



Teacher Guide

Preschool A

A LOOK AT YOUR ROLE

You Are Part of Something Big!

Christian schools are “workshops in Christian living,” where discipleship is practiced as lessons are taught, relationships are established, and the issues of everyday life are experienced. The One in Christ curriculum focuses on Christ. As a teacher of the faith, you have the privilege to tell the Good News of Jesus, our Savior, who lived, died, and now lives again, offering us forgiveness for our sins, a clean slate, and a happy home with Him in heaven. When this is emphasized in the Jesus Time lessons, the text will be blue. The goal of these materials is to help students grow in discipleship as they study God’s Word and apply the Bible truths to their lives. The materials have been developed to teach Bible stories in chronological order yet correspond closely with typical early childhood thematic units, with the understanding that the classroom environment *is* the curriculum.

Using the Teacher Guide

There is one Teacher Guide for each month of the year. You will be building up a library of Teacher Guides for your curriculum. To help you identify and organize the four quarters, the covers are color-coded. The pages are three-hole punched in case you would like to place each month or quarter in a separate binder. The pages are also perforated so you can take out individual weeks or lessons to place in file folders. Or you may keep the guides intact to store on your bookshelf.

Each month will have four weeks of lessons for four days per week. And each quarter will have one bonus lesson because of variations in schedules and calendars. You will find that there is an abundance of ideas. This provides you with the freedom to pick and choose what works best for you and your students. The first page of a weekly plan gives you an overview of the week. This is followed by two pages of ideas for each of the four days of Jesus Time lessons. Note that each activity has a heart icon. To keep track of the activities you choose, you can put a cross inside the heart. Any ideas that are not marked can be used at the end of the week if you need more ideas, or can be saved for another year.

The key point to repeat throughout the week is at the top of the right-hand lesson pages. The second main section of each weekly portion of the guide provides Circle Time and Center ideas on the monthly theme. Though independent of your Jesus Time, connections to our faith are made to show children that Jesus is a part of everything in our day. These activities help children to Express (language development), Create (artistic expression), Explore (science and math development), and Relate (social activities and physical development).

Take note of the numbers in parentheses at the end of each activity. These numbers relate the activity to an early childhood curriculum standard. Reproducible copies of these standards are found in the Administrator Guide for this curriculum. The standards are based on a compilation of state and national preschool standards.

Student materials consist of a packet of Family Letters. They illustrate the story and include a section for the children to color, emphasizing a key concept of the lesson.



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NEW TESTAMENT

Unit 7—March—Easter

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FROM THE EDITOR: A LOOK AT THIS MONTH

The front cover shows three children hunting for Easter eggs. You can sense the thrill of discovery and the delight when an egg is found! You can feel the joy of a spring morning, when new life abounds. After a dormant winter, the power of sprouting plants and budding flowers bursting from their earthen tomb is amazing and beautiful. Even more amazing and thrilling is the joy of that first Easter morning, when Jesus burst from His stone tomb. Jesus is more powerful than death itself!

Your students are just beginning to learn the Easter symbols we love. They may not make the connection that a wobbly, rolling Easter egg reminds us of the stone that rolled away from Jesus' tomb. They may not even know that a chick bursts from its egg "tomb" to life. But we expose them to the images and start the learning. They can begin to sense our Easter joy and the magnitude of what this means for our lives now and for eternity. With a childlike faith, they can know that Jesus is more powerful than anything, even death. Here are a few things to keep in mind as you teach from this guide:

- Feel free to first teach a song and add the actions later if it's too challenging for the children to do it all at once. We encourage you to repeat the same songs throughout the week so the children successfully learn them.
- Teach students the Invocation as the beginning of each Worship Time. The words can become an important part of your classroom worship routine. Tell your students that you are starting your Worship Time in the same way that Worship Time begins at church. Echo prayer sections to be repeated are indicated with slashes.
- Remind students to wash their hands before making any food.
- Leave the cupettes out during Play Time so students can reenact the Bible story throughout the week. They may be a nice addition to the Block Center.
- Remember that process is more important than the finished product. Although we may suggest how a project can be completed, there is not one right way to make it.
- Make adjustments according to the needs of your children. We provide you with many ideas. Pick, choose, and adapt for what works best in your classroom. Think of this resource as a guide, not a prescription. As you view the Materials List, consider that you may not need everything, depending on which activities you choose. Also, the materials needed for the thematic portion of the lesson are not included.
- Throughout the lessons, you will see "The Basics" as an item on every Materials List. We assume that you will always have on hand the following items: a Bible, the *Little Ones Sing Praise* songbook (*LOSP*), the *Lift Little Voices* songbook and CD (*LLV*), markers or crayons, scissors, a stapler, transparent tape, and a CD player. Other optional materials are suggested. *The Story Bible* (hardback version) and *Lutheran Service Book* (*LSB*) are often mentioned. Some resources may become unavailable after this publication. Search the Internet for new or similar resources that could replace these, if necessary.

Individualizing Instruction

To minimize children touching one another during a large group activity, give each child something to hold. Some children may like to hold a soft, squeezable, smooth, or heavy item. If a student is holding something desirable, he or she will not want to put the item down. If hands are full, students are less likely to touch others. The following items can keep wandering hands occupied: a smooth rock, a small piece of cloth, a bean bag, a tube sock filled with rice and secured at the end, a favorite small toy, a toy that shakes gently, large beads on a string, or a picture related to the group activity.

JESUS RIDES INTO JERUSALEM

MATTHEW 21:1-11

Discovery Points

Law: Sometimes, you don't appreciate who Jesus is and don't worship gladly.

Gospel: Jesus is your King of kings, the Lord of heaven and earth, who has saved you from your enemies—sin, death, and the devil.

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

Background

"I love a parade!" There are the marching bands, cheering crowds, clopping horses' hooves, colorful floats, glittering costumes, waving flags, fragrant flowers, the sun's warmth, and the fruity flavors of a snow cone.

Today, parades are held to commemorate special days and to honor special people. This was also so in Bible times. In Rome, parades were held to show appreciation for conquering soldiers and emperors. To welcome conquering heroes and to symbolize public approval, Jews also held parades. While floats and marching bands were not a part of these parades, palm branches were. The date palm tree in particular was considered a royal tree used to symbolize victory. Both Jews and Romans waved palm branches to hail their heroes.

On the first Palm Sunday, a parade was held for Jesus as He entered Jerusalem. In this celebration, our Lord rode a donkey. Cheering crowds lined the road, waving and spreading palm branches to honor Him. The people on that day believed that Jesus had come to Jerusalem to rescue them from Roman oppression and to be their earthly king. We know that Jesus came to Jerusalem for a much greater reason: to save all people from their sins and to conquer sin, death, and Satan for us.

This week, help your preschoolers realize that they have the greatest reason to celebrate: Jesus is *their* Savior and King! Jesus died and rose for them so that, through faith, they have forgiveness and a new, eternal life. Jesus did this because He loves us. In love and gratitude, wave your palm branches, parade, worship, and praise Jesus for all that He has done and continues to do for you! May each day be a new day to worship our King! Every morning, we can pray, "Restore to me the joy of Your salvation" (Psalm 51:12).

