

# God Reveals a Plan of Love

- ✦ Say: Before we start the first unit of your book, let's take turns reading aloud page 2. Ask: What are some ways that God speaks to us? (through creation, the love of others, the Bible, the Church)
- ✦ Say: The Bible tells us how God has revealed himself to us through his great deeds. The Bible teaches us about God's plan to fill our lives with happiness and peace. You already know many things that God teaches us in the Bible. This year you will learn many more.

## CHAPTER 1 The Bible Reveals God's Saving Love

### Centering PAGE 1

- ✦ Together look at the book cover. Ask: What is your religion book's title? (*God Calls a People*) Say: This year, you are invited to travel with God's Chosen People as you study their sacred writings, the Old Testament, sometimes called the Hebrew Scriptures. Through your study, God will lead you to greater freedom and happiness.
- ✦ Have your child read aloud the title and the Scripture passage on page 1. Say: You will learn more about God's plan to save all people.

### Sharing PAGE 3

- ✦ Say: Some people read horoscopes, thinking that the movements of the stars and planets affect fate and behavior. As Catholics, however, we believe in an all-powerful God who has revealed himself to us by entering human history. The Bible is a very important source of God's communication with us.
- ✦ Have your child read aloud the chapter title and the first paragraph on page 3. After your child writes his or her answer to the question, discuss your child's answer.
- ✦ Have your child read aloud the rest of the page. Point out the boldface term and have your child find its meaning in the Glossary.

**Sharing** PAGE 4

- ◆ Have your child write his or her name on the line within Isaiah 43:1 on page 4 and read aloud the verse. Ask: **What plan does the Old Testament tell about?** (God's plan to save all people) **How was this plan fulfilled?** (through the Death and Resurrection of Jesus)
- ◆ Ask: **What are other ways we come to know what God is like?** (through creation, Scripture, community, and Jesus)
- ◆ Ask: **Per God's message, why shouldn't we be afraid?** (God has redeemed us. God has called us by name, and we are his.)
- ◆ Say: **You will be using the Bible often in class, but you can also let God's Word be the Word of Life for you by reading at least one passage each day at home.**

**Sharing** PAGE 5

- ◆ Have your child complete the activity Why Study the Old Testament? on page 5. Discuss his or her answers.
- ◆ Have your child read silently the rest of the page. Ask: **Who is with Jesus in the picture?** (disciples on the way to Emmaus) **What is Jesus doing?** (explaining the Scriptures)
- ◆ Ask: **How do we know it was the Old Testament that Jesus taught from and not the New Testament?** (The New Testament hadn't been written yet.) **Why were the disciples filled with joy?** (From the Scriptures, they learned that Jesus' death did not mean he wasn't the Messiah. They could still hope in him.)
- ◆ Say: **The way we handle the Bible and the way we treat it should show our love for God's Word.**

**Sharing** PAGE 6

- ◆ Have your child read aloud A Sacred Deposit on page 6.
- ◆ Together complete Jesus Fulfilled Old Testament Promises.
- ◆ Read aloud A Moment with Jesus. Allow time for your child to pray quietly.
- ◆ Have your child remove the Scripture prayer booklet God's Word Is Alive in \_\_\_\_ from the back of his or her book. Direct your child to put the pages in sequence, fold them, and staple or tie them with yarn. Have your child write his or her name on the booklet and look through it.

- ◆ Direct your child to page 2 of the Scripture booklet. Pray the prayer together and allow time for your child to find the quotation in the Bible and write a response. Your child may wish to share his or her reflection. You might begin by sharing yours.
- ◆ Tell your child how to work through the booklet and the date(s) it is due. Point out page 12, where your child can record verses, prayers, and reflections during the year.

### **Acting** PAGES 7–8

- ◆ Help your child create a journey log using a folder with loose-leaf paper. The journey log should be divided into the following sections: Vocabulary, Who's Who, Prayers and Reflections, Creations, Projects. Say: **This year you will keep a journey log. You will be learning many new terms and ideas in your study of the Old Testament. To help remember these and the people and events, you will record them in your log. During the year, you can add maps, art, and important words and definitions. You can also complete some activities right in your log.**
- ◆ Lead your child through the Summary and the Review on pages 7 and 8.
- ◆ Encourage your child to share the Things to Do at Home section with other members of your family, or together read aloud the section to review.

