

Reading Made Easy

Book 2

Jake the Rat



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Reading made easy is the second book in the series Reading Made Easy.

A neurological-based approach to learning how to read involves understanding and leveraging the brain's cognitive processes associated with reading. Here are some key principles and strategies of neuroscience that are being used in Reading made Easy Book 2:

1. Phonological Awareness: This involves recognizing and manipulating the sounds of spoken language. Activities that emphasize rhyming, blending sounds, and segmenting words into syllables can help develop phonological awareness. The brain's phonological processing areas play a crucial role in reading development.

2. Decoding Skills: Teach children to recognize and decode individual phonemes (the smallest units of sound) and connect them to corresponding letters. This process, known as phonics, engages the brain's visual and auditory processing centers.

3. Visual Recognition: Encourage visual discrimination skills by helping learners recognize and distinguish between letters, words, and shapes. This involves the visual processing areas of the brain, and activities such as letter-sound correspondence and sight word recognition can be beneficial.

4. Working Memory: Reading requires the working memory to hold and manipulate information. Activities that enhance working memory, such as recalling sequences of sounds or words, can aid in reading development. The prefrontal cortex is involved in working memory functions.

5. Contextual Reading: Promote comprehension by encouraging learners to connect words to their meanings within a context. This involves areas of the brain associated with semantic processing. Discussing stories, asking questions, and relating the content to real-life experiences can support comprehension.

6. Multisensory Learning: Engage multiple senses in the learning process. Activities that involve touch, sight, and sound simultaneously can create stronger neural connections. For example, using manipulatives, interactive games, and multimedia resources can enhance learning.

7. Neuroplasticity: Understand that the brain is adaptable and can change with experience. Consistent and varied reading experiences can strengthen neural connections associated with reading. Provide a rich literacy environment and expose learners to diverse reading materials.

8. Reading Aloud: Listening to fluent reading helps develop auditory processing skills and exposes learners to proper intonation and expression. It also contributes to vocabulary development and comprehension.

9. Individualized Instruction: Recognize that learners may have different learning styles and paces. Tailor instruction to meet individual needs, providing additional support for struggling readers and challenges for those progressing quickly.

It's important to note that individual differences play a significant role in learning, and a combination of approaches may be most effective. Consultation with educators, literacy specialists, and, if necessary, specialists in learning differences, can help create a personalized approach based on neurological principles.

Pictures to Words

The process of evolving from pictures to words, especially in the context of learning to read or understand visual information, involves several cognitive and neurological aspects. Here's an overview of how this evolution can occur:

1. **Visual Recognition:**

In the early stages of learning, individuals often start with visual recognition. This involves associating images or symbols with concrete objects or concepts. The brain's visual processing areas, such as the occipital lobe, play a crucial role in recognizing and interpreting visual stimuli.

2. **Symbolic Representation:**

As individuals progress, they begin to understand that symbols, such as letters or characters, represent specific sounds or concepts. This transition involves the integration of visual information with auditory and linguistic processing. Neural networks associated with reading, including the visual word form area (VWFA) and language processing regions, become increasingly active.

3. **Phonological Processing:**

Connecting visual symbols to sounds is a key step in the evolution from pictures to words. Phonological processing involves recognizing and manipulating the sounds of spoken language. The brain areas associated with phonological processing, including the left superior temporal gyrus, are engaged during this stage.

4. **Orthographic Processing:**

Understanding the relationships between letters and their arrangements in words is part of orthographic processing. This involves recognizing patterns and structures within written language. The left fusiform gyrus, particularly the visual word form area, is implicated in recognizing word forms and structures.

5. **Semantic Understanding:**

Moving beyond the surface level, individuals start to connect words with their meanings. This involves the activation of semantic networks in the brain, including areas like the angular gyrus. Reading comprehension relies heavily on semantic processing.

6. Contextual Integration:

Advanced readers can integrate words into larger contexts and understand the nuances of language within sentences and paragraphs. This process engages higher-order cognitive functions associated with the prefrontal cortex, which plays a role in comprehension, inference, and critical thinking.

7. Fluency and Automaticity:

With practice, the reading process becomes more automatic and fluent. This is associated with increased connectivity between various brain regions involved in reading, leading to smoother and more efficient word processing.

8. Metacognition:

Skilled readers develop metacognitive awareness, allowing them to monitor and regulate their reading comprehension. Metacognitive processes involve the engagement of the prefrontal cortex and other executive functions.

9. Throughout this evolution, individual differences, learning experiences, and instructional approaches play significant roles. The brain's ability to adapt and reorganize (neuroplasticity) allows for the development and refinement of reading skills over time. Effective literacy instruction often considers these cognitive and neurological processes, providing a supportive environment for learners to progress from interpreting pictures to understanding and generating words.

Jake the Rat



I am Jake and I am a rat!

I am a fat Rat



I like like Cheeze!



I do not like cats!!

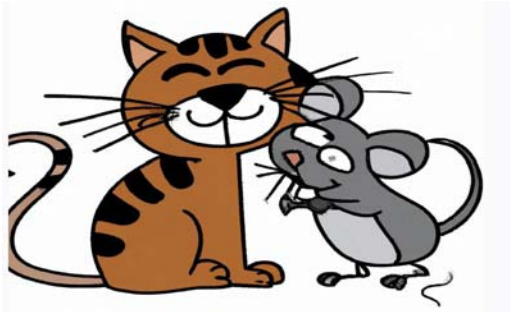
I am Sam the Cat!



U C



Can you see I love Rats



Fat



Cat



Rat



Very Fat

At Family:

- At
- Cat
- Hat
- Mat



Look at the fat Cat you rat!



The fat cat is wearing a hat.



It is the fat cat on the mat.



Is the fat cat on the mat ?

The fat fat Rat loves Cheeze



The fat fat cat loves rats.



Very fat rat



The big fat cat sat on a mat.

Word Family: + an

Ant

Bat

Hat

Rat

Cat



Ant



The very fat cat sat on a mat



+



I am an Ant and I like Candy

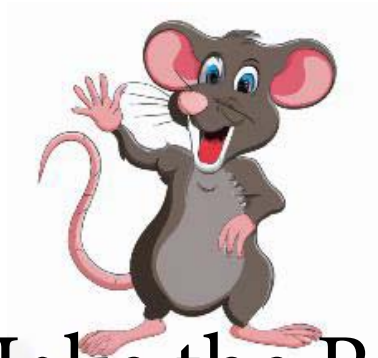
I



c a



I can see a rat



Jake the Rat

I am Jake the Rat and I am very fat.

I love cheezy Cheeze Y=EEEE

I do not Like Cats



^u
Do you Like Cats?



The Cat is on the mat.

Ad Word Family:

- Dad
- Mad
- Pad
- Sad



The Fat Dad

The very fat dad was very very sad.
The fat frog was very bad and mad.



The fat frog was very very mad.

The fat frog was sitting on a lilly pad
The very fat dad was very mad and sad.



Fat Rats Look at Maps

Look look at the fat rat looking at a map.



The fat rat with the **red** cap.
took a nap.

Ar Word Family:

- Car
- Jar
- Star
- Bar



The fat car in a jar!!

The fat car in a jar can not go
very far.

It is in a jar.



The fat rat on a jar got a **blue** star.

A **blue** star is in a Jar.

The fat rat loves the **blue** star.

The **blue** star was on a car and
the car is not very far.

Do you ^u see ^c the **blue** star?

The blue star is very very far.



The green fat cat
wearing a red cap

Do you ^u see the ^c **green** fat cat
wearing a **red** cap.

The fat cat likes **Blue** Stars
and not **yellow** stars.

The rat likes the colors **red**, **blue**
green, **purple** black and **yellow**.