Bible Words

Great is the LORD, and greatly to be praised. Psalm 145:3

Week 27

Letter of the Week: K

Day 1 Materials

- The Basics
- Zippy puppet (CPH)
- Story bag (e.g., paper lunch sack)
- *Optional:* Bible Story Figures: Jesus and donkey from the Plastic Bible Figures Set (CPH)
- Pictures of Jesus and of a donkey and a colt
- Green construction paper palm branch, 1 for teacher or 1 for each child
- Small wooden cross

Day 2 Materials

- The Basics
- *Jesus Enters Jerusalem* (CPH)
- Zippy puppet (CPH)
- *Optional:* Palm branches for each child
- *Optional:* Album *Platinum Praise* by Tommy Walker

Day 3 Materials

- The Basics
- Newspapers or other protective covering
- Long sheet of paper for banner
- Washable green tempera paint
- 2 or 3 large trays
- 2 36-inch thin dowel rods
- Masking tape
- Reproducible 27, 1 per child
- Church Photo Card Set (CPH)
- *The Story Bible* (CPH)

Day 4 Materials

- The Basics
- Zippy puppet (CPH)
- Praise banner made earlier in week
- Rhythm instruments or palm branches



Before class, place inside the story bag the Jesus puppet or figure, the picture of a donkey and colt, a precut green construction paper palm branch, and a small wooden cross. If desired, cut a palm branch for each child.

Zippy: Hi, friends! Boy, oh, boy, am I excited today! (*Jumps up and down*)

Teacher: Why are you so excited, Zippy?

Zippy: I'm excited because I'm going to a parade!

Teacher: Going to a parade *is* very exciting, Zippy. (*Turns to students*) Boys and girls, raise your hand if you have ever been to a parade. What are some things you saw in the parade? (*Lets students share, such as fire trucks, ambulances, tractors, floats, marching bands, clowns, and balloons*)

Zippy: I wonder what I'm going to see at my parade. I hope that it's fun.

Teacher: I'm sure you'll have a great time, Zippy. We will look forward to hearing all about it. (*Puts Zippy down*) Our story from the Bible today is about a parade too. Many people came to see this parade. Listen carefully to find out who was in the parade and what the people did who were at the parade. (*Brings out Bible and the story bag, begins to tell the story*)

Early on the Sunday morning before the first Easter, Jesus and His disciples were walking to Jerusalem. Let one of the children take the Jesus figure out of the story bag. Show it to the children, and move the figure as appropriate in the storytelling.

It was a very busy time because many other people were on their way

to Jerusalem to celebrate the special time of Passover. At the Feast of the Passover, people ate special foods that reminded them of how God had led His people out of Egypt many, many years before. Jesus and His disciples were going to Jerusalem to celebrate Passover too.

Let one of the children take the donkey and colt picture out of the story bag. Show it to the children. **Before Jesus and His disciples reached Jerusalem, they stopped at a place outside of the city. Jesus told two of His disciples, "Go into the town in front of you. Immediately, you will find a donkey tied up with her colt, her baby donkey. Untie the mother and her colt and bring them to Me. If anyone asks you what you are doing, say, 'The Lord needs them.' The person will send them at once."**

Jesus could have just walked into Jerusalem without the donkey and colt. But long before Jesus was born to Mary and Joseph, a man named Zechariah had told God's people that their Savior would come into Jerusalem riding on the colt of a donkey. So Jesus did what the prophet said.

The disciples did just what Jesus told them. They brought the donkey and the colt to Him. They laid their coats on the colt, and Jesus rode on it into Jerusalem. Hold the Jesus figure with the colt picture. Move them as if Jesus is riding on the colt. **When the people heard that Jesus was coming, they laid their coats and some long palm tree branches on the road to honor Jesus.**

✦ ✦ ✦ God's People Praise Him ✦ ✦ ✦

Let one of the children take the palm branch out of the story bag. Select another child to wave the palm branch up and down as you continue the storytelling, or give one to each child. **As Jesus passed by, some people waved more palm branches. People called out to Jesus, "Hosanna in the highest!"** The word *Hosanna* means, "Save us!" The people hoped that Jesus had come to Jerusalem to save them from the Roman soldiers.

Jesus came to Jerusalem to save the people *not* from the Roman soldiers, but from their *sins*. Very soon, Jesus would die on the cross to save all people from their sins. Let one of the children take the cross out of the story bag. **Then Jesus would come alive again to be our King of heaven and earth forever.**



Ask, **What does it mean to praise someone?** (To say good things about them, to cheer for them, to honor them for something good that they did) Say, **As Jesus rode into Jerusalem, the people praised Him. What was the special word the people said as they praised Jesus?** (Hosanna) **The word *Hosanna* means "Save us!" Why do we praise Jesus?** (He saved us by dying on the cross and rising again. He loves us and cares for us always.) **Let's say a cheer to praise Jesus, our Savior.** Place the students in pairs, with partners standing back-to-back. Practice slowly, adding the words after they are successful with the turning motion. To simplify the activity, just use the words without actions. Use the music from the album *Toddler Bible Songs* by CedarMont Kids or another source, if desired.

Ho, Ho, Ho, Hosanna! (*Partners turn and face each other. Tell them to look at each other.*)

Ha, Ha, Ha, Hallelujah! (*Partners turn so they are back-to-back again. Say, "Turn around."*)

He, He, He, He saved me! (*Partners turn and face each other.*)

I've got the joy of the Lord! (*Each person gives a clap.*)



Seat the children in a circle. Sit in the circle with the children. Say, **We have many, many reasons to praise and worship Jesus. Clap and cheer after I name some of them.** Lead the children in cheering after you say the following blessings: dying on the cross for us, saving us from our sins, coming alive again for us, conquering the devil, hearing us when we pray, helping us not to sin, forgiving our sins, loving us, helping us love and serve others, healing us when we are sick, being with us all the time.



Bring out the Arch Book *Jesus Enters Jerusalem* by Jane L. Fryar. Say, **Yesterday, we heard the Bible story of when Jesus came to Jerusalem on Palm Sunday. Let's see what you remember about the story. I'm going to show you some Bible story book pictures, but I'm not going to read the story's words. Instead, I want you to look at the pictures and tell me what is happening in each scene.**

Beginning with pages 4 and 5, show each two-page picture spread of the Arch Book, and have the children describe the action in each scene. Ask leading questions to the children as necessary, such as, **What is Jesus doing? Where are the disciples (and Jesus, people) going?** (To Jerusalem, to celebrate the Passover) **Why did Jesus need a donkey?** (To ride it into the city like the Bible said He would) **Why did the people praise Jesus?** (He is their King, the one who will save them.)

