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# Beginner

Leader/Teacher Guide

A Sabbath School Resource for Leaders/Teachers of Beginners  
GraceLink® Sabbath School Curriculum

[www.gracelink.net/beginner](http://www.gracelink.net/beginner)

Year A, Second Quarter

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Service is helping others.

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## COMMUNITY

I show love to my family and friends.

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# Lesson Outline

Lesson	Bible Story	References	Memory Verse	Message	Materials
	<b>SERVICE:</b> Service is helping others.				
<b>Lesson 1</b> <b>April</b>	Disciples Go Fishing	John 21:1-13; DA 809-817	Ephesians 4:32, NIV	We are kind to our friends.	See p. 14.
	<b>WORSHIP:</b> We worship God by what we do.				
<b>Lesson 2</b> <b>May</b>	Jesus Goes to Church in Nazareth	Luke 4:16-22; DA 236, 237	Psalms 122:1, NIV	We come to church because we love Jesus.	See p. 30.
	<b>COMMUNITY:</b> I show love to my family and friends.				
<b>Lesson 3</b> <b>June</b>	Feeding the 5,000 People	Matthew 14:13-21; John 6:1-13; DA 364-371	Galatians 6:10, NIV	I will share with others.	See p. 48.

**BEGINNERS**

MemoryLinks to Grace  
GRACELINK™ YEAR 8, QUARTER 1

**KINDERGARTEN**

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**PRIMARY**

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## Bible Study Overview

- **Lesson 1** teaches us that Jesus loves and cares about everyone.
- In **Lesson 2** we learn that we go to church because we love and worship Jesus, and want to know Him.
- **Lesson 3** reminds us that a community means family and friends, those within the family of God with whom we associate often.

### To the leader/teacher

These guides were developed to:

- **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 activities they have already experienced.
- **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).
- **Reach each child in the way he or she learns best.** By following the natural learning cycle 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.

- **Give children 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.
- **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 learning experience 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.

(Note: The Getting Started section is the time-honored "business" of Sabbath School and may be used at any point during the lesson; however, it is recommended that you begin with Arrival Activities, even while some children are still arriving.)

### **To use this guide . . .**

Try to follow the natural learning cycle outlined, but adapt activities as necessary to make the program work in your particular situation.

# 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 Overview for each month's program so you can be prepared with the materials suggested. Before the quarter begins, obtain regularly used supplies.

## Supplies Frequently Used in Beginner Sabbath School

### Art supplies

- ☐ aluminum foil
- ☐ chenille sticks or pipe cleaners
- ☐ cotton balls or polyester fiberfill
- ☐ craft sticks or tongue depressors
- ☐ crayons, markers, colored pencils
- ☐ glitter or glitter glue
- ☐ glue or glue sticks
- ☐ hole punch
- ☐ inked stamp pads (various colors)
- ☐ magnetic strips (peel and stick)
- ☐ paints—finger paints, tempera
- ☐ pencils, pens
- ☐ plastic wrap
- ☐ pom-poms
- ☐ rubber bands
- ☐ scissors (blunt-nosed)
- ☐ stapler and staples
- ☐ tape—cellophane and masking
- ☐ toilet paper rolls and/or paper towel rolls (empty)
- ☐ yarn, string, thread (several colors of each)

### Papers

- ☐ butcher or white table cloth roll
- ☐ construction (various colors, including black and brown)
- ☐ drawing
- ☐ finger paint paper
- ☐ newsprint
- ☐ poster board
- ☐ tissue paper (various colors, including white)
- ☐ writing paper

### Other

- ☐ animals (toy, stuffed, plastic)
- ☐ angel (felts or cardboard on sticks)
- ☐ baby bottles
- ☐ baby wipes or paper towels
- ☐ bags—paper, plastic trash bags, sealable plastic, large and small
- ☐ "Bible" books (cardboard or felt)
- ☐ blankets—baby/doll-size, regular size
- ☐ birthday cake (artificial) with candles, matches
- ☐ birthday gifts, inexpensive (optional)
- ☐ blindfolds, one for each child
- ☐ board books, variety of subjects
- ☐ broom (child-size), dust cloths, other cleaning supplies
- ☐ bubble solution and blowers
- ☐ building blocks, boxes, or Legos
- ☐ cassette or CD player with tapes/CDs
- ☐ carpenter tools (play hammer, saw, etc.), child-size
- ☐ costumes—angel, Bible-times for children and adults
- ☐ crowns
- ☐ cups—paper, plastic, Styrofoam
- ☐ dolls, doll clothes
- ☐ felts—angels, animals, children, flowers, Jesus, people, scenery, sun
- ☐ mirror (hand mirror)
- ☐ nature items (rocks, feathers, shells, bird nests, artificial flowers and fruit)
- ☐ offering container (basket, bowl, etc.)
- ☐ paper plates, napkins, cups
- ☐ pull toy (optional)
- ☐ puzzles, simple wooden or cardboard



- ☐ rainbow sticks
- ☐ recorded sounds (bird, animal, storm, etc.)
- ☐ rhythm or toy musical instruments
- ☐ rocking chair, adult and child
- ☐ smocks or old shirts to cover children's clothing
- ☐ stickers (animal, nature, Jesus, etc.)
- ☐ squirt bottle
- ☐ things that float

## Additional Supplies Needed This Quarter

### Lesson 1

- ☐ plastic fish and boats
- ☐ bucket or tub of water or kiddie pool
- ☐ clean sand
- ☐ toy buckets and shovels
- ☐ pitcher of water, cups
- ☐ small boat
- ☐ string of electric lights
- ☐ flashlight or glow-in-the-dark stars
- ☐ small fishnets
- ☐ colored cellophane
- ☐ fish-shaped crackers or other snack
- ☐ paper fish
- ☐ small sponges
- ☐ patterns (supplied)
- ☐ newspaper or other large sheets of paper

### Lesson 2

- ☐ toy carpenter tools

- ☐ combs and mirrors
- ☐ toy cars, trucks, airplanes, boats
- ☐ plastic dishes and spoons
- ☐ fake coins
- ☐ plastic jars with lids
- ☐ felt children
- ☐ Jesus banners (optional)
- ☐ contact paper
- ☐ patterns (supplied)

### Lesson 3

- ☐ small pool or tub
- ☐ play sand, buckets, shovels
- ☐ small sponges cut into fish shapes
- ☐ fan
- ☐ container for flowers (large vase)
- ☐ floral-scented air freshener or perfume
- ☐ pinwheels or other toys to share
- ☐ round cereal
- ☐ patterns (supplied)

# 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
- Approval and recognition
- Expressions of unconditional love and acceptance

- 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

## Developmental Needs

In addition to the basic needs listed earlier, 2-year-olds need to experience:

- Power—to have a chance to manipulate objects, events, people
- Freedom—to make choices, to interact in learning situations, to sometimes move about at will
- Independence—to do some things unaided
- Security—to feel safe

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\**Children's Ministries: Ideas and Techniques That Work*, ed. Ann Calkins (Lincoln, Nebr.: AdventSource, 1997).

## The Beginner Child

In the Seventh-day Adventist Church the GraceLink curriculum for beginners targets children ages birth through 2 years. However, both the beginner and the kindergarten materials are adaptable to 3-year-olds.

A general rule applying to the beginner child is: seat children so their feet easily touch the ground. For children under 18 months use walkers (without wheels).

To better understand beginner children, ages birth through 2 years, it is helpful to note characteristics of their growth and development.

### **Physical**

- Vary greatly in their physical development
- Are growing rapidly
- Tire easily
- Cannot sit still for long
- Fear separation from parents
- Cry easily—one crying child sets other children crying
- Express their needs by crying—the crying usually stops when the child's needs are met
- Become attached to adults who show love and acceptance of them

### **Mental**

- Have an attention span of only one or two minutes
- Learn by active involvement and imitation rather than by instruction
- Learn best one minitstep at a time
- Focus attention on what they see and/or touch

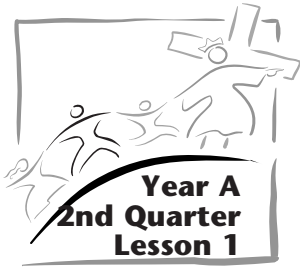
### **Emotional**

- Are extremely egocentric—centered in themselves

### **Spiritual**

- Sense attitudes of respect, joy, and anticipation in connection with church, the Bible, and Jesus
- Can identify pictures of Jesus and lisp His name
- Will fold hands (briefly) for the blessing before meals and kneel (again briefly) for prayer

# LESSON



## Breakfast by the Sea

### SERVICE

Service is helping others.

#### References

John 21:1-13; *The Desire of Ages*, pp. 809-817.

#### Memory Verse

"Be kind . . . to one another" (Ephesians 4:32, NIV).

#### Objectives

##### The children will:

**Know** that Jesus showed love to His friends.

**Feel** a desire to show love to their friends.

**Respond** by helping a friend.

#### The Message



We are kind to our friends.

## Getting Ready to Teach

#### The Bible Lesson at a Glance

Jesus' disciples fish all night, but don't catch a thing. They see a man on the shore who tells them to throw their nets on the other side of the boat. They do, and their nets are filled with so many fish that they can't pull them into the boat. They realize the man is Jesus. When they get to shore, they eat the breakfast Jesus cooks for them on the beach.

#### *This is a lesson about service.*

The two things Jesus did for His disci-

ples were acts of service. First, the greater act, He helped them catch fish, their main source of food and income. The other, fixing breakfast and serving it to them, was a humble act, and showed His concern for the everyday things of life. Helping others is an act of service, no matter how great or small. Children can look for things they can do to serve others too.

#### Teacher Enrichment

"They were too much amazed to question whence came the fire and the

# ONE



food. . . . Though they were to be deprived of His personal companionship, and of the means of support by their former employment, the risen Saviour would still have a care for them. While they were doing His work, He would provide for their needs. And Jesus had a purpose in bidding them cast their net on the right side of the ship. On that side He stood upon the shore. That was the side of faith. If they labored in connection with Him—His divine power combining with their human effort—they could not fail of success” (*The Desire of Ages*, pp. 810, 811).

## Room Decorations

Room decor for the next three months will work well with an outdoor seashore setting. Hang a large fishnet from the ceiling or on a wall and hang seashells or pictures of sea creatures on it. Crinkle blue cellophane or use blue cloth surrounded by large rocks to suggest water. A few large plants, real or artificial, would be appropriate.

This program will be enhanced by the use of a boat prop of some sort. Suggestions: a toy riding boat, a small rowboat, or a space you can create to simulate a boat by using benches, blocks, chairs, etc.

# Program Overview

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	ongoing	Greet students	
<b>1 Parent Time</b>			
<b>2 Arrival Activities</b>	up to 10	<i>A. Book Basket</i> <i>B. Puzzles</i> <i>C. Fish and Boats</i>  <i>D. Sand and Shells</i>  <i>E. Tea Set</i> <i>F. Rocking Chair</i>	books about fish and sea animals boat, fish, or sea life puzzles small plastic fish and boats, bucket or tub of water small inflatable swimming pool, clean play sand, seashells, buckets, shovels pitcher of water, paper cups adult-sized rocking chair
<b>3 Getting Started</b>	up to 10	Welcome  Prayer Visitors Offering Birthdays	mirror, sea animal puppet or toy stuffed animal, bells  toy boat or other offering container artificial birthday cake, candles, matches, small gift (optional)
<b>4 Experiencing the Story</b>	up to 30	<i>A. Memory Verse</i> <i>B. Rocking Boat</i>  <i>C. No Fish</i>   <i>D. Lots of Fish</i>   <i>E. Fish and Nets</i> <i>F. Jesus on the Shore</i> <i>G. Memory Verse Song</i> <i>H. Campfire on the Beach</i>  <i>I. Breakfast by the Sea</i>   <i>J. Memory Verse Song</i> <i>K. Cleaning Up</i>	small felt or cardboard Bible books small boat; string of electric lights or flashlight with end covered with pin-pricked black plastic or glow-in-the-dark stars tub or bucket or kiddie pool of water, a few plastic fish or other floating objects, small fishnets or small toy colander tub or bucket or kiddie pool of water, lots of plastic fish or other floating objects, fishnets or small toy colander  rocks or blocks, red or orange colored cellophane or tissue paper blanket, fish-shaped crackers or other snack, small paper cups, napkins, pitcher of water  trash can or trash bag



LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<div>5</div> <b>Make and Take</b> (Optional)		<i>L. Fishing Poles</i>	sticks or wooden dowels, string, steel paper clips, magnetic strip, paper fish (see fish pattern, p. 62), tub or bucket or kiddie pool of water
		<i>M. Taking Turns</i> <i>N. Teddy Bear Share</i>	toy stuffed animal or small blanket for each child
	up to 10 Week 1	<i>Finish the Fish</i>	paper fish reproducible pattern (see p. 62), finger paints or ink pads, paper, baby wipes or paper towels and water
	Week 2	<i>Fingerprint Fish</i>	paper, reproducible wave pattern (see p. 63), ink pad or finger paint, fine-tip markers, baby wipes or paper towels and water
	Week 3	<i>Banner</i>	reproducible banner pattern (see p. 62), stickers (optional), glue, craft sticks, pencils or markers or crayons
	Week 4	<i>Kind Hands</i>	paper, pencils, memory verse song
	Week 5 (Optional)	<i>Paper Plate Boat</i>	small (about 6-inch) paper plates, craft sticks, glue, scissors, finger paint, fish-shaped sponges
<b>Snack Center</b> (Optional)			“fish” crackers, water, paper cups, napkins

## 1

## PARENT TIME

Busy parents often arrive at church tired and worn out from the week's activities and from getting the family ready for the "day of rest." Share a word of encouragement with them sometime during Sabbath School (possibly during Arrival Activities), something that will express your care and concern for them. The following statements were prepared

by young mothers and fathers as suggestions, and may be used at your discretion at any time you wish.

**Week 1**

The news was devastating. As an obstetric nurse, I understood completely how serious the situation was for our precious newborn daughter. She could

die. I felt so alone. We were moving away from the area, but had decided that I should deliver the baby here. We called our dear friends who lived about four hours away. The next thing I knew, they were at the hospital. All we could do was cry and pray together, but having them just *be* there with us encouraged me greatly.

After some heart-wrenching delays, our daughter was released from the hospital, perfectly healthy. We praise God for the gift of her life, and for friends who stood by us, loving us, supporting us.

Share a time when friends helped you through some trial. How did their support show God's love to you?

## Week 2

My wife was the choir director at another church in our community, so every Wednesday night I would put our infant son into the "snuggli" and "wear" him to our midweek meeting. One evening he began to fuss, and I took him out of the little pack to comfort him. A kind woman offered to take him, so I gave him to her, not realizing that he had spit up on my jacket lapel. He immediately calmed down when she took him, probably because the bubble in his tummy had been taken care of when he spit up. I continued with the meeting.

People seemed so focused! But I didn't know that the focus was on the baby spit-up working its way slowly down my jacket. At the end of the service the woman graciously handed me a cloth to wipe my jacket. "It's all right, Pastor," she said. "We love you, and your baby!" I thanked God for precious friends whose understanding made all the difference.

Share a time your child made a mess of your clothing, or someone's reaction to your trouble brought you encouragement.

## Week 3

We hurried out the door Sabbath morning. I was leading the children's program, so I had several little things to carry. My baby used a pacifier, and I usually had two or three of them in the diaper bag, but this particular morning we left without any. I didn't notice this until he began to fuss during Sabbath School. I was almost frantic as I searched through the diaper bag in vain for a pacifier. Tears threatened to spill when I realized that I was without one. Another mother in the room found an extra in the bottom of her bag. She quickly washed it and gave it to my baby. He calmed down right away. My concentration on leading the children's Sabbath School program was saved because of a simple act of kindness.

Share a time when someone's simple act of kindness made a difference for you.

## Week 4

I was a new mother. Besides being overwhelmed with caring for my baby, I felt lonely without anyone to talk with about the infant who had taken over my life. I needed other mothers to talk to, ask questions of, just to share with. But I didn't know any. Then the phone rang. I had never met the caller, but her husband, an acquaintance at work, had suggested weeks before that his wife and I should get acquainted. Kim was a lifesaver! She encouraged me. She gave helpful advice when asked. She taught me so much about being a stay-at-home mom. I am forever grateful to her for reaching out to me, someone she didn't even know, to show kindness.

Tell about a time someone reached out to help you in a time of distress.

## Week 5

For some time now I've had the opportunity to meet with a mothers'



prayer group. We get together once a week and spend about an hour in prayer. The time flies. We pray about family concerns—health problems, discipline problems, spiritual problems—you name it. And I’ve seen prayer answered in my family as a result. It’s wonderful to know that what I share there will be kept in confidence, but remembered through-

out the week in my friends’ prayers for me. I wouldn’t miss that weekly meeting for anything! And in between I know I can call on my friends when a need arises. The prayers we share on the telephone help get me through the week.

Do you have a prayer partner? If not, ask someone today. There is power in prayer among friends.

## 2

## ARRIVAL ACTIVITIES

Plan simple play activities on a blanket, sheet, or quilt for children who arrive early. The children participate in these activities, under the supervision of an adult, until the program begins. The child’s play should be with materials that relate to the program, which is based on the monthly Bible story.

Choose from the following suggested activities for this month. Be sure to include something for the span of children’s ages.

### **A. Book Basket**

Provide a basket full of simple picture books about fish and sea life.

### **B. Puzzles**

Provide simple sturdy puzzles that feature boats, fish, or other sea life. If no commercial puzzles are available, make some by gluing photos or pictures of sea life onto large pieces of cardboard and cutting them in two pieces that children may match.

### **C. Plastic Fish and Boats**

Provide small plastic fish and/or wooden boats (or other things that float) for children to float in a water-filled tub or small kiddie pool.

### **D. Sand and Shells**

Fill a small inflatable swimming pool with clean play sand and seashells. Provide buckets and shovels for the children to dig for shells.

### **E. Tea Set**

Provide a small pitcher of water and paper cups, or use other toys to practice serving others.

### **F. Rocking Chair**

Have an adult-size rocking chair available for parents to hold and rock children who are too tired or shy to join in the activities.

## 3

## GETTING STARTED

**A. Welcome****You Need:**

- ☐ hand mirror
- ☐ toy stuffed sea animal or puppet

Say: **Good morning, boys and girls! I'm so happy you are here today.** Welcome each child personally as you sing the following song. (Suggestions: Hold a mirror up to each child's face so they can see themselves, or take a sea animal puppet or toy stuffed sea animal to each child, shake each child's hand, etc.) Sing: "Greeting Song" (*Little Voices Praise Him*, No. 4).

Who has come to Sabbath school?  
Mary, Mary,\*  
Who has come to Sabbath school?  
Mary has.

—Mary E. Key McKinley. Adapted.

\*Insert child's name.

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Say: **I love Sabbath, and I love coming to Sabbath School. Let's ring our Sabbath bells while we sing.** Distribute the bells for the children to ring as you sing together "Sabbath Bells" (*Little Voices Praise Him*, No. 237).

**You Need:**

- ☐ bells

Ring-a-ling-a-ling,  
Ring-a-ling-a-ling,  
Sabbath bells are ringing.  
Ring-a-ling-a-ling,  
Ring-a-ling-a-ling,  
Children sweetly singing.

