Hello there!

Hi, I'm Jen Bengel, the creator behind the Out of This World Literacy™ curriculum. I started developing these resources in 2012 while working as a Literacy Collaborative Coordinator, driven by a passion to support teachers with meaningful, research-based materials.

At the time, I was leading a lot of theory-heavy professional development, but the teachers I worked with were craving practical, ready-to-use support. So, I spent that summer—yes, in my pajamas!—writing the very first reading and writing unit. And just like that, Out of This World Literacy™ was born!

I specialize in designing literacy resources for older students who need continued support with foundational reading skills. My materials are thoughtfully created to be age-appropriate, respectful, and engaging—never babyish. My goal is to empower striving readers by helping them build confidence, strengthen their skills, and experience success without shame. I believe every learner deserves the dignity of materials that honor where they are and support where they're going.

My Educational Background Includes:

1. A **Bachelors Degree** in Elementary Education (K-8)
   *** University of Wisconsin-Oshkosh*
2. A **Graduate Degree** in Reading Education (K-12)
   *** University of South Alabama*
3. A **Post-Graduate Degree** as a Literacy Collaborative Coordinator.
   *** I trained with Irene Fountas and her colleagues at Lesley University in Cambridge, MA*

Ever since I began OOTWL, my motto has always been...

Every student who learns from a resource I've created is MY STUDENT too.

I deeply value the responsibility of supporting teachers as they educate students around the world. It's truly an honor to partner with you, and I'm so grateful for the opportunity to help make this your best year yet!

Happy Teaching!

Jen Bengel



Out of this World LITERACY Professional Development Inquiries

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4 PHONICS

COMPREHENSION PASSAGES

FOR OLDER READERS

READING LESSON PLAN | Diphthongs -ou

The Trick that Went too Far

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -ou pattern in context.

Resource Type: Fiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a fictional text containing OU words to build decoding, vocabulary, and comprehension skills.

Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
RL.4.4 / RL.5.4 / RL.6.4	Determine the meaning of words and phrases as they are used in a text.
L.4.4 / L.5.4 / L.6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.
RF.4.3.A	Use letter-sound correspondences and syllabication to read unfamiliar multisyllabic words

Before Reading: "Today we're reading a story about a student who wants to go viral—but might take it a little too far. As we read, we're going to focus on two things: how we **decode words** and how we **understand the story**. We're especially looking for the vowel team **ou**. When you see **ou**, it often says /ow/ like in *out*, *sound*, or *loud*. When you come to a word with **ou**, don't guess—slow down, look at the letters, and use the sounds to figure it out. As you read, also think about the character. What is Marcus thinking? What choices is he making? We're going to track how his decisions change the story."

During Reading: "As you read aloud, focus on reading **smoothly and accurately**. When you come to a word with **ou**, pause and try the /ow/ sound first. If it doesn't sound right or make sense, go back and reread. Strong readers fix their mistakes. I may stop you to think about a word or a moment in the story. If Marcus makes a choice, ask yourself—'Is this a good idea? What might happen next?' Keep your brain working on both the words and the meaning. You're not just reading—you're figuring things out

...pattern while reading. What words did you notice? How did slowing ...s talk about the story. Why did Marcus make the choices he did? ...words so they can focus on meaning. When you can read ...happens. That's exactly what we're building."

...er Notes:

...Context: Highlight all ou words in the story and read ...fluency. Build a list of new ou words and use them

...on: Create a main idea + details chart for the

...on: Discuss peer pressure and decision-making ...dents made a smart vs. risky choice.

...Discuss: *Was Marcus's idea worth the risk? Why* ...ompare Marcus's choices to a better decision he

-OU DIPHTHONGS

Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Time To Read!

Find the words in bold. Underline the -ou pattern in every bolded word. Read each word out loud. Then read the story.

double	dangerous	jealous	delicious	famous	obvious
outwit	devious	envious	ridiculous	encourage	enough

The Trick that Went too Far

Everyone at school knew Marcus wanted to be **famous**. He posted videos all the time, trying to get more views. One day, he told his friends, "This next idea will get me **double** the views."

Jaden frowned. "Some of your ideas are **ridiculous**… and kind of **dangerous**."

Marcus just smiled. It was **obvious** he had already made up his mind. "Relax," he said. "I can **outwit** the cameras." His grin looked a little **devious**.

That night, Marcus snuck into an old snack stand behind the field to film a video. The place was dusty and dark. He found some candy tha... looked fine—and it even tasted **delicious**.

He turned on his camera, but suddenly, a loud noise ec... behind him. Marcus froze. His heart raced. This wasn't funny anymor... grabbed h... and ran as fast as he could.

The next day at lunch, Marcus sat quietly with his frienc... ink I went too far," he admitted.

Lila nodded. "People get **jealous** or **envious** of others online, ... mean you have to do something risky."

Jaden added, "We'll still **encourage** you—but maybe stick to safer ideas."

Marcus laughed a little. "Yeah… that's **enough** for me."

Out of the World LITERACY

4 PASSAGES

Out of this World LITERACY

2 Fiction 2 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

READING LESSON PLAN | Diphthongs -ou

The Sticky Mistake that Changed Science

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -ou pattern in context.

Resource Type: Nonfiction Reading Passage, Vocabulary and Comprehension Practice

Target Audience: Older readers who benefit from clear, direct phonics instruction to help them read words accurately and automatically in real passages

Students will read and analyze a nonfiction passage containing OU words to strengthen decoding accuracy, vocabulary understanding, and comprehension.

Standards Alignment:

RL.4.1 / RL.5.1	Refer to details and examples in a text when explaining and inferring.
RI.4.4 / RI.5.4	Determine the meaning of general academic & domain-specific words or phrases in a text.
L.4.4 / L.5.4 / L.6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L.4.6 / L.5.6 / L.6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.

Before Reading: "Today we're reading a true story about a scientific discovery that started as a mistake—but ended up saving millions of lives. As we read, we're looking for words with the vowel team **ou**. When you see **ou**, it often says /ow/ like in *out, found,* or *sound.* When you come to a word with **ou**, slow down, look at the letters, and use the sounds to figure it out. Don't guess—use what you know. As we read, also think about what happened and why it mattered. This is nonfiction, so we're learning real information. Ask yourself: *What did Fleming notice? Why was it important?*

During Reading: "As you read aloud, focus on reading **accurately and smoothly**. When you see a word with **ou**, try the /ow/ sound first. If it doesn't sound right or doesn't make sense, go back and reread. Strong readers fix their mistakes. I may stop you to think about a word or idea. If you come to a tricky word, break it into parts and use the sounds you know. Also keep thinking about the meaning. What problem did Fleming notice? How did his thinking help lead to a discovery? Keep those ideas in your mind as you read."

After Reading: "Let's think about how we used the **ou** pattern while reading. What words did you notice? How did using the sounds help you figure them out? What was Fleming's discovery, and why was it important? How did a mistake turn into something useful? Good readers use phonics skills to unlock words so they can focus on meaning. When you can read the words accurately and understand the information, that's when real reading happens. That's exactly what we're building."

Extension Ideas:

- Assig… pages for phonics, comprehension …
- …nd all the *ou* words in the … and write a new sentence for each word to show …standing.
- **Writing Prompt:** Write about a **mistake that turned into …ething good.** W… *…d scientists do when …ething unexpec…*
- **…rt Connection:** Draw and la… scene where the …ry happened.
- **…orld Connection:** …ow discoveries impact … …int to pay attention to …

Teacher Notes:

- **Phonics Reinforcement:** Students locate *ou* words, read the sentence aloud, and explain how the word helps them understand what is happening in that part of the text.
- **Comprehension Scaffold:** Retell the passage using sequence (first, next, then, finally).
- **SEL Connection:** Discuss how Fleming stayed **curious instead of frustrated**. Talk about a time a mistake led to some… good. Reflect on **perseverance and problem-solving** … to stay positive when something doesn't go as plann…
- **Critical Thinking:** Discuss: Why was Fleming's mis… important? Predict: What might have happened if he… dish away? Compare: How is this discovery similar t… inventions? Evaluate: Why did some scientists doubt … discovery at first?

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou** are together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Time to Read

Find the words in bold. Underline the -ou pattern in every bolded word. Read each word out loud. Then read the nonfiction text.

double	dangerous	jealous	delicious	famous	obvious
outwit	devious	envious	ridiculous	encourage	enough

The Sticky Mistake that Changed Science

In 1928, a scientist named Alexander Fleming made a discovery that would become **famous** around the world. But at first, it seemed almost **ridiculous**.