**Gather and Go Forth** PAGES 9–10**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 9. Say: **This year, we are studying the Old Testament and what it means for us as Catholics. Jesus asks us to live as his disciples.**

**PROCLAIM**

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **When you trace the Sign of the Cross on your forehead, lips, and heart, say to yourself, “May the Word of God be in my mind, on my lips, and in my heart.”**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **Knowing our Catholic faith helps us live our faith.**
- ◆ Read aloud A Catholic to Know on page 10. Say: **Like Jerome, we are called to translate the Bible into a life of action.**
- ◆ Read aloud the Witness and Share introductory text. Then read aloud each faith statement in My Way to Faith, pausing to allow time for your child to reflect on each one.
- ◆ Read aloud the Share Your Faith directions and have your child complete the activity.

**TRANSFORM**

- ◆ Guide your child to pray. Say: **Pray to the Holy Spirit for the grace to hear God’s message in the Bible.**
- ◆ Challenge your child to adopt a motto. Invite him or her to find a verse from Proverbs chapters 22–24 and make it his or her personal motto.

## CHAPTER 2 Scripture Is God's Saving Love

### Centering

- ♦ Ask: **Why is the Bible such an important book?** (It is God's Word. God reveals himself in it. Through the Bible, we come to know about Jesus.)
- ♦ Say: **In this lesson, you will learn more about how we can come to know God in the Bible.**

### Sharing PAGE 11

- ♦ Have your child read aloud the chapter title and the section What a Revelation! on page 11. Then have your child complete the activity.
- ♦ Ask: **How have you marked the paragraphs?** (Luis and Maria told facts; the other students told about a relationship.)
- ♦ Have your child complete the activity Describing God. Invite him or her to share what he or she wrote about God and then read aloud the concluding paragraph to the activity.
- ♦ Invite your child to reveal one fact about himself or herself, such as a major achievement he or she is proud of. Explain that we get to know one another by revealing to others something about ourselves.
- ♦ Say: **We can know that God exists just by looking at all God has created, especially human beings. Because God created us, we know that God is greater than we can understand. The only way we could really come to know God and his love for us is for God to tell us or show us. We call this revelation.**

### Sharing PAGE 12-13

- ♦ Have your child complete the activity Self-Taught Bible Facts on pages 12 and 13. Say: **Today you will learn basic information about revelation. In this activity, important concepts are presented in frames. You will teach yourself by moving a cover sheet down the page one frame at a time. Study each frame. When you come to a question, answer it. Check yourself by moving your cover sheet to the next frame; the answer will be on the right side. When you have finished, you will know a lot about the Bible.**
- ♦ Remind your child to find the meanings of the boldface words in the Glossary.
- ♦ Clarify the word *inspired*. Ask: **What does inspire mean when we talk about the Bible?** (God guided the authors of the Bible.)

- ◆ Say: The word *inspiration* comes from words that mean “to breathe into.” God breathed into the minds of those who wrote the Bible which things were worth recording. Although the biblical writers wrote in their own words and their own way, it was God who determined what to include to show something about God’s loving care.
- ◆ Allow time for your child to answer the question near the bottom of page 13. Discuss her or his answers.
- ◆ Ask: **What are the two main divisions of the Bible?** (the Old Testament and the New Testament) **Why do Christians value the Old Testament?** (It is the word of God.) Say: **Both Jews and Christians consider the Old Testament sacred.**