At Animal Words:

- Cat 

- Bat 

- Rat 

- at

 The Bat and the rat  see the cat. 

Did you see the rat?

Did you see the bat?

I like the bat and the cat.

I am a rat and I like bats  

I am a cat and I love rats but
I don't like bats.



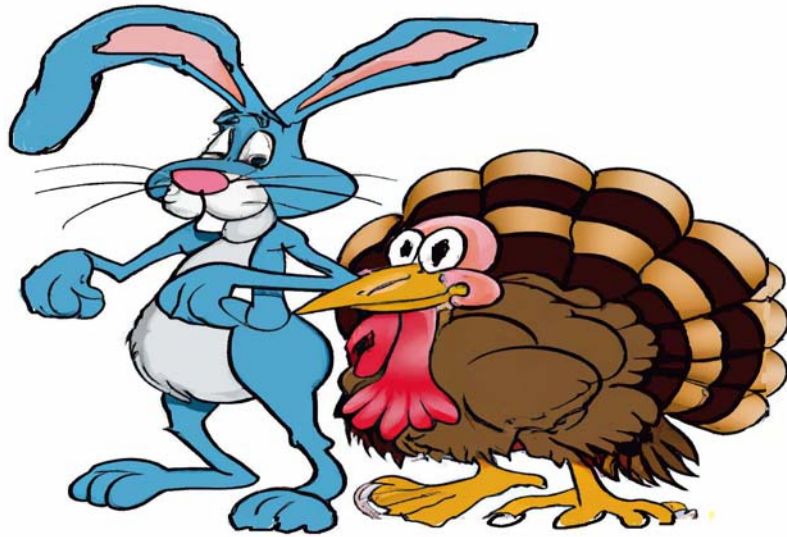
The rat and a goat on a boat.

The boat can float.

The rat and the goat can not float.

The cat was on the boat that can not float.

The cat saw the boat and the rat and the goat.



Mr. **brown** Turkey and the **Blue**
cool Rabbit.



In a **green** car was Mr. Turkey
and the **blue** rabbit.

Dad, did you ^U see the cool **blue** ^C



rabbit and Fat Mr. Turkey in the



green car?

Chapter 2

Reading Stories



The boy and his fat dad will ride



on the green train with mom.



The color of the train is _____

Is the boy riding on the train?

Yes or no

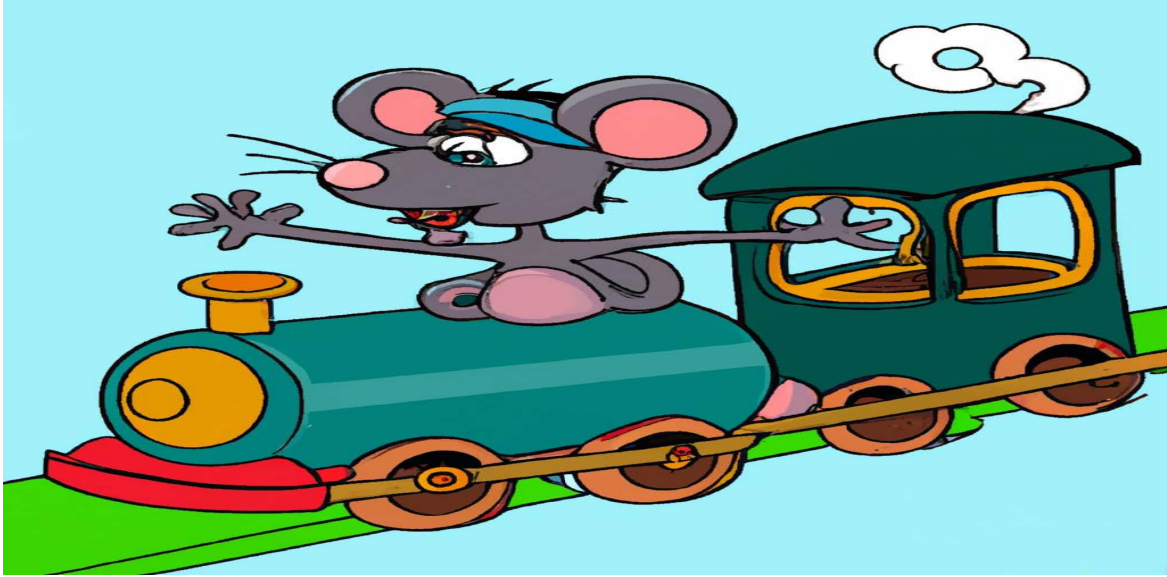
Word to know

Have

Did

was


saw



Rats on trains.

How did the rat get on the green train?

Mom did not like the rat on the green train.

Did you ^u see ^c Jake the  rat on the green train.

Words to Know

Could

Because

Would

Running

Should

Walking

Run ing

Walk ing ring



The boy was running and not walking.

The boy was running



Why was the boy running.

The boy was running after the cat.

The cat was running after the rat.

The cat was sitting on the Mat.

Words to know

hid

Bid

Lid

kid

big

wig

Dig

hole

pole

The Ant

The kids saw a big black ant.

The ant dug a hole in the sand.

Then the ant hid in the hole.

Words to Know

family	They
wants	girl
walk	boy
car	Mom
house	Dad
take	made
snack	



The Lake

The boy ran to the lake.

Mom and Dad walked to the lake.



Jake the rat wanted to eat the cake
that mom made.



Do you want to eat some cake by
the lake?

Words to know

garden

cat

dog

rabbit

named

Max

barked

inside

grey



The Fat Grey Cat

Ethan had a dog named Max.

One day Max saw a fat grey cat in the yard.

The cat ran up the tree.

Max barked for the cat to come down.

Ethan called Max to go inside the house.

The cat was very fat.

Jake the rat is back



Jake the Rat is Back and That is a Fact.

Jake the rat likes Cheezy Cheeze

Do you like Cheezy Cheeze?

I like Cheezy Cheeze on Pizza.

Jake the rat loves Cheezy Cheeze.



The fat grey cat saw Jake the rat.



The fat grey cat and Max the Dog.

and



Max the Dog

u c

Do you see Max the Dog!

Words to Learn

boat	Oak
Coach	Roam
roar	coal
Toast	toad
foam	load

The boat and the road.
The coach and the goal.
The foam and the Oak.
The boat can roam and foam.
Can the toast soar?
The load of boats was on the
road.

Stories

The Adventures of Jake the Rat





In a store there was a fat rat named Jake. Jake was not an normal rat.he He would go around looking for cheeze.

One day was Jake got up and climbed into the Cheeze counter next to the the store bake shop.

