

Made Easy



Brain Based

Book 1  
Pictures letters numbers and  
words.

James Paicopolos  
March 2023



Reading Made Easy  
A Brain Based Approach  
to Reading

James Paicopolos

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# Introduction

## Neurocognitive Teaching

As a Special Education Teacher I worked with children diagnosed with reading disabilities including children diagnosed with dyslexia.

The unique approach, outlined here grounded is based on evidence-based research in neuro-cognitive teaching which we call brain-based learning.

The construct is that using a neuroplastic approach even children who have been diagnosed with dyslexia achieve reading proficiency and that the brain can be rewired.

The original study conducted by the Linda Mood Bell center, in a study investigated the effectiveness of their Seeing Stars program in developing symbol imagery for reading in dyslexic students. The study involved 11 dyslexic students who were pretested on a battery of reading assessments, received eight weeks of Seeing Stars instruction, and were then retested.

The students also underwent brain scans using magnetic resonance imaging (MRI) to measure gray matter volume at three different points in time.

The study was designed to test the constructs of Dual Coding Theory, which suggests that the brain processes information through both verbal and nonverbal channels. The Seeing Stars program, which aims to develop symbol imagery for reading, is based on this theory.

The instruction was delivered by teachers who were trained in the program, which suggests that the study was conducted in a controlled and structured environment. The use of brain scans to measure gray matter volume provides additional objective data on the changes that occurred in the students' brains after receiving the instruction.

Overall, this study provides valuable insights into the effectiveness of the Seeing Stars program in improving reading abilities in dyslexic students. It also sheds light on the neurobiological changes that occur as a result of this instruction.

The study you described found that the dyslexic students who received Seeing Stars instruction for eight weeks demonstrated significant improvement.

On average, pretest (T1) to retest (T2) results were statistically significant in all brain regions (results from T2 to T3 were not statistically different). Similarly, test scores revealed a statistically significant increase from pretest to retest (results from T2 to T3 were not statistically different). The results of this study support the Dual Coding Theory model of cognition and illustrate that instruction in the Seeing Stars program leads to increased brain structure and improved reading. Follow-up results showed that improvements were maintained.

Overall, this study provides strong evidence for the effectiveness of the Seeing Stars program in improving reading ability and suggests that it may be a promising approach for dyslexic students. The use of brain scans adds an important dimension to our understanding of the cognitive processes involved in reading and the potential for targeted interventions to improve reading ability.

Reading Made Easy uses a brain-based approach to teaching reading. This approach is focused on understanding how the brain processes and learns information, and it can be very effective in helping children become proficient readers.

Starting with picture vocabulary and line drawings is a good way to introduce young children to reading. Pictures can help children associate words with the objects they represent, and line drawings can help them develop visual-spatial skills that are important for reading and writing.

Introducing numbers before letters is an interesting approach. While numbers are not typically seen as a prerequisite for reading, they do require some of the same cognitive processes as reading, such as pattern recognition and visual memory. By introducing numbers first, children may develop these skills and be better prepared for learning letters and words.

Introducing simple sight words after letters is also a common approach in reading instruction. Sight words are words that children are encouraged to memorize because they appear frequently in written text and cannot be easily sounded out phonetically. By learning these words early on, children can begin to read simple sentences and gain confidence in their reading abilities.

Reading Made Easy progresses onto the teaching of the sounds of the letters along with words using long vowels. This approach can be very effective in helping children develop phonemic awareness, which is the ability to identify and manipulate individual sounds in words. Phonemic awareness is a key component of learning to read, and teaching the sounds of the letters along with words using long vowels can help children develop this important skill.

By teaching six letters at a time, children can begin to recognize patterns in language and build their knowledge incrementally. This approach can also help children develop fluency in reading, as they can practice reading words with the letters they have learned before moving on to new letters.

This neurologically based approach taken provides what I have found as a



parent, special education teacher and then as a school psychologist has found to be a very be very effective in helping his students as well as his own children learn to read.

By focusing on brain-based principles and building knowledge incrementally, children can develop strong reading skills that will serve them well throughout their lives.

As the series progresses, we move onto short vowels and developing automaticity and reading comprehension.

