

# God, Our Creator and Father

## Unit Opener: Pages 2–4

- ▶ Say: *The title of this book is Finding God.* Ask: *Who is God?* (our Father and Creator) *Where do we find him?* Discuss with your child where you find God in your everyday life and how the Bible is a source to learn more about him. Read aloud the unit title. Say: *In this unit, we learn that God is our Father and Creator and reveals himself to us in the Bible.*
- ▶ Invite your child to turn to page 2. Focus your child's attention on the picture. Ask: *What is Saint Jerome doing?* (writing, thinking)
- ▶ Ask your child to read aloud the first paragraph on page 3. Say: *Hebrew is the language spoken by the Jewish people. Few Christians in Jerome's day could read and those who did read Latin, their everyday language.*
- ▶ Ask your child to read the last two paragraphs. Ask: *Why might Saint Jerome be the patron saint of librarians?* (He worked with the Bible, a kind of library.) Say: *Jerome's work made it possible for people to read the Bible in their own language.* Ask: *How did Jerome translate Scripture into deeds?* (When war broke out, he worked to help refugees.) *What do his actions say about God's plan for our lives?* (God wants us to help others.)
- ▶ With your child, add Jerome's feast day, September 30, to your calendar. Plan an event together to celebrate the work of Saint Jerome.
- ▶ Read aloud the Be Inspired feature. Ask: *Why are we called to seek out good in the world?* Discuss your child's responses.
- ▶ Invite your child to turn to page 4. Say: *Jerome led by example with his deeds, encouraging others to put God's Word into action.* Ask your child to read aloud Translating God's Word into Action.
- ▶ Read aloud the introduction and directions for Faith into Action Formula. Direct your child to each Scripture passage in the Bible and discuss each one. Then have him or her complete the activity.
- ▶ Direct your child to the Reading God's Word feature. Say: *Saint Jerome put his faith into action. He used his language skills to translate the Bible into a common language, Latin. He also went out to help people in need.* Ask your child to read aloud the psalm.

## The Bible, God's Story

### Engage: Page 5

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Luke 34:27–32. Then say: ***The Gospel of the Lord***. Invite your child to respond *Praise to you, Lord Jesus Christ*.
- ▶ Invite your child to think of some things he or she knows about his or her best friend. Ask: ***How did you learn these things?*** (Answers will vary.) Say: ***We learn about God from his words and actions revealed in the Bible.*** Ask your child to read aloud the text on page 5. Say: ***We can grow closer to God by reading the Bible.***

### Explore: Pages 6–7

- ▶ Discuss pieces of art you and your child are familiar with. Ask: ***What might have inspired the artist to make such a piece?*** Look up *inspired* in the Glossary and read the definition.
- ▶ Have your child read aloud page 6. Ask: ***What is the main story of the Old Testament?*** (the story of how God revealed himself to the Hebrew people and how they placed their faith in God) ***What is the main story of the New Testament?*** (the story of how God the Father revealed himself fully in Jesus, his Son; the early Christians; and their new faith and salvation through Jesus)
- ▶ Read aloud the Did You Know? feature. Discuss some of the books of the Bible you are both familiar with and tell what you know about them.
- ▶ Have your child read aloud page 7. Discuss the terms *Magisterium* and *interpretation*. Say: ***The Bible is the Word of God. God reveals himself to us through Scripture and Church Tradition. The Holy Spirit works through the Magisterium, who help us understand what Scripture means for our lives.***
- ▶ Read aloud the Reading God's Word feature. Ask: ***What does this Bible verse mean to you?***

### Art Exploration: Page 8

- ▶ Find in a magazine, a book, or online a picture of an illuminated, or decorated, Bible page.
- ▶ Say: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including letters, pictures, and scenes.
- ▶ Ask: ***Why do you think those who copied the Bible wanted it to be so beautiful?*** (Possible answer: to show the beauty of God's Word)
- ▶ Have your child turn to page 8. Read aloud the introduction and discuss the question.
- ▶ Invite your child to read aloud Copying the Bible. Point out the two bolded words. Ask: ***Why is "everyday language" important for a Bible translation?*** (makes it easier to read) ***Why were scriptoriums important?*** (They produced copies of the Bible so that more people could use the Bible for prayer and worship.)
- ▶ Have your child read aloud Illuminated Bible and complete the activity.

- ▶ Ask your child to study the illuminated Bible page and imagine what it would take to copy not only the Scripture, but also to illuminate the page. Have your child reflect on how long it would take to copy the page and focus on the concentration the illuminators must have had to complete each page. Close with a silent prayer thanking God for revealing himself through the Bible.

## Reflect: Pages 9–10

- ▶ Together look at page 9. Say: *Praying is different from reading or reciting. A prayer is a conversation. Think about the words you are praying and listen with your heart.*
- ▶ Have your child read aloud the paragraph on page 6. Then pray aloud the prayer together. Guide your child to understand that you will pray the verse, they will respond with the refrain, and you will pray together the second paragraph. Conclude by praying *Amen* and joining your child in making the Sign of the Cross.
- ▶ Have your child read aloud Making Choices on page 10. Ask: *How can we use free will to follow God and do good in the world?* (Answers will vary.)
- ▶ Have your child read aloud Seeking Advice and think of a situation to write about. Discuss the situation and response after he or she is finished writing.

## Respond: Pages 11–12

- ▶ Ask your child to read aloud the Faith Summary on page 11. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Invite your child to choose one of the psalms listed and read it aloud together.
- ▶ Say: *Let's give thanks for the gift of God's Word.* Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 12. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: *With the guidance of God's Word and the Holy Spirit, we can live our lives as witness to the Good News and build Christ's Church.*

## God Creates the World

### Engage: Page 13

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Ephesians 2:4–10. Then say: ***The Word of the Lord.*** Invite your child to respond *Thanks be to God.*
- ▶ Invite your child to recall a news story with a dramatic rescue. Say: ***Think about a time when someone rescued you from a difficult situation. God the Father sent his Son, Jesus, to save us from sin because we are incapable of saving ourselves.***
- ▶ Ask your child to read aloud the paragraphs on page 13. Ask: ***What can we do to receive grace from God?*** (Nothing. It is given to us by God freely.)
- ▶ Say: ***Let's thank Jesus for our salvation and ask for help to do his work.*** Pray aloud the prayer together. Conclude the prayer by praying *Amen.*

### Explore: Pages 14–15

- ▶ Together close your eyes and visualize something wonderful that God has created. Ask: ***What amazing things did you see?*** Make a list of your responses.
- ▶ Have your child read aloud the top sections of page 14. Ask: ***What did the writer of the first Genesis story want to make clear?*** (God created every part of the world and saw everything as good.)
- ▶ Have your child read aloud It's All Good. Ask your child to name something that they typically think of as bad but ask them to tell you something good about it. For example, forest fires seem bad but the fires remove underbrush and help new trees grow. Then have your child to complete the activity.
- ▶ Read aloud page 15. Ask: ***What was it like for the exiled Jews?*** (They were treated badly.) Look up *culture* and *racism* in the Glossary. Discuss the definitions. Say: ***Most Americans are immigrants or the descendants of immigrants, so someone in our family might have had to get used to a new culture and may have faced racism.***
- ▶ Have your child read aloud the Meet a Saint feature. Ask: ***How do people working for minority rights do God's work?*** (They care for others and treat others as equals.)

### Art Exploration: Page 16

- ▶ Find in a magazine, a book, or online a picture of Adam and Eve being expelled from the Garden of Eden.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including any emotion being expressed by Adam and Eve. Ask: ***How would you feel if you were told to leave the place where you lived?*** (Answers will vary.)

- ▶ Have your child turn to page 16. Read aloud the introduction and discuss the question.
- ▶ Read aloud The Second Story of Creation. Ask: ***What does God ask of us today?*** (to care for the earth) ***How did God show mercy to Adam and Eve?*** Discuss *stewardship*.
- ▶ Have your child read aloud Mercy and Love and write a prayer.
- ▶ Read aloud the Reading God's Word feature. Ask your child to explain Psalm 8 in his or her own words. Say: ***Psalm 8 praises God for making human beings so special.***
- ▶ Ask your child to create a comic strip panel to tell one creation story. When it is finished, encourage them to share it with a family member.

## Reflect: Pages 17–18

- ▶ Together look at page 17. Ask: ***What do you see in the picture?*** (a family enjoying nature) Say: ***God's gift of creation was an act of tremendous love.***
- ▶ Read aloud the first four paragraphs on page 17. Allow time for your child to imagine the vast richness of God's creation. Then pray together the prayer slowly and with expression. Close the prayer by praying *Amen* and praying the Sign of the Cross.
- ▶ Read aloud Equal in the Eyes of God on page 18. Point out the bolded word. Ask: ***What is our duty as Catholics regarding sexism and racism?*** (to oppose any kind of discrimination)
- ▶ Have your child read aloud We Can Be Good and complete the activity. Discuss the response and drawing with other family members.

## Respond: Pages 19–20

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can be kind to other people and care for God's creation.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 20. Together as a family, complete the page and do the activity. Pray the family prayer. Say: ***Remember that God made you in his image. He created your body as well as your immortal. It is our destiny to live in heaven with our Father. We are called to follow Jesus' example by treating people as he would treat them.***

## Sin and Salvation

### Engage: Page 21

- ▶ Together with your child, name people in your community that you trust such as a police officer, a teacher, the crossing guard, and the next-door neighbor. Ask: ***What do you trust each of these people to do for you?*** (Answers will vary.) Say: ***Our Father in heaven wants you to place your trust in him. When we follow his Law and Jesus' teachings, we are responding to his grace and are led to salvation.***
- ▶ Invite your child to quiet him or herself and prepare to hear Sacred Scripture. Read aloud Romans 5:19–21. Then say: ***The Word of the Lord.*** Invite children to respond *Thanks be to God.*
- ▶ Say: ***Sometimes we feel distance from people we love, and we need the help of someone else to bring us together.*** Ask: ***How did God eliminate the distance caused by sin?*** (by sending his only Son, Jesus)
- ▶ Pray aloud the prayer. Then conclude the prayer by praying the Sign of the Cross.

### Explore: Pages 22–23

- ▶ Discuss times that your child regretted a choice he or she made, such as telling a lie, not doing chores, or not sharing with a sibling. Ask: ***How did you feel? What were the consequences?***
- ▶ Have your child read aloud page 22. Point out the bolded term. Ask: ***Why do you think Adam and Eve ate the one fruit that God had forbidden them to eat?*** (They wanted to be wise like God.) ***What were the consequences?*** (They had to leave the garden; their lives became more challenging.)
- ▶ Read aloud the Reading God's Word feature. Ask: ***What other word does enmity look or sound like?*** (enemy) ***What do you think the word enmity means?*** (hatred) Say: ***These are the words God said to the snake before sending Adam and Eve out of the Garden of Eden.***
- ▶ Have your child read aloud Cain and Abel on page 23. Say: ***God showed Cain mercy.*** Ask: ***What is mercy?*** (a kind and tolerant response to a difficult time)
- ▶ Have your child read aloud the directions for God's Mercy and complete the activity. Discuss your child's responses.
- ▶ Read aloud the Did You Know? feature. Say: ***Through the Holy Spirit, our conscience helps us judge the moral qualities of our actions.***

### Art Exploration: Page 24

- ▶ Find in a magazine, a book, or online an interpretation of Noah building the ark.
- ▶ Say: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including what the ark looks like and who is boarding the ark.



- ▶ Say: *God showed mercy to Noah's family, just as he showed to Adam and Eve, and just as he shows to us.*
- ▶ Have your child turn to page 24. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud the story. Ask: *Why did Noah and his family survive the flood?* (The listened to God, obeyed God, trusted in God.)
- ▶ Read aloud God's Promise. Ask: *What was God's promise to Noah? What does it mean for us?* (to never send such a flood again, to never give up on people) Have your child complete the activity.
- ▶ Read aloud the Link to Liturgy feature. Say: *Noah and his family were thankful for God's mercy. During Mass, we give thanks for God's mercy too.*
- ▶ Identify the colors of the rainbow. Have your child use water color paints or pastels to make a rainbow, demonstrating the correct color order. Have your child draw a cloud and write a promise he or she will make to God. Display the artwork in your home.

### Reflect: Pages 25–26

- ▶ Together look at page 25. Point out the picture. Say: *The girl looks peaceful just as we do when we pray. Remember that we can ask Mary, our Blessed Mother, to support and help us as we present our needs to God.*
- ▶ Invite your child to read aloud the paragraph on page 25. Say: *Let's pray aloud each line of the Hail Mary together. After each line, we'll read silently the sentences that follow and think about what they mean.* Conclude by praying the Sign of the Cross.
- ▶ Have your child read aloud God's Mercy, Our Trust on page 26. Then read aloud the directions for Words of Wisdom. Look up the Bible verses together and discuss their meaning. Then have your child write a poem in the Trust in the Lord activity. Invite your child to share the poem with you.

