

Kindergarten



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Kindergarten

Leader/Teacher Guide

A Sabbath School Bible Study Guide for Kindergarten Children
GraceLink® Sabbath School Curriculum

Year A, Second Quarter

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WORLD SABBATH SCHOOL DIRECTORS

RAMON CANALS, JIM HOWARD

GENERAL CONFERENCE ADVISER

TED N. C. WILSON

CONSULTING EDITOR

ARTUR STELE

DESIGN

REVIEW AND HERALD DESIGN CENTER

DESKTOP TECHNICIAN

TONYA BALL

ILLUSTRATOR: SABBATH SCHOOL LESSONS

DAN SHARP

ILLUSTRATOR: DO AND SAY

KINCHI MARC LATRIQUE

LINE ART ILLUSTRATOR

MARY BAUSMAN

CIRCULATION

REBECCA HILDE

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General Conference of Seventh-day Adventists®
12501 Old Columbia Pike
Silver Spring, MD 20904-6600, U.S.A.

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The Writers

Audrey Boyle Andersson—Sweden

Jackie Bishop—California, USA

DeeAnn Bragaw—Colorado, USA

Linda Porter Carlyle—Oregon, USA

Helga Eiteneir—Germany

René Alexenko Evans—Tennessee, USA

Adriana Itin Femopase—Argentina

René Garrigues-Goodwin—Washington, USA

Feryl Harris—West Virginia, USA

Donna Meador—Washington, USA

Vikki Montgomery—Maryland, USA

Rebecca Gibbs O'Ffill—Maryland, USA

Evelyn Omaña—Venezuela

Denise Pereyra—California, USA

Dawn Reynolds—Maryland, USA

Janet Rieger—Australia

Judi Rogers—Maryland, USA

Denise Ropka-Kasischke—California, USA

Eileen Dahl Vermeer—Canada

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Basic Needs of Children*

All children have certain needs as well as needs that are specific to their age and stage of development. The basic needs of children are:

Physical

- Food
- Warmth
- Shelter

Mental

- Power—to make choices and follow plans

Emotional

- A sense of belonging
- Expressions of unconditional love and acceptance

- Approval and recognition
- Freedom within defined boundaries
- Humor—a chance to laugh

Spiritual

- An all-knowing, loving, caring God
- Forgiveness of wrongs and a chance to start over
- Assurance of acceptance with God
- Experience in prayer, answers to prayer
- A chance to grow in grace and in the knowledge of God

The Kindergarten Child

In the Seventh-day Adventist Church we advocate kindergarten for children ages 3-5. However, the development of children varies from child to child. Therefore, a knowledge of each child in your Sabbath School is important. Generally, the description below is true of children ages 3-5.

Physical

- Start developing large muscle coordination
- Lack a sure sense of balance
- Are extremely active
- Tire easily, but revive soon after resting
- Lack fine muscle coordination
- Are curious and like to explore their environment
- Learn by exploring

Mental

- Are capable of limited listening and understanding without the help of a visual cue, such as seeing the object being discussed
- Have quick memory
- Memorize things they don't understand

Emotional

- Cry easily
- Are capable of verbalizing emotional responses
- Learn to delay gratification of needs without losing equilibrium
- Learn ways to express negative emotions

Social/Relational

- Are self-centered—the world revolves around them

- Play alone in the presence of their friends, rather than playing with their friends
- Like to make friends and be with friends

Developmental Needs

In addition to the basic needs mentioned earlier, kindergarten children need:

- Freedom—to choose and to explore within limits
- Power—to have some autonomy in learning situations
- Limits—safe boundaries that are set by parents and teachers
- Fun—learning through play, enjoying success
- Discipline and training—to provide safety and structure in their lives

Spiritual Needs

Kindergarten children need to know:

- God loves them and cares for them
- How to show respect for God
- God made them, knows them, and values them
- The difference between right and wrong
- How to choose the right with God's help

General Rules

A child's attention span, in minutes, is their age plus one. Thus, an average 3-year-old has a potential attention span of four minutes, provided they are interested in what is happening.