—Mildred Adair

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**B. Prayer Time**

Say: **Jesus likes it when we invite Him to be in our Sabbath School with us.** Prepare for prayer by singing "I Talk to Jesus" (*Little Voices Praise Him*, No. 10).

I talk to Jesus when I pray,  
When I pray, when I pray,  
I talk to Jesus when I pray,  
And He hears me, I know.

—Dorothy Robison

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Say a simple prayer similar to the following: **Dear Jesus, thank You for the Sabbath day and for our Sabbath School. Thank You for the stories in the Bible that teach us about You. Help us to be like You. Amen.**

**C. Visitors**

Welcome each visitor individually and then sing "We Welcome You" (*Little Voices Praise Him*, No. 7).

We welcome you, we welcome you,  
On this Sabbath day.  
We welcome you, we welcome you,  
On this Sabbath day.

—Mildred Adair

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**D. Offering****You Need:**

- ☐ toy boat or other offering container

Say: **Some children don't know that Jesus loves them. We can help them learn about Jesus. We bring our offering to Sabbath**

**School, and that money goes to help others learn about Him.** Place a toy boat (or other container) on the floor for the children to drop their offering into. As the children place their offering in the container, sing "A Boat Goes Sailing" (*Little Voices Praise Him*, No. 35).

A boat goes sailing to the mission land,  
Sailing, sailing mission boat.  
It takes a Bible to the children there,  
Sailing missionary boat.

—A. Haas. Adapted.

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**E. Birthdays****You Need:**

- ☐ artificial birthday cake
- ☐ candles
- ☐ matches
- ☐ small gift (optional)

Say: **God gives us our birthdays. Someone here has a birthday. Who has a birthday? Let's all close our eyes.** Lead the birthday child up front while singing "A Birthday" (*Little Voices Praise Him*, No. 36).

A birthday, a birthday,  
O who has had a birthday?  
Come sit right here and we will sing,  
To wish you happy birthday.

—Mildred Adair

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Assist child in dropping money into the artificial cake (or other container) while singing "Count the Birthday Money" (*Little Voices Praise Him*, No. 37).

Mary\* has a birthday, we're so glad.  
We will see how many she\* has had.  
As we count the money we are told,  
[count]

Yes, the money says she's\* 6\* years old.

—Johnie B. Wood

\*Insert name, appropriate pronoun, and age of child.

Light the birthday candles and then lead in singing "Happy Birthday to You."

Happy birthday to you,  
Happy birthday to you,  
Jesus loves you, dear [child's name],  
Happy birthday to you.

—Traditional. Adapted.

Encourage the child to blow out the candle(s). If possible, give the child a small gift from Sabbath School.



## EXPERIENCING THE STORY

### A. Memory Verse

#### You Need:

- ☐ felt or cardboard Bibles

Say: **It's time to look in our Bibles.** Distribute small individual felt, cardboard, etc., Bibles to the children. Sing "I Open My Bible Book and Read" (*Little Voices Praise Him*, No. 26).

I open my Bible book and read  
of Jesus, of Jesus.

—Johnie B. Wood. Adapted.

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Say: **What do you see in your Bible?** (Take responses.) **How did Jesus treat His friends? The Bible teaches us that we should help our friends. Our memory verse today tells us to be kind to our friends. It says: "Be kind . . . to one another." Say that with me. Let's sing our memory verse.** Sing the memory verse song "Be Kind to One Another" (*Little Voices Praise Him*, No. 260).

Be kind to one another,  
Be kind to one another,  
Be kind, be kind,  
Be kind to one another.

—Janet Sage

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### B. Rocking Boat

Say: **Our Bible story today is about some men who went fishing in a boat one night. They fished all night long. One of the men was named Peter.** Invite the children to come into your boat prop or area. Very

#### You Need:

- ☐ boat prop
- ☐ string of lights or flashlight covered with pin-pricked plastic or glow-in-the-dark stars

young children can sit in a parent's lap. Ask the parents to rock slowly. Turn out the lights and turn on the string of lights, or ask a helper to shine the flashlight covered with pin-pricked plastic on the ceiling, or darken the room so the glow-in-the-dark stars on the ceiling will shine. Have the children rock back

and forth while you sing "See the Boat" (*Little Voices Praise Him*, No. 172).

Rock, rock, rock, rock,  
Peter went fishing at nighttime;  
Rock, rock, rock, rock,  
Peter went fishing at nighttime.

—Janet Sage. Adapted.

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### C. No Fish

#### You Need:

- ☐ tub, bucket, or kiddie pool with water
- ☐ plastic fish or other items that float
- ☐ fishnets or plastic bags

Say: **Peter and his friends fished all night long. Let's go fishing with Peter.**

Provide a tub, bucket, or small inflatable swimming pool filled with water. Place a few plastic fish in the water. If plastic fish are unavailable, use small balloons blown up just a little and tied off,

corks, leaves, or anything else that floats. Give each child a small fishnet, a small toy colander or a plastic bag with holes

poked in it so water will flow through. (Monitor children closely whenever they use plastic bags.) Let the children try to catch the few fish while you sing the following words to the tune of "See the Boat" (*Little Voices Praise Him*, No. 172).

No fish, no fish,  
Peter and his friends caught no fish.  
No fish, no fish,  
Peter and his friends caught no fish.

—Unknown

### D. Lots of Fish

#### You Need:

- ☐ tub, bucket, or kiddie pool with water
- ☐ plastic fish or other items that float
- ☐ fishnets or plastic bags

Say: **Peter and his friends were very sad. They had fished all night long, but they hadn't caught a single fish! Now they were tired and hungry. Then they saw a man standing on the shore. "Did you catch any fish?" He asked. Peter and his friends said,**

**"No."** (*Shake your head no.*)

**"Try fishing on the other side of the boat," He said. So Peter and his friends went to the other side of the boat and put their nets in the water.**

Use the bucket, tub, or small inflatable swimming pool on the other side of the boat. Fill this container with whatever you choose to use for fish. Let the children use their nets to catch a lot of fish while you sing the following words to the tune of "With Jesus in the Family" (*Little Voices Praise Him*, No. 273).

Peter and his friends, they caught a lot of fish,

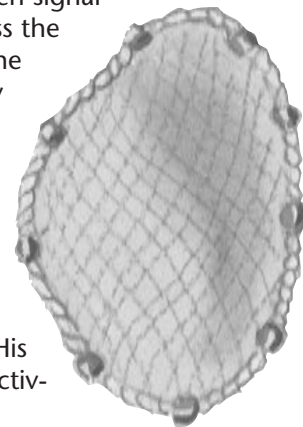
Caught a lot of fish,  
Caught a lot of fish.  
Peter and his friends, they caught a lot of fish.

They caught lots of fish.

—Unknown

### E. Fish and Nets

Ask the children to stand up and go to one end of the room to be "fish." Ask the parents to go to the other end of the room and be "nets." At a given signal the "fish" try to "swim" across the area to the other end while the "nets" try to catch the fish by wrapping the child in a hug. Encourage parents to catch their own "fish." You, other parents, or other adult helpers should catch the children whose parents may not be in Sabbath School. Continue to sing "Peter and His Friends" (from the previous activity) during this game.



### F. Jesus on the Shore

Say: **Peter and his friends caught so many fish that they couldn't drag the nets back into the boat. They looked closer at the man on shore. It was Jesus!**

Sing the following words to the tune of "I Have Hands That Clap" (*Little Voices Praise Him*, No. 215).

Jesus helped His friends catch fish,  
(*clap on the last three syllables*)  
Jesus helped His friends catch fish,  
(*clap, clap, clap*)  
Jesus helped His friends catch fish,  
(*clap, clap, clap*)  
Jesus helped His friends.

—Unknown

## G. Memory Verse Song

Say: **Jesus was kind to His friends. He helped them catch fish. He knew they would use the fish for food and would have some to sell so they could buy things they needed. Jesus taught us to be kind to our friends too. Let's sing our memory verse song again.** Sing "Be Kind to One Another" (*Little Voices Praise Him*, No. 260).

Be kind to one another,  
Be kind to one another,  
Be kind, be kind,  
Be kind to one another.

—Janet Sage

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## H. Campfire on the Beach

### You Need:

- ☐ rocks or large toy building blocks
- ☐ red or orange cellophane or tissue paper

Say: **Peter and his friends finally got the net full of fish to the shore. And there was another surprise waiting for them. Jesus had built a fire on the beach and had cooked breakfast for His friends.**

Distribute rocks or blocks for the children to make a pretend fire ring. Use crinkled colored cellophane or paper to imitate the fire. While the children build the fire,

sing "Campfire" (*Little Voices Praise Him*, No. 249).

Campfire, campfire, come to the campfire;  
Jesus cooked breakfast on a fire by the shore.

Campfire, campfire, come to the campfire;  
Eat all you want, there's lots more.

—Janet Sage. Adapted.

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## I. Breakfast by the Sea (Optional)

### You Need:

- ☐ blanket
- ☐ paper cups
- ☐ pitcher of water
- ☐ fish-shaped crackers or other finger food
- ☐ napkins or paper towels

Invite the children to sit on a blanket near the "fire." Distribute an age-appropriate snack, such as fish-shaped crackers in a small paper cup, and a cup of water. Give each child two snacks; one to eat and one to share, perhaps with their parent or other adult. While the children share their snacks, sing "Sharing"

(*Little Voices Praise Him*, No. 278).

Sharing, sharing, I have a snack and so do you;  
Sharing, sharing, it's the loving thing to do.

—Janet Sage. Adapted.

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## J. Memory Verse Song

Say: **Jesus showed us how to be kind to our friends when He cooked breakfast for His hungry friends. Jesus wants us to be kind to our friends too.** Sing the memory verse song again after everyone is finished with the snack.

Be kind to one another,  
Be kind to one another,  
Be kind, be kind,  
Be kind to one another.

—Janet Sage

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## K. Cleaning Up

### You Need:

- ☐ trash can or trash bag

**family when you help to clear the table after you eat. Let's practice that by clearing up the things from your snack.** Let the children collect the paper cups, napkins, etc., from the snack and put them in the trash can. Encourage the children to collect any trash from their parents, too. As they work, sing together "I Will Be a Helper" (*Little Voices Praise Him*, No. 290).

I will be a helper, I will be a helper;  
I will clear away my dishes;  
I will be a helper.

—Marie Ingham. Adapted.

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## L. Fishing Poles

### You Need:

- ☐ string
- ☐ steel paper clips
- ☐ sticks or dowels
- ☐ paper fish (see p. 62)
- ☐ magnetic strip
- ☐ empty tub or bucket or kiddie pool

Say: **Can you think of another way we can be kind to each other? We're kind to each other when we take turns with our toys and games.** Divide the class into two groups. Give one group a fishing pole made by tying a piece of string about 12 inches long to the end of a stick or wooden dowel. Attach two steel paper clips to

the end of the string. Cut out the paper fish (see page 62) and attach a piece of magnetic strip to the back.

Place the fish in the empty tub, bucket, or kiddie pool for the children to "catch" with their fishing poles. After each child in the first group has had a turn, instruct the children to share their fishing poles with another child who has not yet had a turn. Sing "I'll Take Turns" (*Little Voices Praise Him*, No. 276).

I'll take turns when I'm fishing, I'll  
take turns with you.

I'll take turns when I'm fishing, for  
Jesus wants me to.

—Joy Hicklin Stewart. Adapted.

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### OR

Sing "We Are Sharing" (*Little Voices Praise Him*, No. 280).

We are sharing, we are sharing;  
Jesus wants me to share with you.  
It was your turn; now it's my turn.  
We are happy taking turns.

—Enid G. Thorson

© 1988 by Enid G. Thorson.

## M. Taking Turns

Teach the following finger play to the children. Ask the parents or other adults to help the children with the motions.

You take your turn. (*Point to another person.*)

I'll take my turn. (*Point to self.*)

Now it's time to play. (*Twirl around.*)

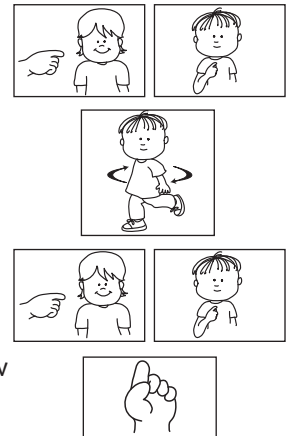
You take your turn. (*Point to other person.*)

I'll take my turn. (*Point to self.*)

That is Jesus' way. (*Point upward.*)

—DeeAnn Bragaw

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## N. Teddy Bear Share

### You Need:

- ☐ toy stuffed animal or small blanket for each child

Say: **Another way we can be kind to others is by helping someone feel better when they are sad. Have you ever been hurt or sad or lonely? It makes you feel better when someone is kind to you. One way you can be kind to someone who is sad is by patting or hugging that person. You might want to share your favorite toy stuffed animal or blanket with that person. Who is here that you could pat or hug if that person were sad?** (parents,

friends) **Let's pretend that person is sad today and help them feel better.** Give each child a toy stuffed animal to share while you sing "Don't Cry, Little Baby" (*Little Voices Praise Him*, No. 246).

Don't cry, dear friend, don't cry,  
don't cry;

Jesus loves you, Jesus loves you;

Don't cry, dear friend, don't cry,  
don't cry;

Jesus loves you, Jesus loves you.

—Janet Sage. Adapted.

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# 5

## MAKE AND TAKE (Optional)



### Week 1

#### You Need:

- ☐ fish pattern (see p. 62)
- ☐ finger paints or ink pads (two or more colors)
- ☐ paper
- ☐ baby wipes or paper towels and water
- ☐ newspaper or other large sheets of paper

#### Finish the Fish

Copy the reproducible fish pattern on page 62. Allow the children to add scales to the fish by dipping a finger into paint or pressing it onto an ink pad, then pressing the finger on the fish. Two or more colors makes a nice effect. (Note: Berry juice can be used instead of ink or paint.) Provide newspaper or other large pieces of paper to protect working surface.

### Week 2

#### You Need:

- ☐ paper
- ☐ wave pattern (see p. 63)
- ☐ ink pad or finger paint
- ☐ fine-tip markers
- ☐ baby wipes or paper towels and water
- ☐ newspaper or other large sheets of paper

#### Fingerprint Fish

Cut a piece of paper according to the reproducible wave pattern on page 63. Have the children make fish out of their fingerprints by first pressing a finger onto an ink pad or dipping it in finger paint and pressing it on the fish. Provide newspaper or other large pieces of paper to protect working surface. Finish the fish with a fine-tip marker.



**Week 3****You Need:**

- ☐ craft sticks
- ☐ flag pattern (see p. 62)
- ☐ pencils or markers or crayons
- ☐ glue
- ☐ stickers (optional)

**Banner**

Cut a flag according to the reproducible pattern on page 62. Ask parents to print their child's name in the space provided. Parents may help children draw a smiley face or a fish, or add stickers as desired. Glue the flag to a craft stick. Sing the memory verse song as you do this activity.

**Week 4****You Need:**

- ☐ paper
- ☐ pencils
- ☐ memory verse song

**Kind Hands**

Print the memory verse at the bottom of a piece of paper. Have parents trace around their child's hands in the space provided at the top of the page, then write the memory verse in the space. (See page 64.) Sing the memory verse song while you do this activity. Talk to the children about using their hands to be kind to others.

**Week 5 (or optional activity)**  
**Paper Plate Boat**

Provide a small (6-inch) paper plate for each child. Have parents cut the plate as shown on page 64 and assemble with a craft stick to create a boat. Provide small fish-shaped sponges for the children to sponge paint their boats.

**Bible Activities (Optional)**

If there is still time, families may choose from a variety of activities that reinforce this month's Bible story. Those activities listed as Arrival Activities may be used again. In addition, you may want to provide a snack at one table.

**Snack Center (Optional)**

A simple snack that relates to the lesson can be provided each week. Fish-shaped crackers and water or pale fruit juice would be appropriate for this month.

**You Need:**

- ☐ small paper plates (about 6 inches)
- ☐ scissors (for adults)
- ☐ glue
- ☐ craft sticks
- ☐ finger paint
- ☐ fish-shaped sponge pieces

**You Need:**

- ☐ paper cups
- ☐ napkins
- ☐ water
- ☐ "fish" crackers

**Closing**

Sing the memory verse song again. "Be Kind to One Another" (*Little Voices Praise Him*, No. 260).

"Be kind to one another,  
Be kind to one another.  
Be kind, be kind,  
Be kind to one another."

—Janet Sage

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Say a short prayer similar to the following: **Dear Jesus, thank You for showing us how to be kind to others. Please help us always remember to be kind to others. Amen.**

Sing "Sabbath School Is Over" (*Little Voices Praise Him*, No. 46).

STUDENT LESSON

# Breakfast by the Sea

## References

John 21:1-13; *The Desire of Ages*, pp. 809-817

## Memory Verse

"Be kind . . . to one another" (Ephesians 4:32, NIV).

## The Message

We are kind to our friends.

*Kyla has a net. Kyla can catch butterflies in the net. The Bible tells a story about a big net. Bible friends used a net to catch fish.*

Peter and his friends are in the boat. (Point to Peter and his friends. Pretend you and your child are in a boat.) What is Peter doing? Peter and his friends are fishing with a net. (Point to the net. Pretend to fish with a net.) They have been fishing all night.

See the sun coming up. (Point to the sun, then to Peter.) See Peter yawn. The night is over. It is time to stop fishing, but Peter has no fish. (Shake your head.)

No fish for Peter. No fish for his friends. Peter is tired. (Yawn and rub eyes.) Peter is hungry. (Rub tummy.) Poor Peter!

Listen! Someone is calling Peter. (Pretend to shout in a faint voice.) "Peter!" "See? Someone is on the beach," says Peter's friend. (Point to Jesus.)

"Who is it?" Peter asks.

"I don't know," his friends say.

(Call again.) "Peter! Did you catch any fish?"

Has Peter caught any fish? (Pause for child to respond.) Do you see any fish? No. No fish. (Shake your head.) No. No fish.

Listen! The Man calls again. "Throw the net again!"

"It is too late for fishing," the fishermen say. "See the sun? (Point to the sun.)" "It is daytime."

"Throw the net out on the other side," the voice calls. So they t-h-r-o-w their net on the other side of the boat. (Pretend to throw your net on the other side.)

Down, down, down the net goes. Down under the water. Down under the boat. What do you see down there? (Point under the boat.) Fish. Lots of fish. Fish swimming in the water. (Hold one

hand up, fingers together, thumb up; keeping thumb still, wiggle rest of hand like a fish skimming the water.)

"The net feels heavy," Peter says. Peter pulls on the net. (Pretend to haul in the net.)

"The net is

full of fish!" Peter's friends shout.

See the big fish. (Point to a big fish.) See the small fish. (Point to a small fish.) Lots and lots of fish.

"Look! That man is Jesus!" Peter's friend, John, says. (Point to Jesus.) "Jesus did this!"

"Jesus!" Peter shouts. He jumps out of the boat. He hurries to Jesus.

See the fire on the beach. See the food. Jesus has made breakfast for His friends. Thank You, Jesus.

Our Bible says "Be kind . . . to one another" (Ephesians 4:32).