Fleming had been studying bacteria in his lab. One day, he noticed something **obvious**—a strange mold had grown on one of his dishes. Instead of throwing it away, he took a closer look. Around the mold, the bacteria had disappeared.

At first, some scientists were **jealous** and even a bit **envious** of his finding. Others thought it was too simple to matter. But Fleming believed the mold could help stop infections that were often **dangerous**.

This mold later became penicillin, the first true antibiotic. It has saved millions of lives. Without it, even small cuts could turn into something serious. In fact, before antibiotics, people sometimes needed **double** the time to recover from infections.

Scientists worked hard to grow **enough** of the medicine to use in hospitals. They had to **outwit** bacteria that tried to survive. Some bacteria can even act in **devious** ways, changing to resist medicine.

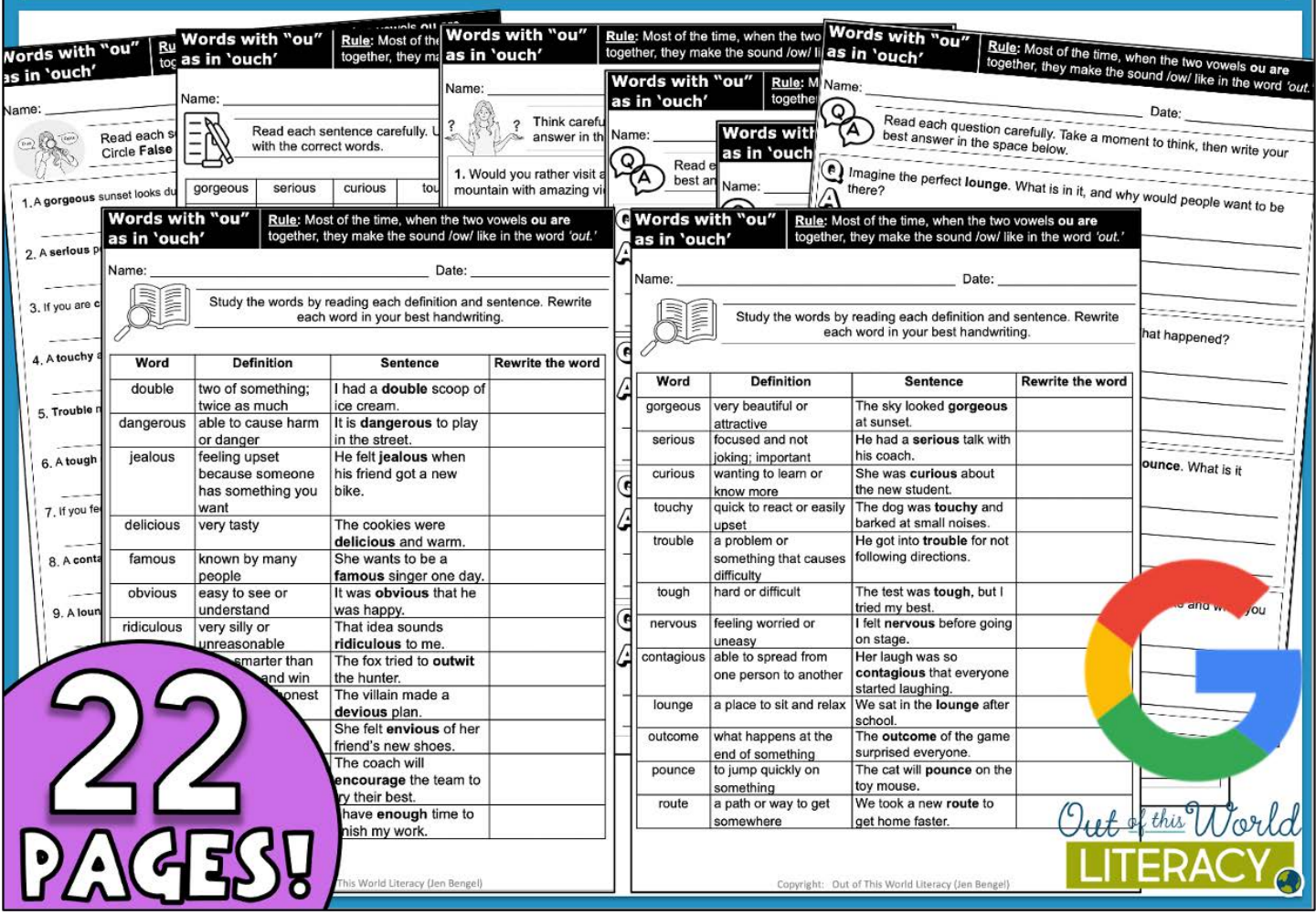
Today, antibiotics are used to help people recover from infections. While they don't make food taste more **delicious**, they do help people heal faster.

WITH LESSONS!

24 PHONICS/VOCAB. WORDS

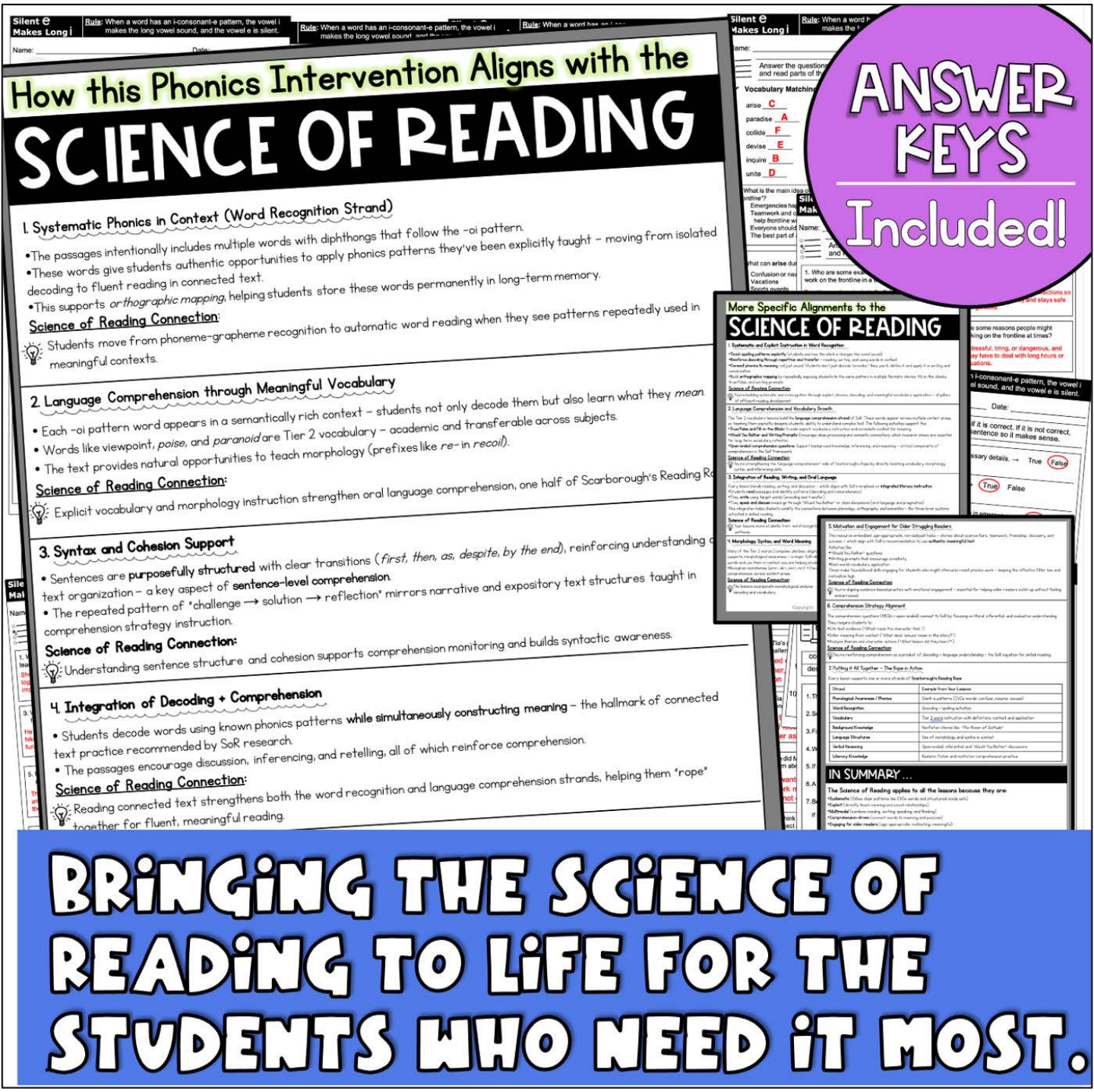
DIPHTHONGS- OU

BUILD VOCABULARY WHILE STUDYING PHONICS



22 PAGES!

Out of this World LITERACY


How this Phonics Intervention Aligns with the
SCIENCE OF READING
1. Systematic Phonics in Context (Word Recognition Strand)
2. Language Comprehension through Meaningful Vocabulary
3. Syntax and Cohesion Support
4. Integration of Decoding + Comprehension
ANSWER KEYS Included!
More Specific Alignments to the
SCIENCE OF READING
BRINGING THE SCIENCE OF READING TO LIFE FOR THE STUDENTS WHO NEED IT MOST.

