


**ADDITIONAL  
RESOURCES**

Download and print:

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

# We Are Called

## Begin

Read aloud the unit title. Have your child silently identify someone he or she loves. **Say:** *Without saying it aloud, think of a kind message that you could share with this person, such as how much he or she means to you.* Point out that the person did not actually receive the message. Explain that there are multiple ways to share the message. **Say:** *The most powerful way to share your message is through your actions. Likewise, our faith is more than a mental activity. God calls us to live out our faith through our actions.*

## Introduce the Saint

Ask your child to read aloud the paragraph on page 118. Explain that the Third Order of Saint Francis is a religious community for men and women who are called to devote their lives to God but who are not called to become priests or religious brothers or sisters. **Say:** *Because of her strong prayer life, Angela Merici was open to the dream that helped her discern that God was calling her to live out her faith in a new way.*

Invite your child to read aloud How the Saint Relates. **Ask:** *How did Angela receive her new call from God? (through her dream)* **Say:** *God calls each of us in unique ways. It is important for us to open our minds and hearts in prayer so that we can receive this call.*

Turn to page 119. Invite your child to read aloud Founding a New Religious Community. Explain that when people make a pilgrimage, they travel to a sacred place. **Ask:** *Why did Angela go on a pilgrimage to the Holy Land? (to help her better understand the will of God)* **Say:** *Imagine you are traveling in a distant country, and you go blind. How would you react? What did the experience teach Angela? (to see with the eyes of her soul)*

Point out that like the dream she had, this experience of blindness helped Angela realize that God was calling her to serve his people in a special way. Explain that when we see with the eyes of our souls, we listen to God in prayer so that we can discover his will for us.

**Say:** *Like the Rule that Saint Benedict wrote for the members of his community, Angela wrote her Rule and Testament to give the members of her community advice on behaviors that would help them live together peacefully. Angela Merici was a pioneer in that her community was one of the first to live among people so that the sisters could better serve people's needs.* Identify any apostolic communities in your area in which sisters live among the people.

With your child, add Angela Merici's feast day, January 27, to your calendar. Together research the Order of Saint Ursula to discover how members of this community continue the work that Angela Merici began.

## The Protestant Reformation

### Engage: Page 120

- ▶ **Say:** *Imagine that your teacher gives you a big homework assignment before a school vacation. Ask: How might you respond?* Lead your child to realize that an angry or a forceful response will increase frustration and make the situation worse. **Say:** *How we choose to respond to a situation reflects the values we hold.*
- ▶ Read aloud the title and discuss the text in the blue box. **Say:** *When we choose to respond with gentleness, we reflect that we are Jesus' followers. We are going to learn how a group of people who disagreed with the Church and its practices presented their concerns.*
- ▶ Pray aloud the prayer together.

### Explore: Pages 121–122

- ▶ Display an image of a block of marble and of a statue such as the *Pietà*. Point out that an outer force has to be exerted by someone for the sculpture to take shape. **Say:** *We'll read how external forces exerted by members of the Church helped the Church articulate its teachings more clearly.*
- ▶ Invite your child to read aloud the title Disagreement in the Church and the section Martin Luther. **Ask:** *What did Luther believe about Scripture?* (that Scripture alone is the final authority for Christians) *What did Luther believe about the sacraments?* (Baptism and the Eucharist are the only two sacraments. Luther denied the doctrine of transubstantiation.)
- ▶ Read aloud Our Catholic Character. **Say:** *Our sins have an effect that ripples outward, even after the sin itself has occurred. For example, if we hurt someone in anger, that person may then treat others poorly.*
- ▶ Read aloud the section Other Voices Call for Reform on page 122. **Say:** *Calvin believed that some people were destined for hell from the very moment of their creation. The Catholic Church believes that God has offered the gift of Salvation to all people.* Point out that King Henry VIII's actions were motivated by politics. He established the Church of England because he wanted an annulment of his marriage, which the Church did not allow.
- ▶ Have your child read aloud the Past Meets Present feature. If possible, look together online or display images of some of the artworks that are housed at the Vatican museums.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Explore: Pages 123–124

