



TEACHER GUIDE
Preschool B

Unit 7: March

Jesus Takes Away Our Sins

One in Christ Preschool—An Overview

Welcome to the One in Christ preschool curriculum and to an easy-to-use format that will help you plan your Jesus Time and related experiences. There is one Teacher Guide for each month of the year. (Be sure to recognize that these are not disposables, like magazines.) Each month (unit) has four weeks of lessons, with four days per week. You will find that there is an abundance of ideas. This provides you with the freedom to pick what works best for you. Don't try to cover all the material given. Make choices—make it your own!

To help you organize by quarters, the covers are color coded. The Fall Quarter (September, October, November) has autumn orange covers; the Winter Quarter (December, January, February) has red covers for Christmas through Valentine's Day; the Spring Quarter (March, April, May) has spring green covers; and the Summer Quarter (June, July, August) has turquoise covers. Each quarter will have one bonus lesson (because of variations in schedules and calendars). Please note the flexibility of the program, which has a Summer Quarter for preschools that have a year-round program.

You also have flexibility in how you store your Teacher Guides. The pages are 3-hole punched if you would like to place each quarter in a separate binder. The pages are also perforated if you want to place them in file folders. Or you may simply want to place these colorful Teacher Guides on a bookshelf as your religion curriculum library.

Let's see what a week provides. The first page of a weekly plan gives you an overview for the week. This is followed by two pages of ideas for each of four days of Jesus Time lessons. Note that each activity has a heart icon. To keep track of the activities you select to use, you can put a check mark—or better yet, a cross—in the heart icon. Checking off activities will also help you in your planning next year.

You will find teaching tools referred to in the lessons, such as play scenes, Bible figures, puppets, and *The Story Bible* (hardback edition) all available from Concordia Publishing House (CPH). Song suggestions come from *Little Ones Sing Praise (LOSP)* or *Lift Little Voices (LLV)*; also available from CPH), along with CD recordings of the songs. You will need a variety of materials and methods for teaching a Bible story because each week, the story is presented four times. This repetition is important, age appropriate, and educationally sound. One time is not enough for a good story—children want to hear it over and over again. (*Note:* If you do not have the materials suggested, you can still teach the lessons, adapting them to fit with the materials you do have available.)

The second main section of each week provides Circle Time and Center ideas on a variety of themes. Though independent of your Jesus Time, connections to our faith are made to show children that Jesus is part of all areas of our lives. The categories are Express (language development), Create (the arts), Explore (science and math readiness), and Relate (social development). Take note of the numbers in parentheses at the end of each activity. These relate the activity to an Early Childhood curriculum standard. Reproducible copies of these standards are found in the Administrator's Manual. The standards are based on a compilation of state and national preschool standards.

Student materials consist of Family Letters that encourage families to read from *The Story Bible*, with pages listed (from the hardback edition) for each week, so that children can hear the Bible account both at home and at school. (*Note:* If you find it difficult to get weekly letters to the home, consider giving parents the entire packet at the beginning of the year.) Blessings!



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Jesus Takes Away Our Sins

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From the Editor—A Look at This Month

This month we focus on Holy Week and on springtime. Since the date for Easter moves from year to year, it is very likely that you will be teaching the Easter story before Easter arrives on the calendar. This is actually a good thing because it prepares the children for coming events. If they have celebrated Easter in your classroom already, they are more likely to understand and participate when Easter arrives in your church and their home!

We live in a culture that sees Easter as a time to celebrate springtime. We want to reverse that perspective and celebrate springtime as it relates to the new life we have in Christ because of all He did for us through His death on the cross and His resurrection three days later.

The thematic portions of the unit will have many springtime themes related to the true celebration of Easter. For some portions of the country, March is still winter. But you can enjoy learning about springtime as you look forward to, transition to, and anticipate the spring season. For other portions of the country, this spring emphasis will be right on time because it is happening right outside your window. Wherever you live, enjoy these blessings from God!

You are encouraged to use *The Story Bible* (hardback edition, copyright © 2011 Concordia Publishing House) as a companion piece to the lessons you will teach in your classroom. Also encourage family use of this book in the home. Accompanying page numbers are listed in the Family Letters. The Family Letters are an important way of getting God's Word into the home. The messages of faith are for the parents too!

The CPH Big Book *The Easter Story: Something Wonderful!* will be an important companion piece in this unit. The CPH Arch Book series also has titles related to our Bible stories, including *Jesus Enters Jerusalem; That's My Colt!*; and *Jesus Washes Peter's Feet*. Additionally, there are many other Arch Book titles related to Holy Week and Easter. A new title is usually added every year, so check the CPH Web site to select one or more of these books to add to your collection and to use in your classroom.

As you view the materials list, consider that you may not need all items, depending on which activities you choose. We provide you with many ideas that you can pick and choose and adapt. Think of this resource as a guide, not a prescription.

God bless your teaching of the faith!

Meeting Individual Needs

Learning to respect other students' personal space is an abstract concept to preschoolers. This can make lining up a conflict-filled event. Preschoolers are notorious for cutting in line and bumping those in front and back of them. Taping spots to the floor or using other visual cues can help to define a student's space. For children with sensory issues who crave the deep pressure of shoving off people and objects, you may consider putting them first or last in line so they have less opportunity to push other students. Also, allowing them to hold toys or items they can squeeze may give them the sensory input they need while keeping the other

students safe. Consider practicing personal space by having each student walk while holding a Hula Hoop around their waist to visually show their personal space. Modeling personal space for students can be effective. When talking with students, make sure you adjust your position to make more personal space. Verbally stating "I am too close to you" while scooting back demonstrates a socially appropriate way to address personal space. As adults, we tend to practice a much closer proximity with children than with adults. Classroom adults need to model appropriate personal space for children to effectively teach what is socially acceptable.

Week 27—God’s People Praise Him

JESUS RIDES INTO JERUSALEM

LUKE 19:28-38

Discovery Points

Law: Sometimes we don’t appreciate how great Jesus is.

Gospel: Jesus, our King of kings, the Lord of heaven and earth, saved us from our enemies—sin, death, and the devil.

Sanctification: Through the power of the Holy Spirit, we joyfully worship Jesus, our Savior and King.

Background

Ask your preschoolers, “What is a king?” and you’ll likely hear some answers like these: “someone strong, mighty, powerful”; “someone who wears a crown”; “someone who can tell others what to do”; “someone who wins in battle”; “someone rich”; and “someone who lives in a castle.”

