


**ADDITIONAL
RESOURCES**

Download and print:

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

Jesus the Christ

Begin

Read aloud the unit title on page 118. If possible, play a brief clip from the movie *Superman*. Ask your child to summarize the relationship between Clark Kent and Superman. Point out that even though Clark Kent becomes a superhero, he remains true to himself, his mission, and his identity. Encourage your child to describe a time when it was difficult to remain true to himself or herself. **Ask:** *When is it easy to be yourself? What situations might tempt you to try to be someone else?* Explain that in this unit your child will learn who Jesus is and how he brings us life.

Introduce the Saint

Ask your child to read aloud the paragraph on page 118. **Ask:** *How did Saint Teresa Benedicta of the Cross remain true to her identity? (by accepting death in her service of Jesus) What kinds of struggles do you think she endured in a concentration camp?* (Possible answers: religious persecution, separation from family and friends, harsh living conditions)

Invite your child to read aloud How the Saint Relates. Point out that like Jesus, Sister Teresa Benedicta of the Cross did not take an easy path, which would have allowed her to avoid suffering. She remained true to herself and her faith. Invite your child to name someone he or she knows who took a more difficult path because it was the right thing to do.

Turn to page 119. Discuss discrimination and share stories you both know about people who have been affected by it. Together read aloud the opening paragraph of Strengthened by Faith and the section The Path to Baptism. **Ask:** *What prompted Edith to become interested in the Catholic faith? (seeing a woman taking time out of her day to talk to God in an intimate way, witnessing the faith of a war widow)* **Say:** *Sometimes seeing other people live in a way that reveals their true identities inspires and challenges us to do the same.*

Read aloud the section The Nazi Terror. Begin a discussion about the courage of Sister Teresa Benedicta of the Cross, emphasizing that she was born a Jew but converted to the Catholic faith. **Ask:** *What emotions might she have felt during the Nazi persecution?* (Possible answers: disbelief at the inhumanity of the persecution, fear for her Jewish family and friends, determination to live as a witness to her Catholic faith) **Say:** *Sister Teresa Benedicta of the Cross endured unimaginable suffering yet remained true to herself.*

Close by rereading aloud Pope John Paul II's quotation from Sister Teresa's beatification ceremony in 1987. Discuss the meaning of his words. Ask your child to reflect on the aspect of Saint Teresa's life that affects him or her most powerfully. With your child, add Saint Teresa Benedicta of the Cross's feast day, August 9, to your calendar. Celebrate her life by finding out more about her.



Jesus Gives Us Himself

Engage: Page 120

- ▶ Ask your child to imagine being in certain situations such as not being included or having a close friend move away. **Ask:** *What might you need most?* (Possible answers: comforting words, love, someone to listen, time, help)
- ▶ Read aloud the title and discuss the text in the box on page 120. **Say:** *When we are in need, we often turn to friends and family for love and support. They give of themselves in many ways. Jesus sacrificed himself so that he may always be with us. He is present with us and nourishes us through the Eucharist.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 121–122

- ▶ Ask your child to describe experiences with celebrations. **Ask:** *What kinds of things might be part of a celebration?* (Possible answers: food, conversation, dancing, decorations, laughter, storytelling, singing, sharing, traditions)
- ▶ Invite your child to read aloud the article title A New Passover on page 121. Then read aloud the first two paragraphs. **Say:** *We celebrate for many reasons and in many ways, but ultimately, a celebration is a time to share and commemorate something important.*
- ▶ Read aloud the section Jesus' Last Meal. Reinforce that Jesus knew he was going to be put to death. At the Last Supper, he gave traditional Passover items a new and special meaning. Use the Glossary to discuss the meaning of *Last Supper*.
- ▶ Read aloud Do This in Memory of Me. Explain that Jesus' words revealed his sacrifice. He was giving himself to us. **Say:** *By remembering Jesus' words when he instituted the Eucharist, we acknowledge his presence in our lives today.*
- ▶ Read aloud Past Meets Present. Discuss the Institution Narrative and its importance during the Mass. Read aloud the definition of *Institution Narrative* in the Glossary.
- ▶ On page 122 have your child read aloud the section Food for the World and then look up the definition of *transubstantiation* in the Glossary. Reinforce that at the consecration, the bread and wine truly become the Body and Blood of Jesus Christ. **Ask:** *How is the Eucharist more than a simple recollection of the Last Supper?* (We receive Christ in the Eucharist. We give thanks and go out in the world as his humble servants.)
- ▶ Read aloud the section Sunday and Beyond. **Ask:** *Why do we celebrate the Eucharist at Mass on the Lord's Day?* (Possible answers: We gather our family in prayer and rest from work. We echo the actions of Jesus and the Apostles.)
- ▶ Read aloud the Sacred Art feature. Discuss the meaning of the idea that we bring all our hungers to the table of the Lord. Guide your child to understand that we look to our faith for love, support, and guidance and that we receive all that we need.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 123–124

