

Mary Anoints Jesus; His Triumphant Entrance into Jerusalem

John 12:1-15



New Testament 5
Part 2: Jesus' Last Week

SUNDAY MORNING

New Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

John 12:1-15; Matthew 21:4-11; 26:1-13; Mark 11:7-10; 14:1-9; Luke 19:35-38

MEMORY WORK:

YOUNGER CHILDREN: "I will love You, O Lord, my strength" (Psalm 18:1b).

OLDER CHILDREN: "I will love You, O Lord, my strength. I will call upon the Lord, who is worthy to be praised" (Psalm 18:1b,3a).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["O How I Love Jesus"](#)
- ["Children, Do You Love Jesus?"](#)
- ["They Cut Branches"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Jesus' Ministry & Last Week](#) Bible fact cards (provided under "N.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Crucifixion and Resurrection A Beka picture set (DISCLAIMERS: use the cards, *not the lesson book*; note on cards CE 7.4, 7.5, and 9.1 that the holes would have been in Jesus' wrists)

PERSONAL APPLICATION:

I can show Jesus I love Him in the ways that I worship Him.



LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

What are some things you do for people who are special to you? If Jesus were here now, what would you do to show Him that He's special to you? In today's story, one woman and a great crowd did something very special for Jesus.

INTRODUCTION: (OLDER CHILDREN)

What are some things you do for people who are special to you? If Jesus were here now, what would you do to show Him that He's special to you? In our lesson today, we will learn how a very good friend of Jesus and a great crowd of people showed their love for Jesus in special ways.

POINTS TO EMPHASIZE:

1. On the Sunday before His death, Jesus rode into Jerusalem on a donkey colt. This was not only a sign of humility, but also a fulfillment of a well-known Messianic prophecy (Zechariah 9:9). Crowds of people, in the city for the Passover, came out to see Jesus. They spread their garments on the road, which was one way to express respect to Jesus. They waved palm branches which "they had cut from the fields" (Mark 11:8) on the road from Bethany to Jerusalem, as if they were greeting a king returning from a triumphant battle. The crowd cried out, "**Hosanna!** Blessed is He who comes in the name of the Lord, even the King of Israel," which is a quote from Psalm 118:26.



"**Hosanna**" means "Save now." The reference to "the son of David" or "the king of Israel" (from Psalm 118) makes it clear that the crowd believed Jesus was the long-awaited Messiah.



RECOMMENDED READING FOR TEACHERS: For relevant articles to this story, see "**Hosanna!**" by Dave Miller, and "**A Donkey and Her Colt**" and "**Did Jesus 'Find' a Donkey on Which to Ride?**" by Eric Lyons on the Apologetics Press Web site for a discussion about.

2. Imagine that a news network has just announced that the president is coming to your town. What would he be wearing? How would he be traveling? How would the crowds meet him? As Jesus came into Jerusalem, what do you think He was wearing? How did He travel? How did the crowds greet Him?
3. If Jesus came to your town would you want to go see Him? What if He came to visit you at your house? Would you find some way to tell Him that you love Him? That's what Mary did with her expensive gift and that's what the crowd did with their palm branches and praise. What are some ways that we can show Jesus that we love Him? [We show Jesus that we love Him by obeying Him in everything we do (John 14:15)—by worshipping Him correctly, helping others, trying not to sin, etc.]

PRESCHOOL TEACHERS: Teach the lesson to this point on Sunday and the remainder of the lesson on Wednesday night.

4. After Jesus raised Lazarus from the dead, the Jews who hated Him became even more determined to kill Him. He went to the small town of Ephraim for awhile with His disciples (John 11:54). When the time for **Passover** came, Jesus started toward Jerusalem. Knowing that He did not have much time left before His death, Jesus continued to teach and help the sick and needy, often repeating things He had taught before.



Passover: the time when the Jews remembered God’s deliverance of the Israelites from Egyptian slavery (when God passed over the doors of the Israelites). It was a feast that lasted seven days.

5. A few days before Passover was to begin, Jesus and His disciples went to the nearby village of Bethany, the hometown of His special friends, Mary, Martha, and Lazarus. A man known as **Simon the leper** provided a special supper (or banquet) for Jesus and the apostles. It was not uncommon for special religious teachers to be invited into someone’s home for a banquet in their honor. Lazarus was reclining at the table with the other men and Martha was busy serving, as was her habit (Luke 10:38-42).



