

# Circle Time Lessons

## Day 1 Introduction - Fire Safety

Introduce the mini unit: **Fire Safety**

Learn ways to stay safe in dangerous situations by singing a song and acting out a poem.

## Day 2 Firefighter

Look at the real pictures of firefighters. Label the firefighter and play a carpet game.

## Day 3 Stop, Drop, and Roll

Play the "Stop, Drop, and Roll" action spinner game and find what's missing in the Grid Game.

## Day 4 Tell a Grown-up

Look at the real pictures. Play "Captain Says" and a sorting game.

## Day 5 Conclusion

Play the riddle game and write about what the students have learned.

### Introduction

**What is Fire Safety?**

Teaching young learners about fire safety is important. Students need to understand the dangers and how to respond when they see fire or smoke. Please follow your organization's guidelines when practicing your fire drill.

**Objectives:**

- The students will demonstrate basic locomotor skills.
- The students will follow oral directions.

**Activities:**

- Show the real photos. Ask students if they have seen a real fire truck or firefighter.
- March and act out the "Hurry, Hurry, Drive the Fire Truck" poem/song.
- Read the poem "Fire Drill". Students will act out the parts to practice a fire drill.

**Extension Idea:**

Assign your local fire department to ask if they would come and talk to the students about fire safety.

**Day 1 lesson plans**

### Firefighter

**Local Items**

Firefighters wear a lot of gear to protect themselves from fire and smoke. When children can see what firefighters wear, it can be less scary to see one in real life.

**Objectives:**

- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.
- The students will share and take turns with others.

**Activities:**

- Show the real pictures of the firefighters and their gear. Consider having a real firefighter come to speak to the class. Children may feel more at ease when they realize a real person is behind the mask.
- Label the different parts of the firefighter. Discuss why each item is important to a firefighter.
- Play a carpet game and explain that firefighters use the hydrant to water a fire. Use the cards for your students.

**Where's the Hoop? Whose is the Hoop?**

Place a number on each hoop. Play to learn numbers.

**Day 2 lesson plans**

### Stop, Drop, and Roll

**Crawl Under Snake**

Show the students the safest way to respond to smoke in the room by dropping down and crawling to safety. If flames catch on fire, teach them to stop, drop, and roll.

**Objectives:**

- Students will demonstrate basic locomotor skills.
- The students will express themselves using words and sentences.

**Activities:**

- Look at the picture. Practice crawling with the students. Talk about "stop, drop, and roll" if catches catch on fire.
- Play a version of snakes dance with the fire safety action wheel. Play some music, spin the wheel and the act out the motion until the music stops. Assembly directions included on spinner page.
- Play the Grid game.

**To Play:**

- Copy, laminate page and cut out pieces of paper.
- Create a grid where each square has the action from instructions in the lesson book. Discuss the pattern and materials of the snake.
- Students close their eyes until the teacher releases the snake.
- Students use their knowledge of patterns to remember where to crawl and where to roll.

**Extension Idea:** Use chalk to draw snakes on the ground outside or on paper. If a water bottle and soap the bottles until they disappear.

**Day 3 lesson plans**

### Tell a Grown-up

**Staying Safe**

It is important for young learners to understand what to do if they see something dangerous. Identify items that are dangerous then, tell an adult.

**Objectives:**

- The students will notice similarities and differences and ask questions.
- The students will sort pictures by property.
- The students will demonstrate basic locomotor skills.

**Activities:**

- Show the real pictures to the students and discuss when it is important to "tell a grown-up" if they see something dangerous.
- Play the "Safe/Not Safe" pocket chart game.
- Give two thumbs up if the picture is safe. Give one thumb down if it is not safe. Play "Like Simon Says". Have the students act out their items.

**Captain Says**

Play to learn numbers.

**Day 4 lesson plans**

### Conclusion

**What We Knew**

To conclude the unit, ask the students to describe what they have learned about fire safety.

**Objectives:**

- The students will actively participate in conversations.
- The students will interact and participate in circle time.

