



100만 부 판매의 베스트셀러 미국 교과서 Treasures가 여러분을 찾아 갑니다.

❖ Treasures는 최고의 교과서 프로그램입니다.

NCLB (No Child Left Behind) Act 발표 이후 많은 미국 교과서들이 이 기준에 맞춰 출간되었으나 변화하는 교육 과정을 제대로 반영하지는 못했다는 지적을 받았습니다. Treasures는 미국 교과서 출판의 명문 Macmillan/McGraw-Hill에서 이전 교과서들의 시행착오를 거울삼아 제대로 만든 진정한 의미의 미국 교과서 프로그램입니다.

❖ Treasures는 진정한 의미의 통합형 교재입니다.

Treasures는 기존의 Reading 교과서들과는 달리 Reading과 Language Arts의 통합 학습을 지향하고 있습니다. 다양한 콘텐츠를 통한 읽기 능력의 신장뿐만 아니라 창조적인 언어 구사 능력까지 고루 갖출 수 있도록 하는 Oral Practice, Speech, Writing, Language Skill, Grammar 등의 학습 비중이 높아 4 Skill을 고루 익힐 수 있는 통합형 교재로 손색이 없습니다.

❖ Treasures는 과학적이고 체계적인 다양한 조사를 토대로 만들어졌습니다.

Treasures는 미국의 NICHD (National Institute of Child Health and Human Development), NRC (National Research Council) 등 저명한 기관에서 과학적이고 체계적인 조사를 통해 분석한 자료들을 바탕으로 학생들의 수준 및 발달 단계에 따라 가장 적합한 교수 방법을 제공합니다.

❖ Treasures는 학생들의 다양한 수준을 고려한 수준별 학습 (Differentiated Instruction)이 가능하도록 구성하였습니다.

Treasures는 Teacher's Edition, Practice Book 등을 통해 학생들의 수준에 맞는 다양한 학습 자료와 학습 지도법을 제공하며, 본 교재를 학습하기 위한 bridge 프로그램이라 할 수 있는 Reading Triumphs를 운영하여 학습 효과를 극대화하고 있습니다.

❖ Treasures는 Fiction과 Nonfiction을 균형 있게 다룹니다.

Treasures는 유명 작가들의 작품뿐 아니라 Science, Social Studies를 포함한 Nonfiction도 비중 있게 다루어 다양한 장르와 여러 분야의 글을 통해 Content Knowledge를 쌓을 수 있도록 하였습니다. Treasures는 Fiction과 Nonfiction의 비중을 40:60 정도로 구성하여 기존 교과서들에 비해 Nonfiction의 비중을 상대적으로 높였습니다. 특히 Time for Kids를 통해 보다 생생한 콘텐츠 중심 학습이 가능하도록 하였습니다.

❖ Treasures는 교사들이 보다 쉽게 사용할 수 있도록 만들어진 프로그램입니다.

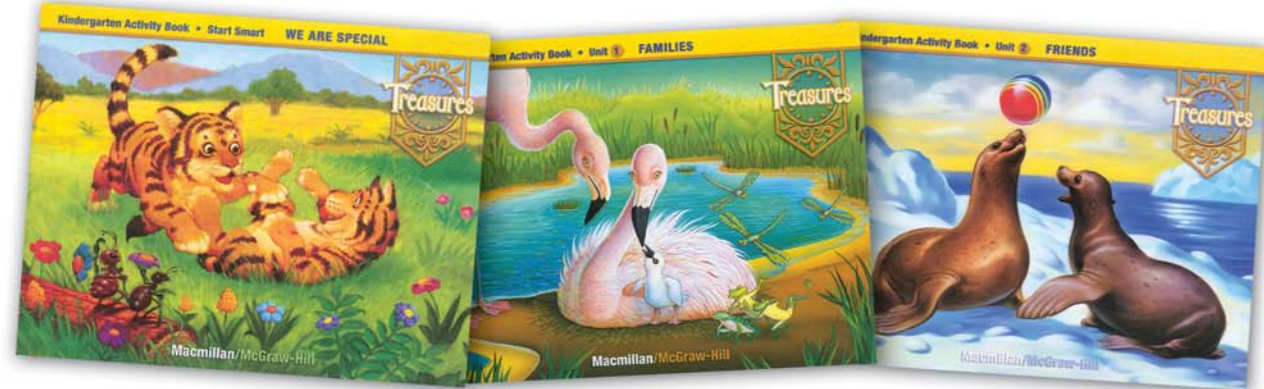
Treasures는 교사들의 수업 준비, 운영, 평가 등 수업 전반에 대한 쉽고 자세한 교수 자료들을 제공하고 있습니다. 각 학습 자료에는 수준별 학습 및 다양한 학습 상황에 따른 자세한 안내가 되어 있어 교사들의 수업 운영을 보다 수월하게 해 줍니다.



Program Organization

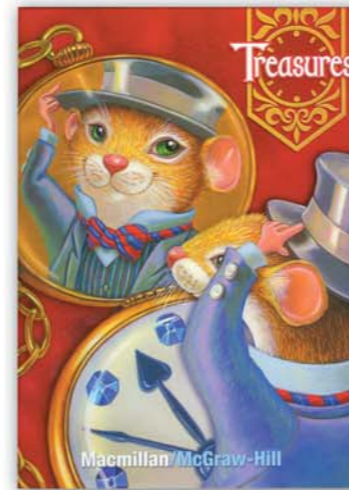


Kindergarten



Start Smart, Unit 1~10 (전 11권)

