


**ADDITIONAL
RESOURCES**

Download and print:

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

We Worship

Begin

Read aloud the unit title. Work together to write a definition of the word *worship*. Then compare your definition with the definition in the Glossary. **Say:** *In this unit we will explore how worshipping together as a community helps us grow in our relationship with God.*

Introduce the Saint

Ask your child to read aloud the paragraph on page 79. Explain that Thomas Aquinas's family was not opposed to all religious orders; they were only opposed to Thomas joining the Dominicans. **Say:** *In Thomas Aquinas's time, the Dominican community was new. It was considered by many to be too unconventional.* Point out that the early Dominicans supported themselves by begging for food and clothing. **Say:** *This is not the life that Thomas's wealthy parents had in mind for him.*

Invite your child to read aloud How the Saint Relates. Point out the contributions that Saint Thomas Aquinas has made to the Church. **Say:** *God blessed Thomas Aquinas with many gifts. In response, Thomas Aquinas chose to share these gifts with the Church.* Give your child a moment to reflect on the gifts he or she has received from God and how these gifts can be shared with the Church. Discuss the ideas.

Turn to page 80. Invite your child to read aloud Writer and Teacher. **Say:** *Thomas Aquinas poured his heart and soul into his work, which included writing the Summa Theologiae.* Emphasize that Aquinas's writings demonstrate that the truths revealed by God can be understood through the use of human reasoning.

Ask your child to write the word *transubstantiation*. **Say:** *Transubstantiation is a long word that we don't often use in conversation. The first part, trans, means "to change." The root of the second part of the word refers to substance.* Point out that through the words of Consecration, the substance of the bread and wine become the Body and Blood of the risen Christ that we receive in Holy Communion.

Read aloud the Past Meets Present feature. **Say:** *The role of the Congregation for the Doctrine of the Faith is to ensure that the Church remains faithful to the truths that have been revealed by God.*

With your child, add Thomas Aquinas's feast day, January 28, to your calendar. Celebrate his life by playing a recording of *O Salutaris* or *Pange Lingua*. Remind your child that these hymns written by Thomas Aquinas can help us grow in our relationship with God and our appreciation of the Eucharist.

The Church and Society

Engage: Page 81

- ▶ Display images that groups might use to identify themselves, such as team logos. Discuss how these logos help others identify each group. **Ask:** *What images might we use to help others identify us as Catholics?* (Possible answers: Bible, cross, crucifix)
- ▶ Read aloud the title and discuss the text in the blue box. **Say:** *In this session we are going to learn about contributions the Church made to the world during the Middle Ages. We're also going to learn about the Marks of the Church. These are attitudes and behaviors that help us identify the Church and its members.*
- ▶ Pray aloud the prayer together.

Explore: Pages 82–83

- ▶ Write this phrase: *beginning, _____, end.* **Ask:** *What word is missing? (middle) In our study of Church history, what might we consider the beginning?* (Possible answers: Jesus' birth, the descent of the Holy Spirit at Pentecost) **Say:** *In this session we will look at a "middle" point in Church history.*
- ▶ Invite your child to read aloud the title The Middle Ages and the first two paragraphs. **Ask:** *Why did the bishops work to establish the Truce of God?* (Possible answer: to remind people that God wants us to treat our neighbors as ourselves)
- ▶ Read aloud the sections The Split Between East and West and Cities and Universities. Emphasize that while the split between the Roman Catholic Church and the Orthodox Church continues to exist, leaders of both Churches are working toward reconciliation. Point out that few people could read and write in the Middle Ages. **Say:** *It was a privilege to attend a college or a university. Those who did made contributions to the Church that continue to shape our understanding of the Church and its teaching.*
- ▶ Have your child read aloud Religious Orders on page 83. Point out that members of the mendicant orders built up the Kingdom of God through direct service to others.
- ▶ Together read aloud Francis of Assisi. **Ask:** *Why did Francis's lifestyle attract followers?* (Possible answer: His followers were also interested in living a simple life dedicated to the Gospel.) Point out that the wounds that Francis of Assisi experienced are known as the stigmata and that other holy men and women have experienced the wounds as well.
- ▶ Have your child read aloud The Cross of Jesus. **Say:** *When we help alleviate the suffering of others, we also alleviate Jesus' suffering.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 84–85

