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

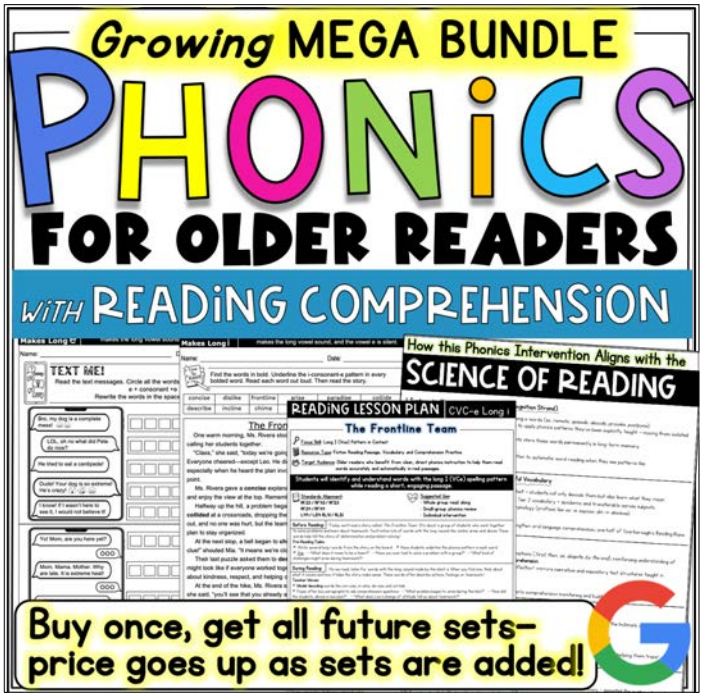


Out of this World LITERACY Professional Development Inquiries

@OutofThisWorldLiteracy @OutofThisWorldLiteracy Jenbengel.com @teachwithjenbengel

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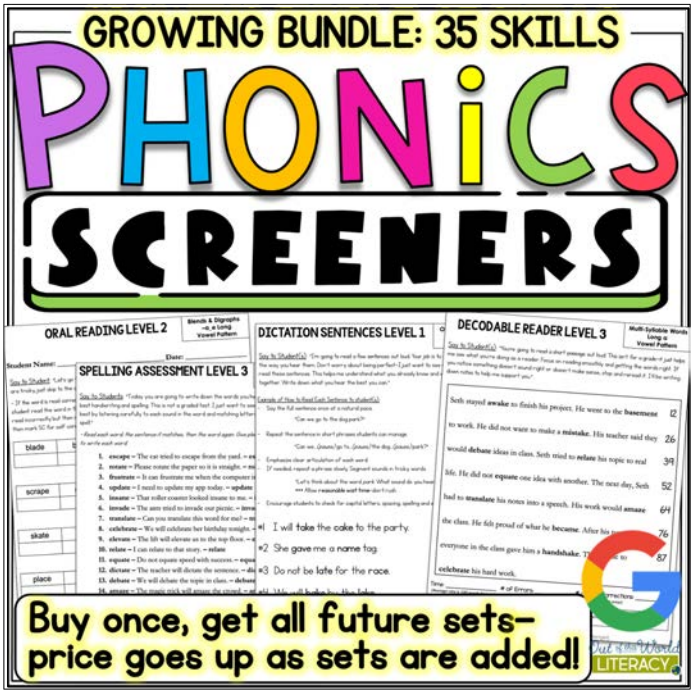


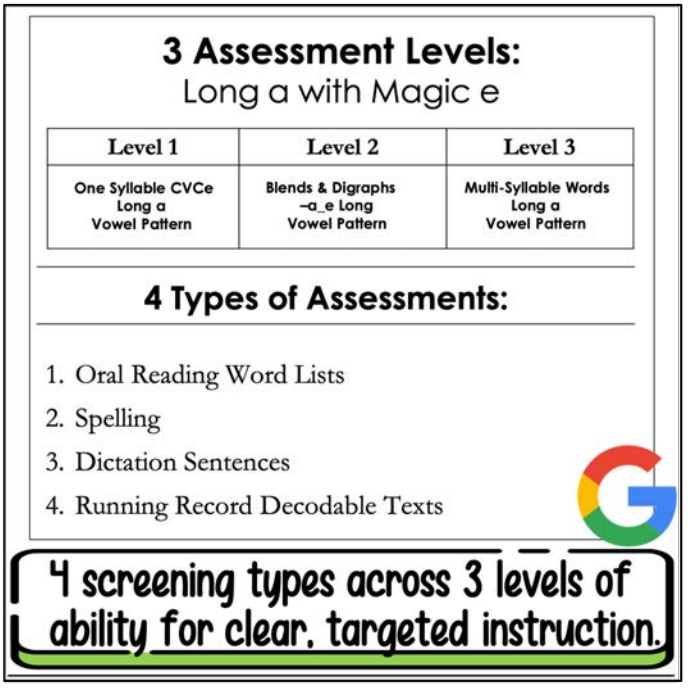
The Entire Program

1.CVCe Long A
2.CVCe Long E
3.CVCe Long I
4.CVCe Long O
5.CVCe Long U
6.Diphthongs -AU
7.Diphthongs -AW
8.Diphthongs -EW
9.Diphthongs -OI
10.Diphthongs -OO (long and short sounds)
11.Diphthongs -ou
12.Diphthongs -ow
13.Diphthongs -oy
14.R-Controlled Vowels -ar
15.R-Controlled Vowels -er
16.R-Controlled Vowels -ir
17.R-Controlled Vowels -or
18.R-Controlled Vowels -ur
19.Consonant Digraphs -sh, -ch
20.Consonant Digraphs -th (voiced), -th (unvoiced)
21.Consonant Digraphs -ph
22.Consonant Digraphs -wh
23.Consonant Digraphs -ck
24.Consonant Digraphs -ng
25.Vowel Digraphs Long A (ai, ay, ea, eigh, ey)
26.Vowel Digraphs Long E (ee, ea, ey, ei, ie)
27.Vowel Digraphs Long I (ie, igh)
28.Vowel Digraphs Long O (oa, oe)
29.Vowel Digraphs Long U (ew, ue, eu)
30.Trigraphs Set 1: -igh, -tch, -dge
31.Trigraphs Set 2: str-, thr-, scr-
32.Trigraphs Set 3: shr-, spl, spr-, squ-
33.Glued Letters: ank, ink, unk
34.Glued Letters: all, am, an
35.Glued Letters: ang, ong, ing, ung

Need Phonics Assessments?

Check out these Phonics Screeners Today!





