My Memory Verses

1. “May ... God ... grant you what you have asked of him.” 1 SAMUEL 1:17, NIV.
2. “For his whole life he will be given ... to the Lord.” 1 SAMUEL 1:28, NIV.
3. “Speak, Lord, for your servant is listening.” 1 SAMUEL 3:9, NIV.
4. “Samuel continued as Israel’s leader all the days of his life.” 1 SAMUEL 7:15, NIV.
5. “My God will meet all your needs.” PHILIPPIANS 4:19, NIV.
6. “He is our God and we are ... under his care.” PSALM 93:7, NIV.
7. “[The Lord] cares for those who trust in him.” NAHUM 1:7, NIV.
8. “God ... gives power and strength to his people.” PSALM 68:35, NIV.
9. “Elisha replied ... , ‘How can I help you?’” 2 KINGS 4:2, NIV.
10. “If either of them falls down, one can help the other up.” ECCLESIASTES 4:10, NIV.
11. “For I will surely show you kindness.” 2 SAMUEL 9:7, NIV.
12. “Serve each other with love.” GALATIANS 5:13, ICB.
13. “Pray for each other.” JAMES 5:16, NIV.
If you have a QR code reader on your smartphone or computer: load the reader, point your camera at this graphic, and visit our site.

Kindergarten Leader/Teacher Guide

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

www.gracelink.net

Year A, Third Quarter

EDITOR
FALVO FOWLER

WORLD SABBATH SCHOOL DIRECTORS
RAMON CANALS, JAMES 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

A Publication of the Sabbath School/Personal Ministries Department
General Conference of Seventh-day Adventists®
12501 Old Columbia Pike
Silver Spring, MD 20904-6600, U.S.A.

Scriptures credited to ICB are from the International Children’s Bible®, copyright © 1986, 1988, 1999, 2015 by Tommy Nelson. Used by permission. All rights reserved.


Texts credited to NKJV are from the New King James Version®. Copyright © 1982 by Thomas Nelson. Used by permission. All rights reserved.

Kindergarten Sabbath School Leader/Teacher Guide (ISSN 0163-8793). Vol. 44, No. 3, Third Quarter 2020. Published for the General Conference of Seventh-day Adventists® by the Pacific Press® Publishing Association, 1350 N. Kings Road, Nampa, ID 83687, USA. Text copyrighted © 2020 by the General Conference of Seventh-day Adventists®. All rights reserved. No part of the Kindergarten Sabbath School Leader/Teacher Guide may be edited, altered, modified, adapted, translated, reproduced, or published by any person or entity without prior written authorization from the General Conference of Seventh-day Adventists®. The division offices of the General Conference of Seventh-day Adventists® are authorized to arrange for translation of the Kindergarten Sabbath School Leader/Teacher Guide, under specific guidelines. Copyright of such translations and their publication shall remain with the General Conference. “Seventh-day Adventist,” “Adventist,” and the flame logo are registered trademarks of the General Conference of Seventh-day Adventists® and may not be used without prior authorization from the General Conference, 12501 Old Columbia Pike, Silver Spring, Maryland 20904-6600, USA. Art copyrighted © 2003 by the Review and Herald® Publishing Association.


Printed in USA
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
## Contents

### SERVICE

<table>
<thead>
<tr>
<th>Service means helping others.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hannah’s Special Baby (July 4)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2 Hannah’s Gift to God (July 11)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>3 Ears to Hear (July 18)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>4 Samuel’s Service (July 25)</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

### GRACE

<table>
<thead>
<tr>
<th>Grace means belonging to God.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Birds to the Rescue (August 1)</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>6 Miracle Oil (August 8)</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>7 The Boy Is Alive! (August 15)</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>8 Up, Up, and Away! (August 22)</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

### COMMUNITY

<table>
<thead>
<tr>
<th>Community means caring for one another.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Never-ending Oil (August 29)</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>10 Alive Again (September 5)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>11 Poison in the Pot (September 12)</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>12 The Floating Axhead (September 19)</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>13 Angels All Around (September 26)</td>
<td>130</td>
<td></td>
</tr>
</tbody>
</table>
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 what is right with God’s help
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.

