

Daily Reading: Sabryna and the River Spirit 2

The video focuses on the skill of **explaining the meaning of words and discussing understanding**. Children watch the video relating to the first 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 1

During the Video



1. Write down a word from page 9 or 10 that you didn't know the meaning of.

Children may choose any word. Ask them to be honest and not to choose a word that they can guess easily.

What **could** this word mean? Find a word that could replace the unfamiliar one.

Allow any sensible choice here. Ask them to read the sentence and replace the unfamiliar word with their own. Does it fit the story?

2. What do you think 'alchemicals' might be? (p.11)

Allow children to make their best guess.

Were you correct? What **context** clues did we use to help us?

It is OK if children were incorrect with their guess but they should now understand that alchemicals must be something that you can use to make soap, to help plants to grow, and to power factories. They're also something which hurts the river. Children don't need all of this information but should understand how they got to that conclusion.

3. What word can you see inside 'alchemicals'?

Children might say 'chemical', 'chemicals' or 'alchemy'. If not, draw their attention to the letters 'chem', as in 'chemist'.

4. Use the context to have a guess at what whitefurze and greenlace are. (p.12)

Allow children to make a guess but expect them to use clues from the paragraph to make sensible suggestions.

5. Can you see any parts of words you know inside the word 'skeletal'? (p.12)

Children might say 'skeleton' or notice 'skelet'.

What does 'skeletal' tell you about the trees by the lake?

Children should describe the trees with some quality that a skeleton might have e.g. the branches are bare, they are white, hard, empty, thin, angular...

After the Video



6. Read the paragraph on page 9 beginning 'In the morning...'. Use word families and context clues to explain what the word 'accompany' means.

Children should use the paragraph to work out that Pa will be coming along with Sabryna. They might see the word 'company' inside 'accompany' and work out that he is planning to come along as company for her. If the child already knew this word, they should still attempt to explain what the clues are in the context and spelling.

7. Read the paragraph on page 10 beginning 'Sabryna and Pa followed...'. What do you think a 'talisman' is? If you can't find any context clues, you could use a dictionary or ask an adult.

A talisman is an object, typically a stone or ring, thought to have magic powers or be lucky. Remind children that Sabryna threw salt over her shoulder in Chapter 1 and that she gives offerings to shrines.

8. At the bottom of page 11, Sabryna says 'If the river dries up, *no one* will have the means to live.' Why do you think the author has put the words 'no one' in italics?

Children should recognise that Sabryna is putting emphasis on the words 'no one' to stress them. The italics show the reader how the words are supposed to be read.

Deeper Reading



9. Look at page 12 again. What kind of person do you think Pa is? Look carefully at the things he says to Sabryna on this page and explain your answer.

Children may explain their own opinions of Pa; however, the evidence on page 12 suggests that he is a positive thinker, a hopeful person, a determined person and a source of comfort and support to Sabryna. Point out Pa's speech and explain that he always tells her the bright side or how she can use these bad things to her advantage.

10. What do you predict Sabryna will do next? Explain your ideas using evidence you have read in the story so far.

Children may suggest their own predictions, as long as they are supported with evidence such as 'I think that Sabryna will head to the city next because Pa says 'the city folk will listen'.'

Related Activity



Each day, an activity related to the session will be provided. This activity asks children to sort words into word families such as happy/happily/happiness/unhappy. You do not need to print the activity - children could list the groups on paper. Answers for each level of this activity are provided below.

★ Answers



frightening	frightened	lone	misplace	loneliness	scared	lonely
replaced	alone	place	scary	placement	scare	fright

★★ Answers



frightening	frightened	lone	misplace	scenic	loneliness	scared
lonely	replaced	alone	place	scary	scenery	placement
frightful	fright	scare				

medicinal, medical, medically, medication, medicate, medic, paramedic

★★★ Answers



frightening	frightened	lone	misplace	scenic	place	loneliness
scared	lonely	replaced	worried	scenery	alone	worrying
scary	worrisome	placement	frightful	fright	scare	

medicinal, medical, medically, medication, medicate, medic, paramedic