The Entire Program

1.CVCe Long A
2.CVCe Long E
3.CVCe Long I
4.CVCe Long O
5.CVCe Long U
6.Diphthongs -AU
7.Diphthongs -AW
8.Diphthongs -EW
9.Diphthongs -OI
10.Diphthongs -OO (long and short sounds)
11.Diphthongs -ou
12.Diphthongs -ow
13.Diphthongs -oy
14.R-Controlled Vowels -ar
15.R-Controlled Vowels -er
16.R-Controlled Vowels -ir
17.R-Controlled Vowels -or
18.R-Controlled Vowels -ur
19.Consonant Digraphs -sh, -ch
20.Consonant Digraphs -th (voiced), -th (unvoiced)
21.Consonant Digraphs -ph
22.Consonant Digraphs -wh
23.Consonant Digraphs -ck
24.Consonant Digraphs -ng
25.Vowel Digraphs Long A (ai, ay, ea, eigh, ey)
26.Vowel Digraphs Long E (ee, ea, ey, ei, ie)
27.Vowel Digraphs Long I (ie, igh)
28.Vowel Digraphs Long O (oa, oe)
29.Vowel Digraphs Long U (ew, ue, eu)
30.Trigraphs Set 1: -igh, -tch, -dge
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32.Trigraphs Set 3: shr-, spl, spr-, squ-
33.Glued Letters: ank, ink, unk
34.Glued Letters: all, am, an
35.Glued Letters: ang, ong, ing, ung

6 PHONICS COMPREHENSION PASSAGES FOR OLDER READERS

READING LESSON PLAN | Diphthongs -ow

From Downer to Winner

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -ow short vowel sound 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 short vowel /OW/ words to build decoding, vocabulary, and comprehension skills.

Standards Alignment:		
	RL4.1 / 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.
	RF4.3.A	Use letter-sound correspondences and syllabication to read unfamiliar multisyllabic words

Before Reading: "Today we're going to read a story about a character who goes from a tough situation to something really exciting. Before we read, let's look at a few words that will help us understand the story. The word **downer** is something that makes you feel sad or less excited. A **meltdown** is when someone loses control of their emotions. As we read, listen for how these words connect to the character's experience. We will see the phonics pattern **ow** that sounds like *cow*. Say it with me—*/ow/*. This sound is in words like *down, crowd,* and *how*. When you see **ow**, your job is to try that /ow/ sound and check if it makes sense."

During Reading: "As we read, I want you to be on the lookout for **ow words with the /ow/ sound**, like in *cow*. When you see one, pause and read it carefully. If it doesn't sound right, try it again and check if it makes sense in the sentence. Think about what's happening to the character. At the beginning, how is he feeling? What clues show that? When you hear words like **downer** or **meltdown**, ask yourself, *What is going on in this moment?* As the story continues, notice the shift. What actions does the character take? That's how we track change in a story. Good readers are always thinking, *What's changing and why?*"

After R ...rds with **ow that sound like /ow/ (cow)**. What words did you notice? How ...story. How did the character change from the beginning to the end? ...evidence from the text. Let's also think about vocabulary. How ...e character's experience? When have you felt unsure about ...rds accurately and think about what they mean, we

...r Notes:

...ontext: OW Detective: Highlight all /ow/ words in

...Thinking: "I knew this word said /ow/ because..."

...n: Growth Reflection: When did you feel like ...t? **Empower Chart:** "Things that help me feel

...rform Steven's story

-OW DIPHTHONGS

Words with short "ow" as in 'cow'

Rule: The letters **ow** can make the /ow/ sound, like in **now**—it sounds like 'ow!' when you get hurt.

Name: _____ Date: _____

Time To Read

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

downer	meltdown	downside	powerful	allowance	countdown
scowl	drowsy	browse	empower	downright	rowdy

From Downer to Winner

Steven felt like his life was a total **downer**. Every day felt the same—no money, no fun, and no big chances. The only thing he got was a tiny **allowance**, and even that didn't last long.

One day, after a long, **drowsy** afternoon, Steven sat on his bed and started to **browse** videos on his phone. That's when he saw it—a local talent contest where kids had to create and perform something original in front of a live audience. The winner would earn a big cash prize and a chance to be featured online.

Steven's face tightened into a **scowl**. "The **downside** is I might mess up in front of everyone," he thought. He almost closed the video. But then he remembered how **powerful** it can be to try, and how believing in yourself can **empower** you to do hard things.

He spent the next few days practicing. Steven decided to combine m... creating a short performance about never giving up. It wasn't perfec... ...times h... ...arly had a **meltdown**, but he kept going.

At the contest, the crowd was loud and **rowdy**. The lights were ... and Steve... shook as a giant clock began the **countdown**.

"3… 2… 1…"

Steven stepped forward. His voice started soft, but then it grew d... ...rong a... his story and performed his song. He poured everything into it.
When it was over, the room went quiet for a second—then the crowd cheer...

"That was **powerful**," one judge said.

Steven couldn't believe it. He had won.

Out of this World LITERACY

6 PASSAGES

Out of this World LITERACY

3 Fiction 3 Nonfiction

✓ PHONICS ✓ COMP. ✓ VOCAB.

READING LESSON PLAN | Diphthongs -ow

Growing Strong: Taking Ownership of Learning

Focus Skill: Understanding Tier 2 academic vocabulary with the diphthong -ow long vowel 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 long vowel /OW/ words to strengthen decoding accuracy, vocabulary understanding, and comprehension.

Standards Alignment:	
RL4.1 / RL5.1	Refer to details and examples in a text when explaining and inferring.
RI4.4 / RI5.4	Determine the meaning of general academic & domain-specific words or phrases in a text.
L4.4 / L5.4 / L6.4	Determine or clarify the meaning of unknown words using context clues and word parts.
L4.6 / L5.6 / L6.6	Acquire and use grade-appropriate academic and domain-specific vocabulary.

Before Reading: "Today we're going to read a nonfiction passage about how we grow as learners. Before we read, let's look at a few words that might feel a little tricky but will really help us understand the text. The word **outgrow** means you move past something because you've grown or changed. For example, you might outgrow habits that don't help you anymore. You'll also see the word **showcase**, which means to display or show something in a special way. As we read today, I want you thinking about this question: *How do people grow as learners?* And remember, when you come to a word that feels tricky, slow down, read it carefully, and think about what would make sense in the sentence."

During Reading: "As we read, I want you to do two things. First, notice how the author explains ideas about learning and growth. Stop and think: *What is the author teaching me right now?* Second, pay attention to those key vocabulary words. When you see a word like **ownership** or **foreshadow**, ask yourself, *What does this mean here? How does it help me understand the sentence?* If something doesn't make sense, go back and reread. Good readers don't just keep going—they stop, think, and fix their understanding.