- ▶ **Say:** *Think of times when you receive presents, such as on your birthday or Christmas. Ask: What is the best gift someone could give you?* Discuss your child's responses. **Say:** *While these gifts are nice, in this article we're going to learn about the best gift ever—the gift of Salvation that we have received from God.*
- ▶ Read aloud the title God's Gift of Salvation and the first section. Have your child summarize the story of Adam and Eve. **Ask:** *What did God do after Adam and Eve turned away from him?* (He promised that he would send a Savior to forgive sins and restore peoples' relationship with him.) *How does Jesus offer the gift of Salvation to all people?* (through his Paschal Mystery) *What does the Church teach is necessary to receive God's gift of Salvation?* (faith and good works) *How does God want us to use the gift of free will?* (God

wants us to use this gift to choose to have faith, to profess our belief in Christ and his Church, and to do works that bear the fruit of faith.)

- ▶ Have your child read aloud the Sacred Art feature. **Say:** *The artist's use of color, light, and movement reminds us that God's grace is all around us, even if we cannot see it.*
- ▶ Read aloud Particular Judgment and Purgatory on page 124. **Ask:** *What does the Church teach will happen at the time of our death? (We will be judged based on how willing we were to accept God's grace and how faithful we were to following Jesus.)* Explain that we experience a glimpse of heaven every time we choose to act in a way that builds up God's kingdom.
- ▶ Take turns reading aloud the sections Last Judgment and Our Final Goal. Point out that the Last Judgment describes our journey toward God as a community, whereas particular judgment describes our journey toward God as individuals. **Say:** *As Catholics we believe that these journeys are connected.* **Ask:** *What is the final goal of human life? (to live in heaven with God the Father)*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 125

- ▶ Read aloud the title and the paragraphs in the left column. Point out that the psalms are especially powerful because they are prayed by Jews and all the Christian traditions.
- ▶ Have your child pray aloud the first verse of A Psalm Prayer. Pray aloud the reflection and give your child time to reflect silently. Continue praying aloud the psalm verses and the reflections, giving your child adequate time to pray silently after each reflection. Conclude the prayer 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. Ask your child to name a positive choice he or she made recently, such as helping instead of ignoring a friend in need. **Say:** *Every choice we make, even a simple choice, has a consequence.* Read aloud the introductory paragraph of Where Do I Fit In? **Say:** *When we are faced with a choice, it's important to make the one that leads us to God.*
- ▶ Take turns reading aloud Choose Life. **Ask:** *What do you think Moses meant by "Choose life, then, that you and your descendants may live"?* (Possible response: Moses meant that if the Hebrews made good choices and followed God's will, they would be with God in heaven. He also meant that the Hebrew people would be good leaders for those who come after them and point the way to Salvation.)
- ▶ Allow time for your child to write a personal prayer in the section It's Your Choice.

### Respond: Page 126

- ▶ Have your child read aloud the directions and complete the crossword puzzle. 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:** *When we perform good works, we express to God our thanks for the gift of Salvation.* Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).

## Renewal in the Church

### Engage: Page 127

- ▶ **Ask:** For which of these offenses do you think the offender deserves to be suspended from school: being tardy, getting into a fistfight, turning in homework late? (fistfight) **Say:** It seems just, but the student who receives the suspension might not feel that the consequence is fair. Because of our emotions, sometimes it is difficult for us to see the fairness of the consequences we face.
- ▶ Read aloud the session title and discuss the text in the blue box. **Say:** In this session we're going to learn about Church teachings that help us make good decisions so that we can avoid sin and its consequences.
- ▶ Pray aloud the prayer together.