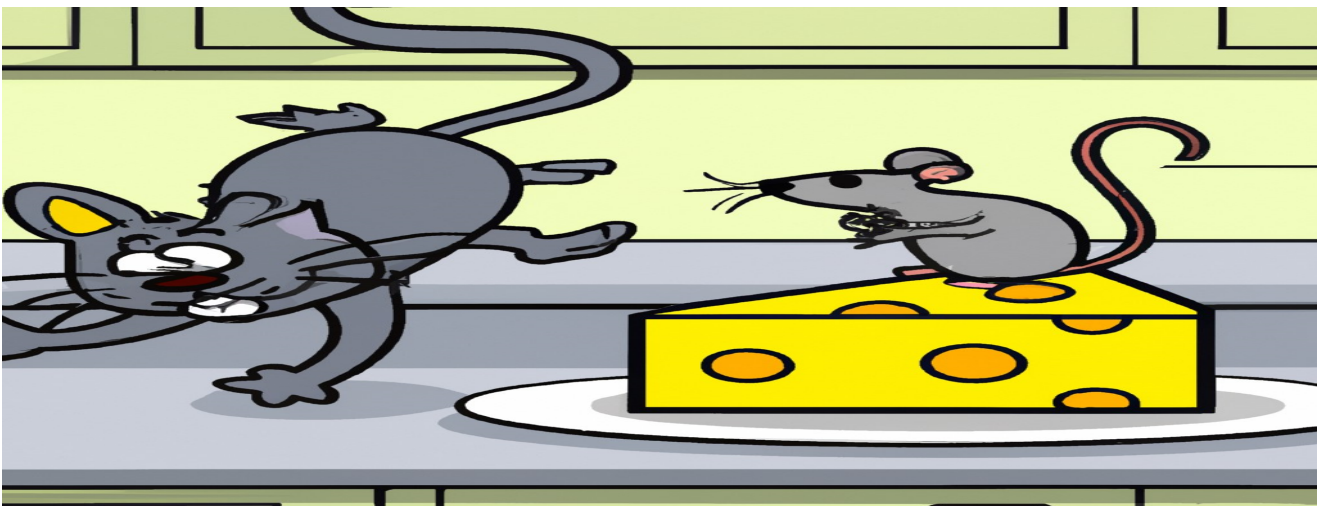
The counter had all kinds of cheeze for sale.



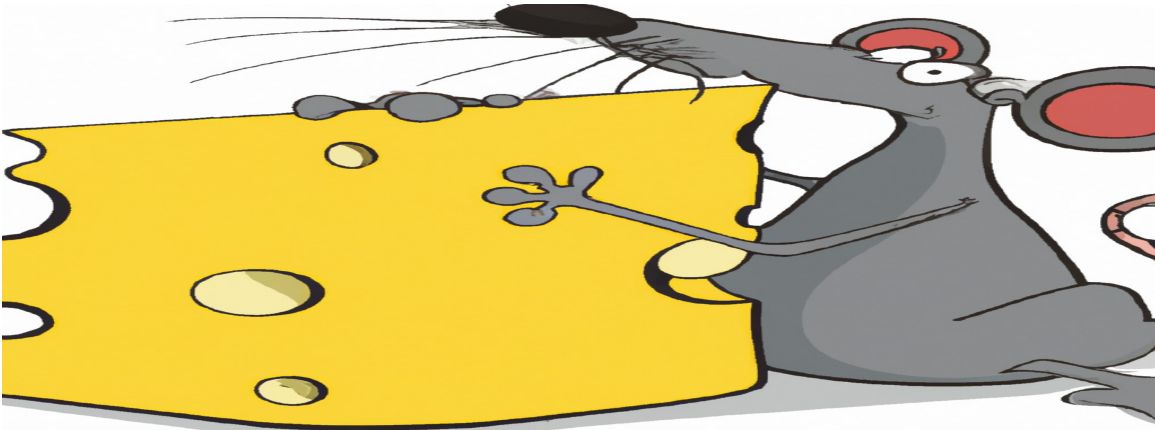


The the shoppers saw Jake and they screamed and screamed.

A large cat jumped up onto the cheese counter.



Jake the rat began to squeeze the cheesy cheese.



Jake began to run with the cheesy cheese

The grey cat was chasing Jake the rat
with the cheesy cheese!

The rat was scared of the cat.

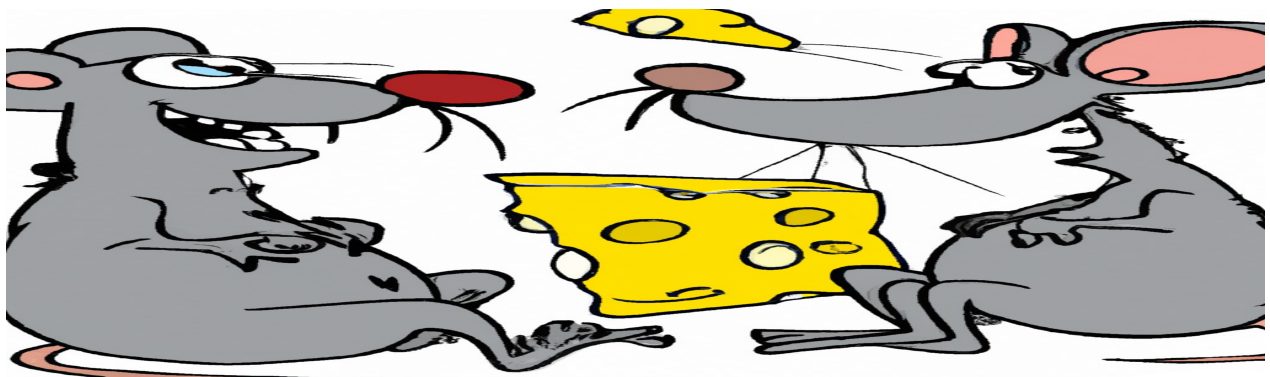
The cat chased and chased Jake the rat.

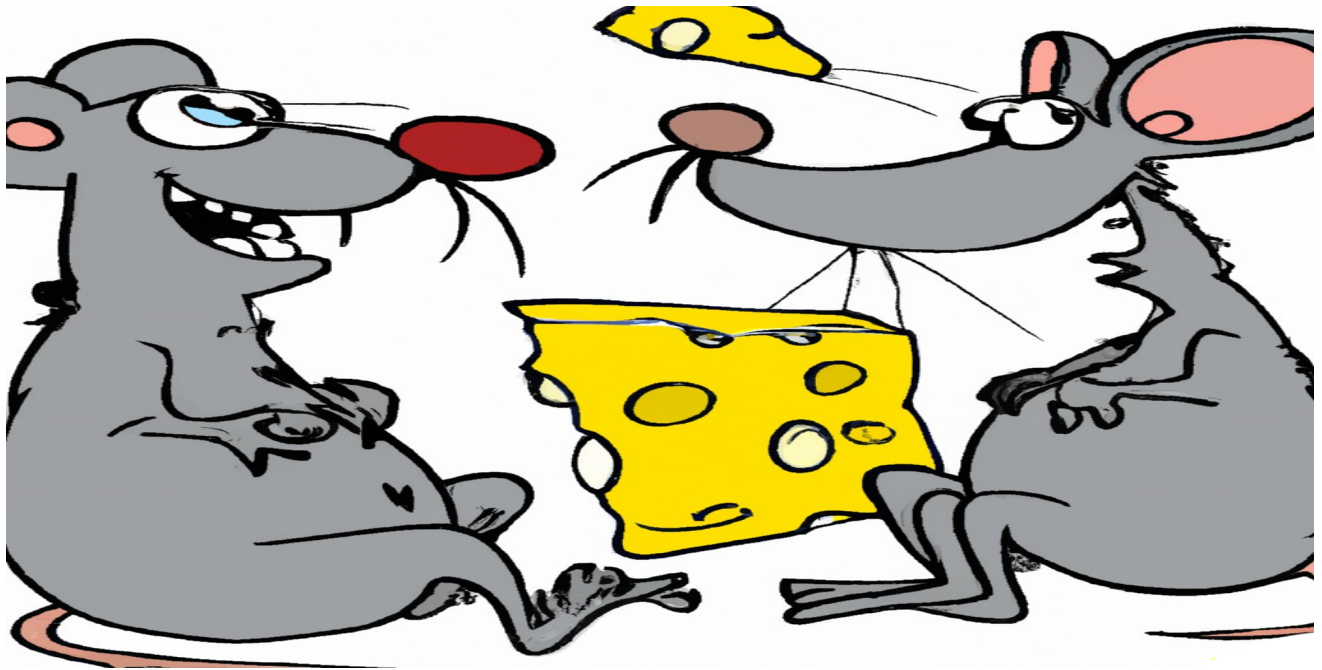
He was such a fat fat rat that was so
scared of the big fat cat.