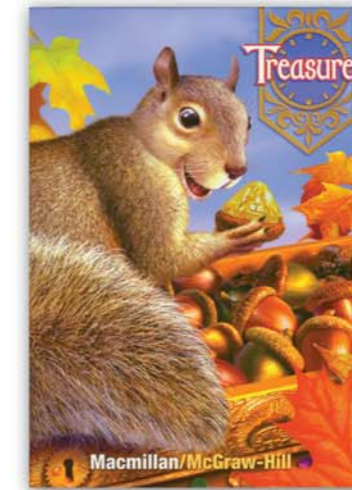
Grade 1



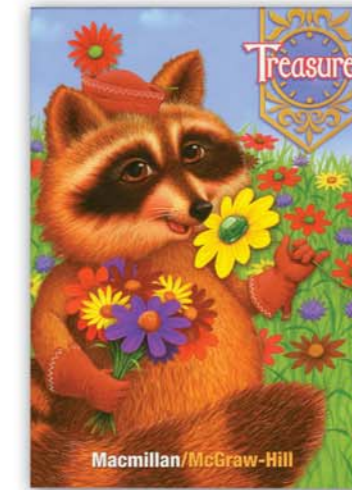
1.1



1.2



1.3

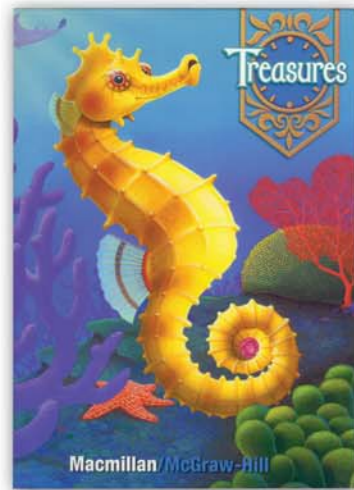


1.4



1.5

Grade 2



2.1



2.2

Grade 3

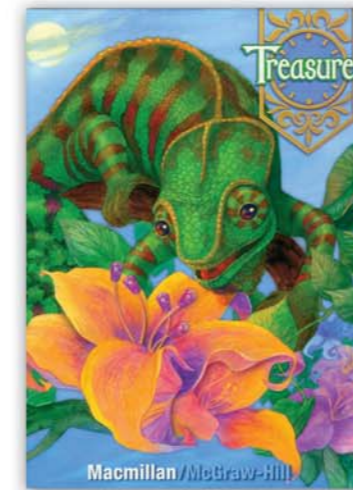


3.1



3.2

Grade 4



Grade 5



Grade 6



For Students

	Student Book	Student Activity Book	Practice Book A	Practice Book O	Practice Book B	Spelling Practice Book	Grammar Practice Book	Listening Library (Audio CD)
K		•						•
1	•		•	•	•	•	•	•
2	•		•	•	•	•	•	•
3	•		•	•	•	•	•	•
4	•		•	•	•	•	•	•
5	•		•	•	•	•	•	•
6	•		•	•	•	•	•	•

For Teachers

	Teacher's Edition	Teacher's Resource Book	Weekly Assessment	Unit and Benchmark Assessment	ELL Practice / Assessment Blackline Masters
K	•	•		•	•
1	•	•	•	•	•
2	•	•	•	•	•
3	•	•	•	•	•
4	•	•	•	•	•
5	•	•	•	•	•
6	•	•	•	•	•

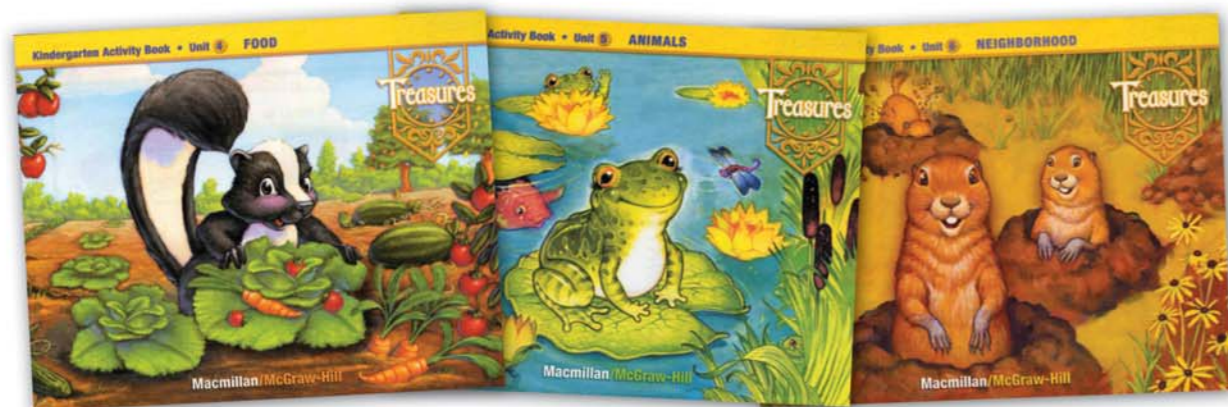
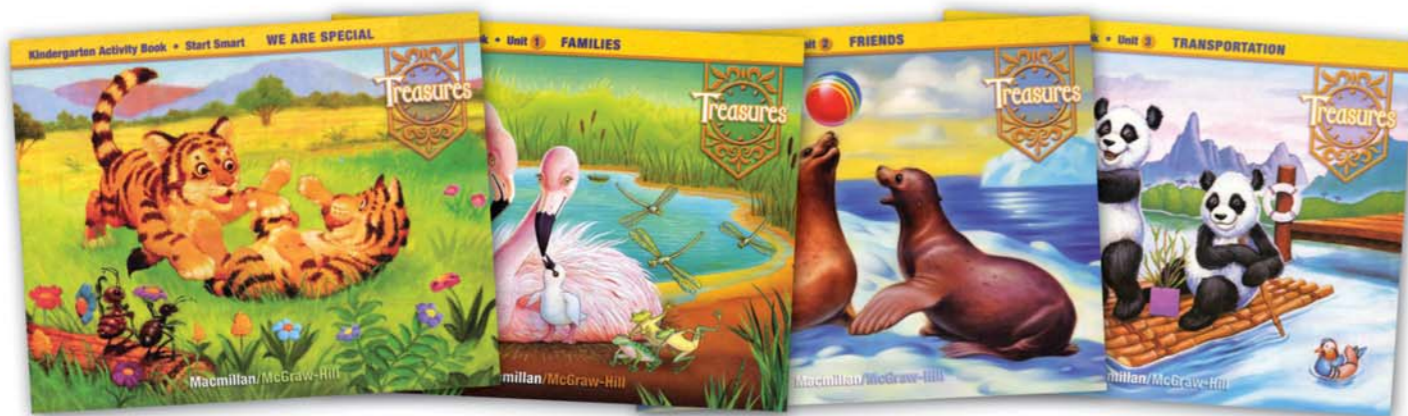
Starting at Kindergarten