James Paicopolos  
School Psychologist

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# Reading Pictures

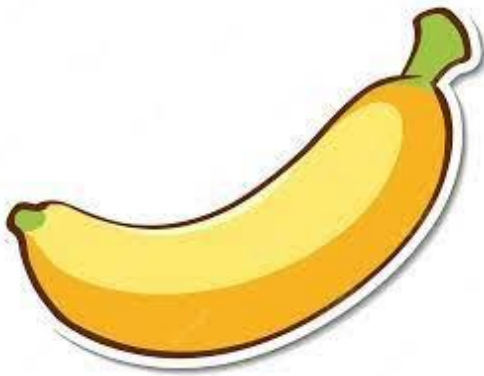
# Reading Pictures



apple



bear



banana



balloon



book



boat



# Reading Pictures



bath



airplane



bird cage



nest



balloon



bird

# Reading Pictures



boy drinking



boy petting



broom



brush



butterfly



button

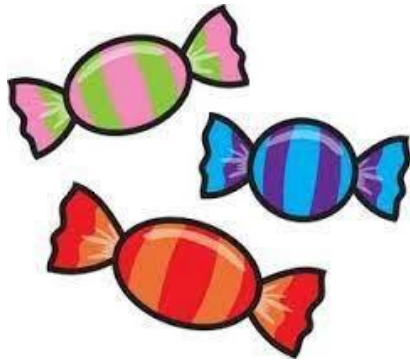
# Reading Pictures



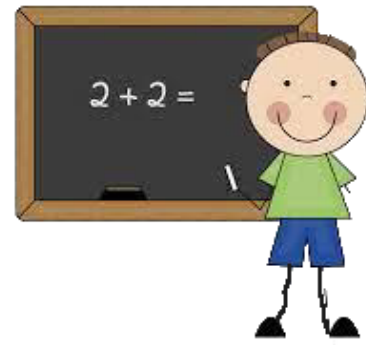
can



candle



candy



math



drinking



cat

# Reading Pictures



van



elephant



cook



cherry



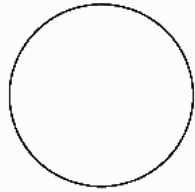
treasure



chisel



# Reading Pictures



circle



climb



cricket



donut



duck



van

# Reading Pictures



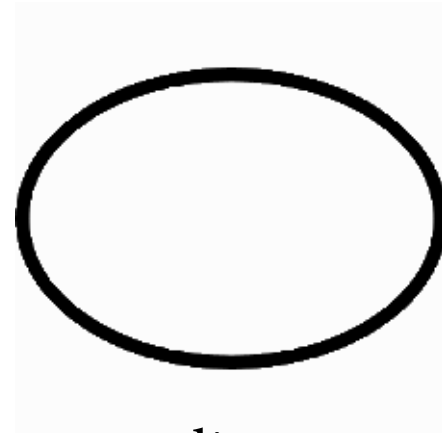
Eating Pizza



↑ elbow



elephant



ellipse

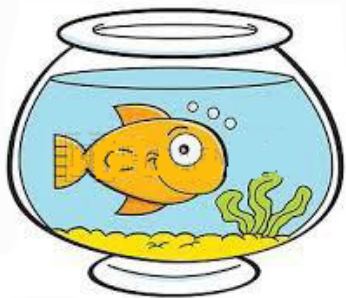


envelope



farmer

# Reading Pictures



fish Bowl



fishing



American flag



florist



foot



fork

# Reading Pictures



finger



gate



frog



Pushing a wagon.



