


**ADDITIONAL
RESOURCES**

Download and print:

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

The Early Church

Begin

Read aloud the unit title. **Say:** *The people we will read about in this unit can be considered pioneers.* **Ask:** *What is a pioneer?* (the first person in a group to do something new) *What qualities might a pioneer have?* (Possible answers: courage, determination) Discuss real-life pioneers and their accomplishments. **Say:** *Like all pioneers, the Christians we will learn about in this unit faced challenges. They were able to overcome these challenges because they were filled with faith and listened to the prompting of the Holy Spirit.*

Introduce the Saint

Ask your child to read aloud the paragraph on page 1. **Say:** *Peter and Andrew took a risk when they chose to follow Jesus. They left behind everything they knew.* **Ask:** *Why were they willing to take such a risk?* (Possible answer: They recognized that Jesus was special.) Point out the vocabulary word *Messiah*. **Say:** *Jesus was anointed—chosen—by God to save all humanity.*

Invite your child to read aloud How the Saint Relates. **Ask:** *How have you been called to respond to Jesus' invitation to serve others?* (Possible answers: by helping a neighbor with yard work, by speaking up for someone who was being teased)

Turn to page 2. Have your child read aloud the title Peter in Scripture and the first two paragraphs. **Say:** *The Transfiguration had a significant effect on the three disciples. Once they experienced God's glory revealed through Jesus, they were inspired to share their experience with others.* Point out the word *Gentiles* and discuss its definition. **Say:** *As Christians we are Gentiles.*

Read aloud A Human Being and Martyred for His Faith. Read aloud John 21:15–19 from your Bible. **Ask:** *Who are Jesus' sheep?* (his followers) *How can we feed them?* (Possible answers: help people in need, preach the Gospel) Have a discussion about martyrs.

Have your child read aloud Past Meets Present. Emphasize that the pope does not lead the Church by himself. **Say:** *The pope exercises his leadership under the guidance of the Holy Spirit and in conjunction with the bishops who are also responsible for leading the Church.* Have your child read aloud the directions in A New Name. Discuss words that best describe your child's personality and faith. Have your child complete the activity independently.

With your child add Peter's feast day, June 29, to your calendar. Reflect on the qualities that Peter needed as the first pope, such as strength, dedication, leadership, and an open heart.

Jesus' Message

Engage: Page 3

- ▶ Together think of ways different types of modern media, such as TV, radio, and the Internet, can be used to preach the Gospel message. Develop a jingle or catchy phrase that can be used for a "Preach the Gospel" campaign using one of these mediums.
- ▶ Read aloud the title and discuss the text in the blue box. **Say:** *In this session we're going to learn about Saint Peter, who preached the Good News to others through his words and actions.* Explain that we can read Saint Peter's words in the two New Testament letters that are attributed to him.
- ▶ Pray aloud the prayer together.

Explore: Pages 4–5

- ▶ Draw a two-column chart with the headings *Name* and *Meaning*. **Say:** *We have many names for Jesus, each of which expresses something important about him.* List names of Jesus and explain what each one tells us about him, such as Christ, "anointed one"; Emmanuel, "God with us"; and Jesus, "God saves."
- ▶ Invite your child to read aloud the title *Preaching the Gospel* and the first two paragraphs. **Ask:** *What do you think it is that God wants us to know?* (Possible answer: Jesus is the source of our Salvation.) **Say:** *God fulfilled his plan of Salvation by sending Jesus, our Redeemer, to reconcile people with himself.*
- ▶ Have your child read aloud *Ready for Confirmation*. Point out that for many of us, our commitment to follow Christ and his way of life was first made for us by our parents and godparents. **Say:** *As we prepare to celebrate Confirmation, we reflect on whether we are ready to make this commitment for ourselves freely.*
- ▶ Read aloud *The Our Father* on page 5. Remind your child that the Beatitudes were given to us by Jesus so that we can live happy lives. Read aloud from the Bible Matthew 6:9–14. **Ask:** *How does the Lord's Prayer relate to the Gospel message of love?* (Possible answer: The Lord's Prayer contains the heart of the Golden Rule—to love God and to love our neighbors.) Explain that God enters into conversation with us through prayers and other forms of Revelation, including Scripture, the sacraments, and ordinary events in our lives. Then emphasize that because we are children of God, we have a responsibility to care for one another's needs.
- ▶ **Ask:** *How can you help build up God's kingdom on earth?* (Possible answers: Volunteer at a food pantry or clothing shelter. Help an elderly neighbor with his or her yard work.) Conclude by praying together the Lord's Prayer.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 6–7

- ▶ Discuss how aspects of nature, such as water, wind, and fire, are necessary to life but can also destroy it. Point out that these elements are often used as symbols in Scripture because they speak to us on many levels, both literally and figuratively.
- ▶ Take turns reading aloud the title and the first paragraph. **Ask:** *Why were the disciples afraid?* (They were fearful that those who had killed Jesus would try to kill them as well.)

