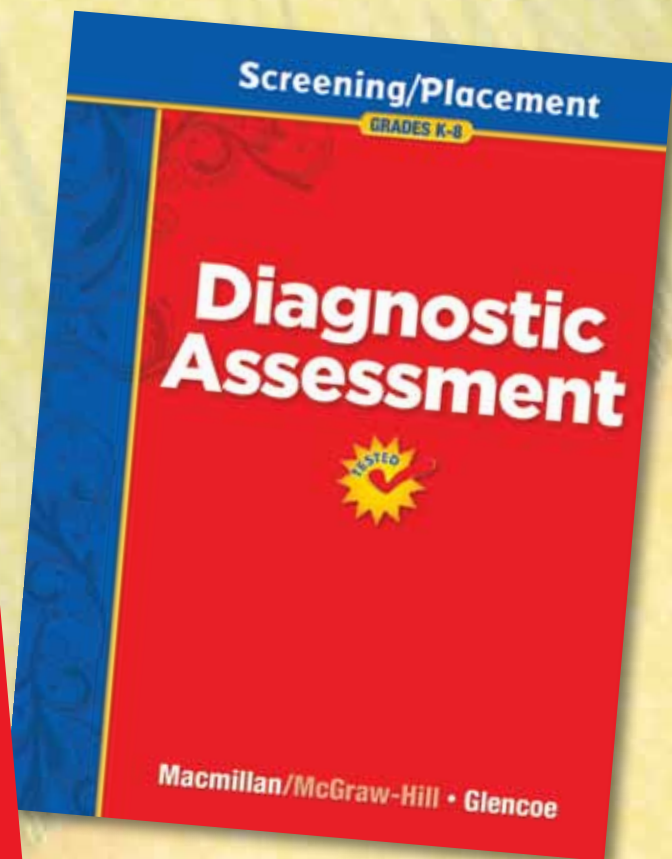


KINDERGARTEN

Theme Assessment in the Activity Books



Assessment Handbook



Screening/Placement
Diagnostic Assessment

On track for success at First Grade





Kindergarten Components

LITERATURE

Leveled Readers

Approaching Level

On Level

Beyond Level

ELL Level

Interactive Read Aloud Anthology with Plays

Literature Big Books (22 titles)

Big Books of Explorations

Read Aloud Trade Books (11 titles)

Triumphs Intervention Anthology

TEACHER'S MATERIALS

Teacher's Editions (10)

Sing, Talk, Rhyme! Chart

Teacher's Resource Book

Home-School Connection

Handwriting (Manuscript)

Handwriting (Slant)

Handwriting Annotated Teacher Edition (Manuscript)

Handwriting Annotated Teacher Edition (Slant)

Managing Small Groups: A How-To Guide

Small Group Management Rotation Chart

Weekly Contracts

Workstation Flip Chart
(4: Reading, Writing, Phonics, Science/Social Studies)

English Language Learner Resource Book

Strategic Intervention: Phonemic Awareness Teacher Edition

Strategic Intervention: Phonics/Word Study Teacher Edition

Strategic Intervention: Vocabulary Annotated Teacher Edition

Strategic Intervention: Comprehension Teacher Edition

Strategic Intervention: Fluency Teacher Edition

SKILLS and PRACTICE

Student Activity Book (by unit)

Practice Book

Practice Book Annotated Teacher Edition

ASSESSMENT

Diagnostic Assessment

Fluency Assessment

Assessment Handbook

Unit and Benchmark Assessment

MANIPULATIVES

Decodable Readers Library

Visual Vocabulary Resources

Sound-Spelling WorkBoards

Sound-Spelling Cards (Large and Small)

Word-Building Cards (Large and Small)

Photo Cards

Happy the Puppet

High-Frequency Word Cards

Oral Vocabulary Cards

Retelling Cards

TECHNOLOGY

TeacherWorks™ Plus CD-ROM

Online Teacher's Edition and Resources

Classroom Presentation Toolkit CD-ROM

Handwriting CD-ROM

BookLink K-12 CD-ROM

New Adventures with Buggles & Beezy
(Classroom Version and Stand Alone Version)

Sound Pronunciation Audio CD

Listening Library: Core Selections Audio CD

Listening Libraries: Approaching, On Level, Beyond, ELL

Reading Triumphs Listening Library: Intervention Selections

PROFESSIONAL DEVELOPMENT

Treasures for Teachers Professional Development DVD
(7: Writing, English Learner, Fluency, Phonics/Phonemic Awareness,
Classroom Management/Differentiated Instruction, Vocabulary/
Comprehension, Assessment)

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