### Sharing PAGE 14

- ◆ Have your child read aloud the first paragraph of A Sacred Library on page 14. Ask: **Why might we call the Bible a sacred library?** (It is a collection of different books that contains God’s message.)
- ◆ Have your child look at page 15 to discover the four types of books in the Old Testament.
- ◆ Take turns reading aloud the descriptions of the four categories of Old Testament literature on page 14. Point out the boldface words and have your child find their meanings in the Glossary.
- ◆ Ask: **What is the first part of the Old Testament?** (the Law) **How did these books get the name *Pentateuch*?** (They are five books. *Pentateuch* means “five scrolls.”) **What is another name for them?** (Torah) **Which books tell about God’s messages to his people to be faithful to him and to act justly to one another?** (prophetic books) **Which books tell about events in the lives of the Hebrew people and show how God was with them?** (historical books) **What do the books of Wisdom literature tell about?** (how a wise person lives, how to act as God’s people, how to pray)

### Sharing PAGE 15

- ◆ Have your child complete the activity Taking Inventory on page 15. Say: **The Catholic Bible includes several books that Protestant and Jewish people do not regard as inspired books of the Bible. These are Tobit, Judith, Wisdom, Sirach, Baruch, 1 and 2 Maccabees, and additions to Esther and Daniel.**
- ◆ Show flash cards of abbreviations for the Old Testament books and have your child identify their names.

**Sharing** PAGE 16

- ◆ Have your child read aloud Locating Scripture Passages on page 16. Ask: **How can you find books in the Bible?** (use the table of contents) Say: **Use the table of contents to locate John 17:3. Read it aloud.** Ask: **What is meant by eternal life?** (living forever) **What might prevent us from enjoying eternal life?** (separating ourselves from God by sin)
- ◆ Read aloud A Moment with Jesus. Allow time for your child to pray quietly.
- ◆ Have your child add the words *Pentateuch*, *Torah*, and *Law* to the vocabulary section of his or her journey log. Your child might also research these topics and write the information he or she learns in the log: the Dead Sea Scrolls, Hebrew letters, Hebrew words used in the Mass or in Scripture.
- ◆ Have your child read aloud A Lucky Throw.

**Acting** PAGES 17–18

- ◆ Say: **You will now have an opportunity to let God speak to you through Scripture. You will choose a verse from my list, find the verse in your Bible, and read it silently. You can then spend several quiet minutes thinking about what God means when he says these words to you.** Have your child choose one of the following Scripture references: Isaiah 41:10, Matthew 5:16, Matthew 5:48, Mark 3:35, Luke 9:23, John 14:1, John 15:14, Ephesians 4:32, Ephesians 6:11, Philippians 5:5, Colossians 3:2, 1 Thessalonians 5:12, 1 Peter 4:8, 1 John 3:18. Have your child write the book, chapter number, and verse number in their journey log. Invite your child to write a few lines to recall what God says to them in the passage.
- ◆ Lead your child through the Summary and the Review on pages 17 and 18.
- ◆ Encourage your child to share the Things to Do at Home section with other members of your family, or together read aloud the section to review.

**Gather and Go Forth** PAGES 19–20**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 19. Say: *Observe* also means “to practice.” **We practice his Word in our daily lives.**

**PROCLAIM**

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **When we understand how the Bible guides our faith, we understand how to use the Bible in our daily lives.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **Catholics believe that the authors who wrote the Bible were inspired by God and guided by the Holy Spirit.**
- ◆ Read aloud A Catholic to Know on page 20. Say: **Saint Luke shares the spirit of gladness with our community of faith.**
- ◆ Read aloud the Witness and Share introductory text. Then read aloud each faith statement in My Way to Faith, pausing to allow time for your child to reflect on each one.
- ◆ Read aloud the Share Your Faith directions and have your child complete the activity.

