

## Lesson 2: Plan Your Fanzine

### UNIT: Storyteller Con

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### TRANSCRIPT

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#### HOOK 1

Hi, it's Margaret. Today is the first day of the Storyteller Convention happening right here in your classroom. I'm so excited to read this year's featured story and start working on our fanzines.

The focus of this year's Storyteller Con is: Speak Up. The stories might be about speaking up for what's right or speaking up for someone in need or something else.

This year's featured story is about a girl who likes to play four square with her friends. Here's what a four square game looks like in action. Each player has a square, if the ball bounces into your square, you have to hit it into someone else's. If you don't, you're out, and you restart the game.

To get started, let's read the story together.

#### STEP 1

Get your supplies. You'll get more supplies later.

## STEP 2

Get your copy of Aiko's Voice. If you'd like to read the story on your own, you can pause the video. Or you can keep watching to hear me read the story aloud. Follow along in your copy of Aiko's Voice.

### Aiko's Voice

*By Emily Simon*

“Come on, Aiko!” I heard Sadie calling my name. She was already off and running towards the four square court painted on the school blacktop. I looked up from my half-eaten lunch, and quickly packed it up for later.

The four square game was already in progress when I arrived. The ball bounced back and forth between kids making that rubbery “bonk” sound every time it hit the ground.

“Come on, come on!” Sadie said, waving her hands to beckon me into the square painted on the blacktop. That’s what I liked about Sadie. She always invited me to play even if I didn’t talk much. In fact, on my very first day at school in America, Sadie came right up to me and invited me to play with her. Sadie liked to talk a lot, but that suited me just fine. I liked to listen to her. Even though sometimes she used words I didn’t know, I liked her stories about her day... her favorite shows... her cat, Kiki.

As I walked over to the four square game, I saw that Sadie was standing with two of the other kids in our class: Maddy and Bryton. The two of them had been best friends since Kindergarten. As I got closer, I overheard Maddy say to Bryton, “Do we *have* to play with *her*?” My heart sunk in my chest and I could feel my cheeks getting hot.

Sadie replied quickly in a confident tone, “Yes. You do.” She gave me a huge grin, and I felt my embarrassment evaporating. I could play as long as Sadie was there. We played a few rounds of four square, each of us getting out at different times. Every time I got

out, Sadie would tell me, “It’s OK, you got this!” or “Don’t worry, you’ll get it next time!” which always made me want to play again even if I didn’t win.

In the final round, it was down to Sadie and Bryton. I could see the determination in Sadie’s face as she whacked the ball. She really wanted to win. I don’t mind if I win or lose, I just like to play.

The two of them were running back and forth in their squares, hitting the ball back to each other. Then Bryton hit the ball and it bounced right outside of Sadie’s square. That means Sadie won!

I smiled and clapped my hands for her. I knew she would be so excited to win the game.

“That was TOTALLY in the box!” shouted Bryton. “I win!”

“What?” Sadie called back, chasing after the ball. “No, that was definitely out.”

“No it wasn’t!”

“Yes it was!”

“No it wasn’t!”

“Yes it was!” Suddenly, they both looked at me and Maddy. We were both standing to the side.

“Oh, uh... I wasn’t watching,” Maddy said, “but I believe Bryton - it was probably in. Sadie, you’re just being a sore loser.”

“No I’m not!” Sadie said, her frustration rising. “Come on, I saw it, the ball was totally *out* of the square!” I looked at Sadie, seeing how upset she was. She was right, after all. The ball had bounced out of the square. I didn’t know what to do. I knew I should say something, but I couldn’t really think of the right words.

Sadie, Bryton, and Maddy continued to argue, but it was rapidly becoming two on one. The more Sadie protested, the more Maddy seemed to side with Bryton.

“You didn’t even see it!” Sadie said to Maddy.  
“No, I think I saw it out of the corner of my eye, and it was in. Bryton wins. Sorry, but that’s the truth.” Maddy replied.

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Sadie turned to look at me. There were tears starting to brim in her eyes. She gave me a pleading look. I knew she wanted me to say something. I had seen it after all, I knew that she won.

I looked at Maddy and Bryton. Maddy had her arms crossed and one eyebrow raised at me. Bryton was holding the ball and staring me down. I didn’t know what to say. I didn’t know *how* to say.

I shrugged.

Sadie stormed off, tears streaming down her face.

“Sore loser!” Maddy jeered after her.

“Whatever, we can play without her.” Bryton said. He didn’t invite me to play.

