



TeachersFirst **READING TREKS**

Malala's Magic Pencil

[TeachersFirst Reading Treks Link](#)

Synopsis of Book

International education activist, Malala Yousafzai, tells her own story and journey of empowerment. She describes her life in Pakistan and how the Pakistani Taliban tried to silence her, without sharing violent details. The ink and watercolor illustrations beautifully and gently bring the words to life. This story can serve as a launching pad to discuss individual rights and as a global inspiration to young people who see the need for change in the world.

Using a TeachersFirst Reading Trek to Explore This Book

TeachersFirst Reading Treks are a way of creating a virtual field trip of resources about a piece of literature or text, using the My Maps feature of Google Maps. To motivate and enrich student reading, teachers and students can reference this visual collection of web resources and images as they relate to a book.

TeachersFirst has done the hard work for you! Use the activities in this Instructional Guide and the accompanying Reading Trek as you and your students explore this book. And, if you feel inspired, you (or your students) can create your own Reading Trek about this or another book!

Grade Level & Content Areas

Grades PreK-3, Ages 4-8 for Teacher Read-Aloud. Guided Reading Level: M. Lexile: 740L. DRA: 24. English/language arts, social studies (world cultures), and visual art.

Common Core State Standards for K-5

Reading

- **Literature** (key ideas and details and craft and structure)

Writing

- **Text Types and purposes**
- **Research** (to build and present knowledge)

ISTE: Student Standards

- (1) Empowered Learner: Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- (3) Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- (6) Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

National Curriculum Standards for Social Studies

- **Theme: CULTURE**
- **Theme: TIME, CONTINUITY, AND CHANGE**
- **Theme: PEOPLE, PLACES, AND ENVIRONMENTS**

National Core Arts Standards for Visual Arts

- **CREATING**
- **RESPONDING**

Using the Reading Trek in Class

This title has connections to culture and people, places, and environment; additionally, this text has history connections in the realm of time, continuity, and change.

1. Introduce the book to the whole class on an interactive whiteboard using the Reading Trek map, and highlighting the various layers.
2. View [Malala Yousafzai's interview](#).
3. View [10 Inspiring Quotes by Malala Yousafzai](#). Discuss briefly as a class how these may impact others, regardless of age. Students can create blogs using [Seesaw](#) ([TeachersFirst review](#)) that may be made public at the teacher's discretion; this application has both text and voice recording capabilities. Students could create works of art in response to these quotes.
4. View the documentary *He Named Me Malala*, available on DVD, if appropriate for students' age and emotional development.

5. Research the elevation, climates, populations, etc. of Mingora, Pakistan and Birmingham, England. Create a graphic organizer using a resource such as [draw.io](#) ([TeachersFirst review](#)), possibly including images, to facilitate discussions and journal writing. Some potential resources are [GETeach](#) ([TeachersFirst review](#)) and [CIA World Factbook](#) ([TeachersFirst review](#)).

Additional Activities

1. Take a virtual tour of the the [United Nations Headquarters](#) and the [Behind the Scenes Tour of the UN General Assembly](#).
2. Create posters or infographics with [Genial.ly](#) ([TeachersFirst review](#)) promoting education for all children globally.
3. Create comic strips showing an individual respecting others' rights using [Printable Comic Strip Templates](#) ([TeachersFirst review](#)) or [Make Beliefs Comix](#) ([TeachersFirst review](#)).
4. Create a word search using vocabulary words from the story as well as other civil rights terms using [Crossword Hobbyist](#) ([TeachersFirst review](#)).
5. Students reflect through journal writing and illustrating following each chapter to demonstrate comprehension using this [Read Write Think](#) ([TeachersFirst review](#)) lesson plan.
6. Visit [Kerascoët on Instagram](#) to view other illustrations. Students can select an illustration and write a response to that image

Helpful Resources

- [Malala Fund](#)
- [Malala Yousafzai's Speech at the Youth Take Over of the United Nations](#)
- ***Free as a Bird*** by [Lina Maslo](#) (An excellent read aloud for younger students)
- [A Message from Malala](#)
- [My Daughter, Malala](#) speech by Ziauddin Yousafzai
- [5 Empowering Messages from *Malala's Magic Pencil*](#)
- [TeachersFirst CurriConnects Book List - Maps](#)
- [TeachersFirst Review of Google My Maps](#)
- [OK2Ask: Google MANIA - Google Maps: Make Learning a Journey with Reading Treks](#)