When you reach pages 18 and 19 (where Jesus is thinking ahead to His coming crucifixion), help the children understand that this picture shows what Jesus is thinking about. Ask them, **What do you see in the picture of Jesus' thoughts?** (A cross) **Why was Jesus thinking about a cross as He rode into Jerusalem?** (In just a few days, Jesus would suffer and die on the cross for our sins.) Continue, **That's why Jesus came to Jerusalem. He didn't come**

so the people could hold a parade for Him. He came to Jerusalem to be our Savior. Jesus died on the cross to save us from sin, death, and the devil. On the third day after He died, Jesus came alive again. Jesus lives forever as our Savior and King. That's why we worship and praise Him.

Read the text in the Arch Book on page 19 and 20 to the students. Then say, **We love Jesus. We are so thankful that He came to die for our sins. We are joyful that He rose from the dead and lives forever for us. Let's praise Jesus, our Savior, Lord, and King!**

Repeat the "Ho, Ho, Ho, Hosanna Cheer" from Day 1, or let the children use classroom instruments or wave pretend palm branches to the song "That's Why We Praise Him" by Tommy Walker, which can be found on many worship CDs. Before starting, teach the children the words "Cause He gave His everything." And "Halle-hallelujah." Sing "Hello, Everybody" (*LOSP*, p. 7). Use the following stanzas to connect to the plant theme.

1. If you like palm trees, stand up. If you like tulips, stand up. If you like oak trees, stand up. If you like daisies, stand up. (*Hold up pictures of the various tree and flower species that you use.*)

2. If you climb tre-es, stand up. If you rake lea-ves, stand up. If you pick apples, stand up. If you plant tre-es, stand up. (*Use actions.*)



Zippy: *(To the children)* Hi, everybody! What are you guys cheering about?

Teacher: Boys and girls, tell Zippy why we were cheering. *(Leads the children to tell that they've been cheering to praise Jesus like the people did on Palm Sunday)*

Teacher: *(To Zippy)* Did you hear a lot of cheering at the parade you went to, Zippy?

Zippy: *(Quietly)* Yes, I guess so.

Teacher: Zippy, you sound kind of sad. What's wrong? Didn't you like the parade?

Zippy: Well, everything started out okay. I saw lots of fire engines, and there was a band and some floats. And then I saw one of my friends, and we sat down on the sidewalk. We started to play with some toy cars he had in his pocket . . . and then I got into trouble.

Teacher: *(Gently)* What kind of trouble?

Zippy: Well, about that time a person being honored in the parade came driving by in a pretty red car. Everyone started to clap for that person and wave lots of flags. Mom and Dad kept telling me to stand up and clap too. But I was too busy playing with my friend and didn't listen. On the way home, Mom said that person in the parade was a soldier who was being honored for saving some other soldiers who had been in danger. She said she was disappointed that I didn't stand to honor that soldier.

Teacher: What happened then, Zippy?

Zippy: I told Mom and Dad that I was sorry. Then Mom hugged me and said that she forgave me. I'm going to draw a picture and send it to the soldier to thank him for what he did.

Teacher: I think that would be a great way to recognize and respect that soldier, Zippy.

Zippy: I'm going to go and get started on my picture right now. I'll see you later. *(Zippy exits)*

Turn to the students, and continue, **People like soldiers and firefighters and police officers are very brave. They sometimes have to save other people from danger. We honor people who do brave things to help others. We thank them and might even cheer for them.**

Jesus, our Savior, did the bravest thing ever for everyone in the whole world. Jesus died on the cross to save us from sin, death, and Satan. Those are the greatest dangers and enemies we will ever face. But Jesus conquered them all for us. At worship, we praise, honor, and thank Jesus for saving us.

Sometimes, though, we don't praise and worship Him when we have the chance. Maybe during our Bible lesson here at preschool, we don't pay attention. Maybe at church we don't listen and we play around or make a lot of noise. Maybe we keep asking Mom or Dad when we can go home because we don't really want to sit there.

When we don't worship Jesus with joyful, happy hearts and when we forget all that He has done for us, we can ask Jesus to forgive us. He loves us and helps us thank Him for saving us from our sins.



Say, **Jesus died and rose to save us from our enemies sin, death, and the devil.** Ask, **What can we do to show Jesus that we are thankful for all that He does for us?** (The Holy Spirit helps us to joyfully worship and praise Jesus, our Savior and King.) **Zippy told us that he was planning to draw a picture to send to the soldier he saw in the parade to thank him. Let's make a big picture called a banner to tell Jesus "thank You" for saving us from our sins.**

Spread newspapers on the floor or on a large table in your classroom. Spread out a large, long sheet of butcher paper on top of the newspapers. Across the center of the banner paper, use a

colorful marker to print "We praise and thank You, Jesus!" Next, pour a thin layer of green tempera paint on two or three large meat trays placed very near the banner. Have the children take turns to place one hand, palm side down, into the paint until the palm and fingers are lightly coated with the paint. Have them make a palm print somewhere around the banner message. Print each child's name under his or her handprint. Carefully clean off the children's hands.

When the paint has dried on the banner, tape a dowel rod on each end of the banner so that it can be carried like a banner in a parade. You can use this banner as a part of a "praise parade" for Jesus (as explained on Day 4).



Seat the children at tables. Hand out Reproducible 27, already folded in booklet form. Provide crayons for the children to color the pictures on their story books. Then read the booklet to the children, encouraging them to turn the pages and follow along in their own booklets as you read.

After reading the story, you can instruct older children to turn back to page 1. With a pencil or crayon, have each child find and circle the two letter *Ks* found on the first page. Then direct them to find and circle the letter *K* found on page 2 as well as the two found on page 4. Say each of these *K* words to the children, accentuating the /*k*/ sound as you say the word. Have the children repeat each word after you. End the activity by rereading the sentences found on page 4 of the booklet: "Jesus lives forever. He is our Savior and **King of kings!**" Teach the song "Let Us Sing for Joy!" (*LOSP*, p. 105). In keeping with the lesson theme, substitute the word "King" for "Friend" in stanza 4.

✦ ✦ ✦ God's People Praise Him ✦ ✦ ✦



Show the photo of the child who scribbled in a hymnal from the Church Photo Card Set. Ask the children to describe what is going on in the picture. Ask, **Why is what the girl did wrong?** (Such an action ruins a book that is meant for another purpose. The child is not listening or paying attention.) Now, show the photo cards of the happy family in the pew and the children smiling and looking up at the pastor. Ask, **What is different about the children in these pictures?** (In these pictures, the children are happy to be with their family at God's house to worship Jesus. They are listening and learning about Jesus.)

Let's talk to Jesus in prayer right now and thank Him for being our Savior and our King. Let's ask Him for help to respect and honor Him. Repeat each phrase in the prayer after me:

Dear Jesus, / You are our hero! / Thank You for being so brave and loving / that You died and came alive again / to save us from our sins. / Help us to want to worship / and praise You every day. / In Your name we pray. Amen.



Use this song to review the story facts. Show the children "The Triumphal Entry" story and picture on pages 389–391 from *The Story Bible*. Sing it to the tune of "Oh! Susanna":

Oh, the Lord rode on a donkey (*Gallop in place or around the room.*)
Into Jerusalem.
"Hosanna, Son of David!"
The people cried to Him.

