


**ADDITIONAL  
RESOURCES**

Download and print:

- ▶ Study Corners
- ▶ Where Do I Fit In?

# One True Faith

## Begin

Read aloud the unit title on page 1. **Say:** *Let's explore who God is and what it means to have faith in him.* Ask your child to try pouring liquid from a large can of juice with only one hole punched. Explain that air cannot get in the can to fill the empty space. A vacuum forms, which prevents juice from coming out quickly. **Say:** *Sometimes it can feel as though we have an empty space—a vacuum—within our hearts. Instinctively, we try to fill that space.*

## Introduce the Saint

Ask your child to read aloud the paragraph on page 1. Explain that during the 300s, food was hard to come by and that by stealing pears, Augustine knew that he might be taking someone's only food. **Say:** *Augustine did something he knew was wrong. As he grew up, he searched for a better way to live. It wasn't until after he went down a few wrong paths that he turned to Christianity, which led him to God.* **Ask:** *How has Christianity led you to God? (Possible answer: Christianity has taught me how to pray and how to act toward others.) What answers are you still looking for? (Possible answer: Why doesn't God stop wars?)*

Invite your child to read aloud How the Saint Relates. Encourage your child to think about his or her own faith journey.

Turn to page 2. Take turns reading aloud Gift of Faith. Draw your child's attention to the sentence "Faith exists in relationships" in the third paragraph. Share with your child the names of three people whom you trust most in the world. Invite your child to share the names of people he or she trusts most. **Ask:** *What happens when someone breaks our trust? (Possible answer: The relationship is damaged or ended.)* **Say:** *Relationships are built on trust. Trusting is a risk; we don't trust blindly. We trust someone when evidence and our experience suggest that this person is reliable. Another word for trust is faith. When we respond to God's call to relationship, we place our faith, our trust, in him. We place our faith in God because evidence from Scripture and Tradition shows that God is reliable and can be trusted. The deeper our trust in God, the deeper our relationship with him can grow.*

Take turns reading aloud Past Meets Present. Discuss the meaning of *sacramental*. Point out sacramentals you have at home, such as a crucifix, rosary, or statue of Mary. Ask your child to name other sacramentals he or she has seen or used at home or in church.

Together with your child, add Saint Augustine's feast day, August 28, to your calendar. Plan an event together to celebrate the life and teachings of Saint Augustine.

## Three Persons in One God

### Engage: Page 3

- ▶ Ask your child to name something that he or she considers a mystery. Read a story that includes a mystery and try to solve it together.
- ▶ Read aloud the session title and the text in the box on page 3. Discuss the picture.  
**Ask:** *How do you think the idea of mystery and the session title might be related?* Be sure to emphasize the difference between a murder mystery and a faith mystery.
- ▶ Invite your child to explore the mystery of the Trinity with you. Tell him or her that asking questions about God is one of the ways that we build our faith, our trust, in God.
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

### Explore: Pages 4–5

- ▶ Show your child a picture of an athlete, an actor, a comedian, or a musician you've seen in a live performance. Discuss what you know about the person's achievements and tell about your experience of seeing the person perform. **Say:** *Even though I know a little about this person and have seen him or her perform in person, we don't have a personal relationship. We really get to know people by developing personal relationships. In the same way, we also get to know God by developing a personal relationship with him and learning to trust him.*
- ▶ Invite your child to read aloud the article title The Blessed Trinity on page 4. Take turns reading the first five paragraphs. Discuss the meanings of *mystery* and *Trinity*, using the Glossary as needed. **Say:** *Think of the Trinity as three musical notes. When each is played on its own, the sound is distinctive and unique. When all three notes are played together, they form one sound.* If possible, demonstrate by playing three notes together on a musical instrument.
- ▶ Read aloud the sections One God and Three Persons. Have your child name the Three Persons of the Trinity. **Ask:** *When do we best live up to our name as a child of God?* (when we are united with others in loving relationships)
- ▶ Ask your child to read aloud Our Catholic Character. Discuss the concepts of monotheism and polytheism. If possible, research together the common history shared by the Jewish, Muslim, and Christian faiths through Abraham and Jesus.
- ▶ Together read aloud The Church and the Trinity on page 5. Remind your child that each Person of the Trinity is distinct yet equal. **Ask:** *Which Person of the Trinity do you associate with creation? (the Father) the Resurrection? (the Son) breath? (the Holy Spirit)* **Ask:** *How does the Church support our faith and our relationship with God?* (Possible answer: Through the Church our faith is received, supported, and nourished.)
- ▶ Read aloud the Sacred Art feature. Explain that icons are a form of art used in prayer. They are sacred symbols that help us enter more deeply into the mystery of what they portray. Compare the images of the Persons of the Trinity to what your child has envisioned in his or her own mind. Explain that the figures from left to right are the Father, Son, and Holy Spirit. Discuss the similarities and differences among the figures.



