

Jesus Christ the Way

- ◆ Have your child read aloud the title of his or her book and the Unit 1 title on page 1. Say: **This year our focus of study is Jesus. In Unit 1 we will learn that Jesus is the way to his Father and the way to peace and happiness. He is the way to help us fulfill the purpose of our lives.**
- ◆ Have your child read aloud the Family Feature on page 2 and plan a time to share its contents with other family members. Then begin Chapter 1.

CHAPTER 1 The Impact of Jesus

Centering

- ◆ Set a timer for one minute and together brainstorm a list of names for Jesus. (Son of God, Light of the World, Christ, Messiah) Have your child read aloud the list when the time is up.
- ◆ Say: **You already know a lot about Jesus, but the Bible and your book will extend your knowledge.**

Sharing PAGE 3

- ◆ Have your child read aloud the chapter title and read silently the first column of Who Are You? on page 3. Then fill in the chart together.
- ◆ Have your child read aloud the second column. Ask: **What two special gifts make us images of God and different from the rest of creation? (intellect, free will) What can we do with these powers? (choose, think, judge, love)**
- ◆ Say: **The gifts of intellect and free will enable us to be caretakers of the rest of creation. They also help us discover who we are and what God has in mind for us.**
- ◆ Say: **All of us are different. Our differences are to be respected and cherished.** Ask: **Why?** (God gave us unique gifts and talents.)

Sharing PAGE 4

- ◆ Have your child read silently It Is in Your Hands on page 4. Direct your child to underline the six basic areas of growth from the second paragraph. (mentally, physically, spiritually, emotionally, socially, culturally) Discuss how your child can grow in each area.
- ◆ Have your child read aloud Carpenter with Influence.

- ✦ Have your child answer the question at the end of the column and then discuss his or her answer. Ask: **How might your life be different if Jesus had not lived?**

Sharing PAGE 5

- ✦ Have your child read silently Who Is Jesus? on page 5. Ask: **What are the meanings of *eternal life* and *incarnation*?** (living with God forever; God becoming human) Direct your child to the Glossary to find the definitions.
- ✦ Have your child explain the following terms: *Trinity, Abba, Jesus, Paschal Mystery.*
- ✦ Ask: **Why is studying about Jesus the best way to know about God?** (Jesus is the perfect Revelation of God.) **How else has God revealed himself to us?** (through creation, Scripture, deeds)
- ✦ Ask: **Why did God the Son become man?** (in obedience to the Father, to save us) **What did Jesus save us from?** (sin and death)
- ✦ Ask: **When do we proclaim the mystery of our faith?** (at the Eucharistic celebration or Mass)
- ✦ Point out the fish symbol. Say: **To help identify another Christian, a believer might draw half a fish in the dirt with his or her toe. If the person recognized the sign, he or she would complete it.**
- ✦ Say: **The Father, Son, and Holy Spirit are a community of love. Each person is distinct, yet together they are one God. All are equal in power, and all have no beginning and no end.**

Sharing PAGE 6

- ✦ Have your child read aloud the first paragraph of Who Is Jesus for You? on page 6. Say: **Circle the answer to the question posed by the title.** (personal Savior) Ask: **How is Jesus our Savior?** (He tells us who we are—beloved children of God. He is our guide for a successful life. He died for us and is always ready to save us again.)
- ✦ Ask: **How did your thoughts about Jesus at age five differ from your thoughts about him now?**
- ✦ Have your child read silently How Others See Jesus and consider how he or she sees Jesus.
- ✦ Lead your child in prayer using A Moment with Jesus.

Acting PAGES 7–8

- ✦ Read the Chapter 1 Summary on page 7 together, then have your child complete the Review Activities on page 8 independently. When he or she is done, go through his or her work and review any incorrect answers.

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

- ◆ Read aloud the text and the Scripture in the sidebar on page 9. Say: **Think about the impact Jesus has on your life.** Ask: **How can you proclaim Jesus' impact on your life to others?** (by modeling good behavior, by talking about Jesus' sacrifice for us)

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **Jesus is true God and true man. All human beings are made in God's image.** Ask: **What does this mean for us?** (We have a soul; we are loving; we are forgiving.)
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **The Sign of the Cross is a beautiful prayer that describes the loving relationship among the Three Persons of the Holy Trinity.**
- ◆ Read aloud A Catholic to Know on page 10. Say: **The Church gives us role models of faith like Saint Lucy. They show us how to follow Jesus. We are called to be witnesses for Jesus too.**
- ◆ 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

- ◆ Ask: **What are some powerful influences in our society?** (advertising, film, videos, TV, social networking) **How can each influence be used to witness to faith in Jesus?**
- ◆ Pray aloud: **Come, Holy Spirit! Fill us with the fire of your love so that we may have the strength to live and do your holy will without fear. Amen.**

CHAPTER 2 Friendship with Jesus

Centering

- ✦ Say: The last lesson focused on Jesus as God—how he is the Second Person of the Trinity, how he saved us from sin and death through the Incarnation and the Paschal Mystery.
- ✦ Say: Today you will learn more about the humanity of Jesus. You will see that he was human like you. Therefore, God knows firsthand some of the same things you experience.

