


**ADDITIONAL
RESOURCES**

Download and print:

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

The Public Life of Jesus

Begin

Read aloud the unit title on page 79. Write the names of four sports teams and ask your child to share his or her viewpoint about each one. Then share your viewpoint. **Say:** *Not everyone sees teams or other things exactly the same way. People have different perspectives on, or ways of looking at, things. Likewise, because we have four Gospels, we have more than one perspective on Jesus. Each Gospel tells the Good News from its own perspective. Together the Gospels tell about Jesus, our Savior and Redeemer.* Explain that this unit will explore the mysteries of Jesus' public ministry.

Introduce the Saints

Ask your child to read aloud the paragraph on page 89. Draw a time line that shows these dates: Mark, A.D. 65–70; Matthew and Luke, A.D. 70s–80s; John, A.D. 90s. **Say:** *Jesus' Crucifixion and Resurrection took place about 40 years before Mark wrote his Gospel account. Imagine how much the faith had grown during that time. Imagine how daily life, politics, and the audience influenced each writer. It is no wonder the accounts are not identical.*

Invite your child to read aloud How the Saints Relate. Discuss the meaning of a reliable source. **Say:** *The four Evangelists help us understand the public life of Jesus. Through their Gospels, the true identity of Jesus is revealed.*

Turn to page 80. Take turns reading aloud the title and page. Read aloud the definition of *Evangelists* in the Glossary. **Ask:** *Why were the Gospels written?* (to preserve the teachings of Jesus and to ensure that future generations would know Jesus' importance to our Salvation)

Draw three columns with the headings *First Stage*, *Second Stage*, and *Third Stage*. Together list important details under each heading. Explain that it took centuries for the Church to determine the official list of books that make up the Bible. This official list is called the canon. **Say:** *The Gospels are our source of truth. When we read them, we learn about Jesus and how he wants us to live.*

Together add the feast days of the four Gospel writers to your calendar as follows: Matthew, September 21; Mark, April 25; Luke, October 18; John, December 27. To learn more about the Evangelists, refer your child to pages 233–237 in Prayers and Practices.



Jesus Prepares for His Ministry

Engage: Page 81

- ▶ Prepare a message-in-a-bottle prop that contains a positive message to your child. Discuss reasons why people send messages. Point out that because a message is short, it must deliver a big idea with few words. Invite your child to read your message. **Say:** *If you can discover the values that are at the heart of a message, then you can decide whether you want to listen to and follow it.*
- ▶ Read aloud the title and discuss the text in the box on page 81. **Say:** *Jesus, a master teacher, has a big message to share with us.*
- ▶ **Ask:** *How can we better understand Jesus' message?* Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 82–83

- ▶ **Ask:** *When you are chosen to do something, how do you feel?* (Possible answers: proud to be trusted, happy to have responsibility, annoyed by the distraction) Read aloud the article title Jesus, Son of God and the first paragraph on page 82. **Say:** *We learn an important truth about Jesus' identity when he is baptized in the River Jordan by John the Baptist.*
- ▶ Invite your child to read aloud the sections Holy Spirit and Fire and Anointed for the Mission. **Ask:** *Why did people ask John to baptize them?* (to repent publicly for their sinfulness) **Say:** *The Sacrament of Baptism is a public statement about our faith.* Explain that although each Gospel is unique in its portrayal of Jesus' life, three of the four—Matthew, Mark, and Luke—have striking similarities, so we call them *synoptic*, from the Greek word for “a seeing together.” In the opening of each Synoptic Gospel, God identifies Jesus as his “beloved Son,” and Jesus receives the Holy Spirit.
- ▶ Read aloud the section Manifestation of God. Discuss the meaning of *epiphany* in the Glossary. Discuss what makes Jesus' baptism an epiphany.
- ▶ Ask your child to read aloud the Our Catholic Character feature. Point out that the Feast of the Epiphany is only one of the four epiphanies, but it is best known because it is a feast day during the Church year.
- ▶ Invite your child to read aloud the section The Messiah's Test on page 83. Together find and read aloud the meanings of *Satan* and *temptation* in the Glossary. **Say:** *Jesus was in the desert for 40 days. In the Bible, the number 40 is significant. It represents a period of time in which someone's faithfulness is tested and determined.*
- ▶ Read aloud the sections Tempted in the Desert and Jesus Is the Messiah. **Ask:** *How is Jesus' identity as Messiah confirmed?* (He renounces Satan and a material kingdom. Jesus is the new Adam. He spends 40 days in the desert and remains faithful to God.) Read aloud Matthew 4:1–11 to learn how Jesus responds to each temptation.
- ▶ Read aloud the directions for the Recognizing Temptation activity and brainstorm ideas. Invite your child to complete the activity.
- ▶ Draw the discussion to a close. **Ask:** *What temptations are most difficult for you to resist? How can you take steps to avoid them?*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.



