

You may consider using the *Children's Media Manual* to complement each lesson. Through the manual, you can access and choose from a variety of multimedia types, such as audio, video, and interactive content. Find Unit 5 on pages 25–30.



Morality, Our Lived Faith

Begin

Say: *God has blessed us with special gifts. What special gifts do you have? Share your own gifts with your child to start the discussion. Read aloud the unit title on page 85. **Say:** Our new unit will help us learn how we can use our gifts to be like Jesus in our modern world. We will read about how our faith helps us make good moral choices in all that we do.*

Introduce the Saint

Focus on the image of Saint Benedict of Palermo. **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 silently the first two paragraphs. **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.)*

Have your child read silently the rest of the page. **Ask:** *What did Saint Benedict sacrifice to show his devotion to God? (his possessions, his money, his comfort)*

Ask: *What things would you sacrifice to show your love for God? **Say:** Making sacrifices to show our love for God is a virtue.*

With your child add Benedict of Palermo's feast day, April 4, to your calendar. Plan an event together to celebrate the sacrifices of Saint Benedict of Palermo.



Jesus' Way of Love

Engage: Page 85

- ▶ Tell your child about one or two of your own good qualities or virtues, such as kindness, intelligence, or generosity. **Ask:** *What are your best virtues?*
- ▶ Read aloud the session title and the text below it. Discuss your child's responses. **Say:** *Some of our virtues, or gifts, we learn from the people in our lives. Others come from God. In this session we will learn how to share all our gifts as members of God's kingdom.*
- ▶ **Optional use of Media Manual:** From your Bible, read together John 3:16–21. You may also listen to the audio recording and read the accompanying article through the media manual.
- ▶ Encourage your child to use his or her gift to help a family member or neighbor. Discuss different ways to help. Pray aloud the prayer together.

Explore: Pages 86–87

- ▶ **Ask:** *What virtues do you think Jesus demonstrated most during his life?*
- ▶ Have your child read silently page 86. **Ask:** *What did you learn about faith? (It is belief in God and giving ourselves to him.) What is Christian hope? (the desire for all the good things God has planned for us)*
- ▶ Read aloud Charity on page 87. Invite your child to tell 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.* Invite your child to read aloud Living the Virtues and complete the activity. Tell your child he or she can read more about virtues in the Prayers and Practices section on page 165.

Art Exploration: Page 189

- ▶ Find in a magazine, in a book, or online a painting of Saint Thérèse of Lisieux.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including items such as the halo, crucifix, flowers, rosary, and habit worn by the nun.
- ▶ **Say:** *Saints were ordinary people who put love of God before all else.*
- ▶ Have your child turn to page 189. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud A Young Woman Who Listened to God. **Say:** *Thérèse's faith and hope helped her pursue her wish to be a nun, and she showed her love for God daily.*



- ▶ Read aloud The Little Way. Allow time for your child to complete the activity. 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?* (It shows how dedicated she was to Jesus.)
- ▶ Discuss what a blog is—a person's personal Web page 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: Page 88

- ▶ Together look at page 88. **Say:** *When we pray traditional prayers with others, the prayers can give us a rich and powerful prayer experience because they unite our minds, hearts, and voices. Traditional prayers also help us link the basic truths of our faith.*
- ▶ Read aloud the first paragraph. Pray aloud the prayer with your child. Have your child read silently the paragraph after the prayer. End by leading your child in praying the Glory Be to the Father.
- ▶ Have your child read aloud Living the Theological Virtues. Point out the vocabulary words. **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 Showing Faith, Hope, and Charity and complete the activity. Encourage your child to choose one way to show faith, hope, or charity and try to do that action during the week.

Respond: Page 89

- ▶ 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 to be kind to a person he or she has difficulty getting along with.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.



Sacraments at the Service of Communion

Engage: Page 90

- ▶ **Ask:** *How am I helping you on your faith journey?* (by reminding me to rely on God, by going to Mass with me) *Who else is helping you?* (pastors, friends, grandparents)
- ▶ Read aloud the session title and the text below it. Discuss your child's responses.
Say: *In this session we will learn about two sacraments that help people share holiness and God's love with others.*
- ▶ **Optional use of Media Manual:** From your Bible, read together John 21:15–19. You may also listen to the audio recording and read the accompanying article through the media manual.
- ▶ Ask your child to write a journal entry for a day in his or her life 20 years from now. Explain that the entry should tell about family, a job, and faith. Pray aloud the prayer together.

