

The History of the Church: Part I

- ◆ Say: So far this year we have been learning about what the Church is. In Unit 3, we will be introduced to key people and events in the Church's history. Read aloud the title of Unit 3 and the Scripture verse on page 91.
- ◆ Have your child read aloud the Family Feature on page 92 and plan a time to share its contents with other family members. Then begin Chapter 10.

CHAPTER 10 The First Years

Centering

- ◆ Share family photos and discuss the history of your family. Say: **History helps us understand the present and prepare for the future. You will be learning about the history of another family you belong to—the Church.**
- ◆ Have your child locate the reproduction of the poster Journey of the Church Through Time at the back of his or her book. Discuss some of the key dates on the timeline.

Sharing PAGE 93

- ◆ Have your child read aloud the chapter title and the first paragraph on page 93. Allow a few moments for your child to answer the question and share his or her response. Then have your child read aloud the next paragraph. Have your child open his or her Bible to Acts of the Apostles 2:1–13 to review the story of the coming of the Holy Spirit at Pentecost.
- ◆ Have your child read silently The Beginnings of the Church. Then ask your child to summarize how the Church got started. (The Church began because Jesus wanted it to be so. A small band of Jesus' followers went forth on Pentecost, led by the Holy Spirit, to proclaim the Good News.)

Sharing PAGE 94

- ◆ Have your child read silently the first two paragraphs of The Story of the Early Church on page 94. Say: **You have three minutes to read and study these paragraphs. I will give you a quiz after three minutes.**

- ◆ Ask: **Which book of the Bible tells about the early Church?** (Acts of the Apostles) **It is thought to be a continuation of whose Gospel?** (Luke's) **With what event does the Acts of the Apostles begin?** (Pentecost) **Which Church leader does it tell about?** (Peter)
- ◆ Ask: **Whose missionary adventures does it describe?** (Paul's) **What are the early letters to Christians called?** (epistles)
- ◆ Take turns reading aloud the quotations, each of which is from an epistle.
- ◆ Say: **The books of the New Testament were written in the Church, for the Church, and by members of the Church under the guidance of the Holy Spirit.**
- ◆ Have your child read aloud In the Name of Jesus. Ask: **How did the miracle help the Church grow?** (People were attracted to the apostles and listened to Peter's speech.)
- ◆ Lead your child through the table of contents in his or her Bible to show him or her the books of the New Testament. Challenge your child to memorize the names of the 27 books of the New Testament.
- ◆ Read aloud A Moment with Jesus on page 94. Allow a few minutes for your child to pray quietly.

Sharing PAGES 95–96

- ◆ Brainstorm movies and TV shows that involve courtroom drama. Ask: **What does a witness do?** (gives a firsthand account of an event that was seen, heard, or experienced) **What is a major event that you have been witness to?**
- ◆ Say: **Accounts of the early Church teach us what it means to be witness to the Resurrection of Jesus.**
- ◆ Have your child read silently Overcoming Obstacles and Acts of the Apostles 5:40–42 on page 95. Ask: **How did the apostles respond to their sufferings?** (They rejoiced and continued to teach and proclaim the Messiah.)
- ◆ Have your child read aloud The Life of the Community. Ask: **What can we learn about the early Church from the Acts of the Apostles?** (Prayer was an important part of the life of the early Christians.)
- ◆ Have your child read silently Deacon and Martyr and complete the activity on page 96. Ask: **How did the persecution of Christians help spread the Good News?** (The Christians fled to other places and brought the Good News there.)

Acting PAGES 97–98

- ◆ Read the Chapter 10 Summary on page 97 together. Then have your child complete the Review Activities on page 98 independently. When he or she is done, go through his or her work and review any incorrect answers.

