



UNIT-8



Books  
Going to buy a Book



*Read and learn this poem*

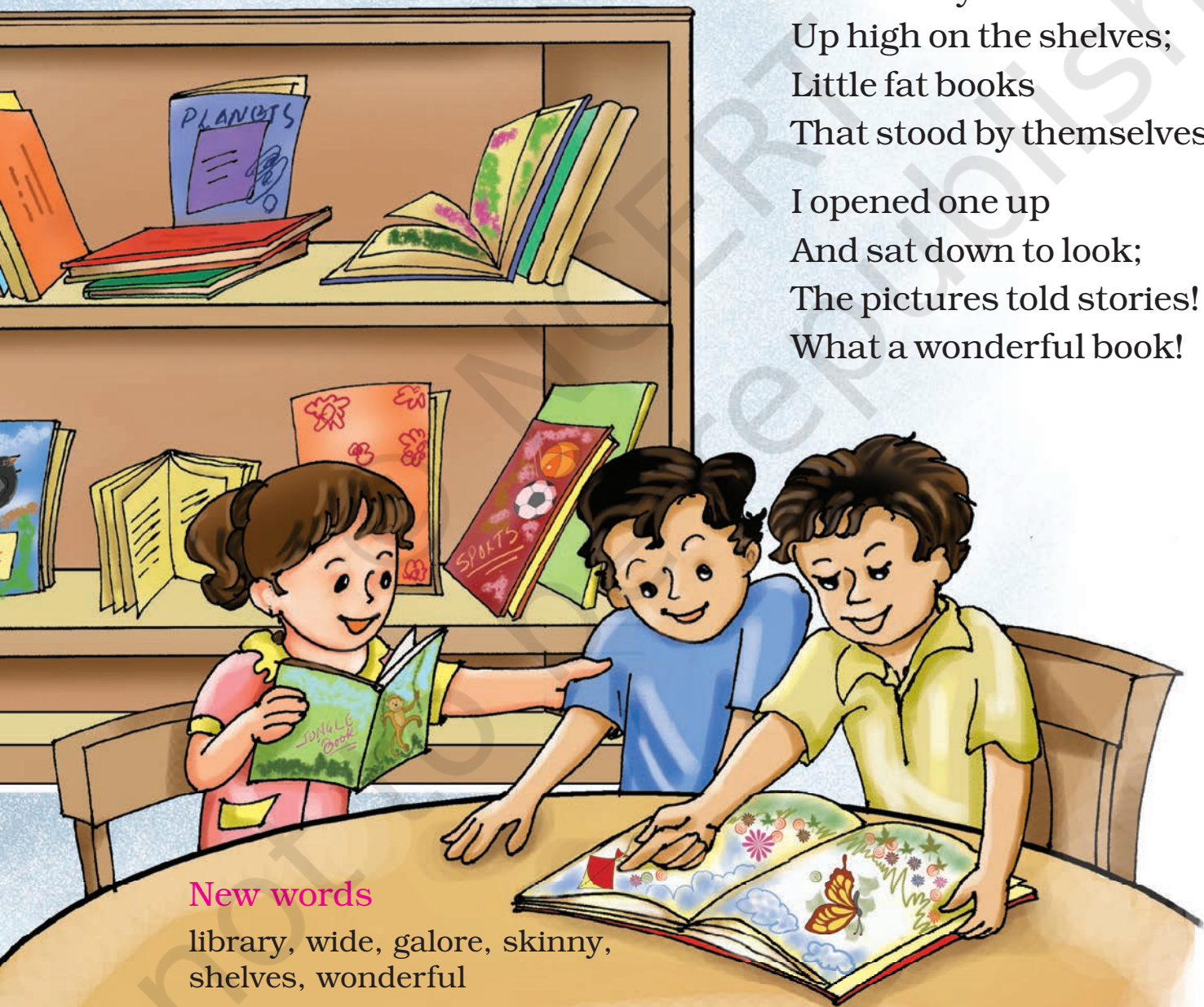
# Books



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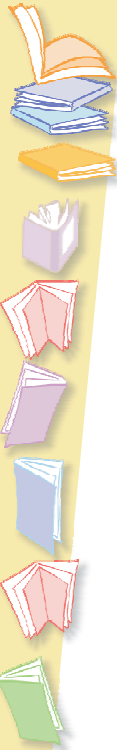
“Come in, come in!”  
Said the library door;  
I opened it wide  
And saw books galore!  
Tall skinny books  
Up high on the shelves;  
Little fat books  
That stood by themselves.