- ▶ Write a large Z. Explain that this mark was used by the fictional character Zorro, a Spanish hero who helped people who were poor. **Ask:** *If you traveled the world standing up for oppressed people, what mark would you leave behind?* Discuss your child's response. **Say:** *In this article we are going to read about the Marks of the Church, four characteristics that identify our global Catholic community.*

- ▶ Read aloud the title *The Marks of the Church* and the first paragraph. **Ask:** *What has Jesus instructed the Church to do? (continue his mission in the world)*
- ▶ Read aloud *The Church Is One*. Emphasize that the bishops, united under the pope, are the strongest sign of the unity of the Church because they are the direct successors of the Apostles.
- ▶ Have your child read aloud *Ready for Confirmation*. Explain that through Confirmation, we receive the Gifts of the Holy Spirit.
- ▶ Read aloud *The Church Is Holy* on page 85. **Ask:** *Why is the Church holy? (It is one with Jesus Christ.)*
- ▶ Together read aloud *The Church Is Catholic* and *The Church Is Apostolic*. **Say:** *It is important for us to remain in conversation with our Christian brothers and sisters from other denominations.* Explain that the gift of infallibility does not mean that the pope is perfect or without sin.
- ▶ Have your child read aloud *Our Catholic Character*. Together name individuals who, by their lives, model for us the four Marks of the Church.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 86

- ▶ Read aloud the title and the paragraphs in the left column. **Ask:** *How does our community work together to live the way Jesus showed us? (Possible answer: by sponsoring food drives or service trips)*
- ▶ Pray aloud the prayer together. Then give your child time to reflect silently. Conclude by praying together the Sign of the Cross.
- ▶ Refer to the *Where Do I Fit In?* reflective essay to encourage your child to reflect on and recognize God's presence in his or her life and surroundings. **Ask:** *When you were little, what did you want to be when you were older?* Discuss your child's response. **Say:** *As we grow and mature, we continue to learn more about ourselves and the gifts we have received from God.* Read aloud the introductory paragraph of *Where Do I Fit In?* **Say:** *The journey toward our vocation is often an adventure.*
- ▶ Take turns reading aloud *How Do We Know What God Wants of Us?* **Say:** *God has a clever sense of humor. What is clever about the fact that Father O'Brien heard his call outside a courthouse?* Discuss your child's response. Explain that sometimes people receive the call to serve God in a different way than the profession they had chosen.
- ▶ Allow time for your child to write a personal prayer in the section *Listen to God*.

Respond: Page 87

- ▶ Have your child read aloud the directions and answer each question. Point out that he or she can use the page references for help.
- ▶ Ask your child to list, define, and use in sentences the terms under *Say What?* Use the Glossary if necessary.
- ▶ Read aloud *Now What?* Invite your child to complete the activity. **Say:** *By living out the Marks of the Church, you put into practice the words you proclaim when you pray the Nicene Creed.* Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

The Great Cathedrals and Worship

Engage: Page 88

- ▶ Look at images of magnificent structures, such as Willis Tower, the Empire State Building, the Gateway Arch, and St. Peter's Basilica. Discuss how the form of each building influences the function for which it is used.
- ▶ Read aloud the session title and discuss the questions in the blue box. **Say:** *In this session we're going to learn about cathedrals and the role these buildings play in our worship of God.*
- ▶ Pray aloud the prayer together.