### Respond: Pages 27–28

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can use verses from the Scriptures to strengthen his or her faith in God.
- ▶ Read aloud the prayer as your child follows along. Then Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 28. Together as a family, complete the page and do the activity. Then pray the family prayer together. Say: *We sin when we fail to trust God and choose to disobey his law. It hurts our relationship with him and others. You can always pray to the Holy Spirit for strength to live as Jesus wants us to live.*

## Abraham Listens to God

### Engage: Page 29

- ▶ Together with your child, talk about difficult tasks both of you have completed. Ask: *Did you need help to overcome the challenges of completing the task?*
- ▶ Invite your child to quiet him or herself and prepare to hear Sacred Scripture. Read aloud Acts of the Apostles 3:13–16. Then say: *The Word of the Lord*. Invite children to respond *Thanks be to God*.
- ▶ Ask your child whom they would trust to come through for them if they were desperate for help. Have your child read aloud the paragraphs on page 29. Say: *When we face challenges as we serve God and others, we can always pray and ask God for help.*
- ▶ Pray the prayer together. Then conclude by praying the Sign of the Cross.

### Explore: Pages 30–31

- ▶ Have your child make two columns on a sheet of paper. In one column, write the rewards of following a teacher's directions. In the other column, list the consequences of disobeying those directions. Discuss how obedience can bring rewards and blessings.
- ▶ Have your child read aloud page 30. Ask: *What are some ways God speaks to us?* (through Bible stories, our conscience) *What can we do to be sure we hear God's voice?* (Slow down, quiet our minds, and listen for God as we pray.)
- ▶ Read aloud Abraham Is Tested on page 31. Say: *Abraham proved how strong his faith was*. Now invite your child to read aloud Why Did God Test Abraham? Point out the bolded word. Ask: *What lessons did the Jewish people learn?* (God did not want human sacrifice. He wanted faith and obedience.) Say: *This is an example of how God always wants us to value and show dignity to all people.*
- ▶ Read aloud the Reading God's Word feature. Say: *Why are we all children of Abraham?* (because we have faith in God)

### Art Exploration: Page 32

- ▶ Find in a magazine, a book, or online an interpretation of a traditional Jewish dance, the hora.
- ▶ Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, the formation of the people and the movement that is suggested.
- ▶ Say: *The artwork shows a traditional dance handed down through generations.*
- ▶ Have your child turn to page 32. Read aloud the introduction and discuss the question.



- ▶ Ask your child to read aloud page 32. Point out the bolded term. Ask: ***As Christians, how are we called to be one of God's Chosen People?*** (by helping other people learn about and trust God)
- ▶ Ask your child to read aloud God's People and complete the activity.
- ▶ Read aloud the Link to Liturgy feature. Ask: ***When do we pray the Sign of the Cross at Mass?*** (beginning and end of Mass and before the Gospel) Say: ***When we make this gesture, we pray silently, "God be in my mind, on my lips, and in my heart."***
- ▶ Teach your child the following version of the hora, moving counterclockwise. Play Jewish music to accompany the dance. 1. Step to the right. Left foot behind the right foot. 2. Right foot beside left foot. 3. Step to the right. Left foot in front of right foot. 4. Continue as circle spins. 5. Move toward center of circle, holding hands in the air. 6. Lower hands. Move backward. Repeat.

### Reflect: Pages 33–34

- ▶ Together look at page 33. Ask: ***What do you think the word hope means as it relates to faith and God?*** Discuss your child's response. Say: ***Hope is the confidence that God will always be with us and guide us.***
- ▶ Ask your child to read aloud the introductory paragraph on page 33. Say: ***Many people learn this traditional prayer from memory. Pray in your heart as I pray aloud the prayer. Think about your hope and trust in God.*** Read aloud the Act of Hope slowly and with feeling. Pause for your child to reflect on the words. Close the prayer by joining your child in the Sign of the Cross.
- ▶ Read aloud The Messengers of God on page 34. Ask: ***Why does God use angels as messengers?*** (to help people understand and follow his plan)
- ▶ Have your child read aloud Angels in Action. Together find the passages in your Bible and write what each angel did.

### Respond: Pages 35–36

- ▶ Ask your child to read aloud the Faith Summary on page 35. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to find an example of a Bible story or verse that can help strengthen their faith, such as Philippians 4:13.
- ▶ Read aloud Holy Servants. Brainstorm with your child ways you can serve God. Invite your child to complete the activity by filling out the chart.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 36. Together as a family, complete the page and do the activity. Pray the family prayer. Say: ***As you learn more about what it means to be a servant of God, remember that he is always with you to lead and guide you. Keep in mind that serving God helps us grow deeper in our faith.***

## Celebrating Ordinary Time

### Engage: Page 37

- ▶ Ask your child to describe the current season of the year and tell how it differs from the other three seasons. Say: *Our Church also celebrates special seasons throughout the liturgical year.* Ask: *How is celebrating the Church's special feasts and seasons the same as gathering for a family celebration?* (We gather as God's family.)
- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture. Read aloud 2 Samuel 7:12–17. Then say: *The Word of the Lord.* Invite your child to respond *Thanks be to God.*
- ▶ Ask your child to read aloud the paragraphs on page 37. Say: *Ordinary Time is the time of year when we learn about Jesus and how to experience his love through Scripture and the sacraments.*
- ▶ Say: *We can make the season of Ordinary Time extraordinary by beginning each day with a prayer or saying a prayer of thanksgiving before each meal.* Pray aloud the prayer together. Conclude with the Sign of the Cross.

### Explore: Page 38

- ▶ Take time to observe a plant in your home. Ask: *What do plants need to grow?* (sun, water) *What do we need so our faith will grow?* (prayer, Scripture, Mass, the Eucharist)
- ▶ Read aloud the first section. Say: *The Word of God speaks to our hearts.* Ask: *Why are the Gospels called Good News?* (They tell the story of the birth, Death, Resurrection, and Ascension of our Savior, Jesus Christ.) Say: *During Ordinary Time, we learn how to listen better so we can live the lives that Jesus calls us to live.*
- ▶ Have your child read aloud How Can I Grow? and complete the activity. Discuss your child's responses.
- ▶ Read aloud the Reading God's Word feature. Say: *We try to live our lives as God wants. Sometimes we need a gentle hand guiding us. We ask God to be with us and teach us how to live a life that honors him.*

### Reflect: Page 39

- ▶ Have your child read aloud Mass During Ordinary Time. Say: *The Scripture readings from Mass look at Jesus' life from three perspectives. The first looks at Jesus as the fulfillment of God the Father's promise. The second explores life in the early Christian communities. The Gospel is about Jesus' life and teachings.*
- ▶ Have your child read aloud What We Experience. Ask: *What is an evangelist?* (one who spreads the Good News) *Why do you think we give these four men the title of*

**Evangelist?** (They spread the Good News through their writings.) Say: ***We can be evangelists in our daily lives by sharing the Good News with others through our words and actions.***

- ▶ Have your child read Symbols of My Faith and complete the activity.

## Art Exploration: Page 40

- ▶ Find in a magazine, a book, or online symbols of each of the Evangelists.
- ▶ Ask: ***What do you see in these images?*** Encourage your child to describe the pictures in detail, identifying each symbol.
- ▶ Say: ***Each image is a symbol representing the theme of a specific Gospel writer.***
- ▶ Read aloud the introduction and discuss the question on page 40.
- ▶ Ask your child to read aloud Evangelists' Symbols. Say: ***During Ordinary Time, the Gospels play an important role. Reading the Gospels can help us grow closer to Jesus.*** Ask: ***What do we read about in the Gospels?*** (Jesus' life and teachings)
- ▶ Discuss everyday symbols and what they mean, such as street signs and symbols for holidays, birthdays, or weddings.
- ▶ Together brainstorm Christian symbols that appear in your parish church. Then have your child complete the activity.
- ▶ Invite your child to think about qualities that make them unique. Then review the symbols of the four Evangelists. Discuss if your child can identify with one of the four Gospel writers or their symbols. Then have your child draw his or her own symbol. Invite your child to tell about the finished drawing. Ask him or her to meditate on ways he or she can share the Good News of God's Word with others.

## Respond: Pages 41–42

- ▶ Ask your child to read aloud the Faith Summary on page 41. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific blessings he or she can include in a prayer before meals to thank Jesus. Then invite your child to complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 42. Together as a family, complete the page and do the activity. Pray the family prayer. Invite your child to make an effort this week to be faithful and obedient through prayer and action. Say: ***Remember that Jesus was faithful and God's promises were fulfilled through him***

# Jesus, Our Lord and Savior

## Unit Opener: Pages 44–46

- ▶ Invite your child to write down the term Blessed Sacrament. Ask: ***What is another name for the Blessed Sacrament?*** (the Eucharist) Explain that the Eucharist is known as the Blessed Sacrament because it is by this sacrament that we unite ourselves with Christ and become one Body in Christ, the Church.
- ▶ Invite your child to turn to page 44. Read aloud the unit title. Say: ***Saint John Neumann brought people from different places and walks of life into one community of faith in Jesus Christ.***
- ▶ Focus your child's attention on the picture on page 45 and ask him or her to read aloud the text. Say: ***John Neumann was an ordinary person who answered God's call.*** Ask: ***Where was John ordained a priest?*** (New York City) ***What gift did John have that allowed him to speak with parishioners from many different countries?*** (He spoke eight languages.) ***What good works did Saint John Neumann do for God?*** (established Catholic schools, helped immigrants, encouraged devotion to the Blessed Sacrament) ***How can we answer God's call to help others and do good works?*** (Help those in need, be kind, treat others with respect.)
- ▶ Read aloud the Be Inspired feature. Ask: ***What does it mean to you for love to "prove itself in action"?*** Discuss your child's response.
- ▶ With your child, add John's feast day, January 5, to your calendar. Plan an event together to celebrate the work of Saint John Neumann.
- ▶ Ask your child how he or she feels in new situations, such as the first day of school or the first practice on a new team. Ask: ***How can you help yourself and others feel more comfortable in new situations?*** Discuss your child's response.
- ▶ Read aloud Building Bridges on page 46. Ask: ***How did Saint John Neumann show immigrants how to build bridges and connect with one another?*** (He used his knowledge of languages to help them get settled in their new country. He gave them hope and valuable education.)

- ▶ Have your child read aloud Using Your Gifts. Brainstorm with your child gifts they have that they might use to help others, such as being good at sports or math. Have them list three gifts and write a paragraph about them.
- ▶ Direct your child to the Reading God's Word feature. Say: ***Just like Saint John Neumann, God wants us to share our gifts and join with others on our journey of faith. When we do this, we are following God's will.*** Pray aloud the psalm together.

## God Is Faithful

### Engage: Page 47

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Luke 1:30–33. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Invite your child to identify common fears that people have. Say: ***When we face our fears, it helps to have someone with us we trust to give us strength. Throughout Scripture, God assures us that he is with us, and we need not be afraid.***
- ▶ Ask your child to read the paragraphs on page 47. Ask: ***Why might Mary have been afraid?*** (The angel's message was challenging.)
- ▶ Pray aloud the prayer together. Conclude by praying the Sign of the Cross.

### Explore: Pages 48–49

- ▶ Ask your child to think about conflicts he or she has had with siblings or friends. Ask: ***Why do you think conflicts occur?***
- ▶ Ask your child to read aloud Jacob Deceives His Brother on page 48. Ask: ***Why was Jacob jealous of Esau?*** (He wanted the birthright and the blessing) ***Do you think Jacob made the right choices? Why or why not?*** Say: ***Once Isaac requested a blessing from God, he was unable to ask God to undo it, even though he had requested it for the wrong son.***
- ▶ Read aloud the Link to Liturgy feature. Explain that while Jacob's actions caused deep divisions in his family, Jacob and Esau eventually reconciled. Say: ***As we pray and offer the sign of peace, we should pray for those with whom we need to make peace.***
- ▶ Have your child read aloud Jacob Is Tricked on page 49. Say: ***Even though Jacob made some bad choices, God did not abandon him. Through Jacob, God was confirming his promise to Abraham to be the father of a nation.***
- ▶ Ask your child to read aloud Good Results from a Loving God. After, invite him or her to look up the boldface term in the Glossary. Ask: ***What are some times in your life when you felt God's wisdom and love influencing your choices?*** Discuss your child's responses. ***What lesson can we learn from Jacob's story?*** (God never gives up on us, even if we make mistakes.)

### Art Exploration: Page 50

- ▶ Find in a magazine, a book, or online representation of Jacob, Joseph's son.
- ▶ Ask: ***What do you see in this picture?*** Encourage children to describe the picture in detail, including the clothes that Joseph is wearing. Say: ***Jacob was jealous of his brother. Sometimes families have feelings of both love and jealousy. At these times we can rely on God to help us understand our feelings.***



- ▶ Have your child turn to page 50. Read aloud the introduction and discuss the question.
- ▶ Invite your child to read aloud Jesus, Descendant of Jacob's. Ask: ***Why is it important to learn about Jesus' ancestors in the Old Testament? How does it affect us today?*** (We learn from our ancestors just as Jesus did.) Say: ***Jesus' ancestors were faced with challenges, but through God's love and support, they made choices that were part of God the Father's plan. Jesus teaches us to have faith and to trust in God's plan for us.***
- ▶ Have your child read aloud Your Own Family Tree. Work together to create your family tree on a separate sheet of paper. Have your child share his or her summary statement.
- ▶ Read aloud the Reading God's Word feature. Say: ***Jesus was aware of his ancestors from the Old Testament and spoke of them often.***
- ▶ Ask your child to write a short story featuring a central character who must make choices. Encourage him or her to include at least three choices in the story and to write two outcomes for each. Invite your child to share his or her story aloud and discuss the situations.