Treasures는 본 프로그램에 앞서 Kindergarten 단계부터 Reading의 기초를 다져 줍니다.

◦ Kindergarten Activity Books

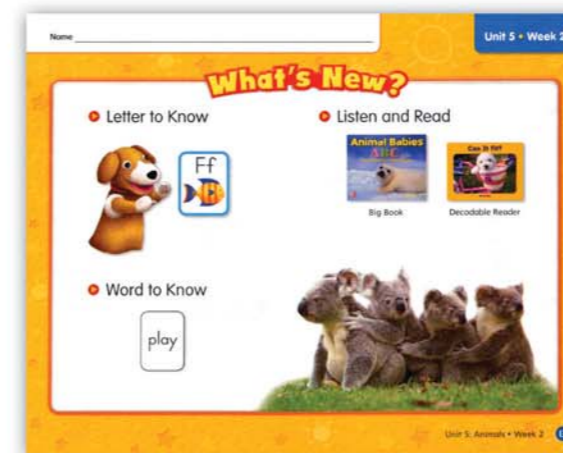
수업 시수 및 활용도에 따라 별도로 마련된 Kindergarten Activity Book은 총 11권으로 구성되어 있으며, 각 권은 필수적인 주제별로 나누어져 있어 효율적으로 수업을 운영할 수 있도록 하였습니다.



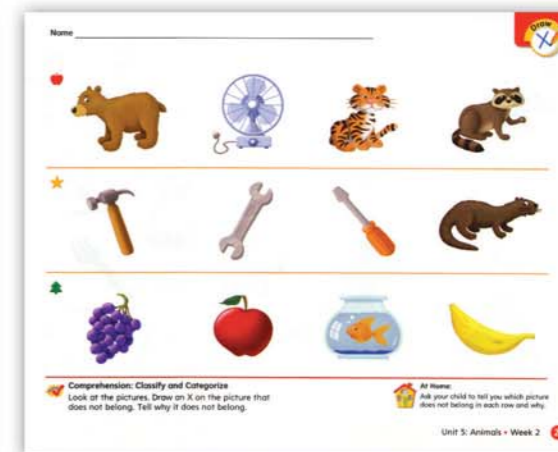
Kindergarten Activity Books

◦ Phonics Awareness and Phonics

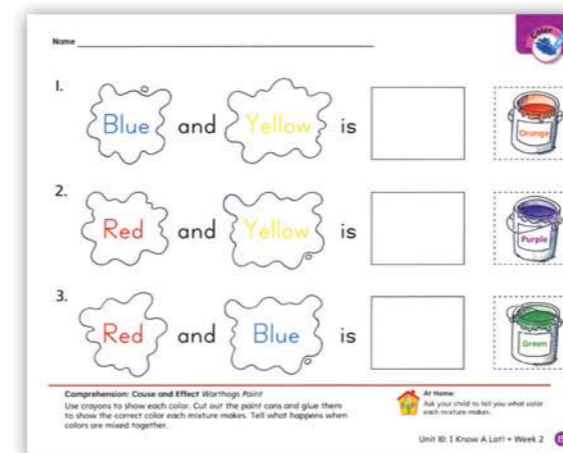
Treasures는 Kindergarten 단계에서 Reading의 기초가 되는 Phonics Awareness와 Phonics를 잘 익힐 수 있도록 여러 가지 학습 자료를 제공합니다.



Unit 5, p.13, p.1



Unit 5, p.20-21



Unit 10, p.15, p.21

Building on a Strong Foundation in Grades 1-2



Grade 1, 2단계는 학생들이 Reading의 핵심 요소인 Vocabulary, Comprehension, Fluency를 준비하여 본격적인 Reader가 되기 위한 토대를 마련하는 시기입니다.

