

Daily Reading: Sabryna and the River Spirit 5

The video focuses on the skill of **summarising the main ideas from more than one paragraph**. Children watch the video relating to Chapter 4. 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 4

During the Video



1. On page 27, why do you think the author has started three paragraphs in very similar ways (Sabryna had been there...)?

The author has started these paragraphs in a similar way to show that they are linked. With these three paragraphs, the author is trying to get across the same idea in each one but split into three. During the story, Sabryna sent out her message in three places: in her own village, in the town by the lake, and then at the city by the sea. The author is now showing how each of these three places has changed in the last year. The repetition of 'Sabryna had been there' reminds us of the journey that Sabryna took down the river, and lists the places that she went to and how they have changed. It is also a more interesting way to structure what is essentially just a long list of changes that have happened, and it shows how crucial Sabryna's help was to the people because she was there every step of the way.

(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.)

2. What main ideas has the author given the reader through Chapter 4? What do you think the main purpose of the chapter is?

The author has written Chapter 4 with the main purpose of showing us how things have changed one year after Dia's flood. The chapter is separated into the areas of land, with a paragraph for each place and how it has changed. It also shows how things have changed for Sabryna and her family, which the reader really wants to know because she is our hero. Sabryna's situation is compared to her life in Chapter 1, and we get the impression that Dia is grateful for her help.

(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.)

After the Video



3. How much time has passed since the flood?

one year

4. How has life changed for Sabryna's family?

Children should recognise that the first paragraph on page 28 has this as its purpose, and explains how life has changed for Sabryna's family. Children may list any of the following:

- **Sabryna was able to get clothes cleaner than any other laundress.**
 - **Sabryna's family had more money than before.**
 - **Sabryna's family were able to improve their cottage and paint their shrines.**
 - **The village had more birds and fish every day.**
5. Why do you think Sabryna thanked Dia?
- Children may explain their own ideas, for example: 'I think that Sabryna thanked Dia because she is 'watching over' Sabryna and has given the people another chance. Dia has rewarded the people for treating her river kindly and Sabryna is remembering to say thank you rather than taking the river's gifts for granted.'**
6. What message do you think the author wants the reader to take away from this story?
- Children should recognise the environmental message behind this story and understand that, although natural disasters like floods are not usually a direct result of human behaviour, we have a responsibility to look after our environment and the messages about pollution, overfishing and littering can be carried away by the reader.**

Deeper Reading



7. Look back through the book and summarise the key points of each chapter in no more than three sentences per chapter.

Children should show that they understand the main purpose of each chapter, including key story points and the atmosphere of the story.

Example answer:

Chapter 1

We are introduced to Sabryna and her family. We learn about how the village relies upon the river but that new technology is affecting life here. Sabryna is given a task by the river spirit and the main problem of the story is explained.

Chapter 2

Sabryna travels along the course of a river from the source to the mouth, delivering Dia's message. We learn about the ways in which people in each place use the river and misuse it. When no one listens, Dia threatens to flood the land and the problem reaches a critical point.

Chapter 3

Sabryna leaves home again and attempts to stop the flood but when she gets to the city, she is too late and Dia unleashes her anger on the land. During a conversation with the spirit, Sabryna learns how powerful nature can be and how she can help the people to rebuild. The problem comes to an end and the solution becomes clearer.

Chapter 4

This chapter shows us how things have changed one year after Dia's flood. The chapter is separated into the areas of land, with a paragraph for each place and how it has changed. Sabryna's situation is compared to her life in Chapter 1, and we get the impression that Dia is grateful for her help.

8. Can you find out what these words mean? They are all parts of the river mentioned in the story.

Word	Definition	Word	Definition
source	the beginning or starting point of a river or stream	meander	follow a winding path or course that is not straight or direct
mouth	the place where a river opens out into the sea or into another river or lake	valley	the low stretch of land between hills or mountains, often with a river running through it

Related Activity



Each day, an activity related to the session will be provided. This activity asks children to find out about the parts of a river. Some of these are mentioned in the story but you may need the Internet to help you with others. You do not need to print the activity – children could list the words on paper. The answers are provided below.

Answers

