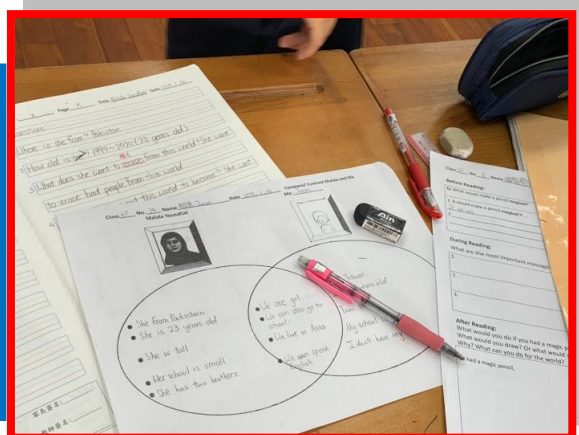


108 學年度國民中小學課程推動工作—課程與教學輔導組—  
語文學習領域英語文組輔導群  
「英語文核心素養導向教案設計」

# Malala's Magic Words

## 馬拉拉給世人的重要訊息— 性別平等與人權教育



中華民國 109 年 2 月 10 日

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# Malala's Magic Words

## 馬拉拉給世人的重要訊息— 性別平等與人權教育

教學影片連結：<https://youtu.be/olx4QCNga08>

### 一、英語文核心素養導向教案實施理念

本教案根據 Happy Earth 2 New Edition (Oxford University Press) Unit 3 At Work 中的閱讀主題 “Amy Johnson - Queen of the Air” 從 1930 年代 Amy Johnson 突破世人對性別的刻板印象，成為英國最具影響力的女性飛機駕駛員及首位女性飛機師工程師的歷史背景，延伸至 Malala Yousafzai 的繪本 “Malala's Magic Pencil”，這本繪本由 Malala 親自現身說法，提醒世人即使在現代，世界上仍然有許多國家或地區有性別不平等的觀念，導致女性沒有平等的人權，例如「受教權」；在閱讀文本及討論的過程中，引導學生比較自己的生長環境與 Malala 的生長環境，是否理解性別平等以及基本人權的重要性，進而反思其所代表的意義，而能尊重他人及珍惜自我的權利。

本教案藉由閱讀**知識性文本(informational text)**，提供讀者具體的資訊，幫助學生練習擷取重要訊息的技巧，且能藉助**表格(graphic organizers)統整訊息**。首先，課文 “Amy Johnson - Queen of the Air” 有明確的事件發生時間，因此鼓勵學生以「**時間軸(time line)**」的方式整理文本重點；接下來**聯結 (“text to text” connection)** Amy Johnson 打破性別刻板印象爭取女性平權與 Malala Yousafzai 爭取女性受教權，請學生預習 Malala Yousafzai 的生平，以 “Malala Yousafzai” 及 “time line” 為搜尋字，請學生整理其生平大事記，充分理解並運用「時間軸」的概念，重覆使用此一技巧，培養其做學問的基本功；最後，在聯結讀者與文本、及讀者與世界的部分，使用「**文氏圖(Venn Diagram)**」，讓學生比較 Malala 與自己的異同以進行**聯結 (“text to self”, “text to the world” connections)**。

閱讀策略的運用部分，在閱讀課文 “Amy Johnson - Queen of the Air” 時，以**提問(questioning)**的方式確認學生的理解程度，再完成課文後的 “True or False” 練習，鼓勵學生將錯誤的訊息，以正確的文字修正，最後，以兩人一組練習對文中訊息提出自己的問題並請同組夥伴回答，最後邀請學生對全班提問 (**think-pair-share**)，提問內容由簡單的 Yes/No questions (Does Amy have 2 sisters?) 到 factual questions (How far did Amy fly from England to Australia?) 或 inferring information (Was she brave?) 都有。

在閱讀繪本 “Malala's Magic Pencil” 時，以繪本的圖、文及教師的口語提示，將重要訊息以「**克漏字**」的方式呈現，幫助學生練習**預測(prediction)** 文章內容及故事走向，全班以**接**

力朗誦(relay reading / read aloud)的方式讀完全文，並以「記筆記」(note taking)的方式記下文中的重要訊息，閱讀完後，以小組型式討論(group discussion)出 Malala 傳遞的重要訊息，並能以結構式的寫作方式寫在磁性小白板上，最後小組在全班前呈現其截取的**重點報告 (group presentation)**。在總結性的表現部分，學生反思，自己若像 Malala 一般有一枝神奇的筆，將會用來為世界做些甚麼？鼓勵學生以完整文句的方式呈現想法**創作(creation)**。

整體而言，本教學旨在提供各式機會，以訓練學生成為「**探究式學生**」為導向，能「發展搜尋及研究技巧」、「可轉化其理解於跨學科及主題之內容」、「以有意義的方式呈現和分享」、「在知識和概念間做連結」、「專注於批判性和創造性思維」、「獨立學習也能和他人協同學習」、「反思學習」、及「**實際行動**」等。

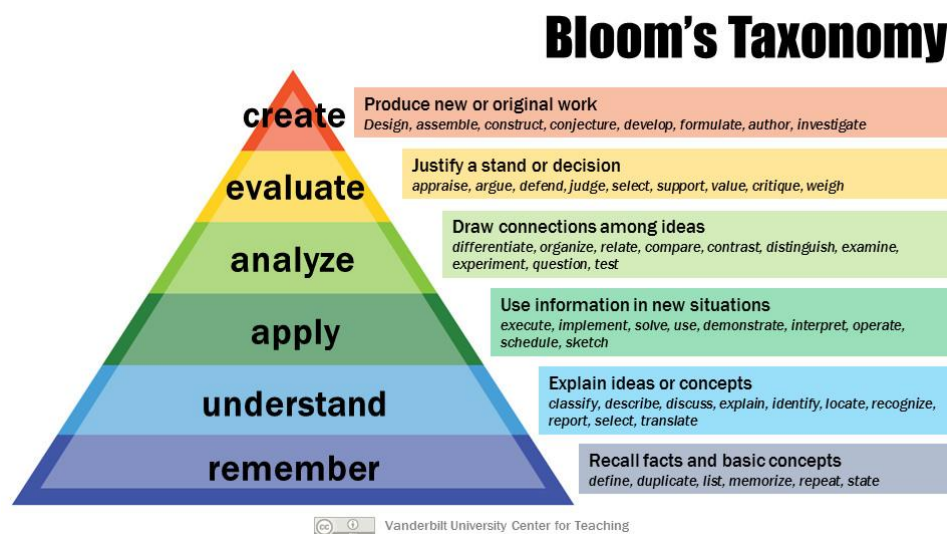
Are curious and engage in learning 好奇，專注學習	Are resourceful and resilient 機智，懂得隨機應變	Learn independently and collaborate with others 獨立學習 也和其他人協同學習	Pose and pursue open-ended questions 提出開放式問題 也尋求答案	Use the learning community as a resource 將學習社區作為資源	Reflect on learning 反思學習
Select materials to support investigations 選擇教材去支持調查	Collect and analyse data as a result of inquiry questions 透過問題 收集和分析數據	<b>Inquiry students</b> <b>探究式學生</b>		Use observation as a vital tool in learning 利用觀察作為 學習的重要工具	Build, communicate, test, and adapt theories 搭建，溝通，測試， 並應用理論
Engage in critical and creative thinking 專注於批判性和創造性思維	Develop skills for inquiry and research 發展搜尋 和研究技巧			Consider opportunities to develop learner profile attributes 考慮不同的機會 去發展學習者屬性	Make deliberate links between knowledge discovered and conceptual understandings 能夠在知識 和概念間做連結
Transfer understandings across contexts and subjects 理解可轉跨越 內容和主題	Represent and share understandings in meaningful and significant ways 以有意義的方式 呈現和分享	Seek new perspectives 尋求新觀點	Take action 實際行動	See learning as joyful and learn with enthusiasm 認為學習是愉快的 並熱愛學習	Sustain love for lifelong learning. 持續熱愛終身學習

(以上「探究式學生」圖表為芬蘭赫爾辛基國際學校科技總監陳巧茵老師所整理)

以下依核心素養導向的教學四大原則，分項陳述本教案如何實踐之：

### (1) 整合知識、技能與態度：

根據 Bloom's Taxonomy，學生的學習要能將所學的知識提高到應用的層次，學問才能內化，也才能在適當的時機實際運用所學(如下圖)，成為其**素養**。



本教案引導學生運用基本的閱讀認知技巧，一直到創造出自己的文字的最高認知層次：

- (a) **Remember**: 能記得文本中的重要訊息。
- (b) **Understand**: 能辨別文章中的重要訊息，如 Amy Johnson 的生平及飛行歷程，以及 Malala 所傳遞的訊息。
- (c) **Apply**: 能轉化文本中的重要訊息，並表現於自己筆記的 time line 大事記中。
- (d) **Analyze**: 能以「文氏圖」(Venn Diagram) 組織並具體條列出自己及 Malala 的異同。
- (e) **Evaluate**: 能衡量並提取“Malala's Magic Pencil”繪本中的重要訊息，若同學提出疑問，也能陳述自己的想法及表達意見。
- (f) **Create**: 能創造自己的一枝神奇的筆，簡介其特色，及將會用它來為世界做些甚麼。學生在創作的過程需要整合其知識、技能與(對其生存的世界)展現良好的態度。