Explore: Pages 89–90

- ▶ Invite your child to close his or her eyes and answer questions about your home, such as what color the walls are in the kitchen and how many windows are in a certain room. **Say:** *We often spend time in a place without paying much attention to it. We will open our eyes to the beauty and meaning of cathedrals.*
- ▶ Take turns reading aloud the article The Great Cathedrals. Provide this information as your child explores the picture of the cathedral:
 1. Stained-glass windows show stories of faith.
 2. Symbols of the natural world point to the grandeur and glory of God.
 3. The bishop's throne is where a bishop sits when he celebrates Mass.
 4. The rounded section of the cathedral often contains the tabernacle, the altar, and the bishop's throne.
 5. A crypt is a space beneath the altar that holds the remains of those who have gone before us in faith.
 6. We use the aisle to process to the altar.
 7. The nave symbolizes the boat from which Jesus calmed the waters.
 8. Images of the heroes of our faith remind us that we are members of the Communion of Saints and the Mystical Body of Christ.
 9. These windows illuminate the central part of the interior.
 10. This window symbolizes the harmony and integrity of the life of faith.
 11. Gargoyles are statues whose purpose is to keep water away from the walls of the cathedral.
 12. The bell tower holds the chimes that call people to worship.
 13. Lofty spires allowed people to see the cathedral at a great distance.
- ▶ Together look online to find an image of your diocesan cathedral. Make a plan to visit it in the near future.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 91–92

- ▶ Display images of various symbols, such as fire, water, and oil. Invite your child to suggest what each symbol represents. **Say:** *Symbols help us express a reality that we cannot fully express in words.*
- ▶ Take turns reading aloud the title A Sacramental Church and the first section. **Say:** *Just as cells are the building blocks of human life, rites are the building blocks of the sacraments.* **Ask:** *How is the word sacrament defined? (the visible signs of divine life that God shares with us)* **Say:** *The sacraments were instituted by Jesus Christ and given to us by the Church. Through the sacraments we receive the grace to open our minds and hearts to God and one another.* Display pictures of various sacramentals (if necessary, refer to the Glossary for the definition of *sacramental*) and invite your child to explain how the sacramentals are used in prayer and worship.
- ▶ Have your child read aloud Ready for Confirmation. **Say:** *In this case the word seal means “marked, protected, and strengthened” rather than “closed with.”*
- ▶ Take turns reading aloud A Life of Prayer on page 92. Draw your child’s attention to the word *piety*. Read aloud the definition of the word from the Glossary. Point out that acts of piety are like sacramentals in that they use everyday behavior to help us grow in our relationship with God. Share particular acts of piety that are common to your parish, such as praying the Rosary before Mass or praying novenas for feast days.
- ▶ Make a two-column chart with the headings *School* and *Characteristics*. Together write the names of the schools of spirituality included in the section and describe the characteristics of each.
- ▶ Have your child read aloud Our Catholic Character. Point out that we celebrate the sacraments in a church building. **Say:** *We are called to “be Church” by sharing Jesus’ peace and love with others.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 93

- ▶ Read aloud the title Growing Closer to God and the paragraphs in the left column. **Ask:** *What do the seven petitions in the Lord’s Prayer teach us? (how to place ourselves in God’s presence and speak with him in prayer)*
- ▶ Have your child pray aloud the first part of the Lord’s Prayer. Pause a moment before praying aloud the first reflection. Then have your child pray aloud the second part of the Lord’s Prayer. Pray aloud the second reflection and allow time to reflect silently.
- ▶ 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. Ahead of time, prepare the following letters written on separate note cards: G, O, D, I, S, L, I, G, H, T. Mix up the cards and **ask:** *What message do these cards indicate? (No message—they are just letters.)* Work together to put the cards in order so that they tell a message about God. **Say:** *On our own, things don’t make much sense. But when we join together with others, we find meaning and share God’s light.* Read aloud the introductory text of Where Do I Fit In?
- ▶ Take turns reading aloud Let There Be Light! **Ask:** *What about the spectacle was particularly moving for the author? (the fact that the people whose lights she was seeing were unaware that they were contributing to such beauty)* **Say:** *This is also true for us.*

We are part of a design that is more beautiful than we could ever dream. If we remember this, the light of our lives will grow brighter and brighter. Draw your child's attention to the last sentence of the article. **Ask:** *What do you think this means?* (Possible answers: We do not accept darkness, evil, and misery as ultimate realities. We have hope.)