So when we tell young children that Jesus is our King, it can be difficult for them to understand. Here on earth, Jesus never wore a bejeweled crown, carried a scepter, lived in a castle, or owned great riches. Instead, Jesus lived a simple, humble life. He generally traveled on foot, in simple fishing boats, or on Palm Sunday, on a donkey. He served instead of being served. He even washed His disciples’ feet, one of the lowliest of any servant’s jobs. All of Jesus’ serving acts culminated in His greatest service ever: giving His life willingly on the cross so that we might live. Through His death and resurrection, Jesus conquered our deadly enemies: sin, death, and Satan.

It is in Jesus’ service that we see His mighty power and strength. Jesus heals, intercedes, saves, forgives, loves. He conquers our fears and insecurities, our worries and doubts. He never changes. He is the greatest King we could ever have. We can count on our Savior, Jesus, always. For all this, He deserves our unending praise and gratitude.

This week, as you teach the Bible story and lead your children in worship, let loose your love for Jesus! Show your students the joy and delight you have in your daily walk with our Lord and King!

Bible Words

Hosanna in the highest!
Matthew 21:9

Week 27

Day 1 Materials

- Zippy puppet
- 2 toy figurines: firefighter in uniform, sports player in uniform
- *The Story Bible* (available from CPH)
- Family Letter 27
- Green construction paper, 1 sheet per student
- Old jackets, clothing

Day 2 Materials

- Bible
- Green streamers
- Zippy puppet wearing paper crown
- *Optional:* Recording of Handel’s “Hallelujah Chorus”

Day 3 Materials

- Cuppette images
- Bible
- *Jesus Enters Jerusalem* or *That’s My Colt!* (Books from CPH)
- Gray construction paper
- Black crayons

Day 4 Materials

- Flannelgraph figures
- Green construction paper
- Reproducible 27
- Green paint or black markers

JESUS RIDES INTO JERUSALEM



Bring out the puppet Zippy, who is clutching two toy figurines—a firefighter wearing his equipment/suit and a sports figure, like a baseball player, in uniform.

Teacher: Zippy, what are you carrying?

Zippy: Oh, Teacher, this is my new collection—my collection of heroes!

Teacher: And what does a hero do?

Zippy: A hero does something really important—like this stands for a firefighter who rescued two children, and this reminds me of the baseball player who helped win the World Series.

Teacher: What would we do if a real hero came to our town?

Zippy: We would celebrate! We would celebrate with a parade!

Teacher: That reminds me of our Bible story today. When Jesus came to the town of Jerusalem, the people celebrated. They welcomed Him with a parade.

Zippy: Was Jesus a hero? What important things did He do?

Teacher: Jesus healed people who were sick. He gave food to hungry people. But the best was yet to come—Jesus was coming to Jerusalem to save people from their biggest enemies.

Zippy: Did the people cheer and shout “Hooray”?

Teacher: The people did cheer, but they shouted “Hosanna!” Can all of you say “Hosanna” with me? HOSANNA!

Zippy: Did marching bands play lots of music?

Teacher: There was music, but it was the music of children singing.

Zippy: Did Jesus ride on a float or in a fancy car?

Teacher: No, Jesus rode on a donkey. In those days, riding into a town on a donkey was a sign of peace.

Zippy: Did policemen rope off the streets and set out a red carpet on the parade path?

Teacher: No, in those days, they showed the path of the parade by placing their cloaks and coats on the ground in front of Jesus. This was a special way to say He was very important.

Zippy: Did they wave flags and balloons like we do today at a parade?

Teacher: The people waved palm tree branches to celebrate the parade passing by.

Zippy: That sounds really cool. I’d like to learn more about the parade for Jesus.

Teacher: I have some pictures to show you and some words from the Bible to share with you!



Show the picture and read the text from *The Story Bible*, pages 389–391. Review the story using the pictures and text of Family Letter 27. Say, **The people welcomed Jesus to Jerusalem as a hero. They hoped He would be their new King who would chase out their enemies—the Roman soldiers. But Jesus knew He had a much more important reason to come to Jerusalem. He came to die on the cross and to arise at Easter. He would do this to chase away our worst enemies—sin, death, and the devil. Jesus came to win the greatest victory—and He gives that victory to us! Jesus is our Savior and our Hero. He won the victory, so that we have forgiveness of our sins and the promise of eternal life in heaven! What a Hero!**

✦ ✦ ✦ God's People Praise Him ✦ ✦



In advance, prepare “palm branches” for the children to complete; then, have a parade to celebrate all that Jesus did for us long ago and all that He continues to do for us each day. Down the center of each sheet of green construction paper, use a black marker to draw a vertical line that is about 1 inch thick. Show the children how to tear strips of the paper from each side, stopping at the center line. Demonstrate this step and show a completed branch. (See examples in the “Create” section for this week.)

While the children are busy making their palm branches to wave, you can prepare the parade path by placing coats, jackets, and sweaters randomly on the floor (use clothing from your lost-and-found box or a donation box).

When the children are ready for the parade, have them line up on the parade path behind you. Tell the children that whenever you say “Hosanna,” they are to say it with you (four times) and march, waving their palm branches. After four “Hosannas,” stop and read a verse of this poem, and continue in this manner. Asterisks (*) indicate where the four hosannas and marching should occur.

**Palm branches wave.
Shouts can be heard.
Look! Jesus comes,
Teaching God's Word. (*)**

**He's riding on
A donkey, so strong.
Jesus, it's true,
Can do no wrong. (*)**

**They welcome Him
Into their town.
His enemies
Watch with a frown. (*)**

**Loud praises sound.
Each person sings.
But Jesus knows
What this week brings. (*)**

**He soon will die
Upon the cross.
His friends will think
It's a great loss. (*)**

**But Jesus comes
So willingly
To take the sins
Of you and me. (*)**

**He knows He'll win
The victory
On Easter Day,
Just wait and see! (*)**



Say, **We were so busy with our parade, we forgot to sing. Let's learn a “Hosanna” song right now!** Learn the following to the melody of “The Farmer in the Dell.”

**My Jesus loves me so.
My Jesus loves me so.
Ho-ho-ho! Hosanna!
My Jesus loves me so.**

Have another palm parade while singing this song several times. Then invent new words (repeated in the first, second, and last lines, while “Ho-ho-ho! Hosanna!” remains constant). Sing each new song several times as you continue your marching parade. Here are several possibilities for stanzas: “Be with us, Lord, each day”; “Please take away my sins”; “We give You thanks and praise.”