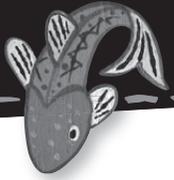
- ▶ Invite your child to respond to questions about the session. **Ask:** *Which words best describe your understanding of the Trinity? How can praying the Sign of the Cross help you recall the Three Persons of the Trinity?*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Explore: Pages 6–7

- ▶ Together look at nature photos or take a walk in a neighborhood park or a favorite outdoor site. Discuss how nature makes you feel.
- ▶ Ask your child to read aloud the article title *God Is Our Creator* on page 6. Take turns reading the opening paragraphs. Ask your child to read aloud the definitions of *Creator* and *free will* in the Glossary. Pause to talk about what it means to love ourselves as God's creation. **Say:** *God's creation is a constant reminder of how we are loved by God and that we can turn to him when we need help.*
- ▶ Read aloud the section *Acting in Faith*. Brainstorm specific examples for each response to God's love that is listed in the paragraph. For example, for the response "We can worship God through the celebration of the sacraments," a specific example might be "I can go to Mass and receive Holy Communion."
- ▶ Take turns reading aloud the section *Catholic Social Teaching: A Response to God's Love* on page 7. **Ask:** *What major change in society inspired the Church to develop Catholic social teaching?* (the Industrial Revolution) Discuss the meaning of *subsidiarity*. Read aloud the definition in the Glossary and relate the principle to the terms *Catholic social teaching* and the *common good*. For more information or to extend the discussion, refer to pages 272–274 in the *Prayers and Practices* section of the book.
- ▶ Complete the activity on page 7 together. If you have time, repeat the process for the other Catholic social teaching themes on a separate sheet of paper.
- ▶ Extend the concept of Catholic social teaching to daily life. Make a chart that you can display on your refrigerator to remind family members that they can make a difference every day.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 8

- ▶ Read aloud the title *Signs of Love* on page 8 and the paragraphs in the left column. Discuss what it means to be a disciple. Read aloud the definition of *disciple* in the Glossary.
- ▶ Together pray the prayer *Reflect on the Sign of the Cross*. Decide who will read the Leader parts. Pause for meditation between the parts. Conclude by praying together the Sign of the Cross.
- ▶ Refer to the *Where Do I Fit In?* reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. Read aloud the introductory text. Talk about what it means to "fit in." Explain that because the Catholic Church helps us know and grow closer to God and that God affects every aspect of our lives, we can always find a place to fit in.



- ▶ Take turns reading aloud *How Do We Know God Loves Us?* **Ask:** *What is the author's main point about experiencing God?* (If you stay alert, you can find God in many different experiences.) Complete the activity on a separate sheet of paper and share your responses.

### Respond: Page 9

- ▶ Read aloud the directions in *What's What?* Read aloud the main idea and the example of a supporting detail. Ask your child to turn to pages 1–2 to verify the detail. Then have your child find a supporting detail for the remaining main ideas.
- ▶ Review the terms you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* On a sheet of paper, draw a triangle and write *Father* at the top. Write *Son* at the second point and *Holy Spirit* at the third point. Invite your child to do the same. Write your answers to the *Now What?* question in the center of your triangles and display them somewhere at home as a reminder. Together pray the Sign of the Cross.
- ▶ Invite your child to access a 3-Minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).

## Jesus Is the Answer to a Promise

### Engage: Page 10

- ▶ Together look at magazine or newspaper advertisements for products that promise amazing results. **Ask:** *Do you believe the promises made in these ads? Why or why not?*
- ▶ Read aloud the session title and discuss the text in the box on page 10. **Say:** *Promises are easier to believe when they come from a trusted source.* **Ask:** *How do you think the idea of trust and the session title might be related? (We can put our trust in God.)* Tell your child that he or she will learn about a promise God made and kept.
- ▶ Pray aloud the prayer together. Pray together the Sign of the Cross.

