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# Kindergarten

Leader/Teacher Guide

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

Year A, First Quarter

WORLD SABBATH SCHOOL DIRECTOR	JIM HOWARD
GENERAL CONFERENCE ADVISER	TED N. C. WILSON
CONSULTING EDITOR	ARTUR STELE
DESIGN	REVIEW AND HERALD DESIGN CENTER
DESKTOP TECHNICIAN	BRUCE FENNER
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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## The Kindergarten 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\*

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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

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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

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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

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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
- playdough 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
- 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
- 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

- nature items (leaves, plants, flowers)
- magnifying glass
- items to represent five senses (see Activity B, p. 12)
- bubbles
- plant or flower
- recorded water sounds
- fresh fruit\*
- felts and flannel or bulletin board

### Lesson 2

- live pet
- picture of a friend (your friend)
- 8" x 10" (or larger) empty picture frame

### Lesson 3

- party supplies (streamers, balloons, hats, etc.)
- rhythm instruments (pots, pans, wooden spoons, sticks, etc.)
- blanket or beach towel or large box
- party invitations
- plastic or real cake\*
- matches

### Lesson 4

- inexpensive wrapped gift for each child
- fig leaf coat and leaf pattern (see p. 141)

### Lesson 5

- basin/bowl for water
- things that float or sink
- carpenter's tools (real or play)
- fruit\*
- pillow
- empty medicine bottle
- picture of a mother and father
- sunglasses or eyeglasses
- ruler
- coin purse with coins
- words cut from newspaper or magazine, envelope
- ark puzzle pattern (see p. 140)

### Lesson 6

- pictures/photos of parents, teacher, pastor, house, church, food, clothes
- paper sacks stuffed with paper or pillows or nonperishable food items
- finger puppet patterns (see p. 142)

### Lesson 7

- mirror
- wool fabric
- pots/pans/sticks or other items to make noise
- basin of water
- calendar
- clock
- raven prop
- dove prop
- twig with a green leaf
- box wrapped as Christmas gift
- birthday candle
- sweet treat

### Lesson 8

- rubber balls
- prism or "sun catcher" glass
- bubble solution and blower
- picture of a beautiful area before and after a disaster
- glass jar with lid
- large wall calendar
- dirt
- stones
- twigs, two small twigs for each child
- small weights (such as metal washers)
- thick branch you can't break
- rainbow pattern (see p. 143)

### Lesson 9

- suitcase
- warm- and cold-weather clothes
- map
- six pictures representing members of our community (see p. 96)
- sheep/camel pattern (see p. 144)

### Lesson 10

- ingredients for trail mix\* (see p. 102)
- mixing bowl and spoon
- materials for building an altar, such as boxes, bricks, paper bags stuffed with paper, books, etc. (see p. 102)
- wax paper
- beans or rice
- lively praise music
- small plastic containers with lids
- six stones

### Lesson 11

- bowl
- variety of fruit or individually wrapped candies\*
- two clear pitchers and another empty container
- red food coloring
- sugar, salt
- a bell or buzzer (optional)
- scraps of ribbon or fabric
- Number 1 pattern (see p. 142)




### Lesson 12

- simple objects (toy, dish towel, article of clothing, cup or plate)
- empty food wrapper
- wrapped shoe box with lid wrapped separately
- 10 identical coins (or substitute 10 like items)
- 10 food items
- 10 paper or plastic cups
- beanbag or small ball or stuffed toy
- small gift for each child

### Lesson 13

- baby, mother, grandmother (or pictures)
- baby-care items
- serving tray
- crackers, pita bread (pieces) or dried fruit pieces\*
- adult male and female

\*Be aware of any food allergies and adjust accordingly.