Kindergarten children:

- Enjoy repetition—provided they don't tire
- Are beginning to reason from simple cause to effect
- Make some generalizations—often incorrectly
- Learn best by active participation
- Have a short attention span—three to six minutes

*Children's Ministries: Ideas and Techniques That Work, ed. Ann Calkins (Lincoln, Nebr.: AdventSource, 1997).

About Materials

As you follow the natural learning sequence outlined in each lesson, you may want to adapt activities for use in your particular situation, and this may require a change in the need for materials. Look ahead at the Program Outline for each week's program so you can be prepared with the materials suggested.

Supplies Frequently Used in Kindergarten

Paper

- butcher paper (roll)
- construction paper (various colors)
- drawing paper
- finger-painting paper
- poster board
- writing paper

Art supplies

- aluminum foil
- cotton balls or polyester fiberfill
- craft sticks
- crayons, markers, colored pencils
- finger paints and watercolors
- glue or glue sticks
- hole punch
- magazines
- magnetic tape (stick-on)
- pencils
- plastic wrap
- play dough or modeling clay
- scissors (blunt-nosed)

- stamp pads (various colors)
- stapler and staples
- string
- tape (cellophane, masking, etc.)
- thread, several colors
- toilet paper or paper towel rolls (empty)
- yarn, several colors

Other

- adhesive bandages
- audio music player
- bags, paper and plastic, all sizes
- balloons
- beanbag
- blankets
- blindfold for each child
- blocks, boxes, or Legos
- boxes, large cardboard (appliance size)
- chenille sticks or pipe cleaners
- costumes, Bible-times, for adults and children

- crown for each child
- cups, paper and plastic
- dolls (baby dolls)
- fabric pieces
- flashlight
- gifts (inexpensive)
- magnets, small
- paper clips (steel)
- paper plates
- paper towels/baby wipes
- plastic or newspaper to cover tables
- recorded nature sounds
- rubber bands
- sandwich bags, plastic sealable
- seeds (rice, beans, etc.)
- shoe boxes
- smocks/old shirts to cover children's clothes
- stickers, large variety
- towels, small
- toy musical instruments
- toy stuffed animals

Additional Supplies Needed This Quarter

In addition to those materials frequently used in kindergarten, specific items may be used only once during the quarter. A list of such items is included here for your convenience. Keep in mind that this list DOES NOT include everything needed to teach a given lesson.

Lesson 1

- everyday household items (see activity)
- gift-wrapping materials
- paper plates or round paper
- heavy paper or lightweight card-board (white or buff)

Lesson 2

- pictures/drawings of dangerous and safe things to play with
- personal safety devices
- dark sheet or blanket
- duct tape
- spray bottle with water
- cushion
- sandals
- different sizes and styles of shoes
- plastic bottle with secure lid
- small floating object
- blue food coloring or purple juice

Lesson 3

- spoons, fork, plates, cup
- squares of different-colored paper
- trash can
- bowl or basin
- cylinder of cardboard
- bubble solution and blower
- socks or mittens

Lesson 4

- newspaper
- music (live or recorded)
- boat, net, paper or toy fish
- blue fabric
- container with two handles
- pretend fish (see activity)
- trash can
- toys

- dish towel
- books
- gift certificate (see page 140)
- fresh fruit

Lesson 5

- scarf or rope
- playground or beach ball
- small table or bench
- bubble solution and blower
- basket or bowl
- glitter/sequins (optional)

Lesson 6

- picture or replica of a scroll
- name tags
- dress-up clothes and church-related items (offering baskets, robes, tithe envelopes, Bible)

Lesson 7

- stethoscope, tongue depressors
- tape measure or meterstick
- white sheet
- things children can thank God for
- ribbon
- glitter/sequins (optional)