### Explore: Pages 11–12

- ▶ Look through current newspapers or magazines. **Ask:** *Who are some people who have a major impact, for better or for worse, on national and international events? What do we expect from famous people or powerful people? (Possible answers: to influence change, gain wealth or power, or improve lives)* **Say:** *Whether leaders do good or bad work in the world, they are usually impressive in terms of worldly power. As we read this article, let's consider what Jesus taught and the kind of king he was.*
- ▶ Invite your child to read aloud the article title John the Baptist and the first three paragraphs on page 11. Discuss the meanings of *prophet* and *precursor*. Read aloud the definitions in the Glossary. **Say:** *Think of a prophet as a spokesperson, not a foreteller of the future.* Extend this idea by reading aloud Exodus 6:30—7:1 and discuss the Scripture.
- ▶ Read aloud the sections Miraculous Beginnings and A Voice in the Desert. **Say:** *God had special plans for John from the start. John not only looked different, but his message was different too.* **Ask:** *Who raises eyebrows today because of their look or message? In what ways are they like John the Baptist?* **Say:** *Each of us is a child of God, made in God's image and likeness.* Discuss what you and your child can do to remind yourselves of this.
- ▶ Ask your child to read aloud Our Catholic Character. Discuss the meaning of *Original Sin*, reading aloud the definition in the Glossary. Share memories of your child's reception of the Sacrament of Baptism. Then read about Baptism on page 261 of Prayers and Practices and discuss the ideas.
- ▶ Turn to page 12. Have your child read aloud the Sacred Art feature. Discuss the image of the lion as a symbol of strength and courage. Explain that the winged lion is included in the vision of four winged creatures in Ezekiel 1:10 and in the Book of Revelation 4:78.
- ▶ Have your child read aloud the sections The Promise of the Messiah and A Sign of Repentance. **Ask:** *Why was John's act of baptizing a powerful sign? (The washing was a sign of forgiveness.)* *What are some other signs of forgiveness? (Possible answers: the priest laying his hands on the head of a penitent during the Sacrament of Reconciliation, a handshake, a hug or smile)*
- ▶ Read aloud the section John Baptizes Jesus. **Ask:** *What happened when Jesus came out of the water? (The heavens opened and the Spirit descended on him. A voice came from the heavens.)* *What promise is fulfilled in Jesus? (God's promise of the Messiah)*



- ▶ Read aloud the activity. Help your child find the Scripture verses and ask him or her to summarize the key ideas.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Explore: Pages 13–14

- ▶ Read aloud a copy of the terms of service agreement for a product or service you purchased. Ask your child to point out complicated language. Then read aloud Genesis 17:1–8 and point out that God’s agreement, or covenant, with the Chosen People was simple. God promises to do far more for us than he asks in return.
- ▶ Begin reading the article The Inspired Word of God on page 13. Talk about what it means to be part of an agreement. Read aloud the definitions of *covenant* and *canon* in the Glossary. **Say:** *God is loving. He is always faithful and invites you to renew your covenant with him at any time.* After the third paragraph, discuss how to find particular books and verses in the Bible. Refer your child to page 229 in Prayers and Practices for more help if needed.
- ▶ Read aloud the section The Old Testament on page 13. Have your child point out the first five books of the Bible. **Say:** *This part of the Bible was originally written in Hebrew for the Jewish people.* Read aloud the section The New Testament on page 14. **Say:** *The New Testament is God’s way of speaking to us through his Son, Jesus Christ.* Have your child locate the four Gospels in the New Testament. **Ask:** *Why is each Gospel unique?* (Each was written for a different audience and at a different time.) **Say:** *Both the Old and New Testaments are part of the canon.* Review the vocabulary on page 14, referring to the Glossary as needed.
- ▶ Have your child read aloud Past Meets Present. **Say:** *Before people had access to the printed word, they relied on memorization to learn.* **Ask:** *How can you transmit printed words today?* (Possible answers: e-books, apps, text messages, e-mail, instant messages, fax)
- ▶ Together reflect on your personal use of the Bible and make a list of ways your child can make it more a part of his or her everyday life. Invite your child to learn more about the Bible by reading pages 228–230 in Prayers and Practices.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 15

