My Memory Verses

1. “God saw all that he had made, and it was very good.”
   GENESIS 1:31, NIV.
2. “God said, ‘Let us make mankind in our image.’”
   GENESIS 1:26, NIV.
3. “God blessed the seventh day and made it holy.”
   GENESIS 2:3, NIV.
4. “The Lord is good and his love endures forever.”
   PSALM 100:5, NIV.
5. “We will obey the voice of the Lord.”
   JEREMIAH 42:6, NKJV.
6. “For what you have done I will always praise you.”
   PSALM 52:9, NIV.
7. “Great is the Lord, and most worthy of praise.”
   PSALM 48:1, NIV.
8. “I have set my rainbow in the clouds, and it will be a sign.”
   GENESIS 9:13, NIV.
9. “Follow the way of love.”
   1 CORINTHIANS 14:1, NIV.
10. “Worship the Lord with gladness.”
    PSALM 100:2, NIV.
11. “Let’s not have any quarreling between you and me.”
    GENESIS 13:8, NIV.
12. “I will accept nothing belonging to you.”
    GENESIS 14:23, NIV.
13. “Let us love one another, for love comes from God.”
    1 JOHN 4:7, NIV.
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’Fill—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
<table>
<thead>
<tr>
<th>Contents</th>
<th>GRACE</th>
<th>Grace is God's love for us.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“In the Beginning . . .” (January 4)</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>God’s Friends (January 11)</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>A Special Day (January 18)</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>Hiding From God (January 25)</td>
<td>40</td>
</tr>
<tr>
<td>WORSHIP</td>
<td>We praise God for His loving care.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Noah Builds a Boat (February 1)</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>An Animal Parade (February 8)</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>A Floating Zoo (February 15)</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>God’s Rainbow Promise (February 22)</td>
<td>80</td>
</tr>
<tr>
<td>COMMUNITY</td>
<td>Community means loving one another.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Abram Follows God (February 29)</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>Abram’s Altars (March 7)</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>Lot Chooses First (March 14)</td>
<td>110</td>
</tr>
<tr>
<td>12</td>
<td>Abram to the Rescue (March 21)</td>
<td>120</td>
</tr>
<tr>
<td>13</td>
<td>Sarah’s Special Baby (March 28)</td>
<td>130</td>
</tr>
</tbody>
</table>
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


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)
  - staple 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 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.

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 6</th>
<th>Lesson 7</th>
<th>Lesson 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>nature items (leaves, plants, flowers)</td>
<td>pictures/photos of parents, teacher, pastor, house, church, food, clothes</td>
<td>mirror</td>
<td>bowl</td>
</tr>
<tr>
<td>magnifying glass</td>
<td>finger puppet patterns (see p. 142)</td>
<td>wool fabric</td>
<td>variety of individually wrapped candies</td>
</tr>
<tr>
<td>bubbles</td>
<td>recorded water sounds</td>
<td>noisy items</td>
<td>two clear pitchers and another empty container</td>
</tr>
<tr>
<td>recorded water sounds</td>
<td>fresh fruit</td>
<td>calendar</td>
<td>red food coloring</td>
</tr>
<tr>
<td>fresh fruit</td>
<td>tape or other adhesive, felts and flannel or bulletin board.</td>
<td>clock</td>
<td>sugar, salt</td>
</tr>
<tr>
<td>tape or other adhesive, felts and flannel or bulletin board.</td>
<td></td>
<td>dove prop</td>
<td>small paper cups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>twig with a green leaf</td>
<td>a bell or buzzer (optional)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>box wrapped as Christmas gift</td>
<td>scraps of ribbon or fabric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>birthday candle</td>
<td>pattern copies (see p. 142)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sweet treat</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 8</th>
<th>Lesson 12</th>
<th>Lesson 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>rubber balls</td>
<td>simple objects (toy, dish towel, article of clothing, cup or plate)</td>
<td>baby, mother, grandmother (or pictures)</td>
</tr>
<tr>
<td>prism or “sun catcher” glass</td>
<td>empty food wrapper</td>
<td>baby care items</td>
</tr>
<tr>
<td>bubble solution and blower</td>
<td>wrapped shoe box with lid wrapped separately</td>
<td>serving tray</td>
</tr>
<tr>
<td>“rainbows” made from 12-inch-long dowels with ribbons of rainbow colors attached</td>
<td>10 identical coins (or substitute 10 like items)</td>
<td>crackers, pita bread (pieces) or dried fruit pieces</td>
</tr>
<tr>
<td>glass jar with lid</td>
<td>10 food items</td>
<td>adult male and female</td>
</tr>
<tr>
<td>large wall calendar</td>
<td>10 paper or plastic cups</td>
<td>two adult Bible-times costumes</td>
</tr>
<tr>
<td>dirt</td>
<td>beanbag or small ball or stuffed toy</td>
<td>baby doll in a blanket</td>
</tr>
<tr>
<td>stones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>twigs, two small twigs for each child</td>
<td></td>
<td></td>
</tr>
<tr>
<td>small weights (such as metal washers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thick branch you can’t break</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 9</th>
<th>Lesson 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>suitcase</td>
<td>ingredients for trail mix</td>
</tr>
<tr>
<td>warm- and cold-weather clothes</td>
<td>(see Readiness Activity B)</td>
</tr>
<tr>
<td>map</td>
<td>mixing bowl and spoon</td>
</tr>
<tr>
<td>sheep/camel pattern (see p. 144)</td>
<td>small paper cups or small sealable plastic bags</td>
</tr>
<tr>
<td></td>
<td>small plastic containers with lids</td>
</tr>
<tr>
<td></td>
<td>six stones</td>
</tr>
<tr>
<td>Lesson</td>
<td>Bible Story</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>Lesson 1 Jan. 4</td>
<td>God creates the world.</td>
</tr>
<tr>
<td>Lesson 6 Feb. 8</td>
<td>Animals enter the ark.</td>
</tr>
<tr>
<td>Lesson 7 Feb. 15</td>
<td>God protects the ark.</td>
</tr>
<tr>
<td>Lesson 8 Feb. 22</td>
<td>God sends a rainbow.</td>
</tr>
</tbody>
</table>
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.