Sharing PAGE 11

- ✦ Have your child read aloud the first paragraph of Jesus, Fully Human on page 11. Ask: **How would you answer the question at the end of the paragraph?** (It would have emotions; it would have a body.)
- ✦ Have your child finish reading the section silently. Ask: **Why can we call Jesus our brother?** (He is one of us in the human family. His Father is our Father.) **What were some things you never thought about Jesus doing before?**
- ✦ Ask: **If you model your life on Jesus, what kind of things would you be doing?** (loving acts) Say: **Christ shows us what it means to be fully and truly human.**
- ✦ Have your child read silently Someone You Can Trust! Ask: **What is faith?** (believing and trusting when you don't understand; a power; a gift) **What is Tradition? What is Scripture?** Say: **Underline the definitions in your book.**
- ✦ Ask: **How are Tradition and Scripture alike?** (Faith is built on them; God reveals himself to us in them; they contain beliefs.)
- ✦ Ask: **What do we mean by tradition with a lowercase *t*?** (a way of acting that has been practiced for a long time) **What is one of your favorite family traditions?** Tell your child about your own favorite family tradition. Say: **The Church has traditions like this too. As the family of God, we share practices. We display Nativity sets or say Grace before meals.**
- ✦ Say: **Tradition with a capital *T* stands for the basic truths that have been handed down from generation to generation. These truths do not change.**
- ✦ Ask: **How is faith strengthened?** (staying in touch with Tradition, Scripture, and faith-filled people; meeting Jesus in the sacraments) **How can you strengthen your faith?** (read the Bible, learn about my faith, celebrate the sacraments)

Sharing PAGES 12–13

- ◆ Have your child read aloud *Friends, a Human Need* on page 12 and complete the activity *What Is a Friend?* Ask: **Which definition of a friend did you like best? What is your personal definition of a friend?**
- ◆ Have your child read silently *The Real Thing*. Ask: **What do you think are the most important ideas in this section? When was a time when you experienced the support of a true friend?** Share how friendships can be repaired.
- ◆ Discuss or role-play the situations in *True Blue Friends*. Your child might suggest additional situations.
- ◆ Have your child read aloud *Jesus' Friends* and circle the names of Jesus' friends.
- ◆ Say: **Jesus was human in his need for friends.** Ask: **Who were some of the people Jesus was closest to?** (Peter, James, John, Lazarus, Martha, Mary, Mary Magdalene)
- ◆ Have your child read silently *Invitation to Joy* on page 13. Say: **A friend wants only the best for his or her friends.** Ask: **What does Jesus want for us?** (peace and joy; an eternity of happiness with him, his Father, and the Holy Spirit; a share in his glory)
- ◆ Have your child read aloud *The Ultimate Test*. Say: **Look up John 15:12–17 in your Bible (or New Testament).** Read the passage and then answer the questions in this section. Allow time for your child to answer the questions. Check the answers to the objective statements.

Sharing PAGE 14

- ◆ Have your child read aloud *Growing in Friendship* on page 14. You may want to ask your child to read silently the story of Martha and Mary from your family Bible (Luke 10:38–42). Engage your child in a discussion of the question at the end of the section.
- ◆ Have your child read aloud *Keeping in Touch: A Reflection Notebook*. Ask: **Why do you think a reflection notebook is a useful way to grow spiritually?**
- ◆ Have your child read aloud *Tips for Reflection Notebook Writers*. After reading each tip, ask your child why it is good advice.
- ◆ Lead your child in prayer using *A Moment with Jesus*.

Acting PAGES 15–16

- ◆ Read the Chapter 2 Summary on page 15 together, then have your child complete the Review Activities on page 16 independently. When he or she is done, go through his or her work and review any incorrect answers.
- ◆ Direct your child to put together his or her reflection notebook. Have your child carry out the Respond activity on page 15.

Gather and Go Forth PAGES 17–18**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 17. Say: **Jesus is always inviting us into friendship with him.** Ask: **How do you respond?** (open our heart to Jesus; say yes to Jesus)

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Ask: **What do Catholics do to deepen their relationship with Jesus?** (pray; go to Mass; read the Bible)
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and ask: **What do you need to know about Scripture and Tradition to be a faithful friend to Jesus?** (This is how God reveals himself to us.)
- ◆ Read aloud A Catholic to Know on page 18. Say: **Saint Martin, inspired by the Holy Spirit, acted as a peacemaker and was willing to share.**
- ◆ 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

- ◆ Encourage your child to befriend someone who is frequently excluded, ignored, or not usually included in his or her group of friends.
- ◆ Ask your child to write a prayer that responds to Jesus' invitation to friendship, using his or her own words.

CHAPTER 3 Scripture: A Portrait of Jesus

Centering

- ✦ Say: In the last lesson, you learned that Jesus invites you to friendship. In order to respond, you must first know him.
- ✦ Say: Today you will learn about the Gospels, one of the best introductions to Jesus.

Sharing PAGE 19

- ✦ Take turns reading aloud the parts in Sharing the Good News on page 19. Ask: **What reasons for writing the Gospels are given or implied in the conversation?** (The apostles were dying. Details of the stories would not be forgotten or changed if they were written down. The faith could be spread through writings. Gospels could be used for instructing people who wanted to become Christians.)
- ✦ Ask: **Where did the Gospel writers get their information?** (from oral accounts of the apostles, collections of sayings and events from Jesus' life)
- ✦ Say: **When the first Christians met for the breaking of the bread, someone would speak about Jesus and his teachings. Ask: Where in our Eucharist do we continue this tradition?** (the Gospel Reading and the Homily)

Sharing PAGES 20–21

- ✦ Have your child read aloud The New Testament on page 20. Ask: **Why are these books called the New Testament?** (They testify to the life, Death, and Resurrection of Jesus Christ.)
- ✦ Tell your child to use his or her Bible to complete the activity.
- ✦ Ask: **How many books are in the first part of the Bible, the Old Testament?** (46) Say: **It is called the Old Testament because it represents the covenant God made with the Hebrew people before Jesus came. The original parchment scrolls of the books no longer exist. We have copies and translations.**
- ✦ Review how to locate a Scripture reference. Say: **References to Scripture passages are like a mailing address.** Write *Mt. 8:23–26* and *23 Oak Street, Chicago, IL*. Say: **In an address, you have the number, street, city, and state. Scripture passages are like an address. *Mt.* is the abbreviation for the Gospel of Matthew, just as *IL* is for Illinois. The 8 is the chapter within the Gospel, like the city in the address, Chicago. The numbers 23–26 are the verses within that chapter, just as 23 is the street number.**
- ✦ Have your child read silently Who Is This Jesus?