Explore: Pages 84–85

- ▶ Encourage your child to discuss temptations he or she has faced. Discuss what Jesus would have done had he faced similar temptations. **Say:** *Just like you, Jesus had real temptations. He shows us how to respond to them by relying on his relationship with the Father.*
- ▶ Read aloud the article title Facing Temptation on page 84. Then together read aloud the whole page. **Say:** *The struggle to avoid temptation and sin is a struggle that all people share.* **Ask:** *Why is temptation dangerous for a Christian? (It turns our attention away from God's truth and can lead to sin.)* Invite your child to read aloud the definition of *parable* in the Glossary.
- ▶ Continue reading the section Parable of the Sower on page 85. Discuss how Jesus' parable helps us understand how a deep-rooted faith can assist us when we are tempted to turn away from God. Read aloud the section We Are Tested. **Say:** *Just as an athlete prepares for an event, we need to prepare for inevitable times of temptation so that we aren't caught off-guard.*
- ▶ Read aloud the Past Meets Present feature. Brainstorm examples of human laws that do not correspond with the spiritual teachings of the Church.
- ▶ Invite your child to read aloud the Sacred Art feature. Together find images from Jesus' parable in the art. Discuss how the art helps us gain insight into a religious teaching.
- ▶ Draw the discussion for the article to a close. **Ask:** *What can you do every day to arm yourself against temptation? How can you help others resist temptation? (Answers will vary.)*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 86

- ▶ Read aloud the title Praying with the Saints on page 86. Take turns reading aloud the paragraphs in the left column. **Say:** *Saint Thomas Aquinas was a brilliant theologian and scholar who showed that faith and reason could coexist.*
- ▶ Read aloud the Leader part of the Prayer of Saint Thomas Aquinas. Together pray the prayer slowly and reverently. Then pray together the All part and 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:** *What does integrity mean? (firmly maintaining moral values, honesty; doing what's right)* **Say:** *Distinguishing the truth can be hard. Let's find out what the author says about this.*
- ▶ Take turns reading aloud Seeking Real Truth. Together discuss the barrage of media messages we often receive. **Ask:** *How does the author suggest we filter junk out of the messages we receive? (praying the Beatitudes or a Daily Examen, talking with people of faith, reading the Bible, meditating)*
- ▶ Read aloud the directions in the Unlocking the Message activity. Together brainstorm some ideas. Invite your child to write responses.
- ▶ Ask your child to suggest strategies that will help your family better process or minimize the effects of media messages in your lives.



Respond: Page 87

- ▶ Read aloud the directions in What's What? Have your child complete the crossword puzzle.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Reflect quietly before asking your child to write a response. Encourage your child to write his or her reminder on a slip of paper.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Performs Signs

Engage: Page 88

- ▶ Place an empty backpack on your child's back. Add a small weight, such as a book, and ask him or her to carry the weight across the room and back. Repeat the activity, each time adding a little more weight. Prompt your child to describe the ease or difficulty of the walks. **Ask:** *Why is commitment needed to see a difficult task all the way through?*
- ▶ Read aloud the session title and discuss the text in the box on page 88. **Ask:** *How do you think commitment and the session title might be related?* (Jesus committed himself to his mission as the Messiah. Jesus' signs revealed God's commitment.)
- ▶ Pray aloud the prayer together. Then pray aloud the Sign of the Cross.

