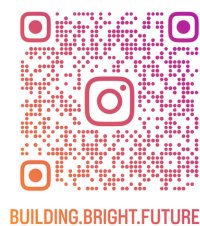


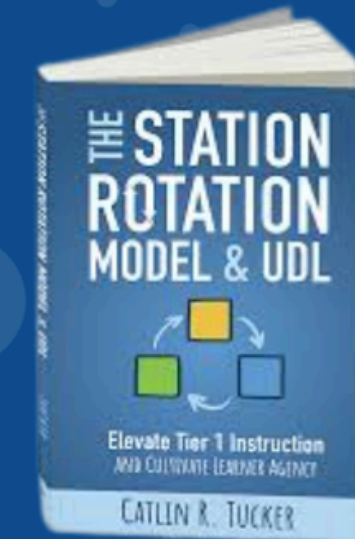
BEYOND KINDERGARTEN

**Building a Play-Based
Classroom in the Primary Years**

**Kelsey Bagnall
CIE Communication Officer**



BUILDING.BRIGHT.FUTURES

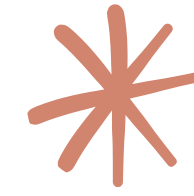


Enter to Win!

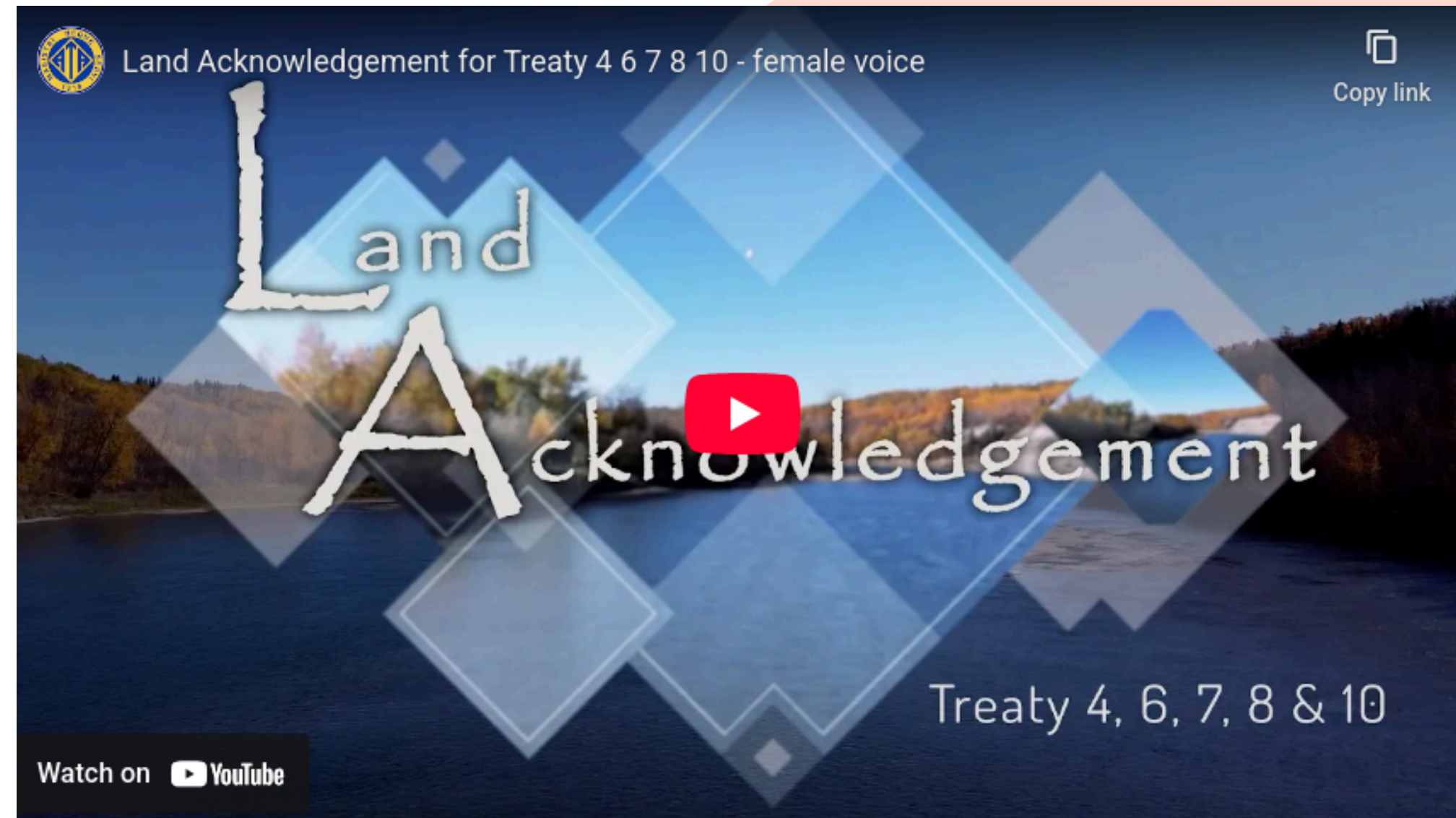
SCAN
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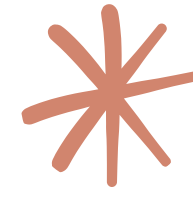
WELCOME & LAND ACKNOWLEDGEMENT



