

《整全教育中文》课件共享注意事项

如同每位老师都有自己的风格与特点一样，每位学生也都有自己的个性与专长，每个中文班的情况也可能不完全一样。因此，一位老师制作的课件不见得能适用于所有的课堂。建议老师们在选用其他老师课件的同时，最好根据各自班级学生中文程度与兴趣爱好适当地调整、补充。

比如：低年级的学生比较喜欢彩色汉字，一些学生喜欢写字，一些学生喜欢画画，一些学生喜欢唱歌；中高年级的学生有的需要拼音和英文解释帮助认读生字、理解句子，有的喜欢玩点游戏，有的喜欢有挑战性的东西……

面对多样性，需要通过差异化教学来协调。愿每位老师因地制宜，精心设计出更有针对性、更完美的课件。

此课件由新生命中文学学校王皓制作。我们也希望群策群力、集思广益，让课件更加完美。

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第21课 画骆驼

Draw camels

有位画家收了三个学生。有一天，画家给他们出了一道考试题：在一张纸上画骆驼，看谁画得最多。

考题是什么？

画骆驼，多

学生们想了一会儿，就开始画。第一位学生用很细的笔，在纸上画满了很小很小的骆驼。第二位学生也用很细的笔，但是只画了许许多多骆驼的头。因此，他画的要比第一位学生多。

他们怎么画的？

细，小，多



第三位学生画了几条弯弯曲曲的线条，表示连绵不断的群山。一头骆驼刚从群山的东边走出来，只露出了头和脖子。另一头骆驼走在群山西边的山路上，正好要进山了。画上虽然只有两头骆驼，但它们是走在群山里的一支骆驼队。谁也说不清骆驼队里到底有多少骆驼。

他怎么画的？

留白

leave space for imagination

Which one you like?