**TRANSFORM**

- ◆ Explore the Bible with your child. Have your child locate and read Exodus 3:1–6, 1 Kings 19:1–12, and Psalm 24:1–6. [Exodus 3:1–6: The Law; 1 Kings 19:1–12: the historical books; and Psalm 24:1–6: Wisdom Literature]
- ◆ Encourage your child to pray with Scripture every day. Say: **Ask the Holy Spirit to help you understand God’s Word.**

## CHAPTER 3 Everything God Created Is Good

### Centering

- ◆ Ask: **What are the two ways that God reveals himself to us?** (Scripture and Tradition)
- ◆ Say: **Today you will see that the opening pages of Scripture tell about God's love for us.**
- ◆ Have your child shape a bug, a butterfly, or other animal out of clay or paper. Say: **We do not have the power to make things out of nothing. We must start with something: for this activity, you started with clay [or paper] and made something out of it. God alone can make things out of nothing.**

### Sharing PAGE 21

- ◆ Ask: **What is the most beautiful thing that you have ever seen?** Talk about how that thing came to be and what made it beautiful.
- ◆ Have your child read aloud the chapter title and the section Creation: A Sign of God's Love on page 21. Say: **In these early stories, the gods are not very loving, and creation is an accident.**
- ◆ Ask: **Why did the Israelites write their creation stories?** (They were inspired by God.) **Where are these stories found?** (the Book of Genesis)
- ◆ Ask: **What is creation a sign of?** (God's wisdom, power, and glory) **What do we learn about God through his creation?** (God loves us and wants to be loved in return.)

### Sharing PAGE 22

- ◆ Read aloud the first paragraph of the section The First Story of Creation on page 22. Then take turns reading aloud the parts Solo 1, Solo 2, and All. Say: **The repetition of this reading is not only pleasant to hear, but it also helps us remember the message that God is telling us. Notice that God creates everything merely by the power of his Word.**
- ◆ Read aloud the first paragraph of Two Stories—True Stories. Then take turns reading aloud the two stories of the creation of the first man and woman in your family Bible.
- ◆ Ask: **How are these creation accounts the same?** (God is the Creator. Human beings are put over the other creatures in the world.) **How are they different?** (In the first account, God makes the first people in his image and puts them over the creatures. In the second account, God forms the first person out of clay and breathes into him. God has him name the animals. God then forms woman from a rib taken from the man.)

- ◆ Ask: **How do these stories show that people are important creations of God?** (They are made like God. They are put above the other creatures. They are given power over the earth.)
- ◆ Have your child read aloud the rest of the section. Ask: **Why couldn't the creation stories in the Bible be scientific reports?** (The people at that time did not know things that have been discovered since then.)
- ◆ Say: **God could have created the universe in a moment or over millions of years. We don't know how God did it. But we believe one very important truth: God created all things.**
- ◆ Have your child choose a truth from the list and tell how one of the two creation stories in the Bible teaches it.
- ◆ Have your child add the word *creation* to the vocabulary section of his or her journey log.

### Sharing PAGE 23

- ◆ Say: **After creating the universe out of nothing, God did not forget about it. If God forgot about us, we would cease to be! God keeps us all in existence.**
- ◆ Ask: **What are examples of new things that God keeps bringing forth and keeping in existence?** (plants bearing seeds; animals reproducing; humans having families)
- ◆ Have your child read aloud the section God's First Gift on page 23. Say: **While our bodies are somewhat like God's, it is our souls that make us similar to God.**
- ◆ Say: **God has given us an intellect so that we can think, judge, and know, though not as much as God can. God gave us free will so that we can freely choose. God has created us out of nothing and has given us the ability to choose to be like him.**
- ◆ Read aloud A Moment with Jesus. Allow time for your child to pray quietly.
- ◆ Have your child complete the activity Giving Thanks and then share his or her answers.

### Sharing PAGE 24

- ◆ Have your child read aloud the section Doing God's Work on page 24 and answer the questions at the end. **How can we use our God-given intellect to develop God's original creation?** (make discoveries, develop new products, produce works of art)

- ✦ Say: While scientists study and debate the “how,” or the process, of natural development of life on earth over millions of years, each discovery invites Catholics to a deeper recognition of God’s greatness as the architect of the universe’s grand design.
- ✦ Say: Catholics find the answer to the question “Why was the universe created?” by turning to Scripture and Tradition. Knowing how the universe was created—which we understand through the process of investigation—does not tell us why it was created.