Point out that the Holy Spirit, sent by Jesus, gave the disciples strength. **Say:** *Jesus also sends us the Holy Spirit to give us the strength to live as Jesus' disciples.*

- ▶ Continue reading aloud the section Pentecost. Ask your child to read aloud the definition of the word *Pentecost* in the Glossary and then define it using his or her own words.
- ▶ Have your child read aloud Our Catholic Character. **Say:** *One definition of prayer is that it is an act by which we raise our minds and hearts to God.* Remind your child that prayer is a conversation that requires both listening and speaking.
- ▶ Read aloud Filled with the Spirit. Emphasize that the Holy Spirit that filled the disciples is the same Spirit that fills us today.
- ▶ Read aloud The Church on page 7. **Ask:** *What do you think it means to say that the Church is a visible society that is both human and divine?* (Possible answer: The Church is a community made up of people who love and honor God, follow the example of Jesus, and are strengthened by the Holy Spirit.)
- ▶ Have your child read aloud the Sacred Art feature. Point out that even the earliest disciples were sometimes filled with fear.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 8

- ▶ Read aloud the title and the first two paragraphs. **Ask:** *How do Christians enter into a close relationship with Jesus and with one another?* (through Baptism)
- ▶ Assign the Reader part and the Sides 1 and 2 parts to your child. Pray together a Prayer of Celebration. **Say:** *Let us remember that we can always call on the Holy Spirit to give us the strength to live as disciples in the world.*
- ▶ 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 paragraph. Invite your child to brainstorm examples of voices that demand attention. **Ask:** *Which of these voices ask the most of us, and which ask the least of us?* (Possible answers: Parents and teachers ask the most; texts, TV, and the media ask the least.) *Which voices do you spend the most time listening to?* (Answers will vary.)
- ▶ Take turns reading aloud Whose Voice Do I Listen To? Remind your child that the voice of God is always speaking to us and that it is up to us to take the time to listen.
- ▶ Have your child read aloud A Clear Voice and complete the activity independently. **Say:** *By taking time for prayer, we sharpen our ability to hear God's voice.*

Respond: Page 9

- ▶ Have your child read aloud the directions and complete the activity. Point out that he or she can use the page references for help finding the answers to the questions.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Discuss ways to be a disciple of Jesus' and have your child complete the activity. Encourage him or her to follow through with the ideas during the week. Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

The Church Grows

Engage: Page 10

- ▶ Start your session by shouting out *Jesus is Lord! Jesus is Lord!* Point out that this is a true statement, but shouting it at people might not be an effective way to encourage them to grow with Jesus. Discuss ways to spread the Gospel message positively.
- ▶ Read aloud the session title and discuss the questions in the blue box. **Say:** *In this session we are going to learn how the words and actions of some of Jesus' early followers helped encourage others to join the Church.* Point out that the work of these early disciples helped the Church grow.
- ▶ Pray aloud the prayer together.

Explore: Pages 11–12

- ▶ Have a brief discussion in which you and your child present opposing views about a subject that interests you both. After the discussion, **ask:** *What might be some ground rules for having a successful discussion in which both sides disagree?* (Possible answers: Both sides listen to each other. Both sides respect each other.) **Say:** *We are going to read how Church leaders met to discuss an issue that was dividing the early Church.*
- ▶ Read aloud the title Apostle to the Gentiles and the first five paragraphs. Remind your child that many of Jesus' early followers were Jews and that as the Church grew, Paul began to preach the Gospel message to Gentiles, or non-Jews. **Ask:** *What was Paul's attitude toward Christians at first?* (He led the persecution against them in Jerusalem. He thought that they were unfaithful to the Law.) Ask your child to retell the story of Paul's conversion.
- ▶ Invite your child to read aloud the last five paragraphs on page 12. **Ask:** *What was Paul's essential message?* (In Jesus Christ, God has given Salvation to all who believe.) Explain that grace is the gift of God, given to us without our meriting it. **Say:** *Grace is the Holy Spirit alive in us. It gives us the strength to live out our vocation.*
- ▶ Explain that Paul's belief that Gentiles and Jews were equal members of the Church caused controversy among Jesus' early followers. Point out the term *Council of Jerusalem*. **Ask:** *What did the Church leaders decide during the Council of Jerusalem?* (Gentiles would not have to become Jews first to be able to practice the Christian faith.)
- ▶ Have your child read aloud Spread the Good News and complete the activity independently.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 13–14