- ◆ Have your child read aloud the first two paragraphs of Gospels: Knowing About Jesus. Ask: **Why is *gospel* a good name for the Gospels?** (It means “good news.” Jesus, the subject of the Gospels, is good news.)
- ◆ Have your child read silently the remaining paragraphs of Gospels: Knowing About Jesus on page 21. Then discuss the Gospel chart.
- ◆ Ask: **What was the first Gospel written?** (Mark) **The last Gospel?** (John) **Where did the symbols for the Evangelists come from?** (the opening of each of their Gospels)
- ◆ Ask: **Who wrote for Gentile Christians?** (Luke) **Why do you think he wrote for Gentiles?** (He was one himself.) **What picture of Jesus did he give?** (Savior of the whole human race; friend to all sinners, the poor, women, Samaritans)
- ◆ Ask: **What characteristics of John’s Gospel make it unique?** (poetic, symbols, reflective, discourses) **Why are the first three Gospels set in the same color in the chart?** (They are the synoptic Gospels. They are similar.)
- ◆ Lead your child in prayer using A Moment with Jesus.

Sharing PAGE 22

- ◆ Have your child read aloud Gospels: Knowing Jesus on page 22. Then ask him or her to underline the definition of *inspiration* and answer the question at the end of this section.
- ◆ Ask: **Why can we come to know Jesus personally in the Gospels?** (They are his living Word.) Say: **Reading Scripture is a form of prayer.**
- ◆ Have your child read silently Other Inspired Books. Ask: **What is the last book in the Bible?** (Book of Revelation) **What is Acts of the Apostles about?** (how Peter, Paul, and the other disciples founded the first Christian communities; the progress of Christianity from Jerusalem to Rome)
- ◆ Ask: **Who wrote most of the letters in the New Testament?** (Paul) **What are these letters about?** (issues about being a Christian in a Roman world) **What is another name for these letters?** (epistles) **What book uses symbols?** (Revelation)

Acting PAGES 23–24

- ◆ Have your child read silently Respond on page 23. After assembling the Scripture booklet, have your child page through it and get familiar with the contents. Read aloud the opening paragraph on page 2. Then lead your child through the antiphonal praying of the psalms using the psalm verses on page 3. Say: **Let us pray the psalm verses on page 3 to praise and thank God for giving us his Word in Scripture.**
- ◆ Read the Chapter 3 Summary on page 23 together, then have your child complete the Review Activities on page 24 independently. When he or she is done, go through his or her work and review any incorrect answers.

Gather and Go Forth PAGES 25–26**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 25. Say: **We go to the Bible, especially the four Gospels, to learn more about Jesus—his life, his teachings, and his relationship with God the Father.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Ask: **Why are the Gospels considered a special part of the Bible?** (They tell about the life and teachings of Jesus.)
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and ask: **Why do we refer to the Gospels as “the Good News”?** (because Jesus was the Good News whom God sent into the world to save us)
- ◆ Read aloud A Catholic to Know on page 26. Ask: **How can we follow Saint Mark’s example?** (by finding ways to share the Good News of Jesus through our lives)
- ◆ 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

- ◆ Ask your child to find a favorite Gospel story to read. Challenge your child to put this story into action. Ask: **Which parish ministry or service activity reflects the values found in your favorite Gospel story?** Suggest appropriate ministries such as serving at Mass or working in a food pantry.

CHAPTER 4 The World Jesus Lived In

Centering

- ✦ Say: **In the last lesson, you learned that Scripture helps us know about Jesus. Today you will learn about the time and country Jesus lived in. This will help you understand Scripture better.**

Sharing PAGE 27

- ✦ Have your child read aloud the chapter title and the first paragraph of *The Land Jesus Walked* on page 27.
- ✦ Ask: **Have you met someone with different customs than ours?** Share your experiences and then have your child read aloud the second paragraph of this section.
- ✦ Ask: **What are some questions you have about when Jesus lived?**
- ✦ Have your child read silently the rest of *The Land Jesus Walked*. Refer to the Map of Palestine from the lesson pullout in the back of your child's book. Ask: **What two continents is Palestine a gateway between?** (Europe and Asia) **Where in Palestine would you prefer to live? Why?** If necessary, suggest for your child to read again paragraphs four, five, and six.
- ✦ Say: **During the time of Jesus, the alleys of Palestine were crowded with people: children playing, merchants selling their wares, beggars looking for food or coins. The people greeted each other with *Shalom*, which means "peace," and kissed instead of shaking hands.**

Sharing PAGE 28

- ✦ Have your child read aloud *The Political Scene* on page 28. Ask: **What were the advantages and disadvantages of the Roman occupation?** (Rome didn't interfere with the practices of the Jewish people and protected them. The Jewish people had to obey Roman laws and pay Roman taxes.)
- ✦ Have your child refer to the Map of Palestine in the back of his or her book. Say: **Point out the territory governed by the following rulers: Augustus Caesar (All), Tiberius Caesar (All), Herod the Great (Palestine), Herod Antipas (Galilee), Archelaus (Judea and Samaria), Pontius Pilate (Judea and Samaria), Philip (region east of Galilee).**
- ✦ Have your child read silently *Some Religious Groups*. Say: **This section identifies six groups that were important when Jesus lived.**
- ✦ Say: **For each group, underline a word or phrase that summarizes its identity.** (*Pharisees*—Law; *Scribes*—teachers; *Sadducees*—priests; *Sanhedrin*—supreme council; *Zealots*—freedom fighters; *Essenes*—lived in communities)

- ✦ Write the headings *Pharisees* and *Sadducees* on a sheet of paper. Ask: **How are these groups different from each other?** Have your child list the differences under the headings. (*Pharisees*—laymen, middle class, added laws to the Torah, believed in resurrection; *Sadducees*—priests, upper class, were against adding to the Torah, did not believe in resurrection)

