

## Unit 1: Building Strong Communities

### WEEK 7

# Shared Reading “This Little Light of Mine”

<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Materials and Preparation</b>	<ul style="list-style-type: none"><li>● chart paper and markers Write out the song for whole group reading.</li><li>● “This Little Light of Mine” slides</li><li>● pointer</li><li>● highlighter tape (optional)</li></ul>
<b>Opening</b> 1 min	<p><i>Our shared reading text this week is a version of a song some of you might know, called “This Little Light of Mine.” Thumbs up if you’ve heard or sung this song.</i></p> <p><i>Before we read and sing it, we’ll practice identifying, blending, and segmenting sounds.</i></p>
<b>Phonological Awareness</b> 6 min	<p>Isolate and identify sounds. (Do not show the text.) <i>What beginning sound do you hear in “shine?”</i></p> <p><i>The /sh/ sound is not made with one letter. How is it made?</i></p> <p>Blend sounds to make words. <i>We are going to blend sounds together to make words that we’ll see in our text.</i></p> <p><i>Listen to these sounds: /l/... /e/... /t/. Now say and tap the sounds, then blend them.</i></p> <p><i>How many sounds are there? Show me on your fingers. Let’s tap and blend together. What’s the word?</i></p> <p><i>What vowel sound do you hear?</i></p>

	<p>Segment sounds.  <i>Now we're going to segment the sounds in a word.  Say "run" after me, then tap the sounds you hear.</i></p> <p><i>How many sounds do you hear? Show the number on your fingers.  Now let's say each sound slowly while we all tap the sounds.  /r/.../ŭ/.../n/</i></p> <p><i>What vowel sound do you hear?</i></p> <p>Determine syllables.  <i>How many syllables do you hear in the word "little?" Let's say it and  feel the chin drops. Now say and clap the word. Show me on your  fingers the number of syllables.</i></p> <p><i>What about "everywhere?"</i></p>
<p><b>Shared Reading</b>  12 min</p>	<p>Model singing the first two stanzas while scooping phrases with a pointer so that children pick up the tune. Point out the informal spelling of "gonna" and explain that it represents the way we talk instead of "going to," as it would be written.</p> <p>Invite children to echo sing the remainder of the song, four lines at a time.</p> <p>Connect the song to unit content.  <i>The words say "this little light of mine." Is the song about an actual light? What do you think this song is about? What makes you think that?</i></p> <p>Identify target spelling patterns.  <i>What words do you see spelled with digraphs? Mark the words with digraphs with a yellow marker or highlighter tape.</i></p> <p><i>What high frequency words that you know do you see in this song?</i></p> <p>Invite one child to stand and point as the class chorally sings.</p>
<p><b>Closing</b>  1 min</p>	<p><i>You will continue to practice reading and singing this song at the Reading Station.</i></p>
<p><b>Standards</b></p>	<p><b>R.1.1.a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).  <b>R.2.1.a</b> Distinguish long from short vowel sounds in spoken single-syllable</p>

	<p>words.</p> <p><b>R.2.1.b</b> Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p><b>R.2.1.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p><b>R.2.1.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p><b>R.3.1.b</b> Decode regularly spelled one-syllable words.</p> <p><b>R.12.1.b</b> Read various on-level text with accuracy, appropriate rate, and expression on successive readings.</p>
<b>Ongoing Assessment</b>	<p>Listen to children as they respond to questions and discussion prompts.</p> <p>Do they identify digraph sounds as well as spelling?</p> <p>Do they blend phonemes?</p> <p>Do they segment phonemes?</p> <p>Listen to children echo and choral read.</p> <p>Do they read with appropriate phrasing and expression?</p>
<b>Daily Practice</b>	<p>To reinforce fluency with this text, find five minutes each day for choral, or paired reading.</p> <p>Possible extensions in small or whole group:</p> <ul style="list-style-type: none"> <li>• With teacher dictation, children use letter tiles or write with markers on whiteboards to build or write single syllable words with digraphs by changing the initial, final, or middle sounds. For example: back→ bash→ bath.</li> <li>• Children create their own verse.</li> </ul>

**Notes**



Name \_\_\_\_\_

## **This Little Light of Mine**

This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine,  
Let it shine, let it shine, let it shine.

All around my school, I'm gonna let it shine.  
All around my school, I'm gonna let it shine.  
All around my school, I'm gonna let it shine,  
Let it shine, let it shine, let it shine.

Everywhere I run, I'm gonna let it shine.  
Everywhere I run, I'm gonna let it shine.  
Everywhere I run, I'm gonna let it shine,  
Let it shine, let it shine, let it shine.

Back home with my family, I'm gonna let it shine.  
Back home with my family, I'm gonna let it shine.  
Back home with my family, I'm gonna let it shine,  
Let it shine, let it shine, let it shine.

This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine.  
This little light of mine, I'm gonna let it shine,  
Let it shine, let it shine, let it shine.