# Do & Say

**1.** Read the Bible story together.

**2.** Sing the memory verse song. (See p. 24 in the Bible Study Guide.)

**3.** Visit a place where you might see fish.

**4.** Invite a friend over to play and practice sharing.

**5.** Look for pictures of fish in books or magazines.

**6.** Let your child help you prepare breakfast.

**7.** Play at fishing in the bathtub. Use a strainer or colander to catch plastic fish or any other small toy.

**8.** Play in the sand at a park, beach, or in a sandbox. Talk about how Jesus and His friends sat on the beach and ate breakfast together.

**9.** Play a game that involves taking turns.

**10.** Help your child prepare and serve another family member breakfast in bed.

**11.** Act out the Bible story for your family.

**12.** Make an edible boat. Slice a piece of fruit lengthwise or cut an orange in wedges. Make a mast out of celery and a cracker.

**13.** Name a way to be kind to a friend. Then do it.

**14.** Draw a large outline of a fish on paper. Cut two identical shapes. Staple the edges together leaving a part of the edges open. Stuff with crumpled paper.

**15.** Take a walk after dark. Talk about what it was like to fish at night.

**16.** What is your child's favorite breakfast food? Plan to have it tomorrow.

**17.** Create an underwater picture by drawing and coloring several fish on white paper with crayons. Paint over the fish with diluted blue watercolor paint.

**18.** Take a small piece of black plastic or paper, poke a few tiny holes in it with a needle, and secure it around the end of a flashlight with a rubber band. Shine it on the ceiling in a dark room to simulate stars.

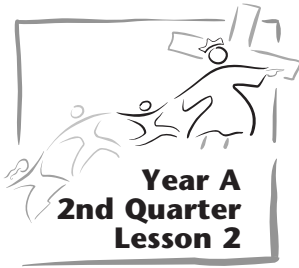
**19.** Play with play-dough and fish- and boat-shaped cookie cutters.

**20.** Make a boat out of blocks. Have family worship in the boat.

**21.** Make muffins or other simple foods and take them to a neighbor.

Study these suggestions for something to do each day. Select those that are appropriate for your child's developmental stage and repeat them often.

# LESSON



## Jesus Goes to Church

### WORSHIP

We worship God by what we do.

#### References

Luke 4:16-22; *The Desire of Ages*, pp. 236, 237.

#### Memory Verse

"Let us go to the house of the Lord" (Psalm 122:1, NIV).

#### Objectives

##### The children will:

**Know** that Jesus wants them to go to church.

**Feel** happy to be with Jesus in church.

**Respond** by worshiping with their families each week.

#### The Message



We come to church because we love Jesus.

## Getting Ready to Teach

#### The Bible Lesson at a Glance

Jesus goes to the synagogue every Sabbath, and there He often teaches. One day He visits Nazareth, His hometown. He stands up to read from a scroll that contains the writings of the prophet Isaiah. Then He sits down to talk to the people about what He just read.

#### *This is a story about worship.*

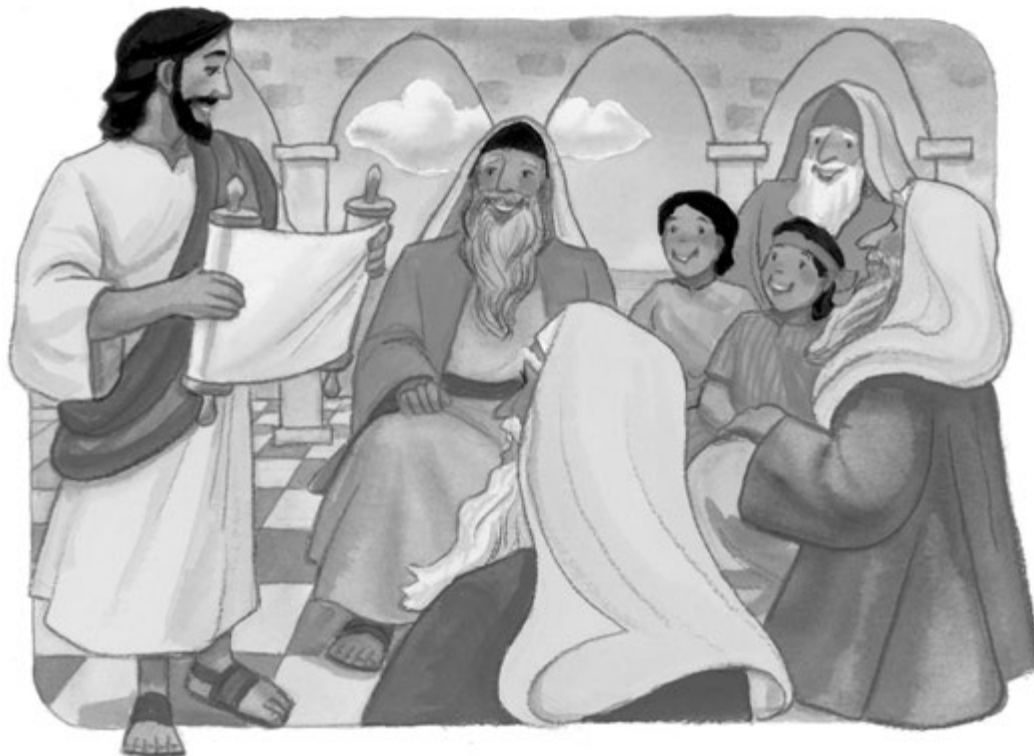
Coming to church, singing, praying, reading the Bible, giving our offerings—these are all ways we worship God. God

wants children to spend time with Him in church because He loves them. We follow Jesus' example by attending church every week on Sabbath because we love Him.

#### Teacher Enrichment

"Reverence for the written Word required that the one reading it publicly remain standing. The Law and the Prophets were read thus, but not the Writings, which did not then enjoy equal status. . . . It was to be expected that

# TWO



Jesus would be asked to read the Scriptures and to preach a sermon when He returned to Nazareth, a task any qualified Israelite, even those under age, might be called on to perform. He had often been asked to do so as a child . . . , and His reputation as a preacher in Judea . . . made His fellow townsmen eager to hear what He had to say. The one who read the selection from the Prophets was also expected to give the sermon. . . . But for the sermon, which followed the

reading, the speaker was seated in a special seat sometimes called 'the chair of Moses'" (*The Seventh-day Adventist Bible Commentary*, vol. 5, pp. 727-729).

## Room Decorations

Continue to use the outdoor scene used last month and last quarter. You may want to take the beach/boat items down. You will need trees, flowers, animals, birds, etc., for the children to find when they walk to church.

# Program Overview

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	ongoing	Greet students	
<b>1 Parent Time</b>			
<b>2 Arrival Activities</b>	up to 10	A. <i>Book Basket</i> B. <i>Dress-up Dolls</i> C. <i>Build a Church</i> D. <i>Getting Ready</i> E. <i>Transportation Vehicles</i> F. <i>Musical Instruments</i> G. <i>Rocking Chair</i> H. <i>Nature Box</i>  I. <i>Making Food</i> J. <i>Money Shake</i>	books about church, families, etc. dolls, doll clothes blocks, toy tools combs and mirrors toy cars, trucks, airplanes, boats percussion instruments adult-size rocking chair toy animals, rocks, feathers, flowers, shells fake food, plastic dishes and spoons fake coins, plastic jars with lids
<b>3 Getting Started</b>	up to 10	Welcome Prayer Visitors Offering Birthdays	mirror, bells  toy boat artificial birthday cake, candles, matches, small gift (optional)
<b>4 Experiencing the Story</b>	up to 30	A. <i>Memory Verse</i> B. <i>Sabbath</i> C. <i>Getting Ready</i> D. <i>Going to Church</i>  E. <i>Along the Way</i> F. <i>The Church</i>  G. <i>Sing</i> H. <i>Praying Together</i> I. <i>Offering</i> J. <i>Using Our Bibles</i> K. <i>Listening to the Sermon</i> L. <i>I Love God's House</i> M. <i>I'm Glad I Came</i> N. <i>Sabbath Is a Happy Day</i> O. <i>I Go to Church</i>	Bible books  paper plate steering wheels, or toy cars  felt board; felt Jesus, church, and children; rhythm sticks  percussion instruments  play money, offering container scroll, Bible books Jesus banners (optional)



LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>5 Make and Take</b> (Optional)	up to 10		
	Week 1	<i>Memory Verse Scroll</i>	paper, straws or sticks, marker, cellophane tape (see p. 65)
	Week 2	<i>Stained-Glass Window</i>	black construction paper, colored tissue paper, scissors, clear contact paper or glue, window pattern (see p. 66)
	Week 3	<i>Bible Bookmark</i>	construction paper, reproducible pattern (see p. 65), scissors, tape or staples, marker
	Week 4	<i>Open-Door Church</i>	reproducible pattern (see p. 67), glue, construction paper, scissors, stickers or crayons
	Week 5 (Optional)	<i>My Praying Hands Book</i>	construction paper, marker, scissors (see p. 68)
<b>Snack Center</b> (Optional)			crackers, fruit slices or juice, fruit roll-ups, napkins

## 1

## PARENT TIME

Busy parents often arrive at church tired and worn out from the week's activities and from getting the family ready for the "day of rest." Share a word of encouragement with them sometime during Sabbath School (possibly during Arrival Activities), something that will express your care and concern for them. The following statements were prepared by young parents as suggestions, and may be used at your discretion at any time you wish.

**Week 1**

Our children love music and have several children's tapes. We decided to

keep a few "just for Sabbath." One time a baby-sitter watched our children. We returned home to find that the "Sabbath" tapes were the ones the kids had chosen when the baby-sitter asked what tape they wanted. Our Sabbath tradition had spilled over into everyday life. We smiled at the thought that those were their favorites!

What about your Sabbath traditions? What makes Sabbath special for your children?

**Week 2**

As a stay-at-home mom, I often baby-sat several other children. One



afternoon I couldn't find 3-year-old Lisa. Passing the bathroom, I heard a gentle splashing sound and quickly opened the door. There was Lisa, dipping a doll in and out of the toilet. "What are you doing?" I gasped. Lisa smiled sweetly and announced, "I'm baptizing my dolly."

Share a time when your child imitated something they saw at church or Sabbath School. What kind of impact do you think church and Sabbath School has on your young child?

## Week 3

We were thoroughly enjoying the warm, humid-free weather of a June Sabbath afternoon as we walked along a newly found path. We were trying to catch butterflies and identify wildflowers. My child said, "This is the best Sabbath I've ever had!" I hope many more Sabbaths will be filled with wonderful joys of nature and of happy times.

What do you do to make Sabbath special? What more can you do?

## Week 4

"It's Sabbath," I groaned. Sabbath meant the whole week's schedule was messed up. Naptimes. Mealtimes. Routine gone. I fed Benjamin and dressed him in Sabbath clothes. Right before time to leave he spit up. Big-time. All over his cute little outfit. So I changed him and we went on our way.

Since Sabbath School time was normally naptime, he fussed all through the program. Just before church service I changed his diaper, then headed into the sanctuary. An unpleasant odor suddenly forced me to leave quickly. A very messy diaper had made a mess of outfit number two. I couldn't believe that I had

forgotten to bring another outfit with me. I went into the bathroom and burst into tears. "Jesus, I just want to know You're with me," I cried.

Another mother, Patty, came into the bathroom. "Oh, I'm glad I saw you!" she said. "I have a bag of clothes to give you that my boys have outgrown."

Suddenly the whole morning looked brighter. The frustrations were still there, but a smile and some hand-me-down clothes had made the bleakness brighter. Jesus sees your Sabbath struggles. He knows your heart and how you want to bring your children to Him. And He loves you.

What Sabbath struggles do you face? Share ways you deal with those frustrations.

## Week 5

Squeezing in worship time when the baby's bedtime is 7:00 p.m. was a struggle. We'd rush through supper and bathtime only to have him fussy and ready for bed immediately. The day finally came when he could stay awake, and worship has become a habit in our family.

One evening not too long ago we were out shopping and got home late. We quickly changed the kids into pajamas and put them right to bed. No time for baths or worship. My 3-year-old looked up at me and asked, "No worship tonight?" I was a little taken back that it already meant something special to him. A short story and a brief prayer and he was content. And I was glad we had taken the effort to make worship a habit.

What do you do for worship with your little ones? How can your family worship involve your children more?



## 2

## ARRIVAL ACTIVITIES

Plan simple play activities for the early children on the carpet or on a blanket, sheet, or quilt inside the semicircle. The children participate in these activities, under the supervision of an adult, until the program begins. The child's play should be with materials that relate to the program, which is based on the monthly Bible story.

Choose from the following suggested activities for this month. Be sure to include something for the span of children's ages.

**A. Book Basket**

Provide a basket of sturdy board books about church, families, animals, etc.

**B. Dress-up Dolls**

Have an assortment of dolls with clothes to dress up for church.

**C. Build a Church**

Make available wooden building blocks and toy tools for children to pretend to build a church.

**D. Getting Ready**

Provide a collection of combs and mirrors for the children to use as they pretend to get ready for church.

**E. Transportation Vehicles**

Provide an assortment of toy cars, trucks, airplanes, boats, etc., for the

children to play with as they pretend they are riding to church. You might wish to use masking tape to make a few "roads" on the floor.

**F. Musical Instruments**

Provide percussion instruments for the children to play with. Talk about how we sing and make music at church for Jesus.

**G. Rocking Chair**

Provide an adult-size rocking chair where parents can sit and rock the children who may be too shy or sleepy to join in the activities.

**H. Nature Box**

A box with toy animals, rocks, feathers, flowers, shells, etc., for the children to touch and look at will interest some children.

**I. Making Food**

Provide a kitchen corner with a variety of artificial food, plastic dishes, and spoons so some children may pretend they are preparing food for Sabbath.

**J. Money Shake**

Put some fake coins in plastic jars with lids for the children to shake and make noise. Talk about bringing our offering to Sabbath School.

## 3

## GETTING STARTED

**You Need:**

- ☐ hand mirror
- ☐ bells

**A. Welcome**

Say: **Good morning, boys and girls! I'm so happy to see you today. Sabbath is a special day. We see many friends at church on Sabbath. Let's see in this mirror who has come to Sabbath School today.** Walk around and hold a mirror in front of each child's face while you sing "Greeting Song" (*Little Voices Praise Him*, No. 4).

Who has come to Sabbath School,  
Mary, Mary,\*

Who has come to Sabbath School,  
Mary has.

—Mary E. Key McKinley. Adapted.

\*Insert child's name.

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Say: **Sabbath School is a special place to be. Let's ring some bells to show that we are happy for Sabbath School.** Ring bells while singing "Sabbath Bells Are Ringing" (*Little Voices Praise Him*, No. 237).

Ring-a-ling-a-ling,  
Ring-a-ling-a-ling,  
Sabbath bells are ringing.  
Ring-a-ling-a-ling,  
Ring-a-ling-a-ling,  
Children sweetly singing.

—Mildred Adair

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**B. Prayer Time**

Say: **Today we are going to be talking about going to church as Jesus did. Let's stop right now and tell God "Thank You" for giving us our Sabbath School and church.**

Encourage the families to help their child kneel. To prepare for prayer, sing "I Talk to Jesus" (*Little Voices Praise Him*, No. 10).

I talk to Jesus on my knees, on my  
knees, on my knees,

I talk to Jesus on my knees, and He  
hears me, I know.

—Dorothy Robison. Adapted.

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**C. Visitors**

Welcome the visitors (get names, shake hands with each, etc.), then sing "We Welcome You" (*Little Voices Praise Him*, No. 7).

We welcome you, we welcome you,  
On this Sabbath day.

We welcome you, we welcome you,  
On this Sabbath day.

—Mildred Adair

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**D. Offering****You Need:**

- ☐ toy boat or other offering container

Say: **Some children don't know that Jesus loves them. We can help them learn about Jesus. We bring our offerings to**

**Sabbath School and that money goes to help others learn about Him.**

Place a small toy boat on the floor for the children to drop their offering into. While you collect the offering, sing "A Boat Goes Sailing" (*Little Voices Praise Him*, No. 35).

A boat goes sailing to the mission land,  
Sailing, sailing mission boat.  
It takes a teacher to the children there,  
Sailing missionary boat.

—A. Haas

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Say: **Thank you, boys and girls, for bringing your offering. Close your eyes now while we ask Jesus to bless the money.** Fold your hands and pray a simple prayer similar to the following:

**Dear Jesus, this money is for You. We want others to have churches too. Amen.**

**E. Birthdays**

Say: **God gives us our birthdays. Someone here has a birthday. Who has a birthday? Let's all close our eyes.** Lead the birthday child up front while singing "A Birthday" (*Little Voices Praise Him*, No. 36).

A birthday, a birthday,  
O who has had a birthday?  
Come sit right here and we will sing,  
To wish you happy birthday.

—Mildred Adair

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Assist the child in dropping money into the artificial birthday cake (or other container) while singing "Count the Birthday Money" (*Little Voices Praise Him*, No. 37).

Mary\* has a birthday, we're so glad,  
We will see how many she\* has had.  
As we count the money we are told,  
[count]  
Yes, the money says she's\* 6\* years old.  
—Johnie B. Wood

\*Insert name, appropriate pronoun, and age of child.

Light the birthday candles, then lead in singing "Happy Birthday to You."

Happy birthday to you,  
Happy birthday to you,  
Jesus loves you, dear [child's name],  
Happy birthday to you.  
—Traditional

Encourage the child to blow out the candle(s). If possible, give the child a small gift from Sabbath School.

**You Need:**

- ☐ artificial birthday cake
- ☐ candles
- ☐ matches
- ☐ small gift (optional)

35



## EXPERIENCING THE STORY



### You Need:

- felt or cardboard Bibles with picture of a church

### A. Memory Verse

Say: **It's time to learn our memory verse. Our memory verse comes from the Bible. Distribute small Bible books. You can look inside your Bible book. Do you see a picture of a church? Our memory verse is about going to church. Let's sing while we continue to look in our Bible books.** Sing together "I Open My Bible Book and Read" (*Little Voices Praise Him*, No. 27).

I open my Bible book and read,  
"God loves me, God loves me."

—Johnie B. Wood. Adapted.

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Say: **Now let's say our memory verse. It is "Let us go to the house of the Lord." It has lots of words, so let's try it a few words at a time while we do motions with them.**



**"Let us go** (Point to self and then out.)  
**to the house** (Make triangle roof shape with hands.)  
**of the Lord."** (Point upward.)

**That was very good. Do you know what the "house of the Lord" means? It means the church building. So this memory verse is telling us to come to Sabbath School and church. Let's try saying it with motions one more time.**

Repeat the memory verse until most children can say it.

### B. Sabbath

Say: **Do you know what today is? Today is Sabbath. Sabbath is a very special day. What do we do on Sabbath? Yes, we come to church because we love Jesus. Jesus asks us to come to church on Sabbath, and we want to obey Him. Did you know that when Jesus was a small boy He went to church just as you do? He loved learning about God at church. And when He grew up and became a man, He still loved going to church and learning about God. Yes, Sabbath is a special, happy day. Let's sing and clap together.** Sing "Happy Sabbath" (*Little Voices Praise Him*, No. 235).

Sabbath is a happy day,  
happy day, happy day,  
Sabbath is a happy day,  
I love ev'ry Sabbath.

—Margaret Kennedy

From *Songs We Sing*. Copyright 1939 by Broadman Press. Used by permission.

