Sounds in the Shed

Use shared word endings to read a nighttime story.

3.RF.3 "Know and use more difficult word families when reading unfamiliar words (e.g., -ight)."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that end in -ight, circle words that end in -ound, and draw a box around words that end in -atch. Use the shared endings to help you read the words you mark.

A Peep at Night

1. At night, Nia heard a soft sound from the chicken shed. She held her flashlight upright and walked across the yard. Her flashlight made a bright patch of light on the door. Nia was sure she had shut the door at sunset. She looked to the right and saw the latch hanging loose. What was moving inside?

2. Nia lifted the latch and stepped inside. On the ground, she found a hen sitting on a mound of straw. Beside the hen was a tiny chick. Another egg had a crack, and a small beak poked out. Nia watched the chick hatch. It made a high peep, and the hen answered with a low cluck.

3. In the light, Nia saw the wet chick blink and stretch. It could not stand quite right yet. She did not try to catch it. Instead, she closed the door and fastened the latch. By morning, the chick was dry and moving around the nest. Nia smiled at the sight of two chicks beside the hen.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which -ight word tells how Nia held her flashlight? Write it and one other -ight word from the story.

2. Which -ound word names the pile of straw? Write it and one other -ound word from the story.

3. Which -atch word tells what the chick did as it came out of the egg? Write it and one other -atch word from the story.

4. Write the ending that hatch and catch share. How can knowing hatch help you read catch?

3 YOUR TURN

Your own words

Write two sentences about an animal other than a chicken. Use and underline two words from the same ending family, -ight, -ound, or -atch, that are not in the story.

ANSWER KEY

Sounds in the Shed

GRADE 3 · 3.RF.3

PART 1 · READ AND MARK

Underline words that end in -ight, circle words that end in -ound, and draw a box around words that end in -atch. Use the shared endings to help you read the words you mark. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which -ight word tells how Nia held her flashlight? Write it and one other -ight word from the story.	**upright; another word may be night, flashlight, bright, light, right, or sight.**
2	Which -ound word names the pile of straw? Write it and one other -ound word from the story.	**mound; another word may be sound, ground, found, or around.**
3	Which -atch word tells what the chick did as it came out of the egg? Write it and one other -atch word from the story.	**hatch; another word may be patch, latch, or catch.**
4	Write the ending that hatch and catch share. How can knowing hatch help you read catch?	**Both share -atch. Keep the ending sound and change the first sound to /k/.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

A hound ran across the field. It stopped beside a round stone.

For the marking job, accept every word with the named ending, including longer words such as flashlight, upright, and around. For Your Turn, check that both underlined words share one ending, do not appear in the passage, and fit the two-sentence response.