

Kindergarten



Resource for Leaders/Teachers

First Quarter
B

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Kindergarten

Leader/Teacher Guide

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

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Year B, First Quarter

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 basic 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
- chalk
- 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
- bags, paper and plastic, all sizes
- balloons
- beanbag
- 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
- device that can play music (CD,

MP3, streaming, etc.)

- 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
- white/chalkboard, eraser

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

- measuring tape
- growth chart pattern (see p. 130)
- bag with various objects
- Good Helper Wheel patterns (see p. 131)
- paper fasteners
- female adult helper
 - *Be aware of any food allergies and adjust accordingly.

Lesson 2

- building toys
- play hammers, saws, and brooms
- stick of wood
- stone
- picture of plow, or a forked stick
- Helping Chart pattern (see p. 27)
 - *Be aware of any food allergies and adjust accordingly.

Lesson 3*

- plastic straws or small sticks
- flat bread (optional)
- "I Love God's House" finger play
- low table (optional)
- herbs (optional)
- juice (optional)
- pillows or cushions (optional)
- bag with various items
- seed packets
 - *Be aware of any food allergies and adjust accordingly.

Lesson 4

- donkey mask pattern (see p. 47)
- variety of pictures (see activity)
- small paper lunch bags
 - *Be aware of any food allergies and adjust accordingly.

Lesson 5

- baby items
- mother with a baby (optional)
- Jesus with children pictures (optional)
- sticky labels

- adults or teenagers (optional)
 - *Be aware of any food allergies and adjust accordingly.

Lesson 6

- 18-inch (46 cm) fabric circle or two paper plates for each child
- coins or small circles of paper
- picture of a sycamore tree or a tree that could be climbed easily
- Zacchaeus' tree and man pattern (see p. 67)
- pictures of people of different ethnic backgrounds
 - *Be aware of any food allergies and adjust accordingly.

Lesson 7

- toy doctor's bag
- toy or real stethoscope
- adhesive and gauze bandages
- toy thermometer
- empty medicine bottle
- crutches
- donkey prop (see Room Decorations)
- house pattern (see p. 77)
- pictures of people of different ethnic backgrounds
 - *Be aware of any food allergies and adjust accordingly.

Lesson 8

- rolls of white toilet paper or sheet
- finger puppet pattern (see p. 87)
- cool, moist cloth
- closet or blanket and table
- various pictures or objects
- heart pattern (see p. 87)
 - *Be aware of any food allergies and adjust accordingly.

Lesson 9

- 12" sticks or dowels
- music for several praise songs
- paper flower shapes/various

- colors
- donkey prop (see Lesson 7)
- artificial flowers and/or leis
- real or paper palm branches or handkerchiefs
- pieces of cloth or bath towels
- palm leaf pattern (see p. 132)
 - *Be aware of any food allergies and adjust accordingly.

Lesson 10*




- waxed paper
- whole wheat flour, salt, water
- measuring cup, rolling pin, baking sheet
- oven (optional)
- knife
- various pictures (see activity, p. 102)
- table, tablecloth
- flat or pita bread
- bread plate
- grape juice
- basin
- pitcher of water
- two towels
- two adult males
- large-mouth container
 - *Be aware of any food allergies and adjust accordingly.

Lesson 11

- three small balls
- adult male
 - *Be aware of any food allergies and adjust accordingly.

Lesson 12

- tiny symbols of Jesus' death and resurrection
- small empty container
- cutout patterns (see p. 133)
- several helium-filled balloons
 - *Be aware of any food allergies and adjust accordingly.