globe



grape



# Reading Pictures



groceries



guitar



grape



hammer



hand



hat



hinge



hour glass



house



humming bird



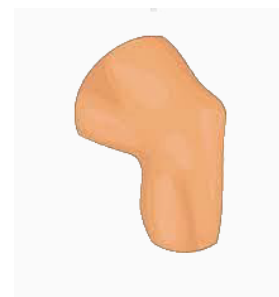
barn



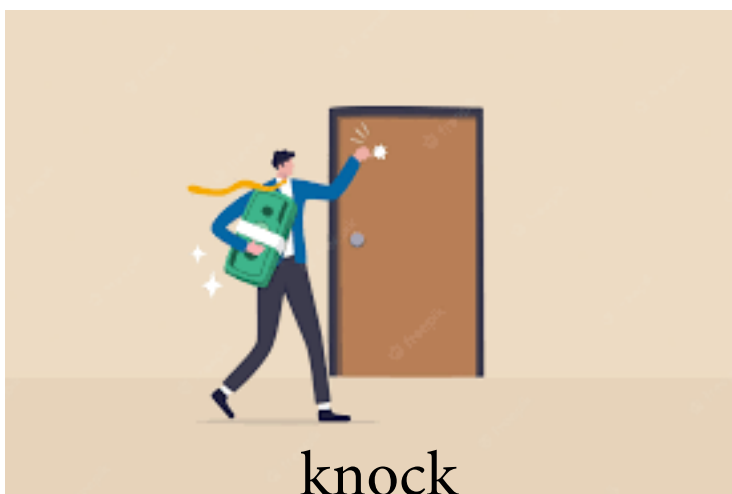
crayons



carrot



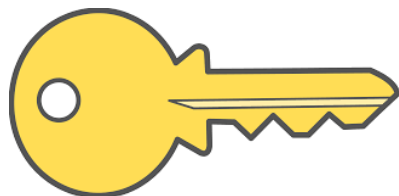
knee



knock



lamp



key



bee



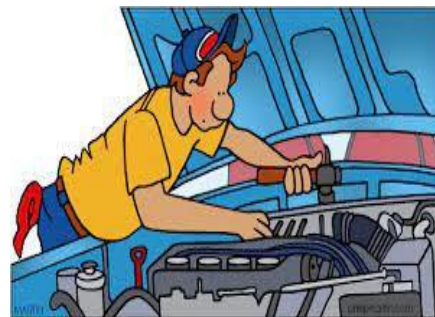
leaf



lemon



man



mechanic



money



cup cake



Boy playing the Guitar.