**Acting** PAGES 24–26

- ✦ Have your child complete the activity How Can I Help? on page 24. Ask your child to look over the items for which he or she did not color the circles and choose one to do this week.
- ✦ Have your child add *intellect*, *free will*, and *evolution* to the vocabulary section of his or her journey log.
- ✦ Lead your child through the Summary and the Review on pages 25 and 26.
- ✦ Encourage your child to share the Things to Do at Home section with other members of your family, or together read aloud the section to review.

**Gather and Go Forth** PAGES 27–28**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 27. Say: **Creation is a sign of God’s love for us. Take a moment to think about the beauty of God’s creation.**

**PROCLAIM**

- ◆ Read aloud the Know and Proclaim text and the chart. Ask: **How do you help ensure that everyone has what he or she needs?** (donate money to those people who need it most; let others know about needs in the world)
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **As Catholics, we understand that no act of love is too small.**
- ◆ Read aloud A Catholic to Know on page 28. Say: **Anthony was one of the best preachers because he used plain words and simple language to share his love of God with all who would listen.**
- ◆ Read aloud the Witness and Share introductory text. Then read aloud each faith statement in My Way to Faith, pausing to allow time for your child to reflect on each one.
- ◆ Read aloud the Share Your Faith directions and have your child complete the activity.

**TRANSFORM**

- ◆ Guide your child in writing a personal mission statement as a steward of God’s creation. Suggest that he or she begin the statement with these prompts: *I use my eyes to . . . ; I use my hands to . . . ; I use my time to . . .*
- ◆ Remind your child to become a personal witness. Say: **Your words and actions reflect God’s love for the world.**

## CHAPTER 4 God Offers Love and Mercy

### Centering

- ◆ Say: The Book of Genesis says that on each day of creation, God proclaimed his creation “good.” However, there are evils present in our world today. Ask: **What are some of them?** (crime, poverty, greed, intolerance) **How are these the result of sin?**
- ◆ Say: Today we will explore how the Book of Genesis tells us through stories that evils are the result of sin.

### Sharing PAGE 29

- ◆ Have your child read aloud the chapter title and the section The Problem of Evil on page 29. Ask: **What book of the Bible attempts to explain some of the mysteries of life?** (Genesis) **How does it do this?** (through stories)
- ◆ Have your child read silently the section The Fall. Ask: **Why did God want Adam and Eve to obey him?** (Only God knows what makes us happy. If Adam and Eve had depended on God, he would have led them to true happiness.) **How did Adam and Eve sin?** (They disobeyed. They were proud.) **What did they lose?** (sanctifying grace: God’s life in them) **What is the first sin called?** (Original Sin)
- ◆ Have your child read aloud the quotation from Anne Frank’s diary. Encourage your child to learn more about the life and courage of Anne Frank.

### Sharing PAGE 30

- ◆ Take turns reading aloud The Story of Adam and Eve on page 30. Ask: **What did God promise?** (He promised to send someone to destroy sin and restore life.) **How did God keep this promise?** (through Jesus, the Son of Mary)
- ◆ Say: **The sin of Adam and Eve is sometimes referred to as the “happy fault.”** Ask: **Why do you think that might be?** (Their sin was followed by God’s promise of a Redeemer. Knowing Jesus, our Redeemer, has helped us better understand and receive the love of God.) Say: **God did not have to give humans a second chance.** Ask: **Why did God do it?** (because of his merciful love)
- ◆ Read aloud A Moment with Jesus. Allow time for your child to pray quietly.

**Sharing** PAGE 31

- ◆ Have your child read silently Triumph of Love and Mercy on page 31. Ask: **What are two messages of Genesis?** (People sin; God's love is faithful and total.) Say: **Find 1 Peter 1:3–7 in your Bible and read aloud the passage.** [Pause.] **Think about how God has shown love to you even during suffering. Write your response in your journey log.**
- ◆ Ask your child to tell you what *sanctifying grace* and *Original Sin* mean and have them add these terms to the vocabulary section of his or her journey log.
- ◆ Have your child read aloud the rest of the page. Look up the Scripture references together and have your child write the answers in his or her book.
- ◆ Ask: **God wanted Cain to remain united with him. How did God show this?** (God reminded Cain that he could offer an acceptable gift if there was love in his heart.) **How did God show continued love for Cain even after he sinned?** (God put a mark on him to protect him.)

