

Daily Reading: The Man Who Bought a Mountain 3

The video focuses on the skill of **identifying language which contributes to meaning**. Children watch the **video** relating to Chapter 3. They may choose to answer the questions on their activity sheet, they could think about the answers, or you may prefer to talk about them together. If they want to write down their answers, they can pause the video to give them time to write. Answers or example answers are included below. There are also some questions they may wish to answer at the end of the video. It will be useful for them to have the eBook in front of them (included in this pack) to find the answers to these questions.

Watch Video



Chapter 3

During the Video



1. Why do you think Mr Goldlaw might be moving sideways to get to the table? (p.19)

Children may explain their own theories such as: 'I think that Mr Goldlaw could be moving sideways because at the moment he is 'lurking at the side of the room'. The room is small and crowded so there might not be much space in the room to move normally. Or, perhaps Mr Goldlaw is moving sideways so that the crowd can still see his face while he is walking, as he thinks that he is very important.'

2. Choose three words that the author could have used instead of 'sidled'.

Theodore Goldlaw _____ over to the table.

Children may choose any verbs which show how someone might move. You could ask the child to act these out or explain what impact the words have on the story. For example: 'crawled'. Using this word would mean that Mr Goldlaw was on his hands and knees, which would be very bizarre for the reader to imagine.

3. Why do you think the author has used the word 'growled'? (p.25)

'Growling' is usually something that animals do. The author has used this word to make the reader think that the vehicle is like a huge animal. Animals that growl seem dangerous, and it suggests that it is ready to attack the fields and forest, and cause damage.

After the Video



4. Read the paragraph on page 18 beginning 'When the villagers...'. Why do you think Yash 'crept' to the meeting hall? What does this word tell the reader?

The word 'crept' tells the reader that Yash is keeping as quiet as he can. This might be because he is not supposed to be there and doesn't want to be found. Perhaps he is supposed to be working, or perhaps the meeting is not for children. This is confirmed when his uncle asks "What are you doing here?".

5. What decisions were made at the meeting?

At the meeting, it was decided that Mr Goldlaw could pay the landowners for their land but that Mr Goldlaw must meet with Guru Oluko before the deal is completed. (Children may also write that Goldlaw plans to move the mountain to a new location and that people living on it will have to move.)

6. Why do the council agree to the offer?

Children should understand that the landowners are not wealthy and that Goldlaw has offered enough money for them to feel that they are in a better situation taking the money. Ranj also suggests that Goldlaw's tourists might bring more money to their local businesses (before he discovers Goldlaw's plans).

7. On page 22, there is a symbol halfway down the page. What do you think this is for?

The asterisk halfway down the page denotes a passing of time. Instead of starting a new chapter, the author shows the audience that a portion of time has passed between two paragraphs.

8. 'Rumours about Goldlaw's plans spread like wildfire.' What is the name for this type of comparison?
simile

Deeper Reading



9. Do you agree with Yash's behaviour in this chapter? Explain your answer.

Children may explain their own opinion of Yash's behaviour, for example: 'I agree with Yash creeping to the meeting because the decisions are something which affect him, too. He cares a lot about the mountain. What Goldlaw is doing is wrong and I agree with Yash trying to stop him. However, running in front of the truck was dangerous and I don't think I would do it.'

(Your child may have thought of some of these points, but if not, have a discussion about them. Their answer might not necessarily be wrong, and feedback is more valuable than a tick or a cross.)

10. Summarise the events of this chapter in fifty words or fewer.

Children may summarise the chapter in their own way but check that they have covered some key points such as:

- **Yash sneaks into a village meeting.**
- **Mr Goldlaw's offer is accepted by the council.**
- **Mr Goldlaw announces that he will try to move the mountain and people need to relocate.**
- **Rumours and concerns spread in the village.**
- **Machinery arrives at the foot of the mountain.**
- **Yash stands in front of a truck to stop the demolition.**

Example answer: In a village meeting, Yash hears the council accept Goldlaw's offer. Then, Goldlaw announces his plans to move the mountain. When the vehicles arrive, Yash stands in front of them.

Related Activity



Each day, an activity related to the session will be provided. This activity asks children to come up with words and phrases to describe emotions. You do not need to print the activity – view it on a screen then write on paper or a device. By way of marking, ask the children to explain their choices to you and talk to them about physical reactions to emotions that most people share and readers will understand e.g. butterflies in the stomach, a shiver down your spine, chewing your lip or rubbing your chin. Conversation and feedback like this is more important than ticking and crossing the work done.