23 PHONICS ACTIVITIES FOR OLDER READERS

Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

STORY TIME

Create a story by filling in the blanks with words from your word bank. Be sure to spell your words correctly. Read your story out loud and have fun!

outside	about	cloud	mountain	south	round
count	serious	nervous	dangerous	rough	gorgeous

Moses stood _____ in the sunshine. He was thinking _____ the hike ahead. Just then a fluffy _____ floated by in the sky and drifted over the tall rocky _____. Moses looked to the north. He looked to the _____. The trail curve _____, in a circle instead of straight. The rocks under his feet felt bumpy and _____. Moses began to _____ in his head as he took each step. He did not want to trip and fall. He felt a little _____. That is why Moses stayed _____ and focused. He did not joke. "This path could be _____," his friend said, pointing to a steep drop nearby. Moses nodded and kept going, step by step. When t

w. The land stretched far and wide

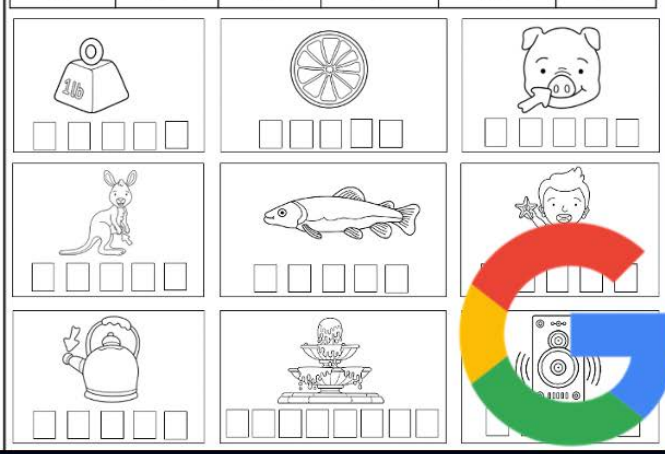
Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

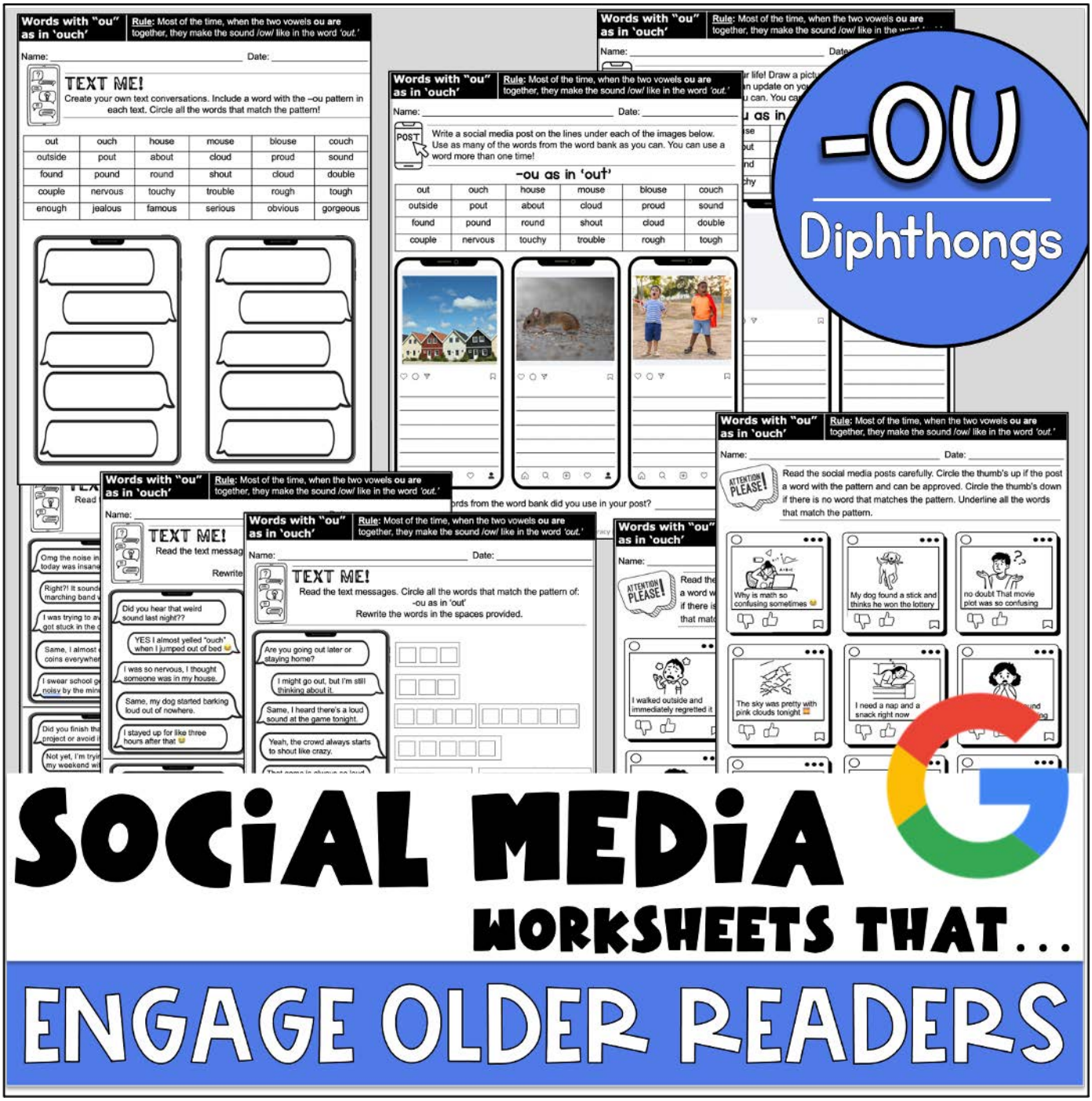
fountain	pouch	pound	proud	round	scout
snout	sound	shout	south	spout	trout