**Sharing** PAGE 32

- ◆ Have your child read silently the sections The Story of the Flood and The Story of the Tower of Babel on page 32 and complete the corresponding activities.
- ◆ Invite your child to summarize each story. Then check the answers to the activities in these sections.
- ◆ Ask: **What does *reconciliation* mean?** Suggest that your child find its meaning in the Glossary. Then have your child read aloud the last section.
- ◆ Ask: **How does God promote reconciliation?** (God offers sinners ways to return to him.) **How do we promote reconciliation?** (We turn away from sin and toward God and our neighbor.)

**Sharing** PAGE 33

- ◆ Have your child complete the activity Headlines on page 33 and then read aloud the section Making Choices. Say: **Sometimes we think that moral choices are black or white—wrong or right. The Church helps us recognize different shades of moral rightness and wrongness. Our consciences guide us in making choices and help us evaluate our choices and actions after we've made them.**
- ◆ Say: **Sometimes we find it hard to forgive—especially when we have been deeply hurt. But God has given us the example in Jesus.**
- ◆ Invite your child to pray aloud Psalm 100.

**Sharing** PAGE 34

- ◆ Discuss possible endings to the situations in A Forgiving Spirit on page 34. You and your child may wish to role-play your endings. Say: **Although forgiveness is difficult, we can look to Jesus, who forgave those who crucified him.**
- ◆ Ask: **How can we grow in our ability to forgive?** (by practicing forgiveness again and again; through prayer; by remembering how much it means to us to be forgiven when we have done something wrong)

**Acting** PAGES 35–36

- ◆ Invite your child to think of everyday situations in which he or she could be forgiving. Invite your child to pray the Lord's Prayer for the grace he or she needs to do so.
- ◆ Pray the Prayer of St. Francis of Assisi or play a recording of it. Ask: **Per Saint Francis, what are some ways you can spread peace?** (by loving, by encouraging others to have faith and hope, by bringing joy, by giving and forgiving)
- ◆ Lead your child through the Summary and the Review on pages 35 and 36.
- ◆ Encourage your child to share the Things to Do at Home section with other members of your family, or together read aloud the section to review.

**Gather and Go Forth** PAGES 37–38**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 37. Say: **In forgiving, we are acting as disciples of Jesus.**

**PROCLAIM**

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **God’s gifts of the sacraments draw us closer to him and are outward signs of God’s inner grace.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **Remember that the Holy Spirit gives us the gifts of wisdom, understanding, counsel, piety, fortitude, knowledge, and fear of the Lord.**
- ◆ Read aloud A Catholic to Know on page 38. Ask: **How did Maria Goretti act like Jesus?** (She forgave her attacker; she respected her body.)
- ◆ Read aloud the Witness and Share introductory text. Then read aloud each faith statement in My Way to Faith, pausing to allow time for your child to reflect on each one.
- ◆ Read aloud the Share Your Faith directions and have your child complete the activity.

**TRANSFORM**

- ◆ Have your child look for examples of forgiveness in the media. Ask: **What did the person forgive? Why do you think that person forgave? How do you think the world would be different if more people forgave one another?**
- ◆ Challenge your child to ask for forgiveness. Say: **Ask for forgiveness from someone you have wronged.**

## CHAPTER 5 Unit 1 Review

### Centering

- ◆ Invite your child to define the term *salvation history*. Briefly review the three phases of salvation history.
- ◆ Talk about the people your child has read about in this unit who fit into the first phase of salvation history.