Sharing PAGE 29

- ✦ Have your child read silently Jesus' Religion on page 29. Ask: **What customs did Jesus practice?** (praying at home, praying before eating, praying the Shema, touching the mezuzah, putting on a prayer shawl and phylacteries for prayer, going to the Temple for major feasts, resting on the Sabbath, praying at the synagogue) **What are some religious customs that you practice?** (We receive ashes on Ash Wednesday.)
- ✦ Say: **Like the Jewish people, we pray before meals. We have other similar customs.** Ask: **What are our holy water fonts like?** (mezuzahs) **Priests' vestments?** (phylacteries) **The Lord's Prayer?** (the Shema) **Our parish church?** (the synagogue)
- ✦ Lead your child in prayer using A Moment with Jesus.

Sharing PAGE 30

- ✦ Have your child read silently Daily Life in Palestine on page 30. Discuss what your child found surprising and why.
- ✦ Explain that Jesus could become a man only at one point in time. Say: **Jesus had to live in a particular time and place, but his life and message reaches all people in every century and every nation. He lives on in his Church, touching people through the sacraments and through you.**
- ✦ Have your child locate and read aloud John 14:23.
- ✦ Ask: **Why is it important to study Jewish history and customs?** (to understand Jesus and Scripture better)

Acting PAGES 31–32

- ✦ Read the Chapter 4 Summary on page 31 together. Instrumental background music can help create a prayerful environment for the Respond activity. Then have your child complete the Review Activities on page 32 independently. When he or she is done, go through his or her work and review any incorrect answers.
- ✦ Have your child imagine that he or she lived in Palestine around the time of Jesus. Ask your child to write a few paragraphs describing his or her life.
- ✦ Have your child make a plaque or poster with the Shema lettered on it. Explain that in Hebrew, *Shema* is the first word of Deuteronomy 6:4: "Hear, O Israel! The Lord is our God, the Lord alone!" The Shema is recited twice a day. It is the main expression of the Jewish belief in the oneness of God.

Gather and Go Forth PAGES 33–34**INSPIRE**

- ✦ Read aloud the text and the Scripture in the sidebar on page 33. Say: **Jesus' life tells the truth of God's love. He calls us to live God's law with grace and new understanding.**

PROCLAIM

- ✦ Read aloud the Know and Proclaim text and the chart. Say: **As Catholics, we respect the Jewish faith because Christianity originated in Judaism. We learn about Jesus and Jewish faith traditions to know and proclaim him.**
- ✦ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **Jesus' message is for all people, regardless of the laws and customs they follow.**
- ✦ Read aloud A Catholic to Know on page 34. Say: **Without Mary Magdalene, we may not have heard the good news of Jesus. She bore witness to Jesus even when others were afraid.**
- ✦ 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

- ✦ Say: **Jerusalem is sacred to Jews, Christians, and Muslims. Ask: How can Jerusalem be a symbol of unity?** (It is a sign that we all share Abraham as a father in faith; it is a sign of God's presence.)
- ✦ Pray for peace in Israel. Pray aloud: **God of hope and Father of mercy, inspire people to choose peace over violence and to seek reconciliation with enemies. Amen.**

CHAPTER 5 The Early Life of Jesus

Centering

- ◆ Play Christmas carols as your child writes about what Christmas means to him or her in his or her reflection notebook.
- ◆ Say: **You learned that knowing the culture of the Gospels helps understand them. Today you will see that knowing the intentions of the Evangelists helps too.**

Sharing PAGE 35

- ◆ Have your child read aloud the first two paragraphs on page 35. Ask: **Which feast is greater—Christmas or Easter? (Easter) Why? (because Jesus' Resurrection gave meaning to his whole life)**
- ◆ Have your child finish reading silently this section.
- ◆ Ask: **What do we call the Gospel stories of Jesus' birth? (Infancy Narratives) What do they tell us? (who Jesus was for Christians) What is the value of studying the Infancy Narratives? (They are God's Word and hold a message for us.)**
- ◆ Have your child read aloud Mini-Gospels. Ask: **What message is proclaimed in many ways in the Infancy Narratives? (Jesus is Lord, the Son of God who saved us.)**

Sharing PAGE 36

- ◆ Read aloud the directions for An Album of Jesus on page 36. Take turns reading aloud the passage and think of a title for the pictures together. (1. Annunciation, 2. Joseph's Dream, 3. Visitation, 4. Birth of Jesus, 5. Visit of the Magi, 6. Flight into Egypt, 7. Presentation, 8. Finding Jesus in Temple)
- ◆ Have your child complete Gospel Truths independently. Invite your child to share his or her answers. (a. 1, 2, 4, 5, 7; b. 1, 2, 3; c. 1–5, 7, 8; d. 1, 2, 8; e. 1; f. 5, 7; g. 4, 6; h. 4, 6, 7; i. 3, 4)
- ◆ Discuss Mary's journeys. Have your child use the Map of Palestine from the back of his or her book. Retrace Mary's journey, recalling the key events of the Infancy Narratives—starting at Nazareth, to Judea, back to Nazareth, and from Nazareth to Bethlehem, to Jerusalem, to Egypt, to Nazareth, and to Jerusalem.
- ◆ Ask: **What does Mary's journey show us? (events of the Infancy Narratives)**

Sharing PAGE 37

- ◆ Have your child read silently Mary, a Listener on page 37 and answer the question. Discuss your child's response.