Out of this World LITERACY

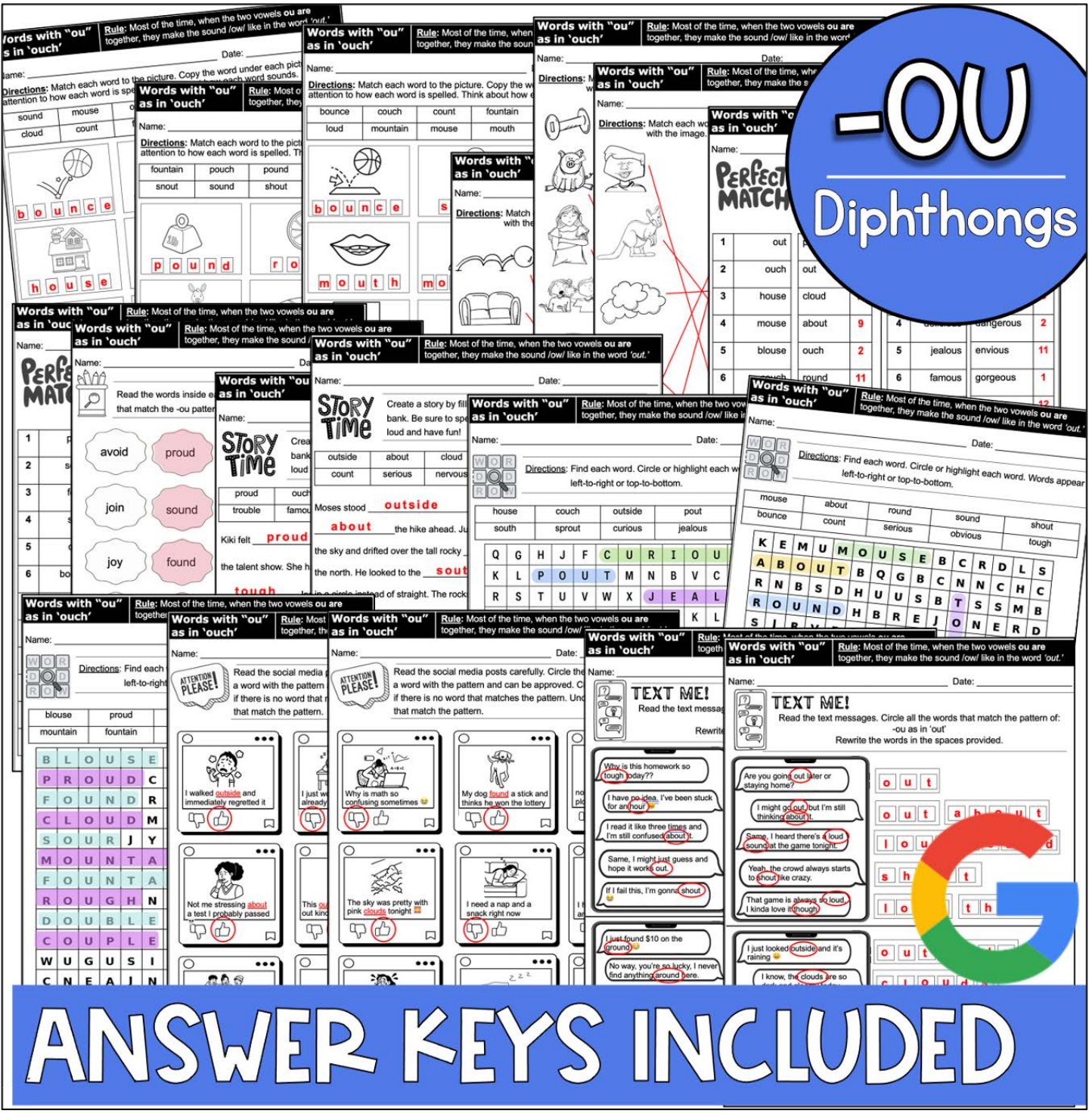
DIPHTHONGS -OU


23
TOTAL WORKSHEETS
Words with "ou" as in 'ouch'
Rule: Most of the time, when the two vowels ou are together, they make the sound /ow/ like in the word 'out.'
Name:
Date:
TEXT ME!
Read the text messages. Circle all the words that match the pattern of: -ou as in 'out'
Rewrite the words in the spaces provided.
Why is this homework so tough today??
Why is math so confusing sometimes
Did you hear that weird sound last night??
YES I almost yelled "ouch" when I jumped out of bed
I was so nervous, I thought someone was in my house.
Same, my dog started barking loud out of nowhere.
Are you going out later or staying home?
I might go out, but I'm still thinking about it.
Same, I heard there's a loud sound at the game tonight.
Yeah, the crowd always starts to shout like crazy.
That game is always so loud. I kinda love it though.
POST
Share an update from your life! Draw a picture or glue an image into each of the 3 spaces then share an update on your life. Use as many of the words from the word bank as you can. You can use a word more than one time!
-ou as in 'out'
out ouch house mouse blouse couch
outside pout about cloud proud sound
found pound round shout cloud double
couple nervous touchy trouble rough tough
PERFECT MATCH
1 proud count
2 sound fountain
avoid
ATTENTION PLEASE!
STORY TIME
Word
out
ouch
house
mouse
blouse
proud
trouble
outside
count
mountain
south
bounce
FOR OLDER READERS
NO BABYISH STUFF HERE!



SOCIAL MEDIA WORKSHEETS THAT...

ENGAGE OLDER READERS


-OU
Diphthongs
Words with "ou" as in 'ouch'
Rule: Most of the time, when the two vowels ou are together, they make the sound /ow/ like in the word 'out.'
Name:
Date:
Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled.
sound
mouse
cloud
count
bounce
house
pound
fountain
pouch
snout
shout
bounce
couch
count
fountain
loud
mountain
mouse
mouth
Directions: Match each word with the image.
PERFECT MATCH
1 out
2 ouch
3 house
4 mouse
5 blouse
6 round
about
ouch
cloud
9
2
11
4 dangerous 2
5 jealous envious 11
6 famous gorgeous 1
Read the words inside each cloud that match the -ou pattern.
avoid
proud
join
sound
joy
found
STORY TIME
Create a story by filling in the blank. Be sure to speak loud and have fun!
outside
about
cloud
count
serious
nervous
proud
trouble
Moses stood outside about the hike ahead.
Kiki felt proud
the talent show. She
tough
the sky and drifted over the tall rocky
the north. He looked to the sout
Directions: Find each word. Circle or highlight each word left-to-right or top-to-bottom.
WORD ROW
house
couch
outside
pout
south
sprout
curious
jealous
mouse
about
round
sound
shout
bounce
count
serious
obvious
tough
blouse
proud
mountain
fountain
ATTENTION PLEASE!
Read the social media posts carefully. Circle the a word with the pattern and can be approved. Circle if there is no word that matches the pattern. Underline that match the pattern.
I walked outside and immediately regretted it
Why is math so confusing sometimes
My dog found a stick and thinks he won the lottery
Not me stressing about a test I probably passed
The sky was pretty with pink clouds tonight
I need a nap and a snack right now
TEXT ME!
Read the text messages. Circle all the words that match the pattern of: -ou as in 'out'
Rewrite the words in the spaces provided.
Why is this homework so tough today??
I have no idea. I've been stuck for an hour
I read it like three times and I'm still confused about it.
Same. I might just guess and hope it works out.
If I fail this, I'm gonna shout
Are you going out later or staying home?
I might go out, but I'm still thinking about it.
Same. I heard there's a loud sound at the game tonight.
Yeah, the crowd always starts to shout like crazy.
That game is always so loud. I kinda love it though.
I just found $10 on the ground
No way, you're so lucky. I never find anything around here.
I just looked outside and it's raining
I know, the clouds are so
ANSWER KEYS INCLUDED

How this Phonics Intervention Aligns with the SCIENCE OF READING

1. Systematic Phonics in Context (Word Recognition Strand)

- The passages intentionally includes multiple words with diphthongs that follow the -ou pattern.
- These words give students authentic opportunities to apply phonics patterns they've been explicitly taught – moving from isolated decoding to fluent reading in connected text.
- This supports *orthographic mapping*, helping students store these words permanently in long-term memory.

Science of Reading Connection:



Students move from phoneme-grapheme recognition to automatic word reading when they see patterns repeatedly used in meaningful contexts.

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2. Language Comprehension through Meaningful Vocabulary

- Each -ou pattern word appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like *curious, nervous,* and *pounce* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (prefixes like *en-* in *encourage*).

Science of Reading Connection:



Explicit vocabulary and morphology instruction strengthen oral language comprehension, one half of Scarborough's Reading Rope.

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3. Syntax and Cohesion Support

- Sentences are **purposefully structured** with clear transitions (*first, then, as, despite, by the end*), reinforcing understanding of text organization – a key aspect of **sentence-level comprehension**.
- The repeated pattern of "challenge ⟶ solution ⟶ reflection" mirrors narrative and expository text structures taught in comprehension strategy instruction.

Science of Reading Connection:



Understanding sentence structure and cohesion supports comprehension monitoring and builds syntactic awareness.

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4. Integration of Decoding + Comprehension

- Students decode words using known phonics patterns **while simultaneously constructing meaning** – the hallmark of connected text practice recommended by SoR research.
- The passages encourage discussion, inferencing, and retelling, all of which reinforce comprehension.

Science of Reading Connection:



Reading connected text strengthens both the word recognition and language comprehension strands, helping them "rope" together for fluent, meaningful reading.

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5. Motivational and Cognitive Alignment

- The themes appeal to **older struggling readers**, which increases engagement and self-efficacy – essential for sustained practice.
- By using age-appropriate content, students feel competent and respected, aligning with the SoR principle that emotional engagement supports cognitive growth.

Science of Reading Connection:



Motivation and relevance are key for transfer – older students need materials that let them practice foundational skills *without embarrassment*.

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More Specific Alignments to the SCIENCE OF READING

1. Systematic and Explicit Instruction in Word Recognition

- **Teach spelling patterns explicitly** (students see how the diphthong pattern -ou often sounds like /ou/ as in *out*).
- **Reinforce decoding through repetition and transfer** – reading, writing, and using words in context.
- **Connect phonics to meaning**, not just sound. Students don't just decode "pounce," they *use* it, *define* it, and *apply* it in writing and conversation.
- Build **orthographic mapping** by repeatedly exposing students to the same pattern in multiple formats: stories, fill-in-the-blanks, true/false, and writing prompts.

Science of Reading Connection:

You're building automatic word recognition through explicit phonics, decoding, and meaningful vocabulary application – all pillars of efficient reading development.