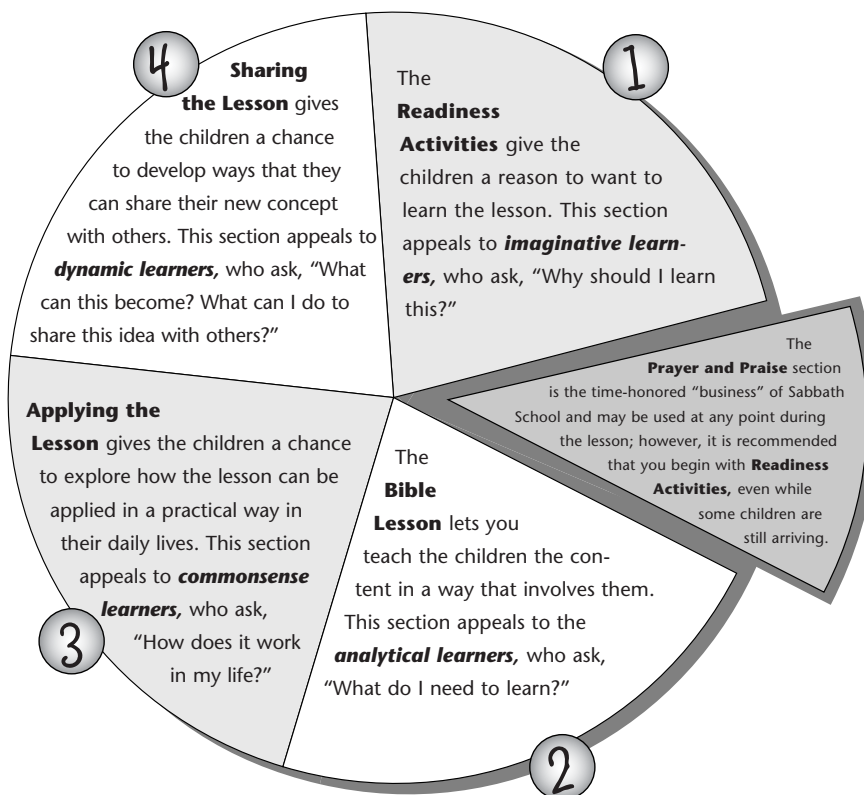
Lesson	Bible Story	References	Memory Verse	Message	Materials
	SERVICE: <i>Jesus sets an example of service for us.</i>				
Lesson 1 Jan. 7	Jesus as a young child.	Luke 2:39, 40, 51, 52; DA 68-71	Luke 2:51, NIV	We are like Jesus when we obey and help.	See p. 11.
Lesson 2 Jan. 14	Boy Jesus is helpful and obedient.	Matthew 13:55; Mark 6:3; DA 72-74	Proverbs 20:11, NIV	We serve God when we do our best work.	See p. 21.
Lesson 3 Jan. 21	Jesus visits the Temple.	Luke 2:41-50; DA 75-83	Luke 2:52, NIV	We learn so that we can help others.	See p. 31.
Lesson 4 Jan. 28	Jesus is kind to animals.	Luke 2:40, 51, 52; DA 70, 74, 82, 83	Ephesians 4:32, NIV	We serve God when we are kind.	See p. 41.
	GRACE: <i>God has made us part of His family.</i>				
Lesson 5 Feb. 4	Jesus blesses the children.	Luke 18:15-17; DA 511-517	Luke 18:16, NIV	Jesus loves me! He wants me in His family!	See p. 51.
Lesson 6 Feb. 11	Zacchaeus meets Jesus.	Luke 19:1-10; DA 552-556	Luke 19:10, NIV	Jesus wants everyone to be in His family.	See p. 61.
Lesson 7 Feb. 18	The good Samaritan.	Luke 10:25-37; DA 497-505	Luke 10:27, NIV	God wants us to show love to everyone.	See p. 71.
Lesson 8 Feb. 25	Lazarus raised from the dead.	John 11:1-44; DA 524-536	John 11:5, NIV	Jesus does what is best for us.	See p. 81.
	WORSHIP: <i>We praise Jesus for what He has done for us.</i>				
Lesson 9 March 4	Jesus' triumphal entry.	Luke 19:28-40; DA 569-579	Luke 19:38, NIV	We worship Jesus when we praise Him.	See p. 91.
Lesson 10 March 11	The Last Supper.	John 13:1-17; Luke 22:15-19; DA 642-661	John 13:1, NIV	We praise Jesus for showing us His love.	See p. 101.
Lesson 11 March 18	Jesus' arrest and Peter's denial.	Luke 22:39-46, 54-23:25; DA 685-715, 723-740	Revelation 4:11, NIV	We praise Jesus for doing hard things for us.	See p. 111.
Lesson 12 March 25	Jesus is crucified and resurrected.	Luke 23:26-24:12; DA 741-794	1 Thessalonians 4:14, NIV	We praise Jesus because He died and rose again.	See p. 121.

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 they learn 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.