- ▶ Read aloud the title Praying the Gospel on page 15. Ask your child to read aloud the paragraphs in the left column. Discuss how we meet God in new ways each time we read the Bible.
- ▶ Pray aloud the prayer And the Word Was God, dividing the parts between you and your child. Together read aloud the All parts. Pause and meditate between parts. Together pray the Lord’s Prayer. Conclude with the Sign of the Cross.
- ▶ Refer to the Where Do I Fit In? reflective essay to encourage your child to reflect on and recognize God’s presence in his or her life and surroundings. Read aloud the introductory text. Discuss what it means to “let go and let God.” Have your child read aloud Trust in God. **Ask:** *What prayer does the author pray every day?* (“God, save me.”) *Why does he do this?* (He knows there are some things he can’t do on his own.) Ask your child to complete the activity independently.



### Respond: Page 16

- ▶ Read aloud the directions in What's What? Ask your child to complete each sentence with details from the referenced pages.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Invite your child to complete the activity independently and refer to his or her ideas during the week as a reminder to carry out the plan.  
**Say:** *Remember that God is always present for you, even at times when you fail to meet your end of the bargain. Because of his great love for you, God invites you to enter into a relationship with him over and over again.*
- ▶ Invite your child to access a 3-Minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).



## Jesus Reveals God to Us

### Engage: Page 17

- ▶ Together look through family photos or heirlooms. Share stories that shed light on your family history. Discuss things that family members have passed down to another generation. **Say:** *The stories in the Bible are like heirlooms of the Church.*
- ▶ Read aloud the session title Jesus Reveals God to Us and discuss the text in the box on page 17. **Ask:** *In what ways do you think Jesus reveals God?* (Possible answers: through his stories; through his life, Death, and Resurrection)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

### Explore: Pages 18–19

- ▶ Share anything you know about your family tree. Consider researching your family tree with your child. **Ask:** *How does knowing more about your genealogy help you know more about yourself?*
- ▶ Invite your child to read aloud the article title The Genealogy of Jesus on page 18. Take turns reading the page. Review the words *Abraham* and *genealogy* in the Glossary. **Ask:** *How does it feel to be chosen for something?* (Possible answers: special, grateful, anxious, excited, surprised) **Say:** *The idea of being chosen by God is not outdated. We read the Old Testament to better understand that Christ, crucified and risen, is the fulfillment of God's promises in the Old Testament.*
- ▶ Ask your child to read aloud Our Catholic Character. Comment that we grow and become fully human only if we develop relationships with others. Consider extending this discussion by reading chosen passages from Thomas Merton's book *No Man Is an Island* to emphasize the importance of community and interconnectedness for a healthy spiritual life.
- ▶ Read aloud the section We All Belong on page 19. Explain that Jesus has many titles, one being Son of David, a reference to his genealogy. Point out that David was an ordinary shepherd until he defeated the mighty Goliath and was revealed as a warrior for God. **Say:** *Scripture [2 Samuel 1] tells us that King David was not perfect, and his faith and fidelity could be shaky.* **Ask:** *Why might God have chosen someone sinful as an ancestor of Jesus?* (God acts and loves on behalf of all kinds of people. We are all part of God's family, imperfections and all.)
- ▶ Have your child read aloud the Your Family activity. Together answer the questions and have your child record the answers. Encourage other family members to answer these questions to learn more about your family's history.
- ▶ Reinforce the idea that no family is perfect. Even Jesus' family tree was imperfect. **Ask:** *When or where do you find God's grace where you least expect it? In what imperfect or improbable places do you find God's grace?*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Explore: Pages 20–21

- ▶ Show only a small section of a familiar art image to your child, such as *American Gothic* or the *Mona Lisa*. **Ask:** *Can you tell what you are looking at?* Slowly reveal more of the



image until your child recognizes it. **Say:** *God did not reveal himself all at once. God reveals himself to us over and over again. It's up to us to recognize him.*

