

《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。

《整全教育中文》第二版第五册第十二课《风筝》

此课件由德华中文学校(DCCS-PA) 张瀛月老师制作。感谢张老师分享！

我们也希望群策群力、集思广益，让课件更加完美。

课件只能在中文课堂，用于中文教学之用。详细说明请见下面的Disclaimer and Fair Usage。

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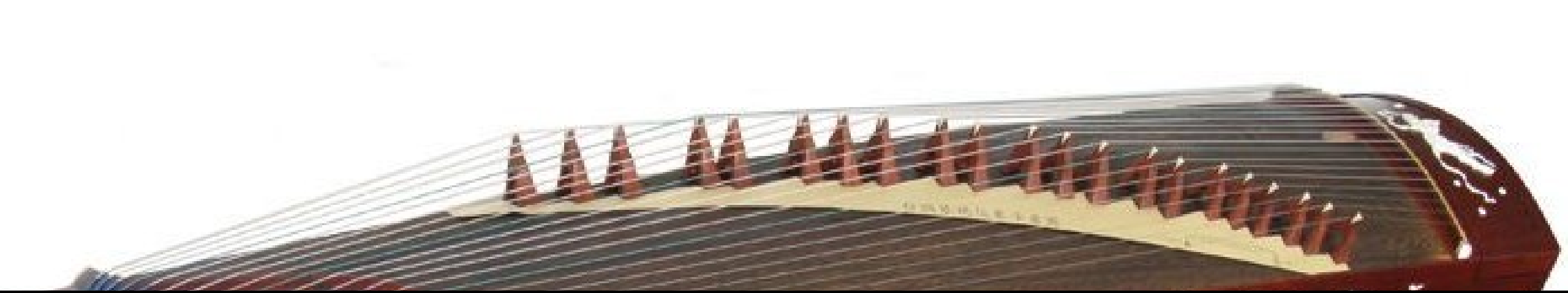
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风筝