After Reading: "Let's think about what we learned. *What does it mean to take ownership of your learning?* Let's go back and find one part of the text that shows how students grow over time. What evidence can you point to? Now think about this: the passage says challenges can **foreshadow** success. What does that mean in your own life? Can you think of a time when something was hard at first but got easier? Finally, reflect on yourself as a learner. What is one habit you could **outgrow** to become stronger? What is one thing you are proud of that could be **showcased**? Remember—when we understand the words and thi… we become stronger readers. That's how we build both decoding and comprehension together."

…the related student pages for phonics, comprehension, …cabulary practice.
…Writing Prompt: Personal Narrative: Write about a time you …oved at someth… …ips to a younger …dent about learn…
…Word Work: Cr… …g prefixes/suffixes …(show → showing, shown)
…d Ladder: grow → glow … → snow
…e Swap: Rewrit… …replacing a word with a …

Teacher Notes:

- **Context Clue Check:** Explain how the sentence helps you choose the correct sound
- **Highlight & Explain:** Highlight a word and explain its meaning using the sentence
- **SEL Connection: Ownership Reflection:** What does … ownership look like in school/life? **Growth Mindset Cha…** used to… Now I can…"
- **Act It Out:** Show "ownership" or "outgrow" in a skit
- **Vocabulary Transfer:** Use new words in original sen…
- **Word Art:** Design a visual for one vocabulary word

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Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /o/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____

Time To Read

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

tomorrow	slowpoke	bellow	ownership	outgrow	showoff
sorrow	narrow	mellow	showcase	stow	foreshadow

Growing Strong: Taking Ownership of Learning

Many people think that learning new skills can happen overnight, but real growth takes time. You might not improve **tomorrow**, and that's okay. Everyone learns at a different pace, and no one should feel like a **slowpoke** for needing extra practice. Learning is a journey, and each step matters.

When students take **ownership** of their learning, they begin to understand that mistakes are part of the process. Sometimes frustration can build, and a student might even **bellow** in anger, but learning to stay calm and **mellow** helps them move forward. Taking a deep breath and trying again is part of becoming a stronger learner.

As people grow, they may **outgrow** old habits and develop stronger ones. It's important not to act like a **showoff**, but instead to focus on steady progress. Challenges may feel difficult or **narrow** at times, but they often **foreshadow** future success. What feels hard today can become easier with practice and time.

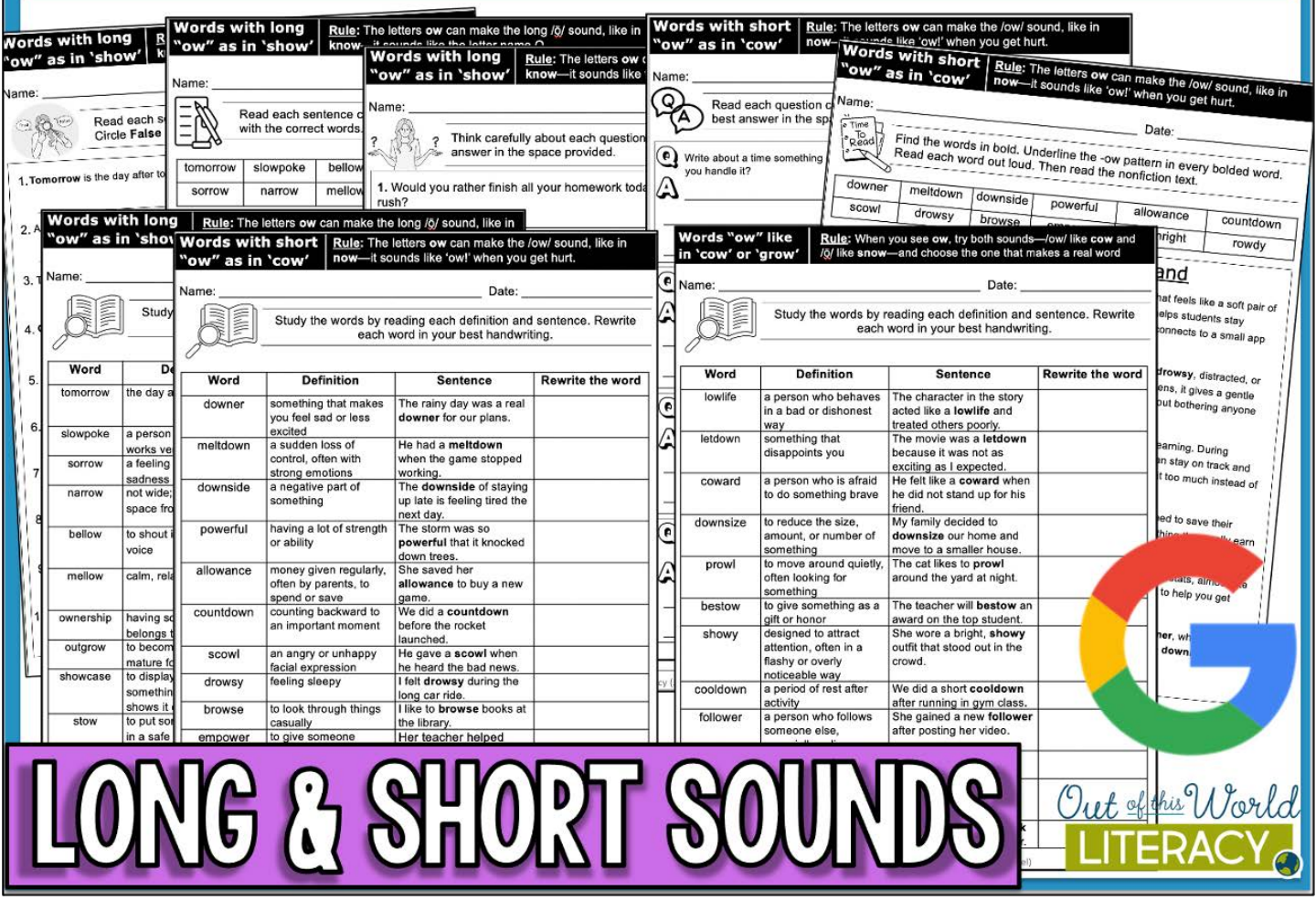
Teachers often **showcase** student work to celebrate growth and effort. Seeing

WITH LESSONS!

