

Kindergarten



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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, Third Quarter

WORLD SABBATH SCHOOL DIRECTORS

JIM HOWARD, JUSTIN KIM

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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General Conference of Seventh-day Adventists®
12501 Old Columbia Pike
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The Kindergarten Writers

Audrey Boyle Andersson—Sweden

Jackie Bishop—California

DeeAnn Bragaw—Colorado

Linda Porter Carlyle—Oregon

Helga Eiteneir—Germany

René Alexenko Evans—Tennessee

Adriana Itin Femopase—Argentina

René Garrigues-Goodwin—Washington

Feryl Harris—West Virginia

Donna Meador—Washington

Vikki Montgomery—Maryland

Rebecca Gibbs O'Ffill—Maryland

Evelyn Omaña—Venezuela

Denise Pereyra—California

Dawn Reynolds—Maryland

Janet Rieger—Australia

Judi Rogers—Maryland

Denise Ropka-Kasischke—California

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
- posterboard
- 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 (empty rolls)
- 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)
- device that can play music (CD, MP3, streaming, etc.)
- 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
- small magnets
- 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

- clothes
- small boxes
- pictures of people
- picture of a church
- Paper People Chain pattern (see p. 150)

Lesson 2

- sticks, stones, shells
- thick rope, 10 feet or three meters long
- gold- and silver-colored dishes
- coins
- "clean" trash
- Temple pattern (see p. 151)

Lesson 3

- 8-10 envelopes
- pretty pictures (nature, animals)
- unattractive pictures (nature, animals)
- Caring for All Ages pattern (see p. 152)
- crowns
- Stop Sign pattern (see p. 153)

Lesson 4

- round dry cereal
- scepter model or picture
- Praying Hands Crown pattern (see p. 154)
- Star pattern (see p. 153)
- old neckties or wide strips of material

Lesson 5

- Can I Help Here? pattern (see p. 155)
- items from other countries (see activity)
- transportation toys (optional)
- missionary costumes (optional)
- globe or world map
- World Map pattern (see p. 156)

Lesson 6

- felts or puppets
- felt board

- Butterfly pattern (see p. 157)

Lesson 7

- clear bowl with water
- spoon
- something that dissolves in water
- something that won't dissolve
- toy medical equipment
- white sticky dots or white chalk
- Jordan River pattern (see p. 158)
- Naaman pattern (see p. 159)

Lesson 8

- whiteboard or chart paper
- three nature pictures
- basket
- large picture or felt of Jesus
- first-, second-, and third-place ribbons
- Ribbon pattern (see p. 159)
- various pictures or objects (see activity)
- two-sided tape

Lesson 9

- stiff cardboard
- large bowl or basin with water
- pebbles
- tray
- items used for protection (see activity)
- baby doll with blanket
- feathers or Ping-Pong balls
- small margarine or cottage cheese containers (empty)
- green ribbon or fabric
- small dolls or craft sticks
- white/chalkboard or poster papers
- whiteboard marker/chalk
- polyester fiberfill

Lesson 10

- yardstick or meter stick
- several large boxes
- Cloud pattern (see p. 160)
- drinking straws or twigs or craft sticks

- crayons, red and yellow glow-in-the-dark (if possible)

Lesson 11

- pitcher of water
- disposable spoons
- dead plant
- healthy plant
- box or paper bag
- salt
- "cloud" on a stick from Lesson 10
- stick
- tablespoon
- Body of Water pattern (see p. 117)

Lesson 12





- puffed rice cereal or popped popcorn
- variety of white, soft, fluffy, and sweet objects (see activity)
- strong-smelling foods
- empty plastic containers
- felt or plastic fruit/vegetables
- Favorite Food pattern (see p. 160)

Lesson 13

- bowls
- "cloud" on stick from Lesson 10
- two cooking pot lids
- flat stone for each child