## (2) 營造情境化、脈絡化的學習：

- (a) **情境化影片簡介搭配學習單重點**: 播放 Malala 的訪問影片，輔以“**Before reading/ During reading/ After reading**”學習單三部曲，使學生更容易進入 Malala 這位傳奇人物的學習情境。
- (b) **結構性解析文章**: 以任務導向的閱讀理解活動，如完成**文氏圖 Venn Diagram** 了解 Malala 所代表的意義，**兩兩一組(pair work)** 討論及分享，輔以回答具體的提問，以教導學生了解文意，學生才能理解性別平等及人權的重要性。

## (3) 重視學習歷程、方法與策略：

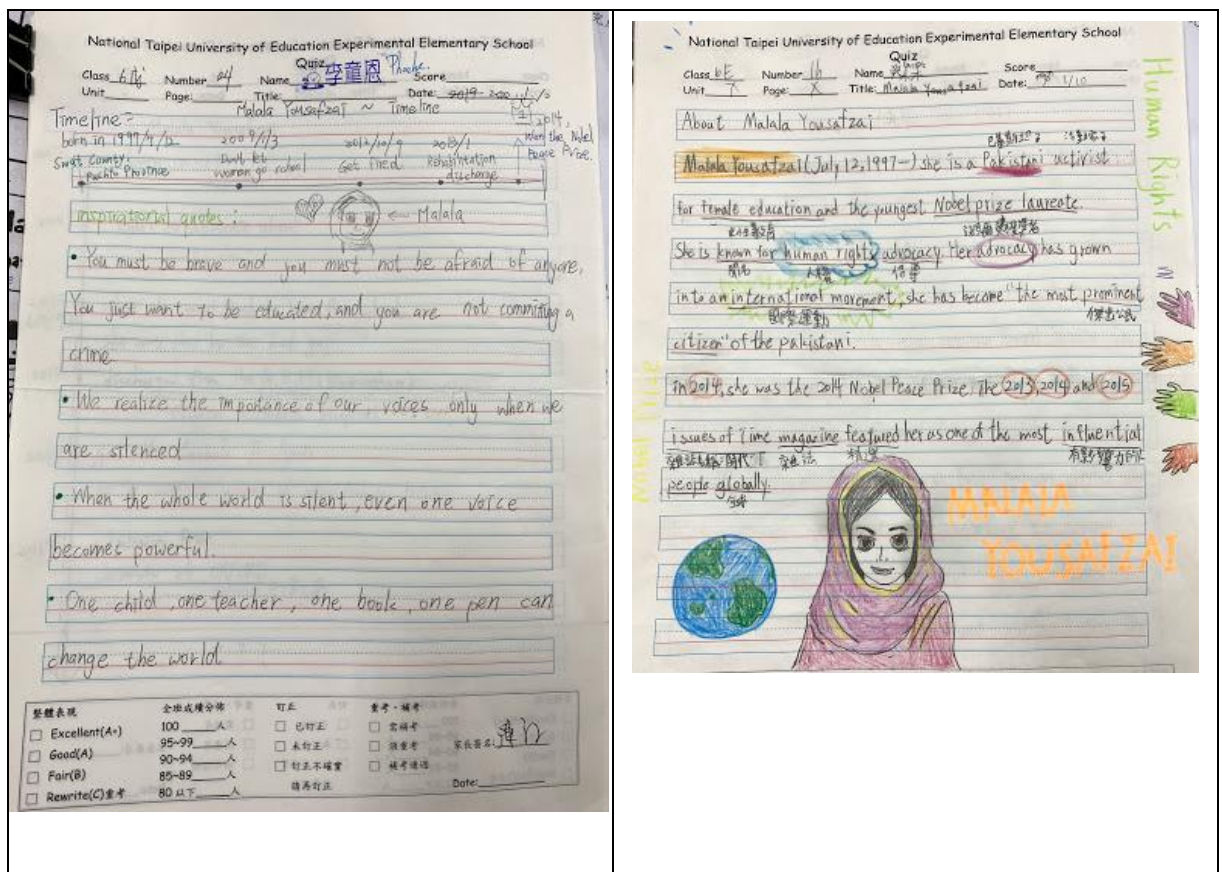
- (a) **預習**: 課前請學生預習 Amy Johnson 的文章，並以字典查課文生字。  
為使學生能負起學習的責任並徹底理解將閱讀的人物背景，請學生以 key words

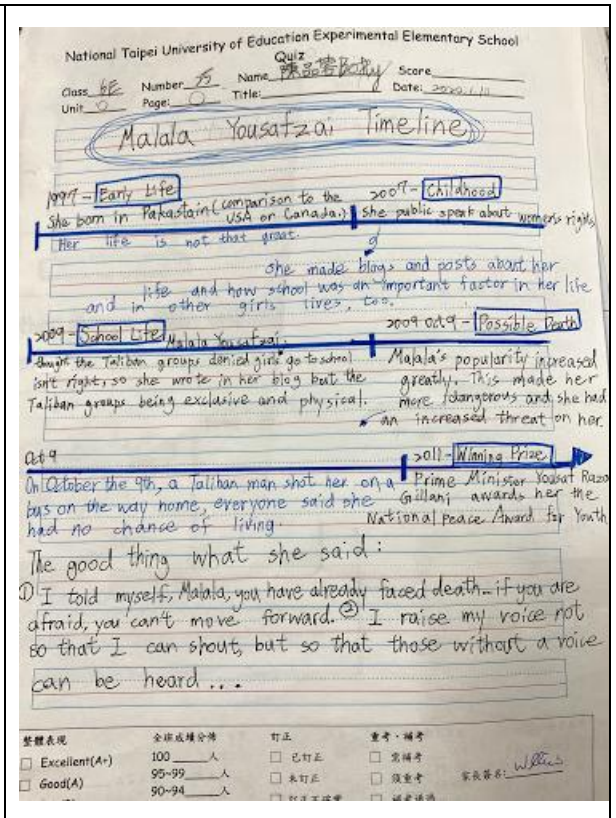
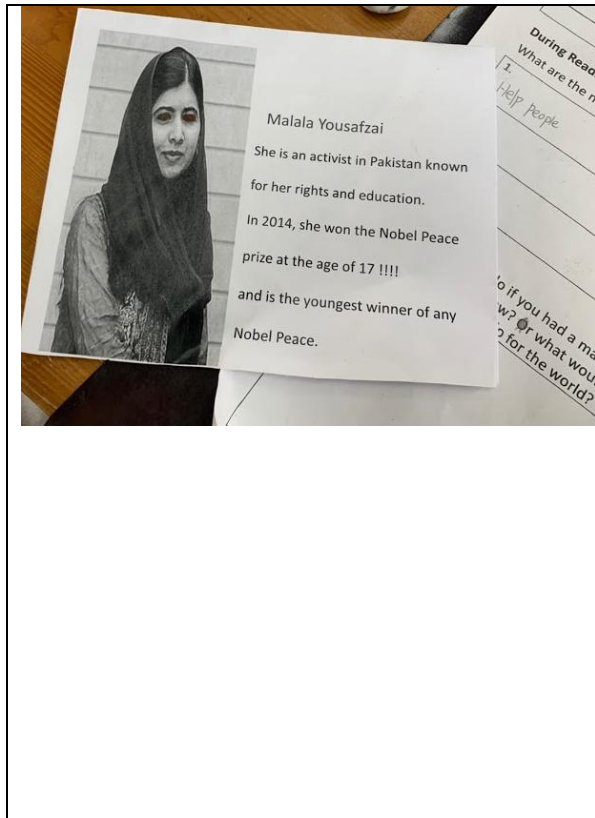
google Malala Yousafzai 的生平大事 time line。

- (b) **Think-Pair-Share 分組活動**: 根據不同類型活動分組促進合作學習，書寫閱讀理解學單時先給予個人思考(think) 的時間，再以兩人一組(pair)討論答案，之後再與其他的同學互相分答案(share)。
- (c) **Task-Based Learning 任務導向教學法**: 找出 Malala's Magic Pencil 重要訊息時以五人一組，鼓勵腦力激盪以提供更多元的創意與想法。
- (d) **Note Taking 筆記**: 學生以筆記記錄單字意義、造句、學習方法、學習心得等完整記錄，能提供資訊供學生及教師確實瞭解學習歷程。
- (e) **My Magic Pencil 創意聯想**: 激勵學生反思，若像 Malala 一般有一枝神奇的筆，將會用來為世界做些甚麼? 鼓勵學生以完整文句的方式呈現想法。