Gather and Go Forth PAGES 99–100**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 99. Say: **In Jesus we have nothing to fear because nothing can overcome his love for us.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **It is the Holy Spirit that unites the Church with Christ.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **We read and reflect on the inspired Word of God to know our faith and testify to it.**
- ◆ Read aloud A Catholic to Know on page 100. Ask: **Which gifts do you think Saint Perpetua had as a witness?** (fortitude; fear of the Lord)
- ◆ 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 thank a role model in person or in writing. Say: **Say thank you to someone who has helped you along your faith journey by his or her witness to Christ. Let him or her know specifically how he or she was a good model to you.**

CHAPTER 11 The Church Grows

Centering

- ✦ Share a newspaper article about some good news. Ask: **Did you already know about this news? How did you hear about it? In what other ways could you have received it? Which way do you think is best? Why?**
- ✦ Say: **Even though these modern ways of spreading news were not available in the early days of the Church, the Good News of Jesus was spread to the entire known world. Today you will see how this was accomplished.**
- ✦ Say: **Today we will focus on the person who did much to spread the Good News: Saint Paul.**

Sharing PAGE 101

- ✦ Have your child read aloud Acts of the Apostles 7:58. Say: **This passage indicates that a man named Saul was in a position of authority at the stoning of Stephen. Saul and Paul are the same man.**
- ✦ Have your child read aloud the chapter title and the first paragraph on page 101. Then have him or her read silently Acts of the Apostles 9:1–22 to learn about Saul’s conversion. Ask: **How was Saul converted?** (On the way to Damascus, Jesus called to him and asked, “Why are you persecuting me?” Saul became blind. In Damascus, Ananias cured and baptized him.)
- ✦ Say: **Saul changed from a pursuer of Christians to one pursued by Christ. His actions matched his change of heart. Underline the definition of *conversion* in your book.** (a change of heart, to turn away from yourself and toward Jesus)
- ✦ Say: **The New Testament has four accounts of Paul’s conversion.** Read aloud the accounts listed under One Story, Four Accounts. Compare the different versions.
- ✦ Have your child read aloud Your Own Call to Conversion. Say: **We care for the gift of Baptism by constantly striving to turn away from sin that can damage our relationship with God.**
- ✦ Have your child complete Closer to Jesus independently.

Sharing PAGE 102

- ✦ Have your child read aloud A Worldwide Audience on page 102. Ask: **If the Holy Spirit had not let Peter know that Baptism was also for Gentiles, what might our Church be like today?** (a branch of Judaism; exclusive and small) **How did the Spirit communicate to Peter, the head of the Church, that Gentiles were to be accepted?** (Peter had a vision. Then Cornelius, a Gentile, invited him to his house. Cornelius had been told by a man in dazzling robes to send for Peter.)

- ◆ Have your child read silently *On the Road*. Say: **In Jerusalem, Barnabas befriended Paul and later invited him to come to Antioch. Ask: What did the Holy Spirit ask of Paul and Barnabas?** (go on missionary journeys)
- ◆ Direct your child to the map of Paul's travels on page 103. Say: **Paul journeyed in what are now Turkey, Greece, Albania, Italy, Syria, and Lebanon. These journeys had to be made on foot or, at best, riding an animal.**
- ◆ Have your child read aloud the first two paragraphs of Paul's Travels and Letters. Read aloud the list of letters attributed to Paul. As you do so, have your child skim through the Bible to locate the letters you name. Have your child read aloud the final paragraph and locate the letters mentioned in it.

Sharing PAGE 103

- ◆ Have your child read aloud *The Early Centers of Christianity* on page 103 and circle Rome and Antioch on the map. Say: **The Church in Jerusalem and the Church in Antioch were one in belief but different in practice regarding the conversion of Gentiles—those who were not Jewish. This presented a problem for the Church.**
- ◆ Have your child read aloud *The First Church Council*. Ask: **What did the Council decide is the essential teaching of Jesus?** (To be a Christian, one needs faith in Jesus and Baptism.)
- ◆ Read aloud *A Moment with Jesus*. Allow time for your child to pray quietly.

Sharing PAGE 104

- ◆ Have your child read aloud *Facing the Trials Ahead* on page 104. Say: **Martyr is a Greek word that means "witness." As baptized followers of Jesus, we are called to be witnesses.**
- ◆ Have your child read silently *Called to Witness*. Ask: **Who helps us witness each day of our lives in truthful words and deeds?** (Holy Spirit)
- ◆ Have your child work independently on *Testify for Jesus*. Invite your child to share one or two ways he or she has given witness to Jesus.

