

# BEHAVIOURAL READING™

**EziReader™ REFERENCE GUIDEBOOK**

**INTRODUCING EziReader™  
INTO THE CLASSROOM**

**Written by Philip Gruhl**

*[www.BEHAVIOURALREADING.com.au](http://www.BEHAVIOURALREADING.com.au)*

## HOW TO USE THESE MATERIALS

Behavioural Reading™ (BR™) techniques are innovative and have been developed by supporting students through neurodevelopmental and individual learning strategies. They have been designed to specifically support students struggling with reading, spelling and learning in general.

It is assumed that students have a good knowledge of phonics and exhibit no underlying physical or neurological development delays. If said delays are suspected, the student should be referred to a Speech Pathologist and/or Behavioural Optometrist to determine the underlying causes and plan a path of correction.

These workbooks have been designed for use by teachers, coaches and parents and at BR™ Coaching seminars. You may find the online tutorials useful also.

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## INTRODUCTION

### BEHAVIOURAL READING™ EZIREADER™ SYSTEM

The EziReader™ system has been developed to create a simple way of implementing BR™ techniques for classroom use.

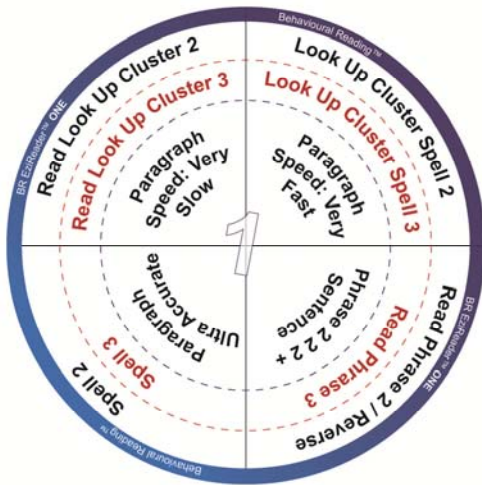
There are six EziReader™ disks - three disks, double sided.

The EziReader™ system consists of a set of disks to be spun on a pencil by the teacher. The student stops the spin, and the exercise the student points to is the exercise the classroom completes.

It's fun, interactive and gives the teacher quick access to the BR™ exercises. The EziReader™ system provides a way for the students to have choice and control, essential for building reading confidence.

Treat the use of EziReaders™ like brain exercise. The fast pace provides motivation for the students neurological switching mechanisms to fire.

# DISK ONE



## READ LOOK UP CLUSTER 2

Students read a familiar sentence two words at a time, pausing and looking up from the page to say the words.

## READ LOOK UP CLUSTER 3

Students read a familiar sentence three words at a time, pausing and looking up from the page to say the words.

## PARAGRAPH SPEED: VERY SLOW

Students read a familiar paragraph very slowly.

## LOOK UP CLUSTER SPELL 2

Students read and say the word first, then spell the word two letters at a time - pausing and looking up from the word to say the letters.

## LOOK UP CLUSTER SPELL 3

Students read and say the word first, then spell the word three letters at a time - pausing and looking up from the word to say the letters.

## PARAGRAPH SPEED: VERY FAST

Students read a familiar paragraph very fast.

## READ PHRASE 2 / REVERSE

Using a familiar sentence students read two words at a time fluently. Once that is comfortable repeat in reverse, two words at a time.

## READ PHRASE 3

Using a familiar sentence or passage, students read three words at a time fluently.

**PHRASE 222 + SENTENCE**

Students read a sentence two words at a time fluently, pausing between each pair. Then read the sentence fluently from beginning to end.

**SPELL 2**

Students spell the word in groups of two letters with fluency.

