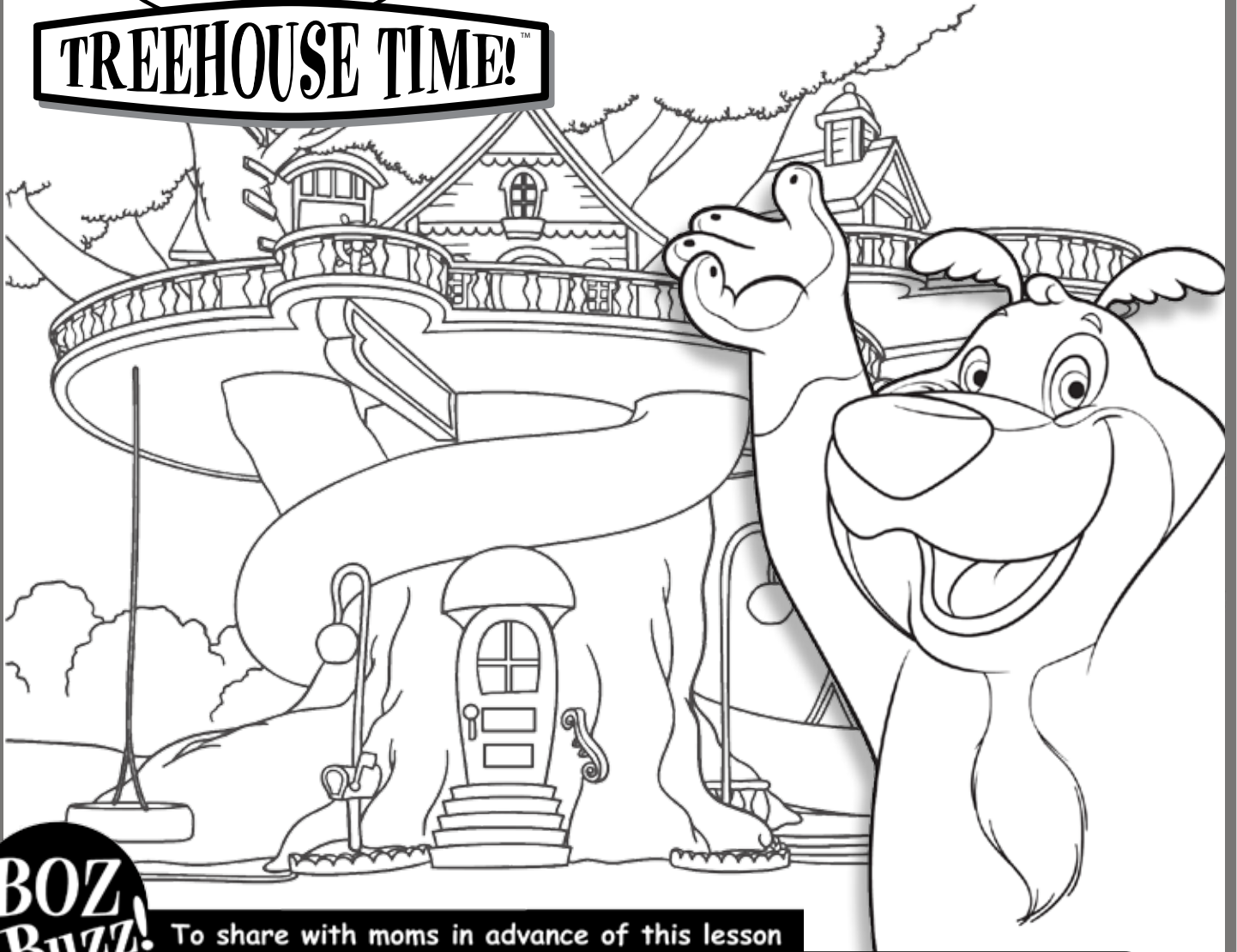


BOZ

O Say Can U C?

TREEHOUSE TIME!



**BOZ
Buzz!**

To share with moms in advance of this lesson

Letters of the alphabet is the next theme for *BOZ Treehouse Time!* at MOPPETS. To introduce this topic, please talk with your child about the letters that make up his or her name. When you read a nighttime story, point out how individual letters make words. With your help, even young children can recognize sight words they see regularly, like "stop" and "exit." Identifying visual clues, including common words, helps a young child understand the world.

