

Graded Readers
Series 1

Starter
to
Level-5

SPECTRUM ACTIVE READERS



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Key Features

of the Series

This series is divided into **six graded levels**. You can easily identify each level by the colour on its cover. As children progress to each new level, the number of words, and the difficulty of the sentences in the stories gradually increase.

Introduction to each reader is provided inside its front cover.

Eye-catching colourful illustrations to encourage reading and actively help children to understand the story.

Highlighted glossary on each page to aid comprehension of the text.

Line number count on each page.

A wide variety of text-related questions and activities at the end of each chapter to stimulate children's ability to analyse the text and strengthen their skills.

Free from themes in conflict with **Islamic values**.

Incorporation of **moral** and **value-based** themes:
i) to build an appreciation of how actions and feelings have an impact on our daily life
ii) to promote the acceptance of diversity and sound values for the building of a child's character

Each story has a message with a moral value such as kindness, responsibility, self-sufficiency, honesty, self-motivation, acceptance of difference, trust in Allah, to name a few. All of these are depicted beautifully in words and illustrations.

Spectrum Active Readers are a series of top quality fiction from a variety of talented authors and illustrators. This series provides a choice of enjoyable reading material for all learners of English, especially the junior and middle school children (classes 3 to 8). The stories are lively and interesting, aiming to increase reading stamina and encourage pupils to enjoy literature and to become avid and accomplished readers. These books will enable children to explore and understand the creative use of English language, while exposing them to a wide variety of experiences. This series is easy for teachers to use, and is an ideal way to encourage more parental support.

Reflections

“*It was a pleasing experience to review Spectrum Active Readers. I recognize this series as a consistent, thoughtful and praiseworthy endeavour in terms of language control, length, and quality of story - very important for extensive reading.*

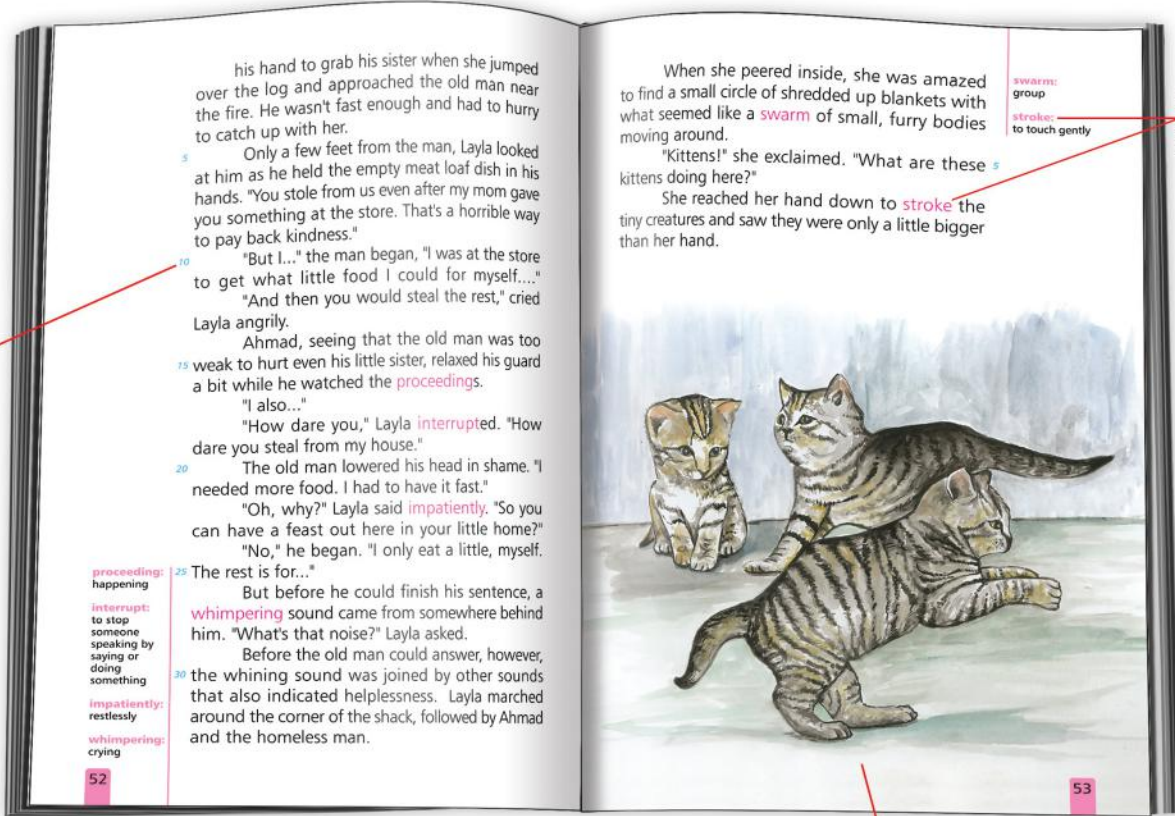
Another outstanding effort of Spectrum Publishers is the incorporation of ethical and religious themes into the readers. It is certainly a phenomenal step towards integrated education.