NOTE: Regarding Simon the leper (mentioned in Matthew 26:6), Jesus may have healed Simon of his leprosy earlier. He obviously was not a leper at the time of this meal, or he would not have been allowed in his home, surrounded by people. [Simon was a very common name, so the label (“the leper”) was added to this one’s name to indicate exactly which Simon ate with Jesus.]

6. Martha’s sister Mary had prepared a special gift for Jesus. Perhaps Mary understood better than even the disciples the torture and death that awaited Jesus in Jerusalem. (Jesus was crucified as if He were a criminal, with criminals. The bodies of convicted and executed criminals were often buried without any preparation or anointing.) She came into the room where the men were eating, stooped down at Jesus’ feet, broke a very expensive alabaster jar of perfume (**spikenard**), and poured it over His feet and head. Mary sat at Jesus’ feet, in a room full of men. She let down her hair and wiped His feet with it.



“Nard” (or spikenard): an expensive, rare perfume made from the head of an East Indian plant. A “pound” probably cost a year’s wages!

Mark and Matthew say that Mary anointed “his head,” while John says it was “his feet.” Apparently Mary anointed both Jesus’ head and feet, as is indicated in two reliable manuscripts of the book of John.

7. While some of the apostles grumbled about what a waste this was, the one who objected the most was Judas, who was to betray Jesus—and who had already been stealing from the apostles’ treasury bag. Jesus praised Mary and told the disciples to leave her alone; she was doing what she could to prepare His body for His death. There would always be poor people to help, He told them, but He would not be with them much longer. Mary’s gift and her actions were her way of worshipping Jesus and showing Him her love.



RECOMMENDED READING FOR TEACHERS: See the article “[Veils, Footwashing, and the Holy Kiss](#)” by Dave Miller on the Apologetics Press Web site for a discussion about whether Christians are commanded to engage in those practices, which are mentioned in Scripture.



NOTE: Mary’s special gift is mentioned in Mark, Matthew, and John. The woman who made a similar gift, as recorded in Luke 7:37-39, is not the same woman, though there are some similarities.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Mary Anoints Jesus Coloring Sheet”](#) (provided in activity sheets)
- Cut a 9” x 12” piece of green construction paper in half lengthwise. Cut shapes of palm branches and help children “fringe” each branch with scissors. Write along the edge of the branches: “I can show Jesus that I love Him.” Let one child ride a stick horse (donkey) while the other children wave palm branches.
- 2- through 4-year-olds: Cut a coloring page about this story into the shape of a leaf (or glue a coloring page onto a leaf shape). Provide one for each child in the class. Cut each leaf into puzzle pieces; let the children put their puzzles together. Provide baggies for the children to take their puzzles home. (“[Palm Branch Cutout](#)” provided in the activity sheets)
- 5-year-olds: Write the memory verse on large leaves cut from green card stock (one for each child). Cut each leaf into puzzle pieces; let the children put their puzzles together, then say the verse. Provide baggies for children to take their puzzles home. (“[Palm Branch Cutout](#)” provided in the activity sheets)
- Make 8-10 “donkey” and “Jesus” cutouts. Write review questions about the lesson on the donkeys and answers to the questions on the “Jesus” cutouts. Read the questions to the children and help them match each “Jesus” figure to the correct donkey. (“[Donkey Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)
- On a wall or board in the classroom, have a large picture of “Jesus.” Above the picture, write the words, “I can show Jesus that I love Him.” Make enough heart cutouts for each child in the class. Let the children tell you things they can do to show Jesus they love Him (include things we do in worship). Write them on the hearts and tape them around the picture of Jesus. (“[Heart Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)

1st-2nd Graders:

- Play “Hang Man” with clues from the lesson.
- [“Mary Anoints Jesus Word Search”](#) (provided in activity sheets)
- Make 8-10 “donkey” and “Jesus” cutouts. Write review questions about the lesson on the donkeys and answers to the questions on the “Jesus” cutouts. Read the questions to the children and help them match each “Jesus” figure to the correct donkey. (“[Donkey Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)
- On a wall or board in the classroom, have a large picture of “Jesus.” Above the picture, write

the words, “I can show Jesus that I love Him.” Make enough heart cutouts for each child in the class. Divide the class into two or three groups. Let the groups discuss things they can do to show Jesus they love Him (include things we do in worship). Write them on the hearts and tape them around the picture of Jesus. (“[Heart Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)