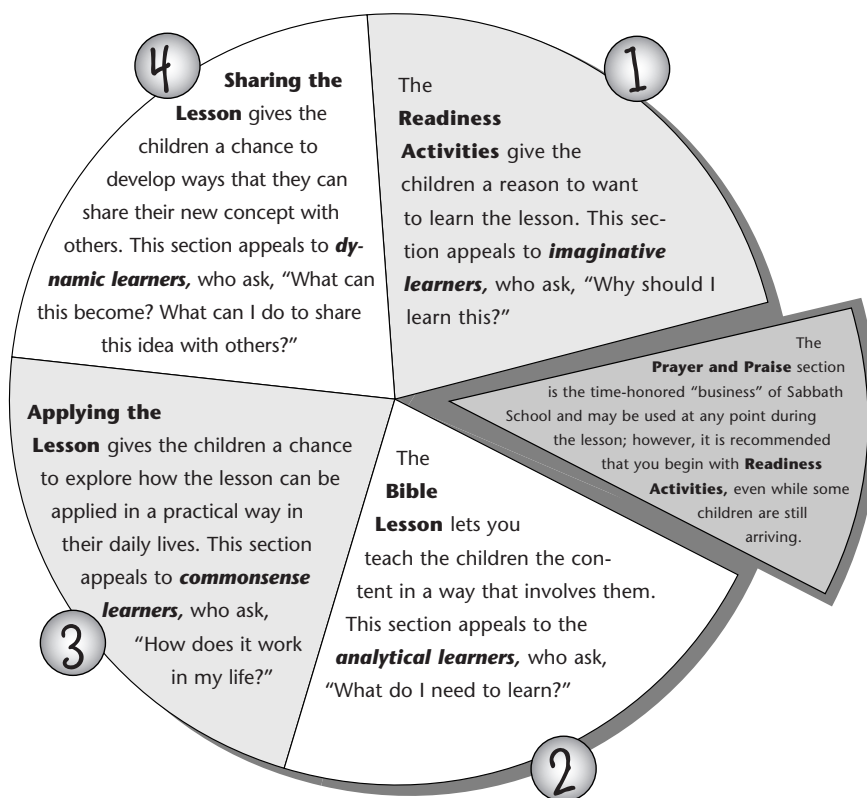
Lesson	Bible Story	References	Memory Verse	Message (abridged)	Materials
	<b>GRACE:</b> <i>Grace is God's love for us.</i>				
<b>Lesson 1</b> <b>Jan. 6</b>	God creates the world.	Genesis 1; PP 44; SC 9–15	Genesis 1:31, NIV	God made the world for us.	See p. 11.
<b>Lesson 2</b> <b>Jan. 13</b>	God creates people.	Genesis 1:24–31; 2:4–23; 3:20; PP 45–47	Genesis 1:26, NIV	God made us to be His friends.	See p. 21.
<b>Lesson 3</b> <b>Jan. 20</b>	God creates the Sabbath.	Genesis 2:1–3; PP 47, 48	Genesis 2:3, NIV	God made the Sabbath for us.	See p. 31.
<b>Lesson 4</b> <b>Jan. 27</b>	Adam and Eve disobey.	Genesis 3:1–21; PP 52–62	Psalms 100:5, NIV	God loves us all the time.	See p. 41.
	<b>WORSHIP:</b> <i>We praise God for His loving care.</i>				
<b>Lesson 5</b> <b>Feb. 3</b>	God warns Noah.	Genesis 6:5–18; PP 90–97	Jeremiah 42:6, NKJV	We worship by obeying.	See p. 51.
<b>Lesson 6</b> <b>Feb. 10</b>	Animals enter the ark.	Genesis 6:19–7:24; PP 97–104	Psalms 52:9, NIV	We thank God for His care.	See p. 61.
<b>Lesson 7</b> <b>Feb. 17</b>	God protects the ark.	Genesis 7:6–24; 8:1–12; PP 105	Psalms 48:1, NIV	We thank God for keeping His promises.	See p. 71.
<b>Lesson 8</b> <b>Feb. 24</b>	God sends a rainbow.	Genesis 8:20–9:17; PP 105–110	Genesis 9:13, NIV	We thank God for His promises.	See p. 81.
	<b>COMMUNITY:</b> <i>Community means loving one another.</i>				
<b>Lesson 9</b> <b>Mar. 2</b>	God calls Abram's family.	Genesis 12:1–9; Acts 7:2–7; Hebrews 11:8–12; PP 125–131	1 Corinthians 14:1, NIV	Christian families follow God.	See p. 91.
<b>Lesson 10</b> <b>Mar. 9</b>	Abram's family worships God.	Genesis 12:7–9; PP 127–131	Psalms 100:2, NIV	Christian families worship God.	See p. 101.
<b>Lesson 11</b> <b>Mar. 16</b>	Abram and Lot separate.	Genesis 13; PP 132, 133	Genesis 13:8, NIV	We put others first.	See p. 111.
<b>Lesson 12</b> <b>Mar. 23</b>	Abram rescues Lot.	Genesis 14; PP 134–136	Genesis 14:23, NIV	We serve others out of love.	See p. 121.
<b>Lesson 13</b> <b>Mar. 30</b>	Sarah has a baby.	Genesis 18:1–15; 21:1–7; PP 145, 146	1 John 4:7, NIV	We love each other.	See p. 131.

# To the Leaders/Teachers

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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.

### **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.