merry go round



orange



painting



parrot



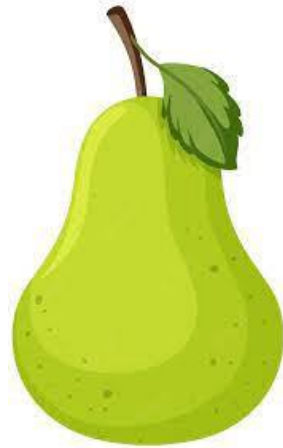
pear



pumpkin Pie



plant



pear



pliers



cup cake



present



pretzel



rectangle



puzzle



reading

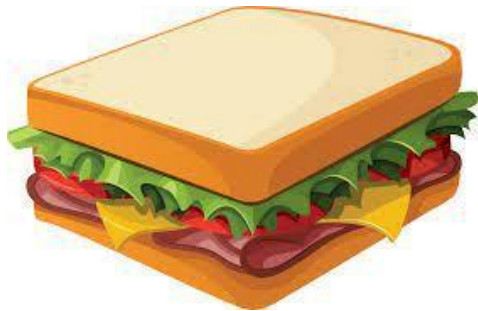


roof



running





sandwich



School



Soap



Siccors



shoes



socks





square



stairs



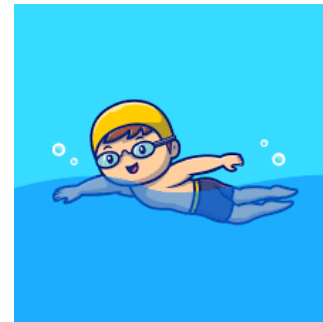
stop



running



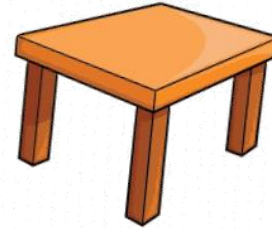
surfing



swimming



swing



table



thumb



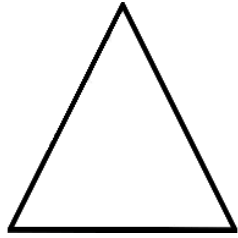
top



tractor



tree



triangle



dump Truck



horn



umbrella

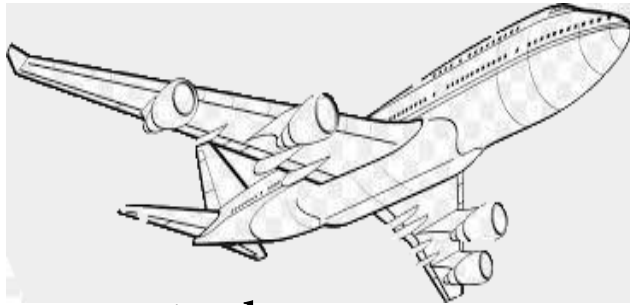


vase



red wagon

# Line Drawings



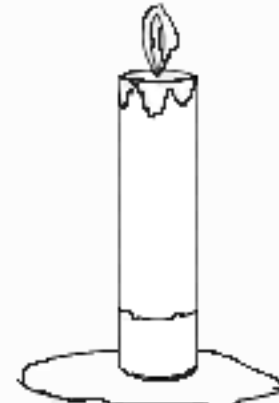
airplane



balloon



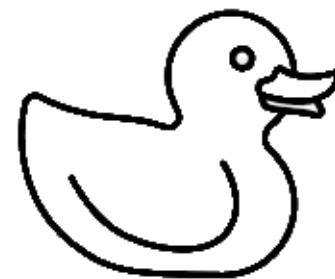
bird



candle

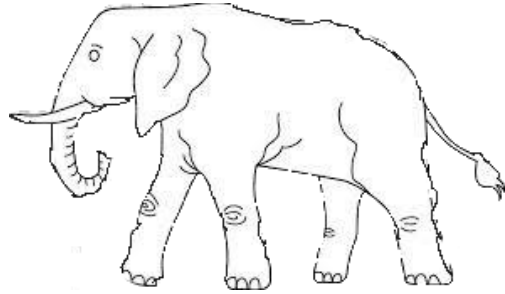


butterfly



duck

# Line Drawings



elephant



flower



frog



grape

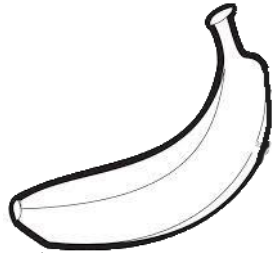


hammer



house

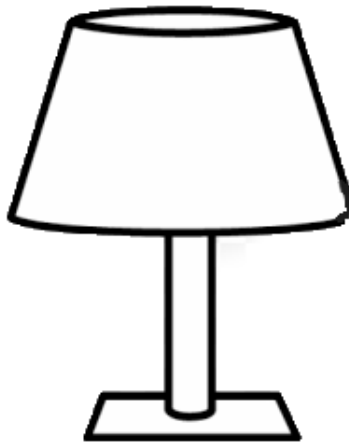
# Line Drawings



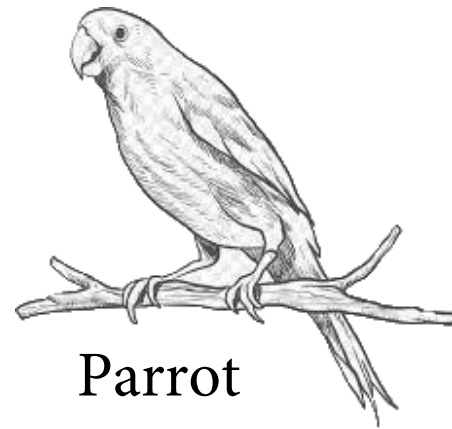
banana



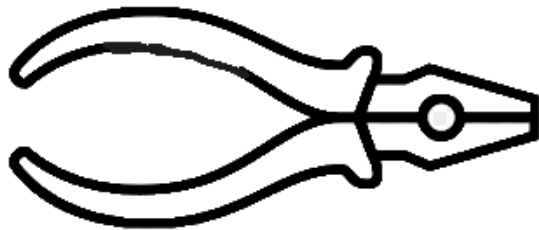
guitar



Lamp



Parrot

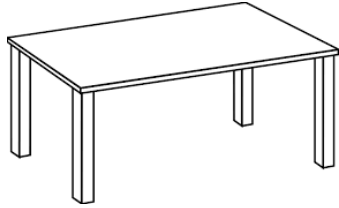


pliers

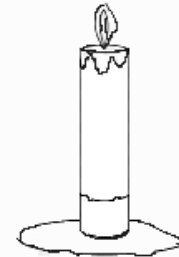
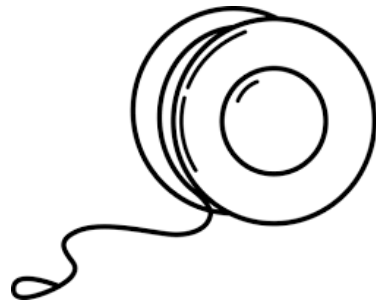