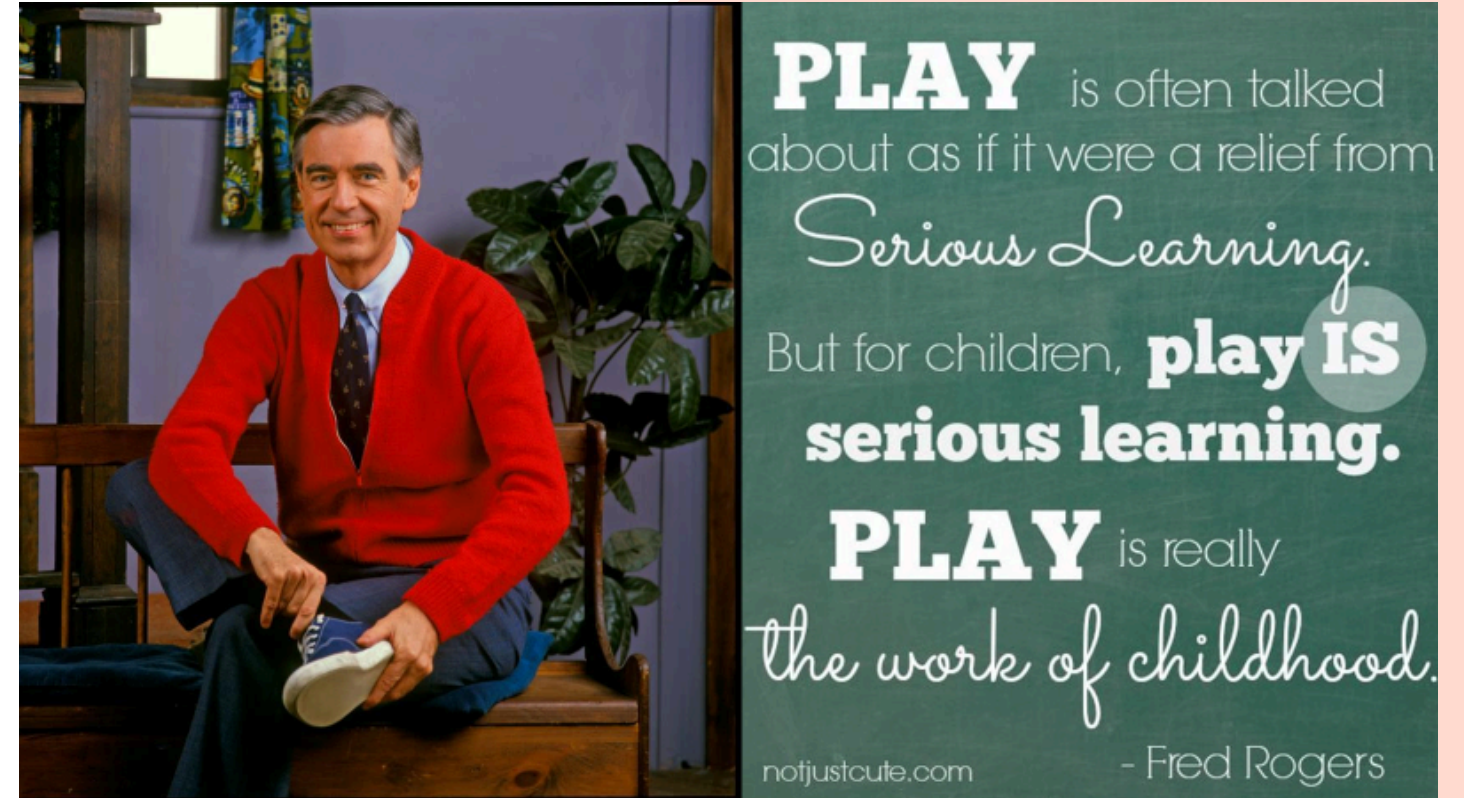
The Alberta Teachers' Association respectfully acknowledges that we are located on Treaty 4, 6, 7, 8 and 10 territories—the travelling route, gathering place and meeting grounds for Indigenous Peoples, including the Siksikaitsitapi, comprised of the Siksika, Kainai, Piikani, Amskapi Piikani First Nations; the Tsuut'ina First Nation; and the Îyârhe Nakoda, including the Chiniki, Bearspaw and Goodstoney First Nations; and the Nehiyaw, Denesųłiné, Dene Tha', Dane-zaa, Nakota Sioux, Anishinaabe, Haudenosaunee, Métis Otipemisiwak and Esikisimu Nunangat, whose histories, languages, cultures and traditions continue to influence our vibrant community. We are grateful for the traditional Knowledge Keepers and Elders who are still with us today and those who have gone before us. We recognize the land as an act of reconciliation and gratitude to those whose territory we reside on or are visiting.