JESUS RIDES INTO JERUSALEM



Hold an open Bible and say, **Remember that yesterday we talked about the parade that welcomed Jesus into Jerusalem. We call that special day “Palm Sunday.” Why would we call it that?** (The people waved palm branches to celebrate that Jesus was coming to their city.) **Do you remember what the people said?** (Hosanna!) **I am going to read from the Bible some more of the words that the people said that special day.** (The statements are taken from Matthew 21; Mark 11; Luke 19; and John 12.) Distribute three 12-inch streamers of green crepe paper or tissue paper to each child. Show them how to crunch

the ends of the strips together in their hand so they can wave the streamers. Tell them that you will say a sentence. Then they are to repeat your words while waving their streamers. Whenever you put your streamers into your lap, the children are to do the same.

Hosanna to the Son of David! *

Blessed is He who comes in the name of the Lord! *

Hosanna in the highest! *

Blessed is the King who comes in the name of the Lord! *

Peace in heaven, and glory in the highest! *



Set the streamers to the side and bring out the puppet Zippy, who is wearing a paper crown.

Zippy: Hi there, everyone! Did I just hear you talking about a king?

Teacher: Yes, we were just talking about a King. But not just any king. We were talking about Jesus, our Savior and *heavenly* King.

Zippy: (*Proudly*) Do you see what I’m wearing today? (*Turn Zippy back and forth so all the children can see him.*)

Teacher: Boys and girls, what is Zippy wearing today? (Crown) (*Look at puppet.*) So, Zippy, why are you wearing a crown?

Zippy: My friends and I were playing castle. I was the king, the owner of castle. Whenever someone tried to come into my castle, I would fight them and keep them out. (*Zippy gives a few quick boxing moves.*)

Teacher: Well, it sounds like you were not a very friendly king, Zippy.

Zippy: Isn’t that what kings do? Give commands and act powerful? (*Pauses; thinks for a moment*) What did Jesus do when He came to Jerusalem? The people called Him the Son of King David. Did He order the people around and make them do things for Him?

Teacher: No, Zippy. Remember, Jesus is a different kind of King. He is a heavenly King. He came in peace. He came to help us. He came to fight sin.

Zippy: But how could Jesus fight if He didn’t use any weapons?

Teacher: Jesus won the victory over sin when He died on the cross. He took our sin and punishment for us. He conquered sin. When Jesus died on the cross, He did the bravest, strongest thing ever when He gave His life for us. But that wasn’t all. Jesus rose from the dead! He conquered and defeated our greatest enemies: sin, death, and the devil. What a Savior! What a King!

Zippy: Wow! Jesus *is* the greatest King ever! (*Zippy reaches up and begins to take off his crown.*)

Teacher: What are you doing, Zippy?

Zippy: I want to give this crown to Jesus. He deserves all our worship and praise.

Teacher: Then let’s praise Him with a song.



Teach children the refrain, which they will sing to the melody “Oh, Susanna” before or after each stanza you sing.

Refrain

Ho-ho-sanna! Hosanna now we sing,
For Jesus comes to save us all,
Our great and mighty King.

1. **Oh, the Lord rode on a donkey
To the town Jerusalem.
“Hosanna, Son of Da-a-vid!”
The people cried to Him.**

Refrain

Ho-ho-sanna! Hosanna now we sing,
For Jesus comes to save us all,
Our great and mighty King.

2. **Oh, the Lord went to the temple
In the town Jerusalem.
“Hosanna, Son of Da-a-vid!”
The children cried to Him.**

Refrain

Ho-ho-sanna! Hosanna now we sing,
For Jesus comes to save us all,
Our great and mighty King.



Option: Tell the children that another celebration word often used in Bible times is the word *hallelujah*. Play a recording of Handel’s “Hallelujah Chorus.” Let the children move to the music while waving their green paper streamers in celebration.

JESUS RIDES INTO JERUSALEM



Use the puppet images as you retell the Bible story, reading the narrative from Luke 19:28–38. *Option:* Also read the CPH Arch Book *Jesus Enters Jerusalem* or *That's My Colt!*

Say, **The Bible reading mentioned something we haven't talked about yet. Where did Jesus get the donkey that He rode to Jerusalem?** (He sent two disciples into a village, where they found a young donkey and borrowed it.) **When the owners asked why the disciples were taking the donkey colt, the disciples said that the Lord needed it, and the owners let them take it. What was so amazing about that?** (Earlier, Jesus had told them exactly what would happen, and it did, just as He said.) **How could Jesus know what would happen?** (He is true God and knows all things.)



Say, **Let's make a picture of that little donkey.** Give the children gray paper (for the gray donkey). Guide them through the following steps by demonstrating on chart paper or the board. (This activity will help them grow in observation skills and understanding shapes. See the "Create" section for a completed picture of this donkey.)

1. Use a black crayon to draw a long rectangle in the middle of the page. Explain that we are looking at one *side* of the donkey.
2. At the upper-left corner, draw a long oval shape for its head.
3. Since we are looking at the side, draw one eye, one triangle-shaped ear, and half of a smile on the head.
4. Like ponies, donkeys have long hair called a "mane." Draw hair on the top of the head, reaching down the back of the neck, all the way to the donkey's back.

5. Since we are looking at the side view, we will see just two of the four legs. Draw long, skinny rectangles for the two legs. At the bottom of each leg, draw a small square for a hoof.

6. Add a tail.

Now listen to the song "March On, Little Donkey" (*LLV* CD; or see *LLV*, p. 26). Children may hold up their donkey pictures and bounce them from side to side to imitate the donkey's motion. Play the song again, inviting children to sing along with any words they know. (There are many repeated phrases.) You may want to try the song again as a parade in which the children march, moving up and down as if riding on a donkey.

✦ ✦ ✦ God's People Praise Him ✦ ✦



Review the Bible story with this action story. As you say each line, do the action. Encourage the children to imitate each action.

