

# Daily Reading: The Man Who Bought a Mountain 1

The video focuses on the skill of **understanding how the structure and presentation of a text impacts its meaning**. Children watch the **video** relating to Chapter 1. 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 1

### During the Video



1. In the second paragraph, the author says that Yash had never been brave enough to ask how old the sage was. What impression does this give you about the sage? (p.5)

**Children may explain their own ideas, such as 'I think that the sage is someone whom Yash respects and does not want to be rude in front of. This suggests that he is someone whom Yash really cares about the opinion of and doesn't want to upset him as he values his talks with the sage.'**

**If children wrote that Yash is afraid of the sage, read the rest of the page with them. There aren't many other clues to suggest that the sage is a scary person. We have to use the clues in the rest of the page, like his 'face glowed with kindness' and his 'innocent bliss' at being given sweets.**

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

2. Why do you think the author chose to hide clues in the story like this while the characters are talking, instead of stopping to describe the sage all in one go?

**The reader needs to know all about the sage as we are meeting him for the first time, but Yash has met the sage many times. Stopping the story to describe him would make it seem like Yash was learning all that information at once. The author has made it seem like Yash knows the sage well but has managed to sneak in all the important information that we need.**

**(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.)**

3. *Do not concern yourself with moving mountains, for the mountains will move you.* What is this text effect called? (p.7)

**italics**

4. Why do you think there are two paragraphs on page 1 that use this text effect? (p.1)

**Children should recognise that the italics are used to show Yash's thoughts. Sometimes, Yash is hearing his own thoughts, such as 'Twelve years living at the base of this mountain'. Sometimes, however, Yash is hearing the words of someone else: Always be welcoming to friends but be even more welcoming to visitors.**

**On page 1, the reader is unaware who the 'wise voice' is, but when children have read chapter 1 they will know that the voice belongs to Guru Oluko.**

## After the Video



5. List the names of the characters whom you have met so far. Can you find two possible names for the main character?

**So far, we have met Yash, Uncle Ranj and Guru Oluko. Yash is also known as Yashaswin.**

6. Read the paragraph at the bottom of page 3 and the top of page 4 beginning 'With that, he showed...'. What do you think the purpose of this paragraph is?

**Children should recognise that the purpose of this paragraph is to describe base camp and the view from up here.**

7. On page 4, there are three very short paragraphs that are only one line long each. Why are these paragraphs so short, and why did the author choose not to attach them all together?

**Children should understand that the author has started a new paragraph when a new person begins to speak. If the paragraphs were attached together, the reader would not know when the voice changed from Yash to his uncle and back again. The presentation of the lines on the page changes the meaning of the story.**

8. Make a prediction about what you think will happen in the story, using the clues you have seen on the front cover and in the first chapter.

**Children may make their own prediction, as long as they can base it upon something in this chapter or the front cover. Example answer: 'I know from the title of the book that a man is going to buy a mountain. I don't think we have met this man yet in the story so I think we will meet a new character in the next chapter.'**

## Deeper Reading



9. Look at the first paragraph on page 1. Why do you think the author has started the story with direct speech?

**Starting a story with direct speech is a common technique. Firstly, it creates a sense of mystery right from the start of the story because the reader wonders who is speaking, and it invites them to read on to find out. It also gives the impression that we, the reader, are stepping into the characters' lives at a non-specific point, because they are in the midst of an activity (Yash's tour). This makes the characters feel more real to the reader, and as if we are just watching their lives as they continue to unfold.**

**(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. Use the clues in this chapter to write down everything you know about Yash's relationship with Guru Oluko. **Children may use some of the following clues to deduce details about the relationship between Yash and the sage (or others, if they make sense to you):**

- **'...he detoured, as he often did, to visit the wise sage...' (Yash visits the sage often, suggesting a friendship.)**
- **'Children were taught about his sayings...' (Yash has been hearing about the sage since he was small.)**
- **'Yash wondered if there was anything that the sage didn't know.' (Yash admires the sage's knowledge and wisdom.)**

- ‘...his words always brought inspiration.’ (Yash visits the sage to learn things and be inspired.)
- ‘Yash had no idea how old the sage was, and had never been brave enough to ask him.’ (The sage is someone whom Yash really cares about the opinion of and respects.)
- “No one else tiptoes in at this time. And no one else calls me ‘G’.” (The sage’s relationship with Yash is different to his relationship with the other villagers. The sage seems to enjoy Yash’s individual personality.)
- ‘His face glowed with kindness.’ (The relationship is a very positive one.)
- “Now, what have you brought me?” (The sage expects something from Yash every time he visits, almost like a business agreement.)
- ‘Yash sighed and turned out his pockets.’ (Yash’s sigh suggests that this happens regularly and that today’s haul is disappointing.)
- ‘As usual, there wasn’t anything new but Yash was sure that there would still be a story to tell.’ (The fact that Yash returns to the sage even though the sage never has news suggests that the stories are always worth hearing.)
- ‘He helped himself to a steaming mug of tea...’ (Yash feels at home in the hut and able to help himself to things.)
- “You’ve told me that before, you know.” (The sage often repeats his information but Yash still comes back because it is all so fascinating.)
- “It is a good question to ask, Yashaswin.” (The sage is behaving like a teacher to Yash.)
- ‘Do not concern yourself with moving mountains, for the mountains will move you.’ (Yash hears the sage’s voice in his head, like a guide.)
- ‘Guru Oluko reached out one bony hand, as he always did.’ (A suggestion of routine.)
- “Take this to our friend on your way home...” (A secret kept from the reader but shared between the two friends, suggesting trust and teamwork.)

## Related Activity



Each day, an activity related to the session will be provided. This activity asks children to imagine a trek up the first part of the mountain and write a personal recount of their journey. You could use the descriptions on pages 1-4 of the parts of the trek, and the illustration, to help. You do not need to print the activity – view it on a screen then write on paper or a device. There are no answers provided, but you could look out for these **features of a good diary entry**.