48 PHONICS/VOCAB. WORDS

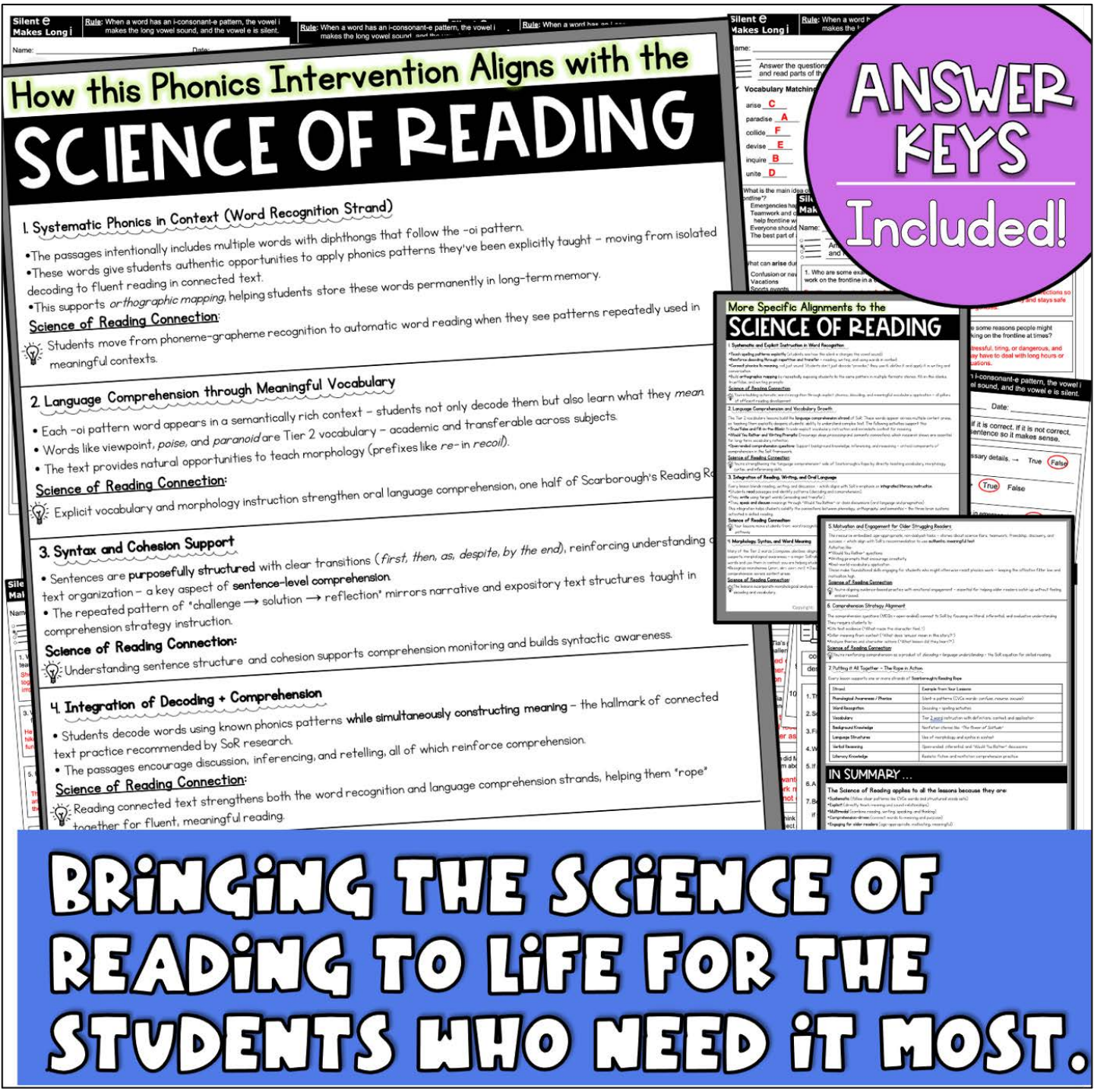
DIPHTHONGS- OW

BUILD VOCABULARY WHILE STUDYING PHONICS



LONG & SHORT SOUNDS

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.

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 -ow 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.

2. Language Comprehension through Meaningful Vocabulary

- Each -ow pattern word (long and short sounds) appears in a semantically rich context – students not only decode them but also learn what they *mean*.
- Words like bloom, *sorrow,* and *outgrow* are Tier 2 vocabulary – academic and transferable across subjects.
- The text provides natural opportunities to teach morphology (Suffixes like -*ful* in *powerful*).

Science of Reading Connection:

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

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.

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.

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 pattern -oo sounds like long /ow/ as in *mow* or short /ow/ as in *'now'*).
- **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 "*showoff*," 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-, re-*). * 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 (-ow words: *sorrow, showcase, slowpoke*)
Word Recognition	Decoding + spelling activities
Vocabulary	Tier 2 word instruction with definitions, context, and application
Background Knowledge	Nonfiction stories like *"The Day the Space Mission Changed"*
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 -ow 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 6 PASSAGES

The Note in the Glass Case
Fiction Passage

Growing Strong: Taking Ownership of Learning
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

From Downer to Winner
Fiction Passage

The Smart Focus Headband
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

The Talent Show Twist
Fiction Passage

The Life of P.T Barnum
Nonfiction Passage

ADDITIONAL PHONICS PRACTICE FOR THESE PASSAGES

ANSWER KEY

Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____



Study the words by reading each definition and sentence. Rewrite each word in your best handwriting.

Word	Definition	Sentence	Rewrite the word
tomorrow	the day after today	We will have our test **tomorrow**, so I need to study tonight.	
slowpoke	a person who moves or works very slowly	Hurry up, **slowpoke**, or we will miss the bus!	
sorrow	a feeling of deep sadness	She felt **sorrow** when her friend moved away.	
narrow	not wide; having little space from side to side	The path was **narrow**, so only one person could walk on it.	
bellow	to shout in a loud, deep voice	The coach began to **bellow** instructions across the field.	
mellow	calm, relaxed, or gentle	The music was soft and **mellow** at the end of the day.	
ownership	having something that belongs to you	He showed **ownership** by taking care of his new bike.	
outgrow	to become too big or mature for something	She began to **outgrow** her old clothes.	
showcase	to display or present something in a way that shows it off	The class will **showcase** their projects at the school event.	
stow	to put something away in a safe or proper place	Please **stow** your backpack under your desk.	
showoff	a person who tries to get attention by showing their skills	He acted like a **showoff** by doing tricks during practice.	
foreshadow	to give a hint about something that will happen later	The dark clouds seemed to **foreshadow** the coming storm.	

SAMPLE

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Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____



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

tomorrow	slowpoke	bellow	ownership	outgrow	showoff
sorrow	narrow	mellow	showcase	stow	foreshadow

The Note in the Glass Case

"Wait up, slowpoke!" Sophie called as Gray hurried down the **narrow** hallway after school.

"I'm telling you, something weird is going to happen **tomorrow**," Gray said. "Did you hear that loud **bellow** from the gym earlier?"

Sophie shrugged, trying to **mellow** out. But she felt a strange sense of **sorrow** she couldn't explain. The halls were almost empty, and every sound was louder than usual.

