

CHOTU AND FRIENDS

Note: The transactional processes suggested in CISCE curriculum are highlighted in grey.

Learning Outcomes

- To enjoy reading a story with visual support
- To identify and recognise a few common wild animals
- To recognise Chotu's helplessness and his eventual usefulness
- To comprehend the value of friendship and helping others.



Pre-reading

This section focusses on *assessment for learning*. Students are made aware of what friends should be like, why they are important and the need to have friends.

They learn how to be good friends as they do the task. This will help them comprehend the loneliness that Chotu feels and empathise with him while taking into account the nature-trait of the other animals.

Generate a discussion on:

How we would want our friends to be. Let students list out the qualities before marking in their Readers.

This would motivate students to know more and increase their interest in the text they are about to read.

Ask students:

Do you like to have friends? How many friends do you have? If someone wants to be your friend, will you make her/him your friend? Yes? No? Explain why you would do that.

READING

Students read to comprehend, deduce, compare and describe.

Read the text *Chotu is an elephant ... any friends.* / Play the audio track *Chotu is an elephant ... any friends.*

Zoom the images on the first page, on the screen or ask students to study them in their Readers.

Ask students

What do you think the story is about?

- Read and explain the text in the first four images.

Ask students:

Is Chotu happy or sad? Why is he sad? Why did the monkey and the rabbit not want the elephant to be their friend? Where do monkeys swing from? What is a burrow? What did the frog say? Have you seen a frog? How do frogs hop? (Ask a child to come forward and demonstrate.)

In the beginning Chotu was sad, but afterwards Chotu was very sad. — What was the reason? (In the beginning Chotu was sad because he felt just lonely, but later he knew no one wanted to be his friend. This made him very sad because he felt he was going to be lonely forever.)

Let students distinguish between sizes — *big* and *small* by naming some animals that are big and some that are small.

Draw three columns and let students list who Chotu meets and what they say to him and then how they would describe them. This will help students develop analytical skills while they sequence events.

For the teacher's reference:

Who Chotu meets	What they say to Chotu	How I would describe them
Monkey	Too big; cannot swing like me	Unfriendly, rude
Rabbit	Too big; cannot play in my burrow	Unfriendly, rude
Frog	Cannot jump in the air like me	Unfriendly, rude

- Continue with the reading exercise till the end. Explain the text as you read.

Ask students:

Why did the small animals run away and hide? Why did the elephant not hide? What did Chotu tell the tiger? What do you think of Chotu? Why is Chotu happy in the end? Help the children understand that the more helpful and kind they are, the more friends they will have.

Post-reading

1. Help students role-play the story.



GRAMMAR

Naming words

Draw a table with four columns on the board.

Do not give the columns any headings yet.

Ask students to think of people they would come across in their school (*teacher, principal, gardener* and so on).

List them in the first column.

Follow the same procedure for places (column 2), animals / birds (column 3) and things (column 4).

Ask students:

Can you give me one word for the words given in each column? What or who are they?

Help them by writing the heading for the first column—*People*. Elicit for the rest of the words and write the headings on the board.

Tell students that these words that refer to people, places, animals or things are called **naming words**.

Next, point out to a student and tell students that she/ he is a girl/boy.)

Ask: *What is his/her name?* (Once students have answered the question, tell them that it is a special name that has been given to him or her. Likewise, they all have been given special names.)

Reinforce the concept with the input given in the Reader.

Tell students:

Common nouns are the names of things, for example, people, places or objects. A special noun is the name of a particular person, place or thing, and always begins with a capital letter

VOCABULARY**Opposites**

Recall from the lesson how the *big* elephant did not run away from the tiger but the other animals which were *small* ran away from the tiger. Further, explain that the elephant that was *sad* in the beginning was *happy* once he made friends. Write the target words on the board as you talk about them.

Point out that these words have opposite meanings.