Explore: Pages 89–90

- ▶ Show or draw some simple signs, such as a road sign, a Chi-Rho, or a mathematical sign. **Ask:** *What do these signs have in common?* (They express a thought, an idea, a belief, or a command.) **Say:** *Signs are useless unless you know their meaning.*
- ▶ Invite your child to read aloud the article title Miracle at Cana on page 89. Take turns reading aloud the first three paragraphs. Point out that John uses the word *signs* instead of *miracles* to reveal Jesus as the One sent by God. Invite your child to read aloud the definition of *signs* in the Glossary. Together read more about the Gospel of John on pages 236–237 in Prayers and Practices.
- ▶ Read aloud the section "Do Whatever He Tells You." **Ask:** *How does Mary show faith?* (Mary trusts Jesus. She sets the stage for Jesus' glory to be revealed to his disciples.) **Say:** *Abundant wine was a sign of God's kingdom. When Jesus brought new wine from these jars, he replaced man-made, rigid rules with God's bountiful love, mercy, and compassion.*
- ▶ Have your child read aloud the Our Catholic Character feature. Discuss the idea that Christian marriage is more than a civil union. Explain that Matrimony is a sacrament and that the fidelity of the union signifies the fidelity of Christ and the Church.
- ▶ Have your child read aloud the sections Miracles of Abundance and Living Abundantly on page 90. Review the meaning of God's grace—a gift from God that helps us live our lives the way God would want us to live. Encourage your child to notice times during the week when he or she thinks "What does this have to do with me?" **Say:** *Think about ways God is present during little acts of goodness.* **Ask:** *What might God's grace enable you to do this week?*
- ▶ Read aloud the Sacred Art feature. Discuss Mary's last recorded words in Scripture, "Do whatever he tells you," and talk about how they reveal faith worthy of imitation. Identify popular devotions to Mary, such as praying the Rosary.
- ▶ Close the discussion. **Ask:** *How can we imitate God's generous love and mercy in practical ways? How often do we respond to Mary's command "Do whatever he tells you"?* (Answers will vary.)
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 91–92

- ▶ **Ask:** *What traditions are followed at a birthday party?* (Possible answer: blowing out candles on a cake) *What about a wedding?* (Possible answer: exchanging rings or making a toast) **Say:** *Traditions identify and help us set apart special occasions.*



- ▶ Take turns reading aloud the first two paragraphs of the article Sacraments as Signs on page 91. Explain that a sacrament is a sacred rite. Read aloud the definitions of *sacraments* and *rite* in the Glossary. When we celebrate the sacraments, we use objects and actions to make present the sacred. Distinguish the difference between a Church rite and a popular tradition such as blowing out candles on a birthday cake. **Say:** *A rite is a religious act. It is not the same as a popular tradition within a culture.*
- ▶ Read aloud the sections Instituted by Christ and Sacraments of Initiation. Remind your child that Christ is present in the sacraments. **Say:** *The Eucharist is a sacrament received more than once.* Explain that we join together as a faith community to celebrate the sacraments. In this way we become part of the Body of Christ.
- ▶ Have your child read aloud the two sections on page 92. Review the terms *penance* and *repentance* in the Glossary. Ask your child to read aloud Matthew 18:22–35. **Ask:** *What is Jesus teaching? (We are called to forgive others in the same way that the Father forgives us.)* **Say:** *All seven sacraments are Christ's actions in our lives. The sacraments confer grace.* Talk about each sacrament.
- ▶ Have your child read aloud the Past Meets Present feature. Discuss traits needed to do Christ's work in the world, such as commitment, courage, and perseverance. Describe times when you have acted as a witness to your faith. Ask your child to do the same.
- ▶ Bring the article discussion to a close. **Ask:** *What is our responsibility to ensure that the sacraments are fruitful in our lives?*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 93

- ▶ Read aloud the title Filling Our Water Jars on page 93 and the paragraphs in the left column. Point out that *lectio divina* is a special way to read the Word of God that involves four steps: listening to Scripture, meditating, praying, and contemplating.
- ▶ Read aloud John 2:1–12. Then guide your child through each step of *lectio divina*. Conclude by praying together the All part. Together pray 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 Jesus' miracles. Ask your child when he or she has seen God's hand at work in the world. Together read aloud Miracles, Really.
- ▶ Work together to find responses to the first part of the Making Miracles Happen activity. Then ask your child to complete the remainder independently.
- ▶ Encourage your child to look at the world with "miracle eyes" that see God everywhere.