- ✦ Call attention to the word *doctrines*. Say: **The Immaculate Conception refers to Mary’s conception, not Jesus’.** From the first moment of her existence, her conception, Mary was always in the state of grace. God was always with her. Sin never separated her from God.
- ✦ Say: **Some Protestants think that Mary had other children after Jesus because the Gospels refer to Jesus’ brothers.** Catholics translate *brothers* to mean “relatives.” We believe that Mary was always a virgin and that Jesus’ birth was miraculous—through the power of the Holy Spirit.
- ✦ Say: **Unlike the rest of us, who have to wait until the end of the world for the resurrection of the body, Mary was taken up to heaven body and soul. This is called the Assumption. No one knows if Mary underwent death as we do.**
- ✦ Have your child read aloud *A Modern Mary*. Ask: **How do Rosemary’s attitudes resemble Mary’s?** (She listened to and trusted God’s word.)

Sharing PAGE 38

- ✦ Have your child read aloud *Honoring Mary* on page 38. Ask: **Why does the Church honor Mary?** (She is the new Eve. She obeyed God with her whole heart and soul.)
- ✦ Ask: **Why was Mary important to the people of the Middle Ages?** (She was a tender, caring mother who helped them into heaven.) **What are some titles given to Mary?** (Mother of Mercy, Queen of Heaven, Refuge of Sinners)
- ✦ Have your child read aloud *Our Lady of Guadalupe*. Ask: **What else do you know about Our Lady of Guadalupe?** (She is the Patroness of the Americas. Her feast is celebrated on December 12.)
- ✦ Have your child read aloud *Our Lady of Lourdes*. Ask: **What other apparitions of Mary do you know?** (Fatima, Miraculous Medal)
- ✦ Lead your child in prayer using *A Moment with Jesus*.

Acting PAGES 39–40

- ✦ Read the Chapter 5 Summary on page 39 together, then have your child complete the Review Activities on page 40 independently. When he or she is done, go through his or her work and review any incorrect answers.
- ✦ Have your child pretend to be Saint Joseph and tell the events of the Infancy Narratives from his point of view.
- ✦ Have your child research and present how other Christians around the world celebrate Christmas. Encourage him or her to use different sources.
- ✦ Have your child make a diorama of a scene from an Infancy Narrative. Tell your child to cut out figures. Be sure the figures can be glued so they can stand up in the bottom of a box.

Gather and Go Forth PAGES 41–42**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 41. Ask: **What does “God’s favor was upon him” suggest?** (that God loved Jesus and gave him grace)

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **We tell the story of Jesus’ birth over and over and celebrate it at Christmas. The belief that Jesus is fully human and fully divine is central to our faith.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **Mary said yes to God with her life.** Ask: **How do you say yes to God?**
- ◆ Read aloud A Catholic to Know on page 42. Say: **Juan Diego did not believe he was worthy to meet the Mother of God. When called, however, he responded.**
- ◆ 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

- ◆ Challenge your child to find ways he or she can offer support for children in need through a social service agency. [Read Matthew 19:13–14.] Say: **Through our service to others, we bring Jesus’ love into the world.**
- ◆ Lead your child in praying the Hail Mary for the care and protection of children and mothers everywhere.

CHAPTER 6 The Mission of Jesus

Centering PAGE 43

- ✦ Write this quote: “*We are each called to do a certain work. No one can do it for us. If we fail to do it, it won’t be done.*” Have your child read it aloud. Ask: **What does this mean to you?** Say: **Our special work in life is our mission. The word *mission* comes from a Latin word meaning “sent.” We carry out our mission in the roles we have.**
- ✦ Have your child read aloud the first paragraph of The Role of Messiah on page 43. After your child writes the answer to the question, have him or her share his or her roles with you.
- ✦ Say: **In the last lesson, you learned that the Infancy Narratives proclaim Jesus to be the Messiah. Today you will see how Jesus began his mission in the world.**

Sharing PAGE 43

- ✦ Have your child read silently the rest of The Role of Messiah on page 43. Write these words on a sheet of paper: *Christ, Messiah, prophet, priest, king*. Ask: **How are these terms related?** (*Christ* and *Messiah* are synonyms. They mean “the anointed one.” *Prophet, priest,* and *king* are the three roles Jesus had as the Christ.)
- ✦ Ask: **Whose mission in life was to prepare the people of Palestine for Jesus? (John the Baptist) Why did John baptize people? (as a sign of repentance for their sins)** Say: **Because of his special role, the Gospel tells us about the events surrounding John’s birth.**
- ✦ Have your child read aloud Luke 1:57–66, the birth of John the Baptist. Say: **There are many special events surrounding the birth of John the Baptist.** Ask: **How was his birth announced?** (An angel announced John’s coming to his father, Zechariah, and told him to name his son John.) **What happened to Zechariah?** (He expressed doubt that his aged wife, Elizabeth, and he would have a child. He lost his power to speak.)
- ✦ Ask: **How was John named?** (After the baby was born, relatives and neighbors wondered what to name him. Zechariah wrote on a tablet, “His name is John.” At that moment, he could talk again.)
- ✦ Ask: **What did Zechariah do after John was born?** (He prayed a prayer known as the Canticle of Zechariah. It is a song of praise that priests, religious, and laypeople pray in the Liturgy of the Hours, the official prayer of the Church [Luke 1:68–79].)

Sharing PAGE 44

- ◆ Decide which parts your child and you will read aloud in Launching the Mission on page 44. Read aloud the play.
- ◆ Ask: **How do we share Jesus' roles of priest, prophet, and king since we are anointed with oil at Baptism?** (We are priests when we unite ourselves to Jesus at Mass and offer ourselves with him to the Father. We are prophets when we spread the teaching of the Gospel, the Good News. We are kings, a royal people, because we are sons and daughters of God and heirs of the Kingdom of Heaven.)