画更多骆驼



细笔
很小的骆驼
精细的工具



细笔
很小的骆驼头
精细的工具

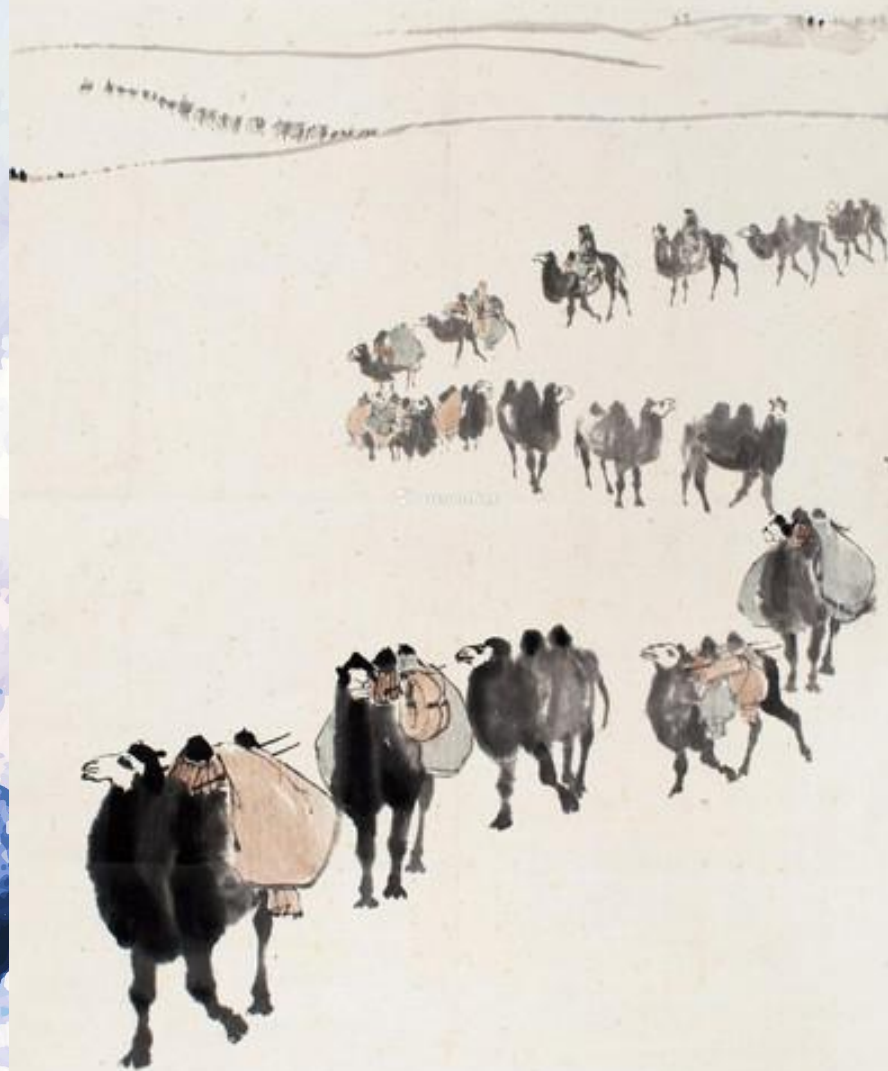
画群山、骆驼
队的头和尾。
用环境衬托



看得清，数得出

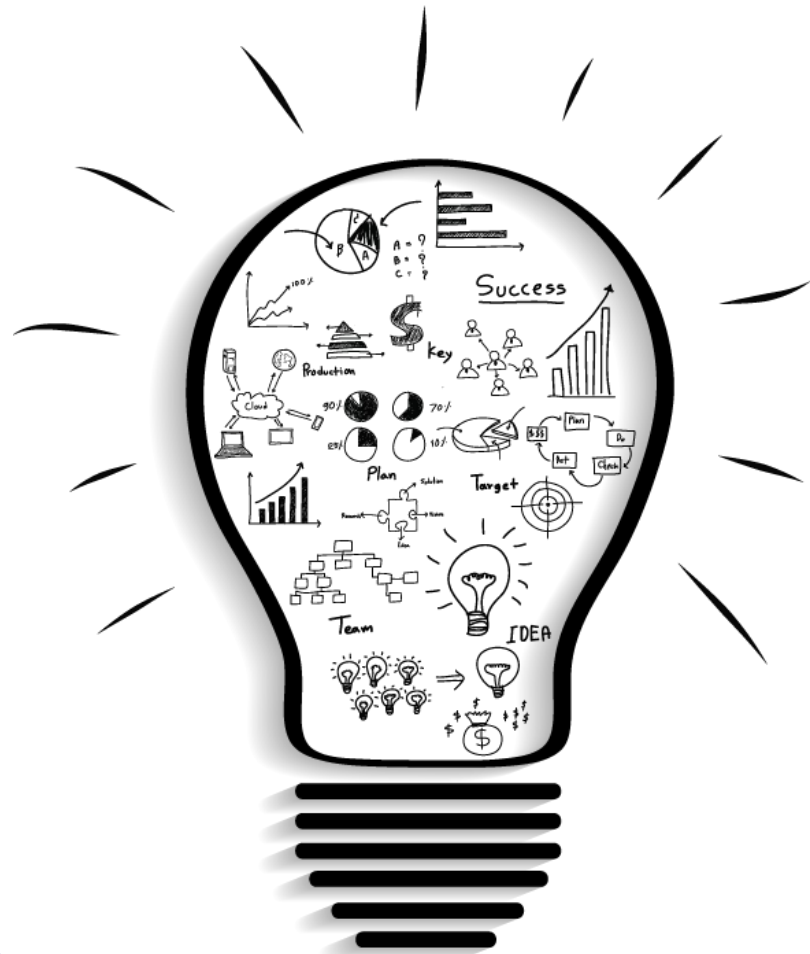
看不全，数不明

任重致远
天行
君子
作人



任重致远

作者：吴作人



发明

Creative Thinking

[Technology and Innovation in China's Path to 2035](#)

[Innovation Movie: A Documentary on Creativity and Leadership](#)

[How This Guy Uses A.I. to Create Art](#)

[The art of innovation | Guy Kawasaki](#)

Q1:

你觉得“发明”

是什么意思？



@WORRY...LINES

Q2:

如何才能找到
新的方法来解
决问题?

Too Busy for Improvements?

@successpictures