### Reflect: Pages 51–52

- ▶ Together look at page 51. Ask: ***What time of day is the person celebrating in the picture?*** (morning) Explain that even though this prayer is called the Morning Offering, we can pray it anytime.
- ▶ Have your child read aloud the introductory paragraph and then pray aloud the prayer with you. Then ask what four things we offer to God each time we pray this prayer. (prayers, good works, joys, sufferings) Invite your child to write on a separate sheet of paper his or her prayers, works, joys, and sufferings. Tell your child to keep these private and use the list as he or she prays the Morning Offering. Conclude with the Sign of the Cross.
- ▶ Have your child read aloud Remember That God Loves You on page 52. Ask: ***Is it ever acceptable to do something bad intentionally, even if you think it might help someone else?*** (No.) Say: ***If we do something bad intentionally, we are disrespecting God's love.***
- ▶ Have your child read aloud Accepting Consequences and complete the activity. Together share meaningful ways to apologize.

### Respond: Pages 53–54

- ▶ Ask your child to read aloud the Faith Summary on page 53. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to read aloud Recognizing God's Faithfulness and complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 42. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Remember that God is always present with us. Place your faith and trust in him, and he will give you strength.***

## Passover and the Eucharist

### Engage: Page 55

- ▶ Invite your child to quiet him or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Mark 8:1–9. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Ask: ***What do parents strive to provide for their children?*** (food, clothing, shelter) Say: ***Parents do their best to provide what their children need most. In the same way, God our Father provides for what we need most spiritually.***
- ▶ Invite your child to read aloud the paragraphs on page 55.
- ▶ Pray aloud the prayer together and conclude with the Sign of the Cross.

### Explore: Pages 56–57

- ▶ Discuss what it would be like to move and start over in a new place where nobody knows you. Ask: ***How would you feel at first? What would be the hardest part for you?***
- ▶ Have your child read aloud the first paragraph on page 56. Ask: ***Why did Jacob's family move?*** (to find relief from a famine) ***What name did Jacob's descendants come to be called?*** (Israelites, Hebrews) Invite your child to finish reading aloud the story. Ask: ***How did God help the Israelites?*** (He sent Moses to lead them out of Egypt.) ***Why do you think the Israelites did not give up hope?*** (They knew God had promised to take care of them.)
- ▶ Read aloud the Did You Know? feature. Have your child read Exodus 2:1–10 in his or her Bible and compare the Bible story to the feature.
- ▶ Ask your child to read aloud God Appears to Moses on page 57. Point out the boldface word and invite your child to look it up in the Glossary. Say: ***Moses, like Jacob, made a bad choice, but God soon called Moses to a difficult and important task.*** Invite your child to finish reading the page. Ask: ***How did Moses feel about this mission?*** (He was afraid he might not be able to do it.) ***What made Pharaoh change his mind about setting the Hebrew people free?*** (God performed many wonders, including the Passover.)

### Art Exploration: Page 58

- ▶ Find in a magazine, a book, or online representation of a Seder celebration.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including the clothing worn by the people and the food they are eating. Say: ***Remember to celebrate the gifts and talents God has given you by sharing them with others.***
- ▶ Have your child turn to page 58. Read aloud the introduction and discuss the question.

- ▶ Have your child read aloud Passover and the Sabbath. Ask: ***Why is the Passover a memorial for Hebrew people?*** (It is a remembrance of the night the Angel of Death passed over Hebrew houses.) Say: ***The Passover meal is called the Seder.***
- ▶ Read aloud the activity directions and have your child complete it. Compare the Sabbath for Jewish people and Sunday for Christians.
- ▶ Read aloud the Link to Liturgy feature. Say: ***We should always remember that God does not give up on us and that we should not give up on ourselves.***
- ▶ Have your child cut drawing paper in the shape of a house and sketch a celebratory family meal. Ask him or her to title the artwork with the name of the celebration. Invite your child to reflect with a silent prayer of thanks for special family time at meals.

### Reflect: Pages 59–60

- ▶ Together look at page 59. Ask: ***What do you see in the picture?*** Say: ***The Eucharist is nourishment for our spiritual journey of faith.***
- ▶ Have your child read aloud the introductory paragraph. Say: ***God leads us and cares for us. Listen as I read the psalm.*** Read aloud the psalm allowing time for your child to talk to God in his or her heart. Close the prayer by joining your child in the Sign of the Cross.
- ▶ Read aloud Celebrating the Eucharist on page 60. Say: ***We celebrate the Eucharist on Sunday because it is the day of Jesus' Resurrection.*** Together look up *Eucharistic liturgy* in the Glossary and read aloud the definition. Say: ***During the Eucharistic liturgy, the wheat bread and grape wine truly become the Body and Blood of Christ.***
- ▶ Have your child read aloud the Did You Know? feature. Invite your child to look up the boldface term in the Glossary. Say: ***Eastern Catholic Churches can be found in Greece, Syria, Armenia, Lebanon, and many other countries.*** Together find some of these countries on a map.

### Respond: Pages 61–62

- ▶ Ask your child to read aloud the Faith Summary on page 61. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Read aloud One Body in Christ. Say: ***We are all part of the Body of Christ, but we all serve in different ways. We can use our whole being to serve him.*** Invite your child to complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 62. Together as a family, complete the page and do the activity. Pray the family prayer together.

## God Leads His People

### Engage: Page 63

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Matthew 19:16–22. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Ask your child how he or she would feel if he or she had to go a week without a cell phone or a music device. Say: ***We can become so attached to things that we think we can't be happy without them. Jesus reminds us that being attached to God is the only true guarantee of happiness.***
- ▶ Invite your child to read aloud the paragraphs on page 63. Ask: ***What was Jesus asking of the rich young man?*** (to put God first in his life)
- ▶ Pray aloud the prayer. Then pause for additional reflection. Conclude by praying the Sign of the Cross together.

### Explore: Pages 64–65

- ▶ Ask: ***What kinds of problems might you face on a long-distance journey?*** (accidents, bad weather, flight or traffic delays) ***How might you feel after traveling for hours or days?*** (tired, hungry)
- ▶ Have your child read aloud page 64. Ask: ***How long did the Israelites travel in the desert?*** (40 years) ***How did God take care of the Israelites as they traveled?*** (He gave them manna and water. He provided a cloud by day and a pillar of fire by night to guide them.) Say: ***The Israelites had a difficult journey. They sometimes complained and were fearful, but God never gave up on them and continued to lead them.***
- ▶ Read aloud God Saves the Israelites on page 65. Ask: ***How did Moses and the Israelites show their trust in God?*** (Moses raised his staff, the Israelites followed him along the path through the sea to get away from the Egyptians.)
- ▶ Have your child read aloud the activity instructions and complete the sentences. Invite your child to share his or her responses with you.

### Art Exploration: Page 66

- ▶ Find in a magazine, a book, or online a picture of Michelangelo's statue, *Moses*.
- ▶ Say: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including the position of Moses and the expression on his face.
- ▶ Ask: ***Why does Moses appear angry?*** (anger with the Israelites or Pharaoh, pressure after 40 years of leadership) Say: ***Remember that even though anger exists, God always wants us to be at peace.***

- ▶ Have your child turn to page 66. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud *God Gives Moses the Ten Commandments*. Ask: ***Why did the Hebrews agree to follow God's commandments?*** (God asked them to be his people; God led them out of slavery) ***Why should we follow the Ten Commandments today?*** (Jesus lived by them; they guide us to a more meaningful relationship with God and others; the covenant made on Mount Sinai is still in effect today with us.)
- ▶ Read aloud the activity directions and give your child time to complete it.
- ▶ Have your child read aloud the Reading God's Word feature. Say: ***The Israelites said this prayer of commitment to their God. It is still prayed today.***
- ▶ Explain that the prayer in Deuteronomy 6:4–5 is part of a Jewish declaration of faith. It appears in mezuzahs, containers attached to doorposts in some Jewish homes. Invite your child to write and decorate the prayer. Encourage him or her to display it in your home. Close by reading the prayer together.

### Reflect: Pages 67–68

- ▶ Together look at page 67. Say: ***Prayer is a conversation with God. Traditional prayers, songs, and talking to God are good ways to pray.***
- ▶ Read aloud the introductory paragraph on page 67. Say: ***This is a prayer about trusting God written by Saint Ignatius of Loyola. Like the Israelites, he suffered hardships in his faith journey, but God was always with him.*** Ask your child to prepare to pray by taking a few deep breaths and letting go of distractions. Then invite him or her to pray the prayer silently. Close by praying the Sign of the Cross together.
- ▶ Have your child read aloud *God's Laws for a Good Life* on page 68. Ask him or her to turn to page 270 in the back of the book and review the Ten Commandments.
- ▶ Read aloud the directions and work together to complete the activity. Encourage your child to give reasons for his or her responses.

### Respond: Pages 69–70

- ▶ Ask your child to read aloud the Faith Summary on page 69. Review the Words I Learned in this session. Read aloud *Ways of Being Like Jesus*. Ask your child to suggest specific ways he or she can follow the Ten Commandments to be more like Jesus.
- ▶ Read aloud the prayer as your child follows along. Conclude by praying the Sign of the Cross together.
- ▶ Read aloud *With My Family* on page 70. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Remember to thank God for his laws and ask for his guidance and protection each day.***

## Being Faithful to God

### Engage: Page 71

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Deuteronomy 30:19–20. Then say: ***The Word of the Lord.*** Invite your child to respond *Thanks be to God.*
- ▶ Ask your child to identify which main characters from the *Star Wars* saga chose the light or dark side of the Force (Luke Skywalker/light, Darth Vader/dark). Say: ***The choice between good and evil is always with us. God invites us to always make good choices.***
- ▶ Invite your child to read the paragraphs on page 71. Ask: ***How can we make sure we are making good choices?*** (follow the examples in Scripture, follow the Ten Commandments)
- ▶ Read aloud the prayer together. Conclude by praying the Sign of the Cross.

### Explore: Pages 72–73

- ▶ Ask: ***Would you rather sleep longer or eat a healthy breakfast? Do you finish your homework before you play with friends?*** Discuss the consequences of making good and bad choices.
- ▶ Have your child read aloud the first paragraph on page 72. Ask: ***How can the personal stories in the Bible help us?*** (They show us the importance of good choices and the consequences of bad decisions.). Ask your child to define *moral choices* in his or her own words. Explain that moral choices involve using your conscience to decide between right and wrong. Say: ***When we make bad choices, there are consequences.***
- ▶ Ask your child to read aloud the rest of the page. Have him or her look up the boldface word in the Glossary. Ask: ***What were King David's greatest accomplishments?*** (He united the tribes of Israel; he made Jerusalem the capital of Israel.) ***Why did David's ability to make good decisions change?*** (He became arrogant as he got more powerful; he thought he could do anything he wanted.)
- ▶ Invite your child to read aloud David's Choices on page 73. Ask: ***What three commandments did David break?*** (You shall not commit adultery; you shall not covet your neighbor's wife; you shall not covet your neighbor's goods.) ***Who else suffered the consequences of David's decisions?*** (Bathsheba, Uriah, the people of David's kingdom.) Say: ***We know that God does not abandon us. David made a bad decision, but God forgave him when he prayed for forgiveness and promised not to sin again.***
- ▶ Read aloud the Reading God's Word feature. Say: ***This Scripture verse tells us that Jesus was a descendant of David's.***



**Art Exploration: Page 74**

- ▶ Find in a book, magazine, or online a representation of a scene from Ruth's story.
- ▶ Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the love shown by the people in the picture.
- ▶ Say: *The goodness of God within us helps family members care for one another, just as Ruth cared for those close to her.*
- ▶ Have your child turn to page 74. Read aloud the introduction and discuss the question.
- ▶ Ask your child to read aloud the first two sections. Ask: *What does Ruth's decision to go with Naomi teach us about Ruth?* (She is a good person, she is loyal and kind, she is selfless) Compare life-changing decisions made by David and Ruth. Say: *David's decisions were based on his needs, while Ruth put the needs of Naomi before her own. Ruth is a model of living out our responsibility to care for others.*
- ▶ Read aloud the activity directions and have your child complete it. Discuss times when you have both had to make difficult decisions.
- ▶ Remind your child that Ruth's homeland was Moab and that she chose to move to Israel. Ask him or her to pretend that postcards existed back then. Invite your child to use a note card to make a postcard and write a message from Ruth to her relatives back in Moab. Close with a silent prayer thanking God for his guidance.

**Reflect: Pages 75–76**

- ▶ Together look at page 75. Have your child read aloud the introductory paragraph. Say: *We all make bad decisions from time to time. When we do, we need to ask God for forgiveness. This prayer is based on an important psalm of forgiveness.* Take turns reading aloud the two parts of the prayer. Conclude by praying the Sign of the Cross.
- ▶ Read aloud Moral Decisions on page 76. Ask: *What should we consider before we make a decision?* (what is right and wrong, the instructions of God and the Church, the consequences of our actions)
- ▶ Read aloud the directions for the activity and have your child complete it. Discuss the reasoning behind his or her decision and the consequences that were the result of the decision.

**Respond: Pages 77–78**

- ▶ Ask your child to read aloud the Faith Summary on page 77. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud the directions and ask your child to complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 78. Together as family, complete the page and do the activity. Pray the family prayer together. Say: *We can always pray to the Holy Spirit for strength and guidance when we have a difficult decision to make.*

## Celebrating Advent

### Engage: Page 79

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Ruth 1:15–18. Then say: ***The Word of the Lord.*** Invite your child to respond *Thanks be to God.*
- ▶ Invite your child to brainstorm characters from TV, movies, or book who were inseparable. Ask: ***If there were a TV show, movie, or book about you, who would be your inseparable friend?*** (Accept reasonable answers.) Say: ***Jesus calls us to be loyal to those we love just as God is loyal to us.***
- ▶ Ask your child to read aloud the paragraphs on page 79. Ask: ***Why do you think God wants us to walk together in faith?*** (Accept reasonable responses.)
- ▶ Pray aloud the prayer while your child follows along. Conclude by praying the Sign of the Cross together.