Lesson 8

- books
- spoons
- items of different textures, such as tree bark, feathers, etc.
- ribbon or yarn
- pictures and glue (optional)

Lesson 9

- coins of different denominations or pebbles
- two bags of coins
- collection box

- dish towel
- child's clothing
- spoon
- watering can
- picture of two or more children
- nonperishable food item
- two coins for each child

Lesson 10

- doorknob hanger cutouts (see page 141)
- party favor supplies
- red or purple drink mix, clear pitchers, stirring spoon, paper cups
- photo or magazine picture of party
- straight or safety pin

Lesson 11




- lightweight objects
- laundry basket
- bedsheet, fishnet
- envelopes
- cutouts (see page 142)

Lesson 12

- puzzles, Bible games
- feathers or leaves
- long scarves
- picture of Jesus to color (see page 143)
- heart drawing (see page 141)
- stickers of Jesus or nature scenes

Lesson 13

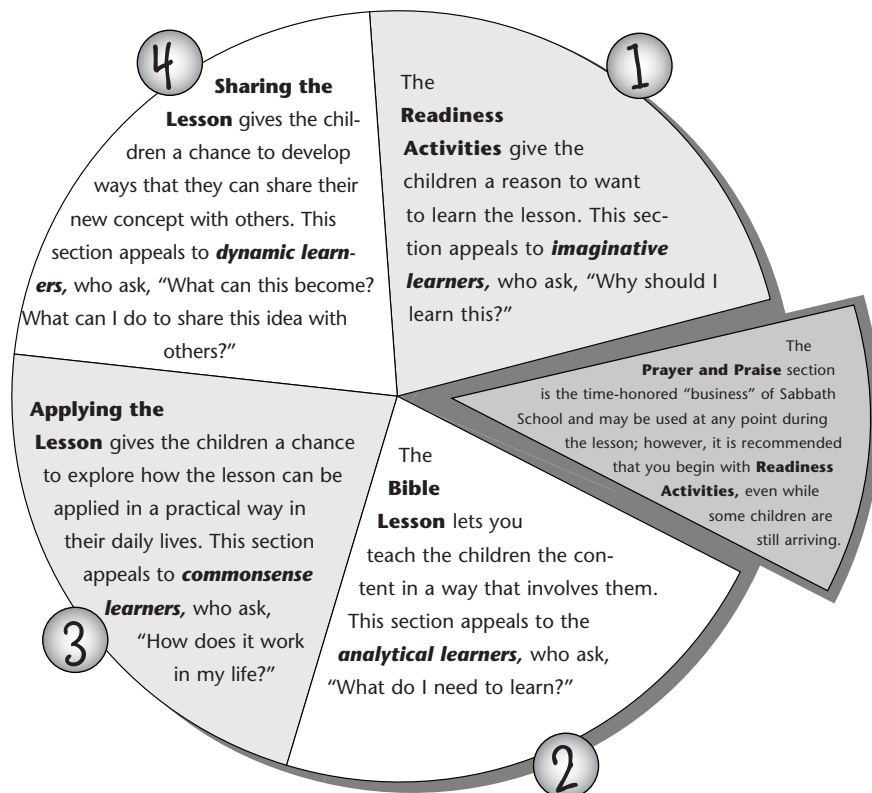
- modeling clay or play food
- hats
- crackers
- napkins