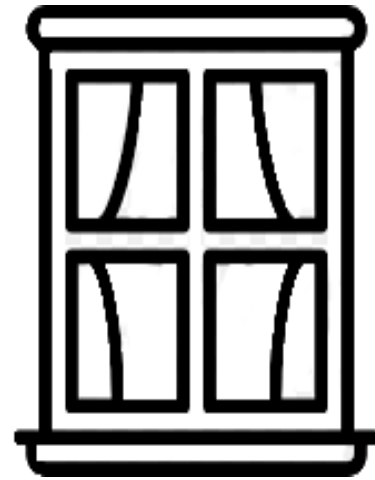


shoe

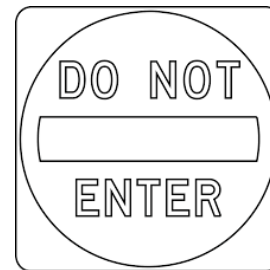
# Line Drawings



top



## Picture and Line Drawings





# Numbers

$$0=0$$

$$1=I$$

$$2=II$$

$$3=III$$

$$4=II+II$$

$$5=III+II$$

$$6=III+III$$

$$7=III+III$$

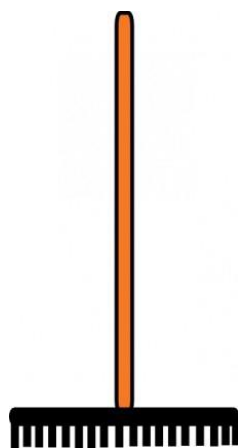
$$8=III+III$$

$$9=IIII + IIII$$

# Long Vowels

# Long Vowels

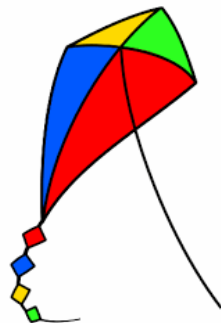
A a rake



E e Bee



I i Kite



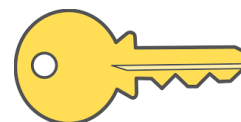
O o boat



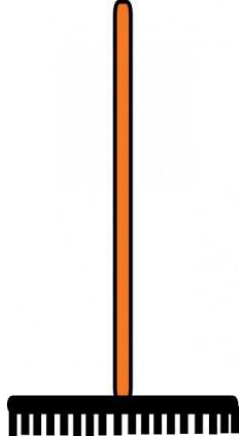
U u unicorn



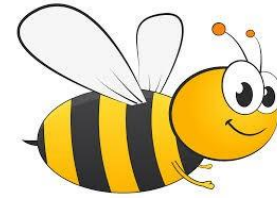
Y y key



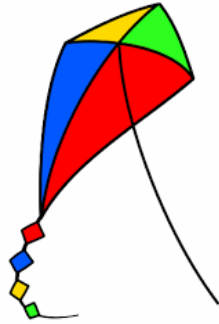
Ra Rake



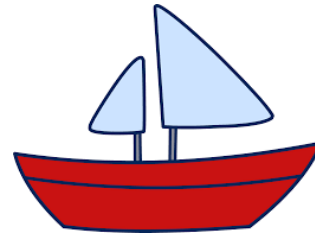
Be Bee



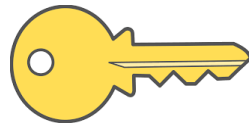
ki Kite



Bo Boat



Ke Key



U Unicorn



# First Sight Word List

is Is

was Was

on On

and

The the

A a

# Long Vowel Words

bo boat

go goat


co coal

ro road



to toast

ro roar  
flo float

# First Sentences

  
The boat

  
The boat is on the road.

    
The goat can go on the boat.

  
The boat can float.

  
I can float the boat.



Can

# Long vowel word List

O oak

Go goal

Lo Load

Co Coat

Go Goat

Bro broad

Flo float

Ro roast



## Word List

Co Coat

Ro road

Go goat

Lo load

To toad

The coat is on the road.