• Vocabulary

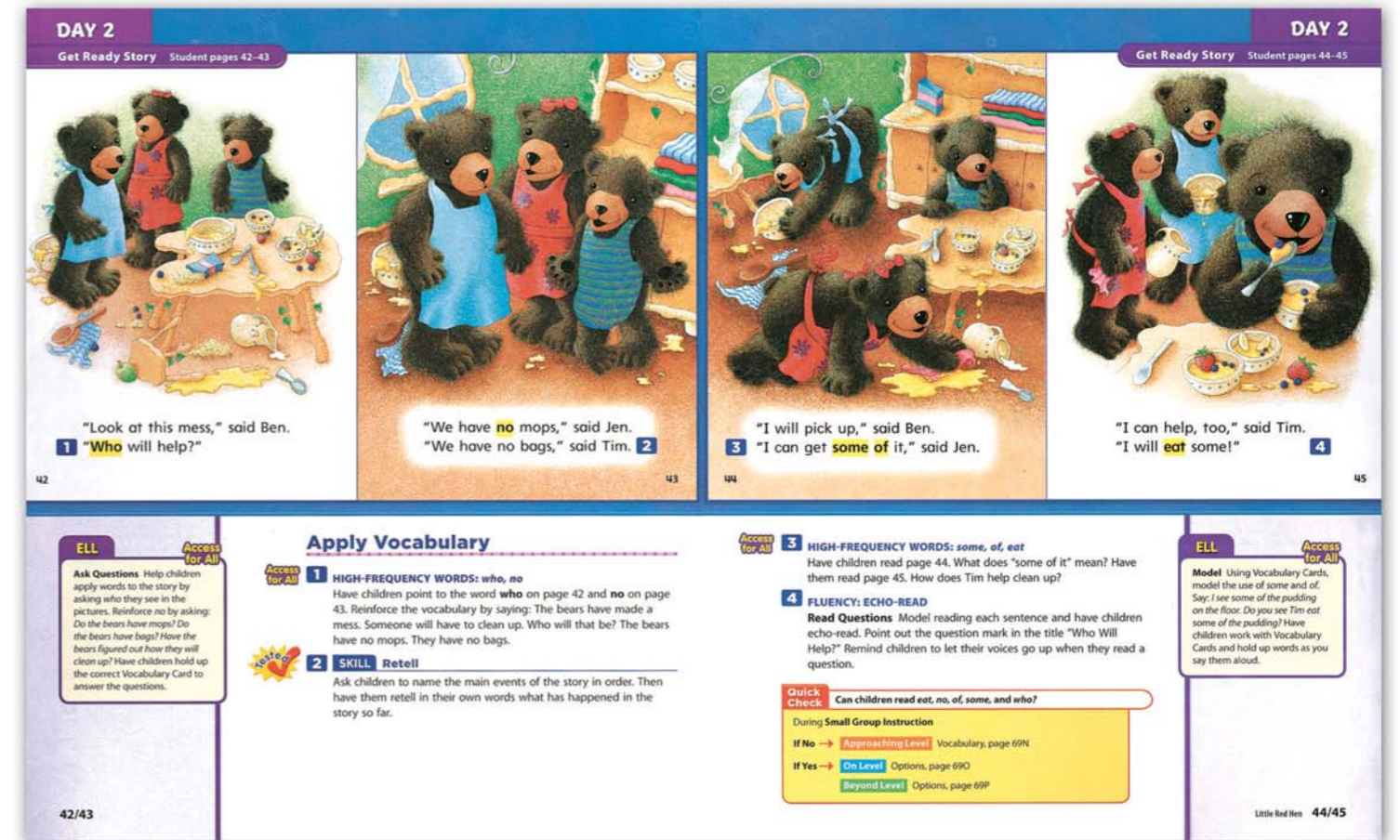
Grade 1, 2단계에서는 학생들이 자주 접하게 될 High Frequency Words 학습에 중점을 두었으며, Vocabulary Selection을 두어 Main Selection을 읽는 데 필요한 어휘를 미리 익히도록 하였습니다.



Student Book, Grade 1.2, Unit 2, p.40-41, p.44-45

• Comprehension and Fluency

이 단계 학생들에게 적절한 Predicting, Retelling과 같은 Comprehension Strategies를 통해 낮은 단계부터 Comprehension 학습을 유도하며, Echo-Read 등의 Oral Reading Instruction을 통해 Comprehension에 도움이 되는 Fluency 능력을 향상시켜 줍니다.



Teacher's Edition, Grade 1, Unit 2, p.42-45



Developing Readers at Grades 3-6



Grade 3단계부터는 학생들이 본격적인 Reader로 발전해 가는 시기이므로 좀 더 심화된 Vocabulary 학습과 Comprehension 전략이 필요합니다.

• Vocabulary and Comprehension

본문 주요 어휘의 뜻과 쓰임을 명확하게 알 수 있도록 Defined Word List를 제시하였으며, Vocabulary Strategies를 통해 어휘를 체계적으로 익힐 수 있도록 하였습니다. 또한 Comprehension Skills와 Strategies를 제시하여 효과적인 Reading 학습이 되도록 하였습니다.

This collage displays various pages from the 'History at Your Feet' student book, including:

- Vocabulary and Comprehension:** Pages defining words like 'sores', 'loosened', 'mysterious', and 'amazement' in the context of the story.
- Who Were the Pawnee?:** A section explaining the origins of the Pawnee tribe in the early 1800s.
- What Was Life Like?:** A section describing the daily life of the Pawnee, including their use of animal skins for clothing and shelter.
- Prepare:** Pages with 'Routine' and 'Vocabulary' sections for pre-reading activities.
- Read 'History at Your Feet':** The main text of the story, accompanied by illustrations of a Pawnee man and a bison hide.
- Summarize:** A section with a 'Sequence Chart' to help students summarize the story's events.
- ELL (English Language Learner):** A section with 'Demonstrate Meaning' and 'Read "History at Your Feet"' activities for students with limited English proficiency.

Student Book, Grade 4, Unit 3, p.344-345

Teacher's Edition, Grade 4, Unit 3, p.344-345

• Fluency

학생들이 문맥의 흐름을 파악하고 유창하게 읽을 수 있도록 Transparency로 적절한 모델을 제시하고 Fluency Solution CD와 Practice Book으로 충분히 연습하도록 합니다.

This page from the Teacher's Edition includes:

- Objectives:** Read fluently with proper phrasing (102-122 WCPM).
- Materials:** Fluency Transparency 14, Fluency Solutions, and Leveled Practice Books, p. 99.
- ELL (English Language Learner):** A section titled 'Build Comprehension' with instructions to help students visualize the scene and demonstrate the sounds and actions of the story.
- Transparency 14:** A passage about a boy and his horse, with instructions for repeated reading (intonation/pausing).
- Quick Check:** A box asking 'Can students read fluently with proper phrasing?' with instructions for different levels of support.