- ▶ Have your child complete Revealing God's Presence independently. Encourage him or her to share the response with you.

Respond: Page 94

- ▶ Read aloud the directions and have your child fill in the blanks 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 and be mindful of his or her response during the week. Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

Nourished by the Eucharist

Engage: Page 95

- ▶ **Say:** *We are stuck in traffic, and you are late to a party. How would you react in this situation? Discuss how when we get frustrated, it is better to adopt an “attitude of gratitude” and focus on what we have rather than what we don’t have.*
- ▶ Read aloud the session title and discuss the questions in the blue box. **Say:** *In this session we’re going to explore this feeling and learn about a powerful source of satisfaction.*
- ▶ Pray aloud the prayer together.

Explore: Pages 96–97

- ▶ “Accidentally” spill a small cup of water near your child. Make sure there are paper towels nearby. When your child moves to wipe up the water, **say:** *Thank you for helping me!* **Ask:** *Why did you help?* **Say:** *Human beings usually help others when the task is clear and they have what they need to perform it. God wants us to be just as proactive even when the task isn’t clear and resources aren’t readily available.*
- ▶ Invite your child to read aloud the title Pope Innocent III and the Eucharist and the first two paragraphs. **Ask:** *What impresses you most about this Church leader?* (Possible answers: his intelligence, his quick rise, his young age, his ability to manage the Crusades and tend to people in need simultaneously) **Say:** *We all have charisms, or gifts, like Pope Innocent III. When we are using these gifts, we feel energized, and we energize others.*
- ▶ Have your child read aloud Ready for Confirmation. **Say:** *The sacraments give us the strength to build up God’s kingdom by welcoming others.*
- ▶ Take turns reading aloud The Council of Lateran IV on page 97. **Say:** *The word dogma describes the body of teachings held by the Church. Point out that the Church’s dogma is presented in the Catechism of the Catholic Church. Say:* *As Catholics we believe that the Church leaders who were present at the Council of Lateran IV were guided by the Holy Spirit. These men were acting in their role as the Magisterium.* Have your child read aloud the Precepts of the Church on page 238 in the Prayers and Practices section of the book. Invite your child to suggest how living out the Precepts of the Church help us build up God’s kingdom.
- ▶ Read aloud Our Catholic Character. Encourage your child to ask an older relative to describe what the celebration of the Mass was like prior to the Second Vatican Council and to describe his or her feelings about the changes.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 98–99

- ▶ **Say:** *I’m going to name three objects. Tell me what these objects have in common: an egg, a wrapped gift, a pinata. (You have to break or tear them open to get to what is inside.) This is true of the Eucharist too. When we “break open” our understanding of this great gift, we come to understand how important it is.*
- ▶ Take turns reading aloud the title The Sacrament of the Eucharist and the first two paragraphs. **Say:** *In the Eucharist, giving and receiving are intertwined. When we come to Mass, we give our time, attention, and devotion. At the same time, we receive God’s grace.*

- ▶ Read aloud Memorial and Sacrifice. **Ask:** *How is the Eucharist a memorial of Jesus' Death? (Through the celebration of the Mass, Christ's Death is made present to us in the Eucharist.) To what do we commit ourselves by celebrating the Eucharist? (to live and die as Jesus did, as a person for others)*
- ▶ Have your child read aloud the Sacred Art feature. Then read aloud Matthew 26:26–30. Discuss elements of the artwork that echo the Scripture passage.
- ▶ Take turns reading aloud Presence on page 99. Point out that the Eucharist is the fullest experience we have of God's nearness. **Say:** *During Consecration, the bread and wine become the Body and Blood of Jesus Christ.* **Ask:** *What do we call this change? (transubstantiation) Why do you think that the Church requires a person in a state of mortal sin to receive absolution before receiving the Eucharist? (Possible answer: Receiving absolution signals the person's desire to turn his or her life back over to God.)* **Say:** *When we have received absolution, we are in a state of grace. We are open to God's love.*
- ▶ Give your child time to complete the activity in The Eucharist and Me.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 100

