Resource Activity #4: 5 X 5 Dash

1. Select a set of five words

   Guidelines for selecting words to practice:
   • Select high-priority and high-utility words
   • Select words students are able to identify accurately
   • Separate highly similar examples such as:
     very/every
     there/where/here

2. Make a page with a 5 X 5 matrix. Example matrix on an 8.5” X 11” paper:

<table>
<thead>
<tr>
<th>our</th>
<th>there</th>
<th>what</th>
<th>were</th>
<th>the</th>
</tr>
</thead>
<tbody>
<tr>
<td>there</td>
<td>what</td>
<td>were</td>
<td>the</td>
<td>our</td>
</tr>
<tr>
<td>what</td>
<td>were</td>
<td>the</td>
<td>our</td>
<td>there</td>
</tr>
<tr>
<td>were</td>
<td>the</td>
<td>our</td>
<td>there</td>
<td>what</td>
</tr>
<tr>
<td>the</td>
<td>our</td>
<td>there</td>
<td>what</td>
<td>were</td>
</tr>
</tbody>
</table>

3. Do a 1-minute small-group practice. Position the paper so all can see.

   Name the words
   “This word is ‘our’. What word?” (pause, tap) “Yes, ‘our’.”
   “This word is ‘there’. What word?” (pause, tap) “Yes, ‘there’.”
   Repeat for each word in the row.

   Activity Directions
   “I am going to time us for one-minute. If we make a mistake, we will have to go back to the beginning of the row. Answer together when I tap the word. If we don’t answer together, we will go back to the beginning of the row. Let’s see how far we can get!”

   Activity
   Start timer. “What word?” pause, tap “What word?” pause, tap etc. Eventually, you can omit “what word” and simply tap. Stop at 1 minute.

   Correction procedure:
   “That word is ____. What word? ____yes, _____. Let’s go back.”

Adapted from Harn, 2003