- ▶ Share stories from movies or literature in which characters have experiences that change their lives. **Say:** *Now we are going to read how a vision that Peter experienced changed the course of his life.*
- ▶ Take turns reading aloud the title Proclaiming Jesus to the World and the first section. **Ask:** *What did Peter realize the meaning of the vision was after he was sought out by Cornelius's servants?* (While for a Jew it was unlawful to associate or visit with Gentiles, God told Peter not to call anyone profane or unclean.)

- ▶ Read aloud The Holy Spirit Descends on Cornelius. **Say:** *When the Gentiles began speaking in tongues and glorifying God, Peter's interpretation of his vision was reaffirmed. He became even more certain that God wanted the Church to be open to Gentiles and Jews alike.*
- ▶ Have your child read aloud Council of Jerusalem on page 14. **Say:** *Church leaders were so sure of their decision that they wanted everyone in the Church to know about it. That is why they sent Paul and Barnabas to announce it to others.*
- ▶ Read aloud the Past Meets Present feature. **Say:** *We commemorate the Passover meal every time the Mass is celebrated.* **Ask:** *Why might we say that the Eucharist is the source and summit of our lives? (Possible answer: In the Eucharist, we receive the Body and Blood of the risen Christ, which give us the strength to live as Jesus' disciples in the world today. The Eucharist is the summit of our lives because receiving it is the most important thing we do as Catholics.)* **Say:** *The gift of Jesus Christ in the Eucharist is the most important gift we have received from God.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 15

- ▶ Read aloud the title The Law of Love and the paragraphs in the left column. **Ask:** *How do we give witness to the unity of the Christian community? (Possible answer: by performing selfless acts of love that help others open their hearts to God's presence)*
- ▶ Ask your child to read aloud the Leader part and pray the prayer together. Invite your child to share any insights he or she had while reflecting on the two questions that were part of the prayer. Conclude by praying together the Glory Be to the Father.
- ▶ 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:** *Think of all the different communities to which you belong.* **Ask:** *What is common among all of them? (Possible answer: The members all care for one another.) How would you define the term community? (Possible answer: It is a group of people who help one another.)* Point out that when we join a community, we commit ourselves to respecting the members of that community.
- ▶ Take turns reading aloud A Place Where I Belong. Point out that being named—as at Baptism—is one of the most powerful ways we know that we belong to a community. Discuss how your child's name was selected.
- ▶ Have your child read aloud We Belong and complete the activity independently.

Respond: Page 16

- ▶ Read aloud the directions and have your child complete the crossword puzzle independently.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Remind your child that when we share the love of the Holy Spirit with others, we grow in our relationship with God and with the Church. Have your child complete the activity independently. Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

Witnesses to the Faith

Engage: Page 17

- ▶ Together brainstorm well-known slogans such as “Just do it.” Explain that organizations use slogans as ways to express their identity. **Say:** *As Jesus’ followers, we need to have a clear understanding of our Christian identity so that when we face challenging situations, we know what we believe.* Invite your child to make up slogans that identify who we are as Jesus’ followers.
- ▶ Read aloud the session title and discuss the questions in the blue box. **Say:** *In this session we are going to learn about early Christians who witnessed to the faith by becoming martyrs.*
- ▶ Pray aloud the prayer together.