**SPELL 3**

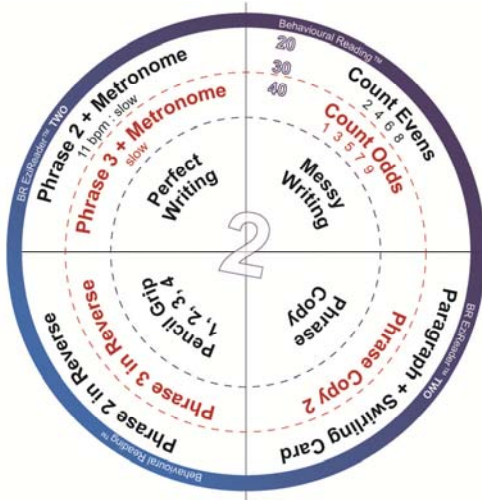
Students spell the word in groups of three letters with fluency.

**PARAGRAPH ULTRA ACCURATE**

Students read a paragraph (or sentence) ultra accurately and with fluency.



## DISK TWO



### COUNT EVENS 2 4 6 8

Using the Odds and Evens exercise students say the even numbers (Daily Routine Guidebook – Exercise 1).

### COUNT ODDS 1 3 5 7 9

Using the Odds and Evens exercise students say the odd numbers (Daily Routine Guidebook – Exercise 1).

### MESSY WRITING

Students practise writing quick and messy.

### PARAGRAPH + SWIRLING CARD

Students read a familiar paragraph using the Swirling Card technique (Daily Routine Guidebook – Exercise 18)

### PHRASE COPY 2

Using a familiar sentence or paragraph, students read two words out loud, then copy the two words neatly.

### PHRASE COPY

Using a familiar sentence or paragraph, students read a word out loud, then copy the word neatly.

### PHRASE 2 IN REVERSE

Students read a familiar passage in reverse two words at a time.

### PHRASE 3 IN REVERSE

Students read a familiar passage in reverse three words at a time.

### PENCIL GRIP 1, 2, 3, 4

Use the Pencil Grip exercise a few times and have the students write the date, day or new word at the top of their page. (Daily Routine Guidebook – Exercise 15)

**PHRASE 2 + METRONOME**

Using a familiar sentence or passage, students read two words at a time fluently to the beat of the metronome set at 10 to 12 beats per minute (i.e.: about 5 to 6 seconds apart)

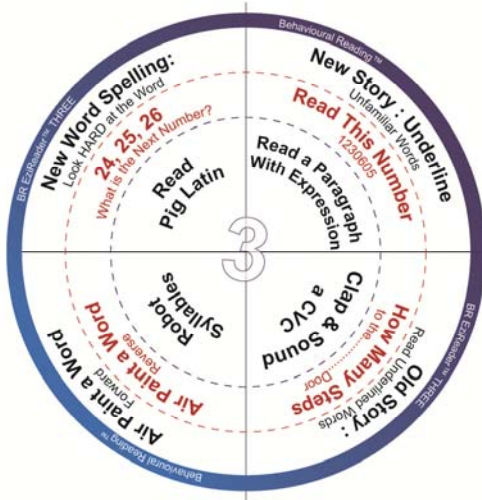
**PHRASE 3 + METRONOME**

Using a familiar sentence or passage, students read three words at a time fluently to the beat of the metronome set at 10 to 12 beats per minute (i.e.: about 5 to 6 seconds apart)

**PERFECT WRITING**

Students practise writing perfectly.

## DISK THREE



### NEW WORD SPELLING: LOOK HARD AT THE WORD

Students actively LOOK with intensity at the word, rather than just glancing at it. (quality imprinting)

### 24, 25, 26 WHAT IS THE NEXT NUMBER

Teacher calls out a few numbers and asks the students what comes next.

### READ PIG LATIN

Students read a word written in pidgin/pig Latin. E.g.: owna – students read 'own', ookla – students read 'look' (Daily Routine Guidebook – Exercise 20)

### NEW STORY: UNDERLINE UNFAMILIAR WORDS

Using a new story ask the students which words they find difficult. Have the students underline the difficult words.

### READ THIS NUMBER 1230605

Ask the students to turn this number into 1, 230, 605 by adding commas, then teach them how to read it.

### READ A PARAGRAPH WITH EXPRESSION

Students read a familiar paragraph with expression and intonation. (Workbook One – Step 8)

### OLD STORY: READ UNDERLINED WORDS

Students read the underlined words in an old story together to re-inforce and check new vocabulary imprinting.