Dr. Mary Manz Simon - Editor, Contributor
Christy Pitney - Copy Editor

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1

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TREEHOUSE TIME!™

O Say Can U C?

Introducing *Treehouse Time!*

BOZ Treehouse Time! encourages young children to discover God's world through play-based, faith-focused activities. The interactive learning experiences will help children know and love God.

Because many younger children are not enrolled in a formal program for learning, MOPPETS is their "school." Ideas and activities in *Treehouse Time!* are developmentally appropriate for children under the age of 6. This includes the selective use of interactive media to extend children's active engagement as they explore, create, learn and imagine.

Young children gain a great deal of security from routine, so develop a logical pattern that can be used for each session, even if adult leaders rotate.

The lesson elements are designed to be flexible, so feel free to establish a routine that works best for your group.

For example, after children are checked in, you might follow this plan:

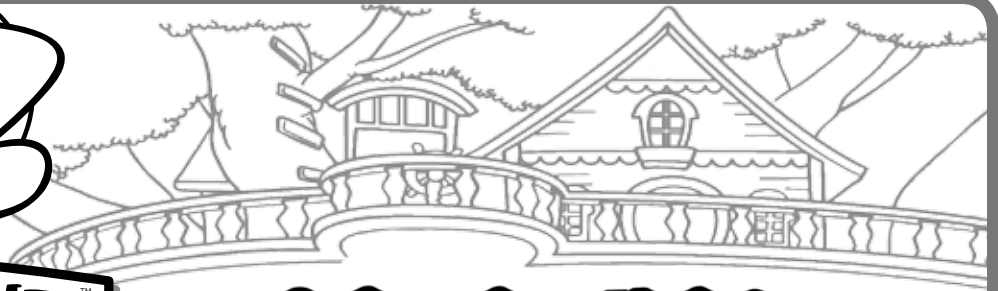
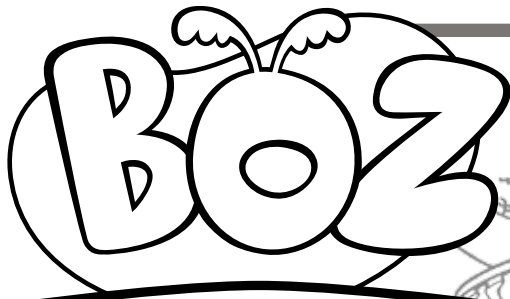
- * After the children have arrived, say "It's *Treehouse Time!*
Come and sit down in front of me on the rug."
- * Look in the BOZ bag. Use children's responses to extend the conversation about the object or theme. Introduce the memory verse during this opening discussion.
- * Do the activity rhyme.
- * Show the video.
- * Do a craft.
- * Encourage the children to float back into free play after completing the craft.
- * Pray and then serve the snack.
- * Do the activity rhyme.
- * Read a book.
- * Say the closing prayer.
- * End with the *BOZ Treehouse Time!* rhyme.



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TREEHOUSE TIME!™

O Say Can U C?

Lesson Guide

Lesson Overview

Key points and concepts of your lesson

Let's Get Ready!

Options to help you set the stage for your lesson, including themed coloring/activity sheets!

Gathering Rhyme

Initial callout that *BOZ Treehouse Time!* is beginning

BOZ Bag

A fun group participation guessing game to introduce the lesson's theme

Activities

Options for theme-based activities, including interactive songs, stories and poems

Crafts

Make-and-take crafts that help extend the lesson

Snacks

Simple, easy-to-prepare options that reinforce the lesson theme or season

BOZ Video Presentation

Engaging, theme-based BOZ video episode, along with pre-viewing and follow-up questions to emphasize theme

