

Provincial Outreach
Program for the Early Years

**Session 4 SD 53:
Learning in the Primary Years**

Date: April 23, 2025 8:30-2:30pm

Presenter:
Megan Zeni

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The play-learn connection

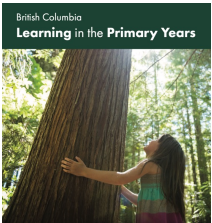


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LIPY document



- Intended to support K-3 teachers across BC
- Part One: Foundations for Learning
- Part Two: Connecting Learning & Teaching Practices

LIPY

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The CASEL framework

- SEL competence is associated with emotional competence, academic success, health and well-being
- SEL is *not about* compliance or social behavior expectations
- SEL is *about* developing an internal motivation for adapting to demands and challenges

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Literacy and SEL

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Planning with play in mind

- At the end of the year, 100% of students should be reading grade-level text for meaning
- To read for meaning, students must be fluent readers
- To be fluent readers, students must be accurate readers
- To be accurate readers, students must be able to read CVC words
- To read CVC words, students must be able to match sounds to letters
- To match sounds to letters, students must be able to segment phonemes

Possible Patterns and Instructional Needs Following your Screening

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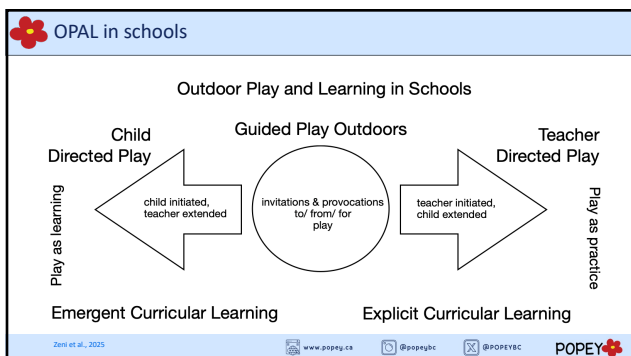
The play-learn connection

“ The continuum of play-based learning is an alternative to simply alternating direct academic instruction with free-play periods. Instead, educators can intentionally design play-based learning experiences from across the continuum with varying degrees of child direction and educator guidance. The type of program and who the children and educators are will influence how the continuum is used.”


(Ministry of Education, 2019, p. 39)

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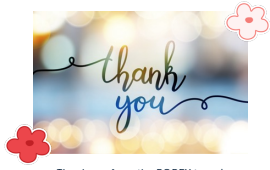
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Thank you from the POPEY team!



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