Respond: Page 94

- ▶ Read aloud the directions in What's What? Encourage your child to find a supporting detail for each main idea by referring to the cited pages.
- ▶ Review the words you learned in this session in Say What?
- ▶ Read aloud Now What? Encourage your child to think about the sacraments, sacramental rites, and his or her understanding of grace before writing a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Is Our Teacher

Engage: Page 95

- ▶ Together name rules that people follow in sports, at school, and in the community. **Ask:** *How do you feel about rules? When do they make life better? When do they intrude?* (Answers will vary.) *What is the purpose of rules?* (Possible answers: to establish order, to achieve goals, to provide safety)
- ▶ Read aloud the session title and discuss the text in the box on page 95. **Ask:** *How might the title and the concept of rules be related?* (Possible answer: Jesus, the master teacher, gave us ways to live out of love so that we could gain Salvation.)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 96–97

- ▶ Look at a picture of a lighthouse with your child and ask him or her to describe its purpose. **Say:** *A lighthouse guides a ship's safe passage. It doesn't take over the steering; it simply provides the light.* Read aloud the article title *Sermon on the Mount*. **Say:** *Throughout the ages, God has provided light and guidance for humankind.*
- ▶ Take turns reading aloud the introductory paragraphs on page 96. **Ask:** *How is Jesus the new Moses?* (He taught a new way to live.) Clarify the terms *Sermon on the Mount*, *Beatitudes*, and *Kingdom of God*, using the Glossary as needed.
- ▶ Ask your child to read aloud the section *The Beatitudes*. **Say:** *The Beatitudes answer the question "How can I be happy?"* Discuss how to better understand the "blessed" in each beatitude by relating a Christian attitude. For example, the "poor in spirit" reflects an attitude of gratitude, remembering that everything good comes from God. Compare Matthew's version of the Beatitudes to Luke's version.
- ▶ Read aloud the *Our Catholic Character* feature. Encourage your child to discuss the just-war doctrine. **Ask:** *What do you think is the meaning of "If you want peace, work for justice"?*
- ▶ Read aloud the two sections on page 97. Discuss the meaning of *Kingdom of Heaven*, using the Glossary if needed. **Ask:** *What is another name for the Ten Commandments?* (Decalogue) *How are the Ten Commandments and the Beatitudes alike?* (They show how to live in relationship with God and with others. They help us to build God's kingdom here on earth.) Explain that following the Ten Commandments and the Beatitudes are ways to respond to God's abundant love. **Say:** *God's rules are a gift to us, a light that guides us, and not dreary tasks that we must do. God's rules are given to us out of his great love for humanity. Because God provides the way to live so that we may share eternal life and happiness with him, we should respond joyfully and gratefully to the Ten Commandments and the Beatitudes.*
- ▶ Read aloud the directions for the activity. Invite your child to draw a symbol and explain the idea to you.
- ▶ Wrap up your discussion. **Ask:** *Why does it take courage to live the Beatitudes?* (Answers will vary.)
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.



Explore: Pages 98–99

- ▶ Demonstrate the complexity of explaining difficult ideas by giving these directions for raising a mainsail on a sailboat, which is a challenge that many people would not have experienced. Ask your child to pantomime each action. **Say:** *Attach the halyard and sheet. Put the main halyard on a winch. Open jammers. Turn into the wind. Have one person sweat the halyard while another takes in the slack on the winch. Insert a winch handle and crank. Cleat the halyard.* Then **say:** *It's hard to understand what to do if people use complicated language. Thankfully, Jesus used familiar associations that spoke to people's hearts when he taught about the Kingdom of God.*
- ▶ Have your child read aloud the article title The Kingdom of God on page 98. Then read aloud the opening paragraphs. **Ask:** *How do parables help us understand Jesus' Word? (They help us compare divine reality to ordinary experiences.) To what does Jesus compare the kingdom? (a mustard seed and yeast)* Read aloud the section The Mustard Seed. **Say:** *When we pray the Lord's Prayer, we pray "thy kingdom come"; however, Jesus' parables alert us to the presence of God's kingdom right now.* Continue discussing the present kingdom by reading Luke 17:21, when Jesus tells the Pharisees, "The kingdom of God is among you."
- ▶ Read aloud the Sacred Art feature. Discuss how we know that each one of us is precious to God. Ask your child to read aloud Luke 15:3–7.
- ▶ Have your child read aloud the three sections on page 99. **Ask:** *How is a repentant sinner like the lost sheep? (God joyously welcomes the return of the sinner.)* **Say:** *Jesus invites us to live his Word today, even in the small way of the mustard seed, yeast, or hidden treasure.* **Ask:** *Why did Jesus remind the disciples that they would have to become more like children to enter the Kingdom of God? (Possible answers: Children are open, innocent, and guileless. They trust. They ask for help when they need it.)*
- ▶ Read aloud the Past Meets Present feature. Discuss the role of teaching in the formation of our faith. Use the Glossary to discuss the term *Magisterium*.
- ▶ Close the discussion about the article. **Say:** *Think about Jesus' instruction to be like children.* **Ask:** *What is the difference between a childlike attitude and a childish attitude? (Childlike implies innocence or openness. Childish implies immaturity.)*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 100

