

The background image shows a classroom or art room. In the center, a person is seen from behind, leaning over a table. To the right, a young boy is sitting at a table, looking down. The room is decorated with various art projects, including a large painting of a foot on the right wall and a colorful abstract painting on the left. A string of red tinsel hangs across the top of the room. The overall atmosphere is creative and educational.

a-A d!N

Art Based Learning of Language of Origin through Didactic Innovation

Word search game in a story passage ENG

A fun and educational game that helps children improve reading comprehension and word recognition! Players read a short passage and search for specific words, underlining them with a colored pen. Younger children can form sentences orally, while advanced learners can write sentences using the words they find. Perfect for enhancing vocabulary and literacy skills!



في غابة جميلة يوجد صخرة قديمة تسمى صخرة الحكايات وتحت تلك الصخرة في بيت صغير
يعيش فأر بني اصغر من كرة صوف صغيرة

فأر يعيش في غابة جميلة

Word search game in a story passage ENG

Participants profile : Adults and children aged 6 and above

Maximum Number of Participants: max 20 Participants

Duration: 1 hour

Materials: printed text, scissor

Language Skills: Vocabulary Expansion, Reading Comprehension, Word Recognition, Sentence Formation, Spelling Practice

Other Skills: Focus & Attention – Searching for words requires concentration, Cognitive Skills critical thinking, Fine Motor Skills, Problem-Solving

Levels: From A1 to A2

Developed by / Origin / Original language: Sindiane/Arabic

Word Search Game in a Story Passage

Activity Step-by-Step



a - A d ! N

1. Choose a Story Passage

- Select a short, age-appropriate passage from a story.
- Print or write it clearly on a sheet of paper.

2. Read the Story Aloud

- Read the entire story to the child twice.
- Discuss key ideas and ensure they understand the passage.

3. Prepare the Activity

- Write an excerpt from the story on a separate sheet of paper.
- Select a few key words from the excerpt (preferably words that can form a sentence).

4. Find and Underline the Words

- Ask the child to search for the selected words within the passage.
- Have them underline each word with a different colored pen.

5. Copy the Words

- The child writes the underlined words on a separate sheet of paper.

6. Sentence Formation Based on Skill Level

- Beginner Level: The child forms a simple oral sentence using the words they found.
- Advanced Level: The child writes a full sentence using the selected words.

This game enhances reading comprehension, vocabulary, spelling, and sentence formation while making learning interactive and fun!



- Choose Age-Appropriate Texts
 - Select engaging and level-appropriate stories that match students' reading abilities.
 - Use familiar topics to boost interest and comprehension.
- Adapt to Different Skill Levels
 - For beginners: Use shorter passages with simple words and encourage oral sentence formation.
 - For advanced learners: Choose longer passages with more complex vocabulary and ask them to write sentences.
- Make It Interactive
 - Encourage students to read the passage aloud before starting the activity.
 - Let them work in pairs or small groups to find words together.
- Incorporate a Discussion Phase
 - After underlining words, ask students to explain their meaning or use them in a new context.
 - Encourage questions to ensure comprehension.
- Use a Variety of Texts
 - Rotate between fiction, non-fiction, poetry, and informational texts.
 - This helps students develop different reading skills and expand their vocabulary



- Enhance Engagement with Challenges
 - Set a time limit for finding words to make it more exciting.
 - Offer bonus points for forming creative or grammatically complex sentences.
- Encourage Creativity in Sentence Formation
 - Allow students to create funny, imaginative, or even story-like sentences with their selected words.
 - Provide additional prompts or themes to inspire creativity.
- Provide Feedback and Support
 - Offer praise for effort and accuracy.
 - Correct mistakes constructively, focusing on learning rather than just right or wrong answers.
- Integrate with Other Language Activities
 - Follow up with a writing task where students use the found words in a short paragraph or story.
 - Use the activity as a lead-in to spelling practice or grammar lessons.
- Make It Fun!
- Allow students to choose their own colored pens for underlining.
- Turn it into a classroom game by awarding small rewards for participation and effort.

Adaptation/Application of the method:



a - A Q ! N

1. For a Group with Varied Language Proficiency

- Pair or Group Work – Group students by similar skill levels or mix levels for peer support.
- Different Difficulty Levels – Provide simpler or more complex word lists based on each student's ability.
- Use Visual Aids – Add pictures next to key words for beginner learners.
- Sentence Challenge – Advanced students can create longer or more complex sentences.
- Extra Support – Allow struggling learners to use word banks or dictionaries.

2. For Other Languages

- Use Translated Texts – Provide the same passage in different languages for comparison.
- Language-Specific Word Focus – Choose words that are tricky in pronunciation, grammar, or spelling for that language.
- Phonetic Variations – Highlight differences in pronunciation or script (e.g., Latin vs. Arabic alphabet).
- Cognates & False Friends – Identify words that are similar or different across languages.

3. For Bilingual/Multilingual Options

- Dual-Language Word Search – Have students find and translate words into another language.
- Sentence Formation in Two Languages – Ask students to form sentences in both languages.
- Code-Switching Challenge – Encourage students to mix words from different languages in creative sentences.
- Compare Sentence Structure – Have students analyze how grammar and syntax differ across languages.