### Explore: Page 80

- ▶ Together with your child, make a list of things you would need to do to prepare for a birthday party. Say: ***Just as we anticipate and prepare for a party, people felt the same way about Jesus' birth. They anticipated and prepared for the coming of the Savior.***
- ▶ Invite your child to read aloud We Reflect During Advent on page 80. Explain that thousands of years before Jesus was born, God's people knew that a Savior was coming. Explain that they waited and trusted God the Father's Word, just as we wait and trust that Jesus, the Son of God, is coming to save us.
- ▶ Ask your child to read aloud We Are God's People. Say: ***Your distant relatives in the past were among those who waited for the birth of Jesus. Like our ancestors in faith who waited for Jesus' birth, we wait and prepare to celebrate Jesus' second coming.***
- ▶ Read aloud the Reading God's Word feature as your child follows along. Say: ***God asks us to be calm and to wait. He promises us that Jesus is on his way. We just have to make sure we have our homes and hearts ready to receive and welcome him.***

### Reflect: Page 81

- ▶ With you child, brainstorm a list of symbols for Jesus. Ask your child to illustrate his or her favorite symbol for Jesus and explain its meaning.
- ▶ Read aloud Mass During Advent on page 81. Say: ***Isaiah talks about the coming of Jesus in symbolic form: a shoot growing from the stump of Jesse. Jesus is the shoot growing out of the great family of Jesse.***

- ▶ Have your child read aloud What We Experience. Say: *It took tremendous faith and bravery to spread the news of Jesus' coming. We honor these prophets in our Church in different ways, such as through stained-glass windows, statues, or paintings.*
- ▶ Read aloud the directions for Growing Closer to Jesus and have your child complete it. Invite him or her to share their sentences with you.

## Art Exploration: Page 82

- ▶ Find in a book, magazine, or online a stained glass representation of a Jesse tree.
- ▶ Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the symbols found on the tree.
- ▶ Ask: *What does the Jesse tree remind you about Jesus' ancestors? What makes you part of this family tree too?* (Accept reasonable responses.)
- ▶ Have your child turn to page 82. Read aloud the introduction and discuss the question.
- ▶ Read aloud The Church Celebrates Advent. Ask: *What are some ways we can prepare for Christmas?* (Possible answers: send Christmas cards, bake cookies to give as gifts, sing carols, decorate a tree) Ask: *How can we remember the people of faith in the Old Testament who waited for the Messiah?* (Possible answers: by reading Scripture, observing their symbols in Church, making a Jesse tree)
- ▶ Read the directions for A Family Jesse Tree. Invite your child to complete the activity.
- ▶ Ask your child to imagine he or she is standing in a large church looking at the stained-glass windows. Describe the colors. Ask: *What do you think the stained glass feels like? What does it remind you of?* Give your child time to have a silent conversation with Jesus about his family tree and to think about his or her own family tree. Close by having your child pray with Jesus, asking his help to prepare joyfully for Christmas.

## Respond: Pages 83–84

- ▶ Ask your child to read aloud Faith Summary on page 83. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud the directions for Loyalty Haikus. Have your child complete the activity by writing a haiku poem. Be sure your child understand the structure of a haiku poem (a three-line poem in which the first and third lines are five syllables and the middle line has seven syllables)
- ▶ Read aloud the prayer as your child follows along. Conclude by praying the Sign of the Cross together.
- ▶ Read aloud With My Family on page 83. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: *Think about the people with whom you have shared your Advent journey. Tell them that you are thankful for walking with them in faith.*

# The Church, Our Community in the Spirit

## Unit Opener: Pages 86–88

- ▶ Invite your child to turn to page 86. Read aloud the unit title. Say: *This unit helps us understand how the Holy Spirit guides us to bring God's presence to the world.*
- ▶ Ask: *Imagine that you are the ruler of a country and have the power to do almost anything. How would you use your power?* Brainstorm ideas with him or her. Have your child read aloud the text on page 87. Discuss any similarities between how Helena used her influence and your child's responses to how to rule a country.
- ▶ Ask: *What was Helena's life like before her marriage to a Roman general?* (She was poor; she worked at her father's inn; she was an ordinary person.) *What did Helena's son Constantine do that changed the history of Christianity?* (He ended the persecution of Christians by allowing them to worship freely.) *How did Helena use her power after she became empress?* (She helped people. She had churches built in Jerusalem and Bethlehem.) *Why were these cities so important?* (Jesus was born in Bethlehem. The Temple was in Jerusalem. Jesus died and rose from the dead in Jerusalem.) Say: *Saint Helena used her influence to do good things.*
- ▶ Read aloud the Be Inspired feature. Discuss with your child how your parish community reaches out to those in need.
- ▶ With your child, add Helena's feast day, August 18, to your calendar. Plan an event together to celebrate the influence of Saint Helena.
- ▶ Ask your child to read aloud One Body, One Church on page 88. Explain that Saint Helena knew that she was called to spread God's message of love and to help others. She did what she could to provide Christians with places to gather and pray.

- ▶ Read aloud the introduction and directions for Building Up the Church. Brainstorm with your child ways he or she sees people in your parish making Jesus' presence known to others. Point out that any act that helps others and shows God's love helps build the Church.
- ▶ Direct your child to the Reading God's Word feature. Say: ***Saint Helena used her influence to help people pray. One way we can pray to God is with the psalms.*** Pray aloud the psalm together.

## God's Presence in the Temple

### Engage: Page 89

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Hebrews 8:1–6. Then say: ***The Word of the Lord.*** Invite your child to respond *Thanks be to God.*
- ▶ Invite your child to describe some locations where something famous happened. Say: ***It is common for us to designate specific places as important or even sacred. For the Jewish people, that sacred location was the Temple.***
- ▶ Ask your child to read aloud the paragraphs on page 89. Say: ***Jesus taught us that we encounter God through an ongoing relationship with Jesus himself.***
- ▶ Pray aloud the prayer together. Conclude by praying the Sign of the Cross.

### Explore: Pages 90–91

- ▶ Invite your child open their books to page 90 and read aloud Solomon's Temple. Say: ***Long before Saint Helena had churches built, King David had wanted to build a temple.***
- ▶ Ask your child to look up the boldface terms in the Glossary. Ask: ***What was the most sacred room in the Temple called?*** (the Holy of Holies) ***What was the Ark of the Covenant?*** (a large gold box containing the Ten Commandments)
- ▶ Ask your child to read aloud the first paragraph on page 91. Say: ***Judaism refers to the religious practices of the Jewish people.*** Have your child look up *sacrifices* in the Glossary.
- ▶ Have your child read the second paragraph. Ask: ***What was the tent in which the Hebrews worshiped called?*** (tabernacle) Invite your child to look up *tabernacle* in the Glossary. Say: ***The ancient Hebrews' tabernacle held the Ark of the Covenant, which contained the Law given to them by God the Father. In Catholic churches, the tabernacle holds the Body of Jesus Christ, which we have also received from God the Father. Both tabernacles hold precious gifts.***
- ▶ Read aloud the Sacred Site feature. Invite your child to read 1 Kings 6—7 for an in-depth description of the construction of the Temple.

### Art Exploration: Page 92

- ▶ Find in a book, magazine, or online a representation of Jesus helping someone in need.
- ▶ Ask: ***What do you see in this picture?*** Encourage children to describe the picture in detail, including how Jesus is helping someone in need. Ask: ***How does this image reflect Jesus' message of caring for others?*** (Accept reasonable responses.) ***How do you feel when you learn that some people go without food?*** (Answers will vary.) Say: ***God works through us to help people in need.***



- ▶ Have your child turn to page 92. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud God's Presence in Jesus Christ. Ask: ***When did Jesus call the Temple his Father's house?*** (when a young Jesus entered the Temple, the cleansing of the Temple scene) Discuss the term *temple* and invite your child to describe the new temple, including descriptions of the Church, the People of God, and the new Temple of the Holy Spirit.
- ▶ Read aloud God's Presence Within Us. Give your child time to complete the activity and share his or her response with you.
- ▶ Read aloud the Reading God's Word feature. Say: ***The temple the Jews thought Jesus was talking about was the physical Temple in Jerusalem. Jesus was speaking of himself as the new spiritual temple, what was raised three days after he died.***
- ▶ Invite your child to make a drawing depicting one of the statements from Matthew 25:35–36. Suggest that he or she feature Jesus as the recipient of the kind deed.

### Reflect: Pages 93–94

- ▶ Together look at page 93. Say: ***In this prayer, we express our needs as children of God and temples of the Holy Spirit.*** Make yourself comfortable as you get ready to pray.
- ▶ Ask your child to read aloud the introductory paragraph. Then pray the prayer with your child, guiding them to read each line while you read the refrain together.
- ▶ Have your child read aloud We Are the Church on page 94. Ask: ***Have you ever witnessed or experienced discrimination?*** Discuss your child's response. ***Why is discrimination unacceptable for God's people?*** (God calls us to love and respect everyone.) Say: ***Those who may be different on the surface could have a lot in common with us.***
- ▶ Have your child read aloud The Sacrament of Holy Orders. Ask: ***Name the three titles given to men who receive the Sacrament of Holy Orders?*** (priest, bishop, deacon)
- ▶ Have your child read the activity directions and complete it. Encourage him or her to put his or her ideas into practice this week.

### Respond: Pages 95–96

- ▶ Ask your child to read aloud Faith Summary on page 95. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read aloud Old and New Roles and complete the activity.
- ▶ Read aloud the prayer. Conclude by praying the Sign of the Cross together.
- ▶ Read aloud With My Family on page 96. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Remember that we are all temples of the Holy Spirit. The Holy Spirit builds the Church, makes it holy, and guides us in following God the Father's plan for our lives.***

## Psalms, the Prayers of Jesus

### Engage: Page 97

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Colossians 3:16–17. Then say: *The Word of the Lord*. Invite your child to respond *Thanks be to God*.
- ▶ Read aloud the session title. Say: *The Book of Psalms can be thought of as the diary of the People of Israel*.
- ▶ Ask your child to read the paragraphs on page 97. Say: *We can use the words of the Psalms to help express our own feelings as we pray to God*.
- ▶ Pray aloud the prayer together. Conclude by praying the Sign of the Cross.

### Explore: Pages 98–99

- ▶ Ask: *What do we do between the First and Second Readings at Sunday Mass? (We sing or say a prayer.)* Say: *The song or prayer that we say between the First Reading and the Second Reading is a psalm*.
- ▶ Have your child read aloud A Prayer Collection on page 98. Ask: *How many psalms are there?* (150) *What are the five most common types of psalms?* (praise, lament, thanksgiving, intercession, wisdom)
- ▶ Have your child continue reading aloud the rest of the page. Ask him or her to look up the boldfaced terms in the Glossary. Discuss examples of both types of prayer. Say: *In both types of prayer, we use the words “our Father” as Jesus taught us to address our prayers to God*.
- ▶ Read aloud the Link to Liturgy feature. Go to the Sunday Connection at [www.loyolapress.com](http://www.loyolapress.com) and read aloud the Responsorial Psalm. Have your child pray the response.
- ▶ Have your child read aloud page 99. Say: *Wisdom is a gift of the Holy Spirit*. Ask: *Why is Mary called the Seat of Wisdom?* (Mary trusted God and had the wisdom and faith to cooperate with him.)

### Art Exploration: Page 100

- ▶ Find in a book, magazine, or online a representation of a shepherd leading his flock.
- ▶ Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the setting and the job of the shepherd. Say: *Our relationship with God is similar to that of a shepherd and his sheep. A shepherd cares for his sheep just as God cares for us. God is our shepherd*.
- ▶ Have your child turn to page 100. Read aloud the introduction and discuss the question.

- ▶ Read aloud Daily Experiences Make the Word Come Alive. Ask: ***Why do you think God uses an ordinary person and his daily job to describe the way he cares for and protects us?*** (A simple, ordinary experience helps us bring God's message into our daily lives.)
- ▶ Read aloud the activity directions for The Lord Is... and have your child describe their image of God.
- ▶ Read aloud the Reading God's Word feature. Ask: ***What words could replace or define reproving?*** (correcting, scolding) ***What about admonishing?*** (warning, threatening) Invite your child to reread the passage using more familiar terms.
- ▶ Invite your child to copy Psalm 23 and illustrate the theme or message learned from the psalm.

### Reflect: Pages 101–102

- ▶ Together look at page 101. Ask your child to read aloud the introductory paragraph.
- ▶ Take turns with your child to read Psalm 20. Allow time for quiet reflection and join your child in praying the Sign of the Cross.
- ▶ Say: ***Psalms are aligned closely with the seasons of the Church, such as Christmas, Easter, Pentecost, Lent, and Advent.*** Have your child read aloud the directions on page 102. Tell him or her to look at page 212 in the back of the book to review the meaning of each season. Have your child complete the activity. Read aloud each psalm and discuss your child's response.