- ▶ Read aloud the title 20/20 Vision on page 100. Ask your child to read aloud the paragraphs in the left column. Discuss ways we can try to see people the way God wants us to see them. **Say:** *What would Jesus see in this person? What words would he speak to him or her?*
- ▶ Pray aloud Seeing as God Sees. Together pray aloud the All sections. Conclude by praying *Amen*. Together pray 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 use his or her senses to describe a barn. **Say:** *Barns are sometimes unpleasant or messy. But God chose to be born as a baby in a stable.* **Ask:** *What does this tell us about unpleasant places in our own world? (God dwells everywhere,*



even in places considered unpleasant.) Take turns reading aloud the article. **Ask:** *What brings God's presence to all places, regardless of noise, greed, or tacky souvenirs?* (the faith of the people who visit, the willingness of God to love us despite our flaws)

- ▶ Read aloud the Building the Kingdom activity. Together write your ideas on paper "bricks." Then work together to arrange and display them in your home.

Respond: Page 101

- ▶ Have your child read aloud the directions in What's What? before finding details in the text to answer each question.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Allow time for reflection on the Beatitudes before your child writes a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Heals and Forgives

Engage: Page 102

- ▶ Ask your child to rank the following problems on a scale from 1–10. Explain that a ranking of 1 means “not at all serious” and 10 means “extremely serious.” Present these problems: missing the bus, dead cell phone, lost wallet, grounded by parents again, forgot permission slip, out of money, wore two different socks, lousy lunch, bad hair day. **Ask:** *What does it feel like to find a solution to a problem?* (Answers will vary.)
- ▶ Read aloud the title and discuss the text in the box on page 102. Discuss how problems can be frustrating but may lead us to see things in a new and different way. **Say:** *In this unit we will learn how even illness can lead to a new experience of God’s presence.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 103–104

- ▶ Explain that certain insects and snakes use toxins released in their bite to paralyze their prey. **Say:** *The paralysis renders their prey helpless.* **Ask:** *How can sin paralyze you?* (Possible answer: It can prevent a loving relationship with God.)
- ▶ Invite your child to read aloud the article title Jesus Heals on page 103. Take turns reading aloud the first four paragraphs. Have your child read aloud the definition of *blasphemy* in the Glossary. **Say:** *Jesus’ visible miracle makes the healing of the man’s sins, an invisible miracle, more believable to the witnesses.*
- ▶ Read aloud the sections Jesus Cures the Man Born Blind and Jesus Empowers the Apostles to Forgive. **Ask:** *How did Jesus prepare his Apostles to heal spiritual ills?* (He gave them the authority to forgive sins.) **Say:** *In the Sacrament of Reconciliation, we ask for God’s forgiveness and for the healing that takes place when we return to a state of grace.*
- ▶ Have your child read aloud the section Sacrament of Healing that begins on the bottom of page 103. Clarify the meaning of the terms in the section, referring to the Glossary as needed. **Ask:** *What is sin?* (deliberately doing or desiring something that is contrary to God’s law) *What happens during confession?* (We receive God’s merciful forgiveness for sins. We are reconciled with God and with others.)
- ▶ Read aloud the sections Repentance and Seeking Forgiveness on page 104. **Say:** *Conversion is not a command but an opportunity to break bad habits and become more like Christ.* Discuss *contrition*, using the Glossary to further clarify the meanings of *perfect contrition* and *imperfect contrition*. Review the steps to take when seeking forgiveness. Ask your child to refer to pages 270–271 in Prayers and Practices. Then pray together the Act of Contrition on page 249 in Prayers and Practices.
- ▶ Read aloud Our Catholic Character. Discuss the meaning of *sacramental seal* by using the Glossary definition.
- ▶ Bring the article discussion to a close. **Ask:** *How does the Sacrament of Penance and Reconciliation heal your relationship both with God and with the Church?* (Answers will vary.)
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