I opened one up  
And sat down to look;  
The pictures told stories!  
What a wonderful book!



## New words

library, wide, galore, skinny,  
shelves, wonderful



## Reading is fun

1. What did the library door say?
2. What did the books in the library look like ?
3. Why did the child in the poem like looking at the pictures?



## Let's listen

1. Listen to the words  
Come in, come in  
Go out, go out



What word signs have you seen or heard –

at home

at the vegetable shop

at the library

at the doctor's place

at the bus stop

at the toy shop

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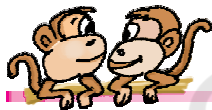
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## Let's talk

1. Do you like reading story books?
2. What kinds of stories do you like?



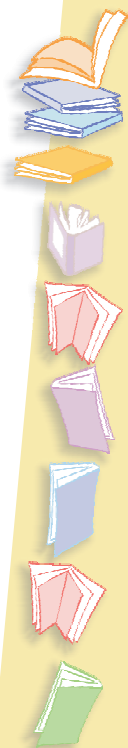
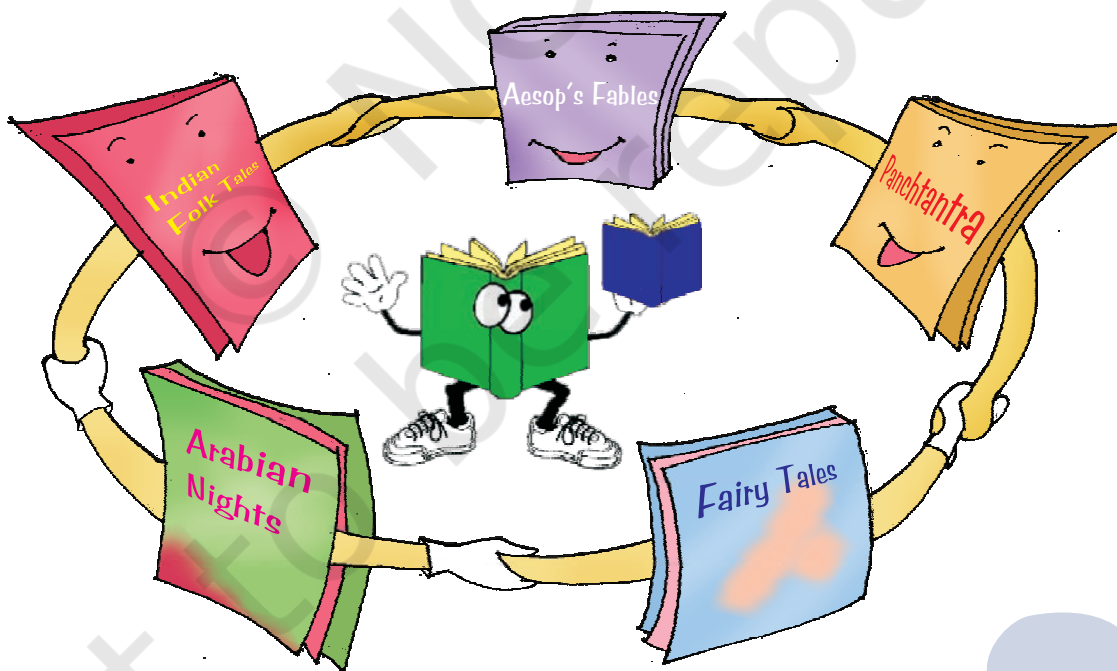
3. The word **galore** means **in great numbers**. Do you also have a class library or a school library which keeps many books? Can you borrow books?
4. Tell the class about your favourite story book. Talk about the character you liked most in the book.