- ▶ Discuss the convenience of getting food from a fast food restaurant. **Ask:** *What are some problems with fast food?* (low nutritional value, high fat and salt content) Explain that sometimes a fast food meal satisfies our appetites, but we are missing something.



- ▶ Take turns reading aloud the first two paragraphs of the article *Jesus and the Eucharist* on page 123. **Ask:** *What are some things that one might hunger for other than food?* (Possible answers: love, acceptance, companionship, forgiveness, happiness)
- ▶ Continue reading aloud the sections *Food to Celebrate* and *Food to Share*. Ask your child to read aloud the definition of *real presence* in the Glossary. Be sure that your child makes the connection between the reception of the Eucharist and service to others. **Say:** *We live the Eucharist each day by caring for and serving others.*
- ▶ Take turns reading aloud *Together at the Table* on page 124. **Ask:** *Why do we receive Holy Communion often?* (It is spiritual nourishment.) Explain that we should be in a state of grace and free of mortal sin before receiving the Eucharist.
- ▶ Have your child read aloud the section *Reverencing the Body of Christ*. Together read aloud Matthew 25:31–46 in the Bible. Ask your child to summarize what Saint John Chrysostom means in relation to the Gospel of Matthew. Explain how this teaching applies to your lives. Discuss the meanings of *liturgy* and the *Mystical Body of Christ*.
- ▶ Bring the article discussion to a close. **Ask:** *How do I best honor Jesus' command to "Do this in memory of me"?*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 125

- ▶ Read aloud the title on page 125. Read together the paragraphs in the left column. Have your child read aloud the definition of *Pharisees* in the Glossary. **Say:** *Jesus taught his followers to share.* Explain that as Catholics, we pray at meals to thank God for the gift of food and to remind ourselves to share this abundance with others.
- ▶ Pray together *Petitions: Jesus Fills Us*. Pray aloud the Sign of the Cross. Have your child read aloud the Scripture verses. Pray aloud each Leader part slowly and reverently. Together pray the All parts. At the conclusion, pray together the Lord's Prayer.
- ▶ 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. Read aloud the introductory text. Then take turns reading aloud *Lifting Burdens*. **Ask:** *What important lesson in faith do we find in the woman's words?* (Possible answers: The woman found something to give even when she had nothing; we can give even when we feel poor and empty. We live a spiritual work of mercy when we act as a consoling presence for someone.)
- ▶ Invite your child to complete the *Mystical Body of Christ* activity. Challenge him or her to think of two possible responses for each scenario.

Respond: Page 126

- ▶ Read aloud the directions in *What's What?* Have your child complete the crossword puzzle independently, using details from the text.
- ▶ Review the terms you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* After your child completes the activity, encourage him or her to assess himself or herself on a daily basis to see if goals were met during the week. Together pray the Sign of the Cross.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.

Jesus Makes a Choice

Engage: Page 127

- ▶ Help your child make a list of everything he or she did in the last 24 hours. **Ask:** *How did you live in union with God? In what ways did you overlook chances to be with God, or did you turn away from him?* (Answers will vary.)
- ▶ Read aloud the session title and discuss the text in the box on page 127. Have your child describe how he or she decides to spend free time. **Ask:** *How do you think temptation to make a bad decision and the betrayal of one's true identity relate to the session title?* (Jesus had a human nature and he faced temptations, but he remained faithful to his identity.)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 128–129