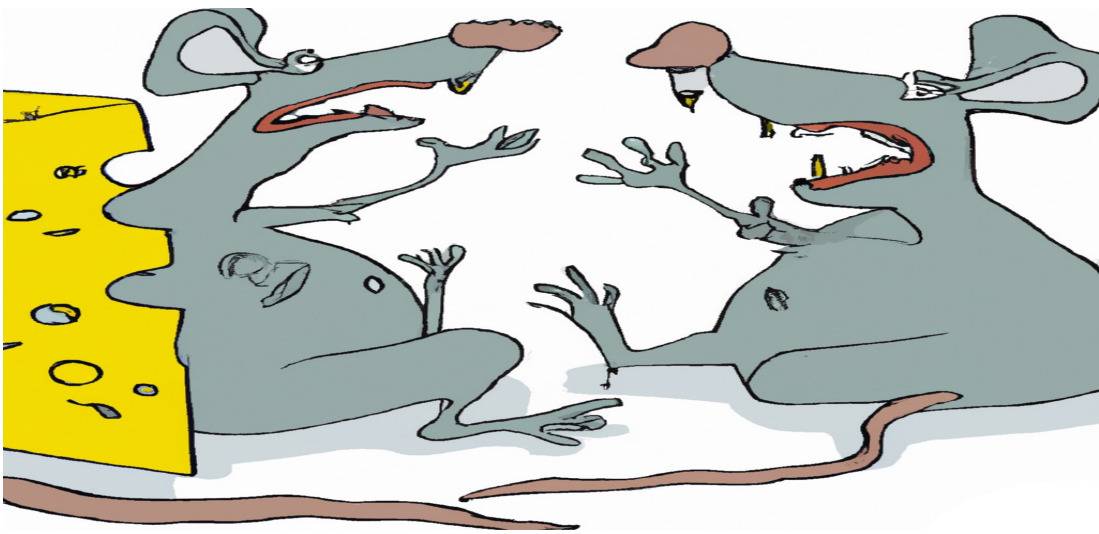
Do you think the fat cat will catch the very fat rat with the cheesy cheese?

The greedy fat rat with the cheesy cheese had a chat with another fat rat about the fat cat.





Such a dumb cat to chase me Jake the fat rat.



All of a sudden it was the fat cat.

Just look at the fat cat said Jake
the cat.

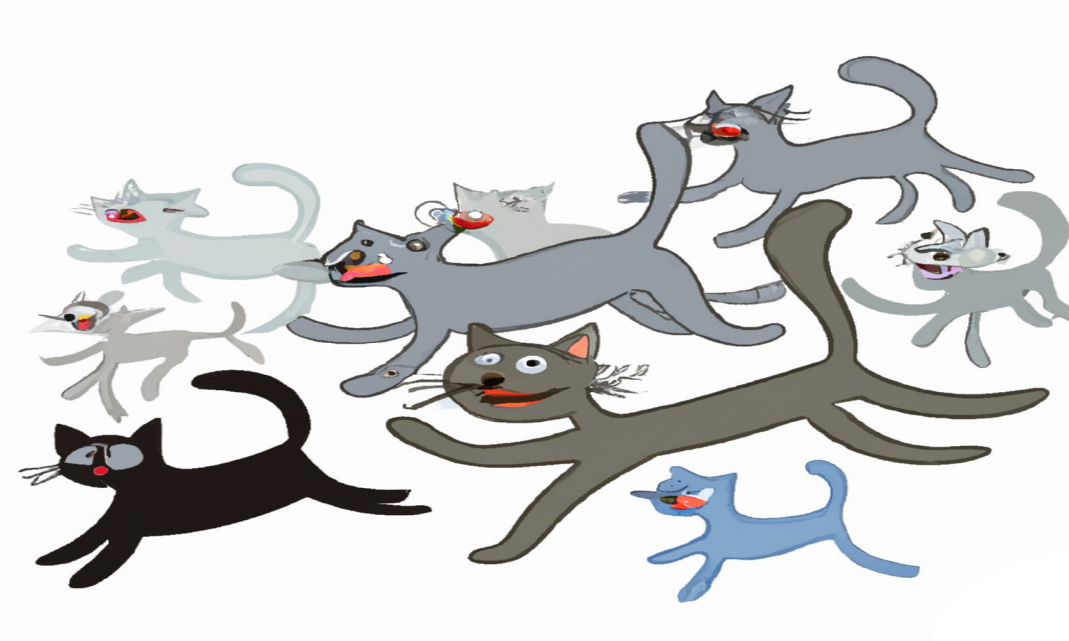
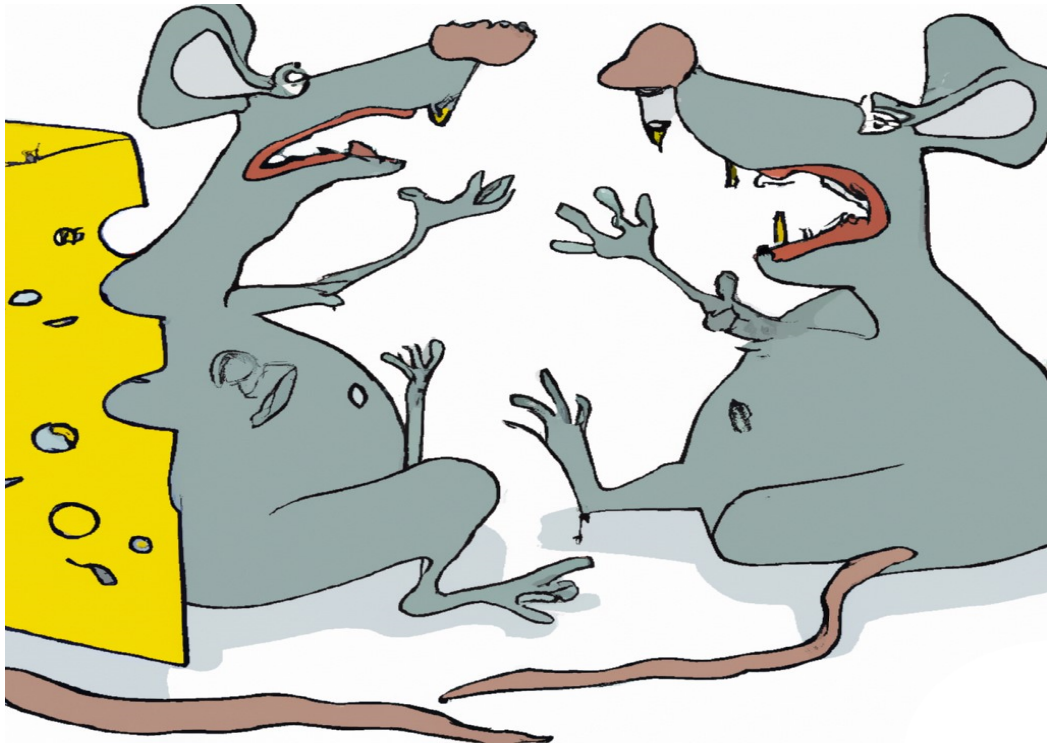
There was more than one can
now.

The rats began to eak and sweak
like a rat.