**(4) 強化實踐力行的表現：**

- (a) **預習紀錄**: 除了運用「時間軸」 timeline 的概念，學生也以多元的方式記錄 Malala 生平的資料。





(b) “Venn Diagram” Think-Pair-Share 思考、討論、發表：

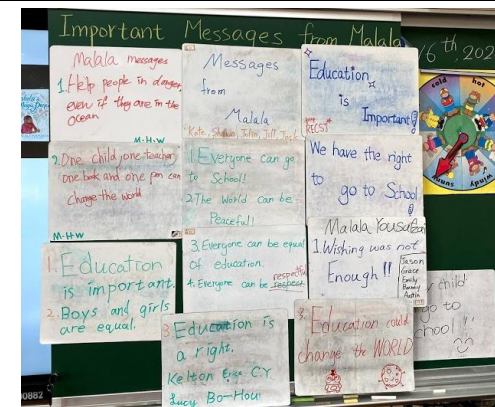
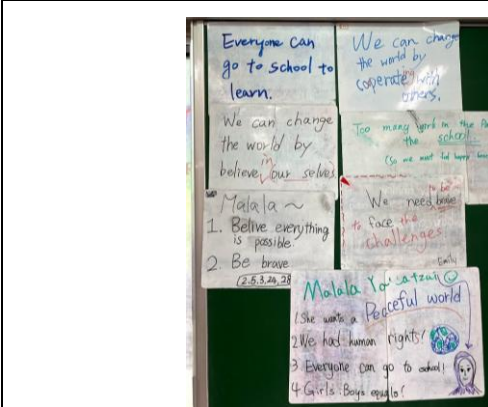
<p>Think (個人思考)</p>	<p>Pair (配對討論)</p>	<p>Share (與他人分享想法)</p>

(c) 小組討論、腦力激盪：





(d) 小組發表、互動共好:



## 二、教師專業社群共同備課運作過程

本教案之可貴之處為同校全體英語領域教師跨年級合作，於108年11、12月之英語社群中討論備課細節，英語備課夥伴以Happy Earth 2教材，運用任務導向教學法(Task-Based Learning)與英語閱讀教學法(Reading and Developing Understanding of the World)於教案中。

首先由三位高年級英語教師針對本校「國際教育計畫」相關主題繪本聚焦教學內容於「人權教育」，並聯結課本原本的「性別平等」相關課文。

待初步教案完成後，邀請三位中、低年級英語教師共同審視教案內容、教學活動、學習策略及學習單設計，逐次討論教案活動之細節之後，經過三次修訂，由六年級研發教案教師於本校之六年級班級實際教學，獲得良好成效。



本課程呈現時搭配本校韓國首爾大學教育系訪問教授及學生公開授課時程，教學演示的過程也邀請校長、主任、國北教大兒英系教授、同儕英語教師觀課，給予回饋及攝影記錄教學歷程。



英語教師社群(共六位)



同儕教師針對教案設計及教學給予建議



教師實際教學過程



議課:同儕教師針對教學給予回饋



邀請教授及學生共同參與議課



議課:韓國首爾大學教育系同學提問

### 三、英語文素養導向教案設計

- (1) 本教案分兩大部分：第一部分根據 Happy Earth 2 (Oxford University Press) Unit 3 At Work 中的閱讀主題 “Amy Johnson–Queen of the Air”，以真實照片、短片介紹搭配傳記文章的方式呈現 Amy Johnson 如何顛覆當時(1930 年代)的性別刻板印象，成為英國最具影響力的女性機師的歷史背景（如附件一），呈現「性別平等」的重要性。第二部分延伸「性別平等」的議題，根據 Malala Yousafzai 親自撰寫的繪本 “Malala’ s Magic Pencil” 來討論「性別平等」及「人權議題」--受教權（如附件二）。
- (2) 活動進行步驟：本教案分四節課教學，以下以簡案格式敘述教案設計所扣合之英語文核心素養內涵、教學活動進行方式及其對應之學習表現與學習內容、相關學習評量標準與方式。

#### Lesson 1 (Graphic Organizers) 閱讀教學

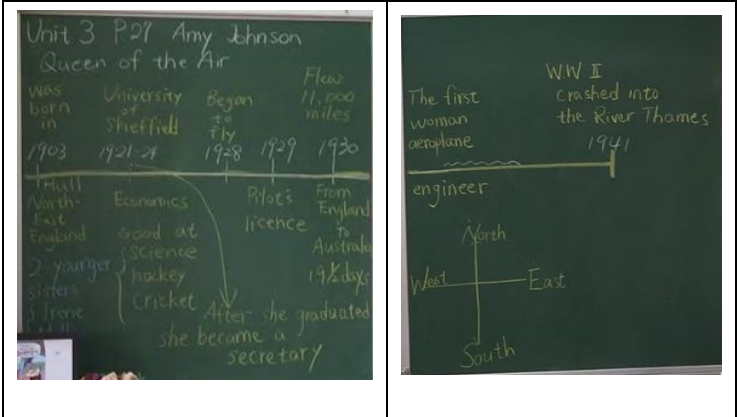
英語文核心素養	學習表現	學習內容	Procedure and Time 教學活動及時間	評量方式
英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。	6-III-3 主動預習、溫習功課。 1-III-12 能聽懂簡易故事及短劇的主要內容。7-III-2 能用字典查閱字詞的發音及意義。	Ac-III-9 國小階段所學字詞	<p><b>Warm Up: (15 mins)</b></p> <p><b>(1) Q &amp; A:</b> What do you know about Amy Johnson?  <b>Check if students preview the article:</b>            Ask Ss if they have checked up the words they don't understand and if they have read the article.</p> <p><b>(2) Background information:</b>            Who is Amy Johnson? (Amy Aviation's UK Tour)  <a href="https://www.youtube.com/watch?v=RsNAiKRVtrU">https://www.youtube.com/watch?v=RsNAiKRVtrU</a></p> <p><b>(3) We'll read an article about Amy Johnson and please share your thoughts about "why is she very special".</b></p>	學生能預先閱讀文本；能使用字典查閱生字；學生能專注欣賞影片

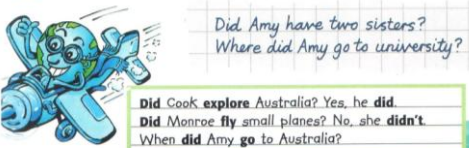
<p>英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</p>	<p>6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。</p> <p>2-III-7 能作簡易的回答和描述。</p>	<p>Ac-III-9 國小階段所學字詞</p>	<p><b>Presentation: (15 mins)</b></p> <p>(1) Show a "world map" and a "map of UK" to make sure Ss know where Amy Johnson is from.</p> <p>(2) Present new vocabulary with picture cues.</p> <p>(3) <b>Teacher Modeling:</b> Make sentences using the new vocabulary verbally to model sentence making.</p> <p>(4) <b>Students Make Sentences:</b> Ss to make sentences using the new vocabulary verbally to demonstrate their understanding.</p> <p>(5) <b>Compare and contrast:</b> Graduating from university as an Economics major, Amy could not find a job in Economics (because at the time, people didn't give women these jobs). Instead, she took a job as a secretary.</p> <p>Ask Ss to compare/contrast these job types: (May use L1)</p> <table border="1" data-bbox="571 1055 1342 1534"> <thead> <tr> <th data-bbox="571 1055 954 1104">A secretary</th> <th data-bbox="954 1055 1342 1104">A job in Economics</th> </tr> </thead> <tbody> <tr> <td data-bbox="571 1104 954 1534"> <ul style="list-style-type: none"> <li>● type</li> <li>● dictate a letter/note</li> <li>● make appointments</li> <li>● answer phone calls</li> <li>● write reports</li> <li>● make travel arrangements</li> </ul> </td> <td data-bbox="954 1104 1342 1534"> <ul style="list-style-type: none"> <li>● be an economist</li> <li>● financial risk analyst</li> <li>● data analyst</li> <li>● financial planner</li> <li>● economic researcher</li> <li>● financial consultant</li> <li>● investment analyst</li> </ul> </td> </tr> </tbody> </table>	A secretary	A job in Economics	<ul style="list-style-type: none"> <li>● type</li> <li>● dictate a letter/note</li> <li>● make appointments</li> <li>● answer phone calls</li> <li>● write reports</li> <li>● make travel arrangements</li> </ul>	<ul style="list-style-type: none"> <li>● be an economist</li> <li>● financial risk analyst</li> <li>● data analyst</li> <li>● financial planner</li> <li>● economic researcher</li> <li>● financial consultant</li> <li>● investment analyst</li> </ul>	<p>學生能聽懂、使用所學字於句子中</p> <p>能運用基本邏輯思考策略提升學習效能</p>
A secretary	A job in Economics							
<ul style="list-style-type: none"> <li>● type</li> <li>● dictate a letter/note</li> <li>● make appointments</li> <li>● answer phone calls</li> <li>● write reports</li> <li>● make travel arrangements</li> </ul>	<ul style="list-style-type: none"> <li>● be an economist</li> <li>● financial risk analyst</li> <li>● data analyst</li> <li>● financial planner</li> <li>● economic researcher</li> <li>● financial consultant</li> <li>● investment analyst</li> </ul>							
<p>英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升</p>	<p>3-IV-2 能辨識課堂中所學的字詞。</p> <p>5-III-2 在聽讀時，能辨識書本中相</p>	<p>Ac-III-9 國小階段所學字詞</p>	<p><b>Wrap Up: (10 mins)</b></p> <p><b>Timeline</b></p> <p>Ask students to read the article and try to write down the important events using a "timeline".</p> <p>The teacher may start by drawing a timeline on the board and write the first important event as an example.</p>	<p>學生能找到於文章中的重要訊息並以時間軸標</p>				