Sharing PAGE 45

- ◆ Have your child read silently Anointed for the Mission on page 45. Ask: **What is an epiphany?** (a revelation or manifestation of God) **What do we celebrate on the feast of the Epiphany?** (the adoration of the Magi) **How was that event an epiphany?** (Jesus was revealed as the Messiah to the Gentiles.)
- ◆ Lead your child in prayer using A Moment with Jesus.
- ◆ Have your child read aloud The Messiah's Test. Ask: **What did Jesus do in the desert?** (prayed and fasted) **Why?** (to prepare for his mission) Say: **Satan tested Jesus in the desert. He tempted him to be a different kind of Messiah. Let's look at Jesus' temptation in the desert more closely.**
- ◆ Take turns reading aloud the parts of Jesus and Satan in The Temptations. Ask: **How was Jesus able to withstand Satan's attacks?** (He had been praying and fasting. He used Scripture to answer Satan.)
- ◆ Ask: **Do you think that a temptation is a sin? If a temptation is a sin, what would that make Jesus?** (a sinner, which is impossible) Say: **Temptations become sins when we give in and act on them.**

Sharing PAGE 46

- ◆ Have your child read silently Our Test on page 46. Ask: **What kind of sin do we usually commit?** (venial) Say: **We commit a mortal sin only if we do or omit something serious, we know it is serious, and we willingly and freely do it.**
- ◆ Have your child complete Resisting Temptation independently. If possible, role-play your child's test cases.

Acting PAGES 47–48

- ◆ Read the Chapter 6 Summary on page 47 together. Allow time for your child to complete the Respond activity in his or her reflection notebook.
- ◆ Have your child complete the Review Activities on page 48 independently. When he or she is done, go through his or her work and review any incorrect answers.

Gather and Go Forth PAGES 49–50**INSPIRE**

- ✦ Read aloud the text and the Scripture in the sidebar on page 49. Say: **The Holy Spirit works through the sacraments to give us the gifts of strength and courage to face our challenges.**

PROCLAIM

- ✦ Read aloud the Know and Proclaim text and the chart. Ask: **What are some actions you can take today to please God?** (Give him praise and thanks; help people in need.)
- ✦ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **Jesus faced temptations just as we do.**
- ✦ Read aloud A Catholic to Know on page 50. Say: **Peter Claver treated each person as a child of God. His witness is a model for us to follow.**
- ✦ 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

- ✦ Ask your child to consider injustices he or she encounters. Ask: **Where do you see a need for justice in your world? How can you make a difference for someone else?**
- ✦ Ask: **What can you do if you know someone who is teased or bullied? How does making a positive difference in someone's life proclaim your faith?** (It shows you care; it's what Jesus did.)

CHAPTER 7 The Apostles, Mary, and Others

Centering

- ◆ Ask: **What does Jesus invite you to do?** (Be his disciple.) Say: **Today you will learn more about being a disciple and meet some people who accepted Jesus' invitation.**
- ◆ Say: **You learned how Jesus began his public life by being baptized and going into the desert for 40 days. Today you will learn how he gathered a band of disciples.**

Sharing PAGE 51

- ◆ Have your child read aloud the chapter title and the opening section on page 51. Ask: **What is the meaning of *disciples*?** (learners, those who follow a master)
- ◆ Have your child read aloud The First Disciples. Ask: **Why did John's disciples leave him for Jesus?** (John identified Jesus as the Lamb of God.) **How do you think John felt?**
- ◆ Ask: **What were the disciples looking for when they followed Jesus?** (They wanted to learn from him; they wanted to see how he lived.)

Sharing PAGES 52–55

- ◆ Have your child read silently The Twelve on page 52. Ask: **Who are the apostles?** (disciples chosen to be close to Jesus, share his ministry, and act in his name) **Why is their number significant?** (There were 12 tribes in Israel. The apostles symbolize the new people of God.) **What kind of people were they?** (ordinary people, such as fishermen and a tax collector) **What does this tell you about Jesus?** (He can work through anyone.)
- ◆ Say: **We honor all but one apostle as saints today.**
- ◆ Take turns reading aloud Portraits of the Apostles on pages 52–55. After you read about each apostle, summarize the information and have your child write each name on a note card.
- ◆ Ask the following questions and have your child hold up the name or names to answer each of them. Ask: **Who were fishermen?** (Peter, James the Greater, John, and Andrew) **Who was a tax collector?** (Matthew) **Who was a zealot?** (Simon) **Who had charge of the common funds?** (Judas) **Which three apostles did Jesus choose to be with him for special events?** (Peter, James the Greater, John) **Which apostles were married?** (all except John) **Which apostles were martyred?** (all except John) **Who betrayed Jesus?** (Judas) **Who was chosen to replace Judas?** (Matthias)

Who brought his brother to Jesus? (Andrew) **Who brought his friend to Jesus?** (Philip) **Which apostle stayed at the Cross and was given Mary as his mother?** (John) **Which apostles were crucified, according to Tradition?** (Peter, Andrew) **Which apostle did Jesus rename “the rock”?** (Peter) **Which apostles were credited with writing the Gospels?** (Matthew and John) **Who were the “sons of thunder”?** (James the Greater and John) **Who didn’t believe that the other apostles had seen the risen Lord?** (Thomas) **Which apostles were brothers?** (Peter and Andrew, James the Greater and John, James the Less and Jude) **Who was appointed the first head of the Church?** (Peter) **Whom did Jesus call “an Israelite without guile”?** (Bartholomew, or Nathanael)

- ◆ Lead your child in prayer using A Moment with Jesus on page 55.
- ◆ Have your child read aloud *Successors of the Apostles*. Ask: **Who carries on the teaching of the apostles today?** (the pope and the bishops) **What responsibilities are given to the pope?** (He is the Bishop of Rome, the pastor of the whole Church, and has universal power in the care of souls.)
- ◆ Ask: **How do the pope and the bishops work together?** (keep the faith alive, exercise the authority of Jesus Christ)

Sharing PAGE 56

- ◆ Have your child read silently *The First and Best Disciple* on page 56 and write a Scripture verse in the space provided.
- ◆ Ask: **Why is Mary the first disciple?** (She was the first one to believe and follow Christ. She brought him into the world. She devoted her life to him for 30 years before his public ministry.) **What does it mean to be a witness?** (to believe and act on that belief) **How was Mary a witness?** (She trusted that Jesus would help at the wedding feast. She stood faithful at the foot of the Cross.) **Whom does Jesus call the real members of his family?** (those who hear the Word of God and keep it)
- ◆ Have your child complete *The Way of the Witness* independently.