Explore: Pages 90–91

- ▶ Ask your child to recall what he or she has learned about the Sacraments of Initiation and the Sacraments of Healing.
- ▶ Have your child read aloud page 90. **Ask:** *What is a vocation?* (a way of life that God call us to) *What are the people in a marriage called to do?* (serve each other and their family)
- ▶ Read aloud Holy Orders on page 91 and point out the vocabulary word. **Ask:** *What are the three levels of ordained ministry who serve as Church leaders?* (deacon; presbyter, or priest; bishop)
- ▶ Have your child read silently Special Duties. Work on this activity together.
- ▶ Read aloud the Did You Know . . . ? feature. **Ask:** *What are some charisms, or gifts of the Spirit, that you have observed parishioners sharing with others?*

Art Exploration: Page 190

- ▶ Find in a magazine, in a book, or online an image that depicts an interpretation 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 one another in a special way.*
- ▶ Have your child turn to page 190. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud Marriage: A Holy Calling. **Ask:** *When a couple gets married, with whom do they make a covenant?* (with each other and with God)



- ▶ Read aloud Matrimony Interview and have your child complete the activity. Tell your child to ask you, grandparents or another couple about his or her marriage ceremony.
- ▶ Read aloud the Link to Liturgy feature. **Say:** *A wedding ring is in the shape of a circle. This symbolizes that the couple's love and fidelity has no end and continues on forever.*
- ▶ Together make a congratulatory card for an elderly couple that your family knows who has been married a long time. Include some of the things your child has learned about Matrimony. Hand-deliver or mail the card.

Reflect: Page 92

- ▶ Together look at page 92. **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.*
- ▶ Have your child read aloud the first paragraph. Then read aloud the second paragraph and the prayer. **Say:** *Talk to God about what this prayer means to you. Listen to God with your heart.* Pause for reflection. Have your child read aloud the paragraph after the prayer. Close by praying the Sign of the Cross.
- ▶ Read aloud the directions for the activity on page 92. Work together to complete it.

Respond: Page 93

- ▶ Ask your child to read aloud the Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can live a calling to be a student with holiness and service to others.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.



Caring for the Earth

Engage: Page 94

- ▶ **Ask:** Do you think the slogan “Reduce, Reuse, Recycle” pleases God? Why or why not?
- ▶ Read aloud the session title and the text below it. Discuss your child’s response.
Say: In this session we’ll learn about our responsibility to care for God’s creation.
- ▶ **Optional use of Media Manual:** From your Bible, read together Psalm 24:1–6. You may also listen to the audio recording and read the accompanying article through the media manual.
- ▶ **Ask:** How do you show respect for your special outdoor place? Pray aloud the prayer together.

Explore: Pages 94–95

- ▶ **Say:** Name some leaders, such as coaches, teachers, priests, mayors, or presidents.
Ask: What qualities do you think such leaders possess? (good judgment, intelligence, experience, wisdom) **Say:** God gives us the responsibility to lead others in caring for his creation.
- ▶ Have your child read silently Our God-Given Responsibility and Ruling with Love and Wisdom on page 94. Point out the vocabulary word. **Ask:** How can we use our dominion over the earth to uphold God’s moral law? (by conserving water and energy, by recycling)
- ▶ Have your child read silently Solidarity on page 95. **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.
- ▶ Read aloud the Reading God’s Word feature. **Ask:** How does this psalm show us how to love God’s creation as he intended?

Art Exploration: Page 191

- ▶ Find in a magazine, in a book, or online a picture 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 from nature and what is made by humans.
- ▶ **Say:** Let us find ways to preserve and protect God’s good earth.
- ▶ Have your child turn to page 191. Read aloud the introduction and discuss the question.



- ▶ Have your child read aloud Gospel of Life: A Letter to the Church. **Ask:** *What are the main points of the pope's letter?* (All life is sacred; all life is a gift from God; we have a responsibility to care for the earth.)
- ▶ Read aloud Care for the Environment. 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: Page 96

- ▶ Together look at page 96. **Say:** *The girl in the picture works in a garden. Listen as I pray the Act of Love. Think about ways you show your love of God by caring for and loving others.*
- ▶ Read aloud the first paragraph and pray the Act of Love. Read aloud the paragraph after the prayer slowly, pausing briefly after each sentence. Allow time for prayer and reflection. Close by praying *Amen*.
- ▶ Display local maps for your child to look at. **Say:** *All around us 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.*
- ▶ Read aloud Exercise Your Dominion!
- ▶ Provide colored pencils and have your child complete the drawing. Discuss areas that need to be improved and what can be done to improve them.