學習效能。	對應的書寫文字。			示
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## Lesson 2 知識性文本閱讀理解教學

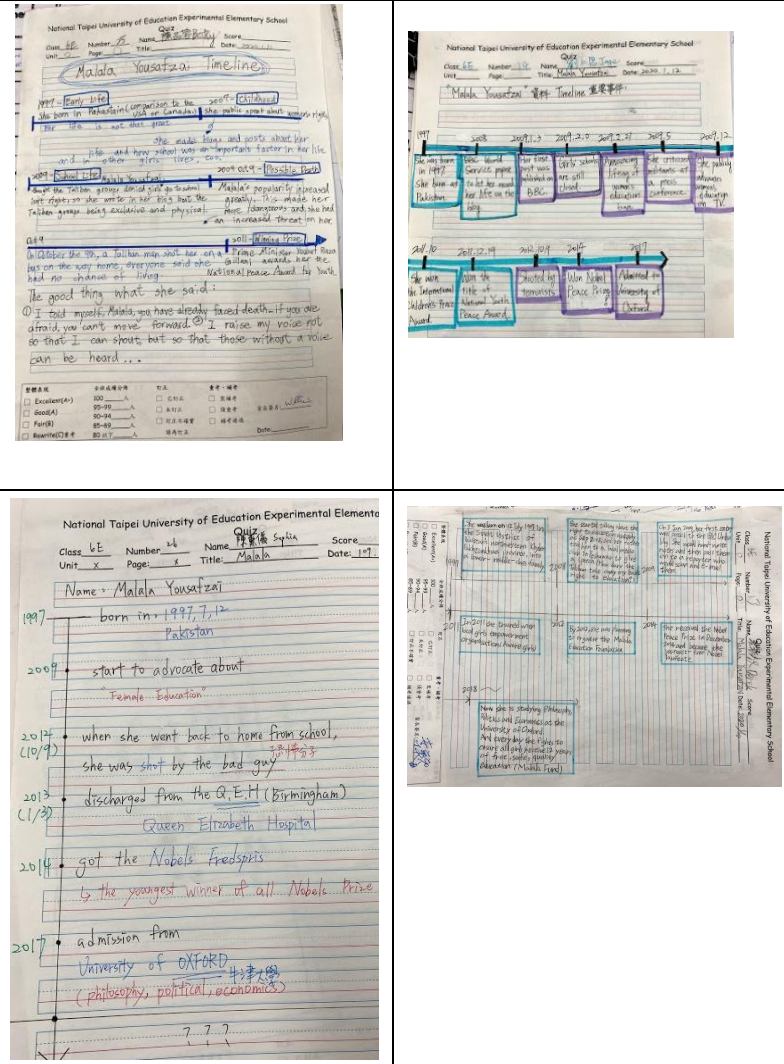
英語文核心素養	學習表現	學習內容	Procedure and Time 教學活動及時間	評量方式
英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。	1-III-9 能聽懂簡易句型的句子。 2-III-7 能作簡易的回答和描述。	Ac-III-7 簡易的教室用語	<p><b>Warm up: (5 mins)</b></p> <p>(1) Watch a video: Amy Johnson tribute <a href="https://www.youtube.com/watch?v=SroH_2ehwOg">https://www.youtube.com/watch?v=SroH_2ehwOg</a></p> <p>(a) Amy Johnson was the first person to fly from England to _____? (b) When and how did she die?</p> <p>(2) Did you ever break any records? (Yes, I was the fastest runner in my class.)</p>	學生能回答老師的提問
英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。	3-III-6 能看懂課堂中所學的簡易短文之主要內容。 5-III-5 能以正確的發音及適切的速度朗讀簡易句型的句子。 2-III-7	Ae-III-12 簡易日常生活對話、歌謠、韻文、短文、故事及短劇	<p><b>Presentation: (15 mins)</b></p> <p>(1) <b>Relay reading</b> Read aloud "Amy Johnson - Queen of the Air" Show the reading text by PPT. Ask student to read aloud the text one by one (so the teacher can check if the student understand the text).</p> <p>(2) <b>Questioning</b> Ask students to answer some comprehension questions. For example, "Where was Amy born?" "How many sisters did she have?"</p>	學生能閱讀文章；學生能適當回答老師的提問

	能作簡易的回答和描述。									
英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。	4-III-6 能書寫課堂中所學的句子。 2-III-8 能作簡易的提問。 2-III-7 能作簡易的回答和描述。	B-III-2 國小階段所學字詞的句子的生活溝通  D-III-3 依綜合資訊作簡易猜測	<p><b>Practice: (15 mins)</b></p> <p>(1) <b>Timeline:</b> Draw a timeline on the board</p> <p>(2) <b>Q &amp; A:</b> Ask questions and share answers to fill out the timeline.</p>  <p>(3) <b>True or False:</b> Students can analyze the accuracy of the sentences and correct false information accordingly.</p> <table border="1" data-bbox="625 1227 1337 1366"> <tr> <td>a <input type="radio"/> Amy Johnson was English.</td> <td>d <input type="radio"/> She began to fly when she was twenty-five.</td> </tr> <tr> <td>b <input type="radio"/> She studied Science at university.</td> <td>e <input type="radio"/> She got her pilot's licence before she began flying.</td> </tr> <tr> <td>c <input type="radio"/> She was happy with her first job.</td> <td>f <input type="radio"/> Amy's journey to Australia took more than two weeks.</td> </tr> </table> <p>For example, "b. She studied <b>Economics</b> at university."</p>	a <input type="radio"/> Amy Johnson was English.	d <input type="radio"/> She began to fly when she was twenty-five.	b <input type="radio"/> She studied Science at university.	e <input type="radio"/> She got her pilot's licence before she began flying.	c <input type="radio"/> She was happy with her first job.	f <input type="radio"/> Amy's journey to Australia took more than two weeks.	學生能樂於和同學合作；  學生能寫出正確答案
a <input type="radio"/> Amy Johnson was English.	d <input type="radio"/> She began to fly when she was twenty-five.									
b <input type="radio"/> She studied Science at university.	e <input type="radio"/> She got her pilot's licence before she began flying.									
c <input type="radio"/> She was happy with her first job.	f <input type="radio"/> Amy's journey to Australia took more than two weeks.									
英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學字詞	1-III-6 能聽懂課堂中所學的字詞。	Ac-III-9 國小階段所學字詞	<p><b>Wrap Up: (5 mins)</b></p> <p>(1) <b>Create:</b> Create one question/answer about this article. For example, <b>Q: "Where did Amy work as a secretary?"</b> <b>A: "She worked as a secretary in London."</b></p>	學生能提問並正確寫出答案						

及句型 進行簡 易日常 溝通。			<p>5 Work in teams. Write questions about Amy Johnson.</p>  <p>Now close your books. Ask and answer with other teams.</p> <p>Did Cook explore Australia? Yes, he did. Did Monroe fly small planes? No, she didn't. When did Amy go to Australia?</p> <p>Unit 3 Stage 3 From history 27</p> <p>(2) Pose open-ended question: What makes Amy Johnson special? A: She believes she could fly the plane just like men. A: She believes she could do anything that men could do.</p> <p>(3) HW: Google "Malala Yousafzai" using the key words "timeline", lists all the important events on the notbook</p>	
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### Lesson 3 Malala Yousafzai (性別平等與人權教育)

英語文 核心 素養	學習 表現	學習 內容	Procedure and Time 教學活動及時間	評量 方式
英-E-B1 具備入門 的聽、 說、讀、 寫英語文 能力。在 引導下， 能運用所 學、字詞 及句型進 行簡易日 常溝通。	6-III-5 樂於接 觸課外 英語學 習素材。 2-III-7 能作簡 易的回 答和描 述。	Ac-III-9 國小階 段所學 字詞  Ae-III -12 簡易 日常生 活對 話、歌 謠、韻 文、短 文、故事 及短劇	<p><b>Warm Up: (5 mins)</b> (1) Q &amp; A: What do you know about Malala Yousafzai? (Ask students to present materials that they googled.) Write down the key questions on the Board: Where is Malala from? / How old is she?</p>  <p>(2) Background information (Video) :</p>	學生 能專 注欣 賞影 片  學生 能根 據提 問正 確回 答

			<p>Malala Yousafzai and Kailash Satyarthi receive Nobel Peace Prize in Oslo</p> <p><a href="https://www.youtube.com/watch?v=G84rKDOBhn">https://www.youtube.com/watch?v=G84rKDOBhn</a></p> <p>(3) We'll read a story about Malala Yousafzai and please share your thoughts about "what are the important messages she brings you" in the book.</p>	
<p>英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</p> <p>英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。</p>	<p>2-III-7 能作簡易的回答和描述。</p> <p>9-III-3 能綜合相關資訊作簡易的猜測。</p>	<p>Ac-III-9 國小階段所學字詞</p>	<p><b>Presentation: (10 mins)</b></p> <p>(1) "Malala's Timeline": Ask students to share from their research.</p>  <p>(2) 閱讀"Timeline"表格: Malala 背景介紹 (重要事件年表)</p>	<p>學生能說出所預習的馬拉生平細節</p>
<p>英-E-B1 具備入門的聽、說、讀、</p>	<p>9-III-3 能綜合相關資訊作簡</p>	<p>B-III-2 國小階段所學字詞的</p>	<p><b>Venn Diagram: Compare and contrast (5 mins)</b></p>	<p>學生能說出所觀察</p>