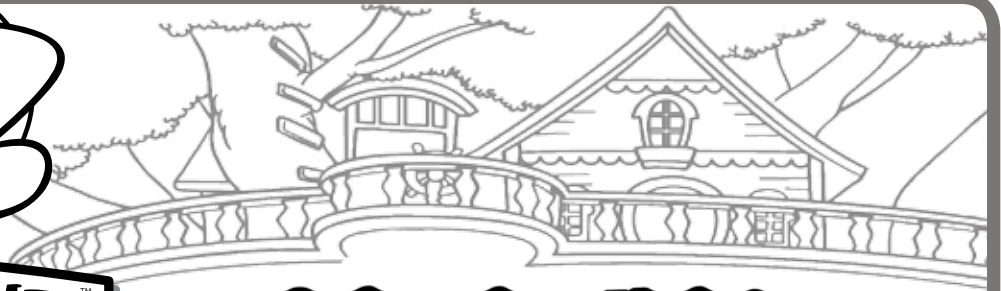
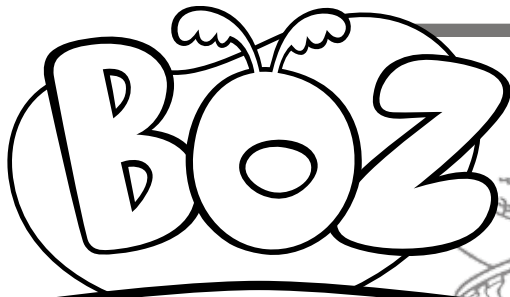
Closing Prayer

Easy-to-learn closing verse and brief prayer for the end of each session



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TREEHOUSE TIME!

O Say Can U C?

Lesson Overview

Just for You

Learning the letters of the alphabet is one of the first steps a child takes on the path toward literacy. Reading is an incredibly complicated process. After all, to a child, letters are merely senseless squiggles on a page, screen or sign. And yet every step toward reading, including identifying letters creatively cut from a slice of cheese or clipping alphabet clothespins in order, brings a child closer to developing that complex academic skill that is so simply called "reading."

Memory Verse

I can learn about God.
(from Psalm 25:4)

Biblical Concept

We should follow God's teaching.

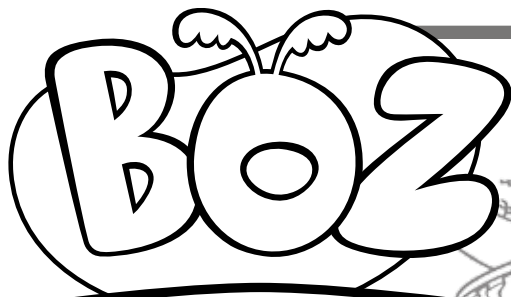
Concept in Action

I can learn.



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TREEHOUSE TIME!



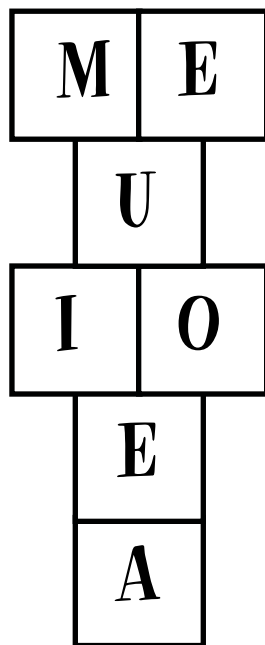
O Say Can U C?

Let's Get Ready!

Suggestions and ideas to help get your room, space or table ready.

Scatter cotton balls throughout the room for a snowball scavenger hunt. Upon arrival, give each child a white plastic spoon and a small, white paper lunch bag that you've labeled with the child's name. Invite children to scoop up as many "snowballs" as they can find and collect them in their bags. Line up the bags against the wall so children can add snowballs as they find them throughout the session. Encourage children to count the snowballs in their bags.

In advance, use masking tape to outline a hopscotch design on the floor. Instead of numerals, use the tape to make an uppercase vowel ("A," "E," "I," "O" and "U") on each of the first five blocks. Put the letters "m" and "e" in the top two boxes. Invite children to toss beanbags onto the "ABC Hopscotch" design and call out the letter when the bag lands on a space.



As a beanbag alternative, fill a child-size sock with dry rice and knot or sew tightly.

Vowels are used for this version of hopscotch so children will see at least one familiar letter from their names.