- ▶ **Ask:** *What are some activities that you prefer to do with someone else? Why?* **Say:** *Sometimes being alone frightens us. Friends often bring us comfort, joy, and help.* Read aloud the article title Jesus' Night of Sorrow on page 128.
- ▶ Take turns reading aloud page 128. Read aloud the definitions of *Agony in the Garden* and *social sin* in the Glossary. **Ask:** *For what did Jesus pray to his Father?* (to take away what was about to happen to him) *What happened when Jesus asked the disciples to keep watch while he prayed?* (They fell asleep three different times.) *Why is it hard to stand by someone in hard times?* (Possible answers: fear, despair, grief, exhaustion) **Say:** *We, too, are called to be awake and aware in our lives, even when we are tempted to turn away from difficult tasks.*
- ▶ Read aloud the section Thy Will Be Done on page 129. **Ask:** *Why might it be difficult for people to admit that they do not want to face up to something difficult?* (Possible answer: fear that it indicates defeat or a lack of confidence or strength) **Say:** *God does not promise that everything in your life will be easy, but he invites you to turn to him with confidence for his help.*
- ▶ Have your child read aloud the section God Is with Us. Remind him or her that God is ready to help if only we trust in God's will. **Say:** *Jesus' victory is ours to share if we stay faithful to him.*
- ▶ Read aloud the directions in the Are You Awake? activity. Remind your child that human suffering may affect an individual or an entire group. Share examples of human suffering in the world and ways to respond to it.
- ▶ Read aloud the Sacred Art feature. **Ask:** *Which emotions do you think the artist is trying to portray? How does the painting make you feel?* (Answers will vary.)
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 130–131

- ▶ **Ask:** *If you could watch only one TV show, which would it be?* **Say:** *Many of the choices we make are easy. Other choices are not easy because they involve serious issues or present conflicts with our belief system.*



- ▶ Read aloud the article title Making Moral Choices on page 130. Take turns reading aloud the first two paragraphs. Ask your child to read aloud the definition of *moral choice* in the Glossary. Take turns reading aloud the section Two Schools of Thought. **Say:** *Moral choices are complex. But the Church helps us recognize different shades of moral right and wrong.*
- ▶ Have your child read aloud Our Catholic Character. Read aloud the definition of *conscience* in the Glossary. Point out that trusting an informed conscience requires a thoughtful response that may be contrary to popular attitudes.
- ▶ Read aloud the sections Letter to the Corinthians and Knowing How to Choose on page 131. Explain that the criteria for a moral choice is that people are free to choose and take responsibility for the choice. **Ask:** *What are the three dimensions in determining the morality of an act?* (the act chosen, the intention behind the act, and the circumstances behind the act) Discuss the meaning behind each dimension in relation to the problem Paul was addressing with the Christians of Corinth. Emphasize the role that an informed conscience plays in moral choices. Discuss the meaning of Paul's letter to the Corinthians.
- ▶ Have your child read aloud the Past Meets Present feature. Discuss a moral choice that Saint Katharine Drexel made. Discuss current social situations that require people to take a moral stand.
- ▶ Bring the article discussion to a close. **Ask:** *What is one moral decision you have made or still need to make? What do you need to consider when you make your decision? Who can help you make your decision?* (Answers will vary.)
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 132

- ▶ Read aloud the title Acting in Good Conscience on page 132. Ask your child to read aloud the introductory paragraphs. Together suggest reasons why prayer is an effective tool to use when trying to make a moral decision.
- ▶ Pray together Taking Responsibility. Divide the parts between you and your child and pray each part slowly and reverently. Pause briefly for meditation following each bulleted question.
- ▶ 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. Invite your child to describe a time when he or she acted courageously. **Say:** *Sometimes an act of courage is public or acknowledged as heroic. Most times, though, an act of courage is small and quiet and goes unnoticed.*
- ▶ Take turns reading aloud the article What Does Courage Look Like? **Ask:** *How did God answer the author's prayer?* (by giving him the strength not to give in to his fear and "the pack") **Say:** *The author's choice wasn't outwardly courageous. But it put the author on a different life path than his friend Francisco, who allowed fear to win.*
- ▶ Read aloud the True to Yourself activity. Ask your child to complete it.



Respond: Page 133

- ▶ Have your child read aloud the directions in What's What? and answer the questions.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Point out that your child will probably turn to different people or resources in different circumstances. Encourage him or her to consider who or what would best be able to help with the matter of conscience. **Ask:** *Who will have your best interests at heart? Who will tell you the truth?* Point out that turning to the best resource might mean getting some challenging things to think about.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.