2. Language Comprehension and Vocabulary Growth

The Tier 2 vocabulary lessons build the **language comprehension strand** of SoR. These words appear across multiple content areas, so teaching them explicitly deepens students' ability to understand complex text. The following activities support this:

- **True/False and Fill-in-the-Blank:** Provide explicit vocabulary instruction and immediate context for meaning.
- **Would You Rather and Writing Prompts:** Encourage *deep processing* and *semantic connections*, which research shows are essential for long-term vocabulary retention.
- **Open-ended comprehension questions:** Support background knowledge, inferencing, and reasoning – critical components of comprehension in the SoR framework.

Science of Reading Connection:

You're strengthening the "language comprehension" side of Scarborough's Rope by directly teaching vocabulary, morphology, syntax, and inferencing skills.

3. Integration of Reading, Writing, and Oral Language

Every lesson blends reading, writing, and discussion – which aligns with SoR's emphasis on **integrated literacy instruction**.

- Students **read** passages and identify patterns (decoding and comprehension).
- They **write** using target words (encoding and transfer).
- They **speak and discuss** meanings through "Would You Rather" or class discussions (oral language and pragmatics).

This integration helps students solidify the connections between *phonology, orthography, and semantics* – the three brain systems activated in skilled reading.

Science of Reading Connection:

Your lessons move students from *word recognition* → *meaning* → *application*, strengthening every part of the reading brain pathway.

4. Morphology, Syntax, and Word Meaning

Many of the Tier 2 words include **prefixes, roots, and suffixes**. This supports morphological awareness – a major SoR-aligned practice for upper-elementary students. When you explicitly teach these words and use them in context, you are helping students: *Recognize morphemes (*pro-, de-, con-, en*). * Decode multisyllabic words efficiently. *Build academic vocabulary that supports comprehension across content areas.

Science of Reading Connection:

The lessons incorporate morphological analysis – a critical step for older students transitioning from basic phonics to advanced decoding and vocabulary.

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5. Motivation and Engagement for Older Struggling Readers

The resource embedded *age-appropriate, non-babyish* tasks – stories about science fairs, teamwork, friendship, discovery, and success – which align with SoR's recommendation to use **authentic, meaningful text**.

Activities like:

- "Would You Rather" questions
- Writing prompts that encourage creativity
- Real-world vocabulary application

These make foundational skills engaging for students who might otherwise resist phonics work – keeping the affective filter low and motivation high.

Science of Reading Connection:



You're aligning evidence-based practice with emotional engagement – essential for helping older readers catch up without feeling embarrassed.

6. Comprehension Strategy Alignment

The comprehension questions (MCQs + open-ended) connect to SoR by focusing on literal, inferential, and evaluative understanding. They require students to:

- Cite text evidence ("What made the character feel…")
- Infer meaning from context ("What does 'revoked' mean in this story?")
- Analyze themes and character actions ("What lesson did they learn?")

Science of Reading Connection:



You're reinforcing comprehension as a product of *decoding + language understanding* – the SoR equation for skilled reading.

7. Putting it All Together – The Rope in Action

Every lesson supports one or more strands of **Scarborough's Reading Rope**:

Strand	Example from Your Lessons
Phonological Awareness / Phonics	Diphthongs patterns (-ou words: *lounge, curious*)
Word Recognition	Decoding + spelling activities
Vocabulary	Tier 2 word instruction with definitions, context, and application
Background Knowledge	Nonfiction stories like *"Animals React Quickly"*
Language Structures	Use of morphology and syntax in context
Verbal Reasoning	Open-ended, inferential, and "Would You Rather" discussions
Literacy Knowledge	Realistic fiction and nonfiction comprehension practice

IN SUMMARY …

The Science of Reading applies to all the lessons because they are:

- **Systematic** (follow clear patterns with diphthongs -ou words and structured vocab sets)
- **Explicit** (directly teach meaning and sound relationships)
- **Multimodal** (combine reading, writing, speaking, and thinking)
- **Comprehension-driven** (connect words to meaning and purpose)
- **Engaging for older readers** (age-appropriate, motivating, meaningful)

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GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

LESSON PLANS FOR ALL 4 PASSAGES

The Lounge at the End of the Route
Fiction Passage

Animals React Quickly
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

The Trick that Went too Far
Fiction Passage

The Sticky Mistake that Changed Science
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

ANSWER KEY

LINKS ACTIVE IN PAID VERSION

GOOGLE™ LINKS FOR STUDENTS

Click each link to assign work to students each day!

PHONICS ACTIVITIES

Diphthongs "OU" activities

ANSWER KEYS

LINKS ACTIVE IN PAID VERSION

Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Answer the questions from the story, Animals React Quickly. Go back and read parts of the text for help!

Vocabulary Matching: Write the letter of the correct definition next to each word.

1. touchy **B**
2. trouble **E**
3. tough **C**
4. route **A**
5. outcome **D**
6. pounce **F**

A. A result or what happens in the end.
B. A problem or something that causes difficulty
C. A way or path from one place to another.
D. Easily upset or quick to react.
E. To jump quickly on something.
F. Hard or difficult.

1. Why do animals need to stay alert?

ⓐ To find food faster
ⓑ To stay safe from danger
ⓒ To play with other animals
ⓓ To sleep better

2. What does the word 'touchy' mean in the passage?

ⓐ To be friendly
ⓑ Being quiet
ⓒ Easily upset or quick to react
ⓓ Slow to move

3. Why do cheetahs need to act quickly while hunting?

ⓐ They can only run fast for a short time
ⓑ They cannot see well
ⓒ They are very small
ⓓ They like to play with prey

4. What happens when one animal in a group runs?

ⓐ The others stay still
ⓑ The others often follow
ⓒ The group breaks apart
ⓓ Nothing changes

5. Why is choosing the right route important for animals?

ⓐ It can help them stay safe
ⓑ It keeps them clean
ⓒ It helps them sleep
ⓓ It makes them stronger

6. What is the main idea of the passage?

ⓐ Animals like to live in groups
ⓑ Animals are always hungry
ⓒ Animals must react quickly and make smart choices to survive
ⓓ Animals enjoy running fast

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Answer the questions from the story, Animals React Quickly. Go back and read parts of the text for help!

1. Why do animals need to stay alert in their environment?

They need to stay alert to avoid danger and survive.

2. What does it mean when an animal is described as "touchy"?

It means the animal reacts quickly to sounds or movement.

3. How does being nervous help animals?

It helps them notice danger and react quickly.

4. Give one example of how an animal reacts quickly to survive.

A cat hides and then pounces on its prey.

5. Why is speed important for animals like cheetahs?

They can only run fast for a short time, so they must act quickly.

6. How do animals in groups help each other stay safe?

If one animal reacts, others follow and escape danger together.

7. What could happen if an animal chooses the wrong route?

It could lead to danger or make it harder to escape.

8. Why do some animals take turns watching for danger?

So others can eat or rest while still staying safe.

9. What is the main idea of the passage?

Animals use quick thinking and fast reactions to survive.

10. How are humans similar to animals in reacting to danger?

Humans also react quickly when they feel unsafe.

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____



Read each sentence. Circle **True** if it is correct. If it is not correct, Circle **False** and then rewrite the sentence so it makes sense.

1. A **gorgeous** sunset looks dull and boring. → True (False)

   False — A gorgeous sunset looks very beautiful and colorful.

2. A **serious** person is focused and not joking around. → (True) False

3. If you are **curious**, you want to learn more about something. → (True) False

4. A **touchy** animal stays calm no matter what happens. → True (False)

   False — A touchy animal reacts quickly or easily to sounds or movement.

5. **Trouble** means something is easy and goes perfectly. → True (False)

   False — Trouble means a problem or something that causes difficulty.

6. A **tough** challenge is easy to solve. → True (False)

   False — A tough challenge is hard to solve.

7. If you feel **nervous**, you might feel worried or uneasy. → (True) False

8. A **contagious** action can spread from one person or animal to another. → (True) False

9. A **lounge** is a place where people run and exercise. → True (False)

   False — A lounge is a place where people sit and relax.

10. The **outcome** is what happens at the end of an event. → (True) False

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____



Read each sentence carefully. Use the word bank to fill in the blanks with the correct words.

gorgeous	serious	curious	touchy	trouble	tough
nervous	contagious	lounge	route	outcome	pounce

1. The sunset was so ___gorgeous___ that everyone stopped to look.
2. The teacher had a ___serious___ talk with the class about their behavior.
3. The child was ___curious___ and asked many questions about the animal.
4. The deer was very ___touchy___ and ran when it heard a noise.
5. If you get into ___trouble___, you should ask for help.
6. The puzzle was ___tough___, but I kept trying.
7. I felt ___nervous___ before going on stage.
8. Laughter can be ___contagious___ and spread to others.
9. We sat in the ___lounge___ to relax after a long day.
10. The ___outcome___ of the game surprised everyone.
11. The cat will ___pounce___ on the toy mouse.
12. We followed the ___route___ to get to the park.