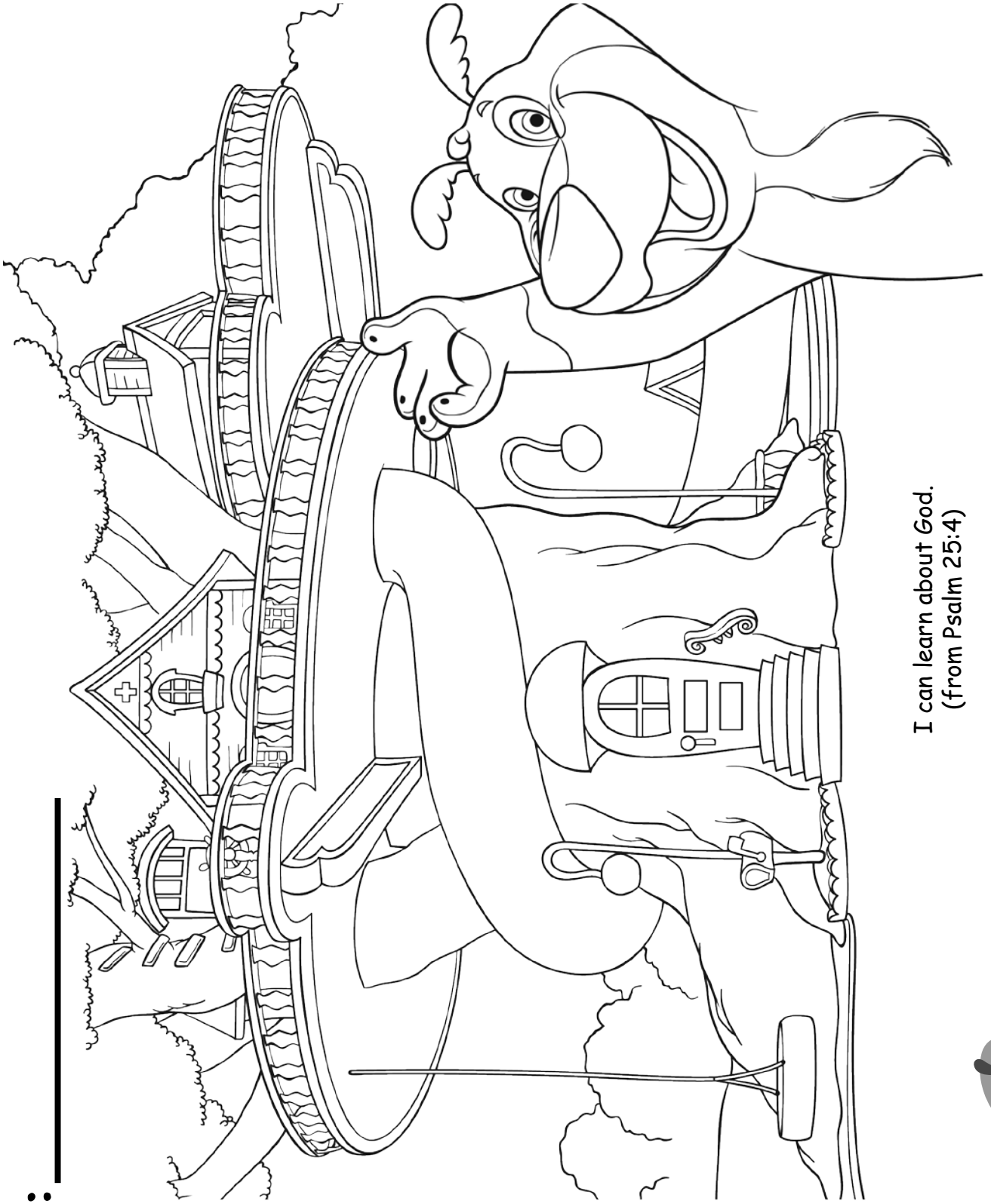
The following coloring/activity pages can be printed and copied for your MOPPETS.



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Name: _____



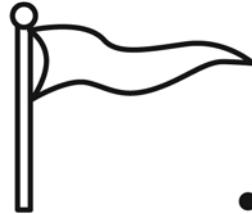
I can learn about God.
(from Psalm 25:4)



