

Daily Reading: Sabryna and the River Spirit 3

The video focuses on the skill of **inferring characters' feelings from clues in the text**. Children watch the video relating to the second half of Chapter 2. 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 2 Part 2

During the Video



1. How do you think Sabryna is feeling? (p.15)

Children may choose any sensible suggestion, such as 'happy', 'excited', 'interested', 'amazed'. If their emotion is very different to these, ask them what part of page 15 gave them this answer.

What evidence can you find to show you that she is feeling this way?

Assuming that children have chosen a positive emotion such as the above suggestions, the evidence in this page begins on paragraph 4. The word 'exclaimed' tells us how Sabryna is speaking, and exclamations only happen when you can't help it – they burst out of you. She also says 'isn't it lovely'. Sabryna pulls her father along, showing that she is impatient and can't wait to get close to everything. Children might also have spotted that she 'couldn't take her eyes off' everything, and that she asked if they could stay to watch the alchemist.

2. How do you think Sabryna is feeling? (p.16)

Children should notice the change in emotion from the previous page. They might suggest that she is 'sad', 'worried', 'angry', 'disappointed' or similar.

What evidence can you find to show you that she is feeling this way?

The author has made it really clear on this page that Sabryna is now feeling sad and hopeless. The clues are that Sabryna suddenly shivers, even though the weather hasn't changed. Something has shaken her up. Sabryna then lets out a sob and says that 'the city is the worst of all'.

3. What does 'marched' tell you about how Pa is feeling? (p.16)

Children should suggest that Pa's emotions are determination and purpose. Point out to them that Pa's 'steely glint in his eye' in this paragraph suggests that he has an idea. People only march when they have a purpose, a direction and a mission, like a soldier going into battle. Pa is feeling determined and ready to fight.

4. Write down as many clues as you can find which tell you how Dia is feeling. (p.19)

Children might mention: Dia's hair moved like hot air, a suggestion that she is angry; her skin is pale grey, suggesting that she is ill; her sentences are short and simple, showing her lack of patience; her face turns 'stormy', a sign of anger or danger; she floods the towns in Sabryna's vision, showing that she wants revenge.

After the Video



5. List three things that Sabryna saw in the city.

There are many things described in the city. Children might mention:

- the river spilling into the sea;
- shops selling shiny wares, ingenious gadgets and pungent potions;
- lowly folk in ragged clothes;
- rich people in silks and jewels;
- the beach;
- holidaymakers flying kites and clutching ice creams;
- silver greatgulls;
- a glittering pier lined with stalls and theatres;
- a great glass dome;
- tourists munching on pickled whelks, spice cakes and sherbet;
- children waving paper windmills and flags;
- bright tents and lighted stalls;
- fortune tellers and puppet shows;
- trials of strength and games of luck;
- an alchemist in a purple suit with a machine;
- smog in the air;
- tissues, wrappers and ribbons.

6. On page 18, the text says that 'Sabryna's work dried up like the vanishing river'. What do you think 'dried up' means?

Children should notice that the water has vanished, meaning that the river has dried up, so it must mean that Sabryna's work has vanished, too.

What is the name for this type of imagery?

'...dried up like the vanishing river' is a simile.

7. On page 18, there is a very short paragraph: 'There was no water all.' Why do you think this paragraph is so short?

Children might recognise that a short, simple paragraph like this one makes the reader stop reading to think about the shocking discovery. A surprise like this one makes Sabryna's mind go blank for a second, and the short paragraph creates this effect for the reader, too. This is a tricky concept so if it was a struggle, talk about it together.

8. What do you think of Dia's character now? Why do you think this?

Children may make their own suggestions about Dia's character, as long as they give evidence for it.

Example: 'I think that Dia is impatient because she is not willing to give the humans any proper warnings before she floods the towns.'

Deeper Reading



9. Read the paragraph on page 19 beginning 'Clouds bloomed above her...'. What is your favourite word or phrase in this paragraph? Explain why it captures your interest or imagination.

Children may choose any word or phrase which captures their interest, as long as they can explain why.

Example answers:

'I like the word 'menacingly' because I have never heard of a cloud moving menacingly before but I can imagine it now.'

'I like the words 'wind whipped' because the 'w' sounds create the sound of the wind in my mind. I think this is called alliteration.'

'I like the word 'engulfed' because it is a more interesting way to say 'covered' or 'surrounded' and it sounds sudden and exciting.'

10. What do you think Sabryna will do next? Use some evidence to support your answer.

Children may suggest their own predictions, as long as they are supported with evidence such as 'I think that Sabryna will head back to the city next because she says 'this time she would make them listen.' I think she is going to do something more powerful than just talk to them.'

Related Activity



Each day, an activity related to the session will be provided. This activity asks children to create lists of words and phrases which might show that a character is happy, sad, angry etc. You do not need to print the activity - children could list the groups on paper. For a bigger challenge, allocate each of the six emotions to the six boxes and try to cover them all. There are no right or wrong answers but you may wish to check that the child has chosen words which relate well to the chosen emotion.