SESSION GOALS



1. Why play belongs in Grades 1–3,
2. Balancing curriculum & play,
3. Designing provocations for primary grades,
4. Shifting classroom culture.



PLAY IN THE PRIMARY YEARS IS



- Flexible
- Multi-model
- Social
- Strength-based
- Low risk, high engagement
- Authentic

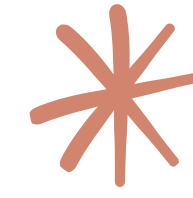
PLAY IN THE PRIMARY YEARS IS



- **Allows access points for all learners into:**
 - **Alberta's Curriculum**
 - **Alberta Education Competencies**

WHAT COULD PLAY LOOK LIKE IN GR

1-3?

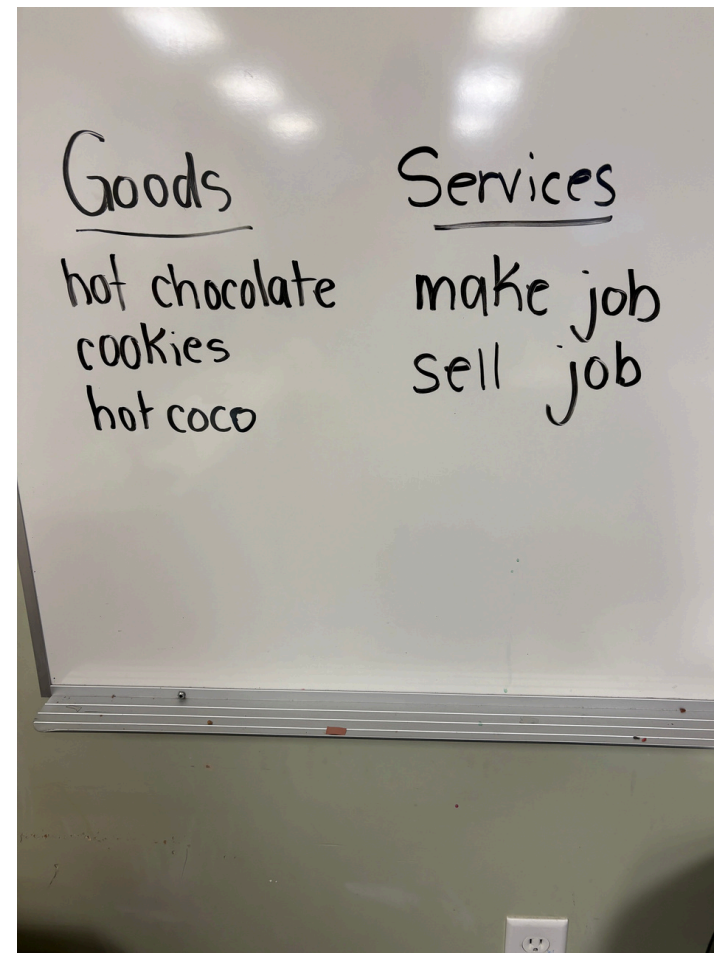


- Play provocations connected to science and social studies curricular outcomes

Guiding Question – “How can sharing cultures build communities?”

	Dramatic Play	Small World Play	Art Studio	Building	Sensory
Type of centre & Centre name	Our Community Kitchen: Sharing Food, Stories and Connections	Family Stories & Where We're From	Name Stories & Identity Portraits	Places We Share Culture	Land, Senses & Gratitude
Play provocation	“What foods does your family enjoy together?” “Can you prepare a dish that tells part of your story?” “How do meals help people feel connected?” “How can we welcome others into our community kitchen?”	“Build your family at home. What’s a special routine or tradition you share? Place a string on our class map to show a place important to your family.”	“Create an identity portrait with words/images that tell your story. Design art around your name (meaning, who named you, language).”	“Build a place where your family/class shares time, stories, or meals. Design a celebration space that helps everyone feel included.”	“Use your senses to explore local natural materials. What story might this place tell? Add a gratitude leaf: ‘I’m thankful for...’ + a care action.”
Materials needed	- Play foods representing everyday dishes from students’ real family food stories (collected through Identity Inquiry) - Pots, pans, bowls, plates, utensils - “My Special Meal” picture/recipe cards by students - Real (clean) food packaging from home - Menus, order pads, welcome signs - Role badges: Greeter, Chef, Server, Story Sharer	Diverse figures; small houses; block roads; yarn/strings; large class map (local → world); family/home picture cards (from students)	Mirrors; varied skin-tone art media; letter stencils; cardstock “My Name Story” slips (scribe option); family-provided name notes (optional)	Wooden blocks, Magna-Tiles/LEGO; loose parts (fabric, corks, stones); prompt cards (home kitchen, library story corner, community hall); clipboards for “plans”	Nature bin items (locally gathered respectfully): cones, stones, twigs, leaves; magnifiers; trays; “gratitude leaves” or sticky notes; photo prompts of nearby places
Setup	Cooking Area: play kitchen, child-labeled food bins, shelf for “Our	Arrange play mats for “home” and “community”; mount a	Two centres: 1) Identity Portraits with mirrors & skin-tone media	Post picture prompts of real places students use (home, library, gym,	Low bins at floor/low table; sort materials by sense (look, touch, smell

	Dramatic Play	Small World Play	Art Studio	Building	Sensory
	Family Foods” contributions Community Café: table with menus, welcome signage, seating for serving/sharing Story Counter: basket of family meal photos/drawings (p. 33), recipe cards, sticky notes for “Food Stories”	big map at child height; provide yarn to connect “home here” to “origin/important place there”; include labeled bins for figures/houses	2) Name Stories with scribing station & display wall for final pieces	community room); offer varied building media; leave display shelf for “How this place builds connection” captions	where appropriate); anchor chart for “Stories of this place” and a Gratitude Tree for student leaves