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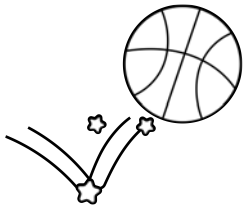
Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

sound	mouse	ouch	sprout	around	bounce
cloud	count	flour	ground	hour	house



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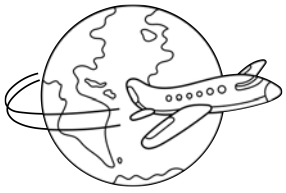


a r o u n d



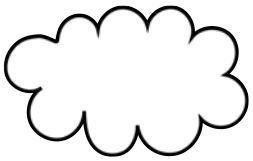
s o u n d



h o u s e



s p r o u t



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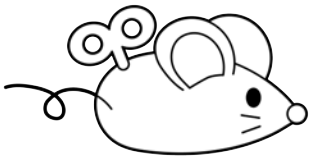

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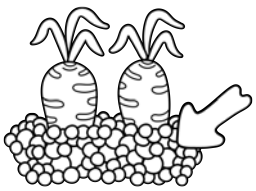


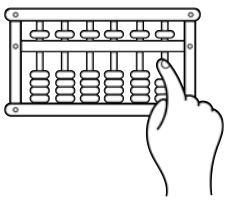
g r o u n d



o u c h



f l o u r



c o u n t



h o u r

The pattern I found in each word is **Every word includes the pattern -ou.**

_____.

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

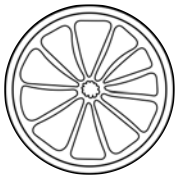
Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

fountain	pouch	pound	proud	round	scout
snout	sound	shout	south	spout	trout



p o u n d



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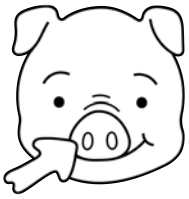
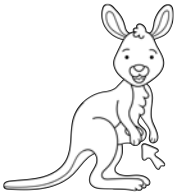


s n o u t



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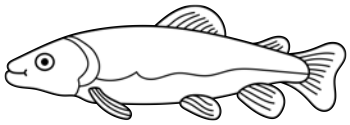


t r o u t



p r o u d



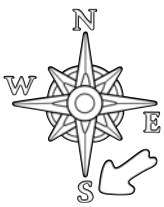
n o i s e



f o u n t a i n



s o u n d



s o u t h



s h o u t



p r o u d

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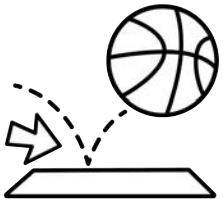
Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Directions: Match each word to the picture. Copy the word under each picture. Pay attention to how each word is spelled. Think about how each word sounds.

bounce	couch	count	fountain	ground	house
loud	mountain	mouse	mouth	pout	shout



b o u n c e



s h o u t



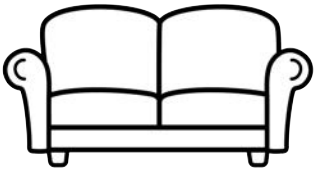
c o u n t



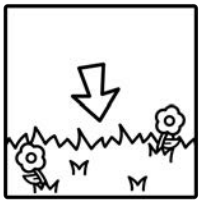
m o u t h



m o u n t a i n



c o u c h



g r o u n d



f o u n t a i n



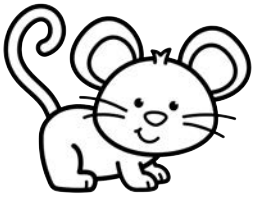
h o u s e



l o u d



p o u t



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Name: _____ Date: _____

Directions: Match each word with the image by drawing a line to connect the word with the image.













ouch

found

house

out

mouse

couch

cloud

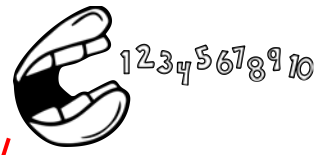
bounce

loud

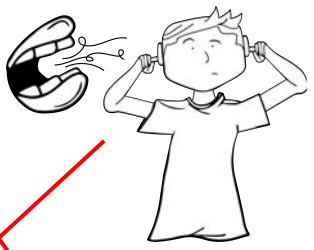
pouch

count

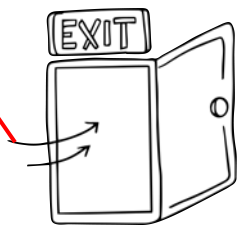
mound













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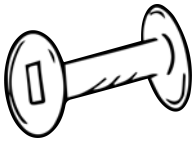
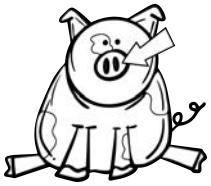
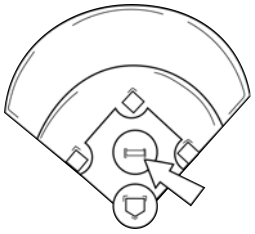
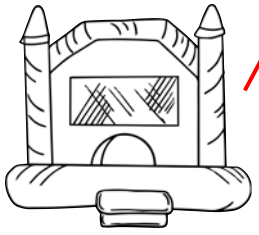












loud

south

proud

sound

pounce

bounce

round

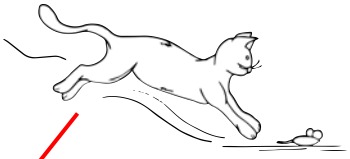
sprout

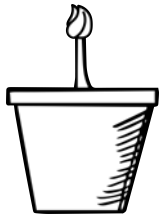
mound

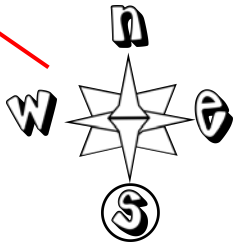
snout

pound

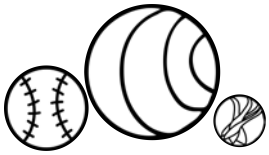
pout













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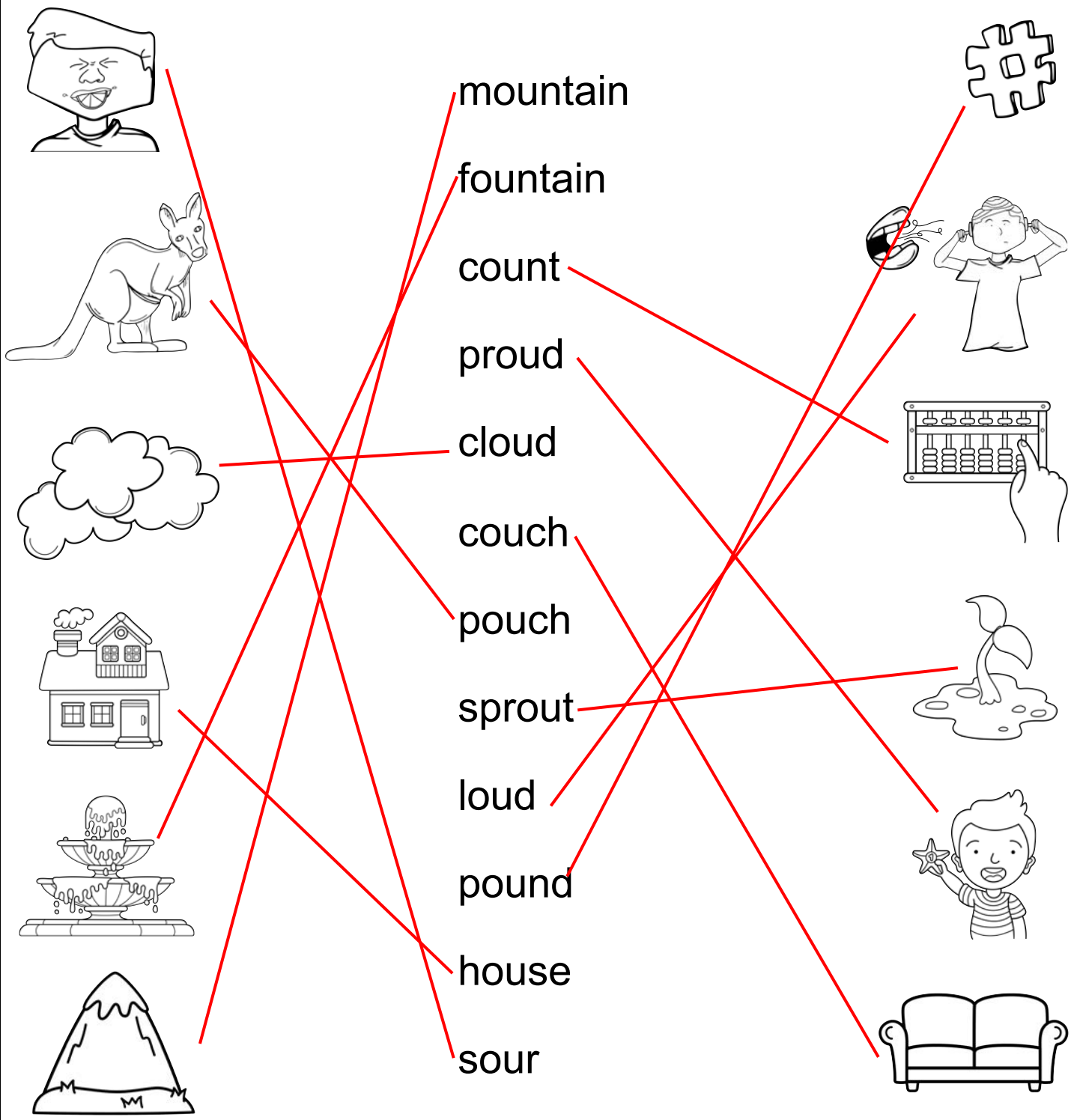
Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