The goat is on the toad

The toad is on the goat

I have a toad and a coat.

## Word List

O	Oar
Cre	Cream
So	Soar
Ro	Roam
To	Toad
O	Oath
Glo	Gloat
Blo	Bloat
O	Oasis
Ne	Needs

Sight words My has have was saw

# Long Vowel Sentences and Words

My boat needs an oar.

My goat roams

My boat has 2 oars.

I have a boat and 2 oars.

On the road is a goat.

## Sight words

Could

Would

Should

Off

On

in

For

From

because

With

Gift

not

Copy each word then say each word at you  
Draw a line around the word.

Like this:

Could

Would

## Reading long vowel Sentences

Se See He he o old

I could see a boat.

I would see a boat

He saw a boat with two oars.

The boat was so old and had two oars.

The oar could and would roar.

The old boat could not float.

Sight words    Fruits

Apple            orange    grape

Banana            blueberry    Strawberry

Long vowel sound U

You            Du Do    Dude

Long vowel E.

Sight word Ice Cream

Do you like Ice Cream?

I like strawberry Ice Cream

I like Blue Berry Ice Cream

I like to eat Bananas

# Word List Review

O Oak    O Oar    Go Goat    Ro Road    Ro Roar  
Go Goal    So Soar    Fo Foal    Li Loan    So Soak  
Li Load    Ro Roam    Bo Boat    Lo Loaf    Co Coal  
Co Coat    To Toad    So Soap    Bo Boar    Fo Foam  
Go Goat    O Oath    Mo Moat    Bo Board    Cro Croak  
Bro Broad    Gloat    Coast    Koala    Coach  
Flo Float    Blo Bloat    To Toast    Fo Foaming    Bo Boast  
Ro Roast    O Oasis    Co Cocoa    Clo Cloak    Sto Stoat

New words: frog    Hog    Like    Jump



## First stories



The Frog is a toad and the Toad is a frog.

Do you like frogs? Do you like apples. I do not like grapes.

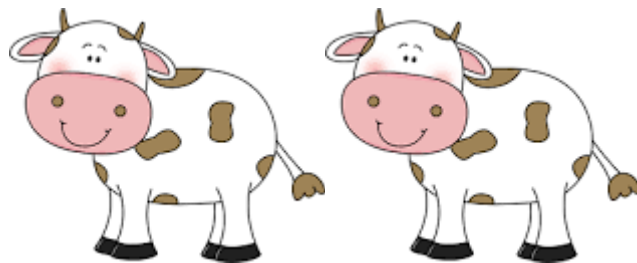
The frog likes to jump. Do you like to jump like a frog. I like to jump 2 Too!

The frog saw that it was a toad, and the toad likes Ice cream.

## Long Vowel AI Words

Ra rain      Pla plain   Ga gain  
Ta tail      Ra raise   A aid  
Tr train      Br brain   Na nail  
Expl Explain Pa pain   Cl claim  
Pa Paint      Da dairy   Wa waist

U Sound Words: To too two   moo moo   ow Cow



Two Moos   Two Cows

## Sentence Using ai digraph words

The rain was a pain on the boat.

2. Two pair of moo cows have two tails.

3. The maid placed the vase on the table carefully, making sure not to break it.

4. The sailor navigated the ship through the rough seas with skill and expertise.

5. The mail was in the pail and it was no brain.

More ai sentences.

A words. Da day                      wa wait  
                 ma may            cla clay    Ha Hay    Wa Way

1. Joan can have ice cream today.
2. The mail was in the pail.
3. He did not say the way.
4. The rain came in to the pail.
5. Joan came and the rain came too.
6. The goat could not float.
7. May 1 is my day.
8. The hay got in the way.

## EE word List

be	beef	beet	
de	deer		
fe	feet	feel	feed
ke	keep		
he	heel		
ne	need		
me	meet		
pe	peep	peel	
se	seed	seem	seek
we	week	weed	weep

## EE Sentences

1. Joad could see the deer on the road.
2. Joad would need the deer.
3. The deer was in fear
4. Could the deer feed a boat?
5. Would the deer fear the rain?
6. could the eat the oats?
7. Should the deer go on the road

## 8. Would the deer eat the oats.

Silent E at the end word list.