The next day at school I sat by myself on the bus. Maddy was talking loudly about how Sadie was a sore loser yesterday in four square. Sadie turned to look at me from her seat on the bus, but I slumped down in my seat so she couldn’t see me. Then another girl in our class, Amanda, told Maddy loudly to “go away.” I wish I had thought to say that.

In class, Mrs. Tennant asked everyone to get into partners. Sadie grabbed Amanda, when usually she picks me. I looked around, wanting to have a partner, but everyone else had already found one.

“Oh, Aiko,” Mrs. Tennant said. “How about you pair up with Leo?” I didn’t respond, but I went and sat next to Leo. Leo speaks even less English than me. We played a math game with dice until the end of math class.

At recess, I stood in the shade of a big tree. Maddy, Bryton, Sadie, and Amanda were all playing four square together. Sadie hadn’t come to invite me to play. I thought about walking over and joining in, but I couldn’t bring myself to do it.

My chest suddenly felt hot, and I felt a pressure behind my eyes. I pressed on them with my hands, but I could feel the tears squeezing out. I tried to hold back my sobs, but I ended up choking on them and they burst through anyway. I turned away from the play yard towards the tree. I didn’t want anyone to see me crying. I wanted to turn invisible.

The bell rang to signal the end of recess and I quickly ran to the bathroom to blow my nose and try to look normal. I looked in the mirror and saw how red and puffy my eyes were from crying. There was nothing I could do about that now.

On the way back into the classroom, Mrs. Tennant asked me if everything was OK. I nodded and walked to my seat.

The next day wasn’t much different. Sadie sat next to Amanda on the bus. During science, Sadie and Amanda made a pretty cool model of the Earth. The one Leo and I made was OK... but not that good. He shared our model with the class. Everyone laughed when he said “subset” instead of “sunset.”

“Would you like to add anything, Aiko?” Mrs. Tennant asked. I shook my head. I didn’t want everyone to laugh at me, too.

At recess I stood by the tree again. I watched the ball bounce back and forth. Maddy won first, then Sadie, then Bryton. Round and round they went. I saw Sadie hit the ball into Maddy’s square and another argument broke out.

“That was out of bounds,” Maddy said.

“It was definitely in the square,” Sadie said, “You’re out.”

“No it wasn’t,” Maddy contradicted, and the bickering began again.

Once again, Sadie was right. The ball was inside the lines. I had seen it. I was watching from the tree. Bryton and Amanda hadn’t really been watching, so they weren’t sure. But I had. I had been watching. I had seen it.

Without really being aware I was moving, I started walking towards the four square court. It was like my legs were working all on their own. I was suddenly standing right next to Maddy and Sadie, not really sure how I had gotten there.

My heart was pounding in fear and embarrassment. I could feel myself sweating. It was like my throat was closing up, but I knew I had to force a sound through it.

“It was in,” I said, in a squeaky little voice. “I saw it.” Everyone looked at me. Amanda’s eyebrows disappeared into her bangs. Bryton’s mouth was hanging open. It felt like the entire play yard stopped and looked at me. I could feel my face burning with embarrassment.

“Ok whatever, fine... I’m out,” Maddy said, and she walked to stand at the side of the court.

I stared at my shoes. I could feel how hot my face was and I was sure it was beet red. I wanted to disappear again. Before I ran off, I looked up at Sadie. She was looking right back at me with a big smile. Before I knew it, her body crashed into me, nearly knocking me off my feet as she gave me an enormous hug.

“Thank you,” she whispered in my ear. She released me and jumped back into a square for the next round. Still stunned, I thought about going back under the tree. Standing in the court, I took a few deep breaths, trying to find my tiny voice again.

“Can I play too?” I finally said, staring at my shoes.

“Of course you can!” Sadie replied, beaming at me. “And you can start, here’s the ball!” She bounced the ball to me, and I caught it. I looked at everyone standing in their squares, looking to me for the game to begin. A huge smile broke out across my face, and I tossed the ball into play.

## DISCUSSION 1

Discuss: What do you think the story Aiko’s Voice taught the reader about speaking up? You can use one of these sentences to help you get started.

## HOOK 2

Maybe you said it’s important to speak up for your friends. Or maybe it can be hard for some people to speak up. Or maybe you thought of something else, and that’s great.

These ideas about what the story is teaching us are called themes. It can be cool to see what theme someone else saw in a story and share your ideas too.

Your fanzine is the perfect opportunity to showcase your understanding of the theme in the story. Just like any writing, making a fanzine starts with a plan.

In the last lesson, you found all the parts that go into a literary fanzine: a thesis statement with the theme of the story and quotes from the story. Writers call this evidence.

When I read Aiko’s Voice, I noticed the theme too. The theme of the story is it’s important to speak up for your friends. This sentence is my thesis statement. It’s the first part of my fanzine plan.