**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**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Art supplies</th>
</tr>
</thead>
<tbody>
<tr>
<td>butcher paper (roll)</td>
<td>aluminum foil</td>
</tr>
<tr>
<td>construction paper</td>
<td>cotton balls or polyester fiberfill</td>
</tr>
<tr>
<td>(various colors)</td>
<td>craft sticks</td>
</tr>
<tr>
<td>drawing paper</td>
<td>crayons, markers, colored pencils</td>
</tr>
<tr>
<td>finger-painting paper</td>
<td>finger paints and watercolors</td>
</tr>
<tr>
<td>poster board</td>
<td>glue or glue sticks</td>
</tr>
<tr>
<td>writing paper</td>
<td>hole punch</td>
</tr>
<tr>
<td></td>
<td>magnetic tape (stick-on)</td>
</tr>
<tr>
<td></td>
<td>pencils</td>
</tr>
<tr>
<td></td>
<td>plastic wrap</td>
</tr>
<tr>
<td></td>
<td>play dough or modeling clay</td>
</tr>
<tr>
<td></td>
<td>scissors (blunt-nosed)</td>
</tr>
<tr>
<td></td>
<td>stamp pads (various colors)</td>
</tr>
<tr>
<td></td>
<td>stapler and staples</td>
</tr>
<tr>
<td></td>
<td>string</td>
</tr>
<tr>
<td></td>
<td>tape (cellophane, masking, etc.)</td>
</tr>
<tr>
<td></td>
<td>thread, several colors</td>
</tr>
<tr>
<td></td>
<td>toilet paper or paper towel rolls (empty)</td>
</tr>
<tr>
<td></td>
<td>yarn, several colors</td>
</tr>
<tr>
<td></td>
<td>adhesive bandages</td>
</tr>
<tr>
<td></td>
<td>bags, paper and plastic, all sizes</td>
</tr>
<tr>
<td></td>
<td>balloons</td>
</tr>
<tr>
<td></td>
<td>beanbag</td>
</tr>
<tr>
<td></td>
<td>blindfold for each child</td>
</tr>
<tr>
<td></td>
<td>blocks, boxes, or Legos</td>
</tr>
<tr>
<td></td>
<td>boxes, large cardboard (appliance size)</td>
</tr>
<tr>
<td></td>
<td>device to play music (mp3, CDs, streaming, etc.)</td>
</tr>
<tr>
<td></td>
<td>chenille sticks or pipe cleaners</td>
</tr>
<tr>
<td></td>
<td>costumes, Bible-times, for adults and children</td>
</tr>
<tr>
<td></td>
<td>crown for each child</td>
</tr>
<tr>
<td></td>
<td>cups, paper, and plastic</td>
</tr>
<tr>
<td></td>
<td>dolls (baby dolls)</td>
</tr>
<tr>
<td></td>
<td>fabric pieces</td>
</tr>
<tr>
<td></td>
<td>flashlight</td>
</tr>
<tr>
<td></td>
<td>gifts (inexpensive)</td>
</tr>
<tr>
<td></td>
<td>magnets, small</td>
</tr>
<tr>
<td></td>
<td>paper clips (steel)</td>
</tr>
<tr>
<td></td>
<td>paper towels/baby wipes</td>
</tr>
<tr>
<td></td>
<td>plastic or newspaper to cover tables</td>
</tr>
<tr>
<td></td>
<td>recorded nature sounds</td>
</tr>
<tr>
<td></td>
<td>rubber bands</td>
</tr>
<tr>
<td></td>
<td>sandwich bags, plastic sealable</td>
</tr>
<tr>
<td></td>
<td>seeds (rice, beans, etc.)</td>
</tr>
<tr>
<td></td>
<td>shoe boxes</td>
</tr>
<tr>
<td></td>
<td>smocks/old shirts to cover children’s clothes</td>
</tr>
<tr>
<td></td>
<td>stickers, large variety</td>
</tr>
<tr>
<td></td>
<td>towels, small</td>
</tr>
<tr>
<td></td>
<td>toy musical instruments</td>
</tr>
<tr>
<td></td>
<td>toy stuffed animals</td>
</tr>
</tbody>
</table>
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
- pictures of children
- obstacle course
- guest mother and baby
- baby doll
- baby-care items
- sticks or twigs
- large rock
- containers with flour and oil
- flat bread (pita)
- man and woman guests
- pictures of or objects representing community helpers
- thank-you illustration (see p. 141)

Lesson 2
- shirts
- household items (broom, dustcloth, candles, cooking oil, sleeping bag, etc.)
- guest speaker
- flatware for four
- small table
- tablecloth
- flowers
- vase
- sleeping bags or blankets
- pillows
- bag or box with household items (see Readiness Activity, p. 102)

Lesson 3
- basket
- adult male for voice of God
- bath mats or towels
- flowers or toy animals
- pictures (see activity)
- listening ears pattern (see p. 140)

Lesson 4
- ruler
- rocks
- gift-wrapped box
- cutout of a child
- guest speakers
- stackable boxes
- rock for each child
- magnet
- small metal objects (steel)
- clear container
- blue sheet or cloth (large)
- small stick
- copies of ax pattern on heavy paper (see p. 144)

Lesson 5
- basket
- living and dead plants
- crackers
- raven pattern (see p. 140)
- clothespins (optional)
- bread
- large rock
- picture of raven
- picture of bird feeding young
- finger puppet (see activity)
- pictures of things God provides

Lesson 6
- blindfold
- flatware for four
- small table
- tablecloth
- flowers
- vase
- sleeping bags or blankets
- pillows
- bag or box with household items (see Readiness Activity, p. 102)

Lesson 7
- blindfolds
- oil and flour containers
- copies of get-well card (see p. 142)
- pictures of or objects representing community helpers
- thank-you illustration (see p. 141)