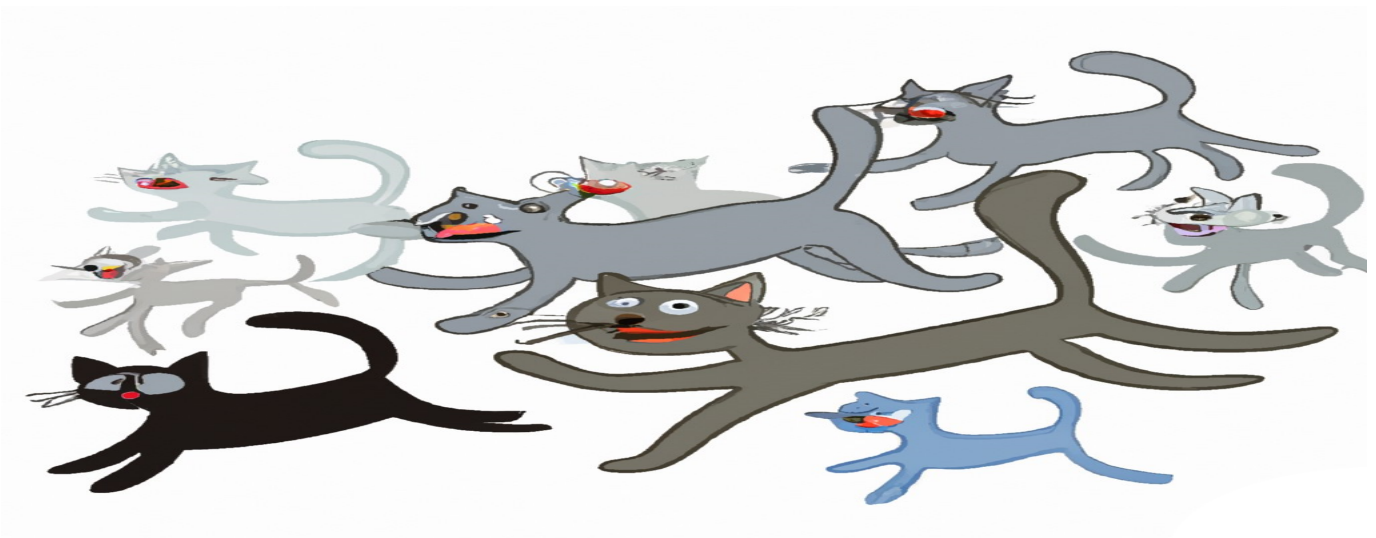
The can began to meow and
meow!

The rats went ow! ow! ow!
oh no!!

There were lots of cats now.

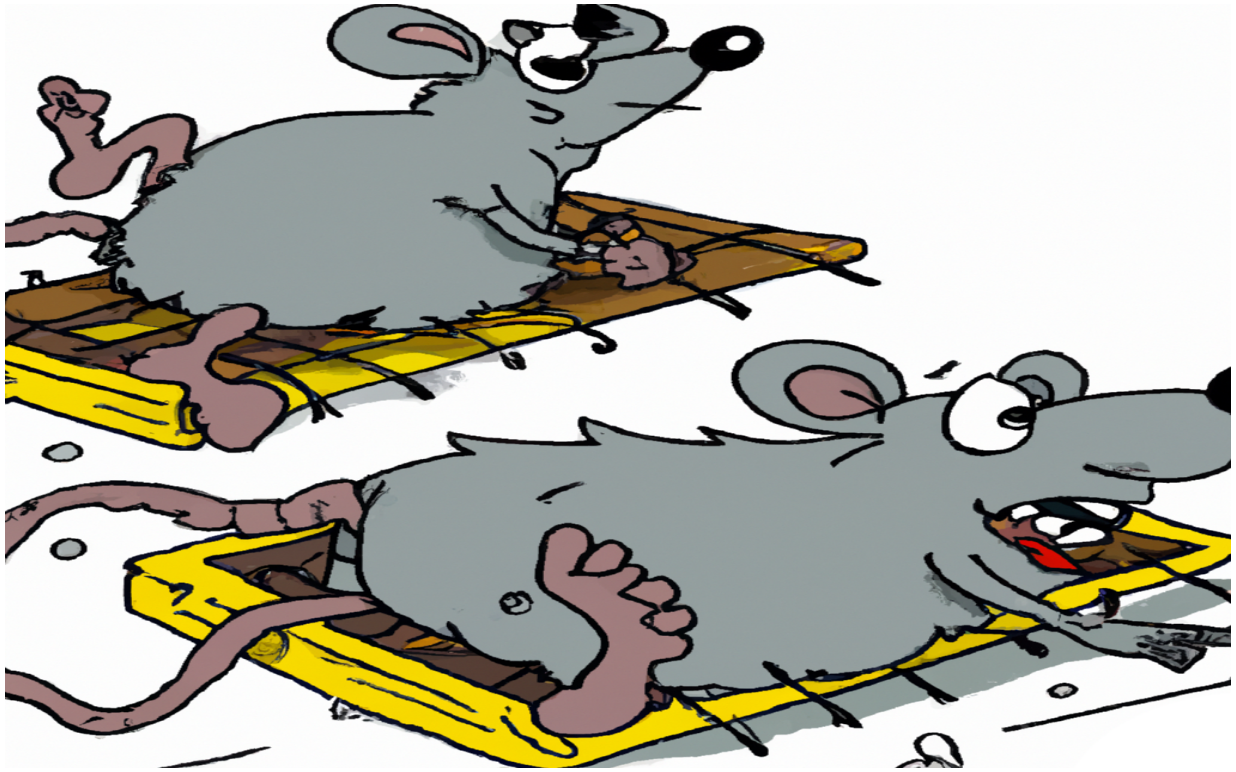


The rats began running and running.
The rats were too scared of the cats.



Oh my my my we were better off with
pie pie pie and not the cheesy cheeze.

They were rats caught in an awful trap.



But would the cats catch the fat rats?
Could the cats want to catch the fat
rats?

Would the cheese store close the
door or would it be too much of a
chore?

Please close the door.

More	bake
door	cake
chore	lake
bore	make
floor	wake
core	rake
wore	sake

I want more and more.

Are you going to bake or are you going to rake by the lake?

Can you take the rake and rake the leaves or the grass?

Are you going to the lake to rake the leaves?

Are you going to make and bake a cake?

train	boat
pain	coat
main	float
sane	moat
train	woke
wane	note
Jane	tote
James	doat
cane	goat
gain	quote
lane	wrote

The boat was in the moat.
The train was for Jane and James
The plane can float like a boat. I
woke from the train horn.
I quote and I wrote and wrote.
The man with the cain was very
lame.

Moon	ow	now
June	cow	pout
loon	meow	couch
coon	dow	ouch
raccoon	bow	
noon	fowl	
boon	owl	

The moon came out at noon in June.
The racoon began to pout and said ouch.
The couch was in the room at noon.
At noon the owl began to howl
The fowl was chased by an owl.
There was a big boom at noon.
Did you see the big fat tree on my knee?
The fat cat sat at noon and said ow!

at	ate	male
bat	bate	mail
fat	cake	pail
cat	date	wail
mat	fate	nale
sat	gate	bale
gnat	late	bail
hat	mate	whale
pat	nate	wail
rat	pate	rale
tat	rate	sail
vat	sale	sale
zap	tale	snale

The very fat cat got zapped.

the fate of the very fat cat that got zapped
was not bad.

The good very fat cat sat on a hat.

The hat was sat on a cat.

Can you pat the cat.

ad	aid
bad	ade
mad	gatorade
dad	deed
fad	weed
gad	need
had	bade
lad	wade
nad	wait
pad	waiter
sad	

The rat was very mad and sad.
The wait for the cheesy cheese
was too Late.
The fat cat as sad because the
rat ran away so it was not a
good day.

Day	Key
Way	Monkey
May	Turkey
Hey	Donkey
Hay	Monday
Nay	Tuesday
Pray	Wednesday
Stay	Thursday
Bay	Friday
Say	Saturday
	Sunday

What is the Day?

Today is Monday.

Yesterday was Sunday.

Tomorrow is Tuesday.

The day after Tuesday is Wednesday.

The day after Wednesday is Thursday.