ABOUT ALADIN

PROJECT NAME

Art Based Learning of Language of Origin through Didactic Innovation

PROJECT NO.

KA210-ADU-239BA964

COORDINATOR

COTA ONG (FRANCE)

PARTNER ORGANISATIONS

Comparative Research Network e. V. (GERMANY)

KOOPKULTUR e.V. (GERMANY)

SINDIAN (FRANCE)

Adaptation/Application of the method:



a - A Q ! N

4. For Different Cultural Contexts

- Culturally Relevant Texts – Use stories and words that reflect students' backgrounds and experiences.
- Local vs. Global Variations – Compare how the same words or concepts appear in different cultures.
- Adapt Word Choices – Replace unfamiliar words with culturally relevant equivalents.
- Storytelling Adaptations – Encourage students to write sentences that relate to their own culture.

5. For Other Age Groups

Younger Children (5-7 years)

- Use short, simple sentences with pictures.
- Focus on letter recognition and basic word matching.
- Allow oral responses instead of writing.

Teenagers (15+)

- Use more complex texts, idioms, or abstract concepts.
- Introduce synonyms and antonyms for deeper vocabulary learning.
- Turn the activity into a debate or discussion challenge.

Adults & Language Learners

- Use real-world texts (news articles, recipes, instructions).
- Focus on professional or academic vocabulary.
- Encourage sentence writing with context-based meaning.



4. Distant and online learning:

- Use digital Tools for Word Search : Google Docs or Microsoft Word – Share a digital passage where students highlight words instead of underlining them.
- Online Whiteboards (Jamboard, Miro, Padlet) – Students can mark words and write their sentences collaboratively.
- Interactive PDFs or Google Forms – Provide a clickable text where students can select words.
- Educational Apps (Quizlet, Kahoot, Wordwall) – Turn the word search into an interactive game.
- Virtual Story Reading & Discussion: Live Story Reading (Zoom, Teams, Google Meet) – Read the passage aloud and discuss key words.
- Use Pre-Recorded Videos – Share a recorded reading so students can listen at their own pace.
- Audio Versions – Provide an audio file of the passage for listening and pronunciation practice.
- Use Highlighting in Digital Documents – Instead of underlining, students can use the highlight function in shared documents.
- Typing in Chat or Comments – Students can type the selected words in the chat box or comment section.
- Screenshot & Annotate – Students can take a screenshot of the text and mark words using digital annotation tools (Canva, Notability, or MS Paint).
- To Sentence Formation & Writing Adaptations students used Shared Documents for Collaboration – they write their sentences in a shared Google Doc for real-time feedback.
- Voice Notes & Oral Responses – Use WhatsApp, Flipgrid, or Loom for students to record spoken sentences.
- Breakout Rooms for Peer Work – Assign students to virtual rooms to discuss and form sentences together.
- Making It Engaging in an Online Setting by Gamifying the Activity – Use Kahoot, Quizizz, or Wordwall to create interactive word search challenges.
- Leaderboard & Rewards – Track student participation with points, badges, or certificates.
- Discussion Forums (Moodle, Edmodo, Google Classroom) – Encourage students to post sentences and engage in peer review

Challenges:



a - A Q ! N

1. Engagement and Motivation

- Challenge: Keeping students engaged during a reading and word search task can be difficult, especially for younger or less motivated learners.
- Risk: Students may lose interest, particularly if the activity feels repetitive or too simple for advanced learners.
- Solution: Rotate the activity with other engaging tasks, set time limits for word searches, or incorporate fun elements (e.g., using colors or themes that interest the students).

2. Varied Language Proficiency Levels

- Challenge: In a group with mixed language abilities, students may struggle to keep up with the complexity of the passage or the language used.
- Risk: This could lead to frustration, confusion, or a lack of participation from students who are not confident in their language skills.
- Solution: Differentiate the activity by adjusting the difficulty of the passage or word selection based on each student's proficiency level. Grouping students by proficiency or pairing stronger students with beginners can help create a more supportive learning environment.

3. Time Constraints

- Challenge: The activity may require more time than anticipated, especially with larger groups or when students need additional support with reading comprehension.
- Risk: If not managed well, it can take too long, leading to reduced time for other activities or incomplete tasks.
- Solution: Set clear time limits for each phase of the activity (e.g., reading the story, finding words, writing sentences) and keep the activity short and focused. Consider dividing the activity into smaller chunks if needed.



Options for parents:

- **Game Version:** To make it more fun, turn the activity into a game where you take turns finding words. Whoever finds a word first gets a point or a small reward.
- **Creative Sentence Challenge:** Encourage your child to use the found words to create a silly or imaginative story, encouraging creativity and fun with the language.

- **References and External Resources for Arabic:**

Arabic Stories for language learners (Bilingual Arabic-English) : <https://archive.org/details/arabic-stories-for-language-learners/mode/2up>

Arabic Bloom : <https://www.youtube.com/@arabicblooms>

Word search games in Arabic: <https://wordmint.com/categories/arabic-language>