My thesis is my opinion about what the theme of the story is. You might disagree or have noticed a different theme, and that's okay. Like any opinion writing, I need to back up my thesis with reasons.

The reason why I think this is the theme is because there were things that happened in the story, or events, that made me notice this theme. One event where I saw the theme was the part of the story when Aiko didn't speak up for Sadie and Sadie got upset. I'll add this event as my reason.

Now I can go looking for evidence in the story. Looking for evidence is like a treasure hunt for the best sentences in the story that I could use to show this theme. I don't have to look through the whole story. I can reread just the event that I chose as my reason.

Let's go on this treasure hunt together. This event begins at the very top of page two with the words, "No I'm not," and ends with the line, "He didn't invite me to play."

Take a few minutes to reread this part of the story to yourself. Keep an eye out for any sentences that show how Aiko didn't speak up for Sadie. When you're done, move on to the discussion question.

## **DISCUSSION 2**

Discuss: Which sentences show how Aiko didn't speak up for Sadie? Use your copy of Aiko's Voice to find the exact sentences.

## **HOOK 3**

I'm not sure what you said, but here's what I found. I could use this sentence:

- I knew I should say something, but I couldn't really think of the right words.

Or maybe this part.

- I didn't know what to say. I didn't know *how* to say. I shrugged.

I think I'm going to pick this sentence and add it to my plan as evidence.

It's okay if you pick something different. As the writer, you get to decide which sentences you think best support your theme.

In my plan, the event I'm writing about is when Aiko doesn't speak up for Sadie. Sadie gets upset. I already have evidence for how Aiko didn't speak up. Now I need evidence that Sadie got upset. I found this quote:

- Sadie stormed off, tears streaming down her face.

This is a great start to my plan for my fanzine. I have my thesis statement, one event from the story where I saw the theme, and two pieces of evidence from that event in the story.

Today, you'll make a plan for your fanzine. You'll pick a theme that you saw in the story to make your thesis statement, pick two events in the story that show that theme, and find evidence for each.

I'll get you started, step by step.

### **STEP 3**

Get these additional supplies.

### **STEP 4**

In today's lesson, you'll need someone to share ideas with. This could be a partner or someone you sit near. When everyone knows who their talk partner is, move on to the next step.

## **STEP 5**

Think back to what you thought the author was teaching us about speaking up in the story, Aiko's Voice.

Write the theme that you saw here to make your thesis statement. You can use one of these or come up with your own.

## **STEP 6**

To show how you discovered this theme, you can think back to the events in the story that made you notice the theme you picked.

Maybe you saw your theme in the part where Aiko didn't speak up for Sadie at four square. Or maybe you first noticed it when Aiko hid from Sadie on the bus? Or maybe another part.

Discuss with your partner: What happened in the story that made you first notice your theme? You can look back in your copy of Aiko's Voice if you want.

## **STEP 7**

Find the "reason 1" box.

Write the first event in the story that showed your theme in your own words. If you want, you can use one of the ideas on your worksheet.

## **STEP 8**

Think of another event in the story later on where your theme came up again.

You can use one of the ideas on your worksheet or come up with your own. Write the event in your "reason 2" box.

## **STEP 9**

It's time for the evidence treasure hunt.

This is the part where you can find sentences from the events in the story that connect to your theme. Find where the first event you picked begins in Aiko's Voice.

When you found it, put your finger on it and show a quiet thumbs up.

## **STEP 10**

Reread the event that you picked for your "reason 1." Underline two sentences that you could use as evidence for your theme.

## **STEP 11**

Copy the two pieces of evidence you underlined into the "evidence" box.

Copy one piece of evidence into the top half and the second piece of evidence in the lower half.

Be sure to copy the sentences exactly, including any capital letters and punctuation.

## **STEP 12**

It's time for another treasure hunt.

Reread the event in the story that matches your "reason 2."

Underline two parts that you think could be evidence for your theme.

## **STEP 13**

Copy the two pieces of evidence into your other "evidence" box.

**mystery**

## **STEP 14**

Take turns sharing your fanzine plan with your partner.

What similarities and differences do you notice in parts of your plan?

If you want, you can make changes.

## **STEP 15**

The papers shown on the screen are V.I.P.s—very important papers. Your teacher will tell you where to put them, so you'll have them for the next lesson.

## **WRAP UP**

Amazing job, writers! Storyteller Con is already off to a great start. You now have a complete plan for your literary fanzine. You have a thesis statement, two reasons, and evidence for each reason.

In the next lesson, you'll use your plan to start drafting your fanzine.

I'll see you next time.