The day after Thursday is Friday.

The day after Friday is Sunday.

January
February
March
April
May
June
July

August
September
October
November
December
Year

Happy New Year

It is January.

It is February.

Now comes March.

Then it is April.

Then it will be June.

Then It will be July.

Next comes August.

Then September it will be.

Don't forget October or November.

Because December is when it is

Christmas.

The Grey Cat

I have a Cat.

You have a Cat.

He has a Cat.

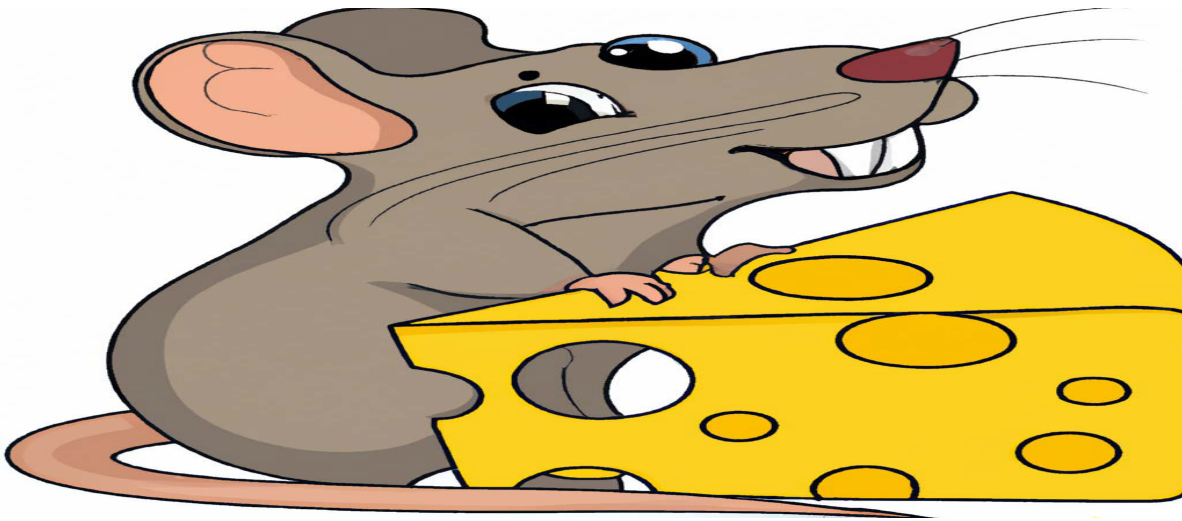
We have a Cat.

You have Cats.

They have a Cat.



The Big fat Rat wants cheese!



Do you like Cheese?
I like cheese very much.



I do not like traps that are for rats.
I do not like cats that like rats.
I do not like cats that are too fat.

The Rat and the Cat



Do you see the big grey cat?
Do you see the big fat rat
hiding from the big fat cat.



Can the big fat rat see the big fat rat?

Words to Know

Moon

boon

raccoon

noon

Table

Maple

Staple

Bottle

Blew

Clue

Shoe

House

Mouse

The moon came out at noon.

Did you see the mouse in the old Red house?

The racoon came out at Noon to see the moon.

The fat rats looking at Maps are Back



The fat rats are looking for cheesy cheese.
They are not afraid of black cats because
they have maps.

They are going to a place where there is
lots and lots of cheese.

It might be far away.



Words to Know

Swiss

fly
my
mine
time
sky
just

go going

Switzerland

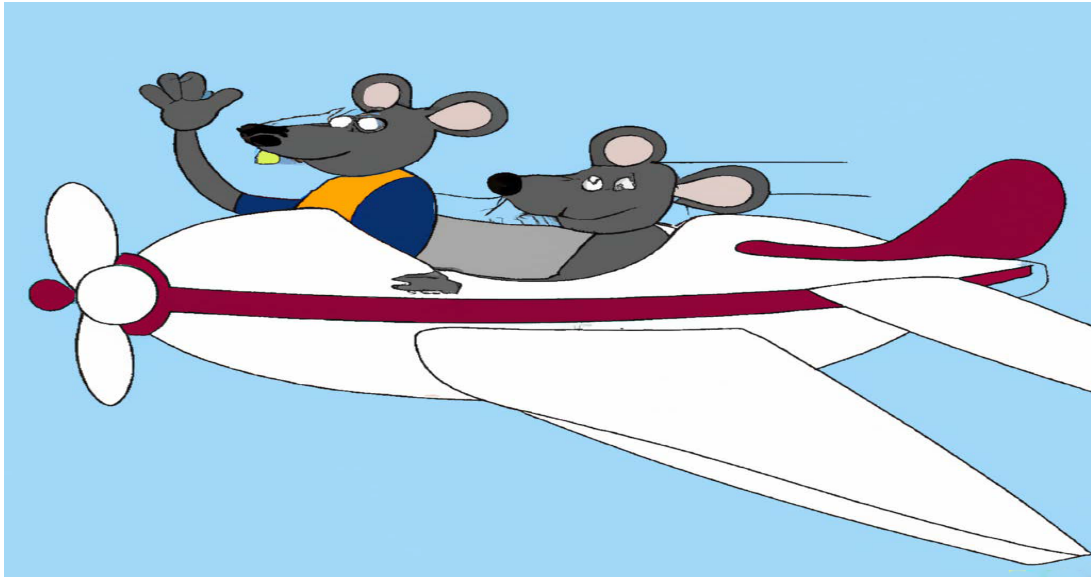
find
kind
mind
stop
under
over
best
West

till
will
mill
still
until
this
these
those
them

Finding the Swiss Cheese



Time to look for the cheesiest swiss cheese.
There is one kind of cheese that is the best.
We mice are not rats!
We like swiss cheese and we are going to
get it.
No cat can stop us!
We will just fly over them!



Words to Know

forever together weather never friends
macaroni chicken wings.

We are mice and we are friends together forever.
We are kind and we will find the cheese together.
Do you like macaroni and Cheese?
Do you like chicken wings?
We mice like macaroni and Cheese.
We mice like chicken wings.

The land of Swiss cheese.



The mice have landed in Switzerland, the land of the great and cheesy Swiss cheese.

Do mice like cheesy Cheese? Yes or No?

Do you like Cheesy Cheese? Yes or No?

Do mice live in Switzerland? Yes or No?

Did the mice visit Switzerland? Yes or No?



Words to Know

land

England

Rhode Isle Land

Newfound Land

China

visit

Canada

Cell Phone

Band

Canned

could

would

wood

should

Cab Cabinet

Inter net Internet

The land was in England.

You should visit England.

Could you visit China?

Would you visit China?