Teacher's Edition, Grade 4, Unit 3, p.367A



Grade 4

Grade 5

Grade 6



3.1 Grade 3 3.2

This page from the Teacher's Edition includes:

- Objective:** Review author's purpose.
- Maintain Skill:** A section on 'Author's Purpose' with instructions for students to identify the author's intent.
- Skills Trace:** A table showing the author's purpose for various sections of the book.
- Research:** A section titled 'Research Why It Matters' with instructions for students to research the author's background.

Teacher's Edition, Grade 4, Unit 3, p.367B

Offering a Treasury of Rich Literature



Treasures는 유명한 문학 작품과 양질의 Nonfiction Text를 엄선하여 학생들이 Fiction과 Nonfiction을 균형 있게 접하도록 하였습니다. 고전과 현대물을 모두 아우르는 Reading Selection은 학생들의 수준에 적합한 Readability로 구성되어 있습니다.

• Famous Fiction Titles

Eric Carle의 The Tiny Seed나 Officer Buckle and Gloria 등 유명한 수상 작품들을 수록하여 학생들이 Reading에 흥미를 갖고 문학 작품들을 접하도록 하였습니다.



• High Quality Nonfictional Texts

Practical Reading의 중요성이 커짐에 따라 Time for Kids나 기타 유용한 Nonfictional Text를 제공하여 Cross-curricular 학습과 지식 정보 습득을 가능하게 해 줍니다.



Teaching Students to Read Informational Text



성인이 되면 매일 Informational Text를 접해야 하는 상황에서 학생들이 이를 준비할 기회는 상대적으로 많지 않습니다. Treasures는 Kindergarten 단계부터 Informational Text를 수준에 맞게 제공하고 학습 방법을 가르치고 있습니다.

Paired Selection Each Week

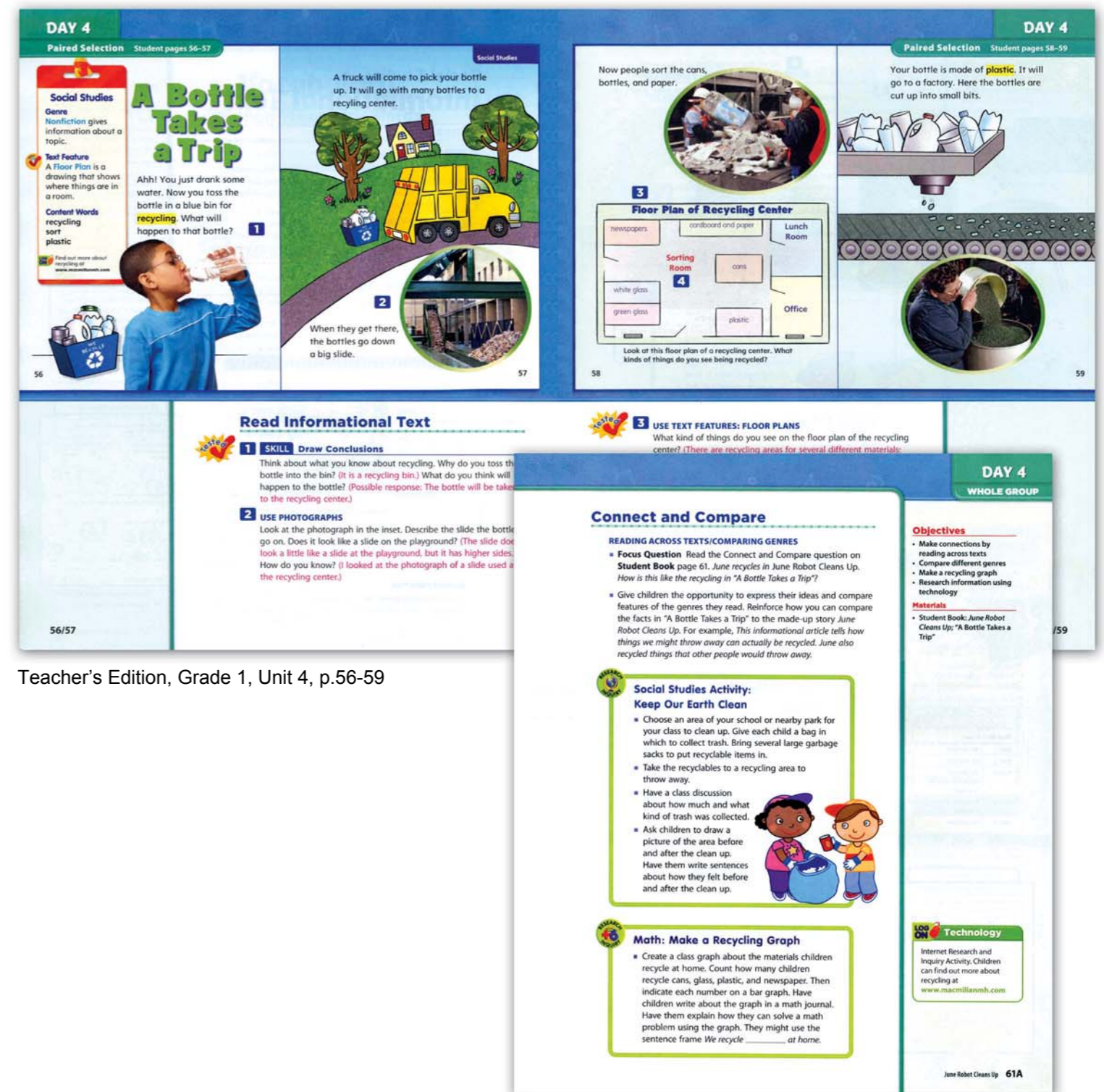
Student Book에는 주 단위로 해당 주제의 Main Selection을 수록하고, 짝을 이루는 Content Area Selection (Science, Social Studies)을 그 뒤에 수록하여 학생들이 Informational Text를 함께 접하도록 하고 있습니다.



