

Focus Area: Dysorthography

Name of the Activity: “Find the mistake”

Target: Improve pupil's ability to detect spelling mistakes and understand the differences between correct and incorrect spelling. Improve attention and accuracy in writing.

Duration: 10-20 minutes

Organizational Form of the Activity: Individual or group work (2-4 students)

Target Age Group: 7-11 years

Tools:

- Texts with deliberately inserted spelling mistakes (you can use a few sentences or short stories where there are mistakes in the use of capital letters, punctuation, i/y, etc.).
- Pencils or markers for corrections.
- Papers with texts for each child.

Instructions:

- Write short texts with few spelling mistakes. Keep in mind that these mistakes should be challenging enough for the pupils, but not too difficult. The errors should focus on typical areas that are challenging for children with dysorthography, for example: 'i/y', 'is/it', 's/z' or the use of capital letters and punctuation.
- Pupils have to read the texts and find spelling mistakes. Once they find an error, they have to correct it. You can help the pupils by explaining why the answer is wrong and what rules apply to correction. We guide students to check their work after they have completed it.
 - **For older students:** You can use more complex texts or add more mistakes. Pupils can work in pairs or groups. Each group gets a text, finds the mistakes and then they all work together to correct them.
 - **For groups:** Divide the pupils into groups and give each group its own text. The groups can compare their underlined sections and discuss what they think is wrong. They work together to suggest corrections. You can also try it in the form of a competition to see which group finds all the mistakes.
- Once you've finished correcting your texts, review the results to see what errors were most common.
- Explain the rules that apply to the errors and focus on improving the areas that were most problematic.

Tip for Teacher: Pupils can be given summaries of the grammar rules to work with.



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ANNEX:

Example for short text with mistakes:

Yesterday, my family go to the zoo. We see many animal, like lions, tigers, and a lots of monkeys. The monkeys was very funny, and they swunged on the tree branches. My sister sayed, "Look! That monkey is eat a banana!" Later, we goes to the giraffes. One giraffe was more taller than the other. Then, we stoped to have lunch. I eated a sandwich and dranked juice. After that, we buyed souvenirs from the gift shop. It was a great day, and we was all happy.



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Focus Area: Dysorthography

Name of the Activity: "A string of words"

Target: To help pupils recognise word boundaries and write them correctly. Develop the ability to identify where one word ends and another begins, which is key to correct spelling. Improve attention and ability to focus on details when writing and reading.

Duration: 10-15 minutes

Organizational Form of the Activity: individual or in groups of 2-4 pupils

Target Age Group: 8-11 years

Tools:

- Papers and pencils or markers.
- Pre-prepared texts or flashcards with words that are combined into one long one.
- Pictures if you want to help children connect words to specific objects (for example, a picture of a table, a book, a dog).

Instructions:

- The cards may initially be prepared with simple words e.g. dogandcat, bluesky etc.
- Explain to the children that the task is to find the correct boundaries between the words. Tell pupils that separating words correctly is very important for the text to make sense.
- Take a marker and separate the words correctly - with a vertical line. Use picture visual support. In a group, each student is given a part of a sentence or word and has to make sure they separate them correctly. Then they can discuss why this is so.
- For advanced children: Use more complex sentences or phrases that have more words and more complex structures.
- After completing the task, review the results. Check that the pupils have correctly separated the words and ask if they understand why it is important to divide words correctly. Explain how a misplaced space can change the meaning of the whole sentence.

Tip for Teacher:

Cards with a "long word or sentence" can be laminated for reuse. If a mistake is made, pupils can simply wipe the card and try again.



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dogandcat	bluesky
redrose	bighouse
mumanddad	longhair
tableandchair	appleandpear
hottea	coldwater
Thecatisrunnig.	Ilikeoranges.
Ilovetoread.	Iliketoast.