## Fun time

### Let's play **Book Chain**

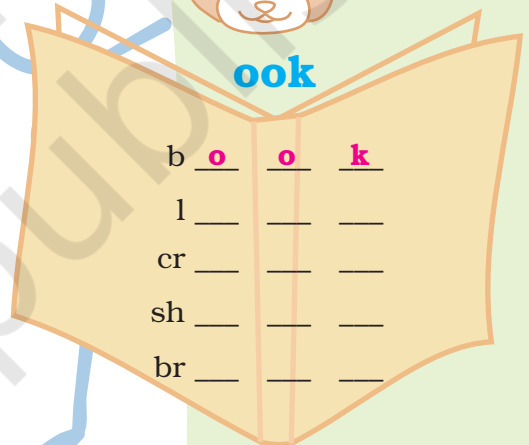
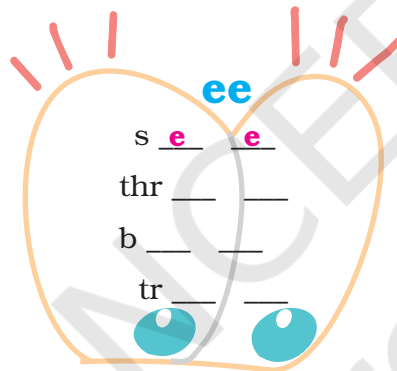
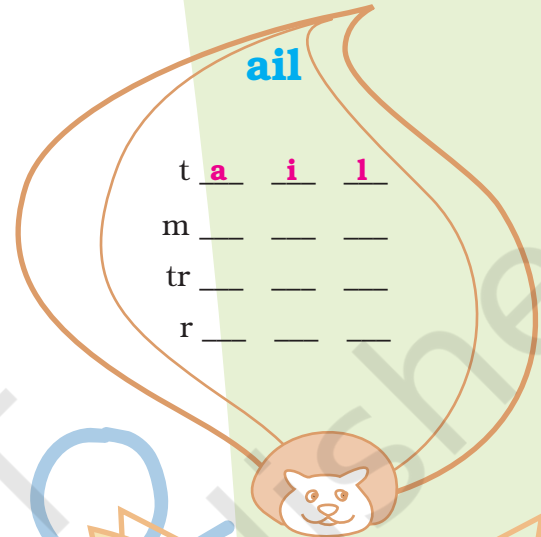
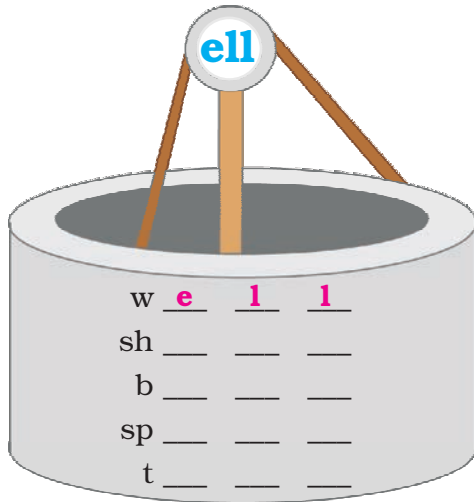
Form groups of five or six children in the class. Sit in circles. The first child will begin the **book chain** by saying the name of a story book. The next child extends the **chain** by saying the name of another book. In this way a **book chain** is formed. The more the rounds the children can go on for, the longer the **book chain** will be. See which group makes the longest **book chain**.





## Let's write

Make word families. The first word in each has been written for you.



**Look at this sentence -**

**A library is a place where books are kept.**

Now fill in the blanks after reading these sentences.

1. An \_\_\_\_\_ is a place where aeroplanes take off and land.
2. A \_\_\_\_\_ is a place where food is cooked.
3. A \_\_\_\_\_ is a place where sick people are taken care of.
4. A \_\_\_\_\_ is a place where you can buy things.
5. A \_\_\_\_\_ is a place where children study.



*Let's read and enjoy*

# Going to buy a Book

One day, grandfather gave my brother  
and me some money.

“Go and buy books,” he said.

We were both very happy.

We both love to read.

