

# Daily Reading: Sabryna and the River Spirit 1

The video focuses on the skill of **recognising words and phrases which capture the reader's interest and imagination**. 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. On page 2, there is an example of onomatopoeia. Can you find it?

**hissed**

Why do you think the author has used onomatopoeia?

**Onomatopoeia helps the reader to hear sounds in their heads so that they find it easier to imagine themselves in the imaginary setting.**

2. In the same paragraph, there is a word which tells you how the wool cart is moving. Can you find it?

**bounced**

What does this word tell you about the ground underneath the wheels?

**If the cart is bouncing, it suggests that the ground is bumpy/not smooth. Children might suggest cobblestones, steps or other rough terrain.**

3. 'Her hair bubbled like river rapids.' What is the word for this type of imagery?

**simile**

Can you find another example in this paragraph?

**'Her eyes glimmered like wet stones.'**

### After the Video



4. Read the paragraph on page 3 beginning 'Sabryna bowed her head...'. Find and copy a word which tells you that the merchants' daughters were moving in a busy and energetic way.

**bustled**

5. On page 5, Sabryna arrives at the river and finds a baby beakling. Read the paragraph beginning "Don't worry, little one..." and write a simile to finish this sentence:

She untangled the panicking chick from the weeds, clutching its downy body between her palms like \_\_\_\_\_.

**Children may come up with their own similes which create an image of something being held gently between two hands, for example: '...like an egg which might break.'**

6. Read the paragraph on page 6 beginning "My fish are dwindling...". What does the word 'sluggish' tell you about the water in Dia's river?

**Children might suggest that a slug moves slowly and seems slimy, and they should suggest that this means that the river water is moving slower than usual and seems slimy or contaminated.**

7. Read the paragraph on page 7 beginning 'Sabryna blinked.' Can you find an example of onomatopoeia in this paragraph?

**splashed**

8. Read the paragraph on page 7 beginning 'Sabryna nodded and...'. What do you think 'lurched' means? What does it tell you about the way the mountainside seemed to move?

**Children may suggest whatever they think 'lurched' means, within reason e.g. 'I think that 'lurched' means moving away quickly and clumsily.' Children should suggest that this is the way in which the mountain seems to pull away from Sabryna e.g. 'I think that the mountain moves away quickly and makes her feel a bit sick.'**

## Deeper Reading



9. Read the paragraph on page 4 beginning 'Sabryna jumped.' 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 'honking' because it creates a sound in my head. I think this is onomatopoeia.'**

**'I like the word 'flippers' because it is more interesting than the word 'feet' and tells me more about this animal.'**

10. What do you think of Sabryna's character so far? Use evidence to support your ideas.

**Children may explain their own opinion of Sabryna, as long as they can find evidence for it.**

**Example answer:**

**'I think that Sabryna is very responsible because she makes breakfast, takes her siblings to school and works to support the family.'**

## Related Activity



Each day, an activity related to the session will be provided. This activity asks children to describe their own river spirit using similes. When looking at children's similes, ask yourself: is the object compared to something which helps you to imagine it? Does the simile use the word 'like' or 'as'? Here are some examples:

- His eyes shone **like pearls** on the sea bed.
- Her hair dripped **like a leaking tap** and left a puddle at her feet.
- Their skin was **as cold as ice** and they were shivering.