### HOW MANY STEPS TO THE ..... DOOR

Ask the students to guess how many steps to a place or object (door, window, desk, bag, etc.), then have a student count them out to see how close everyone got to the correct number.

**CLAP & SOUND A CVC**

Students clap as they say the sounds (phonemes) - clap, clap, clap at the same time as the sounds 'B\_E\_T'

**AIR PAINT A WORD FORWARD**

Students close their eyes, and using their hand, paint the familiar word in the air.

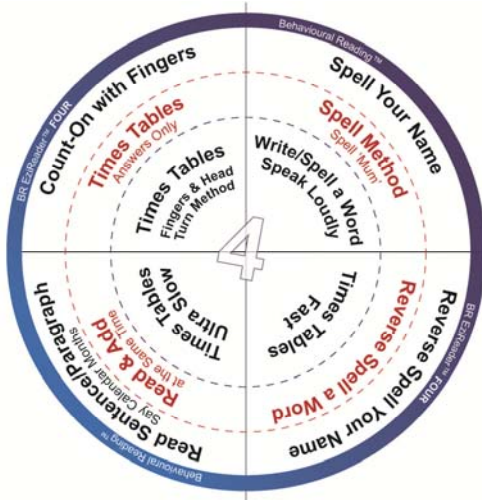
**AIR PAINT A WORD REVERSE**

Students close their eyes, and using their hand, paint the familiar word, in reverse, in the air.

**ROBOT SYLLABLES**

Practice reading syllables in familiar words with a ROBOT voice.

## DISK FOUR



### COUNT-ON WITH FINGERS

Students put three fingers on the table and point to them as they count '1-2-3 4-5-6 7-8-9' (quiet, quiet, loud), on the same three fingers.

### TIMES TABLES ANSWERS ONLY

Students call out the answers only e.g.: three times tables '3 6 9 12 15 18'

### TIMES TABLES FINGERS & HEAD TURN METHOD

This sequencing skill must be done with great care. Consult the workbook – start very slowly then build. (Workbook Four – Step 10)

### SPELL YOUR NAME

Students simply spell out their name.

### SPELL METHOD - SPELL 'MUM'

Students first say 'Mum' then pause, then spell in 2 - 'M-u' - pause - 'm'.

### WRITE/SPELL A WORD – SPEAK LOUDLY

Students read the familiar word, say it loudly, say first two letters and write them – then move onto the next two letters, and so on.

### REVERSE SPELL YOUR NAME

Students say their name loudly, say the last two letters in reverse, then move onto the next two letters, and so on.

### REVERSE SPELL A WORD

Students say the familiar word, say the last two letters in reverse, then move onto the next two letters, and so on.

#### TIMES TABLES FAST

Only do this once automaticity is in place. *'One two is two, two twos are four, three twos are six'*

#### READ SENTENCE/PARAGRAPH SAY CALENDAR MONTHS

Students say the months of the year while reading a paragraph. Easy – say the months at the end of each sentence; Hard say the months after every two words. (Workbook Three – Step 11)

#### READ & ADD AT THE SAME TIME

While the students are reading a paragraph the teacher says a sum, e.g.: *'three plus four'*, and the students answer at the end of the paragraph. (Brain Essential Three – Step 10)

#### TIMES TABLES ULTRA SLOW

Practice a set of Times Tables but vary the speed a lot. It challenges the sequencing in the brain and makes it stronger. *'One two is two, two twos are four, three twos are six'*

## DISK FIVE

**MATHS MULTIPLY PERFECT TECHNIQUE**

Students write out an old fashioned long multiplication. The focus is on technique, columns and accurately ruled lines.

**SAY ALPHABET 2, 3, 4... SLOW**

Students say the alphabet really slowly but in two (or three, or four) letter groups. 'ab – cd – ed – gh.

**ALPHABET ALTERNATE 4 TO BROCA'S**

Students say four alternate letters. 'a – c – e – g', then repeat over and over until it is fast and easy.