Refrain:

Ho-ho-sanna, Hosanna now we sing. (*Clap throughout.*)
For our Savior, Jesus Christ has come,
Our great and mighty King.

Oh, the Lord went to the temple (*Walk in place or around the room.*)
Into Jerusalem.
"Hosanna, Son of David!"
The children cried to Him.

Refrain



Seat the children in front of you. Use this activity to help review the Bible story facts that you have studied for the past three days. Say, **I'm going to read some sentences to you about the Bible story when Jesus rode into Jerusalem. If the sentence I read is true and really happened, stand up. If the sentence I read is not right, stay seated. Let's practice before we begin. Here's the first sentence: Jesus is our Savior and King.** (The children should all stand.) **Yes, you are correct! Jesus is our Savior and King. Good listening! Now let's start our story review.** Note that the children should sit back down after each response. If this is too complicated for them, simply let them nod their heads and answer yes or shake their heads and answer no.

- **Jesus and His disciples were walking to the grocery store.** (*Stay seated.*)
- **Jesus and His disciples were walking to Jerusalem.** (*Stand up.*)
- **Jesus sent one hundred of His disciples on ahead to bring Him a donkey and a colt.** (*Stay seated.*)
- **Jesus sent two of His disciples on ahead to bring Him a donkey and a colt.** (*Stand up.*)
- **The two disciples brought Jesus a dolphin to ride on.** (*Stay seated.*)
- **The two disciples brought Jesus a donkey and a colt to ride on.** (*Stand up.*)
- **The people along the road spread their hats on the road for Jesus.** (*Stay seated.*)
- **The people along the road spread their cloaks on the road for Jesus.** (*Stand up.*)
- **The people waved Christmas tree branches to praise Jesus.** (*Stay seated.*)
- **The people waved palm tree branches to praise Jesus.** (*Stand up.*)
- **The people wanted Jesus to be their king.** (*Stand up.*)
- **The people shouted "Go, [your favorite sport's team]!" to Jesus.** (*Stay seated.*)
- **The people shouted "Hosanna!" to Jesus.** (*Stand up.*)
- **Soon after Palm Sunday, Jesus would die on the cross and come alive again to save us from our sins.** (*Stand up.*)

Close by singing "Do You Know Who Died for Me" (*LOSP*, p. 93). Add this fifth stanza to the song: **Do you know who is my King? Jesus is; Jesus is. Lovingly He is my King. Yes, He really is!** Yes, your students know the story facts.

✦ ✦ ✦ God's People Praise Him ✦ ✦ ✦



Sing to the tune of "London Bridge":

On a donkey, Jesus rode, Jesus rode, Jesus rode. (*Bob up and down as if riding a horse.*)
On a donkey Jesus rode to Jerus'lem.

Tall palm branches people waved, people waved, people waved. (*Clench hand as if holding a palm branch and wave hand high.*)

Tall palm branches people waved in Jerus'lem.

"Save us, Lord!" the people cried, people cried, people cried. (*Cup hands around mouth as if shouting.*)

"Save us, Lord!" the people cried in Jerus'lem.

We praise Jesus every day, every day, every day. (*March around the classroom and clap to the beat of the song.*)

We praise Jesus every day. He's our Savior!



Zippy: Hi, friends! What are you up to today?

Teacher: Hi, Zippy! We've been reviewing the Bible story about when Jesus rides into Jerusalem. What have you been up to today?

Zippy: Mom and I just came back from the post office. I mailed the picture that I drew to the soldier from the parade.

Teacher: So what did you draw on your picture, Zippy?

Zippy: I drew a picture of the soldier riding in the red car in the parade. At the bottom of the picture, my mom helped me write the words "Thank you."

Teacher: That sounds like a great picture, Zippy. What a nice way to say thank you to the soldier! The boys and girls made a thank-you picture too. They made a thank-You picture to Jesus.

Zippy: Wow! Can I see it?

Teacher: Sure. (*Directs several students to get the praise banner; reminds the children to carry it carefully by holding the poles on the ends of*