- ▶ Have your child read aloud the article title God Makes Himself Known. Take turns reading aloud the text on page 20. Ask your child to read aloud the definition of *Revelation* in the Glossary. **Say:** *God's plan for Salvation was revealed slowly. It took a long time before the full, magnificent picture emerged.* **Ask:** *How does God's covenant with Noah show his faithfulness to his people? (God provides a way to restore wholeness. He wants to be with his people.)*
- ▶ Read aloud the Sacred Art feature. **Say:** *Moses used three arguments to persuade the Lord to remain faithful to the Sinai covenant after the people turned unfaithful.* Together read aloud Exodus 32:1–30 to recall the three arguments: The people are God's own people. God's reputation will suffer if they are destroyed. The covenant with Abraham still stands.
- ▶ Take turns reading aloud the sections on page 21. Point out the word *Israelites* and look up the definition in the Glossary. **Ask:** *Why is it important to know about the covenants that God made throughout the centuries? (to understand that Jesus fulfilled them) How does Jesus, the Son of God, help us know God the Father? (Jesus reveals a God who wants an intimate relationship with us. He reveals a forgiving God who invites all people, even though imperfect, into a loving relationship.)*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 22

- ▶ Turn to page 22. Read aloud the title The Family and Prayer. Ask your child to read aloud the paragraphs in the left column. Discuss how taking prayers to heart is different from simply memorizing prayers.
- ▶ Point out the symbol at the end of each Leader part. Explain that it is a prompt to repeat the response. Agree to alternate parts and then pray together the Litany of Thanksgiving for Who I Am Today. Pause briefly after each petition. Together pray aloud the All part. Conclude by praying together the Sign of the Cross.
- ▶ Refer to the Where Do I Fit In? reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. Read aloud the introductory text. Then take turns reading aloud the article God Makes Himself Known. Point out that God is present in both good times and bad times. **Say:** *Hardship paves the way for joy. If we didn't have hardship, we couldn't have joy. We can find God in all types of experiences.* Share stories about times when you have "tested" God, and talk about God's response, or apparent lack of one.
- ▶ Have your child read aloud the directions and complete the God Is Present activity independently.

### Respond: Page 23

- ▶ Read aloud the directions in What's What? Ask your child to complete each sentence by referring to the referenced page and circling the letter of the best choice.
- ▶ Review the words you learned in this session in Say What?
- ▶ Read aloud Now What? Share ideas and write ways you can each find God this week. During the week, reflect on God's presence daily and continue to add ideas to the list.
- ▶ Invite your child to access a 3-Minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).

## Jesus Calls Us to Say Yes

### Engage: Page 24

- ▶ Together read aloud the story of the Good Samaritan in Luke 10:29–37. **Ask:** *What is Jesus teaching us about saying yes? (We are called to care for everyone in need, not just our friends, family, or others who love us without question.)*
- ▶ Read aloud the session title and the text in the box on page 24. Discuss the picture. **Ask:** *How do you think our responses in life and the session title might be related? (Possible answer: When we respond to situations the way Jesus would, we are saying yes to him.)*
- ▶ Pray aloud the prayer. Pray together the Sign of the Cross.

### Explore: Pages 25–26

- ▶ Ask your child to tell you what he or she knows about angels. Discuss Catholic beliefs about angels with your child. **Say:** *Catholics believe that angels are messengers of God and a reminder of God's constant love and protection.*
- ▶ Discuss what your child knows about the Annunciation. Together research information on the Basilica of the Annunciation in Nazareth. Explain that the basilica contains the grotto that is said to be the home of Mary and the site of the Annunciation. Have your child read aloud the definition of *Annunciation* in the Glossary.
- ▶ Turn to page 25. Invite your child to read aloud the article title *The Annunciation: Will You Say Yes?* Together read aloud the page. Discuss how Mary, a teenager, might have felt when the angel Gabriel announced that she would conceive Jesus, the Messiah, by the power of the Holy Spirit. Have your child read aloud the full Bible account in Luke 1:26–38. Point out that it is OK to feel frightened or confused by daily life. Explain that we should live as best we know how and trust God.
- ▶ Read aloud *Our Catholic Character*. Discuss what Pope John Paul II meant when he said that the mistreatment of women has resulted in “a spiritual impoverishment of humanity.”
- ▶ Have your child read aloud the section *Celebrating Mary* on page 26. Clarify any confusion between the terms *Immaculate Conception* and *Annunciation*. **Say:** *The Annunciation celebrates Gabriel's announcement that Mary, through the Holy Spirit, would conceive Jesus. This means that Jesus had no human, biological father. The Immaculate Conception recognizes that Mary, whose biological parents were Anne and Joachim, was free from Original Sin from the moment of her conception and remained free of sin throughout her life.*
- ▶ Read aloud the *Explain the Annunciation* activity. Tell your child to imagine the most important feelings or ideas he or she wants to impart in the scene. Consider role-playing the finished scene.
- ▶ Ask your child to read aloud the *Sacred Art* feature. **Say:** *Maurice Denis used art to say yes to God.* **Ask:** *What are some other ways to use talents to say yes to God? (Possible answers: song, dance, prayer, poetry, speaking skills, service, volunteer work)*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.