Spectrum Active Readers are attractive and full of fascinating illustrations with a variety of activities.”

M. Khalid Rahman

Former Editor-in-Charge
DAWN 'Young World'

Line number count on each page

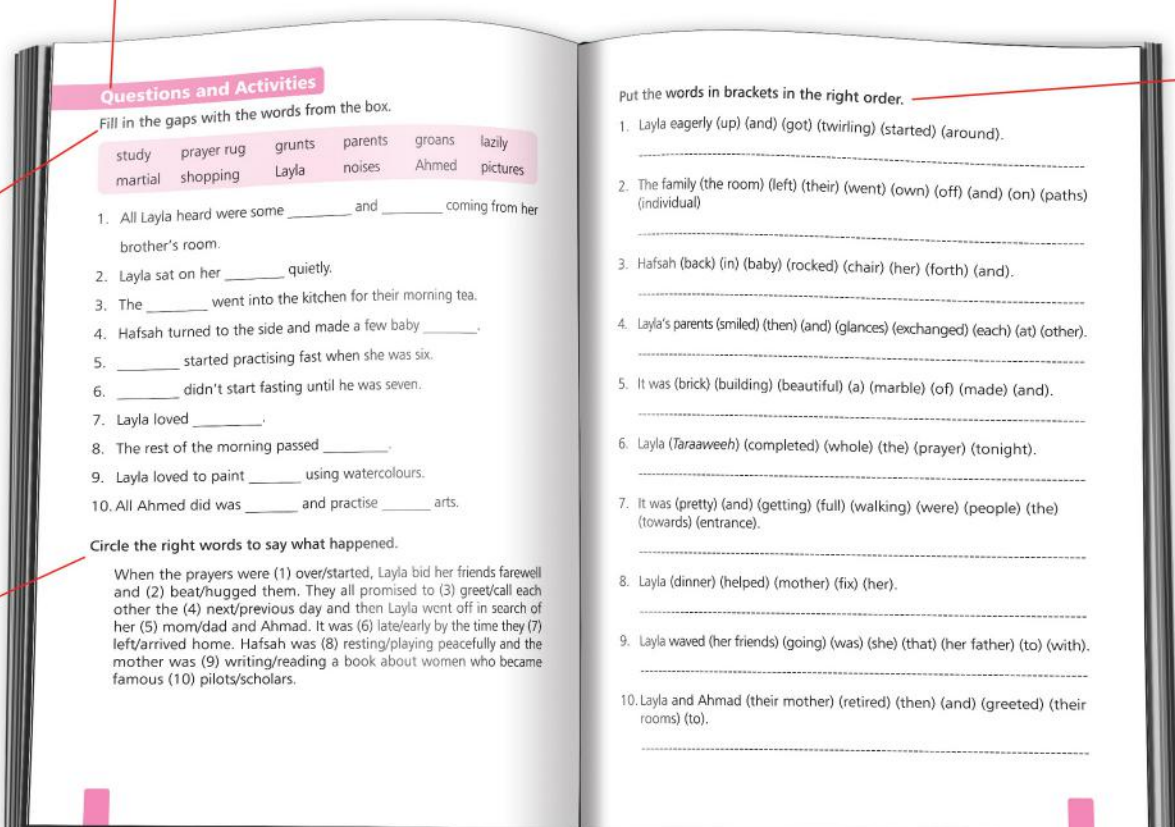


Highlighted glossary

Eye-catching colourful illustrations to encourage reading and actively help children to understand the story

A wide variety of text-related questions and activities at the end of each chapter to stimulate the children's ability to analyse the text and strengthen their skills

Activity Filling in the gaps



Activity Circling the right words

Activity
Identifying the dialogues

Questions and Activities
What did they say? Write the sentences.