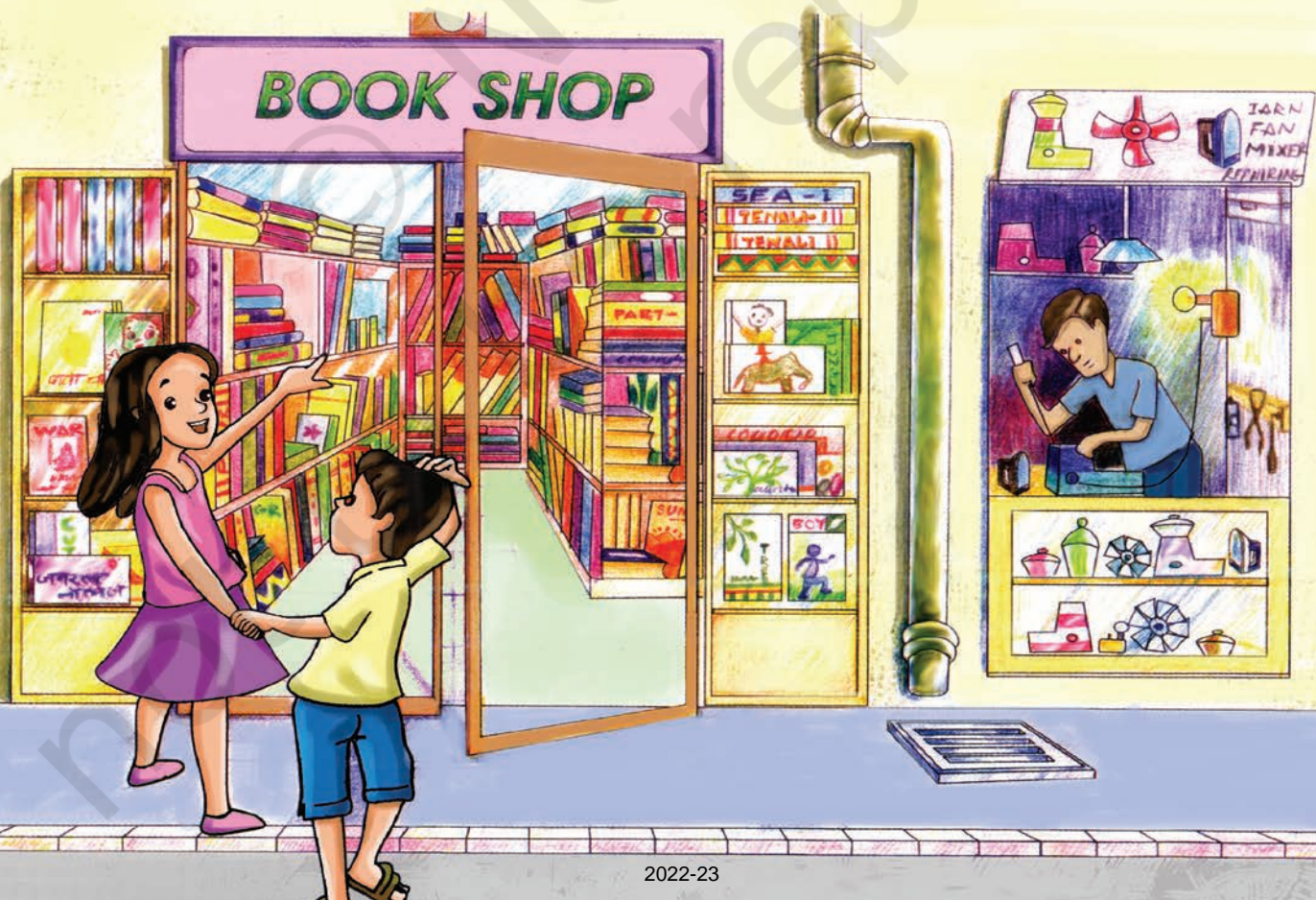
Should we go now?

Should we go later?

Should we go today?

Should we go tomorrow?

We decided to go right now.





Should we go to the big market?  
Should we go to the small shop?  
Should we go with somebody?  
Should we go alone?  
We decided to go to the small shop,  
just the two of us.

We like the small bookshop.  
It is small but it has many books.  
The man in the shop likes us.  
He always helps us.

Should I buy a book with a lot of pictures?  
Should I buy a book with a lot of stories?  
Should I buy a thin book?  
I could not decide.



We did not know which book to buy.  
The man in the shop smiled at us.  
“Relax, come with me,” he said.  
“These books are about animals.  
Those are about machines.  
Those over there are about wars.  
Take what you want.”

I picked some books.  
My brother picked some books.  
I sat on the floor.  
He sat on the chair.  
And we read and we read and we read.







It was very quiet.  
There was no sound.  
One hour passed.  
Two hours passed.  
Finally, we knew which books to buy.  
The man in the bookshop smiled at us.  
I got a fat book with many stories.  
My brother got a big book with many pictures.  
We ran home to our grandfather.  
We climbed on his bed.  
He put his arms around us and then  
We read, and read, and read.