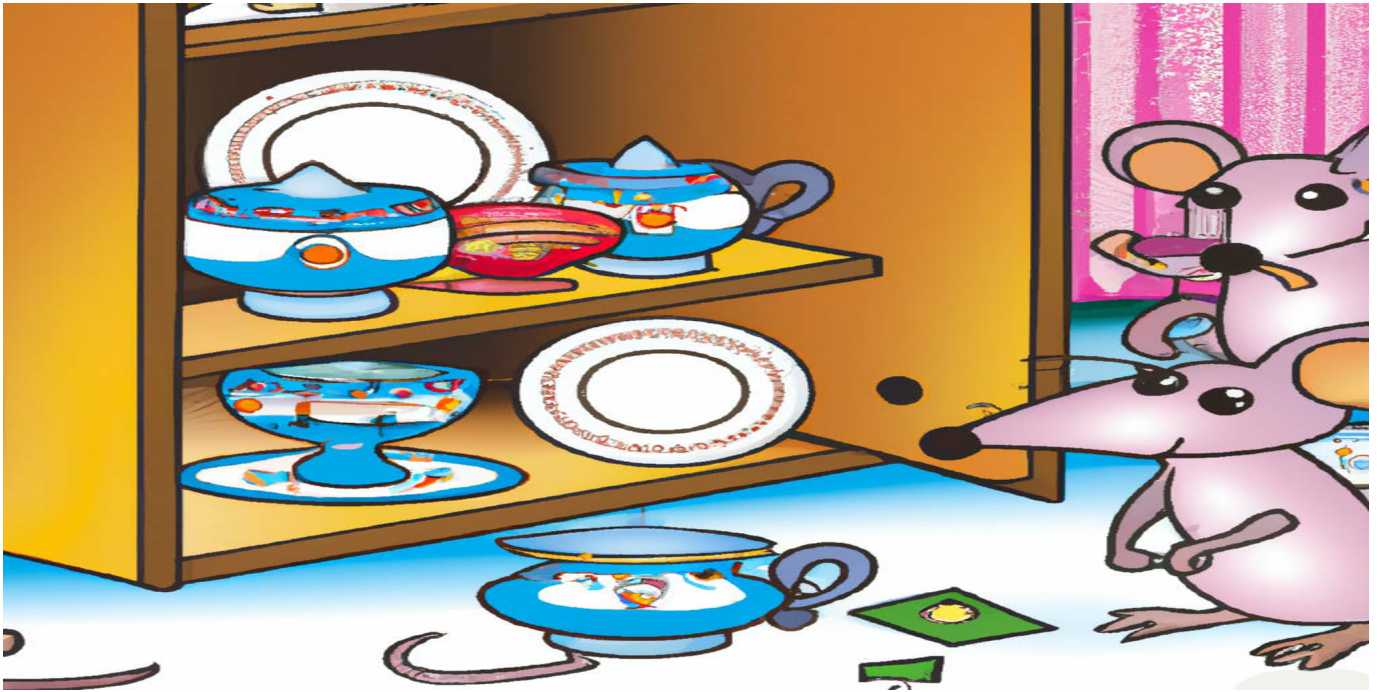
Should you visit China?

Why not?

Newfoundland is in Canada.

Where is Newfoundland?

Mice in the China Cabinet



Why are the mice in the China Cabinet?
Do the mice want to eat on dishes?

After going to Switzerland, the mice wanted
to go to China.

Instead they ended up in a china cabinet.

Words to know

glass	bill	work	able
bass	pill	were	table
grass	will	was	maple
task	dill	saw	staple
mask	still	of	have
ask	kill	from	has
	mill	for	had

Funny money tummy bunny

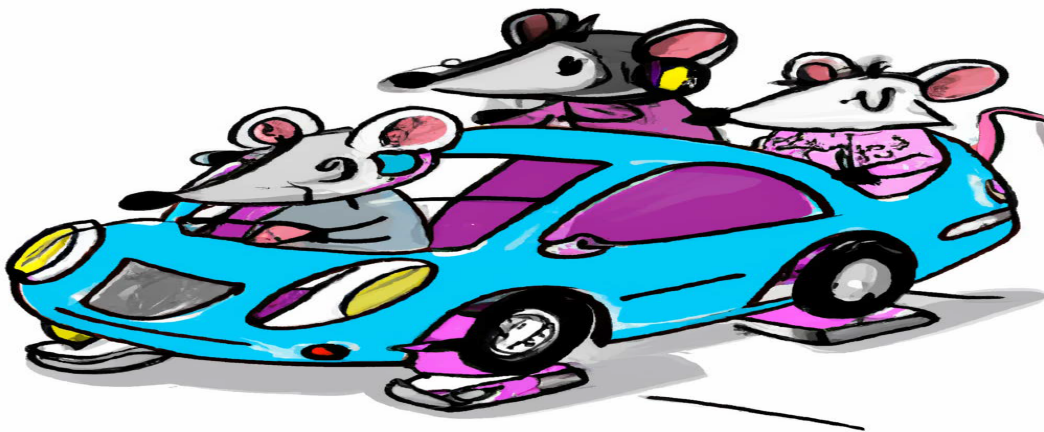
Do you think this is funny?

Did you see the bunny?

Do you have any money

Oh dear did you see the dear
deer?

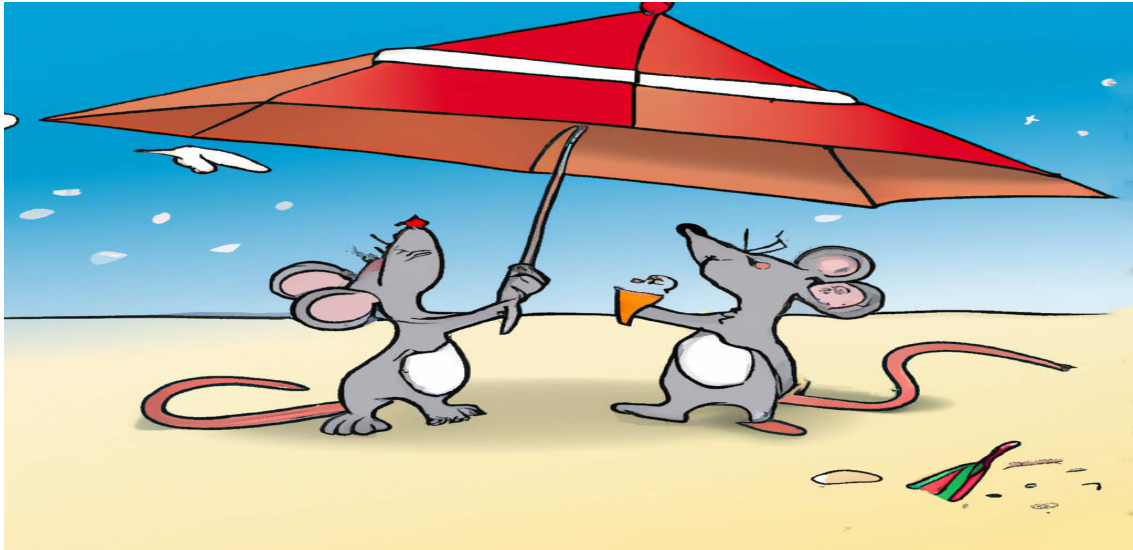
Mice Driving and Riding in Cars.



How is the weather. Did you ever see mice riding and driving in cars?
Where are the mice going?



To the beach of Course



There is nothing better than eating
Cheese on the beach.

It is such a sunny day and the way to
the beach is so easy.

Did the mice go to the beach by walking
or in a car?

Did the mice have a **green** umbrella?

Did the mice hold the umbrella?

The Fat Green Frog



I saw the fat green frog.

Did you see the fat green frog on the hill?

She was very sad because it was so cold outside even though the sun was out.

The fat green frog jumped and jumped about and landed in a red car.

She was very unhappy because the car was red. She did not like the color red.

Do you like the color red?

Words to practice: jumped landed unhappy because though

Words to know

bob	lot	hog	rock
cob	rot	bog	lock
mob	hot	cog	dock
rob	not	dog	sock
slob	pot	log	hockey
blob	blot	frog	jockey
	clot	jog	rocker
	stop		
	spot		

Did you see the frog has a lot pots.

The fat hog ate all of the corn on
the cob.

The fat hog was a blob of a slob.

found around bound

I found around fifty pennies that were bound for the
town.

Many frogs Hoping on Logs.



Do you see the many frogs hopping on logs?

Do you see Jake the Rat?

These frogs don't tell any lies and love to eat
flies.

They do not the like sneaky snakes by the lake.

They do like rabbits and hopping on chairs.

But they always say "beware of the sneaky snakes.

The frogs like to hop on logs and trees.

The frogs like rock and lakes.