3rd-4th Graders:

- Play “Hang Man” with clues from lesson.
- “[Mary Anoints Jesus Word Search](#)” (provided in activity sheets)
- Make 8-10 “donkey” and “Jesus” cutouts. Write review questions about the lesson on the donkeys and answers to the questions on the “Jesus” cutouts. Read the questions to the children and help them match each “Jesus” figure to the correct donkey. (“[Donkey Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)
- On a wall or board in the classroom, have a large picture of “Jesus.” Above the picture, write the words, “I can show Jesus that I love Him.” Make enough heart cutouts for each child in the class. Divide the class into two or three groups. Let the groups discuss things they can do to show Jesus they love Him (include things we do in worship). Write them on the hearts and tape them around the picture of Jesus. (“[Heart Cutouts](#)” and “[Jesus Cutouts](#)” provided in activity sheets)
- Have the children read the following:
 - Mark 11, as well as John 12, Matthew 21 and 26, Mark 14, and Luke 19 if they did not do so in year 1 or 2 of the curriculum.
 - *Jesus Enters Jerusalem*, by Jane L. Fryar, Arch books (DISCLAIMERS: skip the note to parents)
 - *If Jesus Came to My House*, by Joan G. Thomas, Harper Collins Publishers (DISCLAIMER: Skip two pages depicting worship. You could tape them together.)
 - *The Most Wonderful King*, by Dave Hill, Arch books (DISCLAIMER: skip the note to parents)
 - *Jesus Does Miracles and Heals People*, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMER: skip pp. 40-41, or read Matthew 16:13-19 from a better translation while showing the children the pictures)

SONGS:

“CHILDREN, DO YOU LOVE JESUS?” ([Click to Hear](#))

Author: Unknown*

(Tune: See Internet)

(This song can be combined with the Chorus to “O How I Love Jesus” or sung alone.)

VERSE 1:

Teacher and boys: Girls, do you love Jesus?

Girls: Oh, yes we love Jesus.

Teacher and boys: Are you sure you love Jesus?

Girls: Yes, we’re sure we love Jesus.

Teacher and boys: Tell us why you love Jesus.

Girls: This is why we love Jesus,

All: Because He first loved me.

CHORUS:

Oh, how I love Jesus; (3X)

Because He first loved me.

VERSE 2:

Teacher and girls: Boys, do you love Jesus?

Boys: Oh, yes we love Jesus.

Teacher and girls: Are you sure you love Jesus?

Boys: Yes, we're sure we love Jesus.

Teacher and girls: Tell us why you love Jesus.

Boys: This is why we love Jesus,

All: Because He first loved me.

(CHORUS)

VERSE 3:

Teacher: Children, do you love Jesus?

Children: Oh, yes we love Jesus.

Teacher: Are you sure you love Jesus?

Children: Yes, we're sure we love Jesus.

Teacher: Tell me why you love Jesus.

Children: This is why we love Jesus,

All: Because He first loved me.

(CHORUS)

“THEY CUT BRANCHES” ([Click to Hear](#))

Author: Unknown*

(Tune: “Mulberry Bush”)

They cut the branches from the trees, from the trees, from the trees.
They cut the branches from the trees, and spread them on the road.
They cut the branches from the trees, from the trees, from the trees.
They cut the branches from the trees. Mark eleven and verse eight.

“O HOW I LOVE JESUS” ([Click to Hear](#))

Author: Frederick Whitfield

(Tune: See church song book)

VERSE 1:

There is a name I love to hear,

I love to sing its worth.

It sounds like music in mine ear,

the sweetest name on Earth.

CHORUS:

O how I love Jesus, (3X)

Because He first loved me.

VERSE 2:

It tells me of a Savior's love,

Who died to set me free;

It tells me of His precious blood,
The sinner's perfect plea.

(CHORUS)

VERSE 3:

It tells of One whose loving heart,
Can feel my deepest woe;
Who in each sorrow bears a part,
That none can bear below.

(CHORUS)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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John 12:1-15



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WEDNESDAY EVENING

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PERSONAL APPLICATION:

I can show Jesus I love Him in the ways that I worship Him.



INTRODUCTION:

Review [N.T. 5 Bible Fact Flash Cards](#) (provided under “N.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [N.T. 5 Review Questions](#) for example questions)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson.

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