Lesson	Bible Story	References	Memory Verse	Message (abridged)	Materials
 SERVICE: Service is helping others.					
Lesson 1 April 2	James and John ask to be first.	Mark 9:33–35; 10:35–39, 41, 43–45; DA 435–437, 548–551	Mark 9:35, NIV	We serve others when we let them go first.	See p. 11.
Lesson 2 April 9	The storm on Galilee.	Luke 8:22–25; Mark 4:35–41; DA 333–336	Ps. 118:6, NIV	We can help others be safe.	See p. 21.
Lesson 3 April 16	Woman at the well.	John 4:1–42; DA 183–195	Luke 8:39, NIV	We tell others about Jesus.	See p. 31.
Lesson 4 April 23	Disciples catch fish.	John 21:1–14; DA 809–817	John 13:15, NIV	Helping others is being like Jesus.	See p. 41.
 WORSHIP: We worship God by what we do.					
Lesson 5 April 30	Jesus prays often.	Mark 1:35–38; DA 259, 260, 362, 363	Jer. 29:12, NIV	We can pray anytime, anywhere.	See p. 51.
Lesson 6 May 7	Jesus reads Scripture in church.	Luke 4:16–22; DA 236–243	Ps. 122:1, NIV	We worship God in Sabbath School and church.	See p. 61.
Lesson 7 May 14	Jesus heals woman with issue of blood.	Mark 5:21–32; Luke 8:40–48; DA 342–348	1 Chron. 16:8, NIV	We praise God for taking good care of us.	See p. 71.
Lesson 8 May 21	The 10 lepers.	Luke 17:11–19; DA 262–266, 348	Ps. 30:12, NIV	We worship Jesus when we thank Him.	See p. 81.
Lesson 9 May 28	The widow's offering.	Luke 21:1–4; Mark 12:41–44; DA 614–616	2 Cor. 9:7, NIV	We worship God when we give cheerfully.	See p. 91.
 COMMUNITY: I show love to my family and friends.					
Lesson 10 June 4	Wedding at Cana.	John 2:1–11; DA 144–153	Isa. 52:9, NIV	We have fun with family and friends.	See p. 101.
Lesson 11 June 11	Jesus calls the disciples.	Luke 5:1–11; John 1:35–42; DA 244–251	John 15:14, NIV	Jesus calls us to be His friends.	See p. 111.
Lesson 12 June 18	Nicodemus and Jesus.	John 3:1–21; 7:45–53; 19:38–42; DA 167–177	Prov. 17:17, NIV	Friends always care for each other.	See p. 121.
Lesson 13 June 25	Boy shares loaves and fishes.	Matt. 14:13–21; Mark 6:32–44; Luke 9:10–17; John 6:1–13; DA 364–371	Heb. 13:16, NIV	Friends share with others.	See p. 131.

To the Leaders/Teachers

These guides were developed to:

- A. Introduce the lesson on Sabbath.** The child then reviews and applies the principles studied with the help of their parents and Bible study guides during the week. In this way, the lessons learned in Sabbath School become a vital part of the child's growing faith experience. Memory verses, which are also learned in Sabbath School, are reviewed and reinforced during the following week, connected in the child's mind with the interesting learning activities they have already experienced.
- B. Focus the entire Sabbath School time on one message.** These messages each relate to one of the four dynamics of a growing faith experience: grace (God loves me), worship (I love God), community (we love each other), and service (God loves you too).



C. Reach each child in the way he or she learns best. By following the natural learning sequence on which these outlines were based, you will also connect students with “the message” for the week in a way that will capture each one’s attention and imagination.

D. Give students active learning experiences so they can more readily internalize the truths being presented. These experiences are followed by *debriefing* sessions in which you ask questions that lead the children to reflect on what they experienced, interpret the experience, and apply that information to their lives.

E. Involve the adult Sabbath School staff in new and flexible ways.

- A very small Sabbath School can be managed by one adult.
- A larger Sabbath School can be managed by one leader/teacher with other adult volunteers to facilitate the small group interaction. This gives small group facilitators a maximum involvement with the students and their dynamic learning, while requiring a minimum of preparation on the facilitator’s part.
- A creative alternative is to enlist leaders/teachers with different personal learning styles to lead different segments of the program.

(For more detailed information about the natural learning cycle, the learning styles, and other dynamics of teaching and learning, contact your Adventist Book Center or your Sabbath School or children’s ministries director.)

To use this guide . . .

Try to follow the natural learning cycle outlined, but adapt it as necessary to make the program work in your particular situation.

Look ahead at the Program Outline for each week’s program so you can be prepared with the simple materials suggested.