Directions: Match each word with the image by drawing a line to connect the word with the image.



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Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

PERFECT MATCH

Find and match the words together. Read all the words. Match the number for each word. Write the number in the empty space that matches teach word.

			Number
1	out	pound	10
2	ouch	out	1
3	house	cloud	12
4	mouse	about	9
5	blouse	ouch	2
6	couch	round	11
7	outside	house	3
8	pout	blouse	5
9	about	mouse	4
10	pound	pout	8
11	round	outside	7
12	cloud	couch	6

			Number
1	gorgeous	previous	10
2	dangerous	serious	9
3	curious	famous	6
4	delicious	dangerous	2
5	jealous	envious	11
6	famous	gorgeous	1
7	ridiculous	devious	12
8	obvious	curious	3
9	serious	ridiculous	7
10	previous	jealous	5
11	envious	delicious	4
12	devious	obvious	8

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Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____

PERFECT MATCH

Find and match the words together. Read all the words. Match the number for each word. Write the number in the empty space that matches teach word.

			Number
1	proud	count	7
2	sound	fountain	12
3	found	cloud	5
4	shout	south	8
5	cloud	sour	10
6	bounce	sound	2
7	count	mountain	11
8	south	sprout	9
9	sprout	found	3
10	sour	proud	1
11	mountain	shout	4
12	fountain	bounce	6

			Number
1	double	precious	7
2	couple	enough	12
3	nervous	encourage	10
4	contagious	double	1
5	touchy	tough	9
6	trouble	outgrow	11
7	precious	trouble	6
8	rough	couple	2
9	tough	contagious	4
10	encourage	touchy	5
11	outgrow	rough	8
12	enough	nervous	3

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____



Read the words inside each shape carefully. Color the shapes with words that match the -ou pattern. Answer the challenge question.

avoid	proud	sprout	enough	rough
join	sound	today	memoir	repay
joy	found	spoil	toilet	taught
point	shout	okay	destroy	today
clown	cloud	enjoy	plain	show
town	bounce	sour	count	south

CHALLENGE

What letter do the colored in shapes spell? C



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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____



Create a story by filling in the blanks with words from your word bank. Be sure to spell your words correctly. Read your story out loud and have fun! *Hint: One of the words is used two times.*

proud	ouch	house	shout	sound	found
trouble	famous	jealous	tough	double	enough

Kiki felt **proud** as she stood outside the school **house** before the talent show. She had practiced **enough**, even though it had been **tough**. Inside, she heard the **sound** of kids getting ready. Suddenly, someone began to **shout**, and another yelled, "**ouch**!" Kiki froze—her music was missing. "I'm in **trouble**," she said. Then she looked around and **found** her friend Leo holding it. "Relax," he said. "You're going to be **famous**! No need to get **jealous**." Kiki rolled her eyes, but she smiled. When it was her turn, the lights felt **double** as bright—but she went on stage anyway. When the crowd began to **shout** and cheer, Kiki knew she had done well.

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____



Create a story by filling in the blanks with words from your word bank. Be sure to spell your words correctly. Read your story out loud and have fun!

outside	about	cloud	mountain	south	round
count	serious	nervous	dangerous	rough	gorgeous

Moses stood **outside** in the sunshine. He was thinking **about** the hike ahead. Just then a fluffy **cloud** floated by in the sky and drifted over the tall rocky **mountain**. Moses looked to the north. He looked to the **south**. The trail curve **round**, in a circle instead of straight. The rocks under his feet felt bumpy and **rough**. Moses began to **count** in his head as he took each step. He did not want to trip and fall. He felt a little **nervous**. That is why Moses stayed **serious** and focused. He did not joke.

"This path could be **dangerous**," his friend said, pointing to a steep drop nearby. Moses nodded and kept going, step by step. When they reached the top, he looked out at the wide view. The land stretched far and wide, and it was **gorgeous**. It was so pretty Moses could not look away. He smiled and felt proud that he didn't give up.

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Words with "ou" as in 'ouch'

Rule: Most of the time, when the two vowels **ou are** together, they make the sound /ow/ like in the word *'out.'*

Name: _____ Date: _____



Directions: Find each word. Circle or highlight each word. Words appear left-to-right or top-to-bottom.

house	couch	outside	pout	pound
south	sprout	curious	jealous	famous

Q	G	H	J	F	C	U	R	I	O	U	S	X	Z	L
K	L	P	O	U	T	M	N	B	V	C	D	E	F	G
R	S	T	U	V	W	X	J	E	A	L	O	U	S	H
Z	B	C	D	E	F	G	H	I	K	L	M	N	O	P
P	F	A	M	O	U	S	Q	R	S	T	U	V	W	X
Y	Z	A	B	C	D	E	F	G	H	I	J	K	L	M
H	O	U	S	E	L	I	J	K	M	N	O	P	Q	R
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
O	U	T	S	I	D	E	P	Q	R	S	T	U	V	W
X	Y	Z	A	B	C	D	E	F	G	H	I	J	K	L
P	O	U	N	D	R	S	T	U	V	W	X	Y	Z	A
Z	A	B	C	D	E	F	G	H	I	J	K	L	M	N
L	M	N	O	P	Q	R	S	O	U	T	H	T	U	V
C	L	O	U	D	W	X	Y	Z	A	B	C	D	E	F
S	P	R	O	U	T	G	H	I	J	K	L	M	N	O

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Name: _____ Date: _____



Directions: Find each word. Circle or highlight each word. Words appear left-to-right or top-to-bottom.

mouse	about	round	sound	shout
bounce	count	serious	obvious	tough

K	E	M	U	M	O	U	S	E	B	C	R	D	L	S
A	B	O	U	T	B	Q	G	B	C	N	N	C	H	C
R	N	B	S	D	H	U	U	S	B	T	S	S	M	B
R	O	U	N	D	H	B	R	E	J	O	N	E	R	D
S	J	R	V	F	D	S	S	U	G	U	L	D	R	W
C	S	B	T	G	P	V	R	N	Y	G	K	O	S	O
S	O	U	N	D	L	J	H	Z	F	H	W	Y	H	C
S	J	Q	P	K	X	O	J	T	C	D	Q	N	F	Y
S	H	O	U	T	K	E	P	N	B	V	C	Y	R	S
Z	K	K	W	L	T	P	S	Z	O	C	C	I	P	W
B	O	U	N	C	E	V	C	B	X	W	J	U	S	V
C	O	U	N	T	O	J	W	M	V	L	A	O	L	F
S	E	R	I	O	U	S	T	D	P	B	G	Y	J	E
X	H	M	M	P	C	F	O	M	R	I	E	N	R	I
O	B	V	I	O	U	S	W	N	L	V	M	H	E	C

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blouse	proud	found	cloud	sour
mountain	fountain	rough	double	couple

B	L	O	U	S	E	H	S	R	E	L	T	P	U	S
P	R	O	U	D	C	T	A	P	I	R	H	G	W	P
F	O	U	N	D	R	R	P	M	U	E	H	U	E	Q
C	L	O	U	D	M	X	A	V	Y	C	F	Y	S	B
S	O	U	R	J	Y	A	I	P	T	X	M	W	Z	N
M	O	U	N	T	A	I	N	M	X	Z	S	O	E	L
F	O	U	N	T	A	I	N	D	B	E	P	G	I	V
R	O	U	G	H	N	Y	U	J	N	Q	M	S	L	R
D	O	U	B	L	E	S	N	S	H	K	V	A	I	T
C	O	U	P	L	E	V	W	F	W	K	R	S	S	D
W	U	G	U	S	I	J	D	C	P	U	P	C	L	Z
C	N	E	A	J	N	Y	N	D	B	T	T	Y	B	M
W	S	K	R	I	Q	H	B	J	A	C	D	T	R	B
G	N	J	T	I	E	W	B	K	K	L	E	M	M	O
Q	M	U	T	V	R	D	T	Z	Q	I	N	U	X	W