Acting PAGES 57–58

- ◆ Read the Chapter 7 Summary on page 57 together, then have your child complete the Review Activities on page 58 independently. When he or she is done, go through his or her work and review any incorrect answers.

Gather and Go Forth PAGES 59–60**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 59. Ask: **What “rubbish” keeps you from Christ? How can giving up those things bring you closer to him?**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **Mary was the first and best disciple.** Ask: **How do you honor Mary?** (I pray the Hail Mary and other prayers to Mary.)
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question. Encourage your child to learn more about the Bishop of Rome, Pope Francis.
- ◆ Read aloud A Catholic to Know on page 60. Say: **Saint Andrew went from catching fish to being a disciple of Christ. He shared his faith in a way that caused others to believe and to follow Jesus Christ.**
- ◆ 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

- ◆ Ask: **What responsibilities do you have as a disciple that others may not?** (Possible answers: focusing on Christ; learning about my faith; sharing it with others)
- ◆ Say: **Discipleship means making choices you think Jesus would make. When you are faced with a difficult decision, ask yourself, “What would Jesus do?”** The answer to that question can help you make good choices.

CHAPTER 8 Baptism and Confirmation

Centering

- ◆ Together brainstorm objects that symbolize a birthday celebration, such as cards, candles, and a cake. Say: **Alone, these things mean little. But when they are used as part of a birthday celebration, they have special meaning. They become symbols.** Ask: **What do birthday objects and rituals express?** (our joy and gratitude for the person who has a birthday)
- ◆ Say: **Today you will learn about powerful celebrations whose symbols make Christ present and bring about new divine life in us.** Ask: **Do you know what these celebrations are?** (sacraments)

Sharing PAGE 61

- ◆ Have your child read aloud the chapter title and The Seven Sacraments on page 61. Ask: **Why are sacraments important to our relationship with Jesus?** (They deepen our relationship with Jesus; in them we encounter him, enabling us to carry out our mission as his disciples.)
- ◆ Say: **Sacraments are saving actions. They bring us out of the power of darkness into light. Unlike birthday parties, which do not give life, sacraments cause life, divine life.**
- ◆ Say: **We celebrate sacraments as a faith community.** Ask: **Why does this make sense?** (God originally saved a people, the Chosen People. The members of Christ's Church are bound together as members of his Body. Sacraments strengthen us to love and serve others better.)
- ◆ Have your child read aloud Christian Initiation on pages 61 and 62. Ask: **What are the three steps of initiation?** (catechumenate, election, and initiation) **How were Chris and his family witnesses?** (The family spirit attracted Joe; Chris answered Joe's questions.) **What process will Joe go through to become a Catholic?** (the Rite of Christian Initiation of Adults) **What is Joe called now?** (an inquirer) **Why?** (He is inquiring about the faith and studying it.)

Sharing PAGES 62–63

- ◆ Read aloud the first three entries under Responding to the Call on page 62. How can Chris help Joe as his sponsor? (help him know Christ and his teachings, show him how to live the Gospel and serve others)
- ◆ Say: **Catechumens leave Mass after the homily because they are not yet initiated into the mysteries of our faith. They learn more about the Scriptures at this time.** Ask: **How is Joe preparing to live the faith?** (He is studying the life of Christ, the Church's teachings, praying with the community, and trying to set a good example.)

- ◆ Have your child read aloud the last two entries of Responding to the Call. Ask: **What rite did Joe celebrate on the first Sunday of Lent?** (Rite of Election or Enrollment)
- ◆ Say: **In the early Church, the elect were brought before the bishop many times to be questioned about their character and their motives.** Ask: **What forms do these scrutinies take today?** (petitions and exorcisms) **The exorcisms free the catechumens from the effects of sin and the influence of the Devil.**
- ◆ Have your child read silently Sacraments of Initiation on pages 62–63. Ask: **What do these symbols mean?** **Water** (life and death); **white robe** (clothed with Christ); **candle** (new life in the risen Jesus); **Chrism** (anointing; christened); **bread** (the Body of Christ as spiritual food); **wine** (the Blood of Christ as spiritual drink)
- ◆ Have your child read silently Baptism: Water and Spirit and A Flood of Gifts. Say: **In the early days of the Church, Baptism was done by immersion. The person’s entire body was submerged in the water. There are parishes that celebrate Baptism this way today.**
- ◆ Ask: **What are three ways you show you have become a Christian?** (giving witness to Christ, sharing his teachings, and being prepared to sacrifice for him)
- ◆ Say: **If a child dies before being baptized, we pray for the child’s salvation.**
- ◆ Ask: **Which gift listed under A Flood of Gifts is important to you?**
- ◆ Lead your child in prayer using A Moment with Jesus.

Sharing PAGE 64

- ◆ Have your child complete the activity Signs of Baptism on page 64.
- ◆ Have your child read silently Confirmation: Sealed with the Spirit. Ask: **Why is the Eucharist the high point of Christian initiation?** (It strengthens God’s life in a Christian. When Christians receive the Eucharist, they possess Jesus and he acts in them.)
- ◆ Say: **The three Sacraments of Initiation are interrelated. Baptism enables Christians to have faith in the Eucharist. Confirmation calls Christians to deeper faith and more active service. The Eucharist strengthens faith and enables Christians to serve through strength from Jesus.**

Acting PAGES 65–66

- ◆ Read the Chapter 8 Summary on page 65 together. Instrumental background music can help create a prayerful environment for the Respond activity. Then have your child complete the Review Activities on page 66 independently.