<p>寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。</p>	<p>易的猜測。</p>	<p>句子的生活溝通</p>	<div data-bbox="592 194 1278 600" data-label="Image"> </div> <p>(1) Ask students to observe the similarities and differences between themselves and Malala.</p> <p>(2) The teacher demonstrates with one explicit example: I'm female, and so is Malala. So we are "alike" (when we talk about gender).</p> <p>Where are we from? ( We're from Taiwan.) Where is Malala from? (She's from Pakistan.) So we are "different" (when we talk about our nationalities).</p>	<p>的細節 學生能專注聆聽</p>
<p>英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。</p>	<p>7-III-1 運用已學過字詞之聯想以學習新的字詞。</p>	<p>D-III-3 依綜合資訊作簡易猜測</p>	<p><b>Practice: (15 mins) Think-Pair-Share</b> <b>Bloom's Taxonomy: Learning in Action</b> "Apply 運用, Analyze 分析" 以「文氏圖」(Venn Diagram)比較學生與 Malala 的異同</p> <p>(1) <b>Individual work: (Think)</b> Students work individually and think about the parts he/she and Malala are alike/different.</p> <p>(2) <b>Pair work: (Pair)</b> Work together in pairs to find out more about the ways they are the same or different.</p> <p>(3) <b>Share your ideas: (Share)</b> Fast finishers can walk around the classroom and share their answers with other classmates.</p> <p><b>Wrap-up : (5 mins)</b></p>	<p>學生能樂於和同學合作</p>



			The teacher can invite volunteers to share their thoughts.	
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## Lesson 4 Malala's Magic Pencil (Important Messages)

英語文 核心 素養	學習 表現	學習 內容	Procedure and Time 教學活動及時間	評 量 方 式
英-E-B1 具備入門 的聽、 說、讀、 寫英語文 能力。在 引導下， 能運用所 學、字詞 及句型進 行簡易日 常溝通。	6-III-5 樂於接 觸課外 英語學 習素 材。	Ae-III-12 簡易日 常生活 對話、歌 謠、韻 文、短 文、故事 及短劇	<p><b>Warm Up: (5 mins)</b></p> <p><b>(1) 閱讀策略運用:提問 Questioning</b></p> <p>What's the title of this book? All: Malala's Magic Pencil.</p> <p>What would make a pencil "magical"? If you have a "magic pencil", what could it do?</p> <p><b>(2) 閱讀策略運用:筆記重點 Note Taking</b></p> <p>Write down the important messages that Malala brings you in your notebook. What's a "message"?</p>	學 生 能 根 據 提 問 正 確 回 答

<p>英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</p> <p>英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。</p>	<p>7-III-1 運用已學過字詞之聯想以學習新的字詞。</p> <p>4-III-4 能依圖畫、圖示填寫簡單字詞。</p>	<p>Ad-III -11 簡易、常用的句型</p>	<p><b>Read aloud the story 朗誦故事: (20 mins)</b></p> <p>(1) <b>Relay reading:</b> 一人一句接力朗誦並用上下文及圖示猜測扣漏字 閱讀策略運用:<b>Inferring</b> 推論/<b>Predicting</b> 預測 She makes wishes for everybody around her. So what kind of person is she?</p> <p>(2) <b>閱讀策略:提問 Questioning</b> 以圖文提示之「單字教學」 p____o peels –potato peels e__shells -- eggshells dump(啟動五感:讓學生聯想住在垃圾堆 dump 的感覺)</p> <p>(3) <b>Video:</b> The story of Malala Yousafzai <a href="https://www.youtube.com/watch?v=NIqOhxQ0-H8">https://www.youtube.com/watch?v=NIqOhxQ0-H8</a> 由繪本中敘述 Malala 受記者採訪，聯結到影片中她真正受訪的情景。</p>  <p>(4) <b>閱讀策略 Connecting:</b>聯結 text to self connections 聯結學生經驗與文本內容 T: Jolin, what do you want to be when you grow up? Jolin: A vet. T: Do you think the children can become vets? T: Why not? Do they go to school to learn how to take care of animals? Ss: No.</p>	<p>學生能專注聆聽; 學生能根據提問正確回答</p>
<p>英-E-B1 具備入門的聽、說、讀、</p>	<p>2-III-9 能以正確的發音及適切的語</p>	<p>B-III-2 國小階段所學字詞的</p>	<p><b>Group Brainstorming: The Messages from Malala</b></p> <p>(1) <b>Share ideas with a small group (15 mins)</b> Ss discuss and decide what ideas they want to write down on the mini-white boards.</p>	<p>學生能專</p>

<p>寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。</p>	<p>調說出簡易句型的句子。 1-III-9 能聽懂簡易句型的句子。</p>	<p>句子的生活溝通</p>		<p>注聆聽；能提出想法</p>
<p>英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。</p>	<p>2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 3-III-6 能看懂課堂中所學的簡易短文之主要內容。</p>	<p>B-III-2 國小階段所學字詞的句子的生活溝通</p>	<p><b>Group Presentation: (15 mins)</b>  <b>(1) Final presentation: 擷取重點</b>  Each group takes turn present their ideas.  The other groups listen and take notes.  <b>“Education is important.  We have the right to go to school.  Boys and girls are equal.  Education is a right.”</b></p>    <p><b>(2) Self-reflection:</b>  What would you do if you had a magic pencil?  What would you draw? Or what would you erase?</p>	<p>學生能專注聆聽並記錄重點</p>

			<p>Why? What can you do for the world?</p> <p><b>(3) More information about Malala: Video</b>          Malala Yousafzai, 16, and Her Miraculous Story of Surviving Being Shot by the Taliban          (A miraculous story of how Malala was saved from a fatal injury.)  <a href="https://www.youtube.com/watch?v=CXvs1vwiDOM">https://www.youtube.com/watch?v=CXvs1vwiDOM</a></p>	
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## Lesson 4 “Malala’ s Magic Pencil” worksheet:

Class \_\_\_\_ No. \_\_\_\_ Name \_\_\_\_\_ Date \_\_\_\_\_

### Before Reading:

<b>Q:</b> What would make a pencil <i>magical</i> ?	<b>Draw</b> what your magic pencil would create
1. It would make a pencil <i>magical</i> if ... _____	
2. _____ _____	
_____	

### During Reading:

What are the most important messages Malala brings us in the book?

1.
2.
3.

### After Reading:

What would you do if you had a magic pencil?

What would you draw? Or what would you erase?

Why? What can you do for the world?

<p>If I had a magic pencil,</p>          
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## 四、實施成效

### (1) 「探究式學習」活動提升學習效能：

本教案在設計過程中重視學生能展現**探究式學習者**的特質，因此教學活動設計皆以提昇其探究式學習能力為主，以下為各項活動中之學習活動與究式學習型態目標對照表：

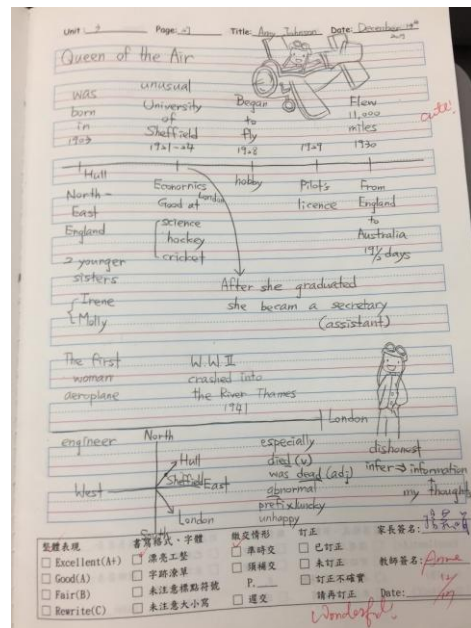
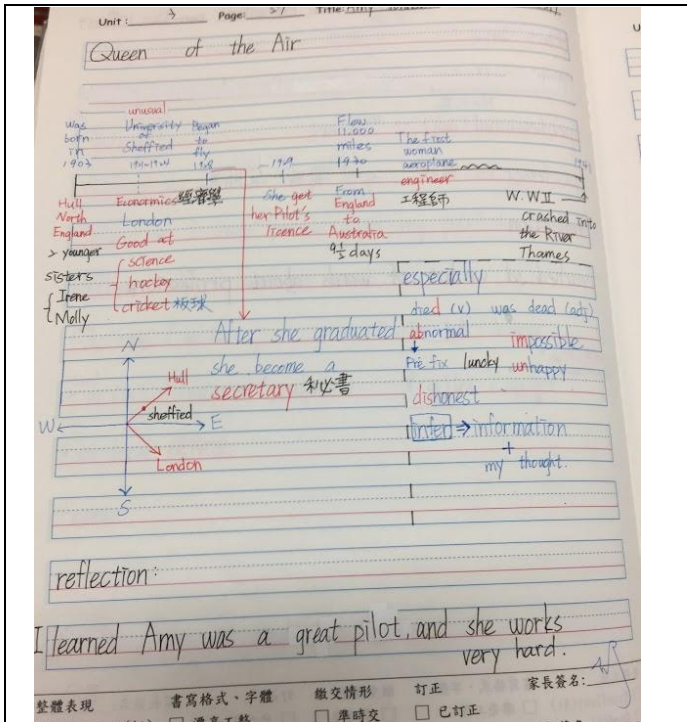
#### - Tasks Relationship to Inquiry Learning Goals