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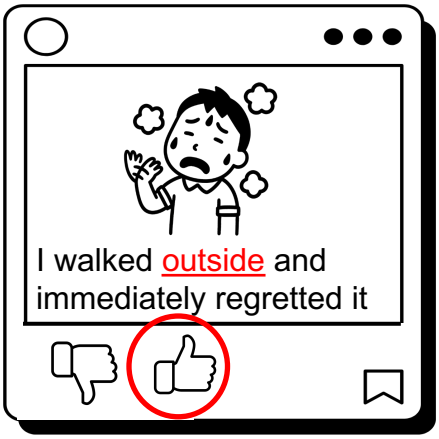

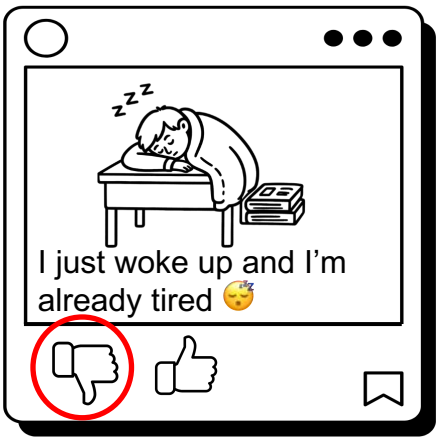

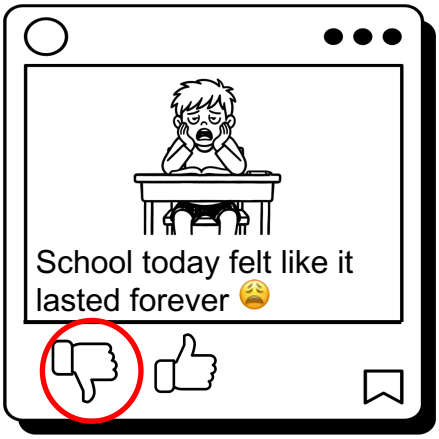

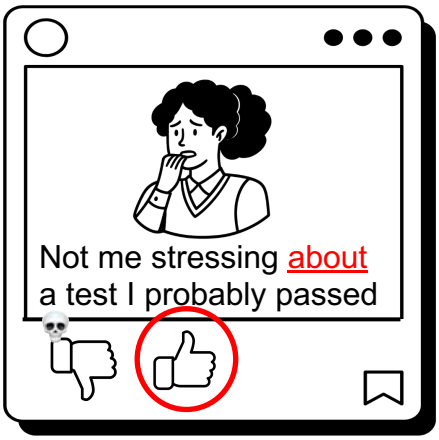

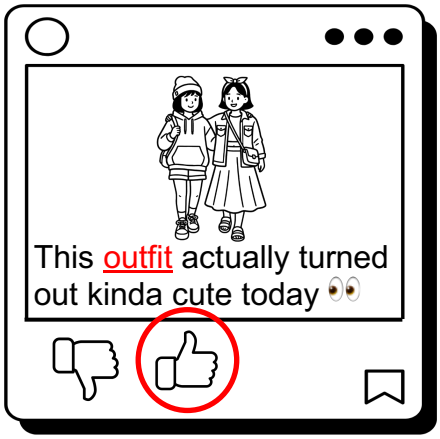

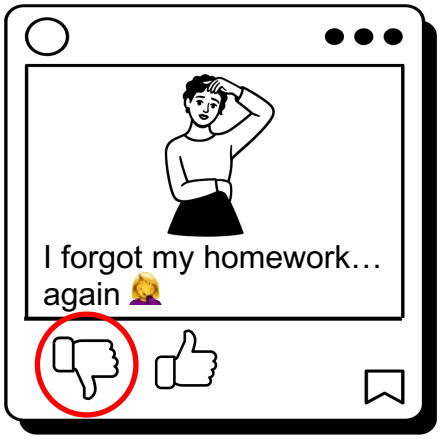

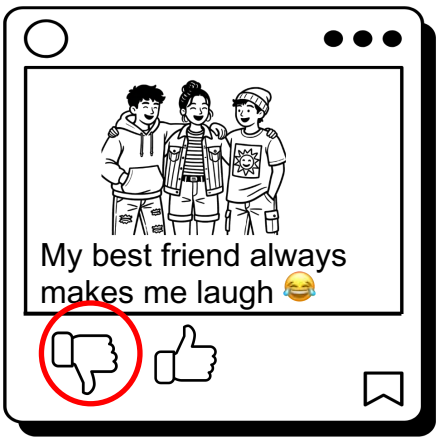



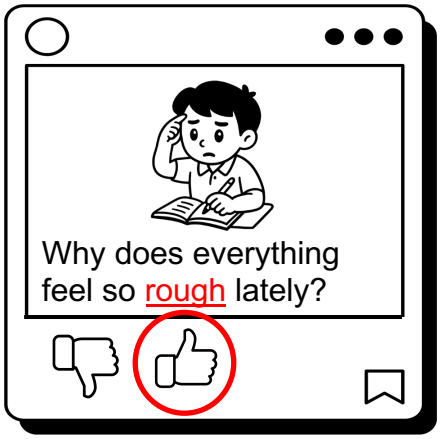

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Why is math so confusing sometimes 😭



My dog found a stick and thinks he won the lottery



no doubt That movie plot was so confusing



The sky was pretty with pink clouds tonight 🌄



I need a nap and a snack right now



I heard a weird sound and now I'm not moving



When your teacher calls on you and you panic 😳



I was gonna go out but my bed said no 🛌



I can't stop listening to this song 🎧

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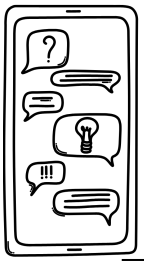

TEXT ME!

Read the text messages. Circle all the words that match the pattern of:
-ou as in 'out'
Rewrite the words in the spaces provided.

Why is this homework so tough today??

I have no idea, I've been stuck for an hour 😩

I read it like three times and I'm still confused about it.

Same, I might just guess and hope it works out.

If I fail this, I'm gonna shout 😭

t o u g h

h o u r

a b o u t

o u t

s h o u t

I just found $10 on the ground 😳

No way, you're so lucky, I never find anything around here.

I looked around to see if anyone dropped it.

That's nice, but if no one claims it, that's your money now.

True… snack run after school, no doubt 😎

g r o u n d

a r o u n d

a r o u n d

y o u r

d o u b t

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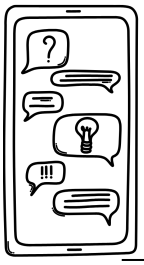

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Rewrite the words in the spaces provided.

Did you hear that weird sound last night??

YES I almost yelled 'ouch' when I jumped out of bed 😂

I was so nervous, I thought someone was in my house.

Same, my dog started barking loud out of nowhere.

I stayed up for like three hours after that 😭

s o u n d

o u c h

n e r v o u s

l o u d

h o u r s

I'm so proud of you for that test score!!

Thanks!! I studied for like three hours straight.

That's serious dedication for sure!

It was tough, but I didn't want to fail again.

All that effort really paid off, you earned it.

p r o u d

h o u r s

s e r i o u s

t o u g h

y o u

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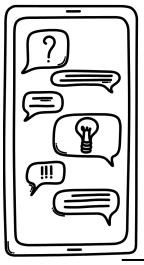

TEXT ME!

Read the text messages. Circle all the words that match the pattern of:
-ou as in 'out'
Rewrite the words in the spaces provided.

Are you going out later or staying home?

I might go out, but I'm still thinking about it.

Same, I heard there's a loud sound at the game tonight.

Yeah, the crowd always starts to shout like crazy.

That game is always so loud. I kinda love it though.

o u t

o u t a b o u t

l o u d s o u n d

s h o u t

l o u d t h o u g h

I just looked outside and it's raining 😩

I know, the clouds are so dark and gloomy today.

I was planning to go around the park too… not anymore.

Same, this weather is kinda rough honestly.

Guess I'll just stay in and scroll for a few hours.

o u t s i d e

c l o u d s

a r o u n d

r o u g h

h o u r s

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