On a Sunday morning, five days before He died, *(Hold up five fingers.)*

Jesus and His disciples traveled side by side. *(Walk in place.)*

On to Jerusalem, they quickly walked and walked. *(Point to distance.)*

Outside a little village, Jesus stopped and talked. *(Stop walking.)*

To two of His disciples, the Lord gave this request: *(Hold up two fingers.)*

“Go, find a little donkey, for it will serve Me best.” *(Hold hand waist high.)*

The owners let them take the colt, as Jesus said they would. *(Nod yes.)*

And Jesus rode it as a sign of promised peace and good. *(Pretend to ride a donkey.)*

As Jesus rode upon the colt, the people gave a cheer, *(Shout “Hooray!”)*

Waving tall palm branches as the big parade drew near. *(Pretend to wave palm branch.)*

“Hosanna!” “Please, Lord, save us!” they cried out very loud. *(Cup hands around mouth.)*

“Our King is coming! Bless the Lord!” said people in the crowd. *(Bow down.)*

But Jesus came the cross to bear; He had a different plan. *(Make a cross sign.)*

He planned to die for ev’ry child, each woman, and each man. *(Cross hands over heart.)*

And after giving up His life, Christ Jesus rose! He lives! *(Jump for joy.)*

He’s won the vic-to-ry, and now, to us new life He gives. *(Raise arms in triumph.)*



Ask, **What is your part in this story?** Listen to children’s answers. Encourage answers that suggest that we praise and honor Jesus too. And if no one mentions it, be sure to sum up the lesson by saying, **Jesus did all of these things for us. He knew that He was not just going to Jerusalem; He was on His way to suffer and die on the cross. He willingly did this because He knew this was God’s plan to save us from our sins. Jesus did this for us, to take our sins away. And He also knew that the next Sunday would be Easter Sunday! He knew that He would win the victory over death and become alive again. Because of Jesus, we know what happens to people of God after they die. They go to live in heaven with Jesus! Hosanna! Hallelujah!**

JESUS RIDES INTO JERUSALEM



Set out flannelgraph figures to show the Palm Sunday parade. Focus on Jesus on the donkey. But then add a multitude of figures, pulling from other Bible stories, to show that this was a huge crowd. (It was big enough to have the leaders of the Church worried that *everyone* was following Jesus and that they needed to do something about it.)

Then review the story with these true and false statements. If the statement is false, the children are to silently give a thumbs-down sign. If the statement is true, the children are to wave their hands high and say "Hosanna!" (Note that all odd numbers are false and all even numbers are true.)

1. **Jesus and His disciples were riding in a boat to Bethlehem.**
2. **Jesus and His disciples were going to Jerusalem.**
3. **Along the way, Jesus told five of His disciples to get a horse for Him.**
4. **Along the way, Jesus told two of His disciples to get Him a little donkey.**

5. **Peter rode to Jerusalem on the donkey.**
6. **Jesus rode on the donkey as a sign that He was coming in peace.**
7. **As Jesus rode by, people waved flowers to honor Him.**
8. **As Jesus rode by, people waved tall palm branches to honor Him.**
9. **The people wanted Jesus to go home.**
10. **The people wanted Jesus to be a King who would rescue them from the Roman soldiers.**
11. **A few days later, people put a golden crown on Jesus' head.**
12. **A few days later, people put Jesus on a cross.**
13. **That is the end of the story.**
14. **Jesus died, but He came alive again on Easter. Jesus rose from the dead and lives forever. Jesus is our heavenly King!**



Celebrate the blessings we have in Jesus with this action poem. Say the poem and have the children imitate your actions. (Speak the first line of each stanza with more emphasis and volume.)

Shout your praises far and near!
Clap your hands! Clap your hands!
Jesus is our Savior dear.
Stomp your feet! Stomp your feet!
We are children of the King!
Move just like a butterfly.
Loud hosannas we will sing.
Jump up high to touch the sky.

Try the poem again, with the children echoing the phrases you say.



Say, *Hallelu* is another happy word we use for praising the Lord God, our Savior Jesus. "Hallelu" is a short way of saying the word *hallelujah*. That makes me think of a song we have learned before. Sing together "Hallelu! Hallelu! Hallelujah! Praise Ye the Lord!" (*LOSP*, p. 58, and on CD).



Say, **We have been singing and praising Jesus. Now we will pray to Him in a special way. I want each of you to help me get ready for our prayer.** Give each child a 1 × 4-inch piece of green construction paper; ask the children to write their names on their papers. While they are doing this, you are to glue, tape, or pin a 1 × 12-inch strip of green construction paper vertically onto a bulletin board or piece of chart paper. You will ask each child to bring up the strip of paper with his or her name on it. You will attach these to the long strip of paper, angling them out to look like you are building a palm branch (see illustration in the “Create” section). Add extra paper to make the vertical strip longer if your group is large; if your group is small, add extra

angling strips, adding the names of people to pray for such as parents, the president, and teachers.

When the palm branch is completed, say, **We will now use the picture we have made to help us when we pray to the Lord. I will say a prayer for each person listed here. After each prayer, I will say, “Let us pray to the Lord,” and you will answer by saying “Hosanna.”** The word *hosanna* is a special word that means “Save us now.” What a good thing this is to pray for each person in this room, especially since we know that Jesus is our Savior! Follow this pattern as you pray individually for everyone in the class.



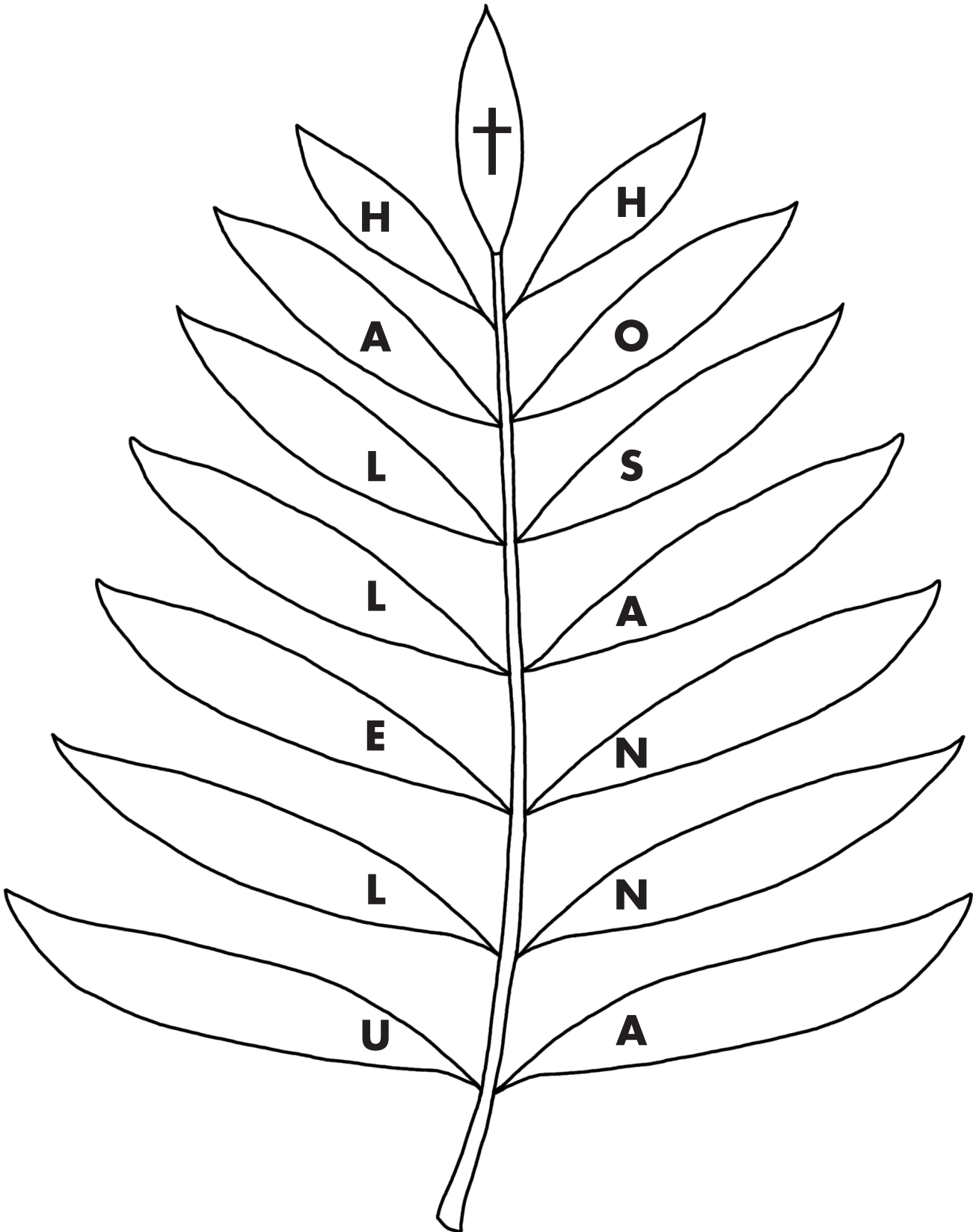
Distribute copies of Reproducible 27. There are at least two ways that this page can be completed. If you print this on white paper, you can have children quickly apply green paint to each leaf. (Add extra water so that it is more of a wash.) Or, if you choose to print this on green paper, children may trace around the leaves with black marker to emphasize the shapes. (Do *not* have children cut out the palm branches.)