Tasks	Inquiry Goals
Preview (Google search)	Take action, provide materials to support investigations, develop skills for inquiry and research, present and share understandings in meaningful and significant ways
Summary using Timeline	Collect and analyze data as a result of inquiry questions, present and share understandings in meaningful and significant ways, develop skills for inquiry and research
Brainstorm (What would make a pencil magical?)	Engage in critical and creative thinking Seek new perspectives
Connecting (text to self)	Reflect on learning Make deliberate links between knowledge discovered and conceptual understandings
Group discussion (The Important Messages from Malala)	Learn independently and collaborate with others, Seek new perspectives
Venn Diagram (Compare with Malala)	Use observation as a vital tool in learning Make deliberate links between knowledge discovered and conceptual understandings
If I had a magic pencil, I would...	Reflect on learning, take action, make deliberate links between knowledge discovered and conceptual understandings Are curious and engage in learning



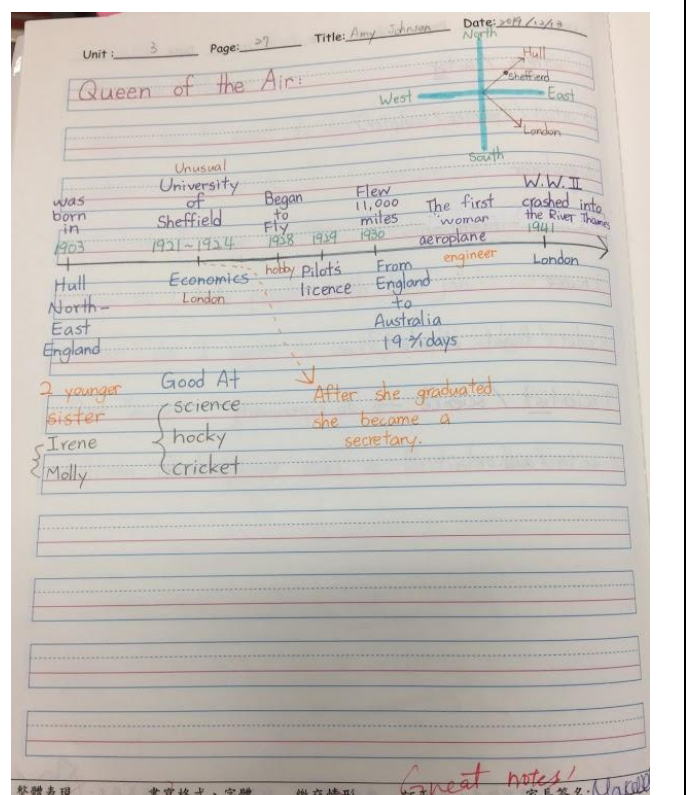
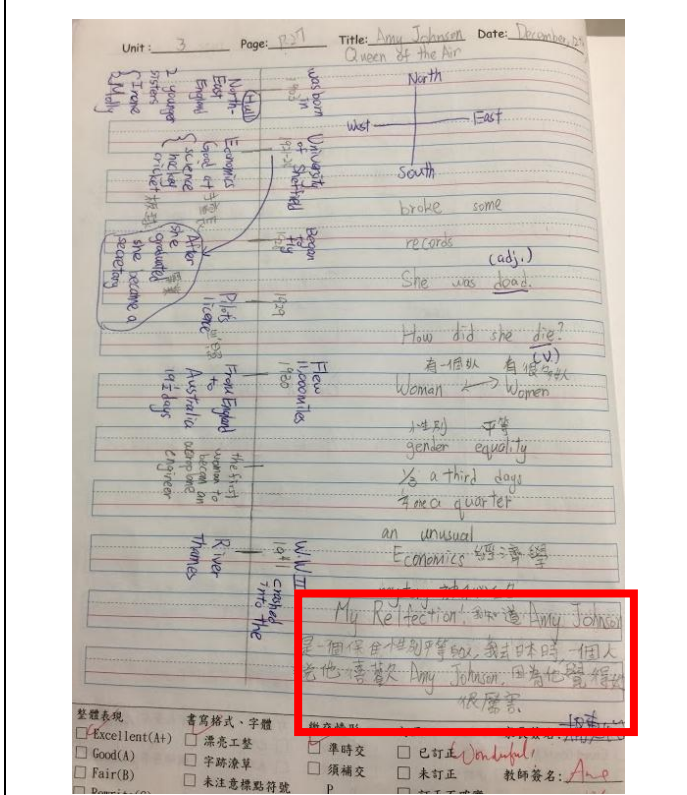
**(b) 學習反思筆記：**

學生記錄自己的學習歷程的方式很多元，能清楚呈現自己的想法。



學生以圖、文記錄單字學習、課文理解及想法

學生以「時間軸」整理課文的重點，並寫下對 Amy Johnson 讀後觀感



學生閱讀完文章能主動與他人討論，並確時點出「Amy Johnson 是一個保住性別平等的人」

能標示重點並請家長覆閱筆記內容

### (3) 互動式學習收穫多:

(a) Q & A 問答練習: 在各個學習階段, 皆提問幫助學生思考, 讓學生能互相幫助完成任務導向性學習。

	
<p>課前提供問題, 鼓勵學生思考</p>	<p>學生個別回答或分組討論</p>

### (b) Pair / Group work:

在各個學習階段, 皆鼓勵學生合作學習, 讓學生能彼此互相幫助完成任務導向性學習任務。

	
<p>小組討論 Malala's messages</p>	<p>兩人小組討論 Venn Diagram</p>
	
<p>將小組達成協議的內容, 呈現於小白板上供全班討論</p>	<p>在小組討論活動中, 學生態度積極主動, 承擔學習責任, 成為探究型學習者!</p>



**(4) 學生作品充分展現高度認知層次學習:**

學生的成品充滿創意與省思，都能以創新的態度觀察、創作、向彼此學習。雖偶有拼字與文法上的錯誤，但是請注意在使用第二語言討論重要議題時，應以能表達「意義」為先，文法其次!尤其在討論過程中，可看到學生的第一手資訊，原汁原味的以英文呈現真摯情感實屬難能可貴!教學團隊覺得孩子們表現的時在太棒了!

<p><b>You can change the things that are “impossible” to “possible”, if you WANT to.</b> <b>Girls and boys are EQUAL!</b></p>	<p><b>Malala wants a PEACEFUL world.</b> <b>Everyone can go to school!</b> <b>We have human rights!</b></p>

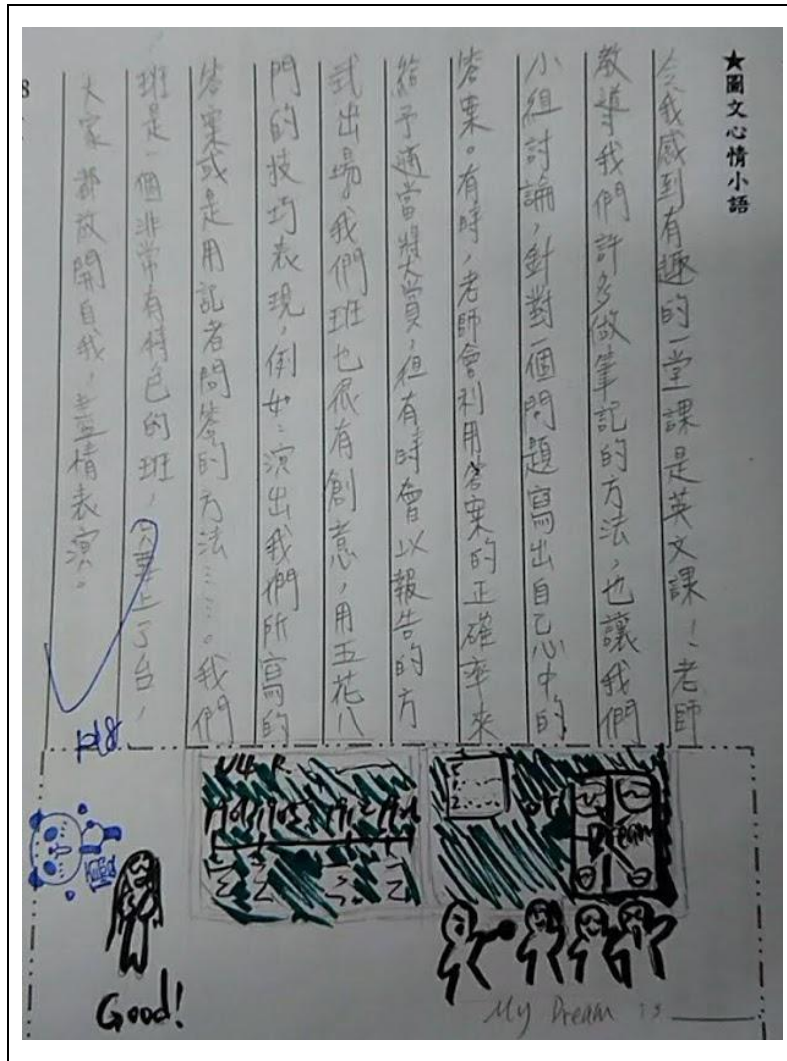
<p><b>We can change the world by “cooperating with others.”</b> <b>Too many girls in Pakistan can’t go to school.</b> <b>So we must feel happy, because we can go to school!</b> <b>We need to be BRAVE.</b></p>	<p><b>Malala believes everything is POSSIBLE.</b> <b>Be brave!</b> <b>We can change the world by believing in ourselves.</b> <b>Everyone can go to school to learn.</b></p>