### Respond: Pages 103–104

- ▶ Ask your child to read aloud Faith Summary on page 103. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read aloud the directions to The Wisdom of God Guides Us and complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 104. Together as family, complete the page and do the activity. Pray the family prayer together. Say: ***Take time this week to pray alone as well as with others. Thank God for the unity we find in the Church, the Body of Christ.***

## The Mission of the Church

### Engage: Page 105

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Luke 11:33–36. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Ask: ***How does the moon seem to shine?*** (It reflects the sun.) Say: ***The moon can light up the darkness of the night by reflecting the light of the sun. We can light up the darkness of the world by reflecting the light of Christ.***
- ▶ Invite your child to read aloud the paragraphs on page 105. Ask: ***How do we shine Christ's light into the world?*** (by living a good life; serving others)

### Explore: Pages 106–107

- ▶ With your child, share an example of how someone has helped you on your journey of faith. Ask your child to think about people who have influenced his or her faith.
- ▶ Have your child read aloud The Church Leads in Faith on page 106. Ask: ***How can we show others that we are members of the Church?*** (show kindness, help others, pray, celebrate the sacraments) ***What message do we proclaim through our actions as members of the Church?*** (We are part of God's family, and God is present to us.)
- ▶ Discuss ways that people show signs of God's presence to others. Have your child complete On Your Journey of Faith activity.
- ▶ Have your child read aloud page 107. Say: ***Sharing in God's divine nature means we are temples of the Holy Spirit and carry God's presence in our hearts.*** Ask: ***How do we know that God wants us to be close to him?*** (We have his presence in our hearts; we can talk with and listen to him in prayer and through the sacraments.)
- ▶ Read aloud the Reading God's Word feature. Say: ***Inspired by the Holy Spirit, Peter testified to Jesus' true identity.***

### Art Exploration: Page 108

- ▶ Find in a book, magazine, or online a representation of Jesus with Peter and the other Apostles.
- ▶ Say: ***Whom do you see in this picture?*** Encourage your child to describe the picture in detail, including the actions of Jesus toward Peter. Say: ***Jesus entrusted the care of the early Church to Peter and his followers.***
- ▶ Have your child turn to page 108. Read aloud the introduction and discuss the question.

- ▶ Ask your child to read aloud The Beginning of the Church. Ask: ***Why is the day described in this story so important to us today?*** (It showed that Jesus Christ fulfilled the Old Testament prophecies and is the Messiah. It was the birth of the Catholic Church.)
- ▶ Have your child read aloud About Jesus and complete the activity. Encourage your child to share his or her responses.
- ▶ Read aloud the Link to Liturgy feature. Ask: ***How can we announce the Gospel to the world with words and actions?*** Discuss your child's response.
- ▶ Discuss Christian symbols such as keys, a cross, a fish, a lamb, a shepherd, and a dove. Have your child fold paper into thirds and draw another symbol for the keys and another symbol for the sheep and write an explanation for each. Have your child draw a third symbol and write an explanation for it. Invite your child to pray a silent prayer glorifying God.

### Reflect: Pages 109–110

- ▶ Together look at page 109. Have your child read aloud the introductory paragraph. Then explain that as you read aloud the Lord's Prayer, you will pause after each line, allowing him or her to talk silently to God. Say: ***Think about the deeper meaning of the words in light of what you have learned about our faith and our Church.*** Read aloud the prayer. Conclude by praying *Amen*.
- ▶ Have your child read aloud The Church Respects Other Religions on page 110. Say: ***Christians, Jews, and Muslims all worship the God of Abraham.***
- ▶ Read aloud Images of the Church. Ask: ***What three images are mentioned?*** (Bride of Christ, Temple of the Holy Spirit, Body of Christ) Have your child complete the activity and share his or her response and drawing with you.

### Respond: Pages 111–112

- ▶ Ask your child to read aloud Faith Summary on page 111. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read aloud See the Light. Discuss people in your home and community that reflect Jesus' teachings with their words and actions. Have your child complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 112. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***The Church is the sign and instrument of the unity that the Trinity has with all people through the Church; we are united as the People of God.***

## Marks of the Church

### Engage: Page 113

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Matthew 18:1–5. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Ask: ***What are four positive traits that characterize our family?*** (Possible responses: unified, caring, motivated, joyful) Say: ***Our family—the Church—can also be characterized by four words.***
- ▶ Ask your child to read aloud the paragraphs on page 113. Ask: ***What are the four words that describe the Church?*** (one, holy, catholic, apostolic) Say: ***These four characteristics are called the Marks of the Church.***

### Explore: Pages 114–115

- ▶ Have your child read aloud the first paragraph on page 114. Ask: ***Where do we find the Marks of the Church?*** (in the Nicene Creed)
- ▶ Ask your child to read aloud The Church Is One. Say: ***We are all part of the Church, united through the Holy Spirit. Paul spoke of this unity at the very beginning of the Church.***
- ▶ Ask your child to read aloud The Church Is Holy. Ask: ***What are some ways we can see that the Church is holy?*** (by the things we do for others—sharing what we have with others, praying for the needs of others)
- ▶ Read aloud the Link to Liturgy feature. Say: ***At Mass, when we stand and pray the Nicene Creed, we are praying a summary of our Catholic faith. We affirm our belief in one Lord and one Church made holy by the one Spirit.***
- ▶ Have your child read aloud the first two paragraphs on page 115. Ask: ***What does catholic mean?*** (universal) ***What are some ways the Church is universal?*** (All baptized people are part of the Church; the Church proclaims Christ to the entire human race.) ***What makes the Church apostolic?*** (Its tradition began with the Apostles and continues their teachings through the pope and bishops.)
- ▶ Ask your child to read aloud the final paragraph. Say: ***God makes it possible for us, even though we sin, to be holy. Mary and the saints are models of how to be holy.***
- ▶ Read aloud the Reading God's Word feature. Say: ***This is a verse from the Magnificat—Mary's song of praise to God.***

### Art Exploration: Page 116

- ▶ Find in a book, magazine, or online a representation of Paul preaching.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including the reactions of the crowd. Say: ***Paul reminds us that we must follow Jesus' example and treat one another with love.***



- ▶ Have your child turn to page 116. Read aloud the introduction and discuss the question.
- ▶ Ask your child read aloud the first paragraph and Bible verse. Ask: ***What do you think Jeremiah means?*** (Possible answers: that God will trust us with his laws, that God will make us his Chosen People)
- ▶ Ask your child to read the next two paragraphs. Say: ***Paul's letters are read at Mass to remind us of the Christian qualities we should live by.***
- ▶ Write on a sheet of paper *humility, gentleness, patience, and love*. Discuss why these qualities are important. Then have your child complete the activity.
- ▶ Tell your child that Paul visited many places to speak about qualities that Christians should have in their daily lives and how believers were to treat one another. Have your child write a speech about the importance of following Jesus' example. Ask: ***Will your message be like Paul's? What will you tell everyone?*** Invite your child to give his or her speech to your family.

### Reflect: Pages 117–118

- ▶ Together look at page 117. Say: ***The girl in the picture is filled with the joy brought by her faith in God. Today we are going to pray a prayer expressing the joy we feel our unity with God and his Church.***
- ▶ Read aloud the introductory paragraph. Take turns reading the prayer and the reflection. Close the prayer by joining your child in the Sign of the Cross.
- ▶ Ask your child to read aloud Peace and Unity on page 118. Ask: ***Why does God give us so many kinds of gifts?*** (so that we can do good in the world) Ask: ***Do you think we all have the same gifts? Why or why not?*** (Possible answer: No, we all have different gifts to serve in many different ways.)
- ▶ Read aloud Exploring Virtues. Say: ***Virtues are gifts from God.*** Have your child complete the activity and then discuss the responses.

### Respond: Pages 119–120

- ▶ Ask your child to read aloud Faith Summary on page 119. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud the Living Virtues. Invite your child to give examples they have seen of people following Jesus' example of love and mercy. Then have them complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 120. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***We are called to embody the Marks of the Church with our lives. Pray this week for the wisdom to show humility, patience, kindness, and unity through your words and actions.***

## Celebrating Christmas

### Engage: Page 121

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Mark 8:1–9. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Say: ***For centuries, the Jewish people waited for God to reveal his presence to them. When he did, his presence was revealed in an unexpected way.***
- ▶ Ask your child to read aloud the paragraphs on page 121. Ask: ***Jesus was born to humble parents in a lowly, out-of-the-way place. This Scripture passage shows us that Christ's salvation is for all people regardless of social position.***

### Explore: Page 122

- ▶ Ask: ***What gifts could we give at Jesus' birth today that hold a spiritual importance?*** (a Theological or Cardinal Virtue or one of the Gifts and Fruits of the Holy Spirit)
- ▶ Have your child read aloud We Celebrate Epiphany During Christmas. Ask: ***What did King Herod fear?*** (that the new king might be a threat to his reign) ***Why did Herod really want the Magi to return to Jerusalem?*** (to learn where Jesus was so he could kill him) Say: ***We celebrate the Magi's journey to honor Jesus and the revelation that he is God's Son on the Feast of the Epiphany.***
- ▶ Read aloud the Reading God's Word feature. Say: ***Visualize the Magi, exhausted from traveling so far. Imagine the joy of finding the infant Jesus they had been seeking.***

### Reflect: Page 123

- ▶ Talk about your favorite family traditions during the Christmas season. Ask: ***What is a tradition you will carry on with your own family some day?***
- ▶ Read aloud the first paragraph. Ask your child to share his or her impressions and experiences at Mass during the Christmas season.
- ▶ Ask your child to read aloud What We Experience. Ask: ***How are the experiences at Mass similar to our family's Christmas celebrations? How are they different?*** (Discuss your child's response.)
- ▶ Have your child read aloud Jesus and the Magi and complete the activity.
- ▶ Read aloud the Did You Know? feature. Say: ***Frankincense and myrrh were almost as precious as gold at the time. They are actually tree sap that has been dried.***

**Art Exploration: Page 124**

- ▶ Find in a book, magazine, or online a representation of the Magi bearing gifts for the infant Jesus.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including what the Wise Men are holding. Say: ***Just as the Magi did, we find ways to recognize Jesus as our king and Savior.***
- ▶ Have your child turn to page 124. Read aloud the introduction and discuss the question.
- ▶ Read aloud The Church Celebrates the Christmas Season. Ask: ***What key points in the life of Jesus do we learn about during the Christmas season?*** (his birth, his family, the visit of the Magi, and his baptism) ***Why is the visit of the Magi to Jesus so important to all Christians today?*** (It's part of the revelation; it shows that the child of God was born.)
- ▶ Have your child read aloud Guiding Us and complete the activity. Encourage your child to share his or her response with you.
- ▶ Ask your child to imagine that he or she welcomed the three Wise Men to the town where Jesus is. Encourage your child to describe the faces of the visitors as they approach the baby Jesus. Say: ***As you see these three strangers standing before you, what do you ask them? How do the Magi answer?*** Give your child time to have a silent conversation with the Magi. Have your child offer a petition to Jesus to guide him or her through the day.

**Respond: Pages 125–126**

- ▶ Ask your child to read aloud Faith Summary on page 125. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read aloud News Flash and complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 126. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Jesus was born both fully human and fully divine. As you celebrate this mystery at Christmas, give thanks for the coming of our Savior and for his presence in the world today.***

# Sacraments, Our Way of Life

## Unit Opener: Pages 128–130

- ▶ Say: *Think about things you do well.* Ask: *What is one of your strengths?* Share your own strengths with your child. Say: *Our strengths are gifts from God.* Invite your child to turn to page 128. Read aloud the unit title. Say: *In this unit, we'll learn about people whose strength was following God and leading others to do the same. We will also learn how we encounter Jesus today through the sacraments.*
- ▶ Discuss the image of Saint Ignatius. Ask: *How is Saint Ignatius portrayed?* (humble, repentant) Say: *Saint Ignatius lived 500 years ago, but he still has followers today—about 20,000, and they work in 112 countries. They are called Jesuits.*
- ▶ Ask your child read aloud the paragraph on page 129. Ask: *What first inspired Ignatius to follow God's call?* (He read about the lives of Jesus and the saints.) Say: *Saint Ignatius's dedication to service to others made a difference to people in need. We will read about several Old Testament leaders—prophets—who also made a difference. They encouraged people when life was difficult and reminded them to follow God's laws.*
- ▶ Read aloud the Be Inspired feature. Ask: *To whom is this litany directed.* (the Holy Trinity)
- ▶ With your child, add Ignatius's feast day, July 31, to your calendar. Plan an event together to celebrate the work of Saint Ignatius of Loyola.
- ▶ Ask your child to think about when they most feel God's love. Ask: *What do you do to connect with God?* Discuss his or her response. Offer examples of your own. *How does this help you when you face challenges?* (Discuss how God's grace and love give us fortitude.)
- ▶ Have your child read aloud Focusing on the Eucharist on page 130. Say: *Saint Ignatius centered his spiritual life on prayer and reflection. His devotion to prayer gave him the grace to glorify God in all that he did.*

- ▶ Read aloud the introduction and directions for Litany of Service. Invite your child to take a few moments to think of people in need in their parish and ways they can serve those people. Then have them complete the activity. Point out that each line should contain one item.
- ▶ Ask your child to read aloud the Reading God's Word feature. Say: *Praying the psalms is a good way to focus on God and keep him first in our lives.*

## Prophets Challenge the People

### Engage: Page 131

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Matthew 13:54–58. Then say: ***The Gospel of the Lord***. Invite your child to respond *Praise to you, Lord Jesus Christ*.
- ▶ Ask: ***Have you ever told a friend something he or she didn't want to hear? Why were you truthful?*** (to motivate them, to tell them something important) Say: ***In Scripture, we learn that the prophets often had to strongly repeat God's message to the people of Israel.***
- ▶ Ask your child to read aloud the paragraphs on page 131. Ask: ***Why were the people of Nazareth uncomfortable with Jesus' message?*** (They couldn't understand where he got such power and wisdom.)
- ▶ Pray aloud the prayer together. Conclude by praying the Sign of the Cross.