Explore: Pages 18–19

- ▶ Discuss ways that your family and other families you know celebrate birthdays. **Ask:** *Why do we often celebrate birthdays in special ways?* (Possible answer: to celebrate the life of a person) **Say:** *We continue to celebrate the lives of the early Christian martyrs through feast days.*
- ▶ Invite your child to read aloud the title The Martyrs and the Communion of Saints and the first four paragraphs. Point out the vocabulary word. **Say:** *By refusing to worship false gods, the Christians remained true to their faith and practiced the First Commandment.* **Ask:** *Why might we say that the sacrifice of the martyrs was good for the Church?* (Through their deaths, the martyrs witnessed to the truth of the Gospel message and encouraged other Christians to remain true to the faith.)
- ▶ Take turns reading aloud the next two paragraphs. Remind your child that everyone who believes in Jesus and follows his teachings is a member of the Communion of Saints. Emphasize that the Communion of Saints reminds us that we are never alone in our faith.
- ▶ Read aloud Honoring the Martyrs on page 19. **Say:** *When we venerate someone, we show that person honor and respect.* **Ask:** *Why did the Christians venerate the martyrs?* (to ensure that the memories of the martyrs’ witness to the faith would not be forgotten)
- ▶ Have your child read aloud the Ready for Confirmation feature. Point out that we can always pray to the members of the Communion of Saints to give us the courage to practice our faith.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 20–21

- ▶ Write these situations on note cards and place them facedown: *when I am not feeling well, when I want to learn how to play a new game, when I don’t understand my schoolwork.* Ask your child to turn over each card and together brainstorm to whom he or she might turn to for help in each situation. **Say:** *We can always turn to the example of the martyrs and other people within the Communion of Saints for help living as disciples.*
- ▶ Take turns reading aloud the title The Early Martyrs and the first paragraph. **Ask:** *What did the Apostles appoint deacons to do?* (to oversee the daily distribution of alms) Name organizations in your parish that help people in need by distributing alms.



- ▶ Read aloud Saint Stephen. Emphasize that Stephen had been preaching the Gospel. **Ask:** *What did Stephen model through his last words?* (Possible answer: forgiveness)
- ▶ Have your child read aloud the Sacred Art feature. Together look online at images of stained-glass windows that depict scenes from Scripture. Ask your child to explain how the windows can be used to teach others about the Catholic faith.
- ▶ Read aloud the section Saint Polycarp on page 21. **Ask:** *Why was Polycarp condemned to death?* (He would not turn his back on Jesus. He would not say that the Roman emperor is lord.)
- ▶ Have your child read aloud Saints Perpetua and Felicity. Explain that a catechumen is any unbaptized person who is in the process of becoming Catholic. **Ask:** *What can we do when we are tempted to stray from our convictions?* (Possible answers: Practice the virtues. Pray for strength. Follow the example of the martyrs.)
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 22

- ▶ Have your child read aloud the title and the paragraphs in the left column. **Say:** *We can take courage in the example of the martyrs when we feel persecuted or misunderstood because of our religious beliefs.*
- ▶ **Say:** *We are going to pray a litany, a prayer in which the leader prays aloud an invocation. In this Litany of the Saints, we'll respond to the first three and the last two invocations by repeating the phrase. Pray aloud each invocation and give your child a moment to respond. Conclude by praying 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 paragraph. Write the sentence *Exercise is good for you.* **Ask:** *How do you know this is true?* (Possible answers: I feel better after I do it. Doctors tell us it is true.) **Say:** *We often take at face value the things we are told by authorities. As we grow, God gives us a desire to find out about important things on our own.*
- ▶ Together read aloud What Do I Stand For? Point out that regardless of whether people always agree with one another, we need to take time to find out as much about one another's opinions as we can. **Say:** *When we do this, we can express our opinions with conviction and help others form sound opinions of their own.*
- ▶ Have your child read aloud A Journey of Faith and complete the activity independently.

Respond: Page 23

- ▶ Read aloud the directions. Remind your child to use the page references to help him or her look for details. Have your child complete the activity independently.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? **Say:** *Remember, not only can we follow the example of other people, but we can also set examples for the people in our lives.* Have your child complete the activity and then pray the Sign of the Cross together.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

The Catechumenate in the Early Church

Engage: Page 24

- ▶ Discuss feelings that someone might experience on the first day at a new school. **Say:** *To help us navigate, we often turn to others.* **Ask:** *What can we do to help people who want to become Catholic?* (Possible answer: Pray for them.)
- ▶ Read aloud the title and discuss the questions in the blue box. **Say:** *In this session we will learn about how people became Christian in the early Church. We will also learn about the Sacraments of Initiation, through which we are welcomed into the Church.*
- ▶ Pray aloud the prayer together.