The a says it's name A and the E must be silent.

cape	came	cage	case	care
dare	dame	Dave		
fame	fake	fate	fade	base
Jane				
lame	lane	late	lace	
mate	mane	made		
pave	page	pane		
rake	rave	rare	race	
safe	sale	same	save	
tape				
vase				
wave				

## Nonsense Sentence

1. Jane can make a cake.
2. Jake could make a cake.
3. Jake could hate to bake the cake.
4. Jane made the cake for Jake.
5. Jake would brave the cake for the sale.
6. Would Jane bake a cake for the goat?
7. The moat could make the goat.
8. Jake can bake the cake he made.
9. The game came to Jane.
10. Jane could race Jake.



This story makes no sense.

## Jaimee and the Stupid Goat

Jaimee screamed at the mean goat. Jaimee gave the goat the oats. “Do you like oatmeal?”, he asked the goat. The goat went on a ride in the boat and screamed no! I don’t like oatmeal and I don’t like the goat because it ate my ice cream today.

Jaime screamed in a rage, and he would not go on the boat because the goat ate his ice cream.

New words: Because want will Why reason.

I words where the e has to be silent.

bi bike bite

fi fire fine

hi hide hike hive

ki kite

li lime line life lice

mi mile mine mice

Pi pile pipe pine

ri ride Ni nice

Si side Size

ti tide tile time tire

wi wife wire

## Nonsense story Using “I” sound.

Mike would like to ride his bike. Angie said Mike is too fat to ride a bike. He would rather float on a boat. Mike would not ride 5 miles on his bike. Mike love to ride his bike by the lake. What do you think of that. He would rather ride his bike by the lake then by the sea. how awful it would be Mike fall off his bike.

ad Words: on, his, not, if, and, so, alone, rather that.

## O Word List

Remember The letter e must be silent

bo	bone	bore				
co	cone	core	cove	code	coke	
do	Dome					
go	go					
ho	home	whole	hope	hoes		
lo	loan					
mo	more	mole				
no	note	know				
po	poke	Pole				
to	tone					
ro	rope					
so	soap	sore				

## Time for the Green Frog



The Green frog liked to eat bugs. Mable likes to eat cake and ice cream. She does not like to eat bugs.

Green frog has legs to hop around and Mabel has legs to walk around.

The green frog has green frog eyes. Mabel has blue eyes. Mabel likes to read books and the green frog likes to jump around.

## The U word List

cu	cube	cute	cure
fu	fusion	fuse	
hu	huge		
Yu	Yuel		
mu	Mute		



The huge cute cat did jump on a cube.  
Mary was mute on the huge cat jumping  
on the cube.

## The A Ay words

Ka Kay

Da day

Ja jay

Ba bay

Ha hay

Ga gay

Sa Say

Wa way

Na nay

Sa say

Ma may

Ra ray

Pa pay

Ha hay

# The cat and the fat mouse



The fat mouse likes cheesy cheese.

Yipes says the cat meow meow.

The fat mouse says I have to find a way to  
The cheezey cheese. The cat is in the way I  
must say, said the mouse.

house mouse Chee Cheese



## Consonant Blends

Bla	blame		Tra	train
Pla	Plane		Pra	pray
Bra	Brave		Sta	stat
Cla	Claim		Ska	skate
Dra	Drain		Swa	sway
Fra	Frame		Sca	scale
Gla	Glare		Sna	snale
Cra	crate		Sma	smail
Gra	grape		Sla	slay
Fla	flake		Gra	gray

# The brave Girl and Boy



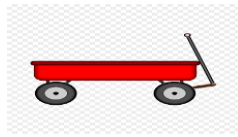
The brave boy and brave girl liked toys.  
It was a joy to play with so many toys.  
The brave boy and brave girl liked to read.  
The brave boy and brave girl had a huge  
Boat on the lake. They went on a trip  
around the lake.

Around, girl, went

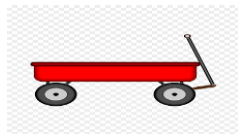
# Colors

Red Green blue Yellow grey black

White



The **Red** wagon was not white and was Not black but **red**. The **blue** sky had a **yellow** sun. The **green** grass was so green.



But the **red** wagon was so **red**.

The cloud was grey.