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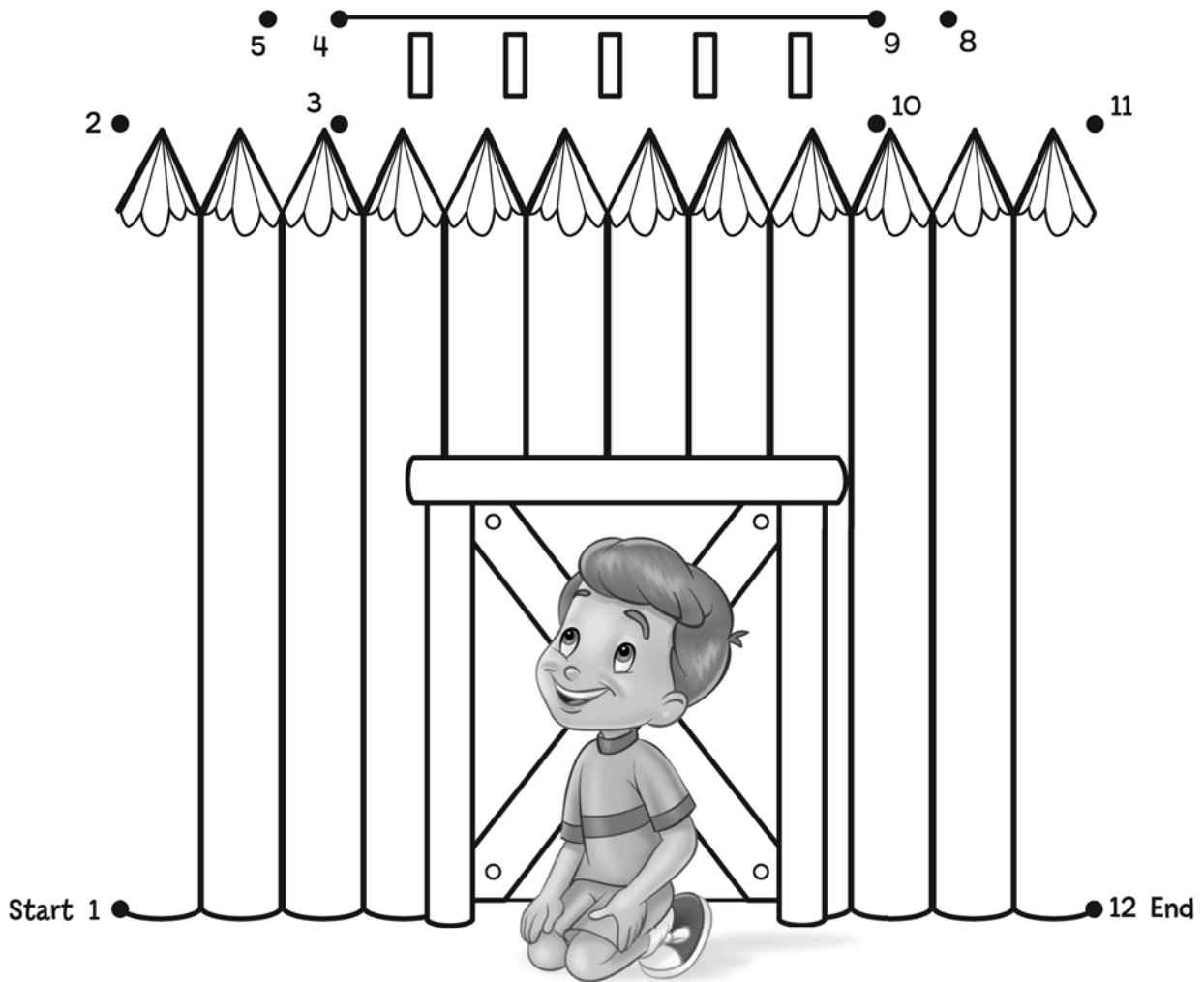
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Name: _____



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● 7



I can learn about God.
(from Psalm 25:4)



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O Say Can U C?

Gathering Rhyme

It's *Treehouse Time!* for you and me
So jump up high, count 1, 2, 3
Next clap your hands, then spin around
(whisper) Now please sit down without a sound

BOZ Bag

Use a color printer to reproduce the BOZ bag image available online at www.BozTheBear.com/moppets. Attach the image to a pillowcase or cloth bag.

Insert an envelope labeled with each child's name. In each envelope, insert a piece of paper on which you've printed the child's initial.

Invite each child to pull out and deliver one envelope. Have children identify the letter when they open their envelopes. Explain that the first letter of a name is called an initial. Children will use this initial if you choose to do the Cheesy Letter activity during this session.

Repeat the words that BOZ uses during the song "The Letters in My Name" (1:30) on the video *O Say Can You See?*

*The letters in your name are the first you get to know
And when you learn them you will see them everywhere you go*



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O Say Can U C?