Acting PAGES 105–106

- ◆ Direct your child to turn to *An Examination of Conscience* on page 298 and read aloud the explanation of how it can be used in preparation for the Sacrament of Reconciliation. Lead your child prayerfully through the examination of conscience, using the questions on the page.
- ◆ Read the Chapter 11 Summary on page 105 together. Then have your child complete the Review Activities on page 106 independently. When he or she is done, go through his or her work and review any incorrect answers.

Gather and Go Forth PAGES 107–108**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 107. Say: **Disciples can't help but show others their love for Jesus.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Ask: **What are some ways you can examine your conscience?** (review my actions during the day to see if they reflect Jesus' values; think about how I treat others)
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **We become aware of God's presence in our lives through people, events, and ideas. God repeatedly calls us to conversion to bring us closer to him.**
- ◆ Read aloud A Catholic to Know on page 108. Say: **Ignatius of Antioch proclaimed Jesus even in the face of certain death.**
- ◆ 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 Catholics exercise their responsibility to protect human rights at home and around the world?** (They can become informed; they can engage political leaders; they can vote their conscience.)
- ◆ Invite your child to investigate how Catholic Relief Services (CRS) works for social justice. Say: **The work of CRS proclaims the teachings of the Gospel.**

CHAPTER 12 A House Built on Rock

Centering

- ✦ Say: **Through Peter, Paul, and other apostles, the Church spread in its first hundred years.**
- ✦ Say: **Today you will learn how the Church survived two crises in the next two centuries.**

Sharing PAGES 109–110

- ✦ Have your child read aloud the chapter title and the first two paragraphs on page 109. Invite your child to share a story of a time when he or she needed courage in the face of pressure or opposition.
- ✦ Have your child read silently *The Witness of the Martyrs* on page 109. Say: **Compare the persecutions of Nero and Diocletian.** (Nero's was first and began because he needed a group to blame for the disasters in the empire. Diocletian's was last. He had a plan to remove every trace of Christianity.)
- ✦ Ask: **How did the bishops lead the Church during the persecutions?** (They wrote letters; some were killed.) **What does the section title mean?** (The death of the martyrs led to the growth of the Church.)
- ✦ Have your child read aloud *Sister Dorothy Kazel: A Martyr in Our Day (1939–1980)* on page 110. Have your child complete *You, a Martyr* on page 110, encouraging him or her to respond honestly.

Sharing PAGE 111

- ✦ Have your child read silently *From Persecution to Peace* on page 111.
- ✦ Explain why Christianity was illegal in the Roman Empire. Say: **The Roman Empire recognized any religion that predated the founding of Rome. The first Christians, considering themselves part of the Jewish faith, were protected by this ancient Roman law of tolerance. In A.D. 90, however, a split occurred between the Christians and Jews. Christians were barred from synagogues, and Christianity became a "new" religion and therefore illegal. Christians were persecuted.**
- ✦ Say: **When Constantine issued the Edict of Milan in 313, he did not do away with paganism, but he made Christianity equal with all other religions. This allowed Christianity to eventually grow into the dominant religion of the Roman Empire.**
- ✦ Have your child complete *Making Headlines*. Check his or her answers.
- ✦ Say: **People can show love for others by sacrificing something for them.** Ask your child to share examples of ways that parents sacrifice for their children. Say: **After the persecutions ended, Christians sought other forms of sacrifice to show their love for Jesus.**

Sharing PAGE 112

- ◆ Have your child read silently A Different Kind of Witness on page 112. Ask: **What did you learn about hermits and monks?**
- ◆ Have your child complete Your Family's Rule and share his or her answers with you.
- ◆ Have your child read aloud Confusion from Within. Ask: **What is heresy?** (a false teaching that rejects a truth that has been revealed by God and taught by the Church) **What was the Arian heresy?** (the teaching that Jesus is not God)
- ◆ Say: **There came a time when Christian leaders could no longer approach Jesus or the apostles face-to-face to gain the answers to their questions.**
- ◆ Show your child that the Gospels present Jesus as divine. Read aloud John 5:18, John 10:30, and John 14:9–10.