Gather and Go Forth PAGES 67–68**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 67. Ask: **What does “called out of darkness into his wonderful light” refer to?** (God has called us from sin to eternal life in him.)

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Ask: **How can you help in the formation of new Catholics?** (by setting a good example in the way I pray and serve others)
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and ask: **How do the Sacraments of Initiation prepare us for our life as disciples?** (They make us members of the Church and empower us with the Holy Spirit to become Christ for others.)
- ◆ Read aloud A Catholic to Know on page 68. Say: **Saint Paul, inspired by the Holy Spirit, acted as a witness for Christ as he wrote his epistles. He invites us to be witnesses too.**
- ◆ 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

- ◆ Ask **How are sacraments models for the way we should treat one another?** (Possible answers: I can be forgiving; I can help people heal; I can be thankful.)
- ◆ Pray aloud a prayer of Saint Teresa of Ávila: **“Christ has no body now but yours. No hands, no feet on earth but yours. . . . You are his Body.”**

CHAPTER 9 Unit 1 Review

Centering

- ✦ **Ask: What are some ways we influence one another?** (Point out current ads and how they try to influence our thinking.)
- ✦ **Say: Jesus counts on us to influence one another in such a way that we become his followers and, therefore, better people.**
- ✦ **Say: In this lesson, you will experience the witness of a man who spent his life carrying out the ministry of Jesus. His story will help you consider how effective you are as a witness.**

Reviewing PAGES 69–71

- ✦ Have your child read silently Looking Back on page 69. Allow time for your child to answer the three questions independently.
- ✦ Using his or her reflection notebook, have your child complete the Personal Inventory. Ask: **What qualities do you think a witness for Christ needs?**
- ✦ Have your child read silently The Doughnut Priest on page 70. Ask: **How did Father Valine live out his baptismal commitment?** (by becoming a priest; by keeping the Church alive in Utah)
- ✦ **Ask: What were some unusual things about the witness of Father Valine?** (He continued his work although he was in his nineties; he traveled great distances.) **What difficulties must Father Valine have experienced as he carried out his ministry?** (loneliness, poor conditions, people who rejected his message) **What do you admire most about Father Valine?**
- ✦ **Say: Father Valine was a home missionary because he worked in his own country. You can also be a home missionary by witnessing to Jesus in your own home.** Ask: **What are some ways you can be a home missionary?** (inviting a friend to come to Mass with you; asking your family to pray together at home)
- ✦ **Say: We are inspired by others to live as Jesus wants us to. We also have the power to inspire others. First, we must know what Jesus' way means.**
- ✦ Have your child complete Testing Your Strength independently.
- ✦ Have your child complete Find the Truth Statements on page 71.
- ✦ Have your child complete Sacraments of Initiation independently. (Question 1: Jesus acts in us in the sacraments. Through them, we receive grace and his life that he won for us. By word and sign, he helps us at certain high points of our journey. Question 2: Baptism gives us the right to the other sacraments. Confirmation confirms what happened at Baptism. At the Eucharist, we celebrate the death and rising that made Baptism possible. We are strengthened to live out the commitment of Baptism)

and Confirmation. Question 3: See the list A Flood of Gifts on page 63 of your child's book.)

- ◆ Have your child complete Rite Order and Sign Readers independently.

Celebrating PAGES 72–73

- ◆ Remind your child that you are finished with Unit 1: Jesus Christ the Way. Say: **You have seen how Jesus is a friend who loves us and continually invites us to know him better. He invites us to go with him to the Father.**
- ◆ Say: **You have heard his invitation repeatedly, and now it's up to you to decide what to do about it.**
- ◆ Say: **We will join together in prayer to reflect on what Jesus means to each of us.**
- ◆ Together, choose opening and closing songs for the celebration and decide which parts each of you will read aloud on pages 72 and 73.
- ◆ Begin Celebrating Jesus the Way. Allow sufficient time for periods of personal reflection.

Acting PAGE 74

- ◆ Ask for your child's reaction to the prayer celebration.
- ◆ Have your child complete Word Puzzle About Jesus on page 74 independently. When he or she is finished writing the clues to the words in the puzzle, use the list to quiz your child on the definitions.
- ◆ Have your child make a poster that calls people to follow Jesus. The slogan may be based on popular commercials.
- ◆ Direct your child to research on the Internet someone who is a Christian witness. He or she could prepare a written or oral report on that person.
- ◆ Make a family scrapbook called "The Lord." Place in the scrapbook favorite poems, picture stories, and holy cards of Jesus. Keep the scrapbook in a place where your family can read it, such as a prayer corner.
- ◆ Play "To Tell the Truth." Take turns claiming to be a certain person (such as Peter). The other person can ask five yes-or-no questions about your identity, to which you must answer truthfully. If the person guesses the identity correctly, he or she chooses the next person to ask questions about.

Gather and Go Forth PAGES 75–76**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 75. Say: **Jesus is the way, the truth, and the life.** Ask: **Where does he take you? Do you listen? How does he live in you?** Allow time for reflection.

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Ask: **How does light symbolize the work of disciples?** (Jesus leads us from the darkness of sin into God’s light. Disciples follow his example and lead others to God.)
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question. Remind your child that he or she can look up the word Incarnation in the glossary to review the definition.
- ◆ Read aloud A Catholic to Know on page 76. Ask: **How does Saint Vincent de Paul inspire you to be more like Jesus?**
- ◆ 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

- ◆ Ask: **How can your support of charities like the Society of St. Vincent de Paul help people in need?**
- ◆ Lead your child in a prayer inspired by the Society of St. Vincent de Paul: **Lord Jesus, you who willed to become poor, give us eyes and a heart directed toward those who are poor; help us recognize you in them—in their thirst, their hunger, their loneliness, and their misfortune. Amen.**