### C. Getting Ready

Say: **When Jesus went to church He probably wore His best and cleanest clothes. When we come to church we wear our best and cleanest clothes, because church is a special place. We come to church because we love Jesus. Let's sing and clap about wearing our special clothes to Sabbath School.** Sing the following words to the tune of "I'm Glad I Came to Sabbath School" (*Little Voices Praise Him*, No. 5).

I'm glad I wore my special clothes,  
 I'm glad I wore my special clothes,  
 I'm glad I wore my special clothes,  
 On this bright Sabbath morning.  
 —Edith Smith Casebeer. Adapted.

Say: **What else do you do to get ready to come to Sabbath School and church?** Allow time for responses. **Do you brush your teeth? Do you comb your hair? Do you eat your breakfast? Let's do this action verse together. First you'll need to stand up:**

### On Sabbath Morning

When Sabbath comes we jump up  
 quick (*jump quickly in place*)  
 And dress in clothes so clean,  
 (*pretend to put on shirt*)  
 For we want to be ready—  
 Best children ever seen! (*smile*)  
 We brush our teeth  
 (*pretend brushing*)  
 and comb our hair;  
 (*pretend combing*)  
 We clean our breakfast plate;  
 (*pretend eating*)  
 We've lots of time to get to church  
 (*walk in place*)  
 So we will not be late.  
 —Bonita Dick Kraemer. Adapted.

From *Fingers and All for Jesus*, p. 70. Copyright © 1978 by Review and Herald® Publishing Association.

### D. Going to Church

Say: **When Jesus went to church He walked. Let's pretend we are walking to church with Jesus. Let's hold hands and make ourselves into a circle and walk around as we sing.** Sing "Here Is the Way We Walk to Church" (*Little Voices Praise Him*, No. 186).

#### You Need:

- ☐ paper plate
- steering wheels or
- toy cars

Here is the way we walk to church,  
 Walk to church, walk to church,  
 Here is the way we walk to church  
 Ev'ry Sabbath morning.

—William G. Oglevee

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Say: **How do you come to church?** Allow responses. **Probably most of you ride in a car. Let's pretend we are driving to church, and this can be your steering wheel.** Distribute sturdy paper plates with the middle sections cut out. Children can either sit in their seats or walk around the room while driving. (Option: Give each child a small car to drive across the floor.) **Buckle your seat belts. Don't go too fast! Let's sing while we drive to church.** Sing the following words to the tune of "Here Is the Way We Walk to Church" (*Little Voices Praise Him*, No. 186).

Here is the way we drive to church,  
 Drive to church, drive to church;  
 Here is the way we drive to church  
 Ev'ry Sabbath morning.

—William G. Oglevee. Adapted.

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## E. Along the Way

Say: **When Jesus walked to church He looked all around Him and saw the pretty things God had made for Him to enjoy. Let's stop along our way to church and look around us to see things that God made for us.** Lead children around the room to point out nature items among the room decorations. Sing and then stop and ask what they see, and allow them to touch. Sing as many times as desired. Say: **Follow me around the room while we sing "Shall We Go for a Walk Today?"** (*Little Voices Praise Him*, No. 82).

Shall we go for a walk today, a walk today, a walk today?  
Shall we go for a walk today, and see what God has given?

—Ida T. Truss

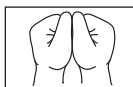
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## F. The Church

### You Need:

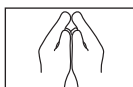
- ☐ felt Jesus
- ☐ felt church
- ☐ felt children (modern)
- ☐ felt board
- ☐ rhythm sticks

Say: **The church Jesus went to was called a synagogue. It was a building made of stone. Our church is made of \_\_\_\_\_.** **Let's do a finger play about a church.** Demonstrate motions as you say the words the first time. Encourage families to help the children do the motions. Use the finger play "This Is the Church."



**This is the church,**

(Interlock fingers of both hands facing the floor; press thumbs together.)



**This is the steeple.**

(Lift the index fingers of both hands with each touching the tip of the other.)



**Open the door,** (Turn hands with fingers skyward.)



**And see all the people.** (Wiggle fingers.)

—Traditional

Say: **Church is sometimes called "Jesus' house."** Distribute the felts of modern-day children. Place a felt picture of a modern-style church on the felt or flannel board. As you add a felt picture of Jesus, say: **We come to Jesus' house because we love Him. Place your felt boy or girl beside Jesus and His house on the felt board while we sing "Jesus' House"** (*Little Voices Praise Him*, No. 188)

This is Jesus' house; This is Jesus' house;  
How I like to come to Jesus' house.

—Janet Sage

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Say: **When you arrive at church it's time for Sabbath School to start. You can make a tick-tock sound like a clock with your sticks while we sing our "Tick-tock Song"** (*Little Voices Praise Him*, No. 2).

This is what the clock says,  
Tick-tock, tick-tock,  
This is what the clock says,  
Tick-tock, tick-tock,  
This is what the clock says,  
Tick-tock, tick-tock,  
Come to Sabbath school at half past nine o'clock.

—Clara Lee Parker

## G. Sing

### You Need:

- ☐ simple percussion instruments

Say: **Jesus loved to sing songs of praise to God. At church we sing lots of songs. We come to church because we**

**love Jesus and God. Singing is one way we tell Them we love Them.**

Distribute simple percussion instruments.

**Let's tell Jesus we love Him by marching around and making pretty music with our instruments as we sing.** Sing "Oh, How I Love Jesus" (*Little Voices Praise Him*, No. 209).

Oh, how I love Jesus,  
Oh, how I love Jesus,  
Oh, how I love Jesus,  
Because He first loved me.

—Traditional

## H. Praying Together

Say: **Jesus also prayed in church. We pray in church too. When we pray we are talking to God. We can talk to God anytime or anyplace, but it's nice to kneel down, fold our hands, close our eyes, and bow our heads. We do this so we won't get distracted by looking around or touching things while we are praying. Let's do these things while we sing our prayer song.** Sing "Get Ready to Pray" (*Little Voices Praise Him*, No. 8).

I will bend my knees;  
I will fold my hands;  
I will bow my head;  
I will close my eyes  
and very, very quiet be  
while the prayer is said.

—Nancy J. Stagl

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Say a simple prayer, such as the following:

**Dear Jesus, we come to church because we love You. Thank You for our church. Amen.**

## I. Offering

Say: **When Jesus went to church He brought His offering. We bring our offering too. Our offering is money we want to give to God because we love Him. It can help other people learn that God loves them.**

**Since you already gave your real money, let's use this pretend money.** Distribute play money. Sing the following verse of "I'm Glad I Came to Sabbath School" (*Little Voices Praise Him*, No. 5).

I'm glad I brought my offering,  
I'm glad I brought my offering,  
I'm glad I brought my offering,  
On this bright Sabbath morning.  
—Edith Smith Casebeer. Adapted.

### You Need:

- ☐ offering container
- ☐ play money



## J. Using Our Bibles

### You Need:

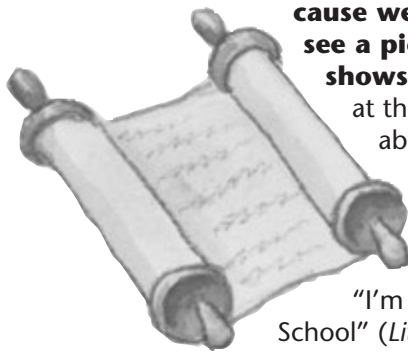
- scroll (see activity)
- felt, cardboard, or construction paper Bibles with picture of church inside

Say: **In Jesus' church they read from a Bible called a scroll. It looked like this.** Show children a simple scroll made from paper wrapped around a paper towel roll or a wooden dowel. **When Jesus went to church, He would sometimes read from the scroll. We bring our Bibles to church with us and read from them.** Give each child a tiny Bible book made out of felt or construction paper. **Let's look inside our Bible books again.**

Open your Bible book. **Bibles have special words from God in them. We want to treat our Bibles carefully. We wouldn't throw or tear our special Bible. Our Bible tells us to come to Sabbath School and church. We come to church because we love Jesus. Do you**

**see a picture in your Bible that shows a church?** Families look at the picture together and talk about what they see in the picture. **I'm glad to see you reading your Bibles.** Sing the following words to the tune of

"I'm Glad I Came to Sabbath School" (*Little Voices Praise Him*, No. 5).



I'm glad I read my Bible,  
I'm glad I read my Bible,  
I'm glad I read my Bible,  
On this bright Sabbath morning.  
—Edith Smith Casebeer. Adapted.

## K. Listening to the Sermon

### You Need:

- Jesus banners (optional)

Say: **When Jesus went to church He was asked to talk about the words He had read from the scroll. The people listened very carefully to Jesus' words. In our church service we want to listen very carefully to the words our pastor says to us. They are words God wants us to hear. To do that we need to sit quietly. Pretend you are coming to hear the pastor talk as you come to sit quietly on the floor here with me. Then let's sing and do the motions for "The Pastor Talks"** (*"The Preacher Talks," Little Voices Praise Him*, No. 189).

The pastor talks, the pastor talks,  
(Open and close hand by mouth to "talk.")

The pastor talks about Jesus;  
(Point upward.)

The pastor talks, the pastor talks,  
(Open and close hand to "talk.")

And I must be very still. (Fold hands in lap.)

—Janet Sage. Adapted.

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Say: **We come to church because we love Jesus. The pastor tells us words that God wants us to hear. We hear that Jesus loves us. Let's wave our "Jesus" banners while we sing "Jesus Loves Me"** (*Little Voices Praise Him*, No. 102).

Jesus loves me! this I know,  
For the Bible tells me so;  
Little ones to Him belong,  
They are weak, but He is strong.



Yes, Jesus loves me!  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
The Bible tells me so.

—William B. Bradbury

### L. I Love God's House

Say: **We come to church because we love Jesus. Today we learned about Jesus going to church, and that He wants us to go to church too. Let's do a finger play about God's house, which is our church.** Use the finger play "I Love God's House."

I love God's house,  
(Put fingers together to form roof.)  
I love His day,  
(Hold seven fingers up.)  
I love to sing,  
(Point to mouth.)  
I love to pray,  
(Put hands together.)  
I love to hear the stories true  
(Hold hands palms up as if a book.)  
That Jesus sends to me and you.  
(Point to self and then to another person.)

—Unknown

### M. I'm Glad I Came

Say: **Jesus wants us to come to church. We come to church because we love Jesus. Jesus is very happy when we come. We have lots of fun learning about Jesus at church. Let's sing and clap about being happy for Sabbath School.** Sing "I'm Glad I Came to Sabbath School" (*Little Voices Praise Him*, No. 5).

I'm glad I came to Sabbath school,  
I'm glad I came to Sabbath school,  
I'm glad I came to Sabbath school,  
On this bright Sabbath morning.

—Edith Smith Casebeer

### N. Sabbath Is a Happy Day

Say: **We spend time with Jesus every day of the week, but Sabbath is a very special day. Jesus asks us to come to church. We come to church because we love Jesus. Let's sing and clap about Sabbath being a very happy day.** Sing "Happy Sabbath" (*Little Voices Praise Him*, No. 235).

Sabbath is a happy day,  
happy day, happy day,  
Sabbath is a happy day,  
I love ev'ry Sabbath.

—Margaret Kennedy

From *Songs We Sing*. Copyright © 1939. Renewal 1967. Broadman Press. Used by permission.

### O. I Go to Church

Say: **We come to church on Sabbath because we love Jesus. Let's sing and do the motions about what we do on Sabbath.** Sing "I Go to Church" (*Little Voices Praise Him*, No. 187).

I go to church on Sabbath  
(Point to self.)  
to worship God above,  
(Point upward.)  
To sing,  
(Point to mouth.)  
and pray to Jesus  
(Fold hands.)  
and learn about His love.  
(Fold arms over chest.)

—Nancy Stagl-Schippman

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5

# MAKE AND TAKE (Optional)

## Week 1

### Memory Verse Scroll

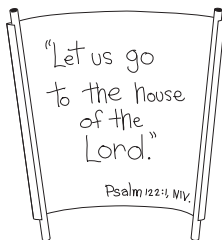
#### You Need:

- ☐ paper
- ☐ straws or sticks
- ☐ marker
- ☐ cellophane tape

Write the memory verse on the paper. (See p. 65.) Tape the straws to the paper and wrap the paper around them to make a scroll. Encourage the children and/or parents to take their scroll home and

use it to review the memory verse during the week.

### Memory Verse Scroll



## Week 2

### Stained-Glass Window

Before Sabbath School, cut tissue

#### You Need:

- ☐ window pattern (see p. 66)
- ☐ black construction paper
- ☐ scissors
- ☐ tissue paper in variety of colors
- ☐ clear contact paper or glue

paper into small pieces. Cut out a stained-glass window from black construction paper (use the reproducible pattern on page 66). Draw a one-inch border around the inside of the pattern; cut out the area inside the border. Cut out contact paper to fit the window area plus a little to stick it to the black paper. Let the

children put small pieces of tissue paper on the contact paper, forming a window. If contact paper is not available, glue tissue paper in the window space and then glue small pieces of tissue paper on it to form a window. Encourage the children to take their "windows" home.

### Bible Bookmark



## Week 3

### Bible Bookmark

Cut a strip of construction paper for the size of bookmark you want. The width should fit the Bible you will put on top (use the reproducible pattern on page 65.) Cut out three Bible patterns to make it look three-dimensional. Write the child's name at the bottom. Staple or tape the Bible pages to the bookmark.

#### You Need:

- ☐ colored construction paper
- ☐ Bible patterns (see p. 65)
- ☐ marker
- ☐ scissors
- ☐ tape or staples

## Week 4

### Open-Door Church

Cut out the church from the reproducible pattern on page 67, and cut the door so it opens. Glue the church on a piece of construction paper, leaving the open door for the children to put stickers in or draw scribble people.

#### You Need:

- ☐ church pattern (see p. 67)
- ☐ construction paper
- ☐ glue
- ☐ scissors
- ☐ stickers or crayons

## Week 5 (or optional activity)

### My Praying Hands Book

Fold a sheet of construction paper in half. Trace around the child's hand on the fold and cut it out. Write "My Praying Hands Book" on the front. Inside write "I will pray every day," with the child's name underneath. Have the child repeat those words after you. (See sketch on page 68.)

#### You Need:

- ☐ construction paper
- ☐ pencil or pen or marker
- ☐ scissors

**Snack Center (Optional)**

A simple snack can be provided each week, such as crackers, fruit slices, or juice. A fruit roll-up would be appropriate to represent a scroll.

**Bible Activities**

If there is still time, families may choose from a variety of activities that reinforce this month's Bible story. Those activities listed as Arrival Activities may be used again. In addition, you may want to provide a snack at one table.

**Closing**

Say: **Let's say our memory verse one more time.**

**"Let us go** (Point to self and then out.)  
**to the house** (Make triangle roof shape with hands.)  
**of the Lord."** (Point upward.)

Close with a short prayer telling Jesus we love Him. Then sing together "Sabbath School Is Over" (*Little Voices Praise Him*, No. 46).

Our Sabbath school is over,  
 And we are going now.  
 Goodbye, goodbye,  
 Be always kind and true.  
 Goodbye, goodbye,  
 Be always kind and true.

STUDENT LESSON

# Jesus Goes to Church

## References

Luke 4:16-22; *The Desire of Ages*, pp. 236, 237

*Chandra is going to church. Chandra sings and prays to Jesus. Jesus liked to go to church too. We read in the Bible about Jesus' church.*

## Memory Verse

"Let us go to the house of the Lord" (Psalm 122:1, NIV).

## The Message

We come to church because we love Jesus.

Little Jesus likes going to church. *(Point to Jesus.)* Little Jesus sings at church. *(Sing a song together.)* At church the rabbi reads the Bible scroll. *(Make a scroll, rolling up some paper.)* Little Jesus likes to hear the rabbi read the Bible scroll.

Jesus comes to synagogue church. "How big Jesus has g-r-o-w-n!" the men whisper. *(Show me how you've grown.)* Jesus likes to be at His church. He likes to sing and pray with friends. *(Sing a song together and pray.)*

Jesus takes the Bible scroll. *(Pretend to open a Bible scroll.)* Ssh! *(Hold a finger to your mouth and whisper.)*

Listening, listening. The big people listen. The children listen. Ssh! Nobody talks. *(Speaking and smiling.)* Everyone smiles. *(Smile at your child.)* Jesus will read the Bible scroll.

Jesus opens the Bible scroll. He finds the place to read. Jesus looks at the people. He smiles at them. *(Smile at your child.)* "Hear the Word of the Lord," He says. *(Hold a finger to your mouth and whisper.)* Ssh! Listen to Jesus read.

*(Hold a finger to your lips and whisper.)*

Ssh! Jesus is reading the Bible scroll. "The Spirit of the Lord is on me," He reads (Luke 4:18, NIV). The big people listen. *(Point to the big people.)* The children listen. *(Point to the child.)* The Bible scroll is telling about Jesus. "This is about Me," Jesus says.

The Bible reading is all finished. Jesus sits down. All the people think about Jesus' words.



We like to be in church. Jesus likes to be in church each week too.

Jesus likes to hear us sing and pray. *(Sing a familiar song and pray.)* Jesus likes us to hear His story. He is glad we go to church each Sabbath.

The Bible says, "Let us go to the house of the Lord" (Psalm 122:1, NIV).

# Do & Say

**1.** Compare the scroll made in Sabbath School to a Bible.

**2.** Read the Bible story with your child. Make it interactive.

**3.** Review the memory verse. "Let us go" (*point to self and then out*) "to the house" (*make triangle roof shape with hands*) "of the Lord" (*point upward*). Discuss the meaning of "the house of the Lord."

**4.** Use toy cars on the floor and pretend you are driving to church.

**5.** Use a paper plate "steering wheel" and pretend you are driving to church. Sing "Here Is the Way We Drive to Church."

**6.** Use toy blocks or other building materials to make a church.

**7.** Look at pictures of churches in books. Point out stained-glass windows. (If your child made one in Sabbath School, compare it to the pictures.)

**8.** Play church or Sabbath School at home with dolls, toy stuffed animals, etc. Let your child be the teacher.

**9.** Start a Sabbath tradition. Light special Sabbath candles at sundown Friday night

or at Friday supper. Talk about how Jesus' family did this.

**10.** Involve your child in planning or preparing a special Sabbath meal. Start a food tradition for Friday supper.

**11.** Count and name the seven days of the week on your fingers. Make a simple seven-day calendar. For one week mark off the days until Sabbath.

**12.** Do the finger play "This Is the Church."

**13.** Allow your child to look at and touch a Bible. Talk about how it is God's special words to us. Show

where the memory verse is found and read it aloud. Let them mark that place with the bookmark made in Sabbath School.

**14.** Sing "Oh, How I Love Jesus."

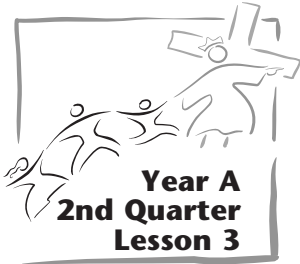
**15.** Do the finger play "I Love God's House." (See p. 42 of the Bible Study Guide.)

**16.** Take a walk outside and sing "Shall We Go for a Walk Today?" Ask your child to point out things that God made for people to enjoy.

**17.** Do the finger play "On Sabbath Morning." (See p. 64 of the Bible Study Guide.)

Study these suggestions for something to do each day. Select those that are appropriate for your child's developmental stage and repeat them often.