Jesus Redeems Us

Engage: Page 134

- ▶ Together make “Me” I.D. cards. Fill your cards with words, phrases, or small images that represent ideas of your true selves. Explain your cards to each other.
- ▶ Read aloud the session title and discuss the text in the box on page 134. **Ask:** *How is it possible that someone may see you in a different way than you see yourself?* (Possible answer: The person may not know you very well, or you may not see yourself as honestly as he or she might.) Ask your child what Jesus might have said about his true self. **Say:** *Jesus’ dying and rising is central to Christian life. Through his Death and Resurrection, we are saved.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 135–136

- ▶ Invite your child to give examples of labels that help him or her understand someone or something better and labels that are misleading. **Say:** *Don’t assume that a label is true without trying to gain a deeper understanding. Our identities consist of more than labels.*
- ▶ Invite your child to read aloud the article title The Suffering Servant on page 135, the introductory paragraphs, and the section Who Is Jesus? Read aloud the definition of *Transfiguration* in the Glossary. **Ask:** *Why does Jesus instruct the disciples not to tell anyone about his miracles?* (His identity is not limited to his power to heal.) **Ask:** *How is Jesus’ identity revealed in the Transfiguration?* (Jesus’ appearance changes, and he speaks with Elijah and Moses; a voice identifies him as the beloved Son.)
- ▶ Ask your child to read aloud the Past Meets Present feature. Discuss what the lamb symbolizes in 1 Corinthians 5:7 and why the image of Jesus as the Lamb of God is appropriate.
- ▶ Read aloud the section Who Is a Disciple? on page 136. Discuss the verse of Isaiah 53:11 and how it describes Jesus. **Ask:** *Why is Jesus described as the suffering servant?* (Jesus served others. Jesus’ love for us was so great that he suffered and died to redeem the world.)
- ▶ Read aloud the sections Jesus Predicts His Suffering and Glory Through the Cross. **Ask:** *How do we better understand the meaning of the Cross in our own times of suffering?* (Jesus invites us to live our lives with faith and trust in God, who is with us throughout every difficult moment. Being a disciple means that we, too, will suffer.)
- ▶ Ask your child to read aloud the directions and complete the Introducing Jesus activity independently. Invite your child to role-play his or her introduction of Jesus.
- ▶ **Ask:** *How does your life reflect an understanding of Jesus? How can you better follow Jesus, especially in times of suffering or trouble?* (Answers will vary.)
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 137–138

- ▶ Explain that terrorism uses fear to coerce people. Read aloud the article title The Moment of Truth on page 137 and the first two paragraphs.



- ▶ **Ask:** *In Jesus' time, what effect do you think the threat of crucifixion might have had on the people? (People may have been too afraid to speak up for what they really believed. They may have been afraid to take a stand against Roman rule.)* Read aloud the section Mark's Message. **Say:** *Jesus instituted the Sacrament of the Eucharist at the Last Supper. His sacrifice on the Cross established a new covenant between the people and God.*
- ▶ Read aloud the Sacred Art feature. **Ask:** *In what way does Mary's countenance of serenity and faith reflect a Catholic view? (Mary's gentle face displays her recognition of Jesus' great love and ultimate sacrifice. Jesus won for us the possibility of eternal life in heaven.)*
- ▶ Read aloud the section Christian Suffering on page 138. **Ask:** *What is the lesson of the Cross? (Possible answer: We are called to do God's work in the world even if it requires enduring hardships.)* Explain that *redeem* means "to restore worth." Jesus' Death restored eternal life.
- ▶ Read aloud the remaining sections on page 138. Discuss why the cross is a universal sign of hope for Christians. Ask your child to read aloud the definition of *Apostles' Creed* in the Glossary. Recite the *Apostles' Creed*, using page 250 in *Prayers and Practices*. **Ask:** *In the Apostles' Creed, what belief do we acknowledge after Jesus died but before he had risen? (Jesus went to the realm of the dead, gathered the just, and brought them to Heaven with him.)* Emphasize that even though the disciples probably thought that Jesus' Crucifixion was the end, it was just the beginning.
- ▶ Read aloud the Our Catholic Character feature. Discuss Pope John Paul II's words. Relate acts of love to the Corporal Works of Mercy.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 139