### Explore: Pages 132–133

- ▶ Discuss historical figures who have stood up for their beliefs, such as Abraham Lincoln, Martin Luther King Jr., and Dorothy Day. Ask: ***What did each hope to do? How did people react to their message?***
- ▶ Have your child read aloud the first paragraph on page 132. Ask: ***What did prophets do?*** (They told people that society could live in harmony by following God's commandments.)
- ▶ Have your child read the rest of the page. Ask: ***What did Amos speak out against?*** (how the wealthy people in Israel treated those who were poor) ***What concerned Jeremiah?*** (people of Judah who were not obeying the covenant established with Abraham and Moses) ***What message did Jeremiah give the exiled Jews?*** (that God loved them no matter where they were)
- ▶ Ask your child to read aloud God Calls Isaiah on page 133. Invite him or her to look up the boldfaced word in the Glossary. Ask: ***How did the angel purify, or cleanse, Isaiah?*** (The angel used fire to get rid of Isaiah's sin.) ***What was Isaiah's response to God's call?*** ("Here I am; send me!")
- ▶ Read aloud the Reading God's Word feature. Say: ***In this verse, Isaiah was calling on God to comfort the Jewish people as they neared the end of their exile.***

### Art Exploration: Page 134

- ▶ Find in a book, magazine, or online a representation of the prophet Jeremiah.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including how the prophet Jeremiah is dressed. Ask: ***How would you react if a prophet asked you to change your ways?*** Discuss your child's response.



- ▶ Have your child turn to page 134. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud A Prophet's Challenge. Say: ***Even though the people did not listen, the prophets did not give up.*** Ask: ***What did the prophets ask the rulers, priests, and people to do?*** (turn away from their sinful ways, turn their lives back to God) Ask your child to imagine a prophet asking a ruler to share his wealth. Ask: ***Why might this message have been difficult for some to hear? How might people respond today?*** Discuss his or her response.
- ▶ Read aloud A Prophecy for Today. Allow time for your child to write his or her messages and share them with you.
- ▶ Have your child choose one prophecy they wrote on page 134 to illustrate as a bumper sticker. Make a long rectangle by folding a sheet of drawing paper in half. Ask your child to write the message neatly and illustrate the bumper sticker. Display the message in your home.

### Reflect: Pages 135–136

- ▶ Together look at page 136. Say: ***The boy in the picture is open to God's calling. Ask God to show you how to be open to his message and to be more like the prophets in sharing his message with others.***
- ▶ Read aloud the introductory paragraph. Have your child read aloud the prayer. Pause to allow a few moments for him or her to reflect on the words they just prayed. Conclude by praying the Sign of the Cross together.
- ▶ Have your child read aloud What It Means to Reform on page 136. Ask: ***What are some reforms for which the Catholic Church works?*** (abortion laws, immigration, workers' rights, ending the death penalty) Point out that the pope often calls for reform on global issues such as war and the dignity of life.
- ▶ Have your child complete the activity and discuss his or her ideas with you.
- ▶ Read aloud the Meet a Modern Prophet feature. Ask: ***What are some things that Dorothy Day tried to reform?*** (She worked to help those who were poor and those who were homeless. She protested war.)

### Respond: Pages 137–138

- ▶ Ask your child to read aloud Faith Summary on page 137. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud the Prophet Puzzlers and have your child complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 138. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Throughout the coming week, think about how you can be like the prophets and share God's message with people you meet.***

## Prophets Give Hope

### Engage: Page 139

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Matthew 11:2–6. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Ask: ***Who are some people you turn to when you feel discouraged or alone?*** (parents, teachers, friends, pastor) Say: ***Sometimes we need people to give us hope when we feel hopeless. The prophets offered hope to the people of Israel.***
- ▶ Ask your child to read the paragraphs on page 139. Ask: ***Why did the people of Israel need hope?*** (They had been waiting centuries for God’s promise to be fulfilled.)
- ▶ Pray aloud the prayer together. Then conclude with the Sign of the Cross.

### Explore: Pages 140–141

- ▶ Ask your child to think about group activities they’ve participated in, such as sports or band. Ask: ***What does a coach do?*** (shows us how to work together, encourages us to play well, motivates us) Say: ***The Old Testament prophets were like coaches, encouraging the Hebrew people with their messages from God.***
- ▶ Have your child read aloud the first paragraph on page 140. Ask: ***Why was life difficult for the exiled Jews?*** (They were captives and victims of the grave sins of terrorism and torture. They did not know if they would ever return home.)
- ▶ Have your child read aloud the rest of the page. ***What was Second Isaiah’s message?*** (God still loved them, would care for them, and lead them home.)
- ▶ Ask your child to read aloud page 141. Ask: ***What did early Christians think of when they read Second Isaiah?*** (that Isaiah’s message of hope was fulfilled in Jesus Christ)
- ▶ Read aloud the Reading God’s Word feature. Say: ***Early Christians used the Old Testament to help them understand Jesus.*** Ask: ***What did Isaiah mean when he said these words?*** Discuss your child’s response.

### Art Exploration: Page 142

- ▶ Find in a book, magazine, or online a representation of the prophet Isaiah preaching.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including how the artwork shows the role of the prophets in the Old Testament.
- ▶ Say: ***The words of the prophets are meant to bring us closer to God.***
- ▶ Have your child turn to page 142. Read aloud the introduction and discuss the question.

- ▶ Read aloud Jesus and the Prophecies of Old. Ask: ***Why did Matthew share the words of the prophet Isaiah?*** (Matthew was trying to show the Jews that Jesus fulfilled the prophecies concerning the Messiah.)
- ▶ Read aloud the activity directions and give your child time to write. Discuss the explanation.
- ▶ Read aloud the Did You Know? feature. Ask: ***How many parts make up the Book of Isaiah?*** (three; chapters 1–39, 40–55, and 55–66)
- ▶ Show your child the image of an illuminated page of the Bible you used in Unit 1, Session 1. Have your child choose a verse from the Book of Isaiah, such as “The people who walked in darkness have seen a great light.” Have him or her copy the verse from the Bible and illuminate with a large, colorful opening letter and text surrounded by a colorful border. Display the verse in your home.

### Reflect: Pages 143–144

- ▶ Together look at page 143. Say: ***We can bring all our needs to God just as we see in the Psalms. There is nothing too big or too small because God loves us unconditionally.***
- ▶ Read aloud the introductory paragraph. Then take turns with your child reading aloud the psalm. Focus on how God responds to us when we are facing difficulties. Conclude with the Sign of the Cross.
- ▶ Ask your child to read aloud Isaiah and the Gospel on page 144. Remind him or her that early Christians used the Old Testament to make connections between God’s promises and how Jesus’ message and life was the fulfillment of those promises.
- ▶ Read aloud Connecting Matthew and Isaiah. Work together to complete the activity. Read aloud both the Old Testament and New Testament passages and discuss each event.

### Respond: Pages 145–146

- ▶ Ask your child to read aloud Faith Summary on page 145. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud the activity. Allow your child time to write his or her paragraph. Then discuss the person they wrote about.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 146. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Your words and actions can bring hope and encouragement to the people you encounter in your life.***

## Sacraments of Initiation

### Engage: Page 147

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Matthew 28:16–20. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Ask: ***If you could change your name, what name would you pick? Why?*** Discuss your child's answer. Say: ***Having a new name means having a new identity. In the Sacraments of Initiation, we take on a new identity.***
- ▶ Have your child read aloud the paragraphs on page 147. Ask: ***What are the Sacraments of Initiation?*** (Baptism, Confirmation, Eucharist)
- ▶ Pray aloud the prayer together. Conclude with the Sign of the Cross.

### Explore: Pages 148–149

- ▶ Say: ***The Church has sacred rituals known as sacraments.*** Ask: ***What do you know about Baptism?*** Discuss your child's responses.
- ▶ Have your child read aloud the first section on page 148. Ask: ***What do we call adults preparing for Baptism today?*** (catechumens) ***What must they learn?*** (Church teachings, how to respond to God's call)
- ▶ Read aloud the activity introduction and directions. Explain that the Easter Vigil, the final part of the Easter Triduum, takes place on the night of Holy Saturday. Point out that the Triduum celebrates the Passion, Death, and Resurrection of Jesus and is when adult Baptisms are celebrated.
- ▶ Read aloud the Link to Liturgy feature. Say: ***Holy water is a sacramental that helps us remember our relationship with God.*** Ask: ***What images of water from Scripture are used during the blessing of baptismal water at the Easter Vigil?*** (the Spirit breathing upon the waters at creation, the Red Sea parting, the baptism of Jesus)
- ▶ Have your child read aloud page 149. Ask: ***Why is the Eucharist so important?*** (It nourishes us so that we can go out and serve others. It forgives venial sin. It brings us closer to Christ.) Say: ***The sacraments are signs of grace given to us by Jesus and his Church. Through the sacraments, we encounter Christ and receive his divine life.***
- ▶ Read aloud the Reading God's Word feature. Say: ***This passage from John's Gospel tells us that Jesus is present to us and gives us eternal life in the Eucharist.***

**Art Exploration: Page 150**

- ▶ Find in a book, magazine, or online a representation of Saint Peter's Church in France that includes the statue of Saint Peter as the keystone in the arch.
- ▶ Say: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including the statue of Saint Peter as the keystone in the arch. Ask: ***How did Saint Peter hold together the members of the early Church?*** Discuss his or her response.
- ▶ Have your child turn to page 150. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud The Stone That Holds Everything Together. Ask: ***Who is this Bible verse about?*** (Jesus) ***What does this verse mean to you?*** (Possible answers: Jesus Christ is the center of the Church; we are the home of the Holy Spirit.) ***Who else is like a keystone in the Church? Why?*** (the pope because he is our leader and teacher)
- ▶ Have your child complete the activity and share it with you.
- ▶ Read aloud the Reading God's Word feature. Ask: ***What does Peter mean when he speaks of a living stone?*** (an active member in supporting God's household, the Church)
- ▶ On a large sheet of paper, have your child draw a single outline of a house with a slanting roof and a cross on top, and one large stone inside at the top. Write *Jesus* on the stone. Invite your child to draw stones and while the names of your family and friends inside. Discuss ways that these people can build up the Church.

**Reflect: Pages 151–152**

- ▶ Together look at page 151. Say: ***When you pray, focus on God's presence. Ask God to help you learn how to live as a faithful member of his family.***
- ▶ Read aloud the introductory paragraph. Invite your child to pray aloud the prayer with you. If possible, have your child bless himself or herself with holy water. Conclude by praying the Sign of the Cross.
- ▶ Ask your child to read aloud Changed for Life on page 152. Invite him or her to look up the boldface word in the Glossary. Say: ***Sanctifying grace makes us children of God and heirs to heaven.*** Ask: ***How does Confirmation change us?*** (It deepens our faith, it completes our Baptism, we are left with a permanent mark, and we receive grace to become more active Christians.) ***How does the Eucharist change us?*** (It nourishes and strengthens us.)
- ▶ Have your child read aloud Changed Lives Are Meant to Change Lives. Ask: ***What are some ways you can respond to your baptismal call to serve others and spread the Good News?*** (offer to pray for people, treat others with dignity and respect, volunteer to help those who are poor and homeless)
- ▶ Read aloud the Did You Know? feature. Say: ***The age of reason is the age at which the Church considers a person to be old enough to begin to take personal responsibility for his or her decisions.***

**Respond: Pages 153–154**

- ▶ Ask your child to read aloud Faith Summary on page 153. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud the activity. Allow your child time to write his or her responses.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 154. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***We become members of the Body of Christ and a Temple of the Holy Spirit when we are baptized.***



## Sacraments of Healing

### Engage: Page 155

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Mark 2:1–12. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Ask: ***When a child scrapes his or her elbow, why do parents offer to kiss it and make it better?*** Discuss your child's response. Say: ***Parents know that symbolic actions have a real effect on us. The Sacraments of Healing are symbolic actions that have a real effect on us.***
- ▶ Invite your child to read aloud the paragraphs on page 155. Ask your child to identify the Sacraments of Healing. (Penance and Reconciliation and Anointing of the Sick)
- ▶ Pray aloud the prayer together and conclude with the Sign of the Cross.