WHAT COULD PLAY LOOK LIKE IN GR

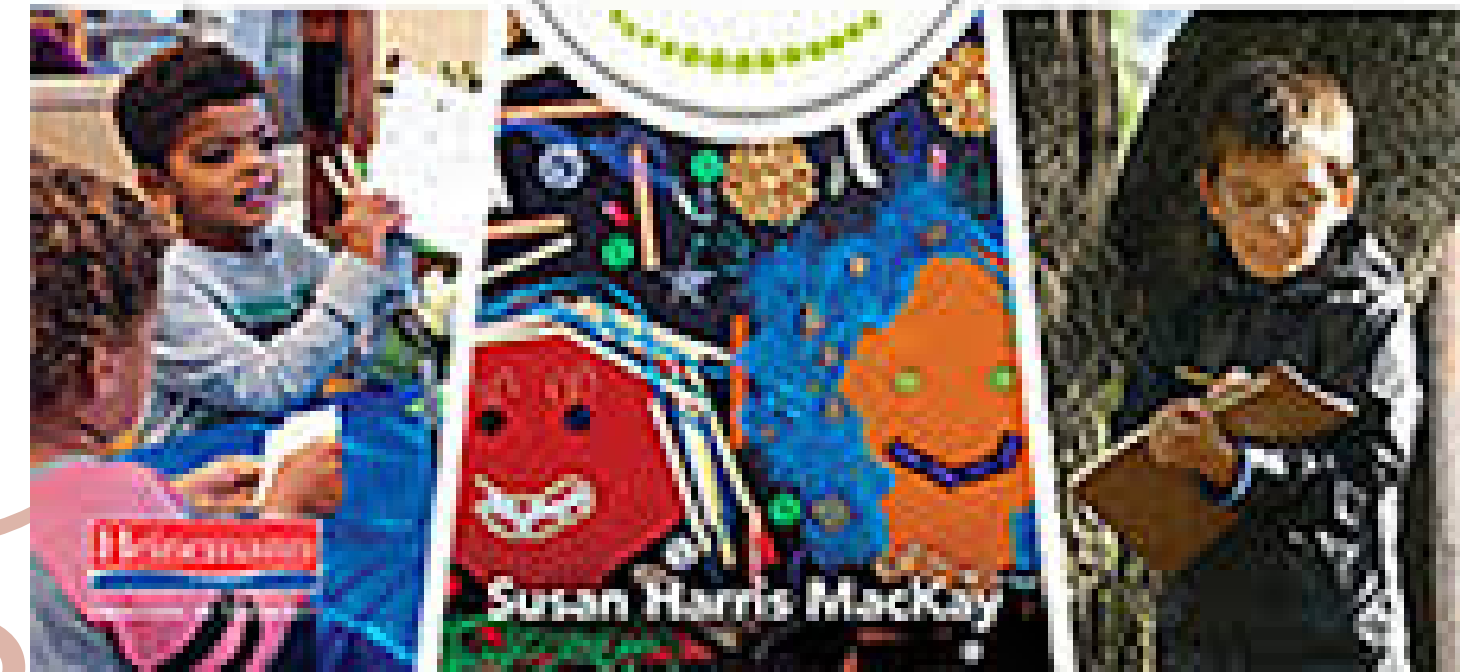