Activities

Option 1: Alphabet Islands (Game)

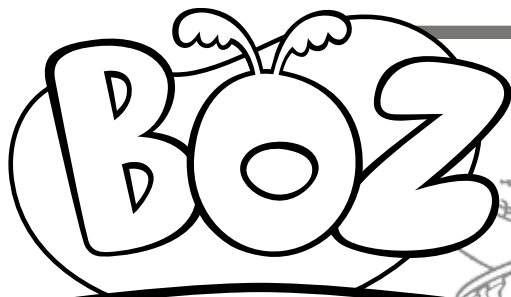
In advance, write one letter of the alphabet on a sticky note. Repeat for all 26 letters of the alphabet.

In scattered fashion, stick the notes to the floor. Children can walk around the room while you play the song "Look in a Book" (1:53) from BOZ's *Treehouse Tunes #1*. When you stop the music, they should hop onto an "alphabet island." Then ask the children to identify the letters on which they landed. Start the music again and repeat.



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TREEHOUSE TIME!

O Say Can U C?

Activities

Option 2: ABC Clothesline (Game)

In advance, use a black marker to write one letter of the alphabet on a wooden, spring-loaded clothespin. Repeat for all 26 letters of the alphabet. Write the uppercase letter on the left side of the pin and the lowercase letter on the right side.

String a clothesline away from a high-traffic area. Use adult- or child-sized chairs to tie the clothesline at a height that is easy for the children to reach. Hang a clothespin apron (or a plastic bag) on the line and put the lettered pins inside. Also have available child-size aprons with pockets so children can wear their own "clothespin aprons." Encourage children to clip, in order, the letters to the line.

Leave up the clothesline with the alphabet in order. After cleanup time, say the following rhyme.

I can say my letters "A" to "Z"
Listen now so carefully
When I say the alphabet for you
Then clap for me and I will, too (kids clap for themselves)

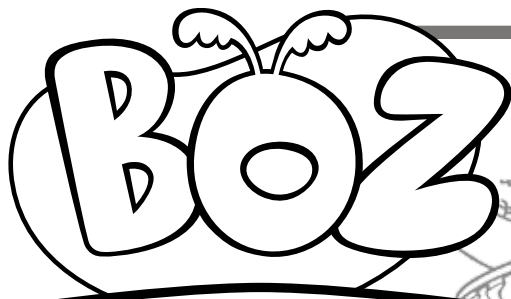
Follow up this rhyme by pointing to each letter as you lead the children in singing the alphabet.

If you have older children, make at least one duplicate set of clothespins, plus additional vowels and frequently used consonants (such as "t," "n," "s," "h," "r," "d," "l" and "c"). Encourage children to spell their names and other simple words.



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TREEHOUSE TIME!



O Say Can U C?

Activities

Option 3: Snow Centers (Creative Play)

Regardless of their geographic location, children are fascinated by the concept of snow. Substitute these indoor experiences. Set up each play area at a different table so gadgets and utensils do not migrate. (Icy marshmallows get gooey!)

1. In advance, scour the kitchen for items that would be fun to use with melting ice cubes, such as a mesh tea ball infuser, a strainer, a cutting board (for a ramp) and a slotted spoon. At MOP-PETS, put a few ice cubes in a plastic bin so children can explore and experiment with the ice. During the session, repeatedly add "fresh" ice that's been frozen into various shapes and sizes.
2. In advance, purchase a variety of party picks and fancy toothpicks. Dump bags of mini marshmallows into a plastic bin. Add a bag of large marshmallows, if desired. Invite children to create various sculptures by putting the marshmallows on the picks.

Make several three-dimensional objects in advance that older children can use as creative thought-starters.

3. Put white pom-poms ("snowballs") of varying sizes in a plastic bin. Provide a scoop, a ladle, a funnel, measuring cups, a pasta spoon with a hole in the middle, a spoon rest, tongs and a small muffin tin.

Although this activity is simply designed to encourage sensory exploration, MOPPETS can also count and compare how many snowballs they can fit into the various containers and talk about why small snowballs are hard to capture with tongs.

4. On a piece of blue paper that fits into the bottom of a jelly-roll pan, draw intersecting roads in a width appropriate to scale for small play cars. Lay the paper in the pan. Dump in dry, instant potato flakes. Provide an assortment of small vehicles for children to drive through the "snow."