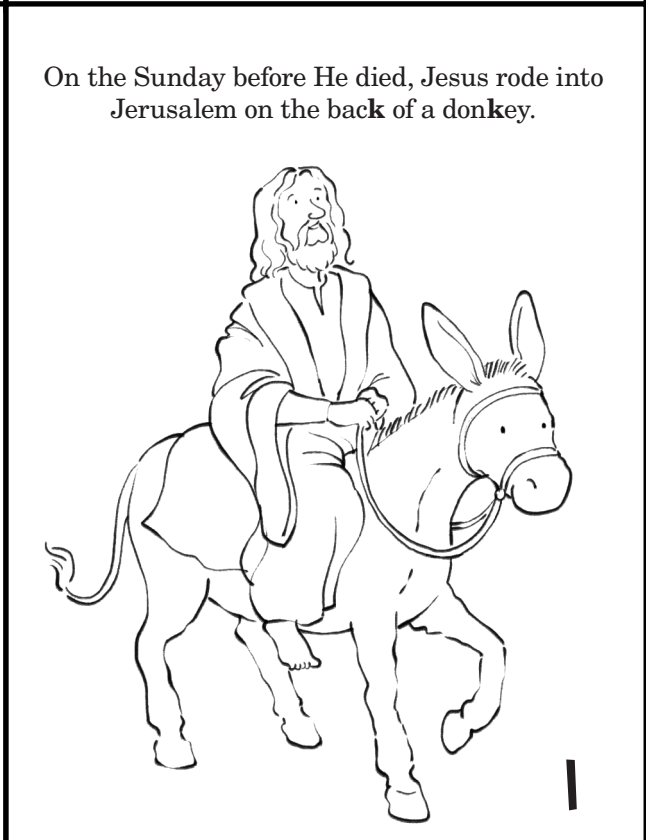
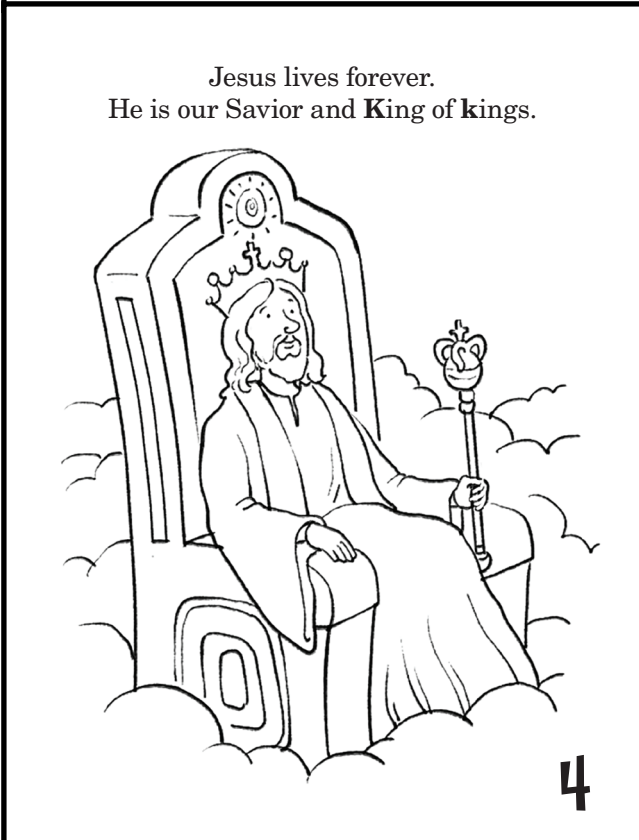
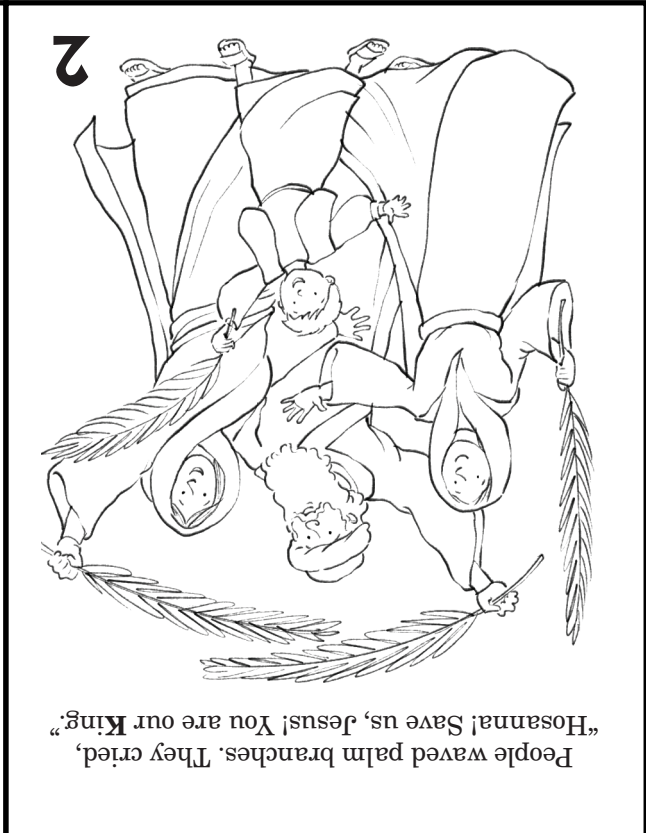
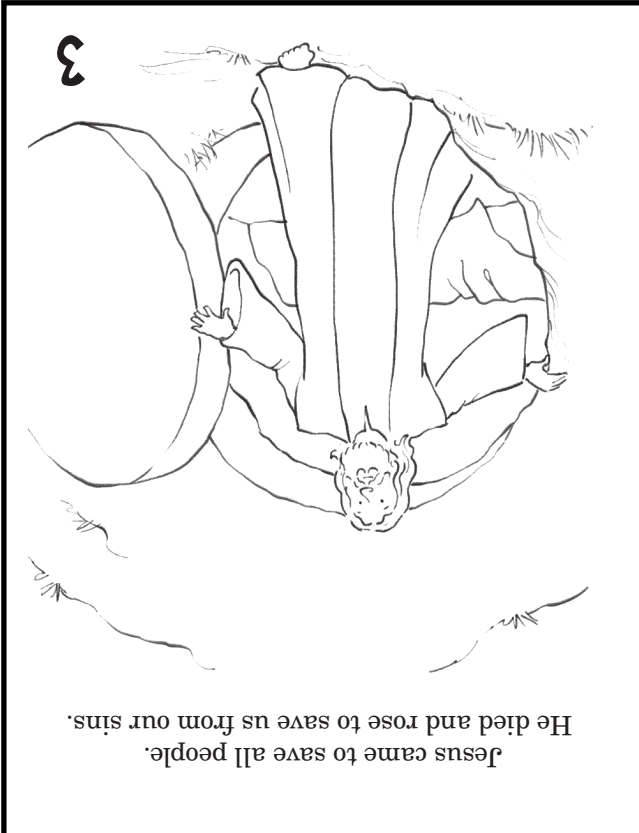
the banner straight and steady and by walking slowly. When the banner is in front of the children and Zippy, continues.) Our banner says, "We praise and thank You, Jesus!" Boys and girls, why do we worship, praise, and thank Jesus? (**We worship, praise, and thank Jesus because He has saved us from our sins.**)

Zippy: It sure sounds like Jesus is the greatest hero ever! Why don't we have a parade for Jesus?

Teacher: Zippy, what a great idea! We can have a parade for Jesus because He is our Savior and King. Boys and girls, let's get ready for our parade!

Select two children to carry the banner at the head of your parade. Invite other children to get a rhythm instrument or palm branch craft that they've made throughout the week. (See the "Create" section for more ideas.) Line up the rest of the class behind the banner. March around the classroom (or down the hallway), and praise Jesus as you sing one of the Bible story songs you've learned this week or "March On, Little Donkey" (*LLV*, p. 26).

Palm Sunday Book



EASTER, PLANTS

Our King of Kings



(Worship) Sing “Jesus Loves Me, This I Know” (*LOSP*, p. 42). Give the children green crepe-paper streamers to wave as they sing the refrain of the song. To reinforce this lesson’s theme, change the last phrase of the refrain to “He is our King of kings.” (P.4.4.1)

Bible Verse Litany

(Worship) **Teacher:** Great is the LORD,

Children: Great is the LORD,

Teacher: and greatly to be praised.

Children: and greatly to be praised.

Teacher: Psalm 145, verse 3.

Children: Psalm 145, verse 3.

Teacher: Great is the LORD, and greatly to be praised.

Children: Great is the LORD, and greatly to be praised.

Teacher: Psalm 145, verse 3.

Children: Psalm 145, verse 3. (P.2.1.4)

Jesus Is Our King

(Worship) Sing to the tune of “Row, Row, Row Your Boat.” Change dynamics and tempo.

Clap, clap, clap your hands; joyfully we sing!
Praise Him loud, and praise Him strong; Jesus is our King!

Stomp, stomp, stomp your feet; joyfully we sing!
Praise Him loud, and praise Him strong; Jesus is our King! (P.4.4.2)

That’s Why We Praise Him

(Worship) Review some blessings—reasons to praise and worship Jesus. Stand in the center of the circle. As you say the following rhyme, close your eyes, turn around in the circle, and hold out your index finger like a pointer.

Let’s praise Jesus! Hooray! Hooray!

For what can we praise Jesus today?

Stop spinning and open your eyes to see at whom you are pointing in the circle. Ask this child, [Child’s name,] **for what can we praise Jesus today?** When the child mentions something, invite him or her into the circle with you. Encourage the children seated in the circle to repeat after you:

Let’s praise Jesus! Hooray! Hooray!

Thank You, Jesus for [insert idea child named] today!