Student Book, Grade 1.4, Unit 4, p.36-37, p.56-57

Support for Reading Informational Text

Informational Text의 형식에 따른 정보의 특징과 습득 방식을 제대로 파악할 수 있도록 글의 특징을 자세히 다루어 주며, 해당 분야의 Content Vocabulary도 학습할 수 있습니다.



Teacher's Edition, Grade 1, Unit 4, p.56-59

Teacher's Edition, Grade 1, Unit 4, p.61A

Time for Kids and Test Taking Strategies



Treasures는 Time for Kids에서 발췌한 Text들을 수록하여 학생들이 Informational Text를 충분히 접할 수 있도록 하였으며, 또한 각종 시험을 대비할 수 있도록 하는 Test Taking Strategies를 제공하고 있습니다.

• Time for Kids

Treasures는 저명한 시사 주간지 Time에서 만든 Time for Kids를 매 3주 과정에 수록하여 학생들이 양질의 Informational Text를 접하는 동시에 시험 전략과 유형을 익힐 수 있도록 하였습니다.

What's the Weather?

Talk About It
What kinds of weather do you know about? What is your favorite kind of day?
Find out more about the weather at www.macmillanmh.com

Test Strategy
Think and Search
Look for the answer in more than one place.

Dangerous Storms

Some storms can be dangerous. Thunderstorms may bring lightning. Lightning looks like a great flash in the sky. It can be dangerous. You are not safe from lightning outside. You are not safe under a tree. Where will you be safe from lightning? You will be safe inside. The best thing to do is get inside fast!

Directions: Answer the questions.

1. Which picture shows lightning?

2. Why are thunderstorms dangerous?
 The rain will make you wet.
 The thunder is very loud.
 They bring lightning.

3. What should you do if you see lightning?
 Go inside.
 Stand under a tree.
 Play on the playground.

Tip
Keep reading to find the answer.

64 | 76 | 77

Student Book, Grade 1.4, Unit 4, p.64-65, p.76-77

• Test Taking Strategies

학생들이 각종 시험을 잘 준비할 수 있도록 Test Strategy를 매 Unit마다 포커스를 두어 제시하고 있으며, 이를 충분히 익힐 수 있도록 Teacher's Edition에 자세한 가이드를 제공하고 있습니다.

Answer Questions

Test Strategy
Think and Search
Look for the answer in more than one place.

How to Make a Paper Chain

Steps:

- Cut the paper into strips.
- Take one strip and tape the ends together to make a circle.
- Take a new strip. Put it through the circle you made.
- Tape the ends of that strip together.
- Tape more strips to the chain. Now hang up your chain!

Materials:
 • colored paper
 • scissors
 • tape

Unit 4 Test Strategy

Objectives
 • Children will answer Think and Search questions

Materials
 • Student Book, pp. 140-142

Question 1
 Student Book, page 142
 1. Which one will you NOT need to make a paper chain?
 A.
 B.
 C.

Answer Questions

Test Strategy: Think and Search

EXPLAIN
 Remind children they will answer many kinds of questions on a test. To answer some questions, they may need to read a passage and search it for the information that helps them answer the questions and show that they understood what they read.

Think and Search Point out the strategy in the bookmark on Student Book page 140. Explain that some questions have answers right in a passage, but you have to look in more than one place to find them. These are called Think and Search questions. To answer them, children will need to think about what information they need and search the passage to find it.

MODEL
 Read the passage with children. Then use the Think Aloud to model finding the answer to Question 1.

Question 1 Read the question on page 142 in the Student Book. (Which one will you NOT need to make a paper chain?) Review the answer choices, making sure children can identify what each picture is.

Think Aloud The question is asking me which of the materials pictured is not needed. First, I'm going to think about what information would help me answer this question. I think I should first find the materials that are needed. Now, I'm going to go back and search the passage to look for this information. I will also look under the list "Materials" on page 140. Colored paper, scissors, and tape are listed. Because a "pencil or crayon" is not listed, and because it is not needed for any of the steps, the correct answer is B.

Test Strategy: Think and Search

PRACTICE
 • Read aloud Question 1 with children. (What are the strips of paper used for?) Now I want you to find the correct answer by looking back at the text.
 • After children have chosen an answer, ask:
 What information did you need to find? (what the strips of paper are used for)
 Where did you find this information? (Steps 2, 3, 4, and 5)
 What did you do to be sure you had the right answer? (I searched in more than one place.)
 • Have children use the Think and Search strategy to answer Question 1.

Questions 2 and 3
 Student Book, page 142
 2. What are the strips of paper used for?
 A. to make circles
 B. to make a picture
 C. to write on
 3. Why does Step 4 tell you to tape the strips?
 A. to hang up your chain
 B. to cover the holes in the paper
 C. to make the circles of the chain

140 | 139EE | 140/141

Teacher's Edition, Grade 1, Unit 4, p.139EE-141

Treasures는 학생들이 Reading을 바탕으로 창조적인 언어 구사를 하는데 필요한 Writing, Grammar, Spelling 등의 영역을 다루고 있습니다. Reading과 Language Arts를 통합 구성하여 프로그램 전체적으로 4 Skill을 고루 익힐 수 있도록 하였습니다.

6 Trait Writing & Writing Workshop

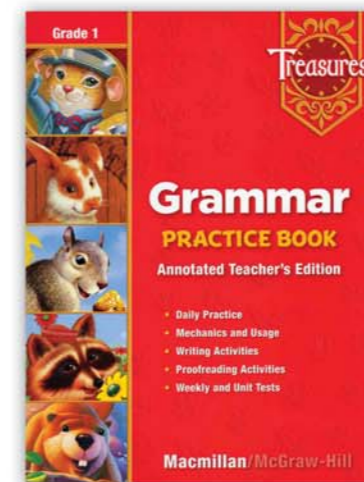
Writing의 유형을 Voice, Word Choice, Organization 등 크게 6가지로 구분하여 학생들이 해당 주제와 관련된 유형을 익혀 나가도록 하였습니다. 또한 Writing Workshop을 통해 Prewrite부터 Publish까지 Writing의 5단계를 거쳐 글을 완성할 수 있도록 지도합니다.