Sharing PAGE 113

- ◆ Have your child read silently Settling Matters on page 113. Ask: **How did the bishops try to settle the Arian heresy?** (They held synods.) Say: **The bishops still meet in synods to discuss topics of concern.**
- ◆ Ask: **When do we pray the Nicene Creed?** (after the homily at Sunday liturgies) **What lines of the Nicene Creed deal with Jesus as God?** ("I believe in one Lord Jesus Christ, the Only Begotten Son of God, born of the Father before all ages. God from God, Light from Light, true God from true God, begotten, not made consubstantial with the Father.")
- ◆ Have your child read silently Fathers of the Church. Say: **The Church Fathers relied on Scripture and Tradition to separate God's truth revealed by Jesus from teachings that were just personal opinions.**
- ◆ Read aloud A Moment with Jesus. Then invite your child to turn to the inside back cover of his or her book and pray aloud the Nicene Creed.

Sharing PAGE 114

- ◆ Have your child complete Your Rock on page 114 and share one statement that he or she will work especially hard to achieve.
- ◆ Take turns reading aloud Saints in the Early Church.

Acting PAGES 115–116

- ◆ Have your child write in his or her reflection notebook about a challenge he or she has faced. Remind your child that the saints faced challenges with a response of love based on Jesus' example.
- ◆ Read the Chapter 12 Summary on page 115 together. Then have your child complete the Review Activities on page 116 independently. When he or she is done, go through his or her work and review any incorrect answers.

Gather and Go Forth PAGES 117–118**INSPIRE**

- ✦ Read aloud the text and the Scripture in the sidebar on page 117. Say: **A psalm is a song of praise or a prayer in the form of a poem that is sung in public worship.**

PROCLAIM

- ✦ Read aloud the Know and Proclaim text and the chart. Say: **We pray the Creed to proclaim what we believe to one another and to the world.** Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **We pray the Creed to proclaim what we believe to one another and to the world.** Ask: **Why is it important for Catholics to say what we believe?** Discuss your child's answer.
- ✦ Read aloud A Catholic to Know on page 118. Say: **Saint Basil witnessed for Christ by fighting for social justice and taking care of those who were poor.**
- ✦ 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: **You have heard that actions speak louder than words.** Ask: **How do your actions show that you are a follower of Christ?**
- ✦ Have your child read aloud Matthew 7:24–29. Say: **By living the Word of God, we build our house on a solid foundation.**

CHAPTER 13 A Light in Darkness: Part I

Centering

- ◆ Have your child read aloud the events that occurred before the fall of Rome in Journey of the Church Through Time in the back of his or her book.
- ◆ Say: **Today we will begin to study the history of the Church and the world between the 5th and 14th centuries.**

Sharing PAGE 119

- ◆ Have your child read aloud the chapter title and the first two paragraphs on page 119. Discuss times you have seen emergency workers in action.
- ◆ Say: **The attacks on the World Trade Center were horrible. Things could have been even worse if officials and emergency workers had not responded. Today we are going to learn about a time when people faced great challenges and there was no leadership to aid them.**
- ◆ Have your child read aloud Germanic Tribes Invade: Rome Falls and highlight sentences that describe how the invasion affected the world.

Sharing PAGE 120

- ◆ Have your child read aloud A Beacon of Light on page 120. Say: **During difficult times, people often turn to God for strength.**
- ◆ Have your child read silently The Light of the Missionaries. Ask: **Why does Saint Gregory deserve the title “the Great”?** (He organized Rome, gave generously to those in need, negotiated peace, and wrote letters to instruct Catholics. He sent monks to every land to evangelize.)
- ◆ Ask: **How did the monks guide the world during these difficult times?** (They proclaimed the Good News; made laws, taught people to read, write, and count; taught people to cultivate the land and set up trade. They copied ancient manuscripts by hand, preserving culture, doctrine, and the Bible.)
- ◆ Have your child read silently Western Monasteries. Ask your child to stack building blocks until they fall over. Say: **Without a stable foundation, the structure collapses. The Benedictine monasteries provided stability for a society that was on the verge of collapse.**

Sharing PAGE 121

- ◆ Have your child talk about duties required of him or her at home. Say: **Each monk in a monastery had duties that he was to accomplish for the good of the community.**