Let the child return to his or her place. Continue with the activity until everyone has had a turn to come to the middle of the circle and mention an idea. (P.3.2.6)

Praise Jesus Bag

(Circle Time) Fill a tote bag with the following items: a box of crayons, a Bible, several different kinds of musical instruments, a picture of children singing, a dish towel, and a broom. Bring the items out of the bag individually. As you bring out each item, ask, **How we could use this (box of crayons) to praise Jesus?** (The crayons could be used to draw a picture that shows something great Jesus does for us. They could be used to make a get-well card.)

Emphasize that when we serve Jesus, we’re giving Him glory and praise. Help the children see that we can worship Jesus in all the things that we do, in all the different places we go. (P.1.1.3.2)

Express

EASTER, PLANTS

Gonna Plant a Little Seed

(Circle Time) Seat the children cross-legged in a circle. If possible, sit cross-legged in the circle with them. Do this echo pantomime. The children will repeat each line of the chant along with the action.

Gonna plant a little seed.

Here's what to do.

First, you take a little seed. (*Pretend to pinch seed between thumb and index finger.*)

Put it in some dirt. (*Cup left hand, pretend to put seed into cup [dirt].*)

Tap the dirt down hard. (*Tap right hand fingers on left-hand palm.*)

Then you add the water in. (*Cup left hand, pretend to pour water in with right hand.*)

Oh, it looks good. (*Nod head and smile.*)

God will send the sunshine. (*Make circle shape with hands; hold over head.*)

God will make the seed sprout. (*Place hands together, then open with palms up.*)

God will make the plant grow tall. (*Stand up and stretch to the sky.*)

Isn't God great?! (*Nod head and smile.*)

After the rhyme, ask the children, **What plant did we hear about in today's Bible story?** (The palm tree) **God helped the palm trees grow tall so that the people could use their branches to praise Jesus.** (P.2.1.4)



I'm a Little Palm Branch

(Circle Time) Sing to the tune of "I'm a Little Teapot":

I'm a little palm branch, tall and straight. (*Stand tall and straight.*)

Swaying on a palm tree, here I wait. (*Sway back and forth as you stand tall and straight.*)

Suddenly I'm cut, and here I go. (*Make a chopping motion with hand in air.*)

I'm prai-sing Jesus to and fro. (*Open arms wide and sway back and forth.*)

After the rhyme, ask, **How did the people on the road to Jerusalem use the palm branches to praise Jesus?** (The people waved them back and forth to honor Jesus as He rode on the donkey into Jerusalem.) (P.4.4.1)

Green Walk

(Circle Time) Take the children on a walk around your facility, and help them search for all things green. If you have growing plants, take some extra time near these and talk about their leaves and other green parts they may have. Thank God for the growing life He places around us and for the growing faith He places in us so we can joyfully worship and praise Jesus, our Savior. (P.1.8.1)

Praising Hands Finger Play

(Circle Time) Walk, walk, walk. Jesus and His friends walked. (*Walk right index and middle fingers across left palm.*)

Go, go, go. Jesus said, "Go get a donkey." (*Point outward with right index finger.*)

Bump, bump, bump. Jesus rode the donkey to Jerusalem. (*Lightly pound left palm with right fist up and down.*)

Wave, wave, wave. People waved palms to praise Jesus. (*Wave left hand back and forth.*)

Pray, pray, pray. We fold our hands to praise and thank Jesus. (*Fold hands.*) (P.2.1.4)

Three Blind Mice

(Nursery Rhyme) Clop, clop, clop.
Clop, clop, clop.
The donkey walks.
The donkey walks.
He carried our Lord; it was Palm Sunday.
The people praised Jesus along the way.
The cute little donkey began to bray.
Clop, clop, clop.

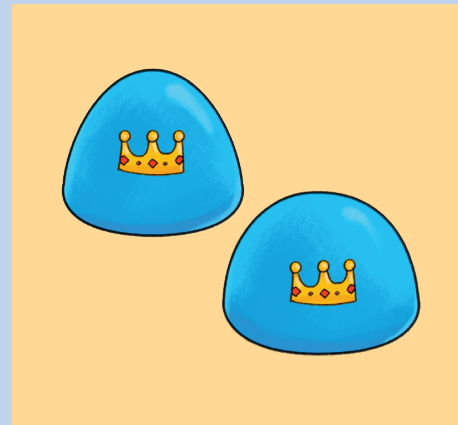
For an activity, work with the children to think of words that rhyme with *clop*. Chop, drop, flop, hop, mop, pop, and top are all words that the children can also illustrate with movements. (P.2.3.2)



I Had a Little Nut Tree

(Nursery Rhyme) I had a little palm tree.
It had leaves of green.
Its branches were lovely,
The longest I've seen.
The King of kings—Jesus—
Came to town today.
And all for the sake
Of sins to take away.
I cut off some branches
And waved them up high,
And all the kids in the town
Praised God with a cry.

Ask, **What did the people and children cry (shout)?** (Hosanna! Lord save us!) **Jesus saves us from our sins.** For an activity, cut out 4 different sizes of palm branches from green poster board. Ask the children to compare the 4 branches. Ask, **Which branch is the shortest? the tallest? the widest? the narrowest? Which has the most leaves? the fewest leaves?** (P.2.3.2)



Egg Concentration

(Writing) To make the concentration game, open up 8 plastic Easter eggs that open into 2 halves, identical in size and color. Adhere a sticker or small picture of things that begin with the letter *K* (e.g. kite, koala, kitten, key, kangaroo) to the inside bottom of each egg half. There should be 2 identical stickers or pictures of each item. Be sure to include *king* as 1 of your choices. Turn the egg halves over, and mix them up. Then, place them in 4 rows of 4 eggs each (or fewer, to simplify the game).

To play the game, 2–4 children at a time take turns turning over an egg half and then another egg half to find a match. If a match is made, the 2 egg halves are removed from play. If there is no match, the egg halves are turned back over and returned to their original positions. As the children turn over each egg half, they should say the *K* word that is shown on the inside picture (sticker). At the end of the game, show the “king” egg halves once more. Ask, **Who is our King of kings?** Remind the students that Jesus is our King who conquered sin, death, and the devil for us through His death and resurrection. (P.1.5.1)

EASTER, PLANTS

I Love You, Jesus, Praise Prints

(Art) Help each child to lay both of his or her hands on paper with fingers spread and so that the tips of both thumbs and the tips of both index fingers are touching. The touching thumbs and index fingers will form an upside-down heart shape in the center. Trace around each child's handprint, especially including the heart shape. Use a red crayon to trace only the heart and another color for the other fingers. Now, turn the paper around so that the heart shape is visible to the child.

Direct each child to draw a cross in the center of the heart shape with a dark-colored crayon. Or have an adult write a short, meaningful phrase inside, such as "I love Jesus." The children may want to select other colors to decorate their hands as well as the rest of the inside of the heart. When each child has



a completed praise print, ask, **How did the people in our Bible story use their hands to praise Jesus?** (They waved palm branches to praise and honor Jesus.) **How can you use your hands to praise and worship Jesus?** (Pray, help others, clap to music, draw pictures that praise God) (P.4.1.1)

Triangle Mosaic Palm Branches

(Art) Give each child a large construction paper leaf from an elliptic leaf pattern. Demonstrate for the group on another leaf how to glue pre-cut triangle shapes to fill in the larger paper. Make the triangles from various shades of green paper. Show and tell how the triangles can be glued close together and turned all kinds of directions so they fit closely together on the leaf shape.