# LESSON



## Loaves and Fishes

### COMMUNITY

I show love to my family and friends.

#### References

Matthew 14:13-21; John 6:1-13; *The Desire of Ages*, pp. 364-371.

#### Memory Verse

"Let us do good to all people" (Galatians 6:10, NIV).

#### Objectives

##### The children will:

**Know** that God knows when people are hungry.

**Feel** confident that God cares about how they feel.

**Respond** by sharing with those who are hungry.

#### The Message



I will share with others.

## Getting Ready to Teach

#### The Bible Lesson at a Glance

Crowds of people follow Jesus to a remote place where He teaches and heals the sick all day. Late in the day Jesus feels sorry for the people because He knows they must be hungry. He tells the disciples to give them something to eat. They tell Jesus they have only five loaves and two fishes from a little boy's lunch. Jesus blesses the food, and there is enough to feed 5,000, with 12 baskets of food left over.

#### *This is a lesson about community.*

Jesus was concerned about the needs of those who followed Him and wanted His disciples to share His concern. The small lunch offered by the little boy may not have seemed like much compared to the great need, but his generosity was multiplied to bless many others.

#### Teacher Enrichment

"After the multitude had been fed, there was an abundance of food left. But

# THREE



He who had all the resources of infinite power at His command said, 'Gather up the fragments that remain, that nothing be lost.' These words meant more than putting the bread into the baskets. The lesson was twofold. Nothing is to be wasted. We are to let slip no temporal advantage. We should neglect nothing that will tend to benefit a human being. Let everything be gathered up that will relieve the necessity of earth's hungry ones. And there should be the same carefulness in

spiritual things. When the baskets of fragments were collected, the people thought of their friends at home. They wanted them to share in the bread that Christ had blessed" (*The Desire of Ages*, p. 368).

## **Room Decorations**

Continue to use the same outdoor beach scene you have used for the past two months. Add a container of real, silk, or plastic flowers for the children to "pick."



# Program Overview

LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>Welcome</b>	ongoing	Greet students	
<b>1 Parent Time</b>			
<b>2 Arrival Activities</b>	up to 10	A. <i>Book Basket</i> B. <i>Sharing Basket</i> C. <i>Sand Digging</i>  D. <i>Rocking Chair</i> E. <i>Nature Box</i>	books about fish and/or bread basket full of toys to share small pool or tub of clean play sand, buckets, shovels, seashells adult-size rocking chair toy animals, rocks, feathers, flowers, shells
<b>3 Getting Started</b>	up to 10	Welcome  Prayer Visitors Offering Birthdays	mirror or sea animal puppet (or toy stuffed sea animals), rainbow sticks or "Jesus Loves Me!" banners  toy boat or other container artificial birthday cake, candles, matches, small gift (optional)
<b>4 Experiencing the Story</b>	up to 30	A. <i>Memory Verse</i> B. <i>Loaves and Fishes</i>  C. <i>Walk Beside the Sea</i> D. <i>Sea Breezes</i> E. <i>Flowers Nodding</i>  F. <i>Jesus Is Love</i> G. <i>Hungry People</i> H. <i>Sharing Food</i>  I. <i>Memory Verse</i> J. <i>The Blessing</i> K. <i>Breaking Bread</i> L. <i>Sharing Food</i> M. <i>Sharing Sand Toys</i>  N. <i>Sharing Pinwheels</i> O. <i>Memory Verse</i>	felt or cardboard small Bible books felt, fabric, plastic, or sponge bread and fish; small basket or sack for each child  fan silk, plastic, or real flowers; container for them; floral scent air freshener or perfume  artificial bread and fish; large basket or felt board  quilt or blanket snack item, paper cups snack item, paper cups tub or pool, clean play sand, toy shovels and buckets pinwheels (or other toy)





LESSON SECTION	MINUTES	ACTIVITIES	MATERIALS NEEDED
<b>5 Make and Take</b> (Optional)	up to 10		
	Week 1	<i>Loaves and Fish Basket</i>	paper plates, stapler, reproducible patterns (see pp. 69, 70), scissors
	Week 2	<i>Sponge-painted Bread</i>	reproducible pattern (see p. 71), sponge shapes, finger paint, scissors, paper, baby wipes or paper towels and water
	Week 3	<i>Bread to Share</i>	reproducible pattern (see p. 72), craft sticks or tongue depressors, glue, white construction paper, scissors
	Week 4	<i>Cereal Fish</i>	reproducible pattern (see p. 68), glue, round cereal, construction paper, scissors
	Week 5	<i>Sharing Cup</i>	paper cups, chenille sticks, stickers, small gifts
	Optional (any week)	<i>Fish Finger Puppet</i>	reproducible pattern (see p. 73), scissors, glue or needle and yarn, felt or other cloth scraps
<b>Snack Center</b> (Optional)			fish-shaped crackers, juice or water, paper cups, napkins

## 1

## PARENT TIME

Busy parents often arrive at church tired and worn out from the week's activities and from getting the family ready for the "day of rest." Share a word of encouragement with them sometime during Sabbath School (possibly during Arrival Activities), something that will express your care and concern for them. The following statements were prepared

by young mothers and fathers as suggestions, and may be used at your discretion at any time you wish.

**Week 1**

The doorbell rang. My husband answered it, and I heard two women from church. Into the kitchen they came, bearing their gifts of love. Three

casseroles, a couple of salads, two plates of cookies, and some bread all sat on my counter. I could see my husband salivating already. My mother had stayed with us for a week after the baby was born, but she was gone now, and I just hadn't quite felt up to cooking yet. These dear women had worked with other women to bring us enough food for several meals to come. "Thank you! How dear of you!" I said. They "oohed" and "aahed" over the baby, then left. But their tasty gift filled our tummies and our hearts.

What are some ways people have shared with you? How can we reach out to one another better?

## Week 2

After nursing my secondborn in the dressing room, I laid my fussing infant son down in the stroller and began to change his diaper. We were shopping with Grandma, who had come to help us at his birth. Suddenly I felt a warm wetness on my foot. Over the edge of the stroller came a little stream from my diaperless baby boy. It trickled down to my foot and onto the floor. *Why did I even leave the house?* I thought.

You've probably had a day or two when you wondered why you went out! We've all had them! Jesus promises us, "I am with you *always*" (Matthew 28:20, NIV). I guess that means even on those days when I should have stayed at home.

Share a time you went out and were sorry you did. In what way can Jesus' words "I am with you *always*" encourage you?

## Week 3

The ocean breeze cooled my face. I couldn't wait to take our 15-month-old son to the beach. Here we were! He loved the sand, but the waves were just too big

and scary. We tried and tried to encourage him to go into the water, to no avail.

The day passed, and shortly before it was time to leave we went down to the water one more time. This time his bravery had increased. He reached up for my hand, and for Mommy's hand, too. Holding confidently to both of us, he charged into the waves. Later I reflected on the day. "Lord," I prayed, "help him learn to hold on tightly to You!"

Share ways you can teach your children to hold tightly to God.

## Week 4

It was pitch-black down in the depths of Mammoth Cave—blackier than any night. We were at the part of the tour where the guide turns off the lights to give the visitors a chance to experience blackness, so black you can't see your hand in front of your face.

Our youngest son grabbed his daddy's leg and whispered, "Daddy, does Jesus know we are down here?" He always knows. No matter how dark the night, how desperate the circumstance, or how far away the light may seem, He knows and has promised not to abandon us. "I will be with you *always*" (Matthew 28:20, NIV).

Share a time you felt it was your darkest hour. How did Jesus see you through?

## Week 5

We were visiting my parents when my 17-month-old son was bitten by fire ants. We took him to the urgent-care center, where they said to open each one of the swollen bites and put medication on it.

The very next day he was playing with his cousin, jumped off the bed, and dislocated his shoulder. So off we went to the urgent-care center again. They questioned me about the ugly welts, though I had just been there the day before. My son's shoulder was put back in place, and we went home.

The next day he ran out the door onto the wet pavement, where Grandpa was washing the car. You guessed it! He slipped and fell, and broke his leg. I did *not* want to go back to that urgent-care center! But it was the closest place, and he was in terrible pain, so we went. After seeing this child three times in three days, the attendants reported me to the child protection services, who came and would not let me be with my baby. I was beside myself! But everything soon worked out, and after a few hours I was reunited with him. We made it through that awful time, but I'll never forget the helpless feelings I experienced.

Share a time you felt utterly helpless in regard to your child. How is God a help when those times come?

### **Week 5 (Optional)**

Our children were sound asleep when we left to take our friends to the

airport. It was only a couple of kilometers from our home, and we wouldn't be gone long. My mother came to stay with the children while they slept. The plane was late, and we were gone longer than planned.

As we headed toward home, we were shocked to see our two children, ages 2 and 4, along the roadside. They had crossed three very busy roads to get as far as they were. We whisked them into the car and hurried home. Of course my mother was shocked to see us drive up with the children, who were still sleeping, as far as she knew.

The children had wanted to say goodbye to our guests, so they let themselves out of the house and headed to the airport. Right then we knelt together to thank God for His care and protection of our family.

Share a time your children or family were clearly protected by God.

## 2

## ARRIVAL ACTIVITIES

Plan simple play activities on the carpet or on a blanket, sheet, or quilt for children who arrive early. The children participate in these activities under the supervision of an adult until the program begins. The child's play should be with materials that relate to the program, which is based on the monthly Bible story.

Choose from the following suggested activities for this month. Be sure to include something for the span of children's ages.

### **A. Book Basket**

Have a basket full of simple books about fish and sea life and/or bread.

### **B. Sharing Basket**

Provide toys and encourage children

to practice taking turns and sharing.

### **C. Sand Digging**

Have some clean play sand and seashells in a small "kiddie" swimming pool. Provide buckets and shovels for the children to dig for shells.

### **D. Rocking Chair**

Provide an adult-size rocking chair so parents of children who are too tired or shy to join in the activities may hold and rock them.

### **E. Nature Box**

A box with toy animals, rocks, feathers, flowers, shells, etc., for the children to touch and look at will interest some children.

## 3

## GETTING STARTED

## A. Welcome

**You Need:**

- ☐ hand mirror
- ☐ toy stuffed sea animal or puppet
- ☐ rainbow sticks or "Jesus Loves Me" banners

Say: **Good morning! I love Sabbath, and I'm so glad you are here today.** Hold a mirror up to each child's face so they can see themselves. (Or take a sea animal puppet or toy stuffed sea animal to each child, shake each child's hand, etc.) Personally welcome each child as you sing "Greeting Song" (*Little Voices Praise Him*, No. 4).

Who has come to Sabbath school,  
Mary, Mary,\*  
Who has come to Sabbath School,  
Mary has.

—Mary E. Key McKinley. Adapted.

\*Insert child's name.

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Say: **We come to Sabbath School to learn about Jesus and how much He loves us.** Distribute rainbow sticks or "Jesus Loves Me" banners to wave while you sing "Jesus Loves Me" (*Little Voices Praise Him*, No. 102).

Jesus loves me! this I know,  
For the Bible tells me so;  
Little ones to Him belong,  
They are weak, but He is strong.

Yes, Jesus loves me!  
Yes, Jesus loves me!  
Yes, Jesus loves me!  
The Bible tells me so.

—William B. Bradbury

## B. Prayer Time

Say: **Jesus wants to be with us in Sabbath School this morning. Let's invite Him to be with us.** To prepare for prayer, sing "I Talk to Jesus" (*Little Voices Praise Him*, No. 10).

I talk to Jesus when I pray,  
When I pray, when I pray.  
I talk to Jesus when I pray,  
And He hears me, I know.

—Dorothy Robison

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Say a simple prayer similar to the following: **Dear Jesus, thank You for coming to be with us in our Sabbath School. Thank You for the Bible and the stories in it that tell us about You. Amen.**

## C. Visitors

Welcome each visitor individually and then sing "We Welcome You" (*Little Voices Praise Him*, No. 7).

We welcome you, we welcome you,  
On this Sabbath day.  
We welcome you, we welcome you,  
On this Sabbath day.

—Mildred Adair

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**D. Offering****You Need:**

- ☐ toy boat or other offering container

Say: **Some people don't know that Jesus loves them.**

**Our offering goes to help them learn about Jesus.** Place a small toy boat or other

container on the floor in which children may place their offering. As the offering is collected, sing "A Boat Goes Sailing" (*Little Voices Praise Him*, No. 35).

A boat goes sailing to the mission land,  
Sailing, sailing mission boat.  
It takes a Bible to the children there,  
Sailing missionary boat.

—A. Haas. Adapted.

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**E. Birthdays****You Need:**

- ☐ artificial birthday cake
- ☐ candles
- ☐ matches
- ☐ small gift (optional)

Say: **God gives us our birthdays. Someone here has a birthday. Who has a birthday? Let's all close our eyes.** Lead the birthday child up front while singing "A Birthday" (*Little Voices Praise Him*, No. 36).

A birthday, a birthday,  
O who has had a birthday?  
Come sit right here and we will sing,  
To wish you happy birthday.

—Mildred Adair

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Assist child in dropping money into the artificial cake or other container while singing "Count the Birthday Money" (*Little Voices Praise Him*, No. 37).

Mary\* has a birthday, we're so glad,  
We will see how many she\* has had.  
As we count the money we are told  
[count]  
Yes, the money says she's\* 6\* years old.

—Johnie B. Wood

\*Insert name, appropriate pronoun, and age of child.

Light the birthday candles, and then lead in singing "Happy Birthday to You."

Happy birthday to you,  
Happy birthday to you,  
Jesus loves you, dear [child's name],  
Happy birthday to you.

—Traditional

Encourage the child to blow out the candle(s). If possible, give the child a small gift from Sabbath School.



## EXPERIENCING THE STORY



### A. Memory Verse

#### You Need:

- ☐ felt or cardboard Bibles with picture of Jesus inside

Say: **It's time to look in our Bibles.** Distribute small Bible books and sing "I Open My Bible Book and Read" (*Little Voices Praise Him*, No. 27).

I open my Bible book and read,  
"God loves me, God loves me."  
—Johnie B. Wood. Adapted.

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Say: **Our memory verse comes from the Bible. Our memory verse is "Let us do good to all people." Say that with me. We have a memory verse song, too.** Sing the following words to the tune of "Let Us Do Good to all Men" (*Little Voices Praise Him*, No. 265).

Let us do good to all people,  
Let us do good,  
Let us do good.  
Let us do good to all people,  
Let us do good.  
—Janet Sage. Adapted.

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### B. Loaves and Fishes

#### You Need:

- ☐ artificial bread and fish (see activity)
- ☐ small baskets or paper sacks

Say: **Our Bible story is about a little boy who went to see Jesus one day. He had heard that Jesus was telling stories out in the country, and he wanted to go. So his mother made him a lunch in case he got hungry. His lunch was two little fish and five little loaves of bread.** Distribute a small bas-

ket or paper sack filled with five loaves and two fishes made of fabric, plastic, felt, sponge, etc., to each child while you sing "The Loaves and the Fishes" (*Little Voices Praise Him*, No. 55). NOTE: For another version of this song, see page 74 of this teaching guide.

One little fish, two little fish,  
One, two, three, four, five little loaves  
of bread,  
One little fish, two little fish,  
One, two, three, four, five little loaves  
of bread.

—Janet Sage. Adapted.

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### C. Walk Beside the Sea

Say: **The little boy went walking to where Jesus was. He had a nice walk beside the sea.** Take the children on a walk outside, if possible. If not, walk around your classroom or in whatever space you have available. Sing this song to the melody of "I Love Jesus!" (*Little Voices Praise Him*, No. 205).

Let's go walking, O let's go walking,  
O let's go walking now beside the sea,  
Let's go walking, O let's go walking,  
O let's go walking now beside the sea.

### D. Sea Breezes

#### You Need:

- ☐ fan

Say: **The little boy felt the gentle breeze blowing by the Sea of Galilee.**

Have the children stand and sway back and forth while they wave their arms over their heads. Create a breeze by fanning the children while you sing "The Trees Are Gently Swaying" (*Little Voices Praise Him*, No. 115).

The breeze is gently blowing,  
Blowing, blowing;  
The breeze is gently blowing,  
Showing God's great love.  
—Mildred Adair. Adapted.

### E. Flowers Nodding

#### You Need:

- ☐ artificial or real flowers
- ☐ floral scent air freshener or perfume
- ☐ container for flowers

Say: **The little boy smelled the beautiful flowers nodding in the field. He might have picked a few.**

If you use artificial flowers, spray them with air freshener or perfume before beginning this activity. Invite

the children to pick a flower while you sing the following words to "Little Birdies in the Tree" (*Little Voices Praise Him*, No. 111).

Little flowers in the field,  
Seem to sing this song to me,  
"Jesus loves and cares for us,  
So we sing so happily."  
—Enid G. Thorson. Adapted.

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### F. Jesus Is Love

Say: **Then the little boy continued on to where Jesus was. Jesus was up on a hillside. Lots of other people were there to see Jesus too. He watched Jesus heal people. He listened to Jesus tell stories. The little boy loved Jesus so much and he knew that Jesus loved him too!** Sing, with hand motions, "Jesus Is Love" (*Little Voices Praise Him*, No. 99).

Love, Jesus is love. (Cross arms over chest, point to heaven, cross arms over chest.)

Love, Jesus is love. (Cross arms over chest, point to heaven, cross arms over chest.)

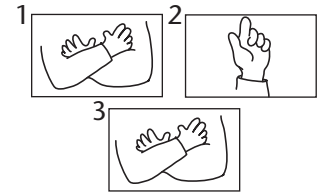
Jesus loves Bobby\* and David\* and Susie,\* (Point to the children who are named.)

because Jesus is love. (Point to heaven, then cross arms over chest.)

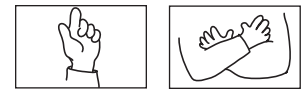
—Susan Davis

\* Name the children in your class.

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Repeat steps 1, 2, 3



### G. Hungry People

Say: **The little boy and all the other people were with Jesus all day. Before they knew it, it was late in the day and they were hungry. Jesus knew the people were hungry. He felt sorry for them. So He told His helpers to get food for all of them.** Do the following finger play together.

Jesus saw the people  
(hands up to shade eyes)  
who had come to hear Him teach.  
(hand up to ear as if listening)  
They had been with Him all day  
(arms out to side in inclusive gesture)  
listening by the beach.  
(hand up to ear as if listening)  
He knew they must be hungry  
(rub tummy)  
as the day came to an end.  
(arm sweeping down from vertical to horizontal as if the setting sun)  
"We must find some food for them,"  
(one hand moves from palm to mouth as if eating)  
He told His 12 good friends.  
(wag index finger)

—Unknown





## H. Sharing Food

### You Need:

- ☐ large basket or felt board
- ☐ artificial fish
- ☐ artificial or felt loaves of bread

Say: **When Jesus' helpers asked if anyone had any food, the little boy told them about his lunch. He had only** *(count on fingers)* **one, two little fish and** *(count on other hand)* **one-two-three-four-five little loaves of bread. It wasn't much for all those people, but he was willing to share it anyway.**

Distribute the felt or artificial loaves and fishes to the children. Have them come forward and put their loaves and fishes into a big basket or place felt ones on the felt board. Sing the following words to the tune "Here Is The Way We Walk to Church" (*Little Voices Praise Him*, No. 186).