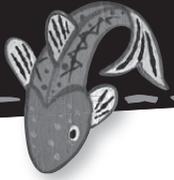


Explore: Pages 105–106

- ▶ Read aloud Mark 1:29–31. **Say:** *Notice how the woman responds to her healing. She receives Jesus' healing touch, and her immediate response is to serve others.*
- ▶ Read aloud the article title The Gift of Healing on page 105. Take turns reading aloud the paragraphs in the first column. **Ask:** *What is Jesus' message in curing the leper? (Society, groups, and individuals are called to recognize attitudes that result in the exclusion of others. It is our responsibility to accept the call to reach out to those who are excluded.)*
- ▶ Read aloud the section Apostolic Mission. **Say:** *Jesus wants us to turn to him in faith when we are suffering. He also wants us to reach out to heal one another.*
- ▶ Have your child read aloud the section Sacrament of the Anointing of the Sick on page 106. Read aloud the definition of *Anointing of the Sick* in the Glossary. Invite your child to talk about a family friend or relative who is sick or elderly. Explore how the search for God can lead to comfort in this sacrament. Explain that the Anointing of the Sick is administered to those who are struggling, either physically or spiritually, with illness or old age.
- ▶ Read aloud the section Celebrating the Sacrament. Say the words the priest prays when administering the sacrament: "The Lord in his love and mercy [may] help you with the grace of the Holy Spirit." **Say:** *Just as Christ suffered, the anointed are reminded to persevere in their faith and trust in God. They are strengthened and comforted.* Read aloud the meaning of *Second Vatican Council* in the Glossary and discuss its significance in ushering in a time of change in the Church.
- ▶ Have your child complete the activity and discuss his or her responses.
- ▶ Read aloud the Sacred Art feature. Together read aloud Mark 5:35–43. Explain that the works of service or prayer for those who are seriously ill help those who are suffering know that they are not alone.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 107

- ▶ Read aloud the title Asking Forgiveness and the paragraphs in the left column on page 107. Point out that the more readily we can forgive others, the more we can experience the forgiveness of Jesus in our own lives. Review the prayer *lectio divina*.
- ▶ Follow the steps of *lectio divina* by reading Scripture, meditating, responding with personal prayer, and contemplating. Together pray aloud the All part and 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 the title Two Wrongs Don't Make a Right means. Share stories about small acts of vengeance that backfired. **Say:** *Our desire for justice can blind us unless we practice seeing with eyes of faith.* Take turns reading aloud the article. **Ask:** *Why do you think Mike never bothered the author again? (Possible answers: He was shaken by the experience; he was impressed by the author's refusal to hurt him.)* **Say:** *In the heat of the moment, it is difficult to remember how powerful forgiveness is. If we stop and listen, God will speak to us in some form or another.*



- ▶ Read aloud the Scripture passage and have your child work independently to complete the activity. Invite your child to share his or her ideas.

Respond: Page 108

- ▶ Read aloud the directions in What's What? Suggest that your child read all the clues before choosing a letter for an answer.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Before writing, invite your child to recall that although he or she may not be able to heal someone physically, it is possible to perform good deeds that help heal a person in other ways.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Celebrating Lent

Engage: Page 109

- ▶ Read aloud and discuss the text in the box on page 109. Then read aloud the page. Review the terms *Lent* and *Ash Wednesday*, using the Glossary as needed. **Say:** *We wouldn't be able to enjoy light without the dark. The season of Lent reminds us that to experience Christ's light, we must follow him through the dark.*
- ▶ Explain that any uncontrolled attachment puts the object we are attached to ahead of our willingness to respond freely to God's love and his desire for our well-being. **Ask:** *What kind of attachment might interfere with our relationship with God?* (Possible answer: excessive use of social networking, excessive desire for popularity or material goods)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 110–111