Say, **Today we have used two special words to praise and worship God. In our song, we sang “Hallelu.” That word is printed in the letters that go down the left side of your palm branch. Then we had a prayer in which you said “Hosanna.” That**

word is printed in the letters that go down the right side of your palm branch. Let’s use both words as we sing today’s song in a new way. Sing again “Hallelu! Hallelu! Hallelu! Hallelujah! Praise Ye the Lord!” (*LOSP*, p. 58, and on CD), with the children raising and waving their palm branch pages whenever they sing “Hallelujah!”

Then tell the children that we will add a new stanza. Instead of singing “Hallelu,” they will sing “Ho-ho-ho.” (This is not easy, so sing the song slowly.) Instead of singing “Hallelujah,” they will sing “Ho-hosanna.” After singing the new stanza, try it again with the children raising and waving their palm branch pages as they sing “Ho-hosanna.”

Praise Ye the Lord



SPRING/ANIMALS

The King Comes!

(Worship) Listen to the refrain of the song “The King of Glory” (*LOSP*, p. 77). Then sing it together. Then say, **Many people came to welcome Jesus to Jerusalem. They welcomed Him as a hero and a King. Jesus is a King, but not the kind of king many of the people wanted. Many people wanted a new king for their country. Many wanted a king who would fight the Roman soldiers and chase them from their land.** Hold up a picture of a golden yellow crown. **Many people wanted to crown Jesus as their king.**

But Jesus came for a different reason. He was not the king of Jerusalem. He is our heavenly King, the King of glory. Jesus came to get rid of enemies—that is true. He came to get rid of sin, death, and the devil. Jesus didn’t do it by fighting with iron weapons. Jesus did it by dying on the cross. He didn’t wear a crown of gold. He wore a crown of thorns. Hold up a picture of a crown of thorns. This is easily drawn by making an elongated oval. Then draw a line that curves in and out of the oval. And finally, draw little straight lines all over for thorns. See the illustration in the “Create” section.

Jesus came to save us—to give us salvation! Let’s sing another stanza of the song that tells us that Jesus is the King of salvation. Sing the following new words to the refrain’s melody, and then repeat the original refrain, which was sung earlier. (*P.4.4.1*)

**Sing now, Hosanna to the King of salvation.
Sing now, Hosanna to the King of salvation.**

Hosanna!

(Worship) Teach the children the Sanctus from the liturgy, Divine Service, Setting 3 (*LSB*, p. 195). Introduce the song beginning with the first “Hosanna.” Point out that the song repeats words and phrases in groups of 3. Also point out that these words are taken directly from the Bible. *Note:* The first portion of the song is a little difficult to learn. It is suggested that the teacher (or a song leader or perhaps a guest pastor) sing the opening lines of the Sanctus, and then have the children join in with the “Hosannas” and so forth. This type of solo and response will add drama to the song and will emphasize the chorus of “Hosannas.” (*P.4.4.1*)

Revelation 19:7

(Worship) Open your Bible and read the words of Revelation 19:7 out loud. Have the children repeat the word *exult* after you. Explain, **The word *exult* means that you are so happy that you want to leap up with joy. Let’s practice leaping.** Have the children stand up and, at your direction, jump (leap) into the air.

As the children continue to stand and face you, teach them this chant to use during worship each day, as they echo your words and actions.

Teacher: Let us rejoice . . . (*Give 2 quick claps.*)

Children: Let us rejoice . . . (*Give 2 quick claps.*)

Teacher: and exult . . . (*Jump up.*)

Children: and exult . . . (*Jump up.*)

Teacher: and give Him the glory. (*Raise both arms over head in praise.*)

Children: and give Him the glory. (*Raise both arms over head in praise.*)

Teacher: Let us rejoice (*2 claps*) and exult (*jump*) and give Him the glory (*raise arms*).

Children: Let us rejoice (*2 claps*) and exult (*jump*) and give Him the glory (*raise arms*). (*P.2.1.4*)

Sing Praise

(Worship) Sing to the melody of “Did You Ever See a Lassie.” (*P.4.4.1*)

Shout “Hosanna” and praise Jesus, praise Jesus, praise Jesus.

Shout “Hosanna” and praise Jesus, our Savior and King.

He died on the cross, and He rose up at Easter.

Shout “Hosanna” and praise Jesus, our Savior and King!