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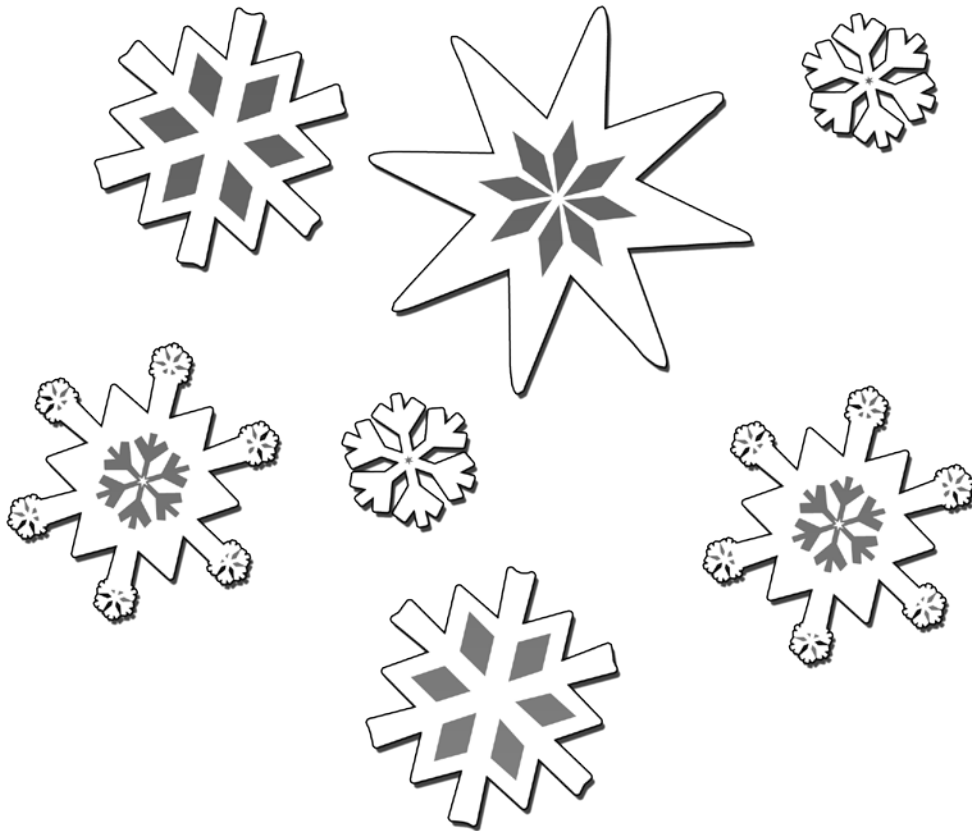
O Say Can U C?

Crafts

Option 1: It's Snowing!

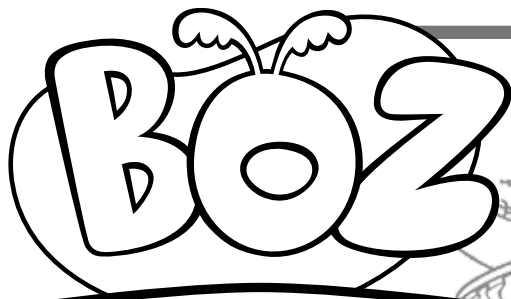
In advance, cut pieces of bubble cushion sheets to match the size of construction paper.

Ask children to draw a winter picture using a white crayon on dark blue or black construction paper. Next, children can cover the bubble sheet with white paint. Then they can turn over the sheet of wet, painted bubbles and press it onto the crayon picture to create the illusion of a snow scene.



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Crafts

Option 2: Clay Create

In advance, make enough Play-Doh so each child will have enough to make his or her own snowman to take home.

Stir together over medium heat until the mixture pulls away from the pan:

- 2 cups flour
- 1 cup salt
- 4 tablespoons cream of tartar
- 1 package unsweetened dry drink mix (optional; use for scent and color if desired)
- 2 cups warm water
- 2 tablespoons cooking oil

Drop cooled balls of dough into airtight plastic bags with a tight seal.

At MOPPETS, cover a table with plastic. Use masking tape to divide the covered table into sections, so children have their own work spaces. Put a bag of dough onto a clean meat tray for each child. Encourage children to shape their dough into letters or snowmen.