### Explore: Pages 156–157

- ▶ Say: ***The Church continues Jesus' healing ministry through two specific sacraments.***
- ▶ Invite your child to read aloud Anointing of the Sick on page 156. Ask: ***What does the Anointing of the Sick do for people who receive it?*** (It helps them identify with Christ's suffering; it gives strength, peace, and courage; it forgives the sins of those who are unable to receive the Sacrament of Penance and Reconciliation.) Say: ***The Church also invites others to receive this sacrament, including those who are elderly, people with chronic illnesses such as cancer, people with addictions, and people suffering from mental illness.***
- ▶ Ask your child to read The Dignity of Human Life. Invite him or her to look up the boldface word in the Glossary. Ask: ***Why does the Church teach that euthanasia is wrong?*** (Human life is sacred and comes from God. People have dignity because they are God's creations.)
- ▶ Read aloud the Link to Liturgy feature. Say: ***Chrism Mass is celebrated during Holy Week and is a sign of unity between the bishop and the local church.***
- ▶ Have your child read silently page 157. Ask: ***What does sin do?*** (It separates us from God and others.) ***What are the benefits of Reconciliation?*** (reunites us with God and the Church, brings us peace, renewal of the inner person, comforts us spiritually)
- ▶ Invite your child to look up the boldface terms. Say: ***Penance consists of prayers or actions that show you are sorry for your sins. A temporal punishment is a consequence of a sin a person bears that is not eternal but must be purified in Purgatory.***

**Art Exploration: Page 158**

- ▶ Find in a book, magazine, or online a representation of a disciple healing a person.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including what the disciple is doing to the person. Say: ***Jesus continues to heal with the power of the Holy Spirit through the Church today.***
- ▶ Have your child turn to page 158. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud Jesus Sends Forth Healers. Discuss why Jesus gave his disciples the authority to heal. Explain that those who were ill were treated differently in Jesus' time. Say: ***Today Jesus' healing gifts are experienced through the Sacraments of Reconciliation and Anointing of the Sick.***
- ▶ Have your child read the activity directions and complete it.
- ▶ Read aloud the Reading God's Word feature. Ask: ***Who does Isaiah suggest will be included to see the glory of God?*** (all people)
- ▶ Provide several colors of paper from which your child can cut out small squares to glue to paper to make his or her own mosaic. Suggest that the topic of your child's mosaic represents healing in some way. Display the finished artwork in your home.

**Reflect: Pages 159–160**

- ▶ Together look at page 159. Say: ***Reconciliation brings you closer to God and others, reminds you to make good choices, and helps you avoid sin.***
- ▶ Read aloud the introductory paragraph. Pray aloud the Prayer of the Penitent together. Invite your child to take time to reflect on God's mercy and forgiveness. End by praying the Sign of the Cross.
- ▶ Have your child read silently Removing the Effects of Sin on page 160. Ask: ***What actions help us receive indulgences?*** (prayer and good deeds) ***What else can prayer and good deeds help us do?*** (overcome temptation, grow closer to God)
- ▶ Have your child read silently the Giving Restitution questions and carefully consider how he or she might make restitution in each situation. Have your child write his or her responses and discuss them together.

**Respond: Pages 161–162**

- ▶ Ask your child to read aloud Faith Summary on page 161. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read the activity directions and fill out the charts.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family page 162. Together as a family, complete the page and do the activity. Pray the family prayer together.

## Celebrating Lent and Holy Week

### Engage: Page 163

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Matthew 6:5–8. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Say: ***Caregivers, such as parents, doctors, and first responders, have learned to set aside their own needs to take care of the needs of others. During Lent, we learn how to set aside our own needs for the needs of others.***
- ▶ Invite your child to read aloud the paragraphs on page 163. Ask: ***How does fasting help us focus on the needs of others?*** Discuss your child's response.
- ▶ Say: ***Jesus is with us during the holy season of Lent.*** Pray aloud the prayer together and conclude with the Sign of the Cross.

### Explore: Page 164

- ▶ Have your child to look up *fasting* in the Glossary and discuss the definition. Ask: ***How might fasting improve our relationship with God?***
- ▶ Ask your child to read aloud We Fast and Pray During Lent and Holy Week. Ask: ***Why is it important to be aware of the struggles that others face, no matter how large or small a struggle may be?*** (so that we can offer help)
- ▶ Read aloud How Can I Help? Have your child complete the activity and share his or her responses with you.
- ▶ Read aloud the Reading God's Word feature. Say: ***Jesus teaches us that we are asked to treat everyone— neighbors and strangers alike—the way we would like to be treated. Before you say or do anything to someone, stop for a moment and think how you'd feel if someone were to say or do that to you.***

### Reflect: Page 165

- ▶ Discuss how your family prepares for Lent and Holy Week. Ask: ***What are some of our traditions?***
- ▶ Read aloud Mass During Lent and Holy Week on page 165. Say: ***During this time we pray and think about the choices we have been making. Because God loves us so much, he is willing to share his gift of forgiveness with us.***
- ▶ Have your child read aloud What We Experience. Together read aloud and discuss How to Make a Good Confession on page 269.
- ▶ Have your child read aloud The Wonderful Gift of Reliance. Say: ***The sacrifices we make during Lent remind us of the sacrifice Jesus made for all of us.***
- ▶ Read aloud the Did You Know? feature. Point out that the word *laetare* means "rejoice."

**Art Exploration: Page 166**

- ▶ Find in a book, magazine, or online a representation of the Garden of Gethsemane, where Jesus prayed after the Last Supper.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including the setting and the actions of the people shown. Say: ***Through prayer, Jesus found the strength to accept his Father's will.***
- ▶ Have your child turn to page 166. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud The Church Celebrates Lent and Holy Wee. Ask: ***Why might it have been difficult for Jesus to spend his time at Gethsemane praying?*** (He felt great sorrow; he knew he would be crucified.)
- ▶ Read aloud the activity directions and allow time for your child to complete it.
- ▶ Explain that a triptych is a three-sided panel commonly used as an alter board. Have your child fold drawing paper into three panels and illustrate the last hours of Jesus: The Last Supper, Praying in Gethsemane, and The Crucifixion. Encourage your child to use the triptych as a reminder of the great sacrifice Jesus made.

**Respond: Pages 167–168**

- ▶ Ask your child to read aloud Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud the activity direction. Allow time for your child to complete it.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 168. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***During this Lenten season, find ways to help those in need through prayer and by lending a helping hand.***

# Morality, Our Lived Faith

## Unit Opener: Pages 170–172

- ▶ Say: *God has blessed us with unique gifts. What unique gifts do you have?* Share your own gifts, such as musical ability or strong work ethic, with your child to start the discussion. Invite your child to turn to page 170. Read aloud the unit title. Say: *In this unit, we will learn how we can use our own gifts to be like Jesus in today's world and how our faith helps us make good, moral choices in all that we do.*
- ▶ Ask your child to focus on the image of Saint Benedict of Palermo. Have him or her read the text. Say: *We've read about many ordinary people who became saints. Saint Benedict began his life as a slave. After he gained his freedom, he chose to live a simple, holy life. Saint Benedict's life shows others how to love and honor God.*
- ▶ Have your child read aloud the paragraphs on page 171. Ask: *Who convinced Benedict to follow Jesus?* (Father Jerome Lanza) *How did Benedict feel about the conditions at the monastery?* (He felt that the hard life there was too comfortable.) *What did Saint Benedict sacrifice to show his devotion to God?* (his possessions, his money, his comfort) *What things would you sacrifice to show your love for God?* Say: *Making sacrifices to show our love for God is a virtue.*
- ▶ Read aloud the Be Inspired feature. Discuss ways your child can show Jesus' love to others.
- ▶ With your child, add Benedict's feast day, April 4, to your calendar. Plan an event together to celebrate the sacrifices of Saint Benedict of Palermo.
- ▶ Read aloud the title on page 172. Invite your child to look up the word *virtue* in the Glossary and read aloud the definition. Say: *Saint Benedict was a virtuous person. His strong faith showed others what it means to love and serve God.* Ask him or her to read aloud the paragraph.

- ▶ Read aloud the introduction and directions for Sacrifice and God's Love. Say: ***Sometimes we make sacrifices to help others and to demonstrate our faith in God. Making sacrifices draws us closer to God and others.*** Have your child complete the activity. Discuss why he or she thinks these sacrifices help show God's love.
- ▶ Direct your child to the Reading God's Word feature. Say: ***Praying this psalm can help us put our hope and trust in God.*** Pray the psalm aloud together.



## Jesus' Way of Love

### Engage: Page 173

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud John 3:16–21. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Say: ***If we're in a dark place, such as a basement, attic, or closet, we need to shine a light to find our way. When we encounter the darkness of sin, we look to the Light of Christ to show us the way to God.***
- ▶ Ask your child to read aloud the paragraphs on page 173. Ask: ***How can we shine God's light in the world?*** (by practicing charity)
- ▶ Pray aloud the prayer together. Conclude with the Sign of the Cross.

### Explore: Pages 174–175

- ▶ Have your child read aloud the first paragraph on page 174. Say: ***God gives us three Theological Virtues that bring us closer to him and help us share our gifts with others. They are nourished in us by the Church through the sacraments.***
- ▶ Ask your child to read the rest of the page. ***What is faith?*** (belief in God and giving ourselves to him.) ***What is Christian hope?*** (the desire for all the good things God has planned for us) ***What does hope help us do?*** (trust that if we live according to Jesus' teachings, we will have eternal life with God forever in heaven; choose to do what pleases God) ***Where do we get Christian hope?*** (from the Holy Spirit)
- ▶ Have your child read aloud Charity on page 125. Say: ***Charity is another word for love, but the Theological Virtue of charity is a different kind of love.*** Invite him or her to read 1 Corinthians 13:1–13 from the Bible. Discuss with your child what he or she thinks Saint Paul meant. Say: ***We can show charity by working at a food pantry or donating things to people in need.***
- ▶ Tell your child he or she can read more about the virtues in the Prayers and Practices section on page 272.

### Art Exploration: Page 176

- ▶ Find in a book, magazine, or online a representation of Saint Thérèse of Lisieux.
- ▶ Ask: ***What do you see in this picture?*** Encourage children to describe the picture in detail, including the halo, a crucifix, flowers, rosary, and a habit worn by a nun.
- ▶ Say: ***Saints were ordinary people who put love of God before all else.***
- ▶ Have your child turn to page 176. Read aloud the introduction and discuss the question.

- ▶ Have your child read aloud *A Young Woman Who Listened to God*. Say: ***Saints were ordinary people who put love of God before all else.*** Discuss how Thérèse's faith and hope helped her pursue her wish to be a nun and how she showed her love of God every day.
- ▶ Read aloud the activity instructions. Allow time for your child to complete it. Discuss the response.
- ▶ Read aloud the Reading God's Word feature. Ask: ***How does this Scripture passage describe the love Saint Thérèse had for God?*** (Possible answer: She made daily sacrifices for God and Jesus Christ.)
- ▶ Discuss what a blog is—a person's personal webpage where he or she writes his or her thoughts about various topics. Have your child draw the outline of a computer screen. Then have your child write a blog entry about Saint Thérèse and how she lived a life of faith, hope, and love. Encourage your child to share the blog with other family members.

### Reflect: Pages 177–178

- ▶ Together look at page 177. Say: ***Take traditional prayers like the Act of Faith to heart. They unite our minds, hearts, and voices and help us link the basic truths of our faith.***
- ▶ Read aloud the introductory paragraph. Pray aloud the prayer with your child. End by leading your child in praying the Glory Be to the Father.
- ▶ Have your child read aloud *Living the Theological Virtues* on page 178. Invite him or her to look up the boldface terms in the Glossary and discuss the definitions. Say: ***For many years, only men received the special title of Doctor of the Church. Saint Thérèse of Lisieux, Saint Catherine of Siena, and Saint Teresa of Ávila were the first women to be named Doctors of the Church.***
- ▶ Have your child read the activity directions and complete it. Encourage your child to choose one way to show faith, hope, or charity during the week.

### Respond: Pages 179–180

- ▶ Ask your child to read aloud Faith Summary on page 179. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read aloud the activity directions and complete it.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud *With My Family* on page 180. Invite your child to choose one or more to complete today. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Think about ways this week that you can help others by practicing the virtues of faith, hope, and charity.***

## Sacraments of Service

### Engage: Page 181

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud John 21:15–19. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Ask your child to name people he or she knows who works in professions such as health care or law enforcement. Say: ***These people put your needs before their own. As followers of Jesus, we are committed to putting the needs of others before our own.***
- ▶ Have your child read aloud the paragraphs on page 181. Say: ***Those who choose the Sacraments of Service make a commitment to put the needs of others before their own.***
- ▶ Pray aloud the prayer together. Conclude with the Sign of the Cross.

### Explore: Pages 182–183

- ▶ Have your child read aloud the first two paragraphs on page 182. Ask: ***What is a vocation?*** (a way of life that God call us to) Say: ***Both Matrimony and Holy Orders are ways of life that help teach others about our faith. These vocations are a call from God to serve the Church.***
- ▶ Ask your child to read aloud the rest of the page. Ask: ***What are the people in a marriage called to do?*** (serve each other and their family) ***How do parents teach their families about our Catholic faith?*** Discuss your child's answer.
- ▶ Have your child read aloud Serving God, the Church, and the World on page 183. Ask: ***What are the three levels of ordained ministry who serve as Church leaders?*** (deacon; presbyter, or priest; bishop) Say: ***Laypeople share in Christ's priesthood by living their call to holiness in their words and actions. Ordained ministers serve by teaching the faith and proclaiming the Gospel.***
- ▶ Read aloud the Did You Know? feature. Ask: ***What are some charisms, or gifts of the Spirit, you have observed in other parishioners? What gifts do you have to share?*** Discuss your child's responses.

### Art Exploration: Page 184

- ▶ Find in a book, magazine, or online a representation of the *wedding at Cana*.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including the continent on which the artist chose to depict Jesus and the wedding guests.
- ▶ Say: ***God blesses married couples and their promise to each other in a special way.***
- ▶ Ask your child to turn to page 184. Read aloud the introduction and discuss the question.