- ◆ Have your child complete Disciples' Duties on page 121 independently. Check his or her answers. Instruct your child to look over the list and select one duty he or she is performing well and another that needs improvement. Have your child write about these duties in his or her reflection notebook, thanking Jesus for the ability to perform some duties well and asking him for the grace to perform others better.
- ◆ Read aloud A Moment with Jesus.
- ◆ Brainstorm five good habits and five bad habits for studying or doing homework. Say: **If practiced long enough, habits can be hard to break. With the right kinds of habits, we can work with Jesus to overcome the darkness that continues to threaten the world.**
- ◆ Have your child read aloud Conquering the World with Virtue. Say: **Monks who lived in the early Middle Ages relied on virtues to help them fight the forces of evil in the world. The forces of evil are still present and must be engaged by followers of Jesus. Armed with the virtues, we can help Jesus conquer the world with love.**
- ◆ Challenge your child to memorize the seven virtues. Say: **It is easier to practice the virtues in our lives if we have them stored in our heads.**

Sharing PAGE 122

- ◆ Brainstorm a list of your top-10 villains of all time from movies, comic books, novels, and TV shows. Ask: **What weapons or strategies do these villains use in their attempts to conquer the world? Who foiled their attempts?**
- ◆ Say: **To be a follower of Jesus is to actively engage the forces of evil, armed not with physical weapons but with the virtues, which are stronger than any human force.**
- ◆ Have your child complete Holy Men and Women on page 122 independently. Check your child's answers.
- ◆ Have your child read aloud Giants of the Age. Say: **Charlemagne was crowned emperor in A.D. 800. His name means "Charles the Great."**
- ◆ Ask: **How did Charlemagne support the Church?** (He protected the pope and the Church. He made laws supporting the Church, and he established schools. Many people became Christians under his rule.)
- ◆ Ask: **Who tried to reform the Church?** (Pope Gregory VII) **What did he tell rulers?** (The pope—not the king—should appoint bishops.)

Acting PAGES 123–124

- ◆ Read the Chapter 13 Summary on page 123 together. Then have your child complete the Review Activities on page 124 independently. When he or she is done, go through his or her work and review any incorrect answers.

Gather and Go Forth PAGES 125–126**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 125. Ask: **How does Jesus' light give to those who follow him?** (It lights the way to God. It saves us from the darkness of sin and evil. It gives life.)

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **Education can help build virtuous citizens.** Ask: **How has what you learned helped you be a better citizen?** (I know my rights; I understand my responsibilities as a citizen.)
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **Define the Theological Virtues in your own words.**
- ◆ Read aloud A Catholic to Know on page 126. Ask: **How can you imitate Saint Wenceslaus to help people who feel exiled?** (Spend time with them; introduce them to new friends; help them feel included in groups and activities.)
- ◆ 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

- ◆ Present the work of the Knights of Columbus. Say: **The work of the Knights of Columbus helps foster a culture of life and light in society.** Challenge your child to support the work of groups such as the Knights of Columbus.
- ◆ Ask your child to write a prayer for the grace to choose life and the light of Christ. Invite your child to lead your family in praying the prayer.

CHAPTER 14 A Light in Darkness: Part II

Centering

- ◆ Brainstorm a list of famous breakups of music groups and Hollywood couples.
- ◆ Say: **Often in celebrity marriages or music groups, there is a power struggle that leads to a breakup. During the Middle Ages, the Church had a power struggle leading to a serious break that has yet to be healed.**