### Explore: Pages 27–28

- ▶ Offer a simple demonstration about the concept of grace. Have your child complete some easy challenges. Give him or her a small token after each challenge. **Say:** *God's gift of grace does not work like this. God's grace is free and undeserved. It is an invitation, not a reward or something we earned. Even though God's grace is free, it's up to us to accept the invitation.*
- ▶ Read aloud the title Grace on page 27. Take turns reading aloud the page. Read aloud the definitions of *grace* and *actual grace* in the Glossary. **Say:** *Mary is "full of grace," meaning "favored by God." A favor is given; Mary simply receives.* Suggest that your child use reflective prayer, such as the Daily Examen, to deepen awareness of God's grace. Find more information about the Daily Examen on page 253 in Prayers and Practices.
- ▶ Read aloud the definitions for *sanctifying grace* and *habitual grace* in the Glossary. Have your child read aloud the section Sanctifying, or Habitual, Grace on page 28. Point out that sanctifying grace is first received in Baptism. Explain that we receive the grace that Jesus makes possible through his suffering, Death, Resurrection, and Ascension to secure our Salvation. **Say:** *Original Sin is cleansed in the Sacrament of Baptism, but we also need the healing grace we receive in the Sacrament of Reconciliation and the other sacraments.*
- ▶ Have your child read aloud the Past Meets Present feature. Pray aloud Saint Ignatius of Loyola's *Suscipe*, found on page 252, and discuss the prayer's meaning.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 29

- ▶ Read aloud the title Favored by God on page 29. Together read aloud the paragraphs in the left column. Invite your child to read aloud the definition of *intercession* in the Glossary. Ask your child to answer the question in the final paragraph.
- ▶ Encourage your child to relax as you read aloud the guided reflection "Annunciation Meditation" based on Luke 1:26–38. Pause between paragraphs for silent meditation. Pray the Hail Mary together. Conclude the guided reflection by praying together the Sign of the Cross.
- ▶ Refer to the Where Do I Fit In? reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. Read aloud the introductory text. Discuss healthy responses. Take turns reading aloud the article *Waiting*. **Say:** *As we grow with God, we learn that we will be tempted, but the easy route is not always the best.* Discuss tedious chores that you and your child do not enjoy doing. **Ask:** *How can we make these tasks more enjoyable?* (Possible answers: share them, listen to music, notice the progress being made)
- ▶ Complete the idea web in the Yes to God activity together. Be as specific as possible and suggest that you both try some of your ideas during the following week.

### Respond: Page 30

- ▶ Read aloud the directions in What's What? Remind your child to be sure to answer the questions with details from the text.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Allow time to reflect and then compose a prayer independently. Silently pray your completed prayers. Conclude by praying together the Sign of the Cross.
- ▶ Invite your child to access a 3-Minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).