– Rukmini Banerji

### New words

alone, bookshop, machines, finally, climbed












## Reading is fun

1. Why did grandfather give the children money?
2. Where did they go to buy books?
3. Did the girl buy a picture book?



## Let's listen and search

In small groups one child will give **directions** orally only once; the others will listen and hunt for the following:

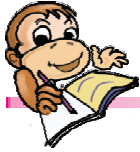
1. a circle 
2. a square 
3. a triangle 
4. a piece of paper with three signatures
5. a piece of paper with red colour 
6. a piece of paper with a number 
7. a piece of paper with the label of tea 
8. a twig in the shape of an alphabetic letter
9. a slab of mud with a drawing 
10. a flower in the shape of a number



## Let's talk

1. Is there a bookshop near your home? If there is, do you like to visit it?
2. What are the different kinds of books in this bookshop or in any other bookshop you have seen? Tell the class.





## Let's write

1. Look at these sentences in the story –
  - (a) Should we go to the **big** market?
  - (b) Should we go to the **small** shop?
  - (c) Should I buy a **thin** book?

The coloured words above are describing words.

Now fill in more **describing** words into the passage below –

It was a \_\_\_\_\_ night. A \_\_\_\_\_ girl sat up in bed listening to her mother tell a \_\_\_\_\_ story. Her \_\_\_\_\_ eyes opened wide and she gave a \_\_\_\_\_ smile. “Now go to sleep, Paro,” her mother closed the book. “\_\_\_\_\_ dreams.”

2. Imagine that you will go to the bookshop tomorrow. What will you do there? Write five sentences beginning with –
  - (a) **I shall** \_\_\_\_\_
  - (b) **I shall** \_\_\_\_\_
  - (c) **I shall** \_\_\_\_\_
  - (d) **I shall** \_\_\_\_\_
  - (e) **I shall** \_\_\_\_\_



3. Tina goes to her school library to borrow a book. Complete her dialogue with the librarian by using **and** or **or** in the blanks.

**Tina:** Ma'am, I want to borrow a book.

**Librarian:** Do you want a story book \_\_\_\_\_ a book of poems?

**Tina:** I want a story book.

**Librarian:** Do you like stories about animals \_\_\_\_\_ adventure stories?

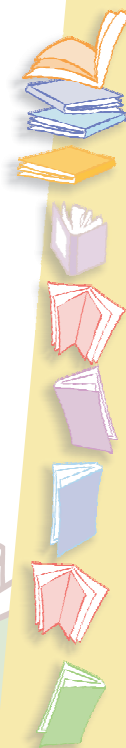
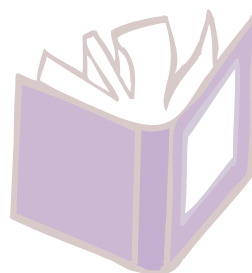
**Tina:** I like both.

**Librarian:** Go to the second cupboard. On the first shelf, you will find animal stories \_\_\_\_\_ on the second, adventure stories.

**Tina (after selecting two books):** Ma'am, I want *Black Beauty* \_\_\_\_\_ *Panchantantra Stories*.

**Librarian:** You can have either *Black Beauty* \_\_\_\_\_ *Panchantantra Stories*.

4. What is your favourite book? Write down the name of the book. Then write down the story.





## Let's make a bookmark

### Make your own bookmark

Remember to treat your books well. Never fold the corners of pages. This makes books look shabby and old.

A bookmark helps you to find the page you were on when you last read your book.

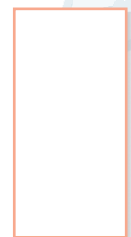
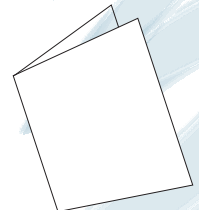
Here is a way to make your own beautiful **Dove Bookmark**.