Student Book, Grade 1.4, Unit 4, p.30-31

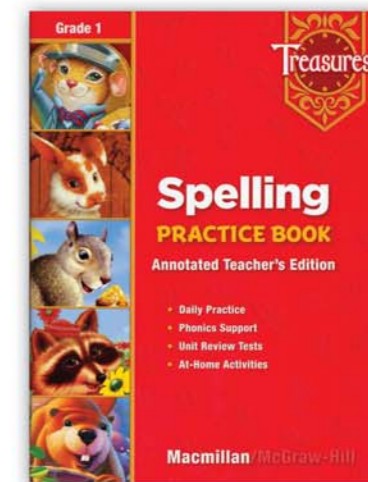
Grammar and Spelling

Main Selection을 바탕으로 학생들에게 Grammar와 Spelling을 지도할 수 있도록 Lesson Plan을 제시하고, Grammar Practice Book과 Spelling Practice Book을 통하여 학생들이 충분히 연습할 수 있도록 하였습니다.

Teacher's Edition, Grade 1, Unit 4, p.83C, p.81C



Grammar Practice Book



Spelling Practice Book

Differentiating Instruction



Treasures는 다양한 학생들의 수준에 맞춰 적절하게 지도할 수 있도록 Differentiated Instruction을 제공합니다. 교사가 학생들의 수준을 진단한 다음 Approaching Level, On Level, Beyond Level과 ELL (English Language Learners)로 나누어 수업을 진행할 수 있습니다.

• Leveled Readers and Leveled Practice Books

Differentiated Instruction에 필요한 Reader와 Practice Book도 각각 Approaching Level, On Level, Beyond Level, ELL로 나누어 있어서 지도하기에 용이합니다.

DAY 2
Main Selection Student pages 100-101

Ben's friends put up iron rods, too. Today we still put them on our houses so they will be safe.

Ben was glad that the lightning rods helped people. In his life, Ben Franklin did many things to help people. He had more things to dream about and more things to make.

Meet Philip Dray
Philip Dray says, "I write books about Americans who do brave things to make our country better. I wanted to tell the story of Ben Franklin and his kite because he had the courage to try something no one had ever tried before."

Write About It
Philip Dray's story is about Ben Franklin and the many new ideas he had. Write about one of Ben's inventions. Tell how it made life better.

Author's Craft
Focus on Illustrations
Remind children that illustrations are the pictures that go with a selection. This selection tells about the real life of a real person, Ben Franklin. Good readers use illustrations to collect more information about the selection and make inferences. Good readers use what they already know, the pictures in a selection, and the author's words to help them understand what they read. These things also help readers follow the true story of Ben Franklin's life over time.
What are some things Ben does as a young boy? Use the pictures to help you answer. (look at big ships and make things)
What are some things Ben does as a man? Use the pictures to help you answer. (make a stove and glasses)

Quick Check
Can children make inferences based on illustrations?
Can children summarize what they have read?
During Small Group Instruction
If No → Approaching Level Leveled Reader L
If Yes → On Level Options, page 109Q
Beyond Level Options, page 109R

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DAY 5
SMALL GROUP

Approaching Level Options

Phonics/Vocabulary
Objective: Read high-frequency words, vocabulary words in context, and words with long /i:/y.
READ WORDS WITH LONG /i:/y AND HIGH-FREQUENCY WORDS
Practice/Assess: Write the following sentences on the board: I heard it was funny. The lion glared at the mouse. The mouse tried to go in twice. What will happen next? He told it very well.
Have individual children blend and read the sentences.
Quick Check: Can children read words with long /i:/y? Can they read the high-frequency words and vocabulary words?

Additional Lessons
Use your Quick Check observations to help you identify children who might benefit from additional lessons on Phonics: Awareness. See page 11.

Make Connections Across Texts
Objective: Compare and contrast plots in different books.
Materials: Leveled Reader: The Lion and the Mouse Student Book: Little Rabbit, "Henry Penny"
SKILL: ANALYZE PLOT
Explain that good readers think about the important events in each part of the story. Use that each story has a beginning, a middle, and an end. Look at the illustrations with children and guide them to discuss and point out the important events in the beginning, middle, and end.
Model making a connection between the actions in two stories and invite children to make their own.
Think Aloud: Both stories started out with a problem. I didn't think clearly. Grasshopper didn't think clearly. Little Rabbit didn't think about the lion.

ELL
Reference Key Concepts: Make sure that children understand the words beginning, middle, and end. Show them the first page of a book. This is the beginning. Show them a page from the middle. This is the middle. Then display the final page. This is the end. Invite children to say the words in their first language and again in English.

On Level Options

Make Connections Across Texts
Objective: Compare and contrast plots across texts.
Materials: Leveled Reader: The Lion and the Mouse Student Book: Little Rabbit
SKILL: ANALYZE PLOT: BEGINNING, MIDDLE, END
Have children summarize to recall the problems the characters had in the beginning, middle, and end of each story.
Remind them that good readers sometimes make connections between the plots in stories.
Model how to make connections between the events in these two stories. Make sure that each child makes a connection.
Think Aloud: In The Lion and the Mouse, both animals had problems and they helped each other. In Little Rabbit the rabbit had a problem, which was solved by the lion.