### Reviewing PAGES 39–41

- ◆ See how many of these definitions your child can identify correctly.
- ◆ Say: **A collection of sacred books written by human beings and inspired by God to tell about his love (Bible)**

**The name of the first book of the Bible (Genesis)**

**God's action of guiding the human authors of the books of Sacred Scripture (inspiration)**

**The first five books of the Bible; it means "five scrolls" (Pentateuch)**

**The Jewish name for the Pentateuch (Torah)**

**The sin of Adam and Eve and the condition into which we're born (Original Sin)**

**God making himself and his plans known to us (revelation)**

**A tower that was to be built to reach heaven or to show power and independence from God (Tower of Babel)**

**To make something out of nothing (create)**

**God's life in us (sanctifying grace)**

**The primary author of the Bible (God)**

- ◆ Read aloud the directions for People in the Bible on page 39. Have your child complete the activity. Review his or her answers.
- ◆ Have your child complete Books Puzzle on page 40. Allow him or her to use the book and the Glossary to check for correct spelling.
- ◆ Direct your child to work on Word Match. Check the answers when he or she completes it.
- ◆ Have your child complete Scroll Scramble on page 41. Invite your child to share his or her answers.
- ◆ Allow time for your child to complete Which Book Is It? Have your child share and justify his or her answers.

**Celebrating** PAGES 42–43

- ◆ Say: **Today we will celebrate the gift of God’s Word.**
- ◆ Decide who will read aloud the leaders’ parts and the reading from Isaiah. Before beginning the prayer service, go over the assigned parts and allow time for your child to prepare his or her lines.
- ◆ Guide your child through the celebration service Celebrating God’s Word on pages 42–43.

**Acting** PAGE 44

- ◆ Have your child read aloud Looking Back at Unit 1 on page 44.
- ◆ Have your child complete independently Living the Message. Lead your child in a discussion of his or her answers and ask him or her to justify each check.
- ◆ Have your child work independently on Planning Ahead and share his or her answers with you.
- ◆ List important terms from this unit on separate slips of paper. (Possible terms: *creation, steward, Fall, Original Sin, the Flood, Tower of Babel, Cain, reconciliation, Hebrew Scriptures, Emmaus, revelation, inspiration, intellect*) Take turns choosing a slip and drawing a picture that will enable the other person to guess the term. Emphasize that no letters or words may be used as clues. Set a one-minute time limit and keep track of the score. Play this game with other family members.
- ◆ Together write the names of the books of the Old Testament on small cards. Write a riddle that tells the type of book and the abbreviation. You and your child may refer to the illustration of the books of the Bible found on page 15 of your child’s book. (Sample: “I am a historical book. My abbreviation is TB.”) When your cards are complete, take turns giving a riddle and saying the name of the book. Continue until all the books have been identified correctly.
- ◆ Help your child begin a Bible Picture Dictionary of words used in *God Calls a People*. Ask your child for important words to remember from Unit 1. Let him or her look through the unit to find the words and create a list. For each word, ask your child to write the word, define it, and illustrate it on a sheet of paper. Make all the pages the same size. Continue adding to the book after each unit.

**Gather and Go Forth** PAGES 45–46**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 45. Say: **When we feel far away from God yet continue to trust him despite our feelings, we worship him in the deepest way.**

**PROCLAIM**

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **Jesus studies Scripture, and we understand that Jesus is the fulfillment of the Old Testament prophecies.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and ask: **Do you remember God’s special sign of this covenant?** (a rainbow)
- ◆ Read aloud A Catholic to Know on page 46. Say: **Thomas was known as a quiet thinker. Because of his contributions, he has been named a Doctor of the Church.**
- ◆ Read aloud the Witness and Share introductory text. Then read aloud each faith statement in My Way to Faith, pausing to allow time for your child to reflect on each one.
- ◆ Read aloud the Share Your Faith directions and have your child complete the activity.

**TRANSFORM**

- ◆ Share with your child the following prayer inspired by Saint Thomas Aquinas. Pray: **O God, give me a sharp sense of understanding and good memory so that I may understand things correctly. Grant me the talent to be clear with my answers. Help me complete the work I begin this day. Amen.**
- ◆ Encourage your child to keep God at the center of his or her life. Ask your child to pray this prayer as he or she begins the day.