Words to know

Frog	cub	But	dell
Log	rub	cut	bell
bog	mud	nut	fell
tree	crud	mutt	well
trees	stud	dust	tell
me	hub	must	jelly
mine	mug	butter	peanut

Able Table apple next

Are you able to see the mug was on the table

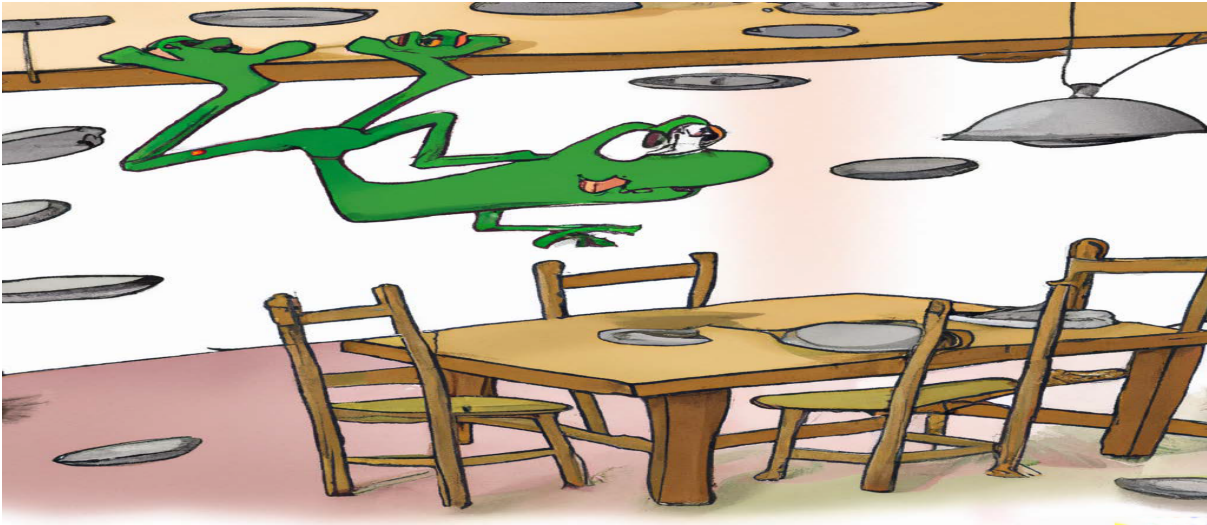
The mug on the table was next to the apple.

The frog on the log likes the trees by the lake.

The mug on the table was next to the apple and the peanut butter.

Are you able to sit by the table.

The Frogs and the Flies



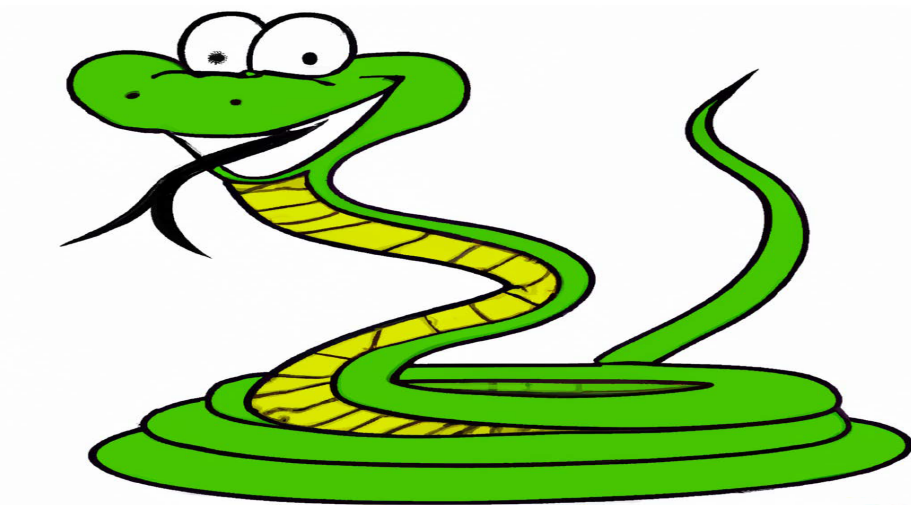
There were lots and lots of flies telling really bad lies about the frog.

Why would the flies tell so many lies?

The poor frog hurt her knees because of the nasty flies.

1. Do you know who was telling so many lies about the frog?
2. What room in the house was the frog?
3. Was the frog happy or sad about the lies?

Blake the Green Snake

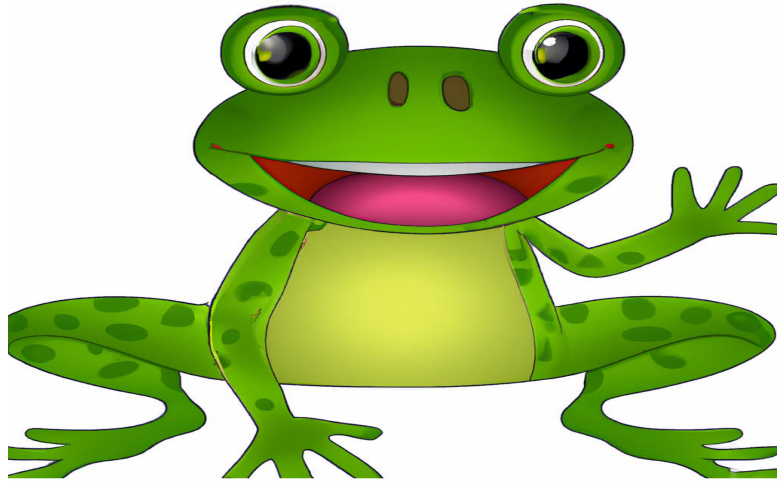


Once Upon a Time

Once upon a time in the Forest, there was Blake the green snake and his best friend, Felix the green frog.

One sunny morning, the two set out on the road. In the center of the clearing, there was an odd looking apple tree. Its branches were full of glowing red apples. There were red apples and green apples. There were orange apples and even blue apples.

1. What colors were the apples?
2. Who is Blake?
3. What is the name of his friend?



Don't forget me Felix.

"Welcome, Blake and Felix," said Olivia. "This tree is known as the Tree of Dreams. Its magical apples have the power to grant one wish to those who dare to pluck them."

Blake and Felix as they planned to each make a wish.

1. What did Blake and Felix want to make?
2. What kind of apples were on this tree?
3. What was Blake's friend's name?

Word List

Mail	Enchanted	scream
Pail	ranted	mean
Pale	ant	team
whale	pant	beam
nail	pants	moon
kale	skirt	June
tail	shirt	tune
tale	bird	Guitar

They want to put a man on the moon at noon.

Pants and shirts are clothes.

Put the pants and skirts in the clothes washer.

Numbers

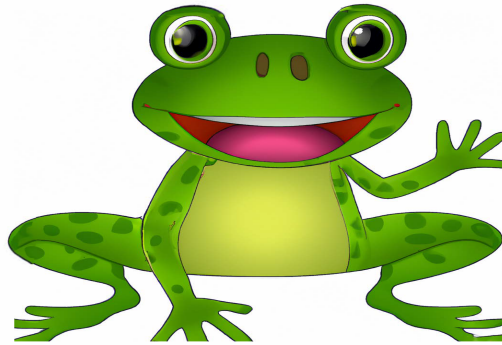
- | | | |
|----------|----------|--------------|
| 1. One | 6. Six | 11. Eleven |
| 2. Two | 7. Seven | 12. Twelve |
| 3. Three | 8. Eight | 13. Thirteen |
| 4. Four | 9. Nine | 14. Fourteen |
| 5. Five | 10. Ten | 15. Fifteen |

The end of Book 2

Now you can read lots and lots of words.



By for now



Don't forget me!!