

Daily Reading: Sabryna and the River Spirit 4

The video focuses on the skill of **distinguishing between homophones and other words which are often confused**. Children watch the video relating to Chapter 3. 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 3

During the Video



- On page 24, there are lots of words that have homophones. Can you think of a homophone for each of these words?
tide **tied**
so **sew**
to **two/too**
for **four**
not **knot**
blue **blew**
no **know**
sails **sales**
side **sighed**
- Read this paragraph from page 25, and see if you can correct the seven words that are incorrectly spelled. The **pair** travelled for a long time. It was hard to tell when they left the city and **passed** the town and the village, because **so** little remained. Sabryna **saw** toppled buildings, stranded animals, uprooted trees and debris floating away down to the **sea**. She gaped at the gleaming machinery bobbing downstream and gasped at **two** fisherfolk who were clinging **to** the hull of a capsized boat.
- Write down two more ways to spell the word 'their'.
their **they're** **there**
- Sort your words into their meanings.
belonging to them **their**
they are **they're**
a place that is not 'here' **there**

After the Video



5. Look at page 26. Find and copy the words which are homophones of these:

hi	high
too	to
bye	by
threw	through
they're	their
tails	tales
hear	here
wear	where

6. Write a sentence that includes each of these words:

Children may write any sentence which uses the word correctly. Here are some examples:

there **I'm sitting over here but you're sitting over there.**

they're **We are going out but they're staying in.**

their **This is our house but that is their house.**

7. How is Dia's appearance different in this chapter compared with the last?

Children might recognise that in the last chapter, Dia was described as being steamy, her hair moving 'like hot air' and her face turning 'stormy grey'. She looked human-sized but angry and like she was drying up. In this chapter, Dia is enormous, a 'mighty figure'. She doesn't look 'frail and sickly' any more; she is described as 'powerful' and 'terrifying'. Sabryna notes that she seems less human, more of a 'natural force'.

8. Find and copy two similes used to describe Dia's eyes and voice in this chapter.

The similes used to describe Dia in this chapter are:

- **Her eyes were like infinite pools.**
- **...her voice echoing like thunder.**

Deeper Reading



9. Can you find the homophones for these words? You'll find the words in this chapter.

keys (p.21)	quays
peer (p.22)	pier
thyme (p.24)	time

10. Write the words into this table, then find definitions for the different spellings of the words.

Word	Definition	Word	Definition
keys	small pieces of metal designed for opening locks	quays	platforms which stick out into the river or sea for loading ships
peer	to look curiously at someone or something; a person of the same age or status	pier	a long, narrow platform sticking out into the sea for viewing the ocean and entertainment
thyme	a plant used as a herb and a medicinal oil	time	the passing of seconds, hours and days

Related Activity



Each day, an activity related to the session will be provided. This activity asks children to complete sentences with the correct homophone e.g. 'two', 'to' or 'too'. You do not need to print the activity - children could list the words on paper. The answers are as follows:

Are you going **to** the fair?
 There are only **two** places left!
 There are **too** many people in here.

I **knew** you would do that!
 Do you like my **new** shorts?
 This car is brand **new**.

The wind **blew** really hard.
 My favourite colour is **blue**.
 Is that **blue**?

I couldn't climb over it, **so** I went around it.
 Do you know how to **sew**?

Can you **see** me?
 There's nothing to **see** here.
 The ship sailed across the **sea**.

The **sun** is going down.
 My **son** plays football really well!
 The **sun** shines really brightly.