Gray stopped at the glass case that should **showcase** student projects. Inside, a note had been stapled between two displays: *Take **ownership**… or else.*

"Okay, that's creepy," Sophie whispered. "Who would leave something like that?"

Gray looked around. "Let's **stow** our stuff and check the gym before anyone else gets here."

They pushed open the gym doors. The lights flickered, and for a moment, everything went dark. When the lights came back on, the space looked normal—too normal.

Then a voice echoed from the far wall. "Some things you never **outgrow**."

Sophie froze. A shadow moved near the bleachers. Someone stepped out, acting like a total **showoff**, smiling like this was all a game.

Gray took a step back. "This isn't funny."

Sophie's heart raced as she whispered, "This has to **foreshadow** something… but what happens next?"

SAMPLE

Copyright: Out of This World Literacy (Jen Bengel)

Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____

Answer the questions from the story, The Note in the Glass Case. Go back and read parts of the text for help!

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

1.	tomorrow _____	A.	A feeling of deep sadness.
2.	slowpoke _____	B.	The day after tomorrow.
3.	sorrow_____	C.	Calm, relaxed, or gentle.
4.	narrow _____	D.	To shout in a loud, deep voice.
5.	bellow _____	E.	A person who moves or works very slowly.
6.	mellow _____	F.	Not wide; having little space f[illegible] side to sid[illegible]

1. Where were Sophie and Gray [illegible] they found the note?
   - (a) By [illegible]lass disp[illegible]se
   - (b) [illegible] the c[illegible]ssroom
   - (c) [illegible]afeteria
   - (d) Outside [illegible] th[illegible]eld

2. What [illegible] the [illegible]e say?
   - (a) [illegible]Meet me afte[illegible]
   - (b) Stay out of the gym
   - (c) Take ownership…or else
   - (d) Do not enter

3. How did Sophie feel after reading the note?
   - (a) Excited
   - (b) Confused and uneasy
   - (c) Happy
   - (d) Angry

4. Why did Sophie and Gray go to the gym?
   - (a) To play a game
   - (b) To meet a teacher
   - (c) To watch a show
   - (d) To investigate the strange message

5. What happened when they entered the gym?
   - (a) It was full of students
   - (b) The lights flickered and a voice spoke
   - (c) Nothing unusual happened
   - (d) A teacher greeted them

6. What is hinted at (foreshadowed) at the end of the story?
   - (a) The day will end normally
   - (b) They will go home
   - (c) Something more mysterious is about to happen
   - (d) The gym will close

SAMPLE

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Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____

Answer the questions from the story, The Note in the Glass Case. Go back and read parts of the text for help!

1.Where are Sophie and Gray at the beginning of the story?

2. What strange thing do they find in the display case?

3. How does Sophie feel when she reads the note?

4. Why do Sophie and Gray decide to go to the gym?

5. W[illegible]pens wh[illegible] enter[illegible]m

6. [illegible]at does the w[illegible]oreshadow" mean in the [illegible]ry?

7. Why might the person in the gym be acting like a showoff?

8. What do you think the note means by "Take ownership"?

9. What do you think will happen next in the story?

10. What lesson or message could this story be teaching?

SAMPLE

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Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____

Answer the questions from the story, The Note in the Glass Case. Go back and read parts of the text for help!

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

1. tomorrow **B**
2. slowpoke **E**
3. sorrow **A**
4. narrow **F**
5. bellow **D**
6. mellow **C**

A. A feeling of deep sadness.
B. The day after tomorrow.
C. Calm, relaxed, or gentle.
D. To shout in a loud, deep voice.
E. A person who moves or works very slowly.
F. Not wide; having little space from side to side.

1. Where were Sophie and Gray when they found the note?
   - (a) By the glass display case
   - (b) In the classroom
   - (c) In the cafeteria
   - (d) Outside near the field

2. What did the note say?
   - (a) Meet me after school
   - (b) Stay out of the gym
   - (c) Take ownership…or else
   - (d) Do not enter

3. How did Sophie feel after reading the note?
   - (a) Excited
   - (b) Confused and uneasy
   - (c) Happy
   - (d) Angry

4. Why did Sophie and Gray go to the gym?
   - (a) To play a game
   - (b) To meet a teacher
   - (c) To watch a show
   - (d) To investigate the strange message

5. What happened when they entered the gym?
   - (a) It was full of students
   - (b) The lights flickered and a voice spoke
   - (c) Nothing unusual happened
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6. What is hinted at (foreshadowed) at the end of the story?
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Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____

Answer the questions from the story, The Note in the Glass Case. Go back and read parts of the text for help!

1.Where are Sophie and Gray at the beginning of the story?

They are in a narrow hallway at school after the day has ended.

2. What strange thing do they find in the display case?

They find a note that says, "Take ownership… or else."

3. How does Sophie feel when she reads the note?

She feels uneasy and a bit scared, even though she tries to stay calm.

4. Why do Sophie and Gray decide to go to the gym?

They want to investigate the strange message and figure out what is going on.

5. What happens when they enter the gym?

The lights flicker, everything feels strange, and a voice speaks to them.

6. What does the word "foreshadow" mean in the story?

It means to give a hint that something important or mysterious will happen later.

7. Why might the person in the gym be acting like a showoff?

They may want attention or be trying to scare Sophie and Gray for fun.

8. What do you think the note means by "Take ownership"?

It could mean someone wants them to take responsibility for something or face a consequence.

9. What do you think will happen next in the story?

Answers may vary, but students might say Sophie and Gray will confront the person or uncover a bigger mystery.

10. What lesson or message could this story be teaching?

It may be teaching about responsibility, facing fears, or thinking carefully about choices.

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Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____

Answer the questions from the story, Growing Strong: Taking Ownership of Learning. Go back and read parts of the text for help!

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

1. ownership **F**
2. outgrow **B**
3. showcase **D**
4. stow **C**
5. showoff **E**
6. foreshadow **A**

A. To give a hint about something that will happen later.
B. To become too big or mature for something.
C. To put something away in a safe or proper place.
D. A person who tries to get attention by showing their skills.
E. To display or present something in a way that shows off.
F. Having something that belongs to you.