- ▶ Have your child read aloud Marriage: A Holy Calling on page 184. Ask: ***When a man and a woman get married, whom do they make a covenant with?*** (with each other and with God) Say: ***Their marriage reflects the union between Christ and the Church. This covenant cannot be broken.***
- ▶ Read aloud the activity directions and have your child complete it. Tell them to ask you, their grandparents, or another couple about their marriage ceremony.
- ▶ Together make congratulation cards for couples in your parish who have been married for 50 or more years. Include some of the things your child has learned about Matrimony. Give the cards to the church office to distribute.

### Reflect: Pages 185–186

- ▶ Together look at page 185. Say: ***Think about what it means to be holy. Our prayer is about holiness in our everyday lives. Praying is one way for us to grow in holiness.***
- ▶ Ask your child to read aloud the introductory paragraph. Say: ***Talk to God about your calling and his plan for your life. Listen to God with your heart.*** Invite your child to pray the prayer silently. Allow time for reflection. Close by praying aloud the Sign of the Cross together.
- ▶ Invite your child to read aloud the first paragraph. Ask your child to close his or her eyes and imagine where he or she will be in 20 years. Say: ***God has a plan for all of us. He speaks to you about your true vocation in your heart.***
- ▶ Read aloud the directions for the activity. Work together to complete it. Emphasize that all the clues tell about the word *service* on the completed acrostic.

### Respond: Pages 187–188

- ▶ Ask your child to read aloud Faith Summary on page 187. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud Summarize the Sacraments of Service. Review with your child what he or she has learned about the Sacraments of Service and discuss how they are similar to and different from the Sacraments of Initiation and the Sacraments of Healing. Then have your child complete the chart.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 188. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***The Church is one family that reflects the unity of the Father, Son, and Holy Spirit. Within that family, there are many diverse ways we can serve God's plan of salvation. In prayer this week, listen for God in understanding his plan for your life.***

# Caring for the Earth

## Engage: Page 189

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Psalm 24:1–6. Then say: *The Word of the Lord*. Invite your child to respond *Thanks be to God*.
- ▶ Ask: *If you could spend a day just enjoying God's creation, what location would you choose?* Discuss your child's response. Say: *God creates all things, including us*. Ask: *What special responsibility does God give us?* (caring for his creation)
- ▶ Ask your child to aloud the paragraphs on page 189. Say: *Pope Francis confirms our responsibility to care for the earth*. Ask: *What are some ways you can care for creation?* Discuss your child's response.

## Explore: Pages 190–191

- ▶ Say: *God gives us the responsibility to lead others in caring for his creation*.
- ▶ Ask your child to read aloud the first two sections on page 190. Invite him or her to find the sentences that introduce and define the word *dominion*. Ask: *What did Pope John Paul II say about dominion?* (It is not an absolute power.) *What does moral law mean?* Discuss your child's response then ask him or her to read aloud the definition from the Glossary. Say: *Pope Francis also emphasizes our moral obligation to practice conservation*. Ask: *How can we use our dominion for the good of all people?* (by conserving water and energy, by recycling)
- ▶ Invite your child to turn to pages 276–277 and discuss the themes of Catholic social teaching.
- ▶ Read aloud Environmental Abuse. Have your child complete the activity, then discuss his or her examples together.
- ▶ Have your child read aloud Solidarity on page 191. Say: *When we ask others to help us fulfill our responsibility to care for God's creation, we are showing unity with God and with others. Another word for unity is solidarity*. Ask: *Why do you think solidarity with people around the world is so important?* (Possible answer: The way we treat the environment and other people can have far-reaching effects.) *What are some ways we can show our solidarity with people all over the world?* (Accept reasonable responses.)
- ▶ Read aloud the Reading God's Word feature. Ask: *How does this psalm show us how to love God's creation as he intended?* Discuss your child's response.

## Art Exploration: Page 192

- ▶ Find in a book, magazine, or online a representation of human life coexisting with nature.
- ▶ Say: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including what is nature and what is made by humans. Ask: ***How do we prevent the treasures of nature from becoming rare?*** (Possible answer: Answer God's call to take care of creation.)
- ▶ Have your child turn to page 192. Read aloud the introduction and discuss the question.
- ▶ Ask your child to read aloud the first paragraph. Discuss ways we have a relationship with the natural world.
- ▶ Have your child read the second paragraph. Invite him or her to read aloud the definition for *encyclical* from the Glossary. Ask: ***What are the main points of the pope's letter?*** (All life is sacred and a gift from God; we have a responsibility to care for the earth; we should promote life and show reverence and love for it.)
- ▶ Read aloud the activity directions. Allow time for your child to write ways he or she can actively preserve the environment.
- ▶ Read aloud the Link to Liturgy feature. Say: ***The Prayer of the Faithful is proclaimed by a reader or cantor and is followed by a concluding prayer offered by a priest.***
- ▶ Invite your child to choose a medium to make an art piece that shows one human-made thing surrounded by nature. Tell your child to give the artwork a title. Discuss the picture and display it in your home.

## Reflect: Pages 193–194

- ▶ Together look at page 193. Ask your child to read the introductory paragraph.
- ▶ Pray aloud the prayer slowly while your child follows along, pausing briefly after each sentence to allow time for reflection. Close by praying the Sign of the Cross.
- ▶ Display local maps for your child to look at. Point out the location of your parish church. Ask: ***What parks or landmarks are close to our church?*** (Accept reasonable responses.) Say: ***All around is God's creation. Our God-given responsibility to care for the earth may seem overwhelming. We can begin by thinking about things we can care for in our own environments.***
- ▶ Ask your child to read aloud Exercise Your Dominion on page 194. Provide colored pencils and have your child read the page and complete the drawing. Discuss areas that need to be improved and what can be done to improve them.



**Respond: Pages 195–196**

- ▶ Ask your child to read aloud Faith Summary on page 195. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read aloud Showing Solidarity and complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 196. Invite your child to choose one or more to complete today. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: *Remember that God created the world and its people and he calls us to care for all of creation.*

## Jesus' Call for Justice

### Engage: Page 197

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Deuteronomy 16:18–20. Then say: ***The Word of the Lord.*** Invite your child to respond *Thanks be to God.*
- ▶ Say: ***When an instrument is out of tune, the harmony is gone. Sometimes relationships between people experience disharmony and need to be restored. Restoring right relationships is called working for justice.***
- ▶ Ask your child to read aloud the paragraphs on page 197. Ask: ***Why is justice important?*** (We can only live as God intends through justice.)
- ▶ Pray aloud the prayer together. Conclude by praying the Sign of the Cross.

### Explore: Pages 198–199

- ▶ Discuss groups and activities that your family members belong to. Say: ***Each group is an example of a community.*** Ask: ***Why do you think we live in communities or join groups?*** (to help one another, because we have the same interests)
- ▶ Have your child read aloud page 198. Ask: ***How does the Holy Spirit call us to treat one another?*** (with respect and tolerance) ***What kind of community members does Jesus expect us to be?*** (He expects us to be just, to act with respect and compassion, to help those who are poor or homeless or in need.)
- ▶ Read aloud the Reading God's Word feature. Say: ***This passage summarizes what you just read.***
- ▶ Ask your child to read aloud the first paragraph on page 199. Have him or her look up the boldface term in the Glossary then restate the definition in their own words.
- ▶ Invite your child to read aloud the rest of the section. Call attention to the fundamental rights of every person listed in the third paragraph. Ask: ***What are some things we can do to help uphold these fundamental rights?*** (Possible answers: raise money for local homeless shelters, donate food and used clothing, write letters to our public officials supporting human rights)
- ▶ Read aloud the Did You Know? feature. Say: ***As Catholics, we are called to do everything reasonably possible to avoid war because of its inherent evils and injustices. War violates Jesus' new commandment to "love one another. As I have loved you, so you also should love one another."***

**Art Exploration: Page 200**

- ▶ Find in a book, magazine, or online a representation of Saint Patrick.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including the symbols they see in the artwork. Ask: ***How are all saints models for us?*** (Possible answers: They teach us how to show our love for God. They personify Jesus' teachings.) Say: ***Patrick did his best to bring Christianity to nonbelievers.***
- ▶ Have your child turn to page 200. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud the title and the text. Ask: ***How did Patrick's life start out differently than he would have planned?*** (He was captured and enslaved by pirates. He was forced to work as a shepherd. He suffered from hunger, cold, and loneliness.) Discuss ways we can support people's rights to freedom and dignity today.
- ▶ Read aloud the activity directions and have your child write two prayers.
- ▶ Ask your child to imagine himself or herself living during Saint Patrick's time, standing on a hillside, listening to Bishop Patrick preach about God and against slavery. Have your child imagine what he or she would ask him. Close with a silent prayer to Saint Patrick, thanking him for his support of the dignity and freedom of all people.

**Reflect: Pages 201–202**

- ▶ Together look at page 201. Say: ***The Magnificat is about Mary, the mother of Jesus. This prayer is about Mary expressing her own sense of justice and thanks.***
- ▶ Read aloud the introductory paragraph. Then take turns reading aloud the paragraphs of the prayer. Then allow time for your child to share his or her own prayers with God. Close by praying the Sign of the Cross.
- ▶ Ask your child to read aloud Faith That Works on page 202. Ask: ***How do you demonstrate your faith through your actions?*** Discuss your child's responses.
- ▶ Read aloud the directions and the questions for What Do the Scriptures Say? Help your child find the Letter of James in their Bible. Have your child read aloud James 2:14–26. Allow time for your child to read the questions and write his or her responses.

**Respond: Pages 203–204**

- ▶ Ask your child to read aloud Faith Summary on page 203. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read aloud Justice Where You Live. Discuss the different communities they learned about in the session and where justice is lacking in those communities. Allow time for them to complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 204. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***As Christians, we are called to work for the common good and to promote rights for all people.***

## Celebrating Easter

### Engage: Page 205

- ▶ Invite your child to quiet him or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Luke 24:1–10. Then say: ***The Gospel of the Lord.*** Invite your child to respond *Praise to you, Lord Jesus Christ.*
- ▶ Say: ***An individual or a team becomes a champion by defeating all opponents. However, next season, the competition starts all over again. Jesus defeated sin and death once and for all by dying and rising.***
- ▶ Invite your child to read aloud the paragraphs on page 205. Ask: ***As a result of Christ's victory, which we celebrate at Easter, what do we receive?*** (the gift of everlasting life)
- ▶ Pray aloud the prayer together. Conclude with the Sign of the Cross.

### Explore: Page 206

- ▶ Have your child read aloud the first two paragraphs on page 206. Ask him or her what the word *salvation* means to them. Then ask them to look up the word in the Glossary. Say: ***Salvation is a gift as well as a challenge. We receive the gift of salvation from Jesus through the Church.***
- ▶ Invite your child to stand and raise his or her right hand and repeat the following words: ***I promise to love our earth and everything on it as much as God does from this day forward. I pledge to recycle, avoid littering, conserve water, use electricity wisely, walk or ride my bike when I can, and learn more about how my actions affect the planet. I promise to do these things in God's name.*** Invite your child to complete the activity by writing what he or she can do.
- ▶ Read aloud the Reading God's Word feature. Say: ***In the Book of Genesis, God tells Adam and Eve that they have dominion over all of creation. Dominion does not mean we can do anything we want, no matter what. God entrusts us with the responsibility to care for and protect all creation.***

### Reflect: Page 207

- ▶ Ask your child to read aloud the first paragraph on page 207. Share your recollections of an Easter Vigil you have attended. Emphasize how different it is from Easter Sunday Mass. Say: ***Part of celebrating Christ's Resurrection is celebrating and protecting the natural world around us.***
- ▶ Have your child read aloud What We Experience. Discuss how the church is filled with God's creations—flowers, plants, and people gathered to celebrate the risen Christ. Say: ***We are part of God's creation. Our salvation is tied to the salvation of all creation, which is why we are charged with caring for the earth.***

- Read aloud the Did You Know? feature. Say: *Pentecost marks the descent of the Holy Spirit on the disciples. We read in the Acts of the Apostles that the Holy Spirit came down as tongues of fire above the disciples' heads 50 days after the Resurrection.*

## Art Exploration: Page 208

- Find in a book, magazine, or online a representation of the many gifts God has given us.
- Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the many gifts God gives us. Say: *We have a great responsibility to appreciate, protect, and share God's gifts to us with others.*
- Have your child turn to page 208. Read aloud the introduction and discuss the question.
- Have your child read aloud the first paragraph. Ask: *How does Jesus bring us peace and hope through his Resurrection and Ascension? How can we bring these same gifts to others?* Discuss his or her responses.
- Invite your child to read the rest of the section. Ask: *What is the hardest thing you ever had to hope for?* Discuss how it was possible for God's people from the Old Testament to wait in hope and yet never see the Messiah come.
- Read aloud the activity directions and allow time for your child to complete it. Discuss the response.
- Invite your child to make a poster titled *Keepers of God's Earth*. Using magazine pictures or drawings, have your child make a collage showing ways to protect and care for our planet and its inhabitants. Have your child pray a silent prayer accepting his or her mission to care for God's creation and its inhabitants.

## Respond: Pages 209–210

- Ask your child to read aloud Faith Summary on page 209. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- Read aloud Signs of Easter and have your child complete the activity.
- Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- Read aloud With My Family on page 210. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: *Remember God's greatest gifts to us—all of creation and salvation through his Son, Jesus. Pray that others will hear the Good News and learn to love and share the gospel message.*