When each child has completed decorating a leaf, hold up 1 of the remaining triangle shapes that has 3 equal sides and say, **A triangle is a 3-sided shape. The triangle shape reminds us that we worship and praise God the Father, God the Son, and God the Holy Spirit. Green is the color of life. Through faith in Jesus, our Savior and King, we have a new life that will never end.** (P.1.3.3)

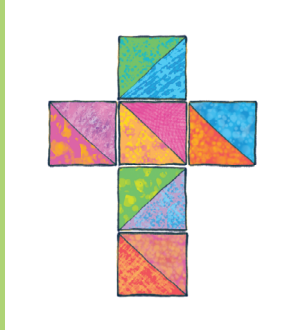
Palm Print Branches

(Art) Help each child draw a long line with a green crayon down the center of a large sheet of white paper. Use a green crayon to trace their handprints on both sides of the line to make palm leaves. Trace at least 3 handprints on each side of the line. Then give the children time to color in their handprints. The crayons do not have to all be the same shade of green, and children can use different colors of green within their own branch. If the children do not want to have their hand traced that many times, let them make handprints with green paint, or make 1 large classroom palm. Each child can add a handprint to a side of a thick green line. Progressively get larger; use your hand or an older child's hand for the bottom handprint and the smallest child's handprint at the top. This activity can help children understand the double meaning of the word *palm* (used both as a tree and as the palm of your hand).

When each child has completed a palm branch, ask, **What kind of branches did the people wave in our Bible story to praise Jesus? Where did the people hold the palm branches when they praised Jesus?** (In the palms of their hands) (P.2.1.3)

Triangle Match

(Art) Cut equal-size pairs of triangles from a variety of textured papers included flocked paper, sandpaper, corrugated paper, and other scrapbooking papers with interesting grains, bumps, or other types of raised textures. Arrange 1 of each triangle on a piece of poster board to form a large cross shape, and glue them down. Lay the matching triangles near the poster board. Children will match the pairs of triangles together on the cross shape as they focus on the cross and on Jesus' saving work for them. (P.1.3.1)



Fruit Tree Kabobs

(Snack) Give each child a long, uncooked strand of thick (regular, not thin) spaghetti. Have them poke a variety of precut fruit pieces on the spaghetti strand to make a "tree." Fruit slices to use include any fruits that grow on trees, such as bananas, pears, apples, oranges, and dates. As the children construct their tree kabobs, talk about the kinds of fruits we enjoy that grow on trees. Dates may be a new taste for the children. Share with the children that dates grow on a special kind of palm tree. In your discussions,

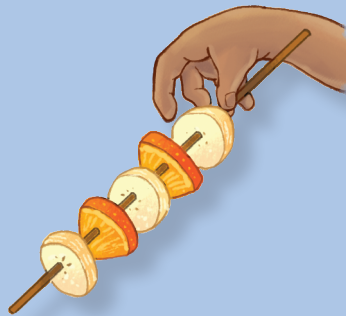
you may also wish to point out that the word *kabob* begins with *K*. If you choose to serve the more traditional strawberries, grapes, pineapple, and melon kabobs, show the children pictures that illustrate the difference between fruit that grows on a vine and on a tree.

Before the children eat the fruit pieces off the spaghetti strand, pray this prayer:

Thank You, God, for growing trees that give us food to eat.

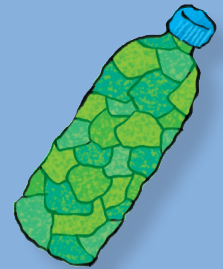
Thank You, God, for giving us this fruit that's such a treat! Amen.

When the children are finished eating their fruit pieces, dispose of the spaghetti strands. (P.3.4.3.2)



Tree-mendous Rhythm Instruments

(Art) To make wood blocks, give each child 2 blocks of wood of equal size, precut and sanded. Let them color on the blocks with crayons. Show the children how to tap the blocks together or rub them together to accompany music. A drill can be used to cut an opening in the middle



of the blocks for a different sound. Remind the children that wood comes from the trunks of trees!

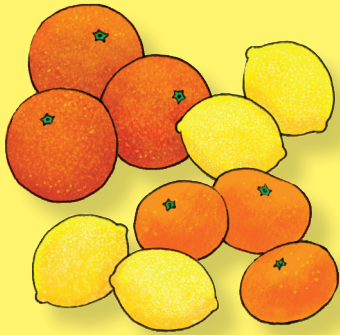
To make seed shakers, start with a covered work area. Let the children place 5 or 6 seeds (e.g., apple seeds) inside a dry, small water bottle. Put a thin layer of glue on the bottle's opening, and secure the cap tightly. Show the children how to tear various green-colored tissue-paper sheets into small shapes. Have the children use old paintbrushes to apply a thin layer of glue wash (homemade Mod Podge) to a side of the bottle and stick on the tissue paper shapes. Then show the children how to put another layer of glue wash on top of the tissue paper. Have the children continue in this manner until their bottles are decorated. Challenge them to cover up the entire container. Let the glue dry for a day or so. Shake the seed shakers to provide a pleasing accompaniment to your music. Use these items at worship time as you praise Jesus. (P.4.4.3)

Create

EASTER, PLANTS

Sweet or Sour

(Sensory) Cut a variety of fruits from trees into small pieces so that each child can have a taste of each fruit. Include fruits such as bananas, apples, oranges, tangerines, clementines, lemons, limes, dates, and pears. Tell the children that dates are fruit that come from palm trees, the same kind of palm trees from which the people cut the palm branches that they waved when Jesus rode into



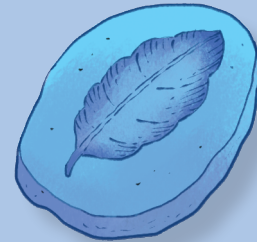
Jerusalem. As each fruit is tasted, take a poll among the children as to whether the fruit tastes sweet or sour. Use a pictograph to record the results for each fruit on the board or easel paper. At

the end of the tasting, have the children vote for their favorite fruit. Thank God for the tastes and varieties of fruits that He gives us from trees. (P.1.5.1)

Plant Pressings

(Sensory) Invite the children to take a piece of play dough, roll it, then flatten it out on the table. When their flattened pieces are large enough, have them take an artificial or real leaf and gently press it down into the flattened play dough. Ask, **When you take the leaf off the play dough, what do you think you will see?** After the children hypothesize, help them to gently remove the

leaves to reveal a pressing of the leaf in the play dough beneath. After making pressings of several different types of leaves, compare them as to size and shape. Ideally, use real leaves and/or palm fronds, but plastic leaves may hold up better and may make a better impression.