<p><b>“Education” and “equal human rights” are keys to change the world.</b>  <b>Anything is POSSIBLE if you try and speak out your ideas.</b></p>	<p><b>She hopes there’s no war, no poverty, and no hunger.</b>  <b>She wants boys and girls be treated equally.</b>  <b>Speak out can change...</b></p>

## 五、教學省思

這次教案實施之後，非常感謝本校 5 位英語教師能提供給很多寶貴的意見，經修正教案之後，有更精緻的教案細節，也將聯合國的永續發展目標（Sustainable Development Goals）之「4.優質教育--確保有教無類，公平及高品質教育，提倡終身學習」、「5.性別平等--實現性別平等，並賦與婦女權利」融入學習課程目標。

本教學設計經由學生的學習筆記、學習單的呈現、以及教師教案的不斷更新，確實達成培養學生之核心素養之能力幫助學生在有意義、能展現知能的情境下快樂學習（See learning as joyful and learn with enthusiasm），符合「探究式學習者」之特質！將孩子的學習無限延伸至關愛其所生長的環境及周遭事物（如下圖）！



看到學生以小日記表達對英文課的喜愛，深感光榮！因為我們已達到成為「探究式教學者」(如圖)

以身示範探究，不斷探究教學實踐和學生學習過程，以此作為職業發展	通過提示和工具支持思考和認知	進行實際操作，做中學，了解孩子的手，眼睛和耳朵是發現的無限泉源	搭建和連結發展技能的機會	創建靈活且引人入勝的學習空間以促進獨立性和協同合作	為學習者提供時間思考，探索，建立和修改理論從事研究和反思學習
重視學生為有能力的探究者	對調查過程持開放態度，使用概念理解持續調查	<b>探究式老師</b>		透過開放式問題擴展學習	以已知知識作為學習的起點
通過有意義的學習活動來激發好奇心，發起和重新啟動概念研究	利用現實環境和主要經驗作為學習的重要推動者			採用各種策略和靈活的分組來做個人化學習	了解集體學習的重要性，重視個人和團體的貢獻
保留全班學習經驗，以獲取有意義的教學，協作和反思時刻	支持學生在科目內和科目間刻意進行連結	將材料，實地考察，學習活動作為探究刺激	創建可以套用在不同情境的日程問題，策略，系統	監控和紀錄學習進度，在學習過程中提供有意義的反饋	根據既定的評量標準衡量學習成果

的目標！

## 六、參考資料：

1. Harvey, S., & Goudvis, A. (2007). Strategies that Work: Teaching Comprehension for Understanding and Engagement (2<sup>nd</sup> ed.) Ontario, Canada: Pembroke.

2.



3. 「探究式老師」圖表為芬蘭赫爾辛基國際學校科技總監陳巧茵老師所整理

以身示範探究，不斷探究教學實踐和學生學習過程，以此作為職業發展	通過提示和工具支持思考和認知	進行實際操作，做中學，了解孩子的手，眼睛和耳朵是發現的無限泉源	搭建和連結發展技能的機會	創建靈活且引人入勝的學習空間以促進獨立性和協同合作	為學習者提供時間思考，探索，建立和修改理論從事研究和反思學習
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七、附錄：

附件一：Happy Earth 2 (O U P) Unit 3 At Work 課文：Amy Johnson – Queen of the Air

4 Read the article. Mark the sentences T (True) or F (False).

# Amy Johnson – Queen of the Air

Amy Johnson was born on 1st July 1903 in Hull, in the north-east of England. She had two younger sisters: Irene and Molly. Amy was good at Science at school and loved sports, especially hockey and cricket. Women didn't usually go to university at the time, but Amy was an unusual woman. She went to the University of Sheffield and studied Economics. When she left university she moved to London. She wanted a job in Economics, but at the time people didn't give women these jobs, so she took a job as a secretary.



Amy thought that her job was boring, so she wanted an exciting hobby and she began to fly at the London Aeroplane Club. One year later in 1929 she got her pilot's licence. She was also the first woman to become an aeroplane engineer. Amy wanted to show people that women could do the same things as men and she decided to become a great pilot.



In 1930 Amy flew 11,000 miles from England to Australia on her own in nineteen and a half days.

She died in 1941 during World War II when her plane crashed into the River Thames.

Amy Johnson was Britain's most famous woman pilot. There was a song about her called *Amy, Wonderful Amy*. Many women became pilots because of her. She showed that women were as good as men at the job.

a  Amy Johnson was English.

b  She studied Science at university.

c  She was happy with her first job.

d  She began to fly when she was twenty-five.

e  She got her pilot's licence before she began flying.

f  Amy's journey to Australia took more than two weeks.

5 Work in teams. Write questions about Amy Johnson.

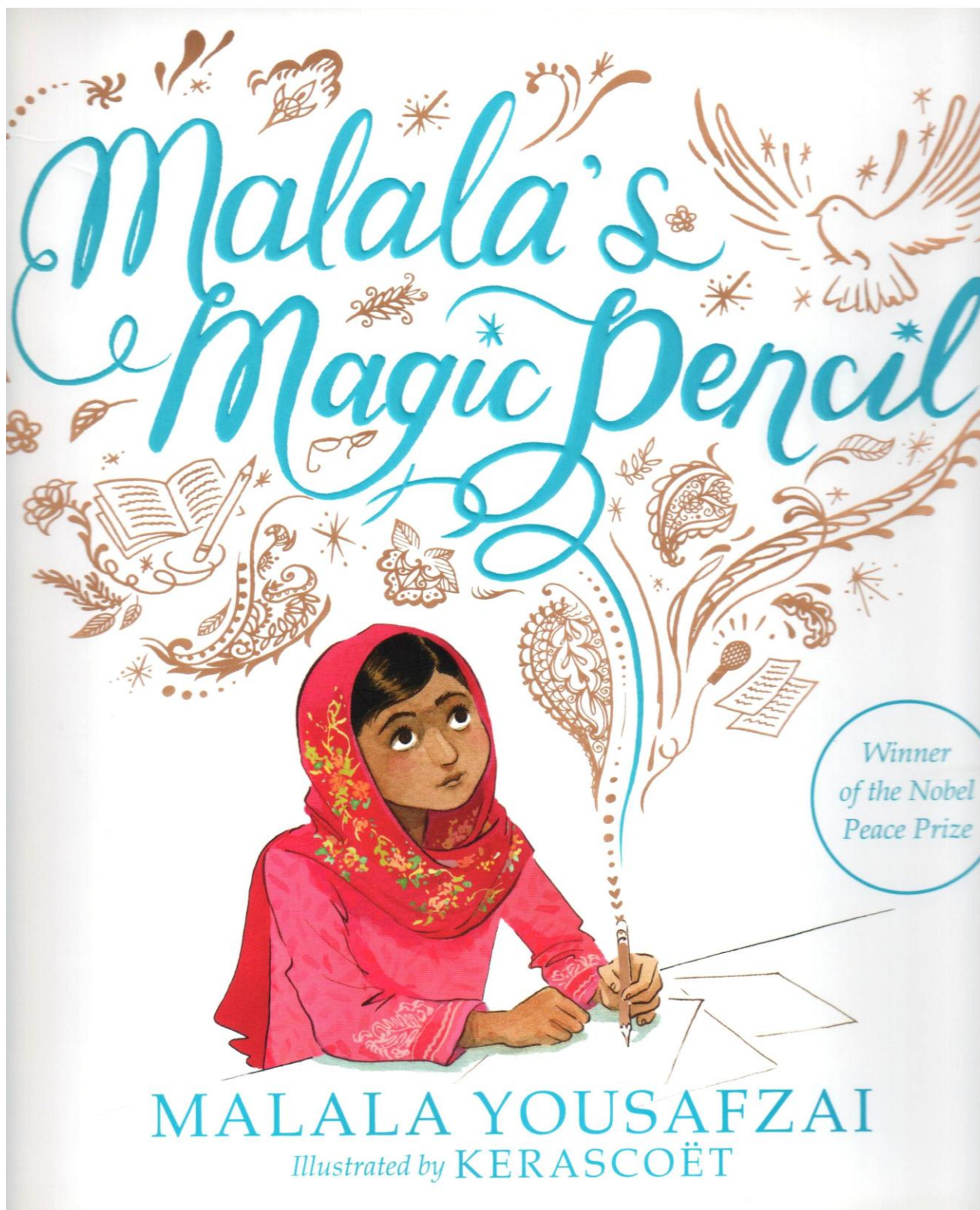


Did Amy have two sisters?  
Where did Amy go to university?

Now close your books. Ask and answer with other teams.