- ▶ Read aloud the title and the paragraphs in the left column. Have your child prepare himself or herself for prayer.
- ▶ Have your child read aloud the first paragraph of the reflection. Then read aloud the images of the litany, pausing after each image to give your child time to reflect silently. Read aloud the last paragraph and then pray together the closing prayer. **Say:** *Let's remember to give thanks for all that we receive in the Eucharist.*
- ▶ 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. Ask your child to describe the best meal he or she has ever had, including where it was, who was there, and the food he or she ate. **Say:** *Isn't it interesting that great meals are never experienced alone, in front of the TV? When we share something, it becomes more real.* Read aloud the introductory paragraph in Where Do I Fit In?
- ▶ Take turns reading aloud Jesus Is There for You. **Say:** *The Eucharist is the gift of Jesus' real presence. This act of graciously receiving Holy Communion at Mass nourishes us as individuals and as a community.* **Ask:** *How does the Eucharist nourish us? (Possible answer: It is a source of God's grace.)*
- ▶ Have your child read aloud Here Are Three and discuss the practices.

Respond: Page 101

- ▶ Read aloud the directions. Remind your child to use the page references to help find the correct responses. Have him or her 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:** *The nourishment that we receive through the Eucharist compels us to do what we can to help others.* Have your child complete the activity and then together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

Serving Physical and Spiritual Needs

Engage: Page 102

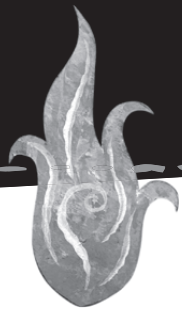
- ▶ Together share what your greatest talents are, such as that you are good with tools, artistic, a computer whiz, or a good listener. **Say:** *All of us have received gifts from God that enable us to serve the needs of others.*
- ▶ Read aloud the title and discuss the questions in the blue box. **Say:** *In this session we are going to be reminded that we are members of a Church community and that as members of the Church, we are called to serve others, not ourselves.*
- ▶ Pray aloud the prayer together.

Explore: Pages 103–104

- ▶ Share stories of community crises and how people in the communities responded heroically. **Say:** *God does not cause crises or disasters to happen. What God does is equip us to love and support one another when they do.*
- ▶ Invite your child to read aloud the article title The Church Preserves and the section The Black Death. **Ask:** *Imagine that a person sitting next to you in school has a highly contagious disease that will kill you if you contract it. How does this make you feel? (Possible answer: It makes me very uncomfortable. It makes me want to stay away from this person and even the room.) How did the Church respond to people's needs? (by tending to those who were sick)*
- ▶ Have your child read aloud Our Catholic Character. Turn to page 241 in the back of the book to read more about the works of mercy. Together brainstorm situations that young people might face that provide an opportunity to practice the works of mercy.
- ▶ Take turns reading aloud The Avignon Papacy. **Ask:** *What was Saint Catherine of Siena able to do? (She was able to convince Pope Gregory XI to return to Rome.) Explain that the reason the bishops of France declared Urban's election invalid is that they were still upset that Urban's predecessor had returned to Rome. **Say:** *The Church is like a family. Sometimes we have disagreements, but we trust that God's Spirit will lead us to a faithful resolution.**
- ▶ Read aloud Past Meets Present. Share with your child how Catholic Relief Services has responded to the needs of people in your area in recent years.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Explore: Pages 105–106

- ▶ **Ask:** *What place would you like to visit during your lifetime, and what means of transportation would you use to get there? **Say:** *In a similar way, we are called to the same spiritual destination, but there are many different ways of "getting there."**
- ▶ Take turns reading aloud the article The Sacraments at the Service of Communion on page 105. Explain that Holy Orders is made up of three orders: the order of deacons, the order of priests, and the order of bishops. Holy Orders is a vocation. **Say:** *Men who receive Holy Orders have been called by God to serve the Church in a unique way.*