## Celebrating Ordinary Time

### Engage: Page 31

- ▶ Display a blank calendar of the current month. Ask your child to name special events you and your family celebrate during this month. **Say:** *Just as we mark important occasions in our lives, the Church marks time according to important events in the lives of Jesus, Mary, and the saints.*
- ▶ Read aloud and discuss the text in the box on page 31. Together read aloud the page. Discuss the meaning of *Ordinary Time*, reading aloud the definition in the Glossary. **Ask:** *What does the Church invite us to do during Ordinary Time? (grow as a disciple of Jesus')*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

### Explore: Pages 32–33

- ▶ Display a picture of a famous athlete or musician. Talk about this person's achievements. Discuss how this person achieved his or her goals. **Say:** *This person probably made many sacrifices and mistakes but did not give up. Like most activities that are worthwhile, practice and dedication are the keys to growing.*
- ▶ Invite your child to read aloud the article title Helping Faith Grow. Then read aloud the text on page 32. **Ask:** *Why do you think James says that we should be slow to speak and slow to wrath? (Possible answer: so we have time to think before we do or say something hurtful)* **Say:** *Because all of us are on our own unique faith journeys, we all react differently to Jesus' call.* Invite your child to reread the words of Jesus' Great Commission.
- ▶ Ask your child to read aloud Our Catholic Character. Turn to the Glossary and discuss the meaning of the word *convocation*. Obtain a parish bulletin and together look for names of parish ministries. Share stories of ministries you know about or have been involved in.
- ▶ Together read aloud the section Everyday Disciple on page 33. **Say:** *Every action we take and every thought we have are opportunities to grow in faith and make God's presence visible in the world.*
- ▶ Complete the Practice Your Faith activity together. After your child finishes writing, **ask:** *What effect might the positive actions have on others?* **Say:** *Living out your faith in public can have positive effects on people long after the initial experience.*
- ▶ Together discuss some questions. **Ask:** *Whom do you know who is the best example of a disciple of Jesus'? Why did you choose this person?* Encourage your child to think about this person as you continue this session.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Explore: Pages 34–35

- ▶ Listen to a song about answering God's call such as "We Are Called" by David Haas from *With You by My Side*. Together discuss the song's meaning. Explain that during Ordinary Time, we hear many stories that teach us what it means to be called as a disciple of Jesus'.



- ▶ Read aloud the article title Responding to the Gospels. Take turns reading aloud page 34. Name some extraordinary disciples and cite qualities that make them so. Explain that the corporal works of mercy aid the physical needs of a person, while the spiritual works of mercy aid the emotional or spiritual needs. **Say:** *As disciples of Jesus, we are called to help one another in these ways.*
- ▶ Have your child read aloud the Works of Mercy box. Help him or her understand the meaning of each one and discuss ways to practice each work of mercy.
- ▶ Read aloud the section Saint Thérèse of Lisieux on page 35. Ask your child to think about times when he or she worried about a new challenge, but the situation turned out well. **Ask:** *Which situation reminds you of Saint Thérèse?*
- ▶ Have your child read aloud the section Saint Vincent de Paul. **Say:** *God blessed Vincent de Paul with the ability to effect great change. We are called to do good work, not to please or impress God, but to discover his presence in those we serve.*
- ▶ Read aloud the Sacred Art feature. Share ideas about volunteering in a soup kitchen or food pantry. **Ask:** *Which work of mercy does this artwork portray? (Feed the hungry.)*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 36

- ▶ Read aloud the title For Those Who Are Sick on page 36. Take turns reading aloud the paragraphs in the left column. Point out that one way to share in Jesus' ministry is to pray for those who are sick. Mention family and friends who are sick or in pain.
- ▶ Together pray Prayers of Petition. Ask your child to read aloud the Leader part. After the last paragraph, take turns praying aloud personal intentions, followed by the response "Jesus, heal us." After the final Leader and All parts, pray aloud the Sign of the Cross.
- ▶ Refer to the Where Do I Fit In? reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. Read aloud the introductory text. Ask your child to define *discipleship*. (Possible answers: sharing God's message with others, following Christ) Take turns reading aloud Little Things Mean a Lot. **Say:** *What gifts did the author end up receiving from Ron? (friendship, a deeper understanding of the Christian life, firsthand knowledge of the power of "small acts of love")*
- ▶ Read aloud Matthew 25:40–45 in the Bible. Complete the A Full Heart activity by brainstorming and recording "small things" that show love.

### Respond: Page 37

- ▶ Ask your child to read aloud the directions in What's What? before writing paragraphs for each phrase. Encourage your child to use the referenced page to find ideas.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Tell your child to close his or her eyes and take a moment to consider the response before writing it down. Together pray the Sign of the Cross.
- ▶ Invite your child to access a 3-Minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).