Sharing PAGES 127–130

- ◆ Have your child read aloud the chapter title and the first paragraph on page 127. Have your child answer the question independently.
- ◆ Say: **In the Middle Ages, the Church experienced a power struggle that interfered with its mission to serve the People of God.**
- ◆ Have your child read silently Losing and Regaining Focus. Ask: **Who was involved in this power struggle?** (the Church and the state) **Why were bishops involved in the government?** (because there were no political structures to hold society together)
- ◆ Ask: **What is lay investiture?** (the practice of political leaders assigning jobs to bishops and priests) **Who fought to end the practice of lay investiture?** (Pope Gregory VII)
- ◆ Say: **Power and greed are problems not only for kings and leaders. These problems face us daily. Write in your reflection notebook how you could overcome temptations to selfishness, envy, and jealousy.**
- ◆ Have your child look up the word *schism* in the Glossary. Say: **Another power struggle occurred within the Church that led to a very serious break.**
- ◆ Have your child read silently A Serious Break on page 128. Ask: **What were the causes of the Great Schism?** (communication cut off; different languages in liturgy; Eastern priests permitted to marry; the East finding it hard to accept the authority of the pope)
- ◆ Say: **Since 1054, groups of Eastern Christians have resumed full communion with the pope. These are the Catholic Eastern Churches. Churches not in communion with the pope are called Eastern Orthodox. Today efforts are taking place to bring about unity between the Roman Catholic Church and the Eastern Orthodox Church. We call these efforts to reunite the Christian Church *ecumenism*.**
- ◆ Have your child read silently The Crusades on pages 128–129. Ask: **What were the Crusades?** (holy wars to regain the Holy Land from the Muslims)

- ◆ Say: **Pope Urban II began the Crusades for three reasons. He hoped to stop the persecution of Christian pilgrims in the Holy Land and win back the Holy Land from the Muslims. He wanted to stop the fighting among rulers and feudal lords in Europe. And he hoped to heal the break between the Church in the East and the Church in the West.**
- ◆ Ask: **Were the Crusades successful?** (They did not win back the Holy Land, but they opened the doors between the East and West, promoted pilgrimages, renewed devotion to the Passion and Death of Jesus, and introduced the Way of the Cross to Europe.)
- ◆ Say: **There were many movements in the Middle Ages that did not teach the truth about salvation in Jesus. The Church did not want people to be led astray.**
- ◆ Read aloud A Moment with Jesus. Allow your child to pray quietly.
- ◆ Have your child read In Search of Heretics. Ask: **How did the Church respond to heresy?** (It began the Inquisition, an official Catholic court.) **What good came out of the Inquisition?** (Heresies were halted. Many accused heretics were spared more severe penalties from civil officials.)
- ◆ Have your child read aloud A Blend of Church and State. Ask: **How did the Church influence everyone's lives?** (People were governed by its law, celebrated its feasts, and attended its schools.)
- ◆ Have your child read aloud A Light to Those in Need and Centers of Light: The Universities on page 130. Ask: **How did Francis of Assisi help the Church?** (He reminded it of the concern for those who were poor.)
- ◆ Say: **The virtues of poverty, chastity, and obedience are not about denying happiness but are about delaying immediate gratification in favor of finding lasting happiness.**
- ◆ Have your child complete The University of You on page 130 independently and then share his or her answers.

Reviewing PAGES 131–133

- ◆ Read the Chapter 14 Summary on page 131 together. Then have your child complete the Review Activities on page 132 independently. When he or she is done, go through his or her work and review any incorrect answers.
- ◆ Have your child complete the Unit 3 Review on page 133 independently.

Celebrating PAGES 134–135

- ◆ Invite your child to participate prayerfully in the prayer service Your Light on pages 134–135. Decide which roles each of you will read aloud. Lead your child prayerfully through the service.

Acting PAGE 136

- ◆ Have your child complete the last page of the Unit Review on page 136.

Gather and Go Forth PAGES 137–138**INSPIRE**

- ◆ Read aloud the text and the Scripture in the sidebar on page 137. Say: **Holy men and women follow Jesus' example by living their faith. They do so to give glory to God, not to themselves.**

PROCLAIM

- ◆ Read aloud the Know and Proclaim text and the chart. Say: **We can never exhaust the treasures of the Church. The more we learn about Jesus, the more we love him, and the better we can proclaim him.**
- ◆ Read aloud the question and answers in Test Your Catholic Knowledge. Have your child answer the question and say: **The light of God shines in and through us. The examples of the saints renew faith in God among the people of God.**
- ◆ Read aloud A Catholic to Know on page 138. Ask: **How did Saint Gregory spread the faith?** (He built churches, sent out missionaries, and worked for peace.)
- ◆ 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: **God calls us to be good stewards of his creation. We have an obligation to protect and ensure its fair use among all people.** Discuss ways your family can care for creation.
- ◆ Have your child read aloud Ephesians 5:6–20. Pray aloud: **Lord, help us live by your light. Amen.**