- ▶ Have your child read aloud the Ready for Confirmation feature. Suggest that when your child experiences the laying on of hands, he or she imagines an ongoing line of succession that connects him or her with Jesus and the Apostles.
- ▶ Have your child read aloud The Sacrament of Matrimony on page 106. **Ask:** *What is reflected in the commitment that people make in marriage?* (the love of Christ for his Church)
- ▶ Read aloud The Domestic Church and The Church and Divorce. Remind your child that one of the conditions necessary for a valid marriage is that the couple be open to having children. Invite your child to share what he or she has learned about faith from his or her family. **Say:** *The Church does not believe that a civil divorce dissolves the commitment that a couple makes when they celebrate their marriage.* Explain that if a couple is granted an annulment, the tribunal found evidence that one of the conditions necessary for a valid marriage was not present when the couple celebrated their wedding.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 107

- ▶ Have your child read aloud the title and the paragraphs in the left column. **Ask:** *How can you continue to develop healthy prayer habits?* (Possible answers: Pray daily. Use a variety of prayer forms. Engage in both public and personal prayer.)
- ▶ Pray aloud Vocation Reflection together. Then read aloud the following reflection. **Say:** *Samuel was going about his normal routine when God spoke to him. Ask yourself, "How has God spoken to me amid the ordinary events of my life?" These experiences may be an early sign of your vocation. Pay attention to them. Samuel had a good relationship with Eli, who was the first to recognize that he was hearing God's call. Ask yourself, "Who is my 'Eli'? Who can help me discern God's call?"*
- ▶ 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. Display an image of Jesus and ask your child to provide adjectives that describe the person he or she sees. **Say:** *Because we are surrounded by other people's ideas and images of Jesus, we can forget who Jesus showed himself to be. This is why it is important to discover Jesus for ourselves. When we do, we can share him with others.* Have your child read aloud the introductory paragraph of Where Do I Fit In?
- ▶ Read aloud I Am Not Alone. **Ask:** *What amazed the author when he finally read the Gospels?* (Jesus' humanity, the fact that he associated with the outcasts of society) **Say:** *The author felt alone, but he wasn't. Jesus was with him all the time. Ask: How did he come to know this?* (through the help and guidance of the priests) **Say:** *We can help others realize that they are never alone.*
- ▶ Read aloud The Life of Jesus and have your child write a one-paragraph biography of Jesus.

Respond: Page 108

- ▶ Have your child read aloud the directions and complete the multiple-choice questions.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.

Finding God

AT-HOME EDITION

GRADE

8

SESSION 14



- ▶ Read aloud Now What? Give your child time to complete the activity. **Say:** *When we thank others for the example they have set for us, we acknowledge how God is working through them.* Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.

Celebrating Lent

Engage: Page 109

- ▶ Together share stories about a time you were lost. **Ask:** *How did you feel when you were lost?* (Possible answer: scared, alone) **Say:** *Committing a sin is like getting lost. When we sin, we wander off the path that God has chosen for us.*
- ▶ Read aloud the title Celebrating Lent and the text in the box. Discuss the questions. Then read aloud the page. **Ask:** *What is conversion?* (the process of getting back on the right path) **Say:** *Lent is really a season of hope. Rather than dwelling on the sins we have committed, we reflect on how we can turn back to God so that we can fully experience the joy of Easter.*
- ▶ Pray aloud the prayer together.