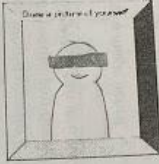
Did Cook **explore** Australia? Yes, he **did**.  
Did Monroe **fly** small planes? No, she **didn't**.  
When **did** Amy **go** to Australia?

附件二： Malala's Magic Pencil 繪本



附件三： 學習單

Class 6C No. 26 Name 林珊嫻 Cynthia Date 1/14 2020 Compare/ Contrast Malala and Me  
 Malala Yousafzai Me: Cynthia

**Different (Left):**

- Shot by Taliban gunman
- Can not go to school
- Country is not peaceful
- From Pakistan
- Has ~~2~~ brothers



**Alike (Middle):**

- We are girls
- We have rights of education
- ...

**Different (Right):**

- Can go to school
- Country is peaceful
- From Taiwan
- No brothers
- Didn't live in danger

Class 6C No. 14 Name 劉則富 Opelia Date 2020/1/14 Compare/ Contrast Malala and Me  
 Malala Yousafzai Me: Opelia

**Different (Left):**

- She got shot in the head
- She got Nobel Peace Prize
- She's from Pakistan
- Her country isn't peaceful
- She has two brothers



**Alike (Middle):**

- We are both girls
- We should have the same rights
- We both live on the Earth
- We both have black hair

**Different (Right):**

- I didn't <sup>get</sup> shot in the head
- I got <sup>a great</sup> ~~well~~ education
- I'm from Taiwan
- Taiwan is peaceful
- I have one brother

Class 6E No. 24 Name 李華恩 Date 2020-1-14 Compare/ Contrast Malala and Me  
 Malala Yousafzai the girl Me: Doreck

**Different**

- Malala was 22.
- She has been shut.
- She lives in Pakistan.
- She wrote something on a BBC before.
- Her father is a principal.

**A like**



- We are both girl.
- We like to help people.
- We want to save people.
- We are nice...

**Different**

- ← I am 12 years old.
- I am very safe.
- I live in Taiwan.
- I didn't write a BBC before.
- My father is a teacher.

• I use to → 曾經  
 • had, would → 假設  
 • war → 戰爭  
 • allowed → 允許  
 • poverty → 窮苦 (poor)  
 • protecting → 保護  
 • sorting → 分類  
 • equals → 平等  
 • uniform → 制服

Class 6E No. 13 Name 李柏毅 Date 2020-1-14 Compare/ Contrast Malala and Me  
 Malala Yousafzai Me: Derck

**Different**

- age 22
- Live in UK (now)
- born in Pakistan
- name Malala Yousafzai
- She is a girl.

**A like**

- We are very smart.
- We are very brave.
- We are very kind.
- We both love helping others.

**Different**

- age 11
- Live in Taipei
- born in Taipei
- name Derck
- I'm a boy.


李柏毅



Class 4E No. 7 Name 魏依寧 Yika Date Jan 14<sup>th</sup> 2020

used to 曾經 poverty 貧窮

**Before Reading:** dump 垃圾場


Q: What would make a pencil magical?	Draw what your magic pencil would create
1. It would make a pencil magical if ... Make the world peaceful! 2. Stop the war!	

**During Reading:**  
What are the most important messages Malala bring us in the book?

1. Everyone can go to school!
2. If you believe yourself any things is possible.
3. Girls - Boys equals!


**After Reading:**  
What would you do if you had a magic pencil?  
What would you draw? Or what would you erase?  
Why? What can you do for the world?

If I had a magic pencil, I will tell everyone to read books, because some people want to read a book, but they cannot buy, so I will build a free library!



Class 4E No. 26 Name 謝麗儀 Sophia Date 1.4

**Before Reading:**

Q: What would make a pencil magical?	Draw what your magic pencil would create
1. It would make a pencil magical if ... you think it's magical! 2. By using it to do another magical thing. (impossible)	

**During Reading:**  
What are the most important messages Malala bring us in the book?

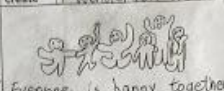
1. A success people needs education.
2. Every-<sup>children</sup>one have rights to go to school.
3. We can change the world by believe in our selves.

**After Reading:**  
What would you do if you had a magic pencil?  
What would you draw? Or what would you erase?  
Why? What can you do for the world?

If I had a magic pencil, I will make a happy and peaceful world. I would draw many happy thing, and I will erase the bottle and the sad thing in people's heart. That will make people will be happy, and the world will be more peaceful.

Class 4E No. 25 Name 李佩珊 Patsy Date

**Before Reading:**

Q: What would make a pencil magical?	Draw what your magic pencil would create
1. It would make a pencil magical if ... This pencil change the world. 2. It would make a pencil magical if everyone believe nothing is impossible	 Everyone is happy together

**During Reading:** poverty 貧窮 dump 垃圾場

What are the most important messages Malala bring us in the book?


1. Girls and boys are equals
2. Girls are allowed to go to school.
3. you can change the thing that is impossible to possible, if you want to.

**After Reading:**  
What would you do if you had a magic pencil?  
What would you draw? Or what would you erase?  
Why? What can you do for the world?

If I had a magic pencil, I would draw a catch bad guys machine, so that the bad guys couldn't do anything bad to us, and it could also keep the world safer. I would erase all PM2.5, to let the people on the Earth can be healthy.

Class 4E No. 17 Name 李佩珊 Patsy Date 2020.1.14

**Before Reading:**

Q: What would make a pencil magical?	Draw what your magic pencil would create
1. It would make a pencil magical if ... I drew a puppy that can become 2. a super man. I drew a house beyond the height of the Taipei 101.	

**During Reading:**  
What are the most important messages Malala bring us in the book?

1. Everyone can go to school to learn.
2. Believe every thing is possible
3. We had human rights!

**After Reading:**  
What would you do if you had a magic pencil?  
What would you draw? Or what would you erase?  
Why? What can you do for the world?

If I had a magic pencil, I want magical door, I can go anywhere. I want erase bad man. Everyone will be happy.

Class 6E No. 14 Name 劉正恩 Joyce Date 2007.1.14

Education (受教育)


**Before Reading:**

Q: What would make a pencil magical?  
Use your imagination would make a pencil

1. It would make a pencil magical if ...  
we believe, we can change. *Magical*

2. It would make a pencil magical if beliefs do not change, impossible becomes possible.

Draw what your magic pencil would create



**During Reading:** used to (曾經) poverty (貧窮) a right (一個權利)

What are the most important messages Malala bring us in the book?

1. Everyone can go to school to learn.
2. We need to make the world peace!
3. We can change the world by believe in ourselves.

**After Reading:**

What would you do if you had a magic pencil?  
What would you draw? Or what would you erase?  
Why? What can you do for the world?

If I had a magic pencil, I would write the special stories. I would draw right things because it confirms the positive thoughts in my heart. I would erase the terrible things because it disturbs my good ideas. I can study well and improve medical technology even more in the future.

Class 6E No. 21 Name 江曉恩 Lucy Date 2007.1.14


**Before Reading:**

Q: What would make a pencil magical?  
Can make the impossible

1. It would make a pencil magical if ...  
You can Believe

2. You can draw a lot.

Draw what your magic pencil would create



**During Reading:**

What are the most important messages Malala bring us in the book?

1. One child, one teacher, one book, pen can change the world on pen my write.
2. Even a child can change the world.
3. We have to be happy that we can go to school.

**After Reading:** *poverty 貧窮 used 曾經*

What would you do if you had a magic pencil?  
What would you draw? Or what would you erase?  
Why? What can you do for the world?

If I had a magic pencil, I would like to expel all those who have misperceptions in the world.

Class 6C No. 21 Name 譚凱琳 Tina Date 1/14/2007

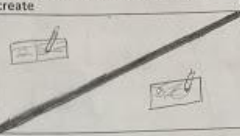
**Before Reading:**

Q: What would make a pencil magical?

1. It would make a pencil magical if ...  
It can help me to write my homework

2. It would make a pencil magical if  
It can draw a pretty picture.

Draw what your magic pencil would create



**During Reading:**

What are the most important messages Malala bring us in the book?

1. Believe in yourself!
2. Boys and girls are equal!
3. Speak out can change the world.

**After Reading:**

What would you do if you had a magic pencil?  
What would you draw? Or what would you erase?  
Why? What can you do for the world?

If I had a magic pencil, I would use it to write my homework because I will never sleep at 12 o'clock, and it can help all of the kids in the world didn't have to sleep at 12 o'clock.

Class 6C No. 14 Name 鍾凱寧 Gladia Date 2007/1/14


**Before Reading:**

Q: What would make a pencil magical?

1. It would make a pencil magical if ...  
I can help people in the world.

2. I would make a pencil magical if  
I can destroy all the disasters.

Draw what your magic pencil would create



**During Reading:**

What are the most important messages Malala bring us in the book?

1. Everyone got the same right.
2. Girls and boys both get equal education.
3. We need peaceful world.

**After Reading:**

What would you do if you had a magic pencil?  
What would you draw? Or what would you erase?  
Why? What can you do for the world?

If I had a magic pencil, I would draw buildings for refugees and other people. If I had a magic pencil, I would erase all the disasters, because I can help lots of people. I can help people that don't have houses or don't have food. I also can help people that have been in a war.