Respond: Page 97

- ▶ Ask your child to read aloud the Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can respect the natural world and recognize the presence of God in every living thing.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.



Jesus' Call for Justice

Engage: Page 98

- ▶ **Ask:** *How do you feel when you see someone being unfairly treated? Have you ever been treated unfairly? What did you do?*
- ▶ Read aloud the session title and the text below it. Discuss your child's responses. Read aloud the definition of *justice* in the Glossary. **Ask:** *How do people today experience unfair treatment?* (People do not have enough food. Girls are not allowed to go to school in some countries.) **Say:** *In this session we will learn how God calls us to help all people receive basic human rights.*
- ▶ **Optional use of Media Manual:** From your Bible, read together Deuteronomy 16:18–20. You may also listen to the audio recording and read the accompanying article through the media manual.
- ▶ Discuss things that you and your family can do to support a chosen cause. Pray aloud the prayer together.

Explore: Pages 98–99

- ▶ Discuss groups and activities that your family members belong to. **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 silently Living in Community on page 98. **Ask:** *What kind of community members does Jesus expect us to be?* (He expects us to be just, to act with respect and compassion, and to help those who are poor or homeless and anyone in need.)
- ▶ Read aloud Community Justice on page 99. **Ask:** *What are some things we can do to help uphold these fundamental rights?* (raise money for local homeless shelters, donate food and used clothing, write letters to our public officials supporting human rights)
- ▶ Have your child read silently In the News and complete the activity. Encourage him or her to share the responses with you.

Art Exploration: Page 192

- ▶ Find in a magazine, in a book, or online a picture of Saint Patrick.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the symbols in the artwork.
- ▶ **Say:** *Patrick did his best to bring Christianity to nonbelievers.*



- ▶ Have your child turn to page 192. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud *The Slave Becomes the Servant*. **Ask:** *How did Patrick's young 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 *Patrick Prays* 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 Saint Patrick. Close with a silent prayer to Saint Patrick, thanking him for his support of the dignity and freedom of all people.

Reflect: Page 100

- ▶ Together look at page 100. **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 first paragraph. Then take turns reading aloud the paragraphs of the prayer. Ask your child to read silently the last paragraph and follow the directions. Pause to allow time for your child to read and share his or her own prayers with God. Close by praying *Amen*.
- ▶ Have your child read silently *Faith That Works*. **Ask:** *In what ways do you demonstrate your faith through your actions?*
- ▶ Help your child find the Letter of James in your 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: Page 101

- ▶ 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 treat all people with love and respect.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the *With My Family* suggestions. Invite your child to choose one or more to complete today.



Celebrating Easter

Engage: Page 102

- ▶ Together sing an Alleluia your parish uses as a Gospel Acclamation during the Easter season. **Say:** Alleluia means “praise God.” During the Easter season, we praise God for raising Jesus from the dead.
- ▶ Read aloud the session title and the text. **Say:** *It’s fitting that we celebrate Easter during the spring. We celebrate the new life we receive through Jesus’ Resurrection at the same time that nature is blooming and coming to life again. In this session we will learn more about Easter.*
- ▶ **Optional use of Media Manual:** From your Bible, read together Luke 24:1–10. You may also listen to the audio recording and read the accompanying article through the media manual.
- ▶ **Ask:** *How else can we praise God?* (pray a prayer, attend Mass, celebrate the sacraments). Pray aloud the prayer together.

Explore: Page 103

- ▶ Have your child read aloud We Celebrate Our Salvation During Easter. **Say:** *Salvation is a gift as well as a challenge. We receive the gift of Salvation from Jesus through the Church. We respond in faith, saying “I believe” to all the Church teaches us.*
- ▶ Have your child stand and raise his or her right hand and read aloud Our Pledge. 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 was telling them that it’s their responsibility to care for and protect all creation. Today God asks the same of us.*

Reflect: Page 104

- ▶ Share your recollections of an Easter Vigil you have attended. Emphasize how different it is from Easter Sunday Mass.
- ▶ Read aloud Mass During Easter. **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, and through our Salvation 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 50 days after the Resurrection.*



Art Exploration: Page 193

- ▶ Find in a magazine, in a book, or online a picture of various 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 193. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud The Church Celebrates Easter. **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 and yet never see the Messiah come.
- ▶ Read aloud Interviewing Our Faith and allow time for your child to complete the activity. Discuss your child's 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: Page 105

- ▶ Ask your child to read aloud the Faith Summary. Review the Word 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 and respectful to someone.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.