- ▶ **Ask:** *Why do you think very young children enjoy playing peek-a-boo?* (Answers will vary.) **Say:** *According to scientists, babies are born hard wired to recognize other human faces. In other words, we are born craving face-to-face experiences. Our deepest desire is to be truly seen.*
- ▶ Read aloud the session title More Like Christ on page 110. Take turns reading aloud the whole page. Discuss times when you have seen others suffer and have been moved to help as well as times you have ignored suffering. **Say:** *The hearts of all human beings are connected. We can choose to strengthen this connection, or we can choose to ignore it.* Discuss the consequences of ignoring suffering, such as becoming more selfish, isolated, or lonely.
- ▶ Ask your child to read aloud the Past Meets Present feature. Discuss the idea of a "global family." **Ask:** *How can technology encourage or discourage action on behalf of those who suffer throughout the world?* (Answers will vary.)
- ▶ Read aloud the section A Man of Courage on page 111. **Say:** *The word courageous means "acting in spite of one's fear," not "lacking fear."* Discuss courageous acts that you have seen or read about. **Say:** *Jesus expressed fear but surrendered himself to his Father's will. Jesus showed us how to act with courage.*
- ▶ Read aloud the sections A Man of Service and A Man of Promises. **Say:** *In Jesus' time the idea of leaders serving the people was a radically new and shocking idea. Leaders who serve do not aim to control others.* Have your child read aloud the terms *Advocate* and *Pentecost* in the Glossary and discuss their meanings.
- ▶ Read aloud the Sacred Art feature and discuss the art. **Ask:** *What details communicate Jesus' attitude of humility? What does the expression on Peter's face tell you?* (Answers will vary.)
- ▶ Read aloud Matthew 28:20 in the Bible. **Ask:** *How do Jesus' words make you feel?* (Possible answers: comforted, reassured, joyful) **Say:** *Jesus' words tell us that we are never alone. Jesus is always with us. He wants us to be present to others.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.



Explore: Pages 112–113

- ▶ Ask your child to tell about a time when he or she felt close to God. When your child begins to speak, act distracted by putting earbuds in your ears to listen to music. Then explain. **Say:** *God is always trying to tell us something, but if we distract ourselves excessively, we ignore him. We don't want to block God out with distractions or our attachments. We hear God best when we are quiet and open to listening for his voice.*
- ▶ Read aloud the article title Preparing the Way of the Lord on page 112. Together read aloud the page. **Say:** *Lent is a time to listen and reflect on God's calling. It is a time for being honest with ourselves. It is a time to own up to our shortcomings and honor our identity as children of God.* Share stories that describe emotions when something is lost or found, such as fear, worry, joy, or relief. **Say:** *Repentance brings us a similar sense of relief. It can be hard to admit that we are lost, but as soon as we do, God sweeps us up in a loving embrace.*
- ▶ Have your child read aloud Our Catholic Character. Say aloud the words of the *Kyrie*, as shown in the feature, with your child—first in English and then in Greek. Ask your child what he or she likes about each version.
- ▶ Take turns reading aloud the sections on page 113. Read aloud the definitions in the Glossary for the words *conversion*, *fasting*, *abstain*, and *almsgiving*. **Ask:** *Which prayer is recalled by the last baptismal promise? (the Apostles' Creed or Nicene Creed) Which three spiritual practices do we focus on during Lent? (prayer, fasting, almsgiving)* Explain that prayer is the central action of our spiritual life. Remind your child what it means to fast and abstain during Lent. **Ask:** *Why is a journey a good way to describe our actions during Lent? (Lent is a process, a trip with a beginning and a destination in mind, unique to each person. It spans a period of 40 days.)*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 114

- ▶ Read aloud the title Renew Our Hearts on page 114. Take turns reading aloud the paragraphs at the top. **Say:** *Instead of Lent being a gloomy time, our self-denial can be a time of self-discovery and greater awareness of God.* Ask your child to describe an example of this process of spiritual renewal.
- ▶ Take turns praying aloud the parts of Prayer of Renewal. Be sure to allow time for meditation after each question. Conclude the prayer with *Amen*.
- ▶ 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 how he or she feels about sacrifice and self-denial during Lent. Read aloud Saying Yes to What Matters. **Say:** *Our questions about God lead us to seek answers that make sense. This rhythm of questioning and answering is what the spiritual life is all about.* **Ask:** *How did the author's questions lead her to an answer that made sense? (Her questions took her beyond a superficial understanding of Lent. They helped her find a Lenten practice that connected her to an authentic reason for following the practice.)*
- ▶ Have your child read aloud the directions in the Making Lent Meaningful activity. Read more about Catholic social teaching on pages 272–274 in Prayers and Practices. Help your child form and write an action plan of ways to return to God during Lent. Together prepare a slide show of ideas or make a storyboard.



Respond: Page 115

- ▶ Have your child read aloud the directions in What's What? Work together to unscramble the words and complete the activity.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Together close your eyes and reflect on what it means to empty oneself and to turn to Jesus for strength during Lent. After both of you write prayers, pray them aloud.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.