Explore: Pages 25–26

- ▶ Display various membership cards and discuss the responsibilities and benefits of belonging to groups. **Say:** *Anyone can join the Church. The responsibilities that come with being a member are to believe in Jesus and to follow his teachings.*
- ▶ Invite your child to read aloud the title *Joining the Early Church* and the first four paragraphs. Write the word *catechumen* and underline the letters *echu*. **Say:** *This part of the word is related to the word echo. As catechumens learn about Church teachings and practices, they allow the Word of God to echo in their hearts.* Emphasize that we allow God's Word to echo in our hearts whenever we take time to pray, reflect on the Scriptures, and celebrate the sacraments.
- ▶ Take turns reading aloud *The Sacraments of Initiation*. Point out that in the early Church, the Sacraments of Initiation were celebrated at the same time. **Ask:** *How can we make the Church present in places and circumstances where it can be nourishment for the lives of all people?* (Possible answer: We can make the Church present by standing up for people who are oppressed or victimized.)
- ▶ Have your child read aloud the *Past Meets Present* feature on page 26. Explain that in Baptism by full immersion, the person being baptized walks into the baptismal font, and his or her head is lowered into the water three times, once as each Person of the Trinity is named. Draw attention to the photo. **Say:** *In this church the baptismal font, which is located near the church entrance, allows for Baptism by full immersion.* Point out which method of Baptism your parish routinely uses.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 27–28

- ▶ Display a bottle of water, a loaf of bread, and a jar of olive oil. Together brainstorm all the ways these items can be used. **Say:** *As Catholics we use these items in the Sacraments of Baptism, Confirmation, and the Eucharist.*
- ▶ Take turns reading aloud the article title *The Sacraments of Initiation* and the section *Baptism*. Draw attention to the word *justice*. **Say:** *Justice is the virtue that guides us to give to God and to others what is due to them.* Point out that even after Baptism, people can sin by using the gift of free will to turn away from God. **Say:** *We share the grace we have received through Baptism every time we perform actions that build up God's kingdom.*



- ▶ Have your child read aloud Our Catholic Character. Draw attention to the last sentence. **Say:** *Ultimately, grace and Salvation are mysteries. Even as we strive to understand them, we must be careful not to “play God” and decide for ourselves who is or is not saved.*
- ▶ Have your child read aloud the section Confirmation on page 28. **Ask:** *What rites are used during the Sacrament of Confirmation? (anointing the forehead with oil, saying the words “Be sealed with the Gift of the Holy Spirit,” laying on of hands)*
- ▶ Read aloud the section Eucharist. **Say:** *The Eucharist is the fullest sign of God’s Revelation. It also signifies what we strive for: complete union with God, which gives us the strength and desire to be Christ’s Body and Blood for others.*
- ▶ Have your child read aloud the Ready for Confirmation feature. **Say:** *The Gifts of the Holy Spirit that we receive in Confirmation transform us. They strengthen our desire to share the Gospel message with others through our words and actions.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 29

- ▶ Have your child read aloud the title and the paragraphs in the left column. Discuss the different types of promises we might make, such as making a promise, pledging an oath, or taking a vow. **Say:** *If we do not keep our promises, people might think that we are not trustworthy.*
- ▶ Have your child read Our Baptismal Promises and reflect silently. **Say:** *When you have a difficult time keeping your baptismal promises, you can talk to Jesus. He will help you stay true to your beliefs.*
- ▶ 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 paragraph. **Ask:** *What are your best talents? With what communities do you share these talents? Point out that our talents are gifts from God and that he wants us to share these gifts with others to build up his kingdom.*
- ▶ Together read aloud Giving and Receiving in Community. Share stories about people or groups you both know who have served the Church as missionaries. Then invite your child to describe times when he or she observed or participated in customs that were not his or her own. **Ask:** *How did you feel about this experience? (Possible answers: interested, curious)* **Say:** *The many cultures that make up the human community are like different colors that make up a beautiful palette.*
- ▶ Have your child read aloud Gifts to Share and complete the activity independently.

Respond: Page 30

- ▶ Have your child read aloud the directions and answer the questions independently.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? After your child completes the activity, **say:** *When we preach the Gospel message, we grow in our relationship with God, and we share his grace with others. Conclude by praying together the Sign of the Cross.*
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

Celebrating Ordinary Time

Engage: Page 31

- ▶ Say aloud the word *ordinary*. Invite your child to name words he or she associates with this word. Point out that words can have multiple meanings. **Say:** *In this context the word ordinary comes from the word ordinal, and it means “counted time.”*
- ▶ Read aloud the title Celebrating Ordinary Time and the sentences in the blue box. Discuss the questions. Then read aloud the page. **Say:** *In this session we will learn how we can celebrate Ordinary Time in ways that will help us grow in our relationship with God and the Church.*
- ▶ Pray aloud the prayer together.