- ▶ Have your child read aloud the title *The Victory of the Cross* on page 139. Read aloud the paragraphs in the left column. Tell your child that Jesus teaches us to pray from the heart.
- ▶ Slowly pray aloud the guided reflection "Our Response to Suffering." Invite your child to pause and meditate after each part. Close by inviting your child to pray aloud the Lord's Prayer with you.
- ▶ 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. **Say:** *We are asked to remember Jesus' suffering in times of our own suffering. If we do this, we receive the amazing gift of hope.*
- ▶ Take turns reading aloud *The Other Side of Suffering*. **Say:** *To say "Jesus is with us" is not just a figure of speech. It is God's most basic message to humanity: You are not alone. I am with you. Your suffering is not the end of the story.*
- ▶ Read aloud the directions to *The Victory of the Cross* activity. Work together to complete the activity.



Respond: Page 140

- ▶ Have your child read aloud the directions in What's What? Remind him or her to complete each sentence by using details from the text.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Ask your child to record an honest response to suffering, recognizing that he or she may still be working toward a Christian response to suffering.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Brings Us New Life

Engage: Page 141

- ▶ Discuss what it means to make a sacrifice. Brainstorm a list of tasks your child might do as a sacrifice for others, such as mow the lawn, practice piano, and babysit a sibling.
Say: *One possible motivation for making a sacrifice is to gain something better later on.*
- ▶ Read aloud the title and discuss the text in the box on page 141. **Ask:** *For whom would you make a sacrifice? What would make your sacrifice worth it? What sacrifice did Jesus make? Why did he make it?* (Answers will vary.)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 142–143

- ▶ Together make a list of your choices for the top three movies of all time. Identify key scenes that give meaning to the stories. Tell your child that he or she will learn about a key scene in the Gospel of Mark.
- ▶ Read aloud Mark 16:1–7 in the Bible. Then invite your child to read aloud the article title An Empty Tomb. Take turns reading aloud the first three paragraphs on page 142. **Say:** *This is a key scene in our story of faith. The message here is that the women were looking for Jesus in the wrong place. He was not among the dead. He was among the people he served.*
- ▶ Read aloud the section The Resurrection. **Ask:** *How does the verse from First Corinthians reflect beliefs of our faith?* (Death is the end of our human life, but Jesus conquered Death by his Resurrection. He gave us hope for eternal life with him.) Emphasize that the Resurrection is the central mystery of our faith.
- ▶ Have your child read aloud Our Catholic Character. Read aloud the meaning of *social justice* in the Glossary. Explain that as members of the Church, we are called to share in Jesus' mission of building the Kingdom of God right now.
- ▶ Read aloud the section Where Will I Find Jesus? on page 143. Read aloud the definition of *marginalized* in the Glossary. Then read aloud the section Jesus Is with Us. **Say:** *As we accept and welcome the grace of the Holy Spirit, every day becomes a discovery of the presence of God in places where we least expect it.* **Ask:** *Where do we discover Jesus' presence?* (Possible answers: in prayer and worship, in Christian community, in situations of love and respect, in peacemaking and working for justice)
- ▶ Ask your child to read aloud the section Serving the Kingdom. Explain that we are challenged to seek Jesus, not only among family and friends but also among those who are powerless and forgotten. **Ask:** *Can you describe a time when you were looking for Jesus in the wrong places, like the women who found an empty tomb?* (Answers will vary.) **Say:** *Jesus is among the living.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 144–145

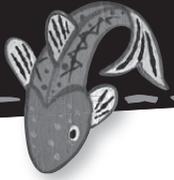
- ▶ Discuss clubs or organizations to which you or your child belong. Talk about what you did to become members. **Say:** *When we receive the Sacraments of Initiation, we become members of the Church. However, our membership is not the same as a club membership. We enter into the Body of Christ, marking a new beginning in our spiritual journey.*