**WRITE IN ELONGATED FONT**

Ask students to write a word in a stretchy font. (Or use Daily Routine Guidebook – Exercise 11)

**LEARN TO SPELL REPEATS 15, 10, 5**

Spell, write, sound out etc., a new word 15 times. When that becomes easy reduce the number of repeats to 10 for the next new word. Keep reducing as the brain gets more efficient at learning

**LEARN TO SPELL ULTRA NEAT ULTRA CLEAR**

Students write a new word ultra neat and ultra clear. Impress upon the students that extra neat writing helps the brain imprint.

**MATHS ADDITION VERTICAL PERFECT TECHNIQUE**

Students write out an addition sum focusing on technique – column placing, accurately rules lines.

**LEARN TO SPELL MEMORY REFRESH MINUTE/HOUR**

Refresh memory by spelling a previously learned word today - a few minutes or hours ago.

**LEARN TO SPELL MEMORY REFRESH DAY/WEEK**

Refresh memory by spelling a previously learned word from a few days or a week ago.

**MATHS SUBTRACTION PERFECT TECHNIQUE**

Students write out a subtraction sum focusing on technique – column placing, accurately rules lines.

**SAY ALPHABET ULTRA FAST**

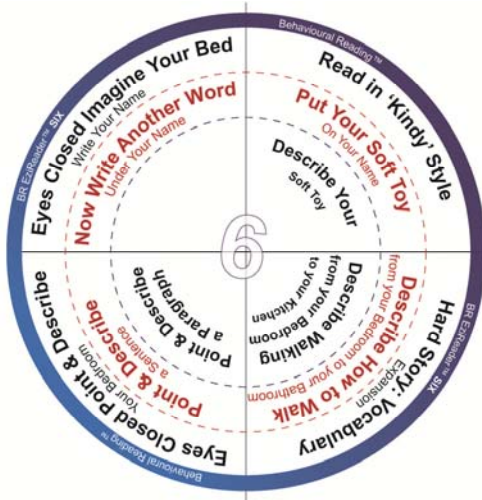
Students recite the alphabet very quickly. Make it a race for more fun.

**ALPHABET ALTERNATE 3 TO BROCA'S**

Students say three alternate letters. 'a – c – e', then repeat over and over until it is fast and easy.



## DISK SIX

**EYES CLOSED IMAGINE YOUR BED WRITE YOUR NAME**

Students close their eyes, imagine their bed and write their name on their bed with their hand.

**NOW WRITE ANOTHER WORD UNDER YOUR NAME**

After writing their name on their bed with their eyes closed students write another word as suggested by the teacher (pick a word - black, look, jump, etc.)

**READ IN 'KINDY' STYLE**

Students read in a really slow, melodic voice with large pauses at commas and full stops

**PUT YOUR SOFT TOY ON YOUR NAME**

After students write their name on their bed with their eyes closed they place one of their toys on their name.

**DESCRIBE YOUR SOFT TOY**

With eyes closed students describe their toy.

**HARD STORY: VOCABULARY EXPANSION**

Look over a new and difficult text. Find all the new and hard words. Before reading underling then decode, define and practise them a few times.

**DESCRIBE HOW TO WALK FROM YOUR BEDROOM TO YOUR BATHROOM**

Students close their eyes and define in detail how to walk, turn off/on lights, etc. between the bedroom and bathroom.

**DESCRIBE WALKING FROM YOUR BEDROOM TO YOUR KITCHEN**

As above, but students add more detail – the chip in the paint, past Mum's bedroom, the squeaky floorboard, etc.

**EYES CLOSED POINT & DESCRIBE YOUR BEDROOM**

Students close their eyes and point to their bed, window, etc. while describing the details.

**POINT & DESCRIBE A SENTENCE**

Students read a simple sentence first then close their eyes and describe the content while pointing – e.g.: *'in that tree'*, *'there's the green frog'*, *'the blue plane is up there'*.

**POINT & DESCRIBE A PARAGRAPH**

As above but more difficult because of the increase in length of the text. Be aware that working memory may fail and shorten if needed.