Brainstorm with the class for some more words with opposite meanings. Alternately you may call out a word and ask students to come up with the opposite of that word)
(Some examples: *top* × *down*; *question* × *answer*; *far* × *near*; *good* × *bad*; *brother* × *sister*; *clean* × *dirty*)

**SPEAKING****Greeting**

This section focusses on *assessment as learning*. Students learn to greet each other using the right expression and intonation as they role-play the task.

Ask students how they greet various people: their teachers, friends, family...

Have two students model the conversation for the class. You may prepare them for the task. Focus on the intonation and expression while they role-play.

Now let students work with their partners and role-play the task.

Monitor the activity and guide them if required.

LISTENING**While-listening**

Read aloud the names of the animals in the picture below.

Allow students time to look at the images of the animals given.

Play the audio track and let students do the task.

You may play it again depending upon the capability of your class.

Review the answers.

WRITING**Match**

Tell students that the words given in the two columns are not in order. They will have to match them correctly.

Let students answer orally before doing the exercise in the Reader.

STUDENTS' BOOK ANSWER KEY

Chotu and Friends

Pre-reading

A. helpful, polite, kind, fun

B. *Free response*

Comprehension

A. 1. T 2. F 3. T 4. F 5. T

B. 1. Chotu 2. the monkey 3. the frog 4. Chotu

C. 1. The monkey, the rabbit and the frog do not want to play with Chotu because he is too big. He cannot swing from trees like the monkey or play in a burrow like the rabbit or jump in the air like the frog.

2. The animals run away because they are afraid of the tiger.

3. friendly, helpful, brave

Grammar

A. 2. chair 3. parrot 4. spoon 5. boy 6. park

B. 2. onion 3. girl 4. apple 5. pen 6. cup

C. 2. d 3. a 4. e 5. c

Vocabulary

1. hot 2. sad, happy 3. fat, thin 4. old, new

Life Skills

Free response

Speaking

Free response

Listening

Listening text

Tiger: I am yellow and black. I have stripes on my body. I am the national animal of India.

Monkey: I am brown and I have a long tail. I can swing from tree to tree.

Camel: I live in the desert. I can stay without food and water for many days.

Whale: I am very large. I live in the ocean.

Horse: I can run very fast. I have a long and silky tail.

Giraffe: I am very tall and have spots on my body. I have a long neck.

Answers

1. Tiger 2. Monkey 3. Camel
4. Whale 5. Horse 6. Giraffe

Writing

2. a 3. d 4. a 5. c
2. The monkey can swing from trees.
3. The rabbit plays in its burrow.
4. The frog can jump in the air.
5. The tiger chases the animals.

Word Activity

B – b, D – d, G – g, H – h, M – m, P – p, Q – q, T – t, Y – y, Z – z

QUESTION BANK

Chotu and Friends

A. Answer the questions.

1. Who is Chotu and why is he sad?

Ans: Chotu is an elephant and he is sad because he does not have any friends.

2. Who does Chotu ask to be his friends? Do they want to be his friends?

Ans: He asks a monkey, a rabbit and a frog to be his friends but they do not want to be his friends.

3. How does Chotu get many friends?

Ans: Chotu saves the animals from the tiger, so he gets many friends.

4. What does Chotu see the next day and what does he do?

Ans: The next day, Chotu sees all the animals running away from the forest. When he asks them, they tell him that a tiger is chasing them. Chotu meets the tiger and scares him away. All the animals thank Chotu.

B. Choose the right answer.

The animals were afraid of the tiger because it would

- a. take away their food.
b. eat them up.
c. not let them play.

Ans: b

C. Read the lines and answer the questions.

"Thank you, Chotu!"

- a. Who are the ones who thank Chotu?
b. Why do they thank him?
c. How does Chotu feel now?

Ans: a. The animals in the forest thank Chotu.

b. They thank him for saving them from the tiger.

c. Chotu is happy now as he has many friends.