This is the way we share our food,  
Share our food, share our food;  
This is the way we share our food,  
Share our food with others.

## I. Memory Verse

Say: **The little boy had learned from Jesus that Jesus wants us to share with others. Sharing is one way we can do good to all people. That's our memory verse. Sing the memory verse song with me again.** Sing the following words to the tune of "Let Us Do Good to All Men" (*Little Voices Praise Him*, No. 265).

Let us do good to all people,  
Let us do good,  
Let us do good.  
Let us do good to all people,  
Let us do good.

—Janet Sage. Adapted.

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## J. The Blessing

### You Need:

- ☐ large blanket

Say: **Jesus was happy to have the little boy's lunch. Jesus looked out at all the hungry people. Then He looked at those one, two little fish and one, two, three, four, five little loaves of bread. Jesus told the people to sit down on the grass.** *(Invite the children to come and sit on a blanket or quilt.)* **Would this be enough food to feed all of us?** *(With a small class, say: Would this be enough to feed lots of people?)* **No. But let's see what happened. Jesus looked to heaven and said a prayer that might have been something like this** *(look to heaven and invite the children to join you as you say the following traditional prayer):*

God is great, God is good,  
Let us thank Him for our food. Amen.  
—Traditional

## K. Breaking Bread

### You Need:

- ☐ fish-shaped crackers or bread
- ☐ small paper cups

Say: **Then Jesus broke the bread into small pieces and asked His helpers to give it to the people. And those one, two little fish and one, two, three, four, five little loaves of bread fed all those hungry people. There was enough food for everyone. When all the hungry people were fed, there were 12 baskets of food left over!**

Distribute small snacks for each child. Suggestion: little paper cups with fish-shaped crackers for each child. Sing "The Loaves and the Fishes" (*Little Voices Praise Him*, No. 55).



One little fish, two little fish,  
 One, two, three, four, five little loaves  
 of bread,  
 That's how the hungry people were  
 fed, were fed (*by Jesus*).  
 One little fish, two little fish,  
 One, two, three, four, five little loaves  
 of bread,  
 That's how the hungry people were  
 fed.

—Janet Sage

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## L. Sharing Food

### You Need:

- ☐ fish-shaped crackers or bread
- ☐ small paper cups

Say: **Jesus was happy when the little boy shared his lunch. Jesus is happy when we share too. We can share food with others.** (*Give the children some of the*

*snack to share with someone else, perhaps a parent.*) Sing again "The Loaves and the Fishes." (See above.)

## M. Sharing Sand Toys

### You Need:

- ☐ toy shovels
- ☐ toy buckets
- ☐ pail or tub of sand

Say: **There are other things we can share too. We can share our toys in the sand.** Distribute toy shovels and buckets to half the children.

Allow them to play in the sand for a few minutes while you sing "We Are Sharing" (*Little Voices Praise Him*, No. 280).

Option: If you do not have toy shovels and buckets, use other toys for sharing.

We are sharing, we are sharing;  
 Jesus wants me to share with you.  
 It was your turn; now it's my turn.  
 We are happy taking turns.

—Enid G. Thorson

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Have the first children give their toys to the other children so the second group can have a turn.

## N. Sharing Pinwheels

Say: **There are other things we can share too. We can share pinwheels with each other.** Give pinwheels or other toys to half the children. Allow them to blow on or swing the pinwheels while they again sing "We Are Sharing." (See above.) Have the first children give their pinwheels to the other children so they can have a turn.

### You Need:

- ☐ pinwheels or other toys

## O. Memory Verse

Say: **Jesus is happy when we share with others. Sharing is one way we can do good to all people. Let's sing our memory verse song again.** Sing the following words to the tune of "Let Us Do Good to All Men" (*Little Voices Praise Him*, No. 265).

Let us do good to all people,  
 Let us do good,  
 Let us do good.  
 Let us do good to all people,  
 Let us do good.

—Janet Sage. Adapted.

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## 5

## MAKE AND TAKE (Optional)

## Week 1

**Loaves and Fish Basket****You Need:**

- ☐ paper plate for each child
- ☐ scissors
- ☐ pattern for loaves and fishes (see pp. 69, 70)
- ☐ stapler

Before Sabbath duplicate the pattern of loaves and fish found on pages 69, 70. Make enough copies so each child may have five "loaves" and two "fish." These may be cut out before Sabbath School time, or given to parents and/or adult helpers to cut out during Sabbath School.

In class on Sabbath help the children or their families make a basket by cutting a paper plate in half. Cut off a half inch from around the outside of each half. These strips will serve as the handle. Assemble the basket as shown on page 69 by stapling the outside edges of the plate. Give each child five loaves and two fish to put into their basket.

## Week 2

**Sponge-painted Bread****You Need:**

- ☐ reproducible pattern for loaf of bread (see p. 71)
- ☐ sponge shapes
- ☐ finger paints
- ☐ finger paint paper or plain white shelf paper
- ☐ baby wipes or paper towels and water
- ☐ scissors

Before Sabbath copy the bread pattern (see page 71) onto finger paint paper or plain white shelf paper, one copy for each child. Cut shapes from a sponge.

During classtime, have adults cut out the loaf of bread. Allow the children to sponge-paint the loaf. (*Dip the sponge in finger paint, then make sponge prints on the paper.*)

## Week 3

**You Need:**

- ☐ loaf of bread pattern (see p. 72)
- ☐ craft sticks or tongue depressors
- ☐ glue
- ☐ scissors
- ☐ white construction paper

**Bread to Share**

Before Sabbath copy the pattern onto white construction paper, enough for each child to have a copy. (See page 72.)

During class time, have parents assist by cutting out the loaf of bread with the recipe and memory verse on the reverse side. ("Let us do good to all people" [Galatians 6:10, NIV].) (See page 72.) Glue a craft stick or tongue depressor to the back. Children may take these home to share with an adult.

## Week 4

**You Need:**

- ☐ reproducible fish pattern (see p. 68)
- ☐ glue
- ☐ round cereal pieces
- ☐ scissors
- ☐ white, yellow, or gray construction paper

**Cereal Fish**

Before Sabbath copy the fish pattern on page 68 onto construction paper so each child will have a copy.

During classtime, have adults assist children. Cut out the paper fish. Spread glue on the fish. Allow the children to create scales by gluing down round cereal pieces.

## Week 5 (or optional activity)

### Sharing Cup

#### You Need:

- ☐ paper cups
- ☐ chenille sticks
- ☐ stickers
- ☐ two small gifts

Create a basket out of a paper cup by poking a chenille stick through the sides near the top and fashioning it into a handle. Allow the children to decorate the “basket” with stickers. Fill it with two small gifts the child can take home and share with others.

**Optional** (May be used as an option any week.)

#### You Need:

- ☐ reproducible pattern (see p. 73)
- ☐ scissors
- ☐ glue or needle and yarn
- ☐ felt or other cloth scraps

### Fish Finger Puppet

Before Sabbath, make enough copies of the pattern on page 73 so each child may have one.

During classtime, have adults help the children. Cut out two fish. Glue or sew the edges together, leaving the back part (the tail) open for the child to put on his or her finger.

## Snack Center (Optional)

If you choose to have a snack center this month, we suggest using paper cups in which you may place fish-shaped crackers and/or round pieces of dry cereal. Water should also be available.

## Bible Activities

If there is still time, families may choose from a variety of activities that reinforce this month’s Bible story. Those activities listed as Arrival Activities may be used again. In addition, you may want to provide a snack at one table.

## Memory Verse

Before closing, sing the memory verse song again: “Let Us Do Good to All Men” (*Little Voices Praise Him*, No. 265). Use the following words:

Let us do good to all people.  
 Let us do good.  
 Let us do good.  
 Let us do good to all people.  
 Let us do good.

—Janet Sage

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## Closing

Say: **Jesus wants us to share with others just as the little boy shared his lunch. Can you remember to share this week?** Say a short prayer similar to the following: **Dear Jesus, thank You for the little boy who shared his five loaves and two fishes. Please make us willing to share with others too. Amen.**

Sing “Sabbath School Is Over” (*Little Voices Praise Him*, No. 46).

STUDENT LESSON

# Loaves and Fishes

## References

Matthew 14:13-21; John 6:1-13;  
*The Desire of Ages*,  
 pp. 364-371

## Memory Verse

"Let us do good  
 to all people"  
 (Galatians 6:10,  
 NIV).

## The Message

I will share  
 with others.

*It's story time. Lars likes to hear a story. The Bible tells us that Jesus told stories. Boys and girls liked His stories. Big people liked His stories too. People walked a long way to hear Jesus tell stories.*

Jesus is feeling tired. (*Yawn and stretch.*) "No more stories for now," Jesus says. (*Help your child echo, "No more stories."*) Jesus needs a rest from telling stories. So Jesus and His friends climb into a boat. (*Go sit in a different chair.*) Goodbye, Jesus. Take care! (*Wave goodbye.*)

Where is Jesus going? He is going to cross the lake.

See all the people. (*Point to the people.*) See all the boys and girls. (*Point to boys and girls.*) They want to be with Jesus. They want to hear Jesus tell stories. Hurry, little child. Bring your lunch. What is in little child's lunch basket? (*Count the loaves and fish.*) Come, little child. Let's go find Jesus.

Run, little child! (*Pick up your child or take his or her hand.*) Run after the people. Bring your lunch (*grab a lunch box or basket*), and let's find Jesus. Run around the lake. (*Jog around a table.*) Run to find Jesus!

See the little child. He sits and listens to Jesus. Jesus tells a story. All day Jesus tells stories. The little child is hungry. (*Rub tummy each time you say "hungry."*) Jesus is hungry. Everyone is hungry.

Is that your lunch, little child? (*Point to the lunch basket.*)

The day is late. Everyone is hungry. (*Rub tummy.*) "Send the people away," Jesus' friends say.

"No, the people are tired," Jesus says. (*Punctuate each word by pointing a finger.*) "The people are hungry. You feed them."

But Jesus' friends have no food.

"Here!" the little child says. "Take my food to Jesus." (*Child holds up lunch basket.*) Very good, little child! (*Hug child.*) Thank you for sharing your food.

Jesus is praying. (*Fold hands in*



prayer.) "Thank You, God, for this food. Thank You for this little child who has shared."

Do you share? Yes (*nod vigorously*), you are learning to share.

See Jesus. Jesus breaks the bread. (*Break a piece of bread.*) Jesus shares the bread. (*Share the bread.*) Everyone is sharing the bread.

Yum, yum, yum! (*Pretend to eat.*) This bread is fresh.

Yum, yum, yum! This is good food. Thank You, Jesus.

Thank You for the story and for the food. Thank you, little child. Thank you for sharing your lunch.

The Bible says, "Let us do good to all people" (Galatians 6:10, NIV).

# Do & Say

**1.** Sing the memory verse song.

**2.** Pick flowers from your garden and share them with a neighbor or friend.

**3.** Pack a special lunch and go to the park for a picnic. Talk about how Jesus used a little boy's lunch to feed a lot of people.

**4.** Build something with blocks. Take turns putting down blocks.

**5.** Make bread with your child. Bake it in small loaves and share some with a friend or neighbor.

**6.** Sit on the floor and roll a ball back and forth with your child.

**7.** Blow up a balloon and take turns hitting it so it won't touch the ground.

**8.** Share fish-shaped crackers with your child.

**9.** Look at the different types of bread at the grocery store. Try one that's new to you.

**10.** Invite a friend of your child's over to play. Practice sharing toys.

**11.** Share a smile with everyone you see today.

**12.** Show your child one small loaf of bread. Can you feed lots of people with it? Jesus did.

**13.** Plan a special meal and share it with friends.

**14.** Measure two cups and five cups of water in the bathtub. Talk about the loaves and fishes.

**15.** Sing the loaves and fishes song from Sabbath School.

**16.** Draw the outline of a fish on a piece of paper. Let your child add scales by dipping his or her finger in paint and pressing it on the paper.

**17.** Roll up a pair of socks and pretend they are fish. Toss them into a basket.

**18.** Make fish by blowing up two balloons just a little and tying them off. Play with them in the bathtub.

**19.** Cut two pieces of bread in the shape of a fish. Share one with a friend.

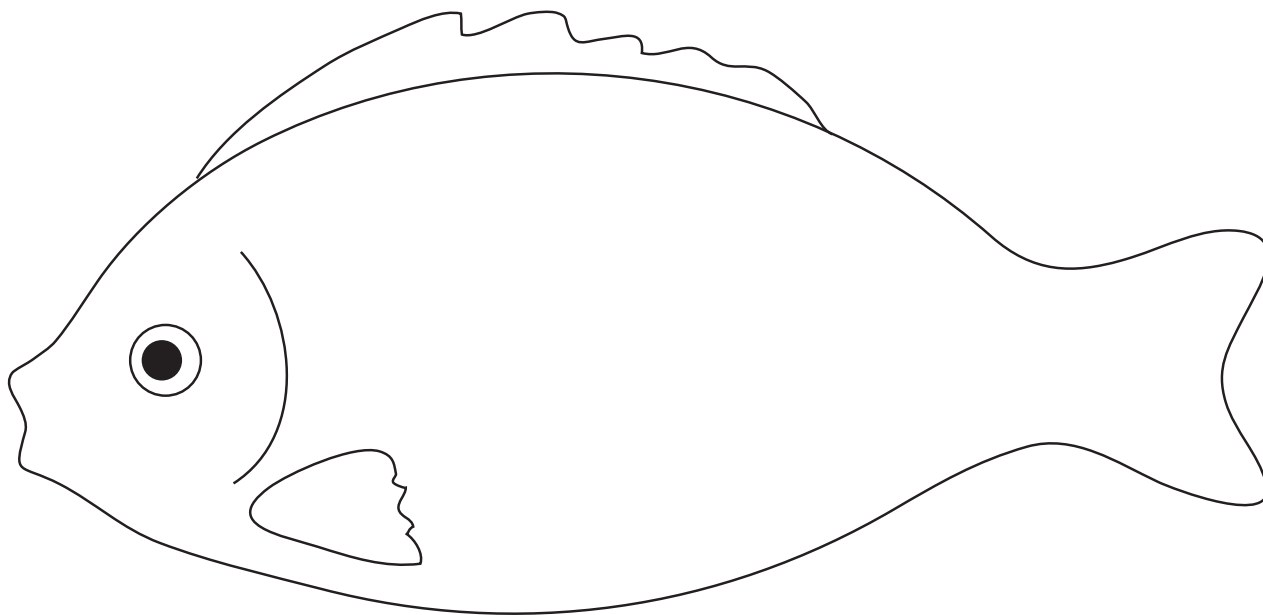
**20.** Make fish-shaped cookies and share them with a friend.

**21.** Visit a pet store or aquarium and look at fish.

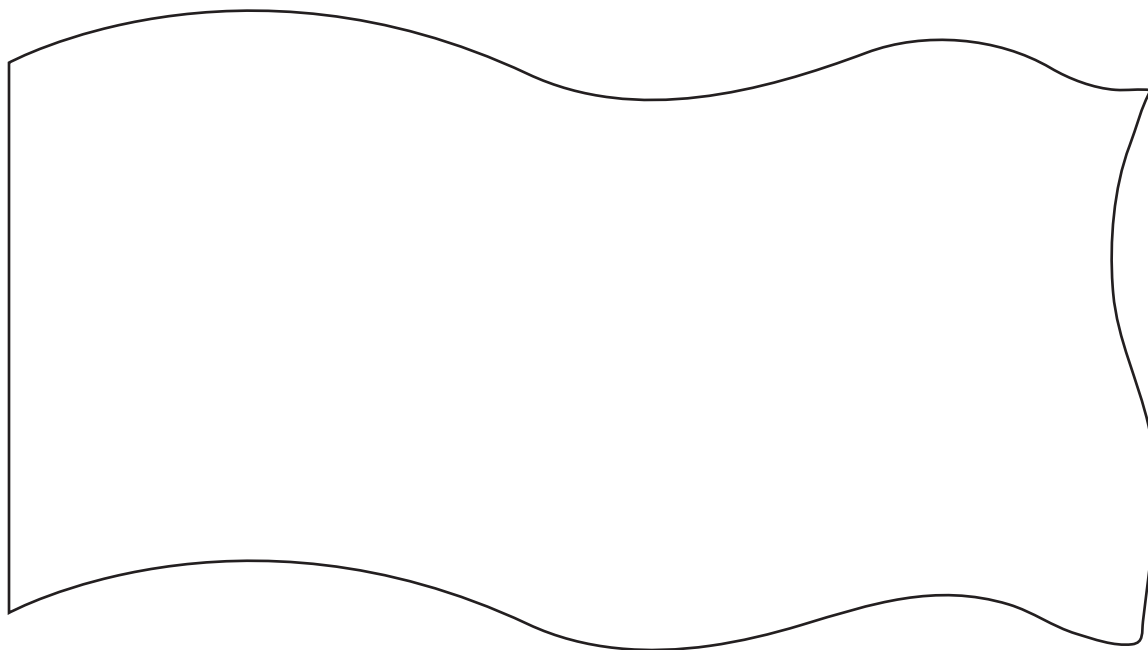
**22.** Make fishy shadows on the wall.

Study these suggestions for something to do each day. Select those that are appropriate for your child's developmental stage and repeat them often.