- ▶ Read aloud the article title Sacraments of Initiation on page 144. Take turns reading the paragraphs in the first column. **Ask:** *Which sacraments are not repeated?* (Baptism and Confirmation) Emphasize that Baptism is always the first sacrament received, no matter what age the recipient. Discuss the Rite of Christian Initiation of Adults (RCIA).
- ▶ Read aloud the section Baptism. **Ask:** *How is knowing the meaning of the word Baptism helpful to understanding the sacrament?* (By entering into the water of Baptism, we are cleansed of sin and enter a new life of grace.) Discuss what occurs during the Rite of Baptism, and point out the outward signs of water, a white garment, oil, and fire.
- ▶ Have your child read aloud the sections Confirmation and Eucharist on pages 144 and 145. Point out that the Confirmation rite uses the same signs that Peter and John used. **Ask:** *What did Jesus mean by asking the disciples to wait until they were “clothed with power from on high”?* (The Holy Spirit would come.) Emphasize that the Liturgy of the Eucharist is more than a simple reenactment of Jesus’ words at the Last Supper. **Say:** *After the consecration at Mass, Jesus Christ is present, and we are spiritually nourished by his Body and Blood when we receive the Eucharist.*
- ▶ Take turns reading the section Initiated Into the Body of Christ. **Ask:** *After receiving the Sacraments of Initiation, what is your mission as a member of the Church?* (to make the light of Christ evident in the world)
- ▶ Read aloud the Sacred Art feature. Together find the definition of *doxology* in the Glossary. Ask your child to identify what he or she sees in the fine art image and to interpret its meaning. Recite the words prayed by the priest during the Eucharistic Prayer in the Concluding Doxology: “Through him, and with him, and in him, O God, almighty Father, in the unity of the Holy Spirit, all glory and honor is yours, forever and ever.”
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 146

- ▶ Read aloud Matthew 22:36–40. Have your child read aloud the title Reflecting God’s Love and the paragraphs in the left column on page 146. Discuss the concept of love and its impact on what we say and do every day. **Say:** *God’s love for us is immeasurable. Every time we reflect his love in the world, we are living our faith.*
- ▶ Take turns praying the Reader parts of the prayer Witnesses for Christ. Pray the Response together. Pray each petition and allow time for meditation. Conclude by praying together the Lord’s Prayer 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. Have your child read aloud the introductory text. Then read aloud the article The Day Everything Changed. **Say:** *When you have a change of heart, you see the entire world in a new way.* Take turns reading aloud the article. **Say:** *God is always inviting us into relationship with him, but we are free to accept or reject his invitation. When the author was free to make her own choices in college, it took her a while to rediscover her Catholic faith. Rediscovering the Church in her new home helped the author live life fully and wisely.*
- ▶ Have your child complete the Eyes of Faith activity independently. Point out that sometimes we are the ones who need to change or see things in a new way to grow closer to God.



Respond: Page 147

- ▶ Read aloud the directions in What's What? Have your child complete each sentence and then find the secret word.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Ask your child to consider people who could use a kind word or gesture. Then invite your child to write a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Celebrating Holy Week and Easter

Engage: Page 148

- ▶ Together prepare a prayer table in your home by gathering and arranging photos of loved ones, gifts or mementos, or objects from nature. Add a candle and say prayers of thanksgiving for the people and things that bring you joy.
- ▶ Read aloud and discuss the text in the box on page 148. Then read aloud the page. Find and read aloud the definitions of the terms *Stations of the Cross*, *Easter Vigil*, and *Triduum* in the Glossary. **Ask:** *What does the prefix tri- mean in Triduum? (three) Why does this make sense? (The Triduum is the three days of remembrance before Easter—Holy Thursday, Good Friday, and Holy Saturday.)* Refer your child to pages 258–259 and pray the Stations of the Cross together.
- ▶ Pray aloud the prayer on the page together. Pray aloud the Sign of the Cross.