Express

SPRING/ANIMALS

Old MacDonald in the Spring



(Circle Time) Point out that in this month of March, we will have the beginning of springtime! **Springtime is a busy time for animals, especially for animals on a farm. Many animals have babies in the spring. Baby animals often have special names. Do you know what we call a baby cow? (Calf) a baby pig? (Piglet) a baby chicken? (Chick) a baby horse? (Foal or colt) How many of you know the song “Old MacDonald Had a Farm”? Let’s sing the song, but let’s use the names of baby animals. Let’s also make our animals sound like baby animals would sound—higher-pitched and squeaky.**



Then change the song, using the melody and new words that praise Jesus. Have the children sing the phrase “He’s our mighty King,” followed by 2 claps. (P.2.1.3)

**Jesus saves us from our sins.
He’s our mighty King! (Clap twice.)
And He died so we might live.
He’s our mighty King! (Clap twice.)
He conquered sin so we can win.
We give our songs of praise to Him.
Jesus saves us from our sins.
He’s our mighty King! (Clap twice.)**



Ride On, Jesus

(Circle Time) This poem is based on the rhythm of “Baa, Baa, Black Sheep.” Read the poem and discuss the questions that follow.

**Ride on, Jesus,
Hear the donkey’s beat.
“Clip, clop, clip, clop”
Go its tiny feet.**

**Wave palm branches, 1, 2, 3.
Raise them high so all can see.**

**Jesus is my Savior who
Gave His life for me and you.**

Ask the children, **How did the donkey’s feet sound?** (Clip, clop, clip, clop) Bring out a wood block and mallet or rhythm sticks for each child.

Say, **Listen carefully. I’m going to make a rhythm that will sound like the donkey’s feet. See if you can make the same rhythm that I do.** Make a variety of rhythm patterns for the children to follow. For an extra challenge, include some patterns that have breaks or rests in them. See how many clip-clop patterns the children can successfully remember and repeat. (P.2.3.1)



Farm Animal Riddles

(Circle Time) Seat the children in a circle. Say, **Listen carefully. I’m going to tell you a riddle. When I’m finished, raise your hand if you know what farm animal the riddle describes.**

I can be gray or brown or sometimes even spotted. I have 4 legs and big ears that stick up when I’m listening. I can make a loud, funny sound called a “bray.” Jesus rode on me when He came into Jerusalem on Palm Sunday. What am I? (Donkey)

I’m usually yellow, reddish brown, or white. I like to cluck. I have feathers. I lay eggs. What am I? (Chicken)

I eat grass and hay. I give milk to drink. I say, “Moo.” What am I? (Cow)

I like to roll around in the mud. I have a curly tail. I run fast when I’m scared. What am I? (Pig)

I can fly and swim. I waddle when I walk. I say, “Quack.” What am I? (Duck)

I like to gallop and run. I have a mane and a tail. People like to ride on me. I’m taller than a donkey. I eat hay and say, “Neigh.” What am I? (Horse) (P.1.8.3)

Sing a Song

(Circle Time) Read the traditional nursery rhyme “Sing a Song of Sixpence.” If the children know it, they may try to sing it also. Then talk about how the rhyme doesn’t make much sense. **I’ve never had a bird pie before! What kind of pies do you like to eat? What happened when the king tried to cut a piece of this pie to eat?** (The birds began to sing.) **Well, that sounds like nonsense. Let’s learn a song that does make sense.** Teach the following song, and sing it to the melody of “Sing a Song of Sixpence.”

**Sing a song to Jesus,
Raise your voices high.
Show Him that you love Him.
Let’s give it a try.
Praise Him with your whole heart
Like the angels sing.
Your song will be beautiful,
For Jesus is your King!**

Then discuss the new words by asking, **Which words in the song rhyme?** (*High* and *try*; *sing* and *king*) **What are some other words that rhyme with *high* and *try*?** (*Good-bye, my, fly, lie, rye, nigh, tie, die, guy*) **What are some other words that rhyme with *sing* and *king*?** (*Wing, thing, ding, fling, cling, ping, ring*) (P.2.3.2)

Our Savior King

(Circle Time) Sing this song to the tune of “If You’re Happy and You Know It.”

**If you know that Jesus loves you,
clap your hands. (Clap, clap.)
If you know that Jesus loves you,
clap your hands. (Clap, clap.)
Jesus is our Savior-King; we will
praise Him as we sing,
If you know that Jesus loves you,
clap your hands. (Clap, clap.)**

Add additional stanzas, changing “clap your hands” to “stomp your feet” (*stomp, stomp*); “give a cheer” (*“Hooray!”*); “turn around” (*turn, turn*); and others of your own creation. (P.4.4.1)

Tell the News

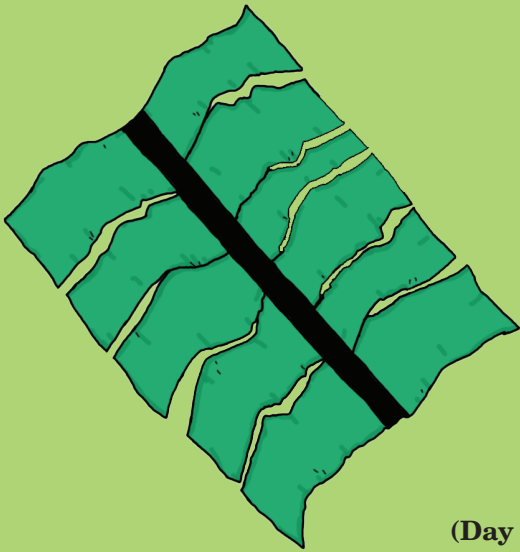
(Circle Time) Say, **The people in the Bible story shouted the message that Jesus the Savior was coming. Today, people would probably use a microphone to tell the good news.** Have the children make pretend microphones by wrapping foil around paper-towel tubes. (You can probably cut each tube in half to make 2 microphones from each.)