Beyond Level Options

Make Connections Across Texts
Objective: Discuss stories and make connections across texts.
Materials: Leveled Reader: The Ant and the Dove Student Book: Little Rabbit, "Henry Penny"
SKILL: ANALYZE PLOT
Review the stories children read in whole and small groups.
Ask different children to look back at each story and summarize it for a partner. Have them tell what happened at the beginning, the middle, and the end of the story. Have them share with the group.
Think Aloud: Both stories begin with a sleepy character and something disturbing the character's sleep. Little Rabbit gets worried about the forest falling, and the lion is disturbed by a mouse.

Leveled Practice Books
Practice Book A, Practice Book O, Practice Book B

Leveled Reader
ELL Leveled Reader Lesson: Before Reading, Develop Oral Language, Review and Practice, Review Vocabulary, During Reading, Shared Reading, Read Together, Independent Reading, After Reading.

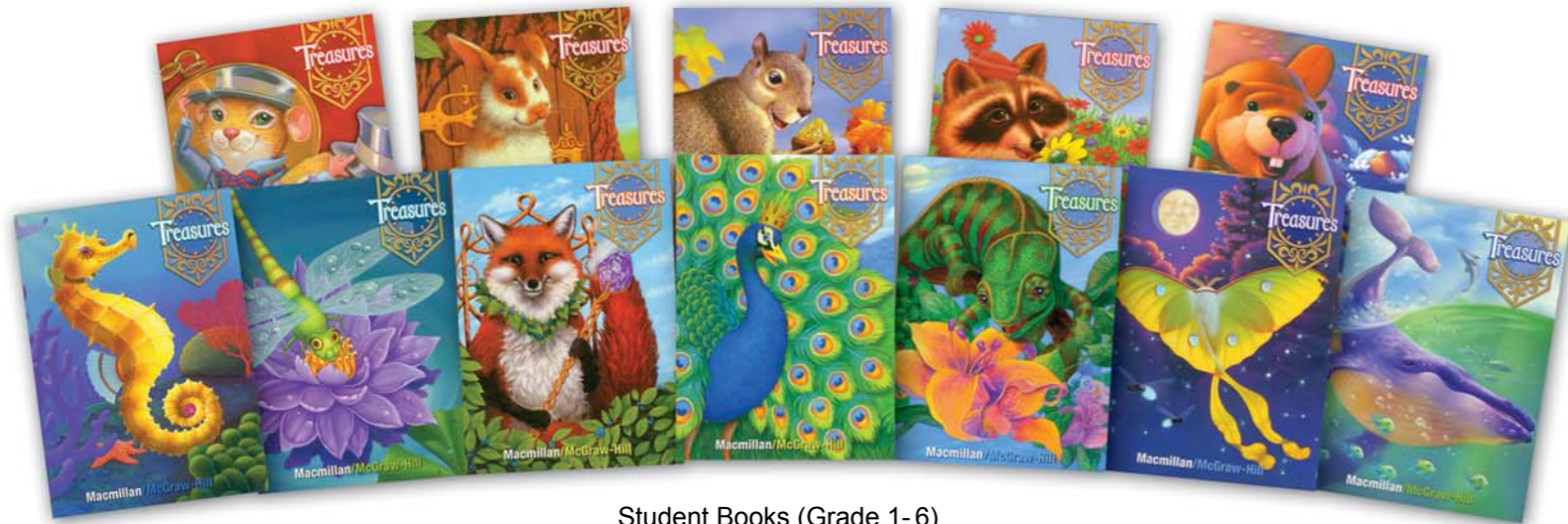
ELL SMALL GROUP
Objective: To apply vocabulary and comprehension skills.
Materials: Leveled Reader
ELL 5 Day Planner: DAY 1: Academic Language, Oral Language and Vocabulary Review, Academic Language; DAY 2: Academic Language; DAY 3: Academic Language, ELL Leveled Reader; DAY 4: Academic Language, ELL Leveled Reader, Comprehension Check; DAY 5: Academic Language, ELL Leveled Reader, Library Activities.
ELL Teacher's Guide: For children who need additional instruction, see the ELL Teacher's Guide.

Teacher's Edition, Grade 1, Unit 4, p.139AA

Teacher's Edition, Grade 1, Unit 4, p.139BB

Teacher's Edition, Grade 1, Unit 4, p.139DD

Approaching Level	On Level	Beyond Level	English Language Learners
학습 내용에 대한 이해가 부족한 학생들로서, 추가적인 Instruction과 Practice를 제공합니다.	학습 내용은 이해하지만 좀 더 연습이 필요한 학생들로서, 단계에 맞는 Skill을 연습하고 강화하도록 합니다.	학습 내용을 마스터한 학생들로서, 배운 Skill을 확장하고 응용해 볼 수 있도록 합니다.	영어가 모국어가 아닌 학생들로서, 영어 습득과 본 수업을 받기 위해 필요한 Academic Language를 익힐 수 있도록 합니다.



Student Books (Grade 1-6)



Listening Library (Grade K-6)



Grade 1



Grade 2

Grade 3



Leveled Practice Books (Grade 1-6)



Grade 4

Grade 5
Teacher's Edition

Grade 6

미국 교과서 학습을 원하지만 곧바로 사용하기 어려운 학생들을 위해서 Treasures는 Intensive Intervention 프로그램 제공하고 있습니다. Treasures와 같은 주제와 구성을 가진 Reading Triumphs는 교과서로 가기 위한 bridge 프로그램입니다.



Student Book, Grade 3, p.352-353



Teacher's Edition, Grade 3, p.326-327

Reading Triumphs

	Intervention Anthology	Intervention Reader	Intervention Teacher's Edition	Practice Book	Practice Book Teacher's Edition	Intervention Assessment Book	Listening Library (Audio CD)
K		•	•	•	•	•	•
1	•		•	•	•	•	•
2	•		•	•	•	•	•
3	•		•	•	•	•	•
4	•		•	•	•	•	•
5	•		•	•	•	•	•
6	•		•	•	•	•	•