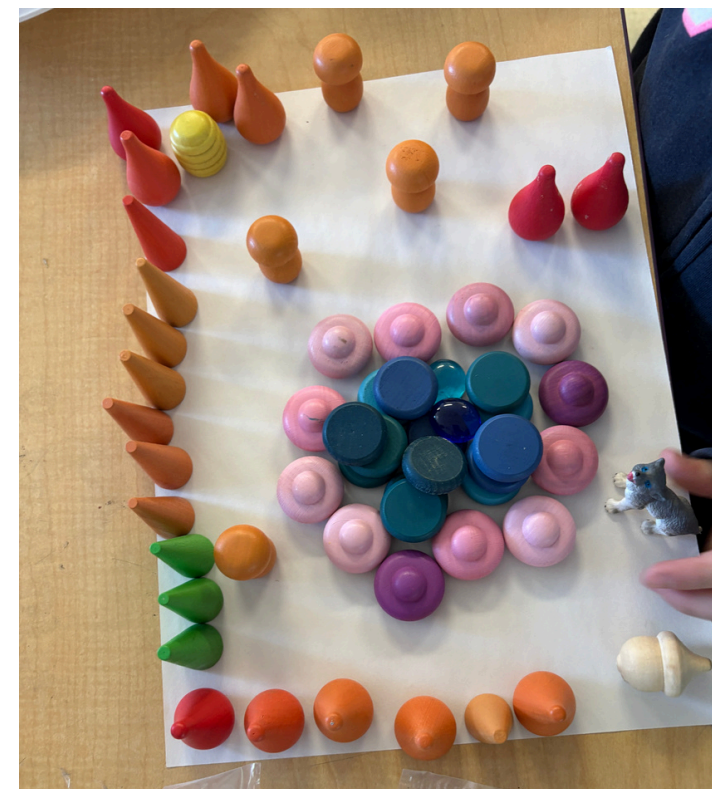
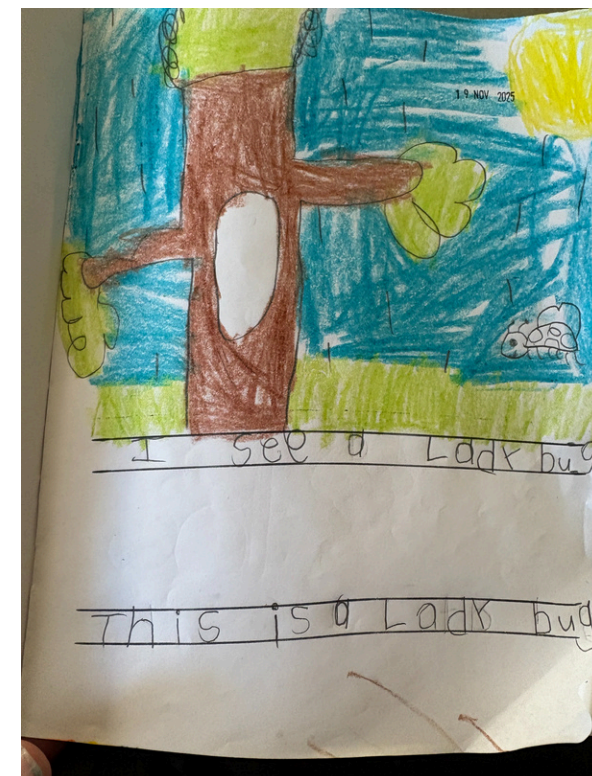
1-3?