Explore: Pages 149–150

- ▶ Ask your child to name an exciting movie that he or she could watch over and over. **Ask:** *If you know how the movie ends, why do you watch it again and again? (Possible answers: It's a great story. The characters are compelling. I see or hear something new every time I watch it.)* **Say:** *We know the outcome of Jesus' story, which is precisely why we love to tell it over and over again.*
- ▶ Invite your child to read aloud the article title Journey Through Holy Week on page 168. Take turns reading aloud all sections on this page. Draw a time line that shows the order of events for Holy Week. **Say:** *By traveling through this week with Jesus every year, we remind ourselves about our journey toward God.* Reread aloud John 13:15. Review the meaning of *Paschal Mystery* in the Glossary. **Ask:** *What does Jesus want his disciples to do? (Serve others.)* Explain that the veneration of the Cross is not adoration of the object but what it represents—Christ's sacrifice for our Salvation.
- ▶ Read aloud the sections From Darkness to Light and The Liturgy of the Word on page 150. Discuss the *Exsultet* and invite your child to read aloud the definition in the Glossary. **Ask:** *What is significant about the readings at the Easter Vigil? (They trace our Salvation story.)*
- ▶ Read aloud the last two sections on the page. **Ask:** *Why are the words "This is the Lamb of God" meaningful at the Liturgy of the Eucharist? (Jesus, innocent and without sin, died on the Cross for our Salvation, rose, and is present in the Eucharist.)* Invite your child to share his or her recollections of Easter Vigil Masses your family has attended.
- ▶ Read aloud the Our Catholic Character feature. Explain that tolerance and respect for others lead to peace. Challenge your child to reject hatred and choose to forgive and love, as Jesus did in Luke 23:34: "Father, forgive them, they know not what they do."
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.



Explore: Pages 151–152

- ▶ Ask your child to imagine a story where the hero moves from success to success and nothing gets in his way. **Ask:** *Can you identify easily with this hero?* Explain that without difficulties to overcome, the story may not be realistic or easy to relate to. One reason for this is that suffering is part of being human.
- ▶ Read aloud the article title Promise of the Resurrection. Invite your child to read aloud the first two paragraphs on page 151. **Say:** *As Christians we do not believe that God causes suffering, but we do believe that God is present with us in our suffering.* Point out someone you love who is suffering and how you helped relieve his or her pain.
- ▶ Read aloud the sections To Love Like Jesus and What Follows Death? Discuss free will and love as a choice. **Say:** *It is easy to think about right now, but we are really preparing for the reality of the four last things.* Remind your child that Jesus invites us to live a happy life that reflects his teachings.
- ▶ Together read the Our Catholic Character feature. Read aloud the definition of *indulgence* in the Glossary. Explain that while we are forgiven, the effects of sin still remain. This is called temporal punishment.
- ▶ Take turns reading aloud the sections on page 152. Explain that the four last things should not frighten us or make us gloomy. Discuss Purgatory as a possible outcome of God’s judgment and then read the definition in the Glossary. Point out that the Church asks us to focus on the things that really matter in this life so that we may obtain the eternal life that Jesus won for us on the Cross. **Say:** *Consistently choosing love will lead us to the ultimate joy of heaven.* Emphasize that no person can know who will be saved and who won’t. Discuss the images that Scripture uses to describe Heaven. Invite your child to think of additional images.
- ▶ Have your child read aloud the Sacred Art feature. Read aloud Wisdom 1:13 and 2:24 in the Bible to help explain that God did not make death, nor does he delight in it.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 153

- ▶ Read aloud the title Enter the Kingdom on page 153 and the paragraphs in the left column. If possible, play a recording of the *Exsultet* quietly.
- ▶ Invite your child to take the Leader part in the People of Faith prayer while both of you respond to each All part. Encourage your child to pause briefly after each Leader part to allow time for meditation. At the conclusion, 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 how your child learned to swim or ride a bike. **Say:** *We don’t become Christians magically. We learn how to live as Christians in the same way that we learn how to swim or ride a bike—through the teaching and examples of others.* Read aloud the introductory text and the title of the article. Invite your child to discuss a commitment he or she made and later questioned. **Say:** *Times of second-guessing are important. They ask us to think carefully about a choice we’ve made.* **Ask:** *What did the author realize as she debated her decision?* (By taking the issue seriously, she was demonstrating her own readiness to be a godmother.)



- ▶ Read aloud the directions for the Commitment to Christ activity. Together brainstorm and write ideas.
- ▶ Tell your child how your godparents have enriched your life. Then invite your child to tell you how godparents enrich his or her life. Encourage your child to thank God for the blessing of godparents and other people who guide him or her in Christian living.

Respond: Page 154

- ▶ Have your child read aloud the directions in What's What? Then ask him or her to complete the crossword puzzle independently.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Before your child completes the activity, remind him or her that being attentive and considerate of people's feelings helps us recognize pain that others may carry and avoid inflicting further pain.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.