Once everyone is ready, let each child stand and pretend to speak into his or her microphone to tell some good things that he or she knows about Jesus. (Each of their statements is praise or a witness.) (P.4.3.5)

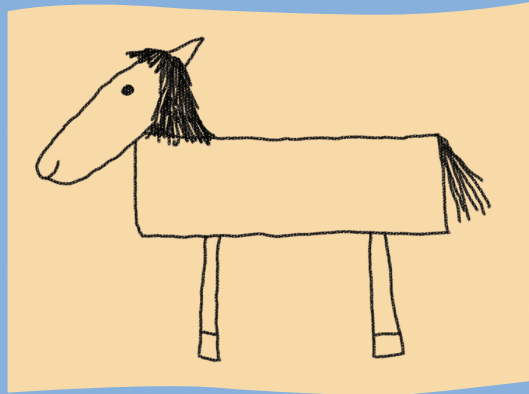


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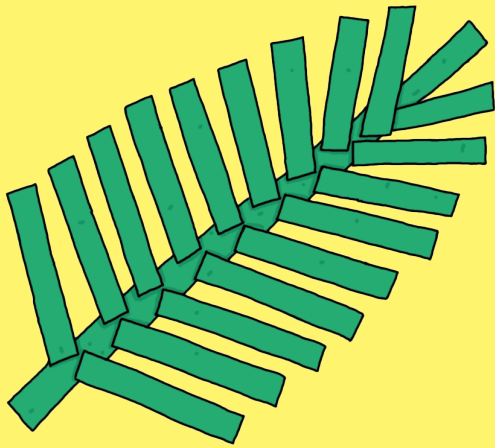
SPRING/ANIMALS



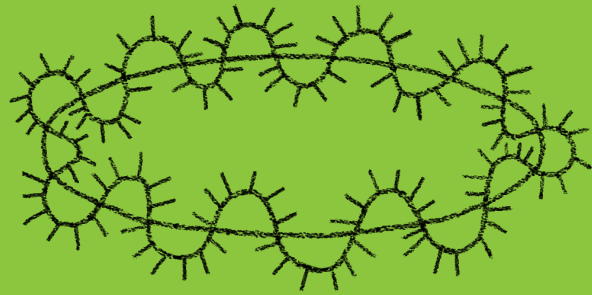
(Day 1)



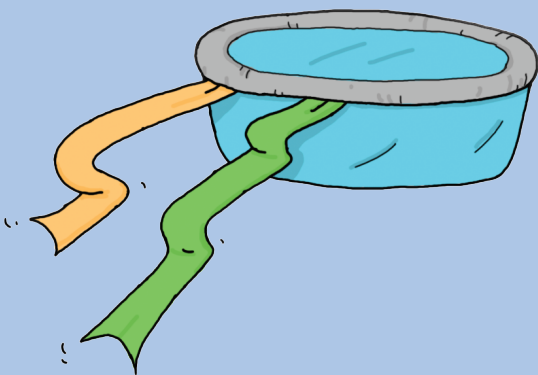
(Day 3)



(Day 4)



(Worship)



(Rhythm Instrument)

Distribute copies of the Palm Sunday Reproducible in the Appendix. Let children add texture to the picture by gluing or taping these objects in place: small green leaves (from a bush) can be placed over the pictures of the palm branches; swatches of cloth can be glued onto the path to represent the cloaks placed there for the donkey to walk on; spread glue on the city wall and sprinkle sand on it so it looks like it is made of stone or adobe; attach cotton balls in the sky for clouds.

Rhythm Instruments

(Art, Movement, Music) Since you will be having several praise parades this week, you may want to make rhythm instruments to add to the celebration. The use of rhythm instruments is an important skill for young children to learn. To ensure a successful experience, establish guidelines for their use before you start. Discuss cues for starting and stopping the sound of the instruments and for putting down the instruments. Use a signal that is unique for the activity and a type of cue that works well for you. For example, you may hold your hands above your head, palms together, as a cue for silence. Explain that silence is an important part of music too, so that everyone starts and stops together.

It is likely that you have a variety of classroom rhythm instruments available, but it is also good for children to use instruments they themselves have made. You might want to begin by exploring the room with your eyes to find objects that can make a sound if you tap them or shake them. Demonstrate by tapping a pencil on a chair leg. Ask children if they can spot other possibilities. (Then either you or that child can find out what sound can be made.) Perhaps bring in kitchen utensils to explore, because they often have interesting sounds when tapped or shaken.

Children can make many types of instruments. Cover round containers (such as oatmeal boxes) with decorated construction paper and use dowels as drum sticks. Attach sandpaper to wooden blocks for sand blocks that can either tap together or slide for a swishing sound. Make tambourines, using plastic ties or yarn to

attach jingle bells securely to sturdy plastic or paper plates. String buttons or macaroni-type pasta on a string and tie the ends to make hand shakers/castanets.

An easily made and easily decorated rhythm instrument is shown on the bottom-left section of the previous page. Fill a plastic margarine tub about $\frac{1}{3}$ full of dry rice or breakfast cereal. The lid can be decorated by wrapping aluminum foil over it or by tracing the lid to make a circle on paper, which can be decorated, cut out, and attached to the lid. Take 2 or more lengths of colorful ribbon and place about 2 inches of the ribbon inside the tub before closing the lid (which will hold the ribbons in place). Seal the lid in place using duct tape. This will make an attractive rhythm instrument with a pleasing sound.

When making instruments, the decorating adds to the joy of the sound. Provide plenty of colored paper, paint, and stickers. Check the local hardware store for colored duct tape; many patterns and colors are now available. It is important to have strong tape to seal any items with loose pieces.

Consider having a praise parade with the instruments as you lead the children to the church sanctuary. Have children set down their instruments, enter the sanctuary reverently to honor God's house, sing several of the Palm Sunday songs learned this week, leave the sanctuary, and return to the classroom with another praise parade. Note that the Easter celebration in a few weeks will also call for more praise parades. So have those instruments ready for that celebration too! (P.4.4.3)



Create

SPRING/ANIMALS

Play Dough Animals

(Sensory) Provide cookie cutters with farm animal shapes for the children to use in the Play Dough Center. Instruct the children to roll out the dough thick and also thin so that it makes thick animals and thin animals. As the children work, talk about the

shapes the animals' bodies have (e.g., pig/circle, donkey/rectangle). Say, **God created these animals with different bodies so they could do different things. The donkey is strong and sturdy and has a wide back so that people can ride on it and so the donkey can pull heavy carts and carry heavy loads.** (P.4.1.1)

Farm Animal Sounds

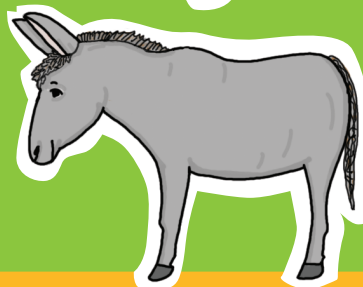
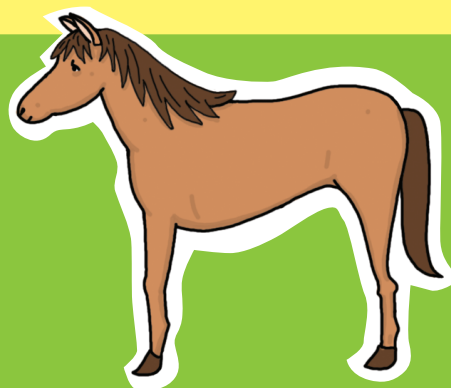
(Sensory) Provide recordings of a variety of farm animal sounds for the children to listen to and identify. Invite children to repeat the patterns they hear with their own voices. **God created these animals and their voices so they could alert other animals of danger and to communicate with their own kind. What are some ways that we use our voices? Let the children respond. How do we use our voices when we worship Jesus?** (We sing, we pray, we speak Bible verses.) (P.1.8.3)