1. What is the main idea of the passage?

ⓐ Learning should be fast and easy
ⓑ Students should avoid mistakes
ⓒ Learning takes time and effort
ⓓ Only teachers are responsible for learning

2. What does the word "ownership" mean in the passage?

ⓐ Buying something
ⓑ Taking responsibility for your learning
ⓒ Sharing your work with others
ⓓ Finishing work quickly

3. Why does the passage mention feeling like a "slowpoke"?

ⓐ To show that students should rush
ⓑ To explain that everyone learns at a different pace
ⓒ To say learning is not important
ⓓ To describe a game

4. What should students do when they feel frustrated?

ⓐ Stay calm and keep trying
ⓑ Ignore their work
ⓒ Give up
ⓓ Ask someone else to do it

5. What does the word "foreshadow" suggest in the passage?

ⓐ Something from the past
ⓑ A mistake in learning
ⓒ A hint about future success
ⓓ A type of assignment

6. Why do teachers showcase student work?

ⓐ To compare students
ⓑ To give more homework
ⓒ To celebrate growth and effort
ⓓ To test students

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Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____

Answer the questions from the story, Growing Strong: Taking Ownership of Learning. Go back and read parts of the text for help!

1. What is the main idea of the passage?

The main message is that learning takes time, effort, and practice, and students need to take responsibility for their growth.

2. Why does the passage say it's okay not to improve tomorrow?

Because learning is a process, and improvement does not happen instantly for everyone.

3. What does it mean to take ownership of your learning?

It means being responsible for your work, trying your best, and learning from mistakes.

4. How should students handle frustration according to the passage?

They should stay calm, be patient, and keep trying instead of giving up.

5. What happens when students outgrow old habits?

They develop stronger habits that help them become better learners.

6. Why is it not helpful to act like a showoff?

Because learning is about steady progress, not showing off or trying to impress others.

7. What does the word "foreshadow" mean in this passage?

It means that challenges now can be a sign of future success.

8. How do teachers support student learning in the passage?

Teachers showcase student work and encourage growth and effort.

9. What can students learn from moments of sorrow?

They can learn important lessons and grow stronger from difficult experiences.

10. How can reflecting at the end of the day help students?

It helps them think about what they learned and how they can improve next time.

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Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

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. **Tomorrow** is the day after today. → (True) False

2. A **slowpoke** is someone who moves very fast. → True (False)

   False — A slowpoke is someone who moves very slowly.

3. To **bellow** means to shout in a loud, deep voice. → (True) False

4. **Ownership** means taking responsibility for something that belongs to you. → (True) False

5. To **outgrow** something means to become too big or mature for it. → (True) False

6. A **showoff** is someone who tries to get attention by showing their skills. → (True) False

7. **Sorrow** is a feeling of great happiness. → True (False)

   False — Sorrow is a feeling of deep sadness.

8. **Narrow** means wide and open. → True (False)

   False — Narrow means not wide; it has little space from side to side.

9. **Mellow** means calm and relaxed. → (True) False

10. To **showcase** something means to hide it from others. → True (False)

    False — To showcase means to display or present it.

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Words with long "ow" as in 'show'

Rule: The letters **ow** can make the long /ō/ sound, like in **know**—it sounds like the letter name O.

Name: _____ Date: _____



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

tomorrow	slowpoke	bellow	ownership	outgrow	showoff
sorrow	narrow	mellow	showcase	stow	foreshadow

1. We will take the test ___**tomorrow**___, so be ready.
2. Hurry up, you ___**slowpoke**___, we are going to be late!
3. The coach began to ___**bellow**___ across the field so everyone could hear him.
4. She took ___**ownership**___ of her work and made sure it was done well.
5. As you grow, you may ___**outgrow**___ old habits that no longer help you.
6. He acted like a ___**showoff**___ by trying to impress everyone.
7. She felt deep ___**sorrow**___ after losing her favorite book.
8. The path was so ___**narrow**___ that only one person could walk on it.
9. The music was soft and ___**mellow**___, which made everyone feel calm.
10. The teacher will ___**showcase**___ student projects on the wall.
11. Please ___**stow**___ your backpack under your desk before we begin.
12. The dark clouds seemed to ___**foreshadow**___ a storm was coming.

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Words with short "ow" as in 'cow'

Rule: The letters **ow** can make the /ow/ sound, like in **now**—it sounds like 'ow!' when you get hurt.

Name: _____ Date: _____

Answer the questions from the story, From Downer to Winner. Go back and read parts of the text for help!

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

1. downer **B**
2. meltdown **C**
3. downside **F**
4. powerful **D**
5. allowance **E**
6. countdown **A**

A. counting backward to an important moment
B. something that makes you feel sad or less excited
C. a sudden loss of control with strong emotions
D. having a lot of strength or a strong effect
E. money given regularly to spend or save
F. a negative part of something

1. Why did Steven feel like his life was a "downer" at the beginning?

(a) He had too much homework
(b) He did not have many opportunities
(c) He did not like school
(d) He lot a game

2. What inspired Steven to enter the contest?

(a) His teacher told him to
(b) His friend signed him up
(c) He saw a video while browsing
(d) His parents forced him

3. What was the downside Steven was worried about?

(a) He might not finish on time
(b) He might lose money
(c) He might fail in front of others
(d) He might forget the rules

4. What did Steven do to prepare for the contest?

(a) He practiced a performance with music and storytelling
(b) He studied for a test
(c) He watched other contestants
(d) He did nothing to prepare

5. How did Steven feel right before performing?

(a) Calm and relaxed
(b) Angry and upset
(c) Nervous and unsure
(d) Bored

6. What was the result of Steven's performance?

(a) He lost the contest
(b) He forgot what to do
(c) He won and impressed the judges
(d) He left before finishing

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Words with short "ow" as in 'cow'

Rule: The letters **ow** can make the /ow/ sound, like in **now**—it sounds like 'ow!' when you get hurt.

Name: _____ Date: _____

Answer the questions from the story, From Downer to Winner. Go back and read parts of the text for help!

1. How does Steven feel at the beginning of the story?

He feels like his life is a downer and that nothing exciting is happening.

2. What does Steven do when he sees the contest online?

He decides to think about entering it after browsing and watching the video.

3. What is the contest about?

It is a talent contest where kids perform something original for a prize.

4. Why is Steven nervous about entering the contest?

He is worried about the downside of failing in front of a crowd.

5. What does Steven do to prepare for the contest?

He practices a performance that combines music and storytelling.

6. What challenges does Steven face while preparing?

He almost has a meltdown and struggles to feel confident.

7. How does the word "empower" connect to Steven's experience?

Believing in himself empowers him to keep trying and perform even when he feels nervous.

8. How does the crowd affect Steven during the contest?

The rowdy crowd makes him more nervous but also adds excitement to the moment.

9. What changes for Steven by the end of the story?

He gains confidence, wins the contest, and his life improves.

10. What message or lesson can readers learn from this story?

Readers can learn that taking risks, believing in yourself, and working hard can lead to success.

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Words with short "ow" as in 'cow'

Rule: The letters **ow** can make the /ow/ sound, like in **now**—it sounds like 'ow!' when you get hurt.

Name: _____ Date: _____

Answer the questions from the story, The Smart Focus Headband. Go back and read parts of the text for help!

