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# Utah PreK Emergent Literacy – Reading

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Utah                                                      |
| Grade            | PreK (Early Childhood)                                    |
| Subject          | Emergent Literacy – Reading                               |
| Course category  | Early Learning Domain                                     |
| Standards family | English Language Arts / Literacy                          |
| Framework        | Utah Early Learning Standards / Utah Core Standards       |
| Issuing agency   | Utah State Board of Education                             |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Clapping Names

### Unit 3: Words Have Beats · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                       |
|--------------------|-----------------------------------------------------------------------------------------------------------------------|
| Essential question | How many beats are in my name?                                                                                        |
| Standards          | <b>Syllable Awareness</b> -> <b>P4.R.12, P4.R.13, P4.R.14, P4.R.3</b> — 4 standards; full text in the standards table |
| Learning target    | "I can clap my name."                                                                                                 |
| Local dates        | _____ (enter your school dates)                                                                                       |

#### Measurable objectives

- Children will clap the syllables in their own name.
- Children will count the claps.

#### Success criteria (student-friendly)

- "I say my name slowly."
- "I clap each part."
- "I count the claps."

#### Academic vocabulary

clap, beat, part, count, name

#### Materials and technology

- Name cards
- Rhythm sticks
- Counting cubes
- Drum
- Chart paper

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Child claps their own name accurately.

**Family communication**

Clap family names at dinner.

## Day 41 — My Name Has Beats

Week 9, Day 1 · Unit 3 · Standards: P4.R.12, P4.R.13, P4.R.14, P4.R.3

|                   |                              |
|-------------------|------------------------------|
| Focus             | Syllables in one's own name. |
| Learning target   | "I can clap my name."        |
| Vocabulary in use | clap, beat, part             |
| Local date        | _____                        |

### Learning sequence

Circle: teacher claps each child's name. Model: teacher claps her own. Practice: children clap their names. Play: name clapping game.

### Check for understanding

Child claps their own name.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Counting the Claps

Week 9, Day 2 · Unit 3 · Standards: P4.R.12, P4.R.13, P4.R.14, P4.R.3

|                   |                        |
|-------------------|------------------------|
| Focus             | Quantifying syllables. |
| Learning target   | "I can clap my name."  |
| Vocabulary in use | clap, beat, part       |
| Local date        | _____                  |

### Learning sequence

Circle: clap and count. Model: teacher counts claps on fingers. Practice: children count their claps. Play: cube towers for each name.

### Check for understanding

Child counts the claps in their name.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Long Names, Short Names

Week 9, Day 3 · Unit 3 · Standards: P4.R.12, P4.R.13, P4.R.14, P4.R.3

|                   |                            |
|-------------------|----------------------------|
| Focus             | Comparing syllable counts. |
| Learning target   | "I can clap my name."      |
| Vocabulary in use | clap, beat, part           |
| Local date        | _____                      |

### Learning sequence

Circle: sort names by beats. Model: teacher sorts three names. Practice: children sort names. Play: name graph.

### Check for understanding

Child compares two names by beat count.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Our Name Graph

Week 9, Day 4 · Unit 3 · Standards: P4.R.12, P4.R.13, P4.R.14, P4.R.3

|                   |                             |
|-------------------|-----------------------------|
| Focus             | Representing syllable data. |
| Learning target   | "I can clap my name."       |
| Vocabulary in use | clap, beat, part            |
| Local date        | _____                       |

### Learning sequence

Circle: build a class name graph. Model: teacher places a name. Practice: children place their names. Play: graph displayed.

### Check for understanding

Child places their name in the correct column.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Clapping Friends' Names

Week 9, Day 5 · Unit 3 · Standards: P4.R.12, P4.R.13, P4.R.14, P4.R.3

|                   |                               |
|-------------------|-------------------------------|
| Focus             | Applying to unfamiliar words. |
| Learning target   | "I can clap my name."         |
| Vocabulary in use | clap, beat, part              |
| Local date        | _____                         |

### Learning sequence

Circle: clap classmates' names. Model: teacher claps a long name. Practice: children clap each other's names. Play: partner clapping.

### Check for understanding

Child claps a peer's name accurately.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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## Source citation

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