The palm tree leaves will likely be 1 of the longest leaves you may have gathered. Discuss how these leaves provided cool shade in the desert area where Jesus lived. Discuss that when the people waved the palm branches to honor Jesus, the branches would have looked like giant fans as they were waved. Long ago, people waved palm branches to honor kings. Jesus is our King of kings. (P.1.8.1)

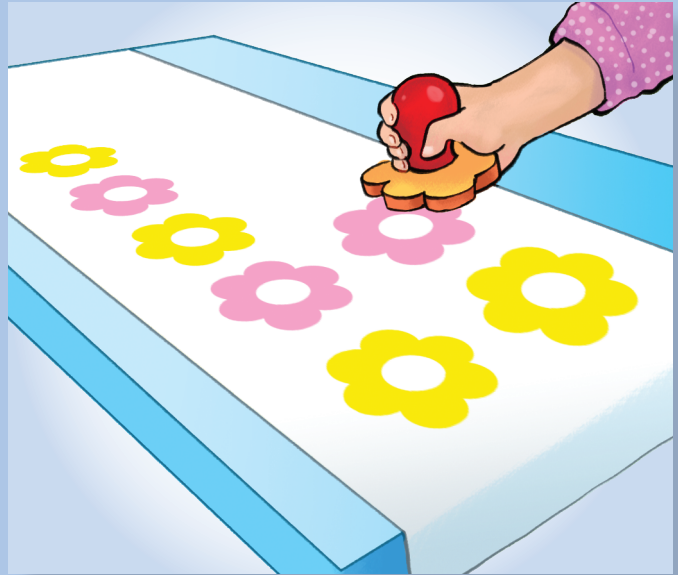
Donkey Rhythms

(Sensory) Sit together in a circle. Say, **In our Bible story, Jesus rode into Jerusalem on a donkey. As Jesus rode the donkey down the road, the people would have heard the noise of the donkey's hooves. What sound does a donkey's hooves make when it walks? (Clap, clap, clap) Listen carefully. I am going to make a donkey rhythm by clapping my hands. When I'm finished, you make a donkey rhythm just like mine. Let's try one for practice.** Clap a simple *x, x, x* rhythm. Say the word *clap* as you make each clap. Then direct the children to imitate your rhythm. As you continue with more rhythms, make pauses (rests) between claps (claps). Continue making the rhythms more complex each time. (P.4.4.2)



Plant Patterns

(Math) At the Math Center, tape a long piece of white paper that will cover the table. Use rubber stamps of flowers and leaves along with brightly colored ink to stamp simple 5- to 8-item patterns (e.g., A, B, A, B, A or A, A, A, A, A or B, B, B, B, B or A, A, B, B, A, A, B, B) at various places on the paper. Leave plenty of room under each pattern so that the children can use the stamps and ink to copy the patterns you've created. Challenge the students to copy your row, but encourage *any* matching or counting practice that occurs. Remind the children to keep the same stamper in the same ink pad, so the darker colors don't end up on the lighter ones. (P.1.6.3)



Letter Sort

(Math) Use a die-cut machine to cut at least 40 upper- and lowercase letter *Ks* in a variety of cardstock paper colors for spring (e.g., pastels, lime green, yellow, or orange). Instruct the children to sort the *Ks* according to color and according to whether they are upper- or lowercase letters. Tape a *K* of each color and size to the table so that children will know where to place each letter as they sort it.

Another way to define the sorting area would be to attach 1 of each color and size to the front of a paper crown; students will put the matching letter inside the crown. Ideally, all the crowns would be the same color so the children can focus on the color of the letter. (P.1.5.2)

K Hunt

(Math) On index cards, print upper- and lowercase *Ks*, 1 per card. Make at least 1 *K* card for every child in your class. Before your students arrive or during Nap Time, place the cards around your classroom in easy-to-find locations. At Circle Time, review what you've already shared about the letter *K*. Then say this *K* rhyme:

**Up or down, high or low, *Ks* are everywhere, you know.
Use your eyes to help you see where a letter *K* could be.**

Send the children out around the classroom to search for *Ks*. When a child finds 1 of the cards you've hidden, have him or her bring it back to you in the circle and sit down. Continue in this manner until every child is back in the circle. At that point, if there are still cards to be found, send the children out again in pairs or trios. When all the children are back, count together how many *Ks* were found. Lead the children to discover the



words *king* and *donkey* from the Bible story as well as the word *back*: Jesus rode on the *back* of a donkey. Recall that these words were featured in the "Palm Sunday Book" from Reproducible 27. As an alternative, hide palm fronds or artificial palm branches (or simply use artificial fern leaves) around the classroom instead of the *Ks*. (P.2.3.3)

Explore

EASTER, PLANTS

Grow, Little Palm Tree

(Social game) Help the children form a circle. Have them squat down to begin each stanza of the game. They will slowly rise up and do the indicated action as their plant or flower grows. Sing this song to the tune of the chorus of “Shine, Little Glow Worm.”

Grow, little palm tree; rise up, rise up. (*Slowly rise up.*)

Grow, little palm tree; rise up, rise up. (*Rise up to standing position.*)

Stretch out all your branches now, (*Stretch arms out, and reach up tall.*)

And take a great big bow. (*Take a big bow.*)

Grow, little tulip; rise up, rise up. (*Slowly rise up.*)

Grow, little tulip; rise up, rise up. (*Rise to standing position.*)

Open up your petals now, (*Put both arms straight up; slowly press them out to each side of body.*)

And take a great big bow. (*Take a big bow.*)

Grow, little oak tree; rise up, rise up. (*Slowly rise up.*)

Grow, little oak tree; rise up, rise up. (*Rise to standing position.*)

Shake off all your acorns now, (*Put arms out to sides and shake vigorously.*)

And take a great big bow. (*Take a big bow.*)

At the end of the activity, ask the children, **What kind of tree branches did the people wave when Jesus rode on a donkey into Jerusalem?** (Palm branches) **Why did the people wave these branches?** (To praise and honor Jesus, our King) (P.3.4.1.6)



A Walk with Jesus

(Social game) Ask, **Before Jesus began to ride on the donkey, how were He and His disciples traveling to Jerusalem?** (They were walking.) **Today, we walk with Jesus too. When we walk with Jesus, it means that we follow and obey Him. Let’s praise Jesus for His love and care as we walk with Him in this game. Watch me carefully, and do what I do.**

Arrange the children so they are standing in a line facing you. Sing the following song to the tune of the “Hokey Pokey.” Do the actions as indicated.

You put your right foot in. (*Stick out either foot since the children do not know right from left.*)

You put your right foot out. (*Put foot back in place.*)

You put your right foot in, and you shake it all about. (*Stick out foot, and shake it.*)

You’re on a walk with Jesus; He’s beside you all the way. (*Walk in place.*)

Jesus loves you always! (*Give 2 claps at the end of the phrase.*)

Add stanzas with other body parts, as in the original “Hokey Pokey.” (P.4.2.1)

Relate