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

1. scowl **E**
2. empower **B**
3. downright **F**
4. rowdy **B**
5. browse **C**
6. drowsy **D**

A. to give someone confidence or strength to do something
B. loud, noisy, and hard to control
C. to look through things casually
D. feeling sleepy
E. a facial expression showing anger or displeasure
F. completely or extremely

1. What is the main purpose of the Smart Focus Headband?

(a) To play music during class
(b) To help students stay focused and calm
(c) To help students talk to friends
(d) To replace teachers

2. How does the headband help when a student loses focus?

(a) It shuts off their device
(b) It sends a message to the teacher
(c) It gives a gentle buzz or sound
(d) It makes a loud alarm

3. What is one downside of the headband?

(a) Students might depend on it too much
(b) It is too loud
(c) It may break easily
(d) It does not work at school

4. How much does the headband cost?

(a) $20
(b) $40
(c) $200
(d) $250

5. What can students do with the app connected to the headband?

(a) Play games
(b) Browse their focus progress
(c) Talk to friends
(d) Watch videos

6. How do some students react to the headband at first?

(a) They are excited and quiet
(b) They ignore it
(c) They scowl or act rowdy about it
(d) They refuse to wear it

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Words with short "ow" as in 'cow'

Rule: The letters **ow** can make the /ow/ sound, like in **now**—it sounds like 'ow!' when you get hurt.

Name: _____ Date: _____

Answer the questions from the story, The Smart Focus Headband. Go back and read parts of the text for help!

1. What is the Smart Focus Headband and what does it do?

It is a device that helps students stay focused by detecting when they are distracted or tired and reminding them to refocus.

2. How does the headband help students when they feel drowsy or distracted?

It gives a gentle buzz or plays a soft sound to help them pay attention again.

3. What is one downside of using the headband?

Students might rely on it too much instead of learning how to focus on their own.

4. Why might some students need to save their allowance to buy the headband?

Because it costs about $60, which can be expensive for middle school students.

5. How does the app connected to the headband help students?

It allows them to browse their focus progress and see how well they are doing.

6. Why do you think some students react with a scowl or act rowdy at first?

They may think the headband looks strange or unnecessary, or they might not understand how helpful it is yet.

7. How does the headband empower students?

It gives them tools and confidence to control their focus and complete their work successfully.

8. Do you think this invention would be helpful in your classroom? Why or why not?

Answers will vary, but students might say yes because it helps with focus, or no because they want to learn to focus without it.

9. How might using this headband change the way students feel about schoolwork?

It could make them feel more confident, less stressed, and more successful.

10. What could happen if a student always uses the headband without practicing focus skills?

They might struggle to focus when they don't have the device because they rely on it too much.

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Words with short "ow" as in 'cow'

Rule: The letters **ow** can make the /ow/ sound, like in **now**—it sounds like 'ow!' when you get hurt.

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. The canceled trip was a **downer** because everyone felt disappointed. → (True) False

2. He had a **meltdown**, which means he stayed calm and relaxed. → True (False)

False — He had a meltdown, which means he lost control of his emotions.

3. The **downside** of eating too much candy is getting a stomachache. → (True) False

4. The storm was **powerful** because it caused a lot of damage. → (True) False

5. An **allowance** is money you earn only once in your life. → True (False)

False — An allowance is money given regularly, often each week. countdown – A countdown is counting forward from one to ten.

6. A **countdown** is counting backward from a higher number to zero. → True (False)

False — A countdown is counting backward from a higher number to zero.

7. He gave a **scowl**, which means he smiled happily. → True (False)

False — He gave a scowl, which means he made an angry face. drowsy – I felt drowsy, so I was wide awake and full of energy.

8. I felt **drowsy**, so I was wide awake and full of energy. → True (False)

False — I felt drowsy, so I was sleepy and tired.

9. I like to **browse** books, which means I look through them casually. → (True) False

10. The teacher tried to **empower** her students by encouraging them. → (True) False

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Words with short "ow" as in 'cow'

Rule: The letters **ow** can make the /ow/ sound, like in **now**—it sounds like 'ow!' when you get hurt.

Name: _____ Date: _____



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

downer	meltdown	downside	powerful	allowance	countdown
scowl	drowsy	browse	empower	downright	rowdy

1. He gave a **scowl** when he heard he had more homework to do.
2. I like to **browse** books at the library before choosing one to read.
3. The storm was so **powerful** that it knocked over trees and signs.
4. We did a loud **countdown** before the game started, counting from ten to one.
5. I felt **drowsy** during the movie because I stayed up too late the night before.
6. That was a **downright** amazing performance that impressed everyone.
7. The rainy day was a real **downer** because we had to cancel our outdoor plans.
8. The teacher tried to **empower** her students by reminding them they could succeed.
9. One **downside** of playing video games late is feeling tired the next day.
10. She saved her weekly **allowance** to buy a new pair of shoes.
11. The crowd became loud and **rowdy** during the exciting part of the game.
12. After struggling with the hard problem for so long, he had a **meltdown** and started to cry.

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Words "ow" like in 'cow' or 'grow'

Rule: When you see **ow**, try both sounds—/ow/ like **cow** and /ō/ like **snow**—and choose the one that makes a real word

Name: _____ Date: _____

Answer the questions from the story, The Talent Show Twist. Go back and read parts of the text for help!

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

1. lowlife **B**
2. letdown **C**
3. coward **F**
4. downsize **D**
5. prowl **A**
6. bestow **E**

A. To move around quietly, often looking for something.
B. A person who behaves in a bad or dishonest way.
C. Something that disappoints you.
D. To reduce the size or amount of something.
E. To give something as a gift or honor.
F. A person who is afraid to act bravely.

1. Why did Eddie feel the talent show was a letdown at first?

ⓐ He didn't want to perform
ⓑ No one signed up
ⓒ People stopped trying after a prank ruined it
ⓓ The stage was too small

2. What does Eddie decide to do instead of quitting?

ⓐ Sign up and perform
ⓑ Help backstage
ⓒ Watch the show
ⓓ Leave early

3. How does Eddie change his act?

ⓐ He makes it longer
ⓑ He downsizes it to a simple magic routine
ⓒ He cancels it
ⓓ He copies someone else

4. What does Eddie do to calm his nerves before performing?

ⓐ Talks to the principal
ⓑ Leaves the room
ⓒ Does a cooldown
ⓓ Calls his parents

5. What happens during Eddie's performance?

ⓐ His tricks fail
ⓑ The crowd leaves
ⓒ His tricks work and the crowd enjoys it
ⓓ He forgets what to do

6. What is the result of the talent show?

ⓐ Eddie loses
ⓑ No one wins
ⓒ The show cancelled
ⓓ Eddie wins the top prize

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Rule: When you see **ow**, try both sounds—/ow/ like **cow** and /ō/ like **snow**—and choose the one that makes a real word

Name: _____ Date: _____

Answer the questions from the story, The Talent Show Twist. Go back and read parts of the text for help!