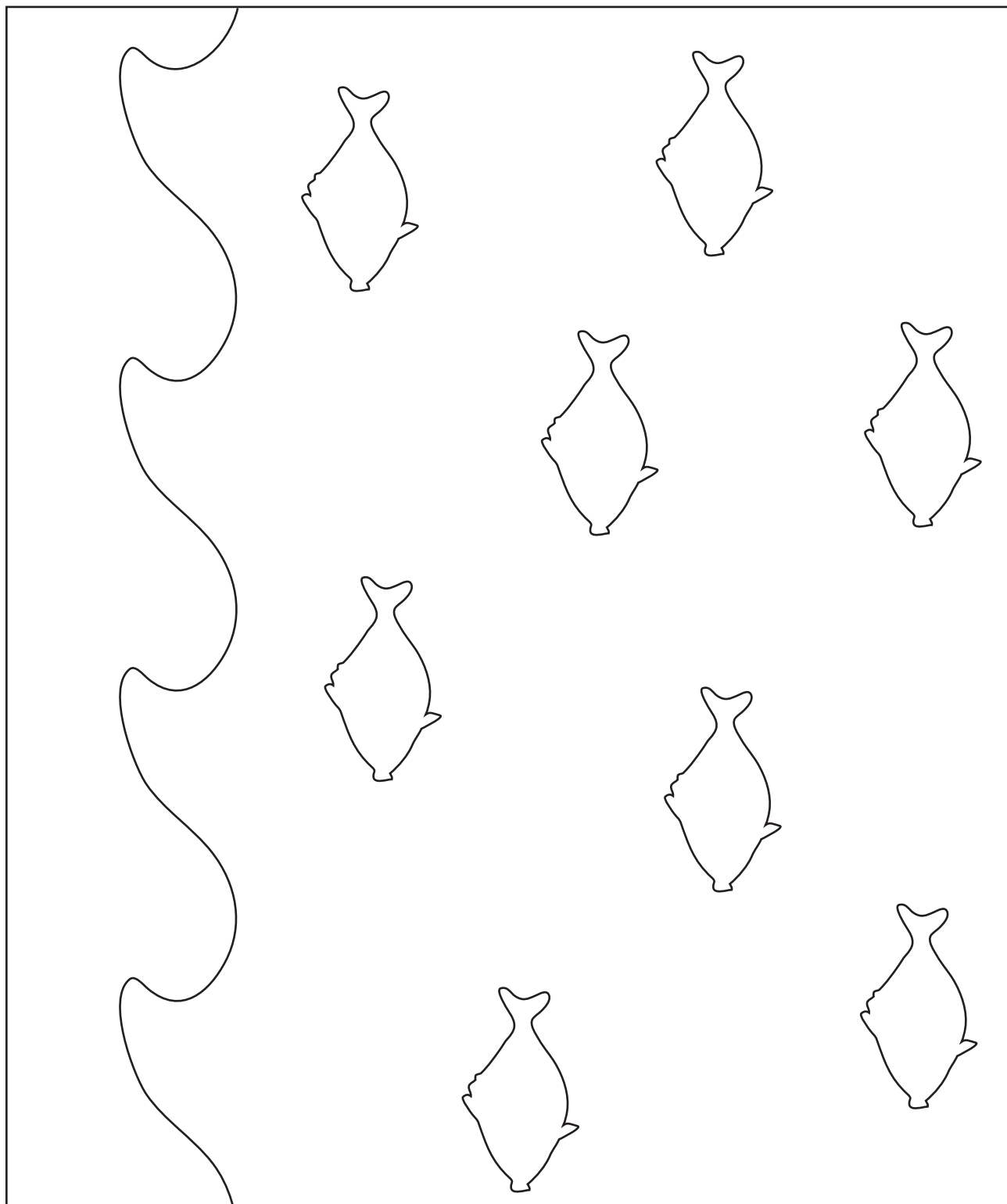
**Finish the Fish**  
**Lesson 1 – Week 1**



**Make and Take: Banner**  
**Lesson 1 – Week 3**

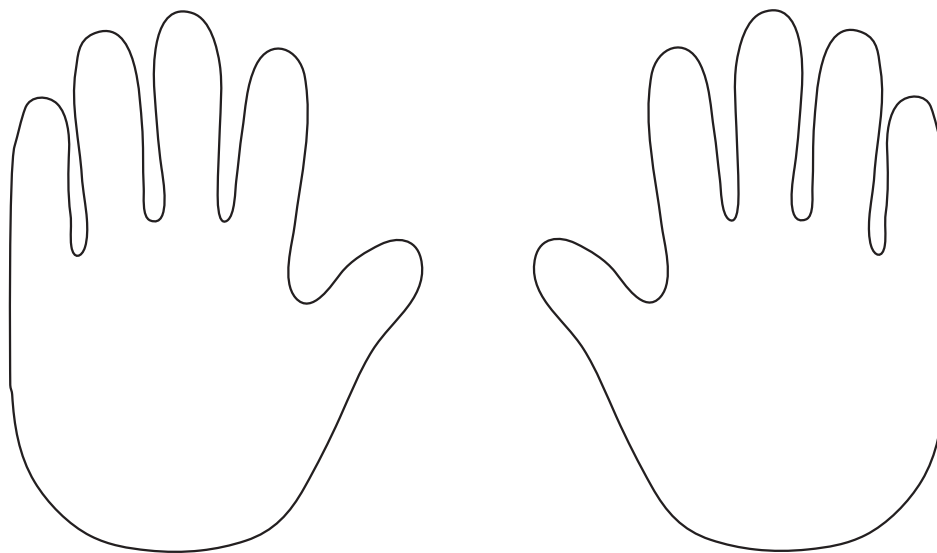


**Make and Take: Wave Pattern/Fingerprint Fish**  
**Lesson 1 – Week 2**



## Make and Take: Kind Hands Lesson 1 – Week 4

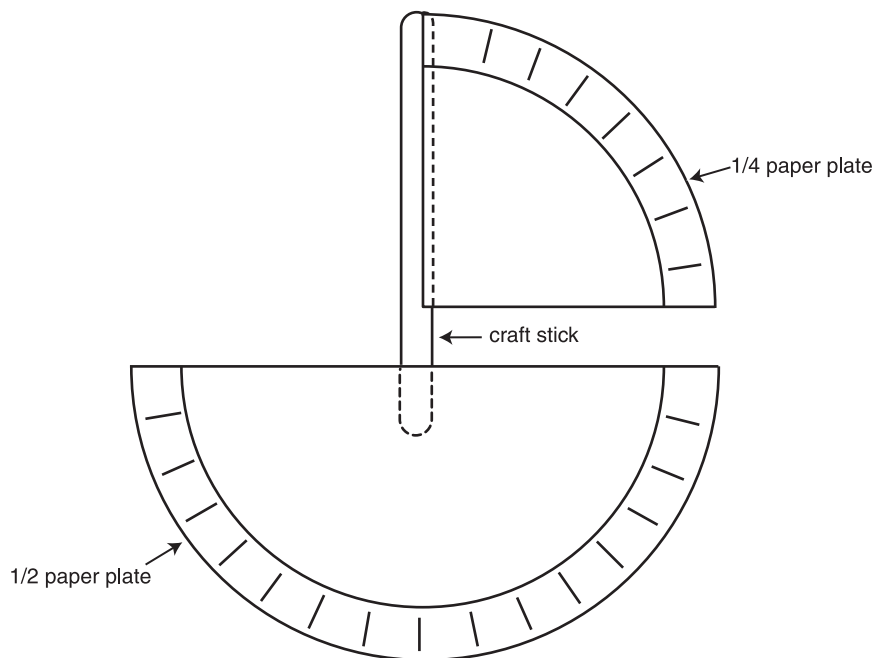
Sample:



"Be kind ... to one another" (Ephesians 4:32, NV).

## Make and Take: Paper Plate Boat Lesson 1 – Week 5

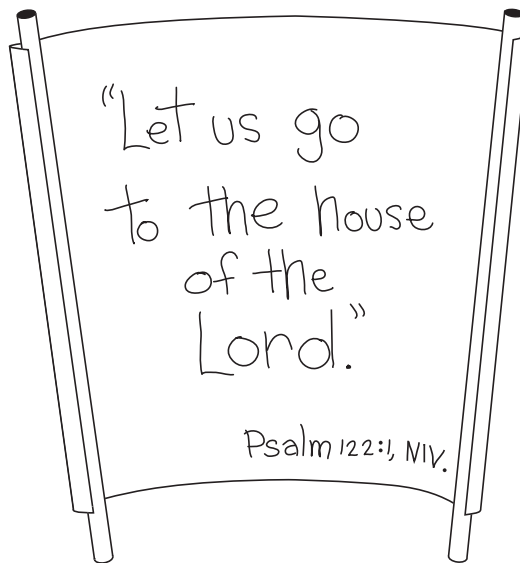
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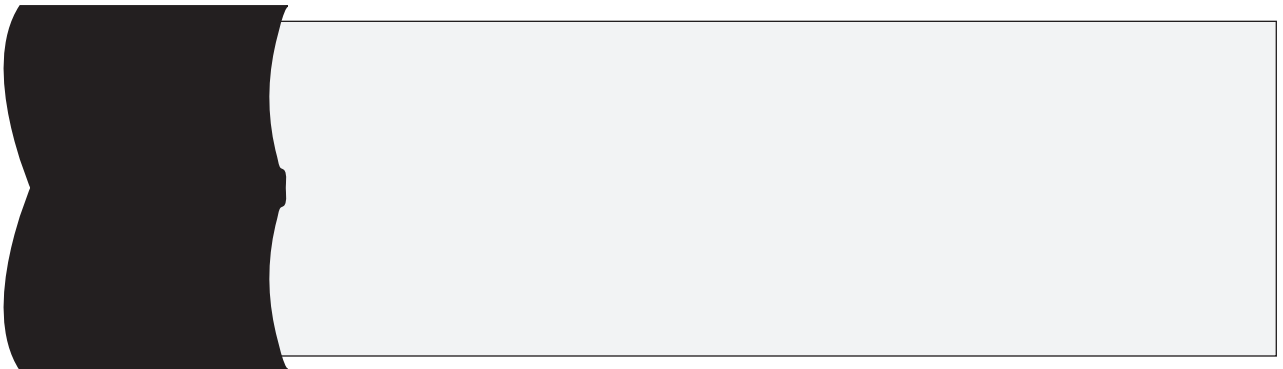
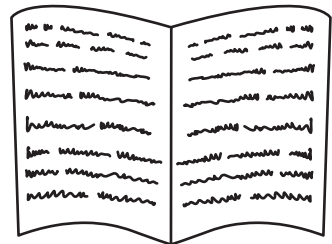
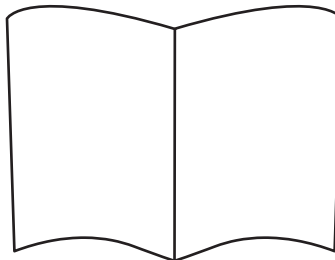
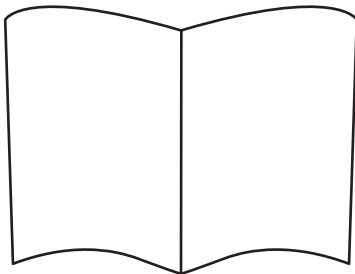


# **Make and Take: Memory Verse Scroll** Lesson 2 – Week 1

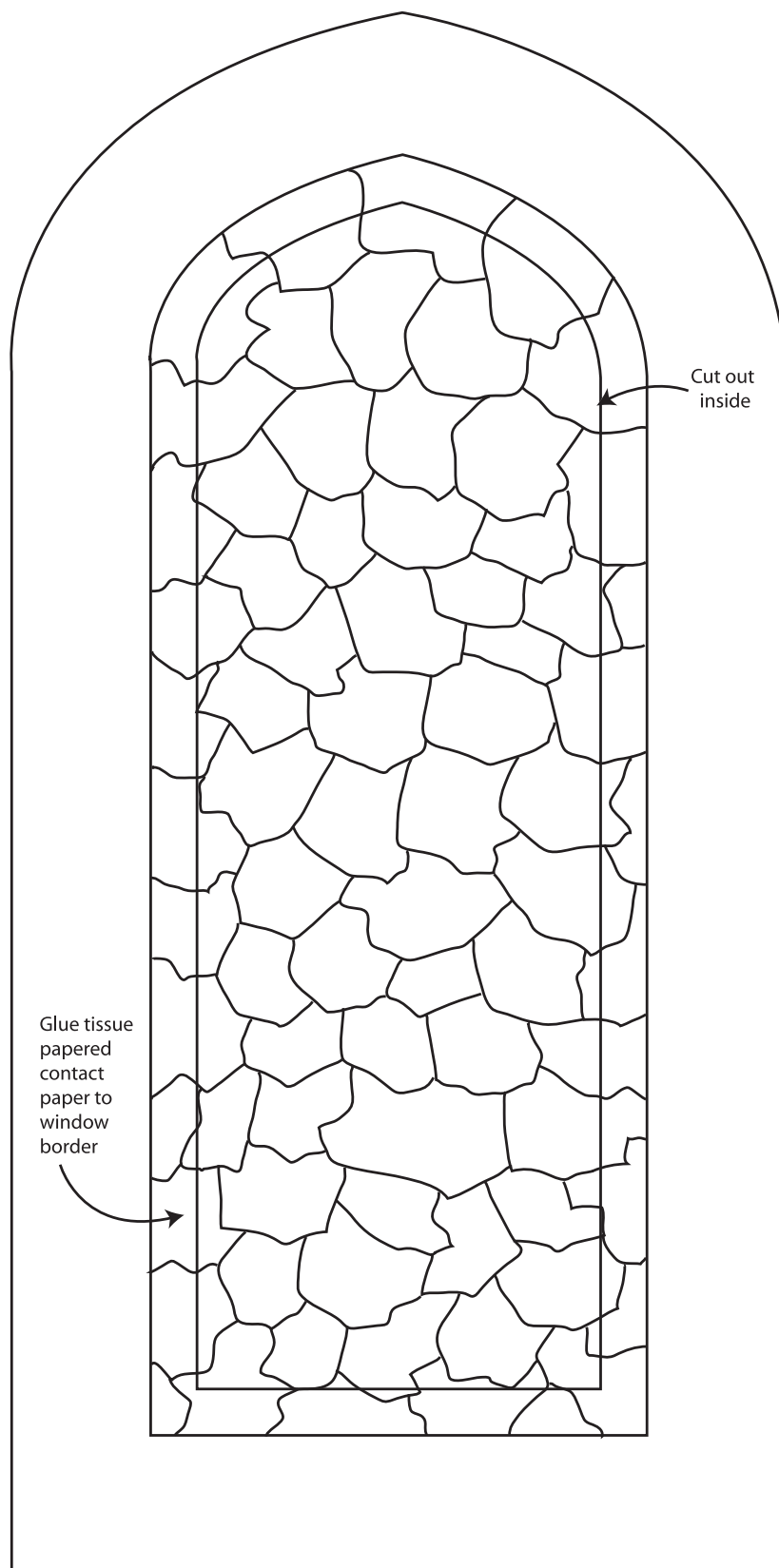
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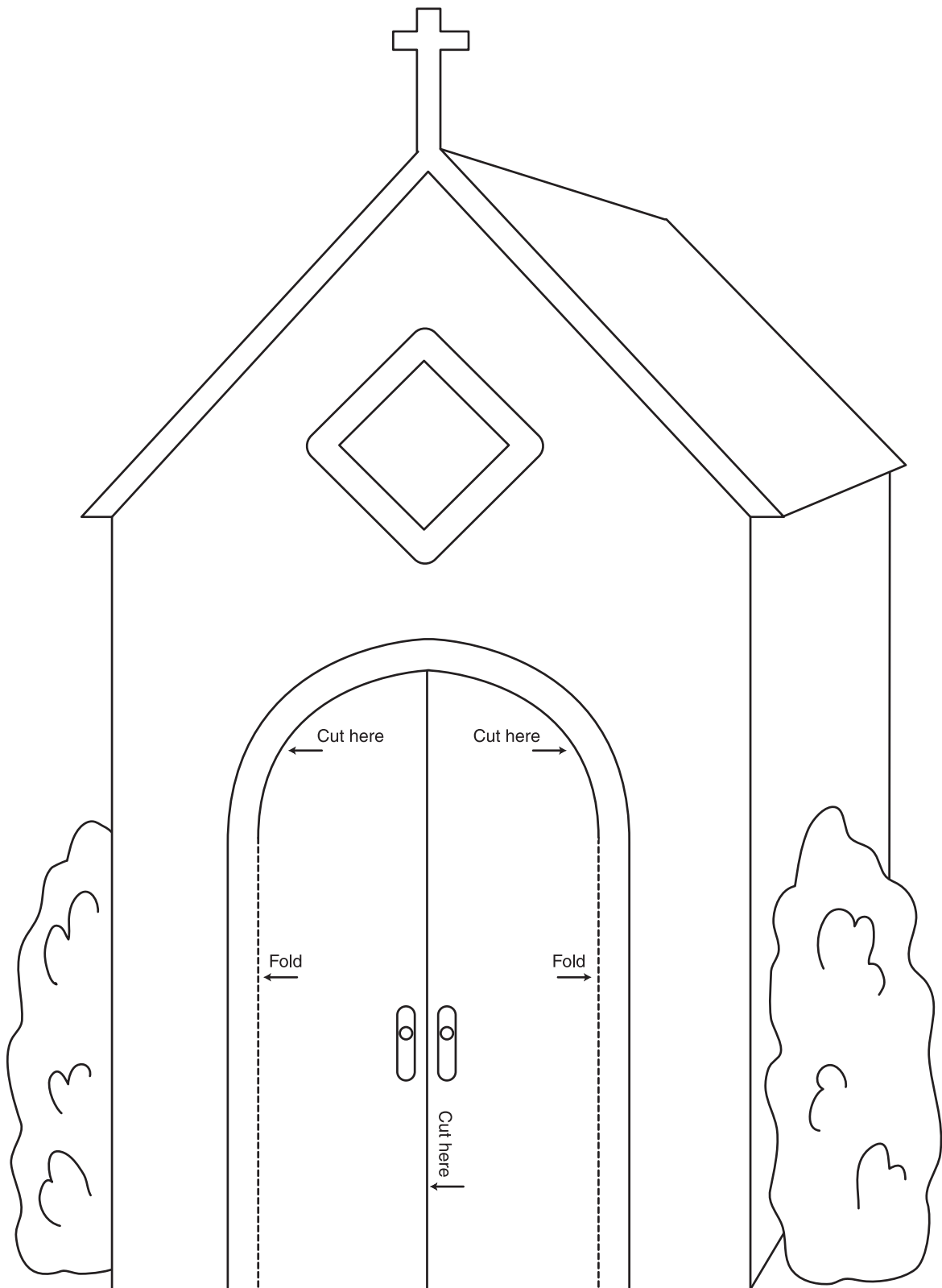
## **Make and Take: Bible Bookmark** Lesson 2 – Week 3



**Make and Take: Stained Glass Window**  
**Lesson 2 – Week 2**



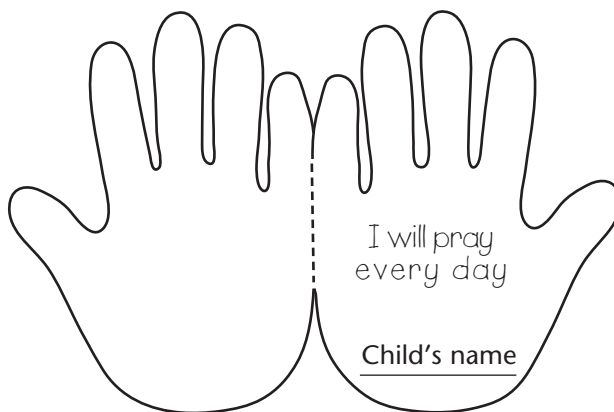
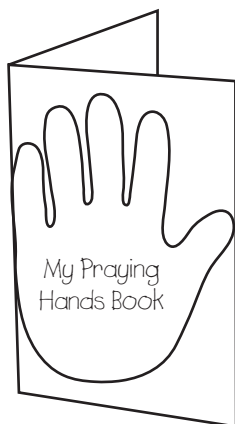
**Make and Take: Open-Door Church**  
Lesson 2 – Week 4