Lesson 14

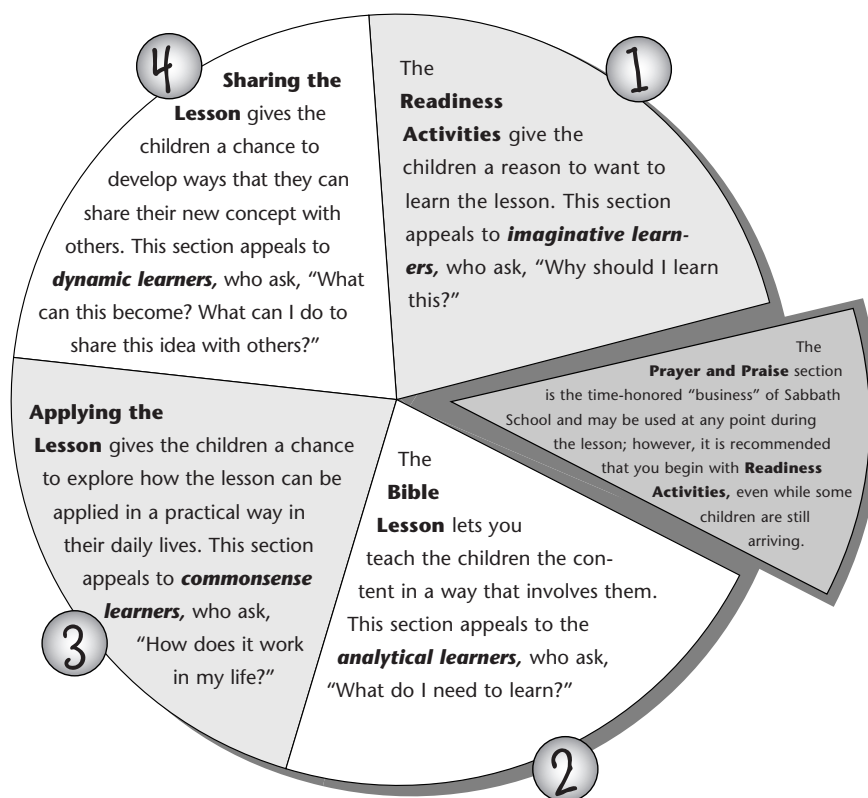
- coins of different denominations or pebbles
- two bags of coins
- collection box
- dish towel
- child's clothing
- spoon
- watering can
- picture of two or more children
- nonperishable food item
- two coins for each child

Lesson	Bible Story	References	Memory Verse	Message	Materials
	COMMUNITY: We help each other.				
Lesson 1 July 1	Joash, the little prince	2 Kings 11; PK 215, 216	Romans 12:10, ICB	In God's family, we love and protect each other.	See p. 11.
Lesson 2 July 8	Joash repairs the temple	2 Kings 12:1-15; 2 Chronicles 24:1-14; SDABC v. 2, 923, 924	Philippians 1:27, ICB	In God's family, we work together.	See p. 21.
Lesson 3 July 15	Queen Esther	Esther 1; 2:1-20; SDABC v. 3, 468-471	Hebrews 13:1, NIV	God's people care for each other.	See p. 31.
Lesson 4 July 22	Esther saves her people	Esther 4; 5:1-7; 7:1-4; 8:11; PK 602-606	Matthew 18:20, NIV	God hears us when we pray together.	See p. 41.
	SERVICE: God teaches us how to serve.				
Lesson 5 July 29	The captive maid	2 Kings 5:1, 2; PK 244, 245	Galatians 6:10, NIV	We can serve God wherever we are.	See p. 51.
Lesson 6 August 5	The captive maid (continued)	2 Kings 5:1-8; PK 246	2 Thess. 2:16, 17, NIV	We serve God by what we do and say.	See p. 61.
Lesson 7 August 12	Naaman is cured of leprosy	2 Kings 5:9-14; PK 246-249	Ephesians 2:10, NIV	We serve God by doing good for others.	See p. 71.
Lesson 8 August 19	Naaman accepts the God of Israel	2 Kings 5:15-17; PK 249, 250	2 Kings 5:15, NIV	We serve others, but we put God first.	See p. 81.
	WORSHIP: We thank God for being with us.				
Lesson 9 August 26	Baby Moses	Exodus 1; 2:1-10; PP 241-244	Psalms 32:7, NIV	We worship God when we thank Him.	See p. 91.
Lesson 10 Sept. 2	Israel leaves Egypt	Exodus 13:21, 22; 14:19, 20; PP 282-287	Genesis 28:15, NIV	We thank God for taking good care of us.	See p. 101.
Lesson 11 Sept. 9	Bitter water made sweet	Exodus 15:22-25; PP 291-294	Revelation 7:17, NIV	We thank God for giving us water.	See p. 111.
Lesson 12 Sept. 16	Manna from heaven	Exodus 16:1-5, 14-26; PP 294-297	Joel 2:26, NIV	We thank God for giving us good food.	See p. 121.
Lesson 13 Sept. 23	The Ten Commandments	Exodus 19:1-11, 16-20, 25; 20:1-17; 32:15, 16; PP 303-309	Exodus 19:8, NIV	We thank God for showing us how to live.	See p. 131.
	WORSHIP: We worship God by what we do.				
Lesson 14 Sept. 30	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. 141.

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.