**Activities:**

- Invite the students to tell the things they have learned about fire safety. Write their ideas on index cards or the hydrant cards provided.
- Read the riddle while the students practice their active listening skills. They guess the answer to the question and then double check the answer card inside the bag. Please adjust the riddle answers to the guidelines of your organization.

**Extension Idea:** Make a memory tray with a small fire safety-themed bag. Discuss the riddle (the room by firefighter sound). Show the students the bag and then have them create their own. They can use one bag daily, have them guess which bag is missing.

**Day 5 lesson plans**

# Introduction

## What is Fire Safety?

Day  
Lesson  
Plans

Teaching young learners about fire safety is important. Students need to understand the dangers and how to respond when they see fire or smoke. Please follow your organization's guidelines when practicing your fire drills.

### Objectives:

- The students will demonstrate basic locomotor skills.
- The students will follow oral directions.

### Activities:

1. Show the real photos. Ask students if they have seen a real fire truck or firefighter.
2. Recite and act out the "Hurry, Hurry, Drive the Firetruck" poem/action song.
3. Read the poem "Fire Drill", students will act out the parts to practice a fire drill.



Smoke detectors and fire alarms help alert people to fires.



A fire station has all of the equipment used to help fight fires.



Fire trucks have hoses, water, and other tools to put out fires.

### Extension Idea:

Contact your local fire department to ask if they would come out and talk to the students about fire safety.



# Firefighter

## Local Heroes

Day 2  
lesson  
plans

Firefighters wear a lot of gear to protect themselves from fire and smoke. When children can see what firefighters wear, it can be less scary to see one in real life.

### Objectives:

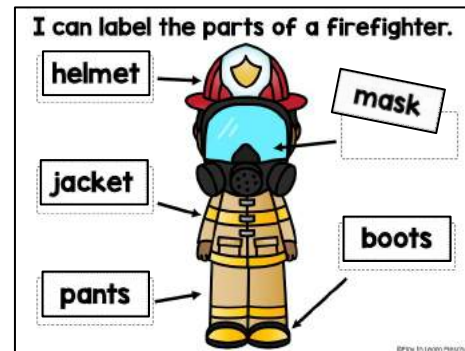
- The students will use new vocabulary.
- The students will demonstrate an understanding of print concepts.
- The students will share and take turns with others.

### Activities:

1. Show the real pictures of the firefighters and their gear. Consider having a real firefighter come to speak to the class. Children may feel more at ease when they realize a real person is behind the mask.
2. Label the different parts of the firefighter. Discuss why each item is important to a firefighter.
3. Play the "Where's the hose?" carpet game and explain that firefighters use a wrench to open the fire hydrants so water can flow. Use the numbers that are appropriate for your students.



**Extension Idea:** Teach the ASL sign for "firefighter." Place the back of your hand on your forehead with your palm out. Touch your forehead with the back of your hand twice.



# Stop, Drop, and Roll

## Crawl Under Smoke

Day 3  
lesson  
plans

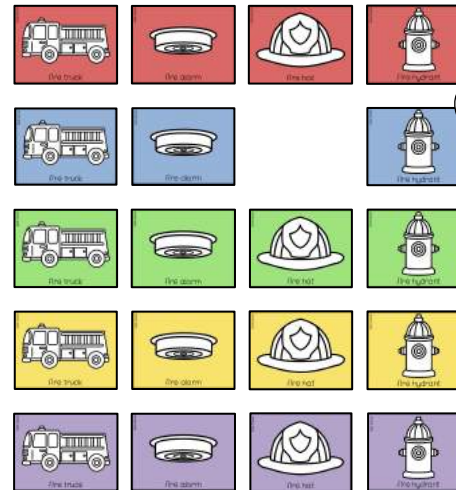
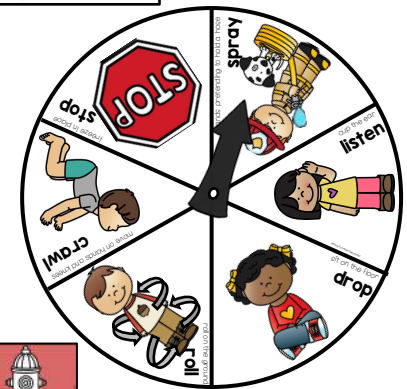
Show the students the safest way to respond to smoke in the room by dropping down and crawling to safety. If clothes catch on fire, teach them to stop, drop, and roll.