- Story Workshop (writing structure)

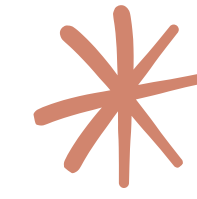


STORY WORKSHOP
New Possibilities for Young Writers



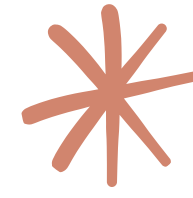
WHAT COULD PLAY LOOK LIKE IN GR

1-3?



WHAT COULD PLAY LOOK LIKE IN GR

1-3?

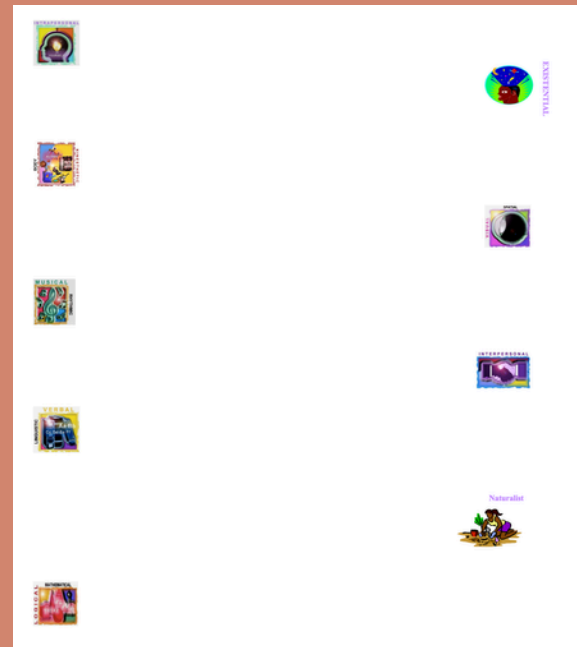


- Playful Literacy and Numeracy routines



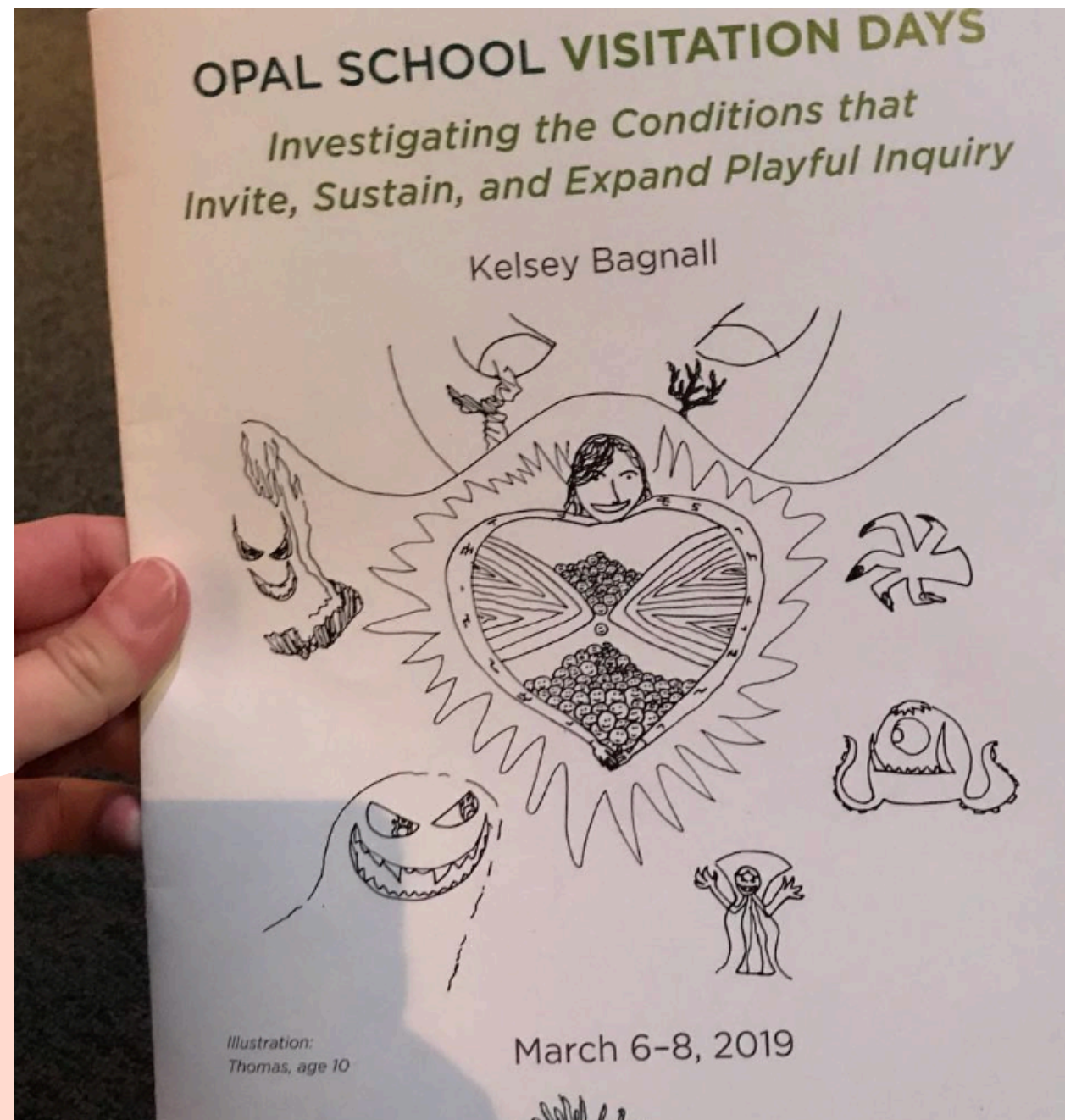
PLAY IS NATURALLY INCLUSIVE:

TEACHING TO
DIVERSITY
The Three Block Model of Effective Design for Learning



Dr Katz' Three Block Model has educators think about learning preferences - I've connected PLAY provocations to these learning preferences

MY JOURNEY: PRACTICAL STRATEGIES FOR INCLUSIVE PLAY *



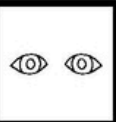
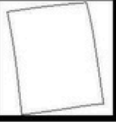

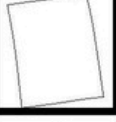


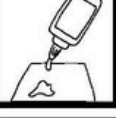
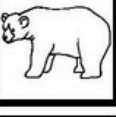


~ Play as a
vehicle for deep
learning ~

DESIGNING PLAY TO REDUCE BARRIERS



Visual Supports

Bear Snores On!