1. How does Eddie feel at the beginning of the story?

He feels disappointed and thinks the talent show is a letdown.

2. What caused the talent show to feel less exciting this year?

A prank from the previous year made people stop trying and lose interest.

3. Why does Eddie decide to perform even when others don't?

He doesn't want to be a coward and wants to prove that the show can still be fun.

4. How does Eddie prepare for his performance?

He practices a smaller, simpler magic routine and works on his tricks at home.

5. What role does Eddie play for the younger student backstage?

He acts as a role model, helping the younger student feel calm and confident.

6. How does Eddie's confidence change from the beginning to the end?

At first he feels unsure, but by the end he becomes confident and performs successfully.

7. Why do you think Eddie chose to downsize his act?

He likely wanted to make it more manageable and increase his chances of doing well.

8. What does the word "throwback" suggest about the talent show?

It suggests the show feels like it used to in the past—exciting and fun again.

9. What lesson can readers learn from Eddie's actions?

Readers can learn to be brave, try their best, and not give up even when things seem disappointing.

10. How did Eddie's performance impact the talent show and the crowd?

It brought excitement back, impressed the audience, and helped make the show enjoyable again.

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Words "ow" like in 'cow' or 'grow'

Rule: When you see **ow**, try both sounds—/ow/ like **cow** and /ō/ like **snow**—and choose the one that makes a real word

Name: _____ Date: _____

Answer the questions from the story, The Life of P.T. Barnum. Go back and read parts of the text for help!

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

1. showy **E**
2. cooldown **B**
3. follower **D**
4. showtime **F**
5. shadow **A**
6. throwback **C**

A. A dark shape made when light is blocked.
B. A time to rest after activity.
C. Something that reminds you of the past.
D. A person who follows someone, often online.
E. Flashy or meant to attract attention.
F. The time when a performance begins.

1. Why did some critics call P.T. Barnum a "lowlife"?

(a) He did bot perform well
(b) They believed his acts were dishonest
(c) How to make cartoons
(d) How to clean a room

2. What did Barnum do when he did not have enough money?

(a) Downsize his shows and start again
(b) Borrow money
(c) Quit his shows
(d) Move to another country

3. What is one example of an act that wowed audiences?

(a) A singer performing songs
(b) General Tom Thumb acting like an adult
(c) A sports competition
(d) A magic trick with cards

4. What were Barnum's shows known for?

(a) Being quiet and simple
(b) Being short and boring
(c) Being showy and exciting
(d) Being only for adults

5. What did Barnum often do at the end of performances?

(a) Leave quickly
(b) Bestow praise on performers
(c) Close the show early
(d) Ask the audience to leave

6. What impact did Barnum have on entertainment?

(a) He made it less popular
(b) He ended public shows
(c) He helped shape modern entertainment
(d) He only performed in one place

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Words "ow" like in 'cow' or 'grow'

Rule: When you see **ow**, try both sounds—/ow/ like **cow** and /ō/ like **snow**—and choose the one that makes a real word

Name: _____ Date: _____

Answer the questions from the story, The Life of P.T. Barnum. Go back and read parts of the text for help!

1. Who was P.T. Barnum?

He was a famous American showman who created exciting and popular entertainment shows.

2. Why did some people call Barnum a "lowlife"?

They believed some of his acts were dishonest or misleading.

3. What did Barnum do when he did not have enough money for his shows?

He downsized his shows and worked to build them back up again.

4. What is one example of an act that made Barnum's shows popular?

General Tom Thumb, who acted like an adult and amazed audiences.

5. How did Barnum find new ideas for his shows?

He searched carefully and looked for new performers and creative acts.

6. Why were Barnum's shows described as "showy"?

They had bright lights, exciting acts, and large crowds that made them stand out.

7. What does the word "bestow" show about how Barnum treated his performers?

It shows that he rewarded and recognized performers for their work.

8. Why do you think people kept coming back to Barnum's shows?

They enjoyed the excitement, creativity, and unique performances.

9. How did Barnum's work influence modern entertainment?

He helped create the idea of large, exciting shows that attract big audiences.

10. Do you think Barnum's type of entertainment would be popular today? Why or why not?

Answers will vary, but students might say yes because people still enjoy exciting shows, or no because expectations have changed.

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Words with short "ow" as in 'cow'

Rule: The letters **ow** can make the /ow/ sound, like in **now**—it sounds like 'ow!' when you get hurt.

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. That song is a **throwback** to the future. → True (False)

   False — That old song is a throwback to when we were younger.

2. The movie was a **letdown** because it was boring and not exciting. → (True) False

3. She stood up for her friend, so she was a **coward**. → True (False)

   False — She stood up for her friend, so she was a coward.

4. The **downside** of staying up late is feeling tired the next day. → (True) False

5. The cat likes to **prowl** quietly around the yard at night. → (True) False

6. The teacher will **bestow** an award on the student who worked the least. → True (False)

   False — The teacher will **bestow** an award on the student who worked the MOST.

7. The coach tried to **empower** the team by encouraging them. → (True) False

8. After running, we skipped the **cooldown** and felt more relaxed. → True (False)

   False — After running, we skipped the cooldown and felt more relaxed.

9. She posted a video and gained a new **follower** online. → (True) False

10. It was **showtime**, so the performers were all finished on stage. → True (False)

    False — It was showtime, so the performers got ready to go on stage.

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Words "ow" like in 'cow' or 'grow'

Rule: When you see **ow**, try both sounds—/ow/ like **cow** and /ō/ like **snow**—and choose the one that makes a real word

Name: _____ Date: _____



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

lowlife	letdown	coward	downsize	prowl	bestow
showy	cooldown	follower	showtime	shadow	throwback

1. He gained a new **follower** after posting his video online.
2. The cat likes to **prowl** quietly around the yard at night.
3. It was finally **showtime**, and the performers walked onto the stage.
4. The teacher will **bestow** an award to the student who worked the hardest.
5. She wore a bright, **showy** outfit that made everyone look at her.
6. The man acted like a **letdown** by cheating and treating others badly.
7. My **shadow** followed me on the ground when the sun was shining.
8. After the race, we took time to **cooldown** and rest our bodies.
9. The movie was a total **letdown** because it was boring and not exciting.
10. That old game is a **throwback** to when we were younger.
11. He felt like a **coward** when he was too afraid to try something new.
12. The company had to **downsize** and move to a smaller office to save money.

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