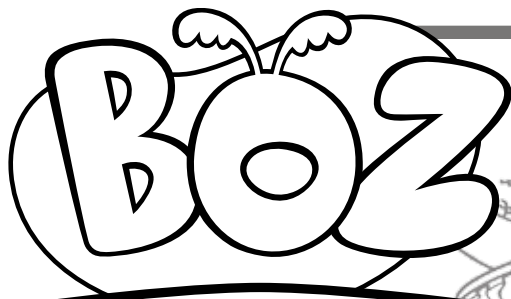
I can make things from this clay
Different things throughout the day
God made me so special, too
Let me show what I do
I can jump so very high
Stretch my arms up to the sky
Then I go down to the ground
Making circles round and round
As I hop and leap about
God's love pours from inside out
That is why I smile so big
As I do my joyful jig!

After doing this action verse, tape copies onto dough bags for children to take home.



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TREEHOUSE TIME!

O Say Can U C?

Snacks

Option 1: Smiling Snowman

Give each child a plastic knife to spread whipped cream cheese onto a thinly sliced bagel. Offer a variety of decorating options, placing each ingredient into a separate bowl: pretzel sticks (arms); thin strips of fruit rolls or red spaghetti-shaped licorice (scarf); and raisins, mini chocolate chips, candy corn or other small candy, dried cranberries or dried blueberries, mandarin orange slices and grated carrots (facial features).

Option 2: Cheesy Letters

Have children bring to this table the envelope delivered from the BOZ bag earlier in this session. Help them locate a cookie cutter with the letter that matches their initial.

Lay a yellow cheese slice on a paper plate for each child. Children can press the cookie cutters into the cheese to cut out their initials. Depending on the size of the cutters, invite children to put their letters on crackers or slices of bread.

Look for alphabet cookie cutters (such as those that come with Play-Doh or play food) that don't have sharp edges and that are small enough for older children to spell out their entire name. As an alternative to using cheese slices, children can squeeze cheese from an aerosol can to make their initial on a cracker.



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O Say Can U C?

BOZ Video Presentation

You will need: BOZ Treehouse Time! DVD #2, a television and a DVD player.



Select and play

O Say Can U C?

Running Time: 14:04

?

pre-viewing question

In today's movie, Drew and Gracie eat letters.
How do you think that could happen?
Let's find out.

?

post-viewing questions

Where were the letters that Drew and Gracie ate?
Why did BOZ want to find the letter "O"?

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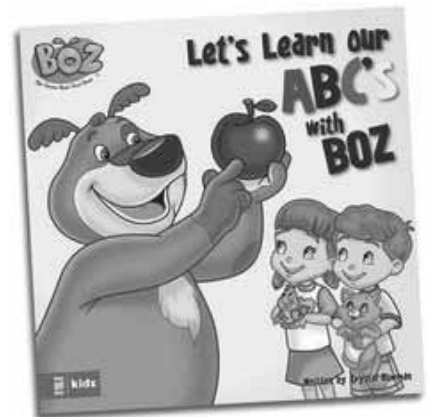
O Say Can U C?

BOZ Books & Music CDs

Additional BOZ resources

Let's Learn our ABC's with BOZ

(In this book, BOZ leads his friends through God's wonderful world from "A" to "Z.")



?

pre-reading question

On the book cover, point out BOZ and say: "This is how we spell BOZ: B-O-Z. How many letters are in the name 'BOZ'?"
That's right. These three letters spell BOZ.
Let's see what other letters BOZ finds in this book."

?

post-reading questions

Say: "All the letters together make up the alphabet. The alphabet starts with 'A' and ends with what letter?"
Listen for the word BOZ used for 'Z.'" (Reread the last page.)
Then ask: "Could we fit a zillion children in this room?"
Could we fit a zillion children in your house?
How many is a zillion?
That's how many blessings God gives us.
Zillions and zillions of blessings."

Play "Look in a Book" (1:53) from
BOZ's *Treehouse Tunes #1*



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O Say Can U C?

Closing Prayer

BOZ Treehouse Time! is done today
But now before we end our play
We fold our hands and then we say
"Thank you, dear God, for this great day"

Thank you, God, for helping me learn about letters and words.
I'm happy that someday I will be able to read the most important book, the Bible.
Amen.



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