-  Look at sample
-  Get a piece of Paper
-  Write your name
-  Flip paper over
-  Stamp paint on paper
-  Get a cave
-  Glue on brown paper on cave
-  Get a bear
-  Put glue on bear and coffee grounds
-  Glue cave and bear on paper

DESIGNING PLAY TO REDUCE BARRIERS

Core Boards



DESIGNING PLAY TO REDUCE BARRIERS

Talking Buttons



USE AI TO SUPPORT PLANNING

Hi there, try asking, 'what can you do?'

You are an expert inclusive play|



You are an expert inclusive play-based grade 1 educator. You want to create a gingerbread bakery dramatic play-centr...

you are an expert inclusive grade 1...activity (e.g., sensory play, trains, small world centre, lego centre), with adult...



Add content by selecting the plus icon or type /

See more ▾

Remember 80 – 20 rule when using AI

USE AI TO SUPPORT PLANNING



- YOU ARE AN EXPERT INCLUSIVE PLAY BASED GRADE X TEACHER. YOU WANT TO PLAN PLAYBASED PROVOCATION FOR STUDENTS IN YOUR GRADE X CLASS.
- YOU WANT TO DESIGN PLAY-BASED PROVOCATIONS FOR THE FOLLOWING TYPES OF PLAY BASED ON YOUR STUDENTS INTERESTS: EXAMPLES BASED ON SPACE AND MATERIALS AVAILABLE – SENSORY TABLE PLAY, DRAMATIC PLAY, SMALL WORLD PLAY, BUILDING CENTRE PLAY, MAKER SPACE PLAY, ART STUDIO CREATIONS.
- YOUR PROVOCATIONS NEED TO RELATE TO THE OUTCOME –
- INCLUDE A MATERIALS LIST FOR EACH PLAY PROVOCATION, SAMPLE PROVOCATIONS

Remember 80 – 20 rule when using AI

HOW DO YOU FIT IT ALL IN?

Explore Centres = Play Provocations

- science outcomes
- social studies outcomes
- wellness outcomes
- numeracy outcomes

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 8:10	Relaxed Entry	Relaxed Entry	Relaxed Entry	Relaxed Entry	Relaxed Entry
8:10 8:40	Explore Centres	Explore Centres	Explore Centres	Explore Centres	Explore Centres
8:45 9:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:00 10:00	Literacy	Literacy	Literacy	Literacy	Literacy
10:00 10:15	Recess	Recess (Supervision)	Recess	Recess	Recess
10:15 10:30	Snack	Snack	Snack	Snack	Snack
10:30 10:45	Silent Reading	Silent Reading	Silent Reading	Silent Reading	Silent Reading
10:45 12:00	Numeracy	Numeracy	Numeracy	Numeracy	Inquiry
12:00 12:20	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess
12:23 12:43	Lunch	Lunch	Lunch	Lunch	Lunch
12:45 1:15	PE	PE	PE	Explore Centres	Explore Centres
1:15 1:45	Story Workshop	Music	Story Workshop	Music	End of Day Routine
1:45 2:15	Story Workshop	Explore Centres	Story Workshop	Reading Buddies	
2:15 2:45	End of Day Routine	End of Day Routine	End of Day Routine	End of Day Routine	

Purposeful Play in Learning

- Play linked to curricular outcomes ensures purposeful and meaningful learning experiences for students.

AI as a Planning Ally

- AI tools support teachers by creating efficient and effective ways to plan inclusive play provocation for learning outcomes.

Empowering Educators

- Intentional planning and design for the students you serve benefits you and your students



BIG TAKEAWAYS

QUESTIONS?

FEEDBACK

Contact:

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Council for Inclusive Education

communication@cieducation.ca

