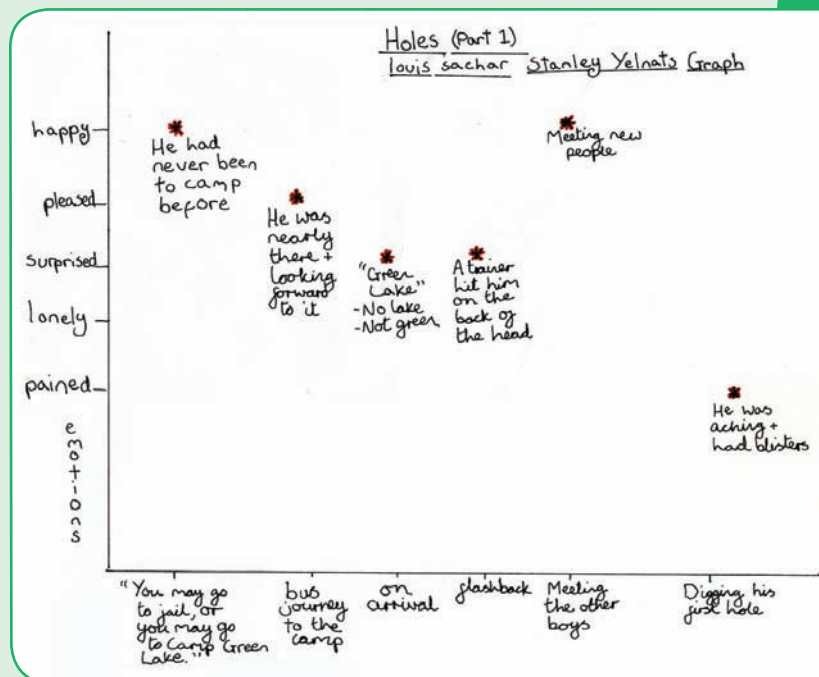


the mermaid's emotions at different points in the story. Enrich the descriptions of the mermaid in a shared writing activity, creating a full picture of her from what we know from the tale.

- 3 From this full picture, discuss how, in 'Children of Wax' for example, the sister would be feeling as the eldest of the children, how she views her responsibilities, her life and her frustrations.
- 4 Draw the two axes of a line graph on the flipchart. On the horizontal axis, mark points in the story that are significant for this character. For example, at the beginning, when the girl's parents had high expectations at the birth of her younger siblings, then when each day begins, then when each night begins, then at play, until the whole story is briefly plotted. On the vertical axis, make evenly spaced marks to represent the changes in feelings of the character.
- 5 Go through the story, inviting the children to plot the changing emotions of the character at each point. Initially, the children could be asked just to mark the graph to show, for example, the sister's anxiety when Ngwabi begins to scratch a hole in the wall. Through discussion, annotations could be included to support their decision so that, where the original graph merely had points or stars marked to determine where anxiety occurred or she was content, as the discussion developed words would appear to help define the moment. This part of the activity will develop the children's use of emotive verbs.
- 6 Ask the children to work in pairs or small groups to retell the story from the viewpoint of the character, focusing their descriptions on his or her feelings.
- 7 In a guided writing session, help the children to formalise their oral retellings and use the emotions graph to create a



written character sketch that will develop the character from the oral tale, consolidate their use of the language of description and add depth to their characterisations.

## Moving on

- This way of working could be extended to include a range of stories. Provide the children with a collection from which to select, in pairs, a story with a suitably developed character. They could then develop individual emotion graphs, each based on a different character from the same story. Further develop this by challenging the children to swap graphs and use them to retell the story from the other character's viewpoint.
- Display an emotion graph that you have created with the class. Read a particularly poignant or powerful part of the story, perhaps just a phrase or short paragraph, and challenge the children to identify where on the graph that section belongs. Alternatively, identify a point on the graph and challenge the children to use the most powerful language at their disposal to retell that section of the story. This could be done as a class or in pairs.