Someone stole the food for *Iftaar!*

Daddy, Daddy! Come quick. Someone stole our food from the kitchen!

What'll we do for dinner?

I'm going to call the police.

- Layla: _____
- Ahmad: _____
- Layla's mother: _____
- Layla's father: _____

Put these sentences in the right order. The first one has been done for you.

- Layla got out of bed. 1
- She looked out at the darkened yard below.
- She walked to her window.
- She thought about how to get back at those boys.
- The light from the crescent moon cast its shadows on the trees standing like silent sentinels at their posts.
- She knew she would come up with something.

Put the letters of these words in the right order. The first one has been done for you.

A few minutes later, Layla's brother (1) ederanwd into the room and everyone (2) edaltw as he did his *sunnah* prayers as well. When he had (3) fishide, their father and mother got everyone up and into the proper (4) onpotisi for the morning prayer. (5) lymmteide after prayer was over, Ahmad (6) rednritu to bed (7) lingbmmu something about studying for (8) smea late into the night. Layla, on the other hand, went to (9) keech on her baby sister, (10) ahfsah.

Activity
Putting the sentences in the right order

Activity
Putting the letters in the right order

Activity
Matching the sentences

Questions and Activities
Match the beginning of each sentence to the right ending.

- A few days later it came to being sneaky.
- The parents were going to a dinner party than any of your dopey ideas.
- Ahmad is the one then his eyes opened wide.
- Ahmad was just glad he didn't have to go who needs watching.
- Ahmad jumped as high as make us look dumb.
- I had a plan that would be more exciting all was normal.
- Ahmad thought a moment and in a neighbouring town.
- They could deny everything and to the dinner party.
- Ahmad shrugged he could in the air and yelled.
- Layla was an expert when his shoulders.

Find the words from the letters in brackets. Complete these sentences.

- No further incidents happened with the *iftaar*. (edpneha)
- Layla saw her _____ to make things right again. (cehcan)
- Layla's mother left plenty of food in the _____. (egfdri)
- Their mother, carrying Hafsa, and father got into the car and _____ away. (evdor)
- It is a _____ part of our little pay-back plan. (ulfecra)
- Layla was _____ than Ahmad. (erygoun)

Choose the correct options to fill in the gaps.

- The house was _____.
a) light
b) dark and still
c) airy
- The family car was gone so no one was _____.
a) outside
b) upstairs
c) downstairs
- Layla peered across the yard towards their _____.
a) house
b) car
c) parking
- _____ was moving against the side of the house.
a) a mosquito
b) a dark shadow
c) a spider
- Ahmad and Layla followed the _____ past house after house.
a) cats
b) dogs
c) shadows
- Layla pulled Ahmad behind a _____ when she noticed the shadows had stopped.
a) pole
b) tree
c) wall

Activity
Choosing the correct options

Activity
Completing the sentences

Activity
True/false activity

Questions and Activities
Which of these sentences are true, and which are false?

- Layla and her mother arrived at the grocery store in the mid-afternoon. T F
- Layla was a slow runner. T F
- Layla saw her mother walking towards her. T F
- The clothes of the old man were neat and clean. T F
- Layla looked up at her mother in surprise as she opened her purse. T F
- The old man looked awesome. T F
- Layla helped her mother load the groceries in the car. T F
- Layla was hit by one of Ahmad's wild shots. T F
- Ahmad and Layla turned around and saw four large boys racing by on their bikes. T F
- Ahmad got good grades, was in great shape and was honest. T F

Answer the questions.

- What was Layla's father doing in the living room?
- What did the police do when the last detail was provided?
- Why could Layla not keep her eyes shut?