Stuffed Animal Zoo

(Observation, Comparison) Set out a variety of stuffed animals. (If you have children bring them in, be sure to put an identification tag on each.) Provide a picture of the real animal for comparison. Discuss in what ways the toy and the real animal are alike; discuss the ways they are different. Say, **Animals are interesting, and some animals are fun. Only God could make living, breathing animals! Thank God for the interesting animals He created for our world.** (P.1.8.4)

Animal Comparisons

(Science) From the Internet or books on animals, display pictures of horses and donkeys for comparison. Point out that donkeys usually are shorter than horses and their hair is often rougher and scragglier. Donkeys seem to have very large ears in relation to their shorter, stockier bodies. Donkeys are not as fast as horses, but they are good at carrying heavy loads. (For this reason, in ancient times, horses were used by soldiers and rulers and were a symbol of power; donkeys were used as work animals, usually to help poorer people, and were a symbol of peace.) Perhaps because of their shorter, stocky stance, donkeys are quite sure-footed in both rocky and steep areas and are well adapted to desert and hilly areas. (P.1.8.1)



Live Animal Investigation

(Science) Take a field trip to a farm or petting zoo (or have some small farm animals brought to your facility). If possible, include a donkey in the animal group so that the children get a better idea of what the donkey on which Jesus rode might have looked like.

Bring along with you a large pad of paper on which you've written on separate pages the names of the kinds of animals you will see, one animal per page. As the children observe each animal, write down their comments. Ask the following questions about each. Record the children's answers. After the field trip, analyze the data you've collected. Then write a classroom story in which the children describe the animals they saw and share the facts they learned about each creature.

1. Is the animal big or small?
2. What color is the animal?
3. Is the animal covered with fur or hair or feathers?
4. Is its fur or hair rough or smooth?
5. How many legs does the animal have?
6. What does the animal eat?
7. How does the animal move? Does it run, walk, gallop, waddle, or fly?
8. How much does the animal weigh?
9. What do you have to do to take care of the animal? (P.1.8.3)



Farm Figures

(Manipulatives) Collect a variety of farm animal pictures that are drawn to scale. Laminate each picture. Instruct the children to work together to arrange the pictures in order from the biggest animal to the smallest. Then switch the activity so that children arrange the pictures from the smallest animal to the biggest.

Make a photocopy of the pictures you have gathered. Laminate these and cut each into 6 puzzle pieces. Put each original picture with its 6 puzzle pieces into a separate envelope. Label each envelope as to the kind of animal it contains. Children will work with one puzzle at a time as they manipulate the pieces to reconstruct the original picture. Have them place the puzzle pieces on top of the original picture to encourage observation skills and 1-to-1 correspondence. (P.1.5.3)

Corral 'em!

(Manipulatives) In a Block Center, have the children build corrals, explaining these are fenced-in pens. Gather a variety of plastic farm animals, at least 3 of each kind. Have the children sort the animals, placing one type of animal inside each corral. (P.1.5.2)

Numeral Path

(Math) In the Bible story, Jesus followed a path with coats on it. In this activity, children will follow a numeral path. Outdoors, write several numerals on the sidewalk with chalk. Or indoors, use masking tape to make a numeral on the floor. Invite each child to go to one of the numerals and stand on it. Then direct them to do the following movements on their numeral: **Jump the number of times that the numeral says** (i.e., if the child stands on a 4, he or she will jump 4 times). Children move then to the next number; give a different activity such as clap hands and so on. (P.1.2.4)

Explore

SPRING/ANIMALS

Traveling to Jerusalem

(Social Game) In this game, children will travel from “home” (on one side of the room) to “Jerusalem” (on the other side of the room). The traveler who is “it” stands in the middle of the room. The other players call out, “Where are you going?” The traveler may name any place, such as “to the grocery store,” “to the library,” “to a baseball game,” “to the beach,” “to Cleveland,” or “to Grandma’s” (and places can be repeated). But if the traveler says “Jerusalem,” all the children must run to the other side. The traveler tags as many people as possible. Count the number of children tagged. Then choose a new traveler to be “it.” (P.3.4.2.1)

Farm Animal Cookies

(Snack) Have the children wash their hands carefully. On a paper plate, give each child 2 or 3 prebaked sugar cookies cut into farm animal shapes. Place 1 Tbsp. each of chocolate and vanilla ready-to-spread frosting on the edge of each plate. Help the children as necessary to use plastic knives as they spread frosting on their cookies. Before you eat the treat, pray this prayer: **Dear Jesus, thank You for this food and for everything that You give us. Amen.** (P.3.4.3.1)

Animal Talk and Walk

(Social Game) Stand with the children in a circle. Teach the children this rhyme:

Donkey, donkey, how do you talk?

Donkey, donkey, how do you walk?

Ask the children, **How do donkeys talk?** (They bray.) **How do donkeys walk?** (They clop their hooves.) Then say, **Let’s talk and walk like donkeys.** Clop around the circle and give some donkey brays.

Repeat the rhyme, each time substituting a different farm animal, such as a baby chick (peep and tiny steps), duck (quack and waddle), cow (moo and amble), horse (neigh and gallop), sheep (baa and leap), rooster (crow and stretch), pig (oink and tiptoe). (P.3.4.1.6)

Donkey Chow

(Snack) Point out that a donkey eats grass and hay when it travels. **That might be good for a donkey, but it doesn’t sound good to me. Let’s make our own travel mix.**

Set out a bowl of oat cereal (such as Honey Nut Cheerios); a bowl of windowpane pretzels; a bowl of mini marshmallows; and a bowl of raisins. Place a $\frac{1}{4}$ c. measuring cup in each bowl. Provide each child with a sandwich-size sealable plastic bag. Children may take $\frac{1}{4}$ c. from each bowl to place in their bags.

When finished, children may close their bags and shake them to mix up the ingredients. Then travel on a short hike around the room or playground, eating and munching as you go along. This is a great take-along snack when walking or hiking. Before you eat your snack, pray, **Dear God, thank You for all the foods that You give us to eat and enjoy. Amen.** (P.3.4.3.2)



Relate