Explore: Pages 110–111

- ▶ Drop a small stone into a shallow dish of water and note how the water ripples outward. **Say:** *Every time we choose to do something other than what God wants us to do, the effects of our decisions ripple outward.*
- ▶ Invite your child to read aloud the article title and the first paragraph. Together look online to find a map of the size of the Roman empire during the Middle Ages.
- ▶ Read aloud the section The Crusades. **Ask:** *Why did the Crusaders face opposition?* (They were trying to establish a Christian kingdom in a land that was sacred to Jews, Muslims, and Christians.)
- ▶ Invite your child to read aloud Francis of Assisi and the Sultan. Explain that there was animosity between Christians and Muslims as a result of the ongoing Crusades.
- ▶ Have your child read aloud Ready for Confirmation. Then read aloud from the Bible 1 John 1:5–10. Remind your child that we can always turn to God for forgiveness. **Say:** *God cleanses us of our sins through the Sacrament of Reconciliation. Every time we celebrate this sacrament, we get a fresh start.*
- ▶ Read aloud Acknowledging and Asking on page 111. Explain that during his papacy, Pope John Paul II was acutely aware of the Church's past sins. **Say:** *By holding the Day of Pardon during Lent, Pope John Paul II reminded us that Lent is an important time for us to repent for our sins and turn our minds and hearts back to God.* **Ask:** *What can we learn from this example by our Church leaders?* (We can see that it is never too late to ask forgiveness for our sins.)
- ▶ Have your child read aloud the Past Meets Present feature. **Say:** *We have to know our strengths and our weaknesses before we can present ourselves truthfully to others and to God. This is one of the things Jesus was doing during his 40 days in the desert. He can help us get to know ourselves during the 40 days of Lent too.*
- ▶ 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 stand up and hold a large stack of books. **Say:** *Many people choose to give up something during Lent. Doing so can help us remember that too much of a good thing can be a strain. Giving up something allows us to develop healthy habits.*

- ▶ Take turns reading aloud the article title Lent Past and Present and the first three paragraphs. **Ask:** *Why does the Church suggest that we reflect on our baptismal promises during Lent?* (to help us identify areas in our lives in which we may need to turn our minds and hearts back to God)
- ▶ Read aloud the Sacred Art feature. **Ask:** *Why might some people have suggested that the star is a symbol of God's presence?* (Possible answer: God's love is a light that we can experience, even amid the darkness.)
- ▶ Invite your child to read aloud Prayer, Fasting, and Almsgiving on page 113. **Say:** *In addition to fasting from food, fasting from bad behavior is another way to prepare our hearts for the joy of Easter. When it comes to almsgiving, we might not have a lot of money to donate to charity. Emphasize that young people can share other resources, such as their time and talents, instead.*
- ▶ Have your child read aloud RCIA. Encourage your child to pray for people who are entering their final period of discernment about whether or not to join the Church.
- ▶ Read aloud the Our Catholic Character feature. **Say:** *Receiving ashes is a reminder to turn our lives back to God. Point out that in Old Testament times, people often wore ashes any time they needed to repent.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

Reflect: Page 114

- ▶ Read aloud the title A Contrite Heart and the paragraphs in the left column. **Ask:** *What do we do when we celebrate the Sacrament of Reconciliation?* (We confess our sins and ask for God's mercy and forgiveness.)
- ▶ Pray the prayer aloud together. **Say:** *We can pray the Act of Contrition whenever we want to express sorrow for our sins.*
- ▶ 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 paragraph. **Ask:** *What does the use of the verb am suggest about healing?* (It is an ongoing process. We always need it.)
- ▶ Together read aloud How Am I Healed? **Ask:** *When we are healed, how do we see other people?* (as divine images) Invite your child to spend a minute or two reflecting silently about a situation in which a choice he or she made hurt someone. Have your child imagine the person and ask for his or her forgiveness. **Say:** *We always have the opportunity to ask others for forgiveness.*
- ▶ Allow time for your child to write a prayer in the section Turn Toward God.

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- ▶ Have your child read aloud the directions and answer each question. Point out that he or she can use the page references for help.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Allow time for your child to complete his or her prayer. **Say:** *Prayer is one way to strengthen the virtue of fortitude, the gift that helps us do the right thing when we are tempted to do otherwise. Together pray the Sign of the Cross.*
- ▶ Invite your child to pray a 3-minute Retreat at www.loyolapress.com/retreat.