Write sentences about chapter 8 with the words in the cloud shapes.

up sound her hand over the log down the kittens

came from one by one down to stroke and approached at himself

from somewhere the tiny creatures her hiding place the old man and his raggedy clothes into the box

- Layla stood _____ up from her hiding place.
- Layla jumped _____
- A whimpering _____
- Layla reached _____
- The old man looked _____
- Layla lifted _____

There are ten mistakes in this paragraph. Find and correct them. The first one has been done for you.

Ahmed retrieved the bat quickly and stopped to work on his lay-up. Layla leaned beside the garage wall, and when she saw her luck she stole the ball from Ahmad's hands. Layla dribbled the ball and stepped forward a few spaces. She lifted it to her eyes and aimed carefully. With a flick of her toes she threw the ball at the hoop as soft as she could. Swoosh! The ball went into the hole.

Activity
Making the sentences

Activity
Answering the questions

Activity
Identifying and correcting the mistakes

HOW TO FIT THE READERS INTO YOUR TEACHING

In this section you will find a description of a standard way of fitting the readers into your teaching. Eventually each teacher will find a way of using the readers that is most suitable in her/his context, but there will always be moments when it would be stimulating to surprise learners with a different procedure.

The 'standard' model: class readers

The most common use of readers is when all the learners have the same reader (known as a 'class reader') and the reading is done mostly in class (but not necessarily). The teacher will probably find it best to present the reader in 'episodes', in different reading sessions. This creates interest and suspense.

Timing

- ♦ Set a time limit on how long you want to use a reader.
- ♦ It is possible to insert a reading session at the end of every lesson, although teachers who have 2-4 lessons a week often have their reading session once a week. If it is done once a week, a good time is during the last session of the week, which gives a 'special' feeling to the reading session. Indeed, an entire school lesson can be dedicated to using a reader.
- ♦ The time needed for a reading session can range from about 10 minutes to the entire lesson, depending on how many of the activities are done in class. After a few sessions the teacher will have an idea of the amount of time the class is comfortable with. However, as the class becomes more used to reading together, the learners will be able to handle more time spent on reading.

Procedure

After a brief warm up, the reading starts. A common procedure is that the learners listen while they follow the texts in their readers. The teacher can pause at intervals and ask a few very simple factual WH-questions (who, what,

where, when, why) or true/false questions to make sure that everybody in class understands what is happening. Without interrupting the momentum, the teacher might also ask what the learners think might happen next (but if no answers are immediately forthcoming, go on with the reading). However, if the class seems absorbed by the reading and/or irritated by the pauses and questions, then allow the class to read the entire chapter uninterrupted. This will be more likely when the class becomes used to reading together. Besides, a possible way of presenting the text for reading is that the teacher reads, expressively and dramatically (an advantage is that the teacher can adjust the speed of reading to suit the language level of the class).

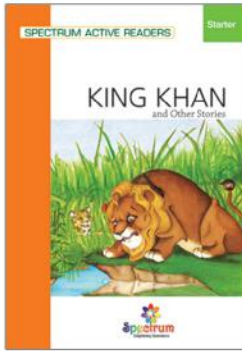
Note: Do not let the learners use dictionaries. The use of dictionaries at this stage discourages two vital sub-skills of fluent reading: ignoring unknown words and guessing meaning in context. Learners should only use dictionaries later (during activities, or during re-reading at home), and then only if they are in real difficulty. Encourage learners to use the glosses, the illustrative support, and to make guesses in context, using knowledge of what comes before and after.

Activities

Each chapter in the Spectrum Active Readers is followed by a number of activities of different types (true/false, multiple choice, matching, WH-questions, etc.). After reading, the teacher has two main options:

- ♦ Do all or most of the activities in class (with the class working individually, in pairs or groups). If pressed for time, any activities not done can be set as homework.
- ♦ Do just the first activity in class, and perhaps one or two others. Then look through the rest of the activities with the class and explain them. Set some or all of them as homework.

You can remind the learners that they themselves can do the activities as self-study – although you should bear in mind that you would need to check/correct what they do.