Explore: Pages 32–33

- ▶ Display a memento, such as a photo, that reminds you of an important person in your life. Share why that memento helps you remember the person. **Say:** *We are going to learn about relics, which are physical reminders that help us remember the saints.*
- ▶ Invite your child to read aloud the article title Saints Show Us the Way and the first three paragraphs. **Ask:** *What is one thing we do during Ordinary Time? (Reflect on Jesus’ call to discipleship and how we can best use our gifts to respond to this call.) What can we do to help us reflect? (Pray. Celebrate the sacraments. Read Scripture.)*
- ▶ To help your child understand the differences among the types of relics, draw a two-by-three-cell chart. In the left column, list the three types of relics. Then together list in the right column examples of objects that represent each type of relic.
- ▶ Have your child read aloud Our Catholic Character. Emphasize that Catholics do not worship Mary, the saints, or physical objects. **Say:** *To worship anyone or anything other than God is a sin against the First Commandment.* Point out that we turn to Mary and the saints as examples of how to live and that we ask them to intercede on our behalf.
- ▶ Together read aloud Saints and Feast Days. Explain that while the Church has a universal liturgical calendar for major feast days, each diocese may have a slightly different calendar that includes important local celebrations. Name any local feasts that are celebrated in your parish or diocese.
- ▶ Point out that as members of the Communion of Saints, we celebrate our joys through the Church’s feast days and that we support one another in living as Jesus’ disciples.
- ▶ Read aloud the section Models of Discipleship on page 33. Give your child time to complete the activity.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 34–35

- ▶ Display various images of Mary. **Ask:** *What do these images tell us about Mary? (Possible answers: She is a prayerful person. She practiced the virtue of humility. She is Jesus’ mother.)*
- ▶ Take turns reading aloud the article title Turn to Mary and the first two paragraphs. Explain that the grace Mary received to remain obedient to God is the same grace that

we receive through Baptism. **Say:** *Like Mary, our lives are a pilgrimage of faith. God calls us to grow in our relationship with him, and he has given us the gift of faith to help us do so.*

- ▶ Read aloud the Ready for Confirmation feature. **Ask:** *When do we first make a commitment to our Catholic faith?* (at Baptism) Explain that one way for us to respond to the gift of grace is to thank God in prayer.
- ▶ Invite your child to read aloud Devotion to Mary on page 35. Emphasize that all the good that comes to us through Mary actually comes from God the Father. **Ask:** *Why does Mary have a special place in the life of the Church?* (She is the mother of our Savior, and she is a person of great virtue and holiness.) Explain that the words of the *Magnificat* are the words Mary used to greet her cousin, Elizabeth, after John the Baptist leapt for joy in Elizabeth's womb.
- ▶ Read aloud the Sacred Art feature. Point out in the painting the symbolic images that are mentioned. **Ask:** *In addition to the symbols that were mentioned in the text, what else does this painting tell us about Mary?*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 36

- ▶ Read aloud the title Praying with Mary and the paragraphs in the left column. Remind your child that we can always pray to Mary and the saints. Point out that we do not worship them but turn to them for guidance and ask them to pray to God on our behalf.
- ▶ Pray aloud the *Magnificat* together. Then **say:** *Quietly pray the reflection to yourself.* After giving your child time to reflect, pray aloud the Hail Mary.
- ▶ 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 paragraph. Point out that humans are sensory beings and that we tend to collect physical objects that remind us of our identity. Explain that the Church does the same thing.
- ▶ Together read aloud What Good Are Relics? **Ask:** *How are Church relics similar to personal ones?* (Possible answers: They remind us that we are not alone. They remind us of God's love.) Discuss any relics in your church.
- ▶ Have your child read aloud A Living Reminder and then complete the activity independently. Encourage him or her to share the experience with you.

Respond: Page 37

- ▶ Have your child read aloud the directions and the terms. Remind him or her to use the page references to help find correct answers as he or she completes the activity independently.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Have your child complete the activity. Remind him or her to reflect on the lives of the saints during the next week. Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.