Lesson 8
- ruler
- rocks
- gift-wrapped box
- cutout of a child
- guest speakers
- stackable boxes
- rock for each child
- blindfolds
- oil and flour containers
- copies of get-well card (see p. 142)

Lesson 9
- old shirts
- modeling dough (see recipe)
- pitcher
- pictures of people needing help
- notes to send home (see Sharing the Lesson, p. 97)

Lesson 10
- blindfold
- four plates, cups, napkins
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Bible Story</th>
<th>References</th>
<th>Memory Verse</th>
<th>Message (abridged)</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong>&lt;br&gt;July 4</td>
<td>Hannah asks for a baby.</td>
<td>1 Samuel 1:1-18; PP 569, 570</td>
<td>1 Samuel 1:17, NIV</td>
<td>We serve God when we help others.</td>
<td>See p. 11.</td>
</tr>
<tr>
<td><strong>Lesson 2</strong>&lt;br&gt;July 11</td>
<td>Hannah's baby (Samuel).</td>
<td>1 Samuel 1:20-28; 2:18-21; PP 572-574</td>
<td>1 Samuel 1:28, NIV</td>
<td>We serve God when we help God's leaders.</td>
<td>See p. 21.</td>
</tr>
<tr>
<td><strong>Lesson 3</strong>&lt;br&gt;July 18</td>
<td>Samuel hears God's call.</td>
<td>1 Samuel 3:1-10; PP 581, 582</td>
<td>1 Samuel 3:9, NIV</td>
<td>We serve by listening to God.</td>
<td>See p. 31.</td>
</tr>
<tr>
<td><strong>Lesson 4</strong>&lt;br&gt;July 25</td>
<td>Samuel as judge.</td>
<td>1 Samuel 7; PP 589-591</td>
<td>1 Samuel 7:15, NIV</td>
<td>I will serve God all my life.</td>
<td>See p. 41.</td>
</tr>
<tr>
<td><strong>Lesson 5</strong>&lt;br&gt;Aug. 1</td>
<td>Elijah is fed by ravens.</td>
<td>1 Kings 17:1-6; PK 119-128</td>
<td>Philippians 4:19, NIV</td>
<td>God gives us all we need.</td>
<td>See p. 51.</td>
</tr>
<tr>
<td><strong>Lesson 6</strong>&lt;br&gt;Aug. 8</td>
<td>Miracle of the widow's oil and flour.</td>
<td>1 Kings 17:7-16; PK 129-131</td>
<td>Psalm 95:7, NIV</td>
<td>God uses others to help us.</td>
<td>See p. 61.</td>
</tr>
<tr>
<td><strong>Lesson 7</strong>&lt;br&gt;Aug. 15</td>
<td>Widow's son is restored to life.</td>
<td>1 Kings 17:17-24; PK 131, 132</td>
<td>Nahum 1:7, NIV</td>
<td>God will always give the best answer to our prayers.</td>
<td>See p. 71.</td>
</tr>
<tr>
<td><strong>Lesson 8</strong>&lt;br&gt;Aug. 22</td>
<td>Elijah is taken up to heaven.</td>
<td>2 Kings 2:1-18; PK 224-228</td>
<td>Psalm 68:35, NIV</td>
<td>God gives us power.</td>
<td>See p. 81.</td>
</tr>
<tr>
<td><strong>Lesson 9</strong>&lt;br&gt;Aug. 29</td>
<td>Miracle of the borrowed jars and the oil.</td>
<td>2 Kings 4:1-7; CS 227</td>
<td>2 Kings 4:2, NIV</td>
<td>God's people care for one another.</td>
<td>See p. 91.</td>
</tr>
<tr>
<td><strong>Lesson 10</strong>&lt;br&gt;Sept. 5</td>
<td>Shunammite's son restored to life.</td>
<td>2 Kings 4:8-37; PK 237-240</td>
<td>Ecclesiastes 4:10, NIV</td>
<td>God's people are kind to others.</td>
<td>See p. 101.</td>
</tr>
<tr>
<td><strong>Lesson 11</strong>&lt;br&gt;Sept. 12</td>
<td>Elisha and the poison stew.</td>
<td>2 Kings 4:38-41; PK 240, 241</td>
<td>2 Samuel 9:7, NIV</td>
<td>God helps us help others.</td>
<td>See p. 111.</td>
</tr>
<tr>
<td><strong>Lesson 12</strong>&lt;br&gt;Sept. 19</td>
<td>Elisha and the floating axhead.</td>
<td>2 Kings 6:1-7; PK 260, 261</td>
<td>Galatians 5:13, ICB</td>
<td>We help others, even in small ways.</td>
<td>See p. 121.</td>
</tr>
<tr>
<td><strong>Lesson 13</strong>&lt;br&gt;Sept. 26</td>
<td>God's army surrounds Dothan (Elisha).</td>
<td>2 Kings 6:8-17; PK 254-257</td>
<td>James 5:16, NIV</td>
<td>We help others when we pray for them.</td>
<td>See p. 131.</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.

(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.