#### You need –

- An old greetings card/wedding card/scissors
- A black *bindi* for the eyes

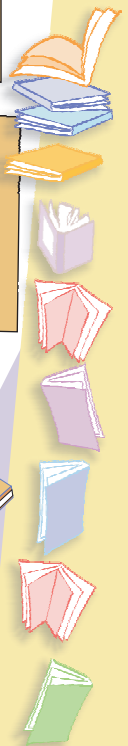
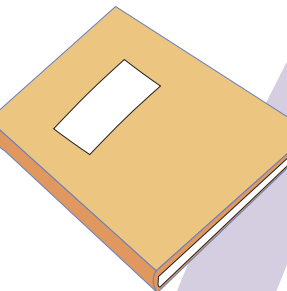
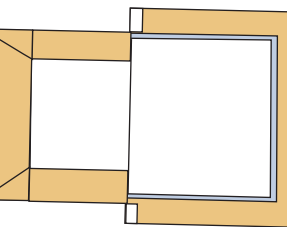
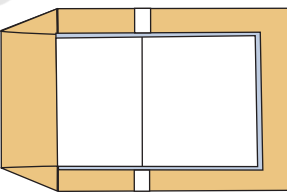
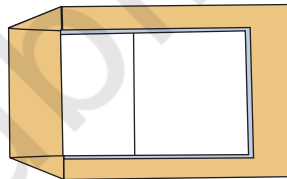
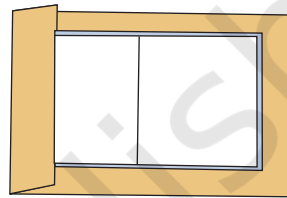
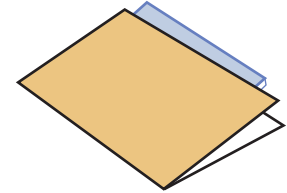
#### Method –

- Take the old card. You will need to use the inside of the card.
- Fold it into two as shown in the picture.
- Trace the outline of a dove on the card.
- Cut it along the lines.
- Make an outline with a black pen.
- Stick a *bindi* for the eye.
- Paste it on a strip of 2 inches x 4 inches.
- Your **Dove Bookmark** is now ready to be used.



## Let's cover our book

1. Spread your notebook on a brown paper which is four inches bigger than your notebook, as shown in the picture.
2. Fold the paper into two halves with the book inside it in the middle.
3. Fold the two open flaps of paper inside the first and the last page of the book and press to crease.
4. Fold the closed end of the two top and bottom flaps of the paper, forming a triangle. Crease the paper and cut it.
5. Fold the two front flaps inside the first page and crease it.
6. Fold the two back flaps under the last page and crease it.
7. Now your book is neatly covered.
8. Write your name and class on the cover. Then write the subject you will use this notebook for.



## DO YOU KNOW?

The earliest **books** were written by hand. Two thousand years ago in India, birch bark (**bhojapatra**) and palm leaves (**talapatra**) were used for pages. A pen and black ink were used to write on birch bark. A sharp, iron spike was used for writing on palm leaves. Holes were drilled through the leaves and the **book** was held together by a string!



Palm leaves  
(talapatra)



Palm leaf



Birch bark (bhojapatra)

*Enjoy and read the poem*



### Say in Chorus

*Books are great! Books are fun!  
Books let you do what you've never done!*

Read a good mystery, solve a crime!  
Read about history, go back in time!

Read about a lost dog, where can it be?  
Read about a giant frog under the sea!

Read a very funny book, tears go away!  
Read a bright, sunny book on a rainy day!

### Chorus –

*Books are great! Books are fun!  
Let's read books, everyone!*



– Mash Goldfish (adapted)



## THEMES

Books and the joy  
of reading



## Unit 8

Poem : Books

Story: Going to Buy a Book

By this Unit the children can be encouraged to prepare their own class dictionary. Reading aloud and looking at colourful illustrations together will help children love books. Show your children that reading books is a pleasant and a meaningful activity. Encourage reading as an individual activity in addition to the pleasure of reading.

### Library time

1. Let the class visit the school or local library where the librarian can show where different kinds of books are kept.
2. Let each child choose one book to read and talk about it later. Keep a large chart that shows how many books the class has read through the year.
3. Find out what kinds of books children like to read most (e.g. adventure stories, mysteries, information books, humour or even comics etc.). Encourage children to describe favourite books that they have read.
4. Emphasise how books must be loved and kept well. Show them how to cover their books. Encourage them to use bookmarks.
5. Divide the class into three groups. Let the entire class recite the chorus together. Each group can recite two lines in turn.
6. Practise the usage of future tense by giving the class different situations.
7. Talk about the characters, setting, action and descriptions. Help the child to link the story to events and real life situations.
8. Read words aloud. Talk about the letters, sounds and meanings.
9. Take care to see that the language is at the child's level, the material varied and stories joyful.
10. Carry out a brief conversation, involving seeking and giving information.
11. Take dictation of simple sentences and practise copy writing from the blackboard and textbook, and use common punctuation marks.