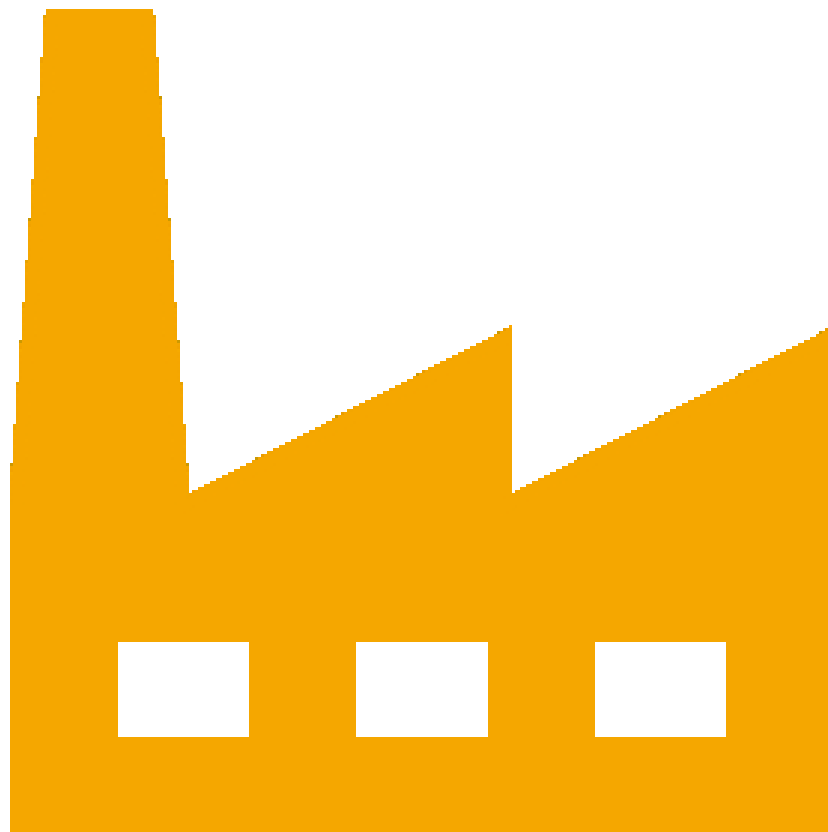
第12课





箏

生字词



fēng zhēng
风 筝
kite





fā míng
发明 invention

zào zhǐ shù 造纸术 papermaking



zhǐ yuān
纸鸢
kite



zhú dí
竹笛

bamboo flute



tiáo jiàn
条件

requirement; condition



shùn fēng
顺风
tailwind



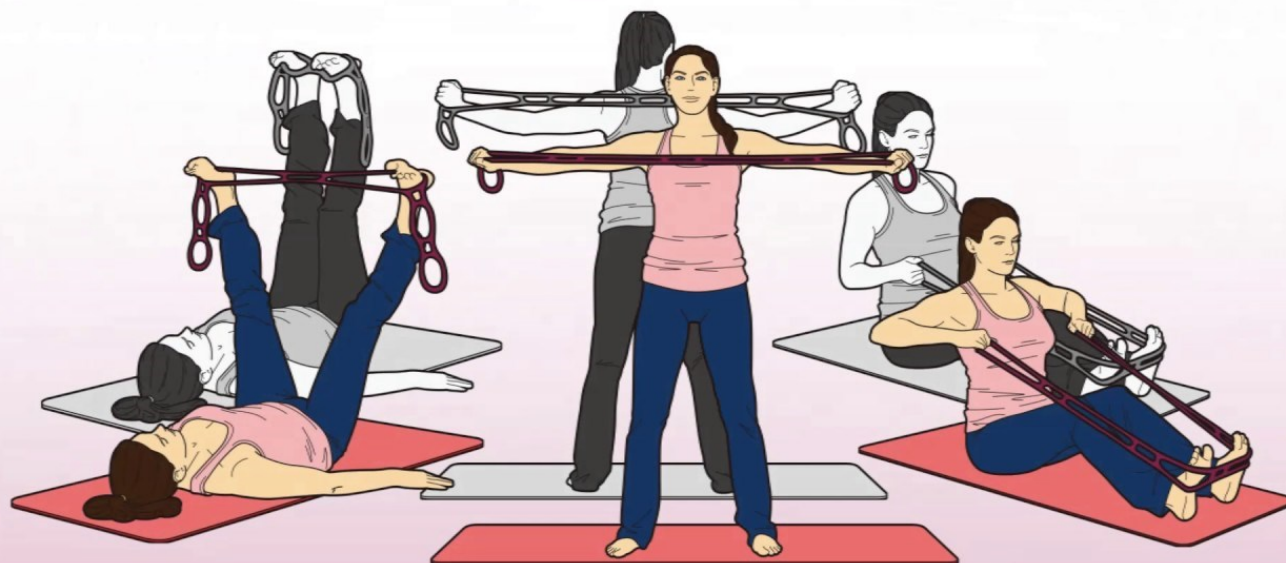
nì fēng
逆风

headwind



lā lì
拉力
tension

發揮創意 一起動起來！



xiāng fǎn
相反

opposite, contrary



哭

笑



xiāng hù
相 互

each other, mutually



zuò yòng
作用

act on, affect



tuō
托
lift up



jiè zhù
借助

by means of



qiān lā
牽拉

pull, drag



tuō shǒu
脱手

slip out of the hand



maobao.poco.cn

sōng
松
relax





yuē shù
约 束

restriction



词语解释与应用

- 相互 (each other, mutually)
- 他教我学中文，我教他学英文，我们互相帮助。
- 人和人之间需要相互合作 (cooperate)。

- 条件 (requirement; condition)
- 水结冰需要什么条件？
- 和我们小时候比，你们现在的学习条件好多。

课文内容

木头（最早）

竹子（更轻）

纸（造纸术） 纸鸢

竹笛 风筝

第一段

风筝是中国人两千多年前的发明。

滕州：墨子故里





鲁班——锯的发明者



第二段

飞的两个条件

第一：有风——逆风

第二：拉线——向前拉

相互作用——向上的力





第三段

风筝：借助风力-离开拉线-飞得更高、更远

不能完全放手-----一会儿松/紧

不停地牵拉、放线----越飞越高

不小心脱手/拉线断了----随风飘去

失去了约束-----摔下来

放风筝

又是一年好时节，一夜难合眼。

放学归来约同学，一起到村边。

拉着风筝逆风跑，边跑边放线。

风筝带着我的梦，飞翔在蓝天。

村居（清）高鼎

- 草长莺飞/二月天，
- 拂堤杨柳/醉春烟。
- 儿童散学/归来早，
- 忙趁东风/放纸鸢。