KING KHAN and Other Stories

Idries Shah

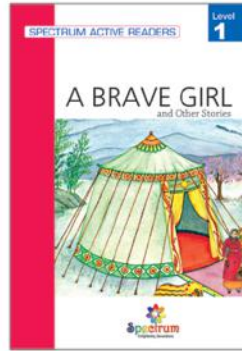
48 pages

Size : 5.75" x 8.25"

Juvenile Fiction/Human Interest/
Humour/Short Stories

The story of *King Khan* and his jungle friends will both entertain and teach children. It can provide them with a tool with which to overcome irrational fears, so often caused by behaviour or events that they as yet may not understand.

King Khan and the four other stories in this book will together help in the development of children's cognitive abilities.



A BRAVE GIRL and Other Stories

Idries Shah

56 pages

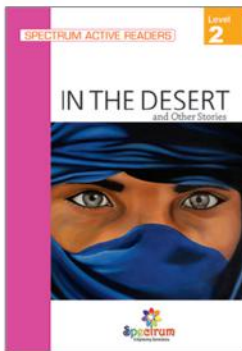
Size : 5.75" x 8.25"

Juvenile Fiction/Human Interest/
Adventure/Short Stories

A Brave Girl is the story of a girl whose life is beset with what seem to be disasters. Her journey leads her from Morocco to the Mediterranean, Egypt, Turkey and, finally, to China. It is in China that she realizes that what

seemed at the time to be really unfortunate events were an integral part of her eventual fulfillment.

A Brave Girl and the three other stories in this book will together help foster mental flexibility and insight in the reader.



IN THE DESERT and Other Stories

Cristina Kessler

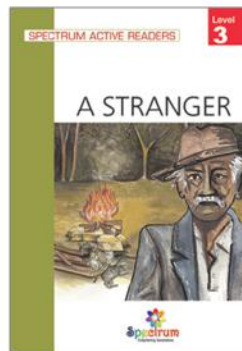
64 pages

Size : 5.75" x 8.25"

Juvenile Fiction/Human Interest/
Humour/Adventure/History/
Short Stories

In the Desert is the story of a North African boy who spends a night alone in the desert. Its descriptions of the desert terrain and bits of tribal wisdom provide an informative glimpse at a distant lifestyle.

In the Desert and the other two stories in this book can be experienced on many levels. A child may simply enjoy reading them, an adult may analyse them in a more sophisticated way. Both may eventually benefit from the lessons within.



A STRANGER

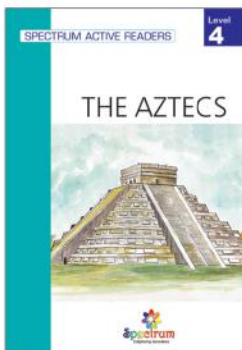
Yahya Emerick

64 pages

Size : 5.75" x 8.25"

Islamic Fiction/Human Interest/
Mystery/Adventure/Crime

In this story, a girl tries to catch a mysterious thief, but what she discovers about herself is a lot more than she ever thought possible. The story showcases a variety of themes and inspirational nuggets of wisdom.



THE AZTECS

Yahya Emerick

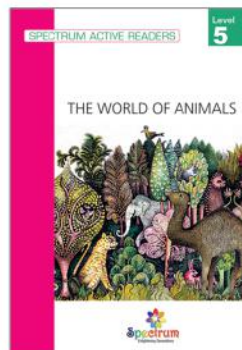
74 pages

Size : 5.75" x 8.25"

Islamic Fiction/Human Interest/
Mystery/Adventure/History/Crime

This is the story of a brother and a sister who take a trip with their father to sunny Mexico to learn about the ancient Aztecs. After their father is kidnapped, they learn more about this ancient civilization than they could ever imagine. What hair-raising

adventure awaits? Find out as they tackle the curse of the Aztec Warrior!



THE WORLD OF ANIMALS

Ikhwan-us-Safa

88 pages

Size : 5.75" x 8.25"

Islamic Fiction/Human Interest/
Humour

The World of Animals expounds the teachings in the form of a fable about man's responsibilities toward his fellow creatures. They exemplify an attitude founded not upon any humanistic philosophy or natural

feelings of the heart but upon the basic commandments of the religion of Islam. As such they show a very real understanding of man's proper attitude to his fellow creatures.

SPECTRUM ACTIVE READERS

This series is published at six levels and provides a choice of enjoyable reading material for all learners of English. Each book includes an introduction, attractive illustrations and a wide range of activities.



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Enlightening Generations

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