### Objectives:

- Students will demonstrate basic locomotor skills.
- The students will express themselves using words and sentences.

### Activities:

1. Look at the picture. Practice crawling with the students. Talk about “stop, drop, and roll” if clothes catch on fire.
2. Play a version of freeze dance with the fire safety spinner wheel. Play some music, spin the wheel and the act out the motion until the music stops. Assembly directions included on spinner page.
3. Play the Grid game.



Which one is missing?

### To Play:

1. Copy template page onto 5 different colors of paper.
2. Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
3. Students close their eyes while the teacher removes 1 card.
4. Students use their knowledge of patterns to determine which card (color and picture) is missing.

**Extension Idea:** Use chalk to draw flames on the ground outside or on paper. Fill a water bottle and squirt the flames until they disappear.

# Tell a Grown-Up

## Staying Safe

Day 4  
lesson  
plans

It is important for young learners to understand what to do if they see something dangerous. Identify items that are dangerous then, tell an adult.

### Objectives:

- The students will notice similarities and differences and ask questions.
- The students will sort pictures by property.
- The students will demonstrate basic locomotor skills.

### Activities:

1. Show the real pictures to the students and discuss when it is important to “tell a grown-up” if they see something dangerous.
2. Play the “Safe/Not Safe” pocket chart game. Instruct the students to give two thumbs up if the item is safe or two thumbs down if it is not safe.
3. Play the game “Captain Says” like “Simon Says.” Show an action card and have the students act out how they would use/wear that item.



**Extension Idea:** Print out the “Safe/Not Safe” black and white sheet. Students cut out the pieces, then sort them into the right box. Or send the sheet home for the student to do with their family.

Name \_\_\_\_\_

Put out the pieces at the bottom of the page. Glue them into the correct column.

Safe	Not Safe
oven toothbrush crayon wheel book shovel table gift pillow	beach ball fire knife matches



# Conclusion

## What We Know

Day 5  
lesson  
plans

To conclude the unit, ask the students to describe what they have learned about fire safety.

### Objectives:

- The students will actively participate in conversations.
- The students will interact and participate in circle time.

### Activities:

1. Invite the students to list the things they have learned about fire safety. Write their ideas on index cards or the hydrant cards provided.
2. Read the riddle while the students practice their active listening skills. They guess the answer to the question and then double check the answer card inside the bag. Please adjust the riddle answers to the guidelines of your organization.



**Extension Idea:** Make a memory tray with 4-6 small fire safety-themed toys. (helmet, firetruck, tiny hose, toy firefighter, boots) Show the students the tray and then have them close their eyes while you take one toy away. Have them guess which toy is missing.

# Centers

- Line Tracing
- Writing Practice
- Counting
- Count & Clip Cards
- Concentration
- Book List (recommendations)

### Line Tracing

**Literacy Center**

**Objective:** The students will understand the purpose of writing.  
**Preparation:** Print and laminate these tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser!)

### Count and Clip Cards

**Math Center**

**Objective:** Students will practice one-to-one correspondence and number recognition to 12.  
**Preparation:** Print the cards, mat, laminate and cut apart.  
**Procedure:** Students count the pictures on each card and mark the correct answer with a clothes pin.

### Counting

**Math Center**

**File Folder Game**

**Objective:** The students will count and recognize numbers.  
**Preparation:** Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.  
**Procedure:** Students will count and choose the correct number.

**Counting**

### Writing Practice

**Literacy Center**

Students will write letters.  
 Copy each page and place into a plastic sleeve (or print on cardstock).  
 Students use a dry erase marker to trace the word.

### Concentration

**Working memory**

Students will use visual discrimination (matching) skills to identify identical objects.  
**Preparation:** Print the picture cards. Mat onto cardstock and/or laminate. Cut apart.  
**Procedure:** Place cards facing down. Students take turns flipping over 2 cards. If the cards match, the student gets to keep the pair. If not a match, they return them to the face-down position and try again.