## LESSON 2

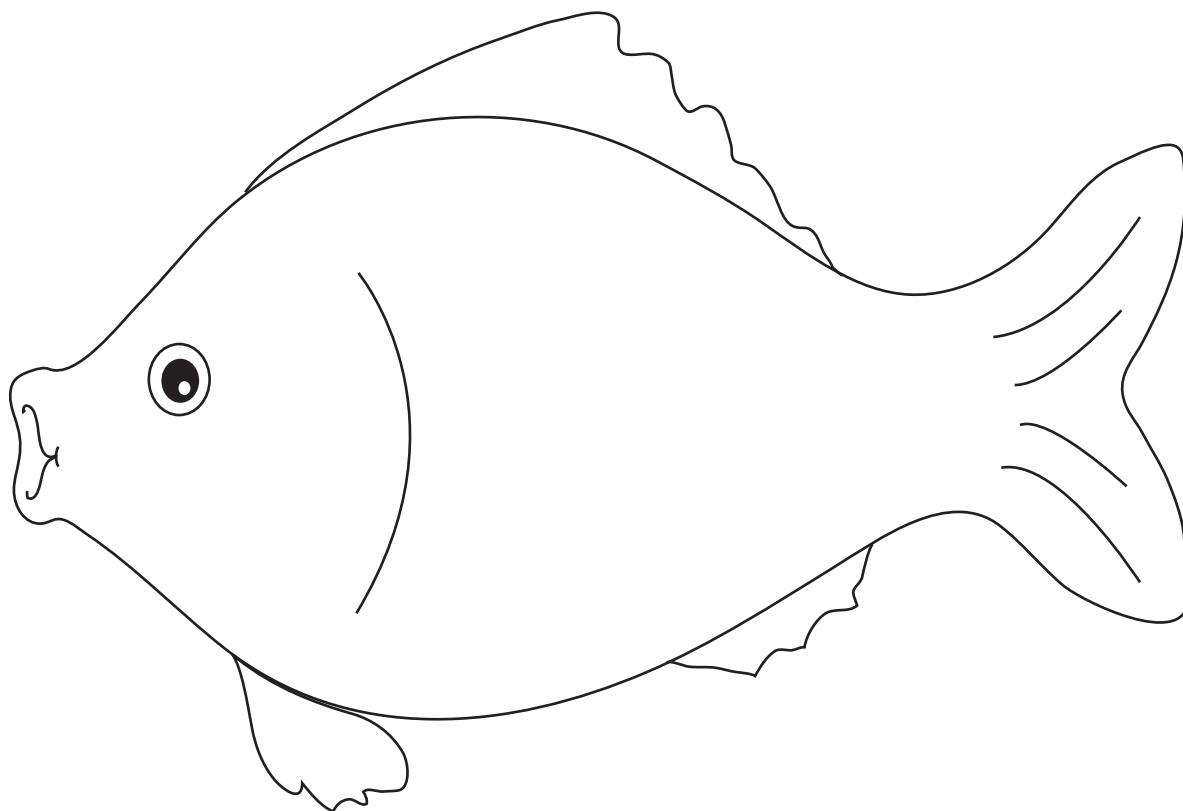
### Make and Take: My Praying Hands Book Lesson 2 – Week 5

Sample:



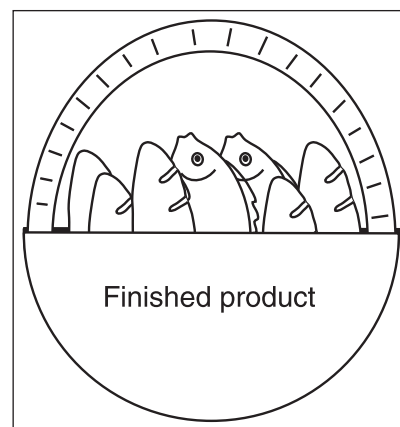
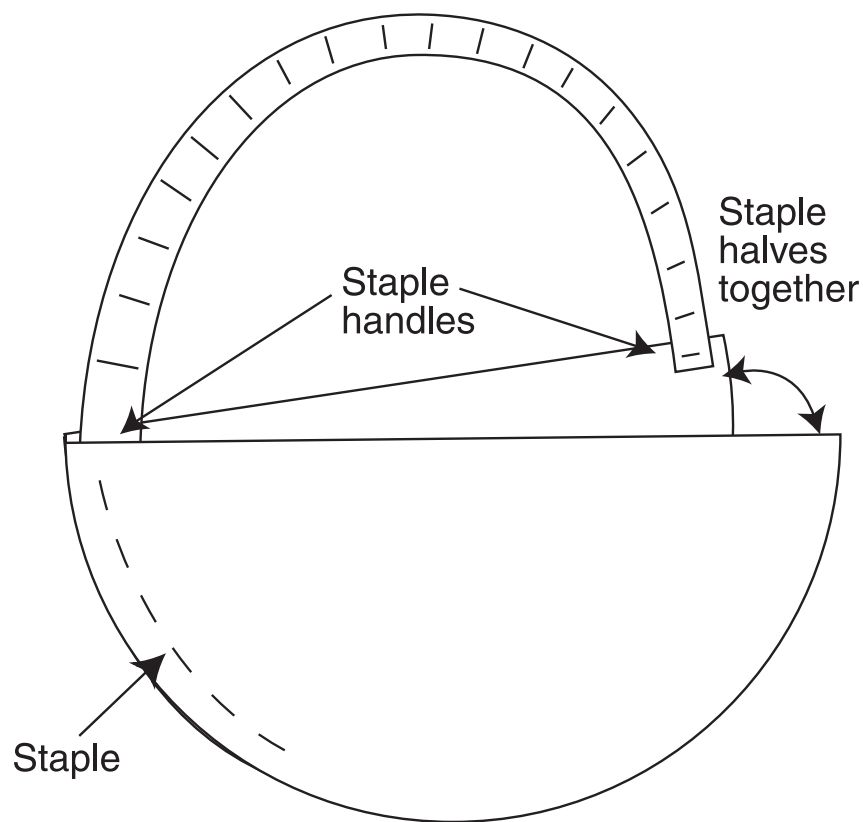
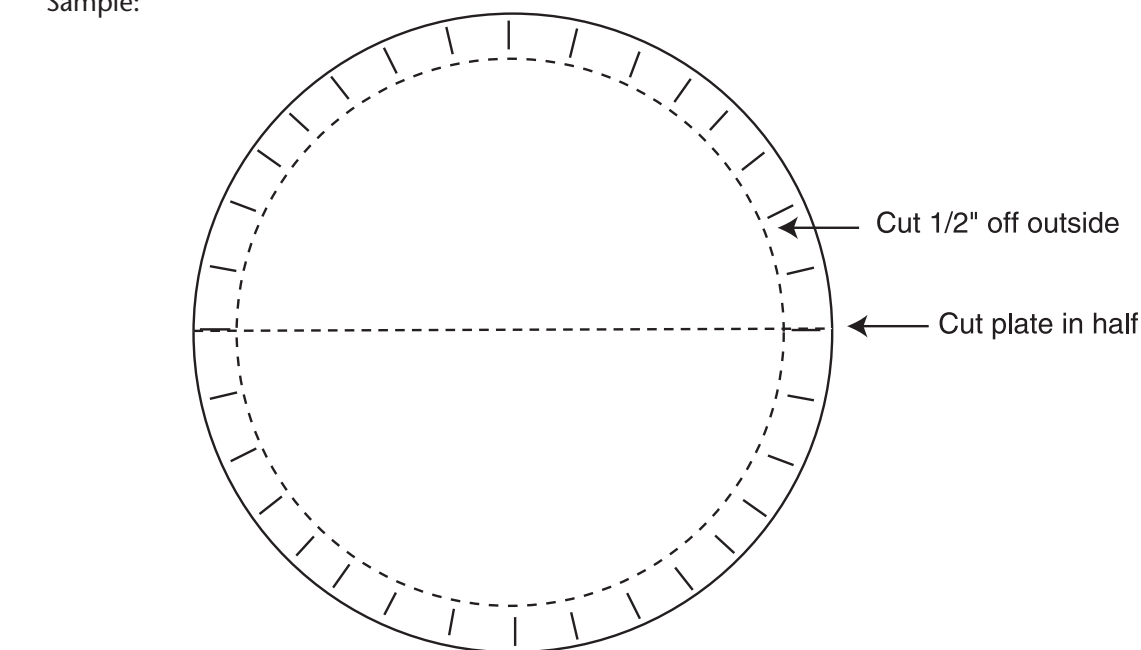
## LESSON 3

### Make and Take: Cereal Fish Lesson 3 – Week 4

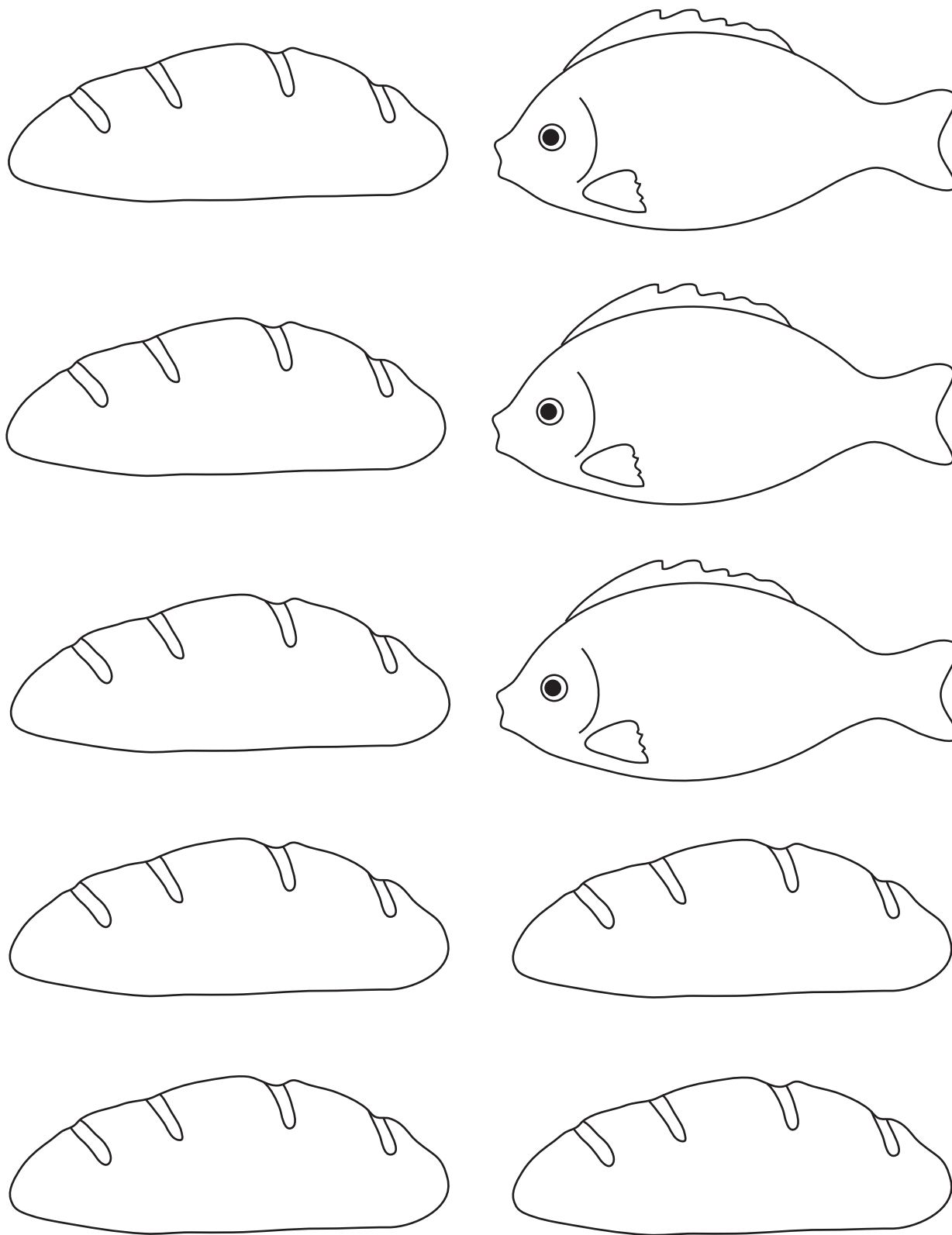


# **Make and Take: Loaves and Fish Basket** **Lesson 3 – Week 1**

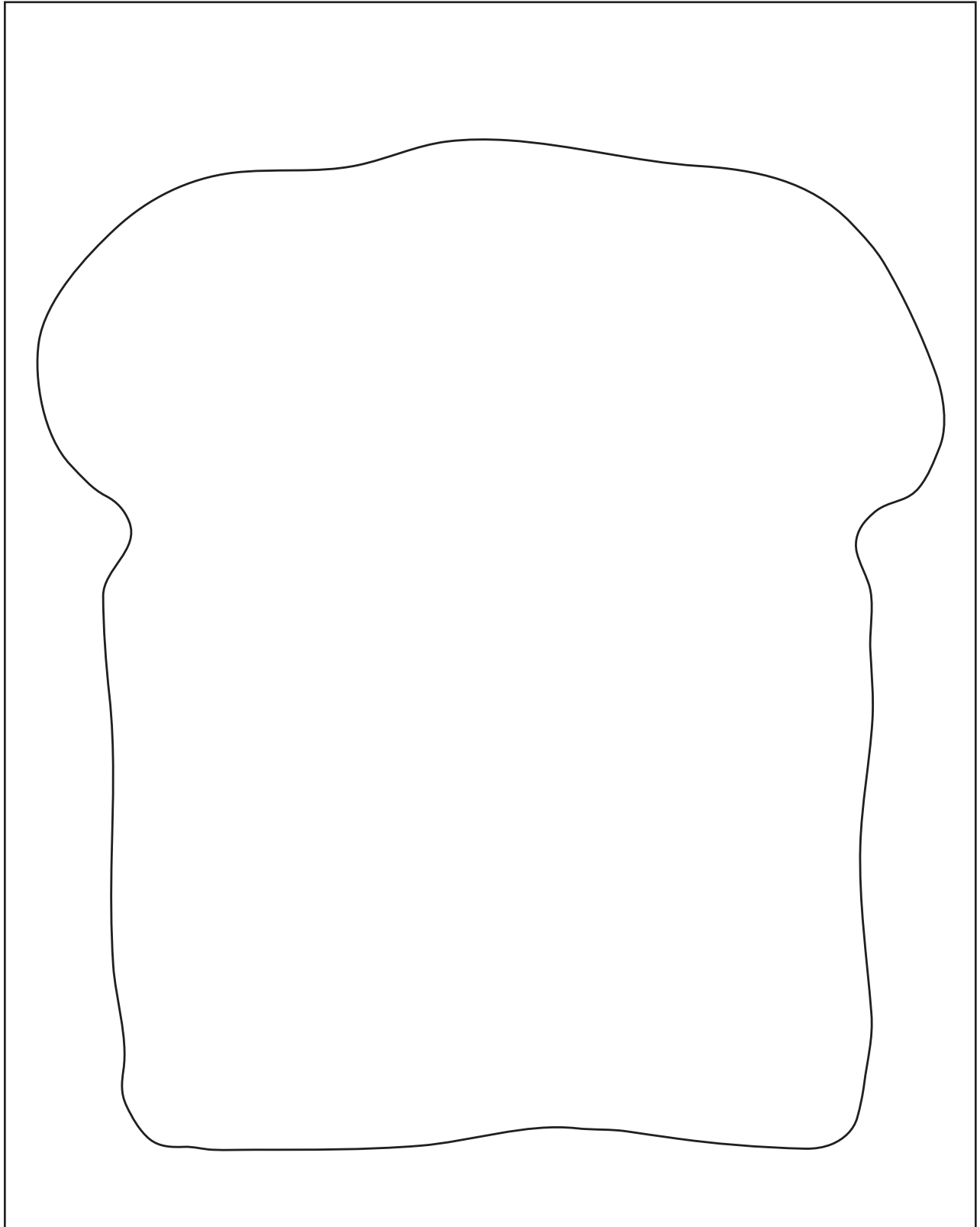
Sample:



**Make and Take: Loaves and Fish Basket - (Continued)**  
**Lesson 3 – Week 1**



**Make and Take: Sponge-painted Bread**  
**Lesson 3 – Week 2**



## Make and Take: Bread to Share Lesson 3 – Week 3

### Bread Recipe

2 cups whole-wheat flour  
2 cups unbleached flour  
1 teaspoon salt  
2 tablespoons honey  
¼ cup vegetable oil  
1 tablespoon yeast  
1½ cups warm water

Mix ingredients together.  
Shape into five loaves. Place  
in oiled pans. Bake at 400° F  
for 25-35 minutes.

Mix ingredients together.  
Shape into five loaves. Place  
in oiled pans. Bake at 400° F  
for 25-35 minutes.

2 cups whole-wheat flour  
2 cups unbleached flour  
1 teaspoon salt  
2 tablespoons honey  
¼ cup vegetable oil  
1 tablespoon yeast  
1½ cups warm water

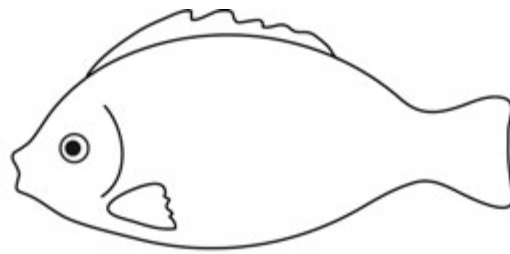
### Bread Recipe

### Directions:

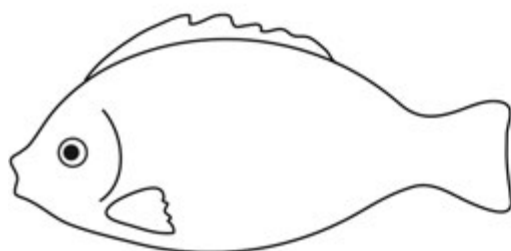
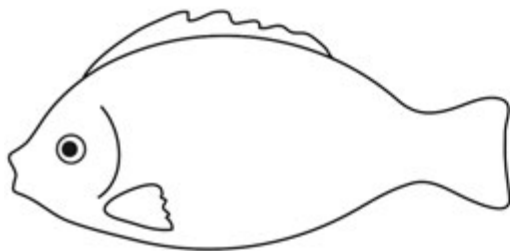
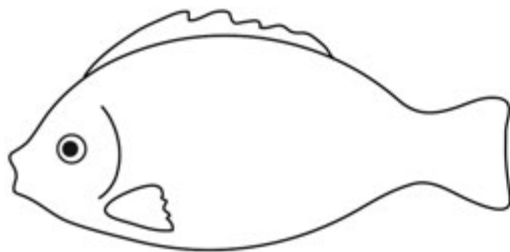
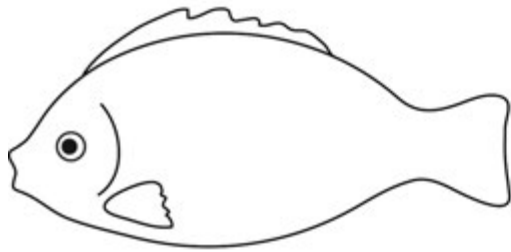
Cut out little loaves of bread, glue  
to stick. Write Memory Verse on  
back of loaf "Let us do good to  
all people" (Galatians 6:10, NIV).



# **Make and Take: Fish Finger Puppet** **Lesson 3 – Optional**



› Leave  
open here  
for finger



# The Loaves and the Fishes

J. S.

Janet Sage

One lit- tle fish, Two lit- tle fish, One, two, three, four, five lit- tle loaves of bread,

The first system of musical notation for the song. It consists of a treble and bass staff in 4/4 time. The melody is in the treble staff, and the bass staff provides harmonic support. The lyrics are written below the treble staff.

That's how the hun- gry peo- ple were fed, were fed (by Je- sus),

The second system of musical notation. It continues the melody and bass line from the first system. The lyrics are written below the treble staff.

One lit- tle fish, Two lit- tle fish, One, two, three, four, five lit- tle loaves of bread,

The third system of musical notation. It repeats the first system's melody and bass line. The lyrics are written below the treble staff.

That's how the hun- gry peo- ple were fed.

The fourth system of musical notation, which concludes the piece. It repeats the second system's melody and bass line. The lyrics are written below the treble staff.