### Explore: Pages 128–129

- ▶ Display a road map or a GPS unit. **Ask:** Why do we use these? (to help us find our way) **Say:** After the Reformation the Church needed to check its course to make sure that its teachings and practices were an authentic response to God's Revelation.
- ▶ Read aloud the title The Bishops Respond and the introductory paragraphs. Ask your child to summarize what happened during the Reformation. Point out that reformers challenged the Church's teachings and practices regarding indulgences, Scripture, the sacraments, and Salvation. As a result of the reformers' challenges, new Christian denominations developed.
- ▶ Read aloud the first paragraph of The Council of Trent. **Say:** The decisions made at the Council of Trent influenced the course of European history and shaped Church teaching for the next half century. Continue reading aloud the next four paragraphs. **Ask:** What effect would the opening of seminaries have? (There would be systematic and uniform formation for the priesthood.) **Say:** The members of the new religious communities that were founded after the Council of Trent responded to the needs of their time.
- ▶ Read aloud the Past Meets Present feature. Ask your child to read aloud from the Glossary the definition of the word *catechism*. If possible, together explore online the *Catechism of the Catholic Church*.
- ▶ Have your child read aloud Teaching the Faith. Together decide what teachings you both believe to be essential to pass on to those who want to become Catholic.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Explore: Pages 130–131

- ▶ **Ask:** Do you think it would be good for us to live in a world where there weren't any rules? Encourage your child to explain his or her answer. **Say:** We will read about the consequences of choosing to act in ways that are contrary to God's rules as well as about practices that help us remain faithful to these rules.
- ▶ Take turns reading aloud the title Sin and Forgiveness and the first two paragraphs. **Ask:** What does the term seal of the confessional mean? (that a priest can never reveal the sins that are confessed to him in the Sacrament of Reconciliation)

- ▶ Read aloud Types of Sins. Ask your child to explain the terms *mortal sin*, *venial sin*, *personal sin*, and *social sin*. Encourage him or her to refer to the Glossary if necessary. **Ask:** *What three conditions must be present for a sin to be considered mortal?* (The action must be serious. The person must know that it is serious. The person must freely choose to commit the sin.)
- ▶ Have your child read aloud Our Catholic Character. As you discuss the capital sins, explain that greed is also known as avarice or covetousness.
- ▶ Take turns reading aloud the sections The Ten Commandments and The Beatitudes on page 131. **Ask:** *What do the Ten Commandments teach us?* (what is required to love God and our neighbors) Read aloud the Beatitudes found on page 237 in the back of the book.
- ▶ Have your child read aloud Precepts of the Church. Point out that the Precepts of the Church present the minimum we are called to do in prayer and in living a moral life.
- ▶ Read aloud the Ready for Confirmation feature. Tell your child that he or she does not have to wait to be confirmed to practice these rights and responsibilities and that maturing as a follower of Christ's takes a lifetime.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 132

- ▶ Read aloud the title Restoring Relationships and the paragraphs in the left column. **Ask:** *What do we acknowledge when we pray the Lord's Prayer?* (that God's mercy can penetrate our hearts only when we are merciful toward others and forgive those who have hurt us)
- ▶ Ask your child to pray the Leader part and you will pray the Reader part. You both can read the All part. Begin the prayer Forgiveness Reflection. When you reach the end of the reflection, conclude by praying 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 and surroundings. Read aloud the introductory text. **Say:** *As you get older, your decisions will get more complex and require more thought.*
- ▶ Take turns reading aloud Decisions: Whom Do I Serve? **Ask:** *When the author was a child, what did he imagine money could do?* (solve every problem in life) *What did he come to realize about having more money than one needs?* (that one has to make choices about how to spend it) Point out that sharing our goods with others helps prevent us from turning these goods into idols.
- ▶ Have your child complete Making Decisions independently. Suggest that he or she turn to pages 264–267 in the back of the book for information about making good choices.

### Respond: Page 133

- ▶ Read aloud the directions and have your child 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? 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](http://www.loyolapress.com/retreat).

## The Church Reaches Out

### Engage: Page 134

- ▶ Discuss some events that occurred to either of you this past week. **Say:** *While we might not have realized it, God was present in those events.* Provide an example of something you experienced recently and identify what God may have been trying to say to you. Invite your child to identify what God may have been saying to him or her through personal experiences.
- ▶ Read aloud the session title and discuss the text in the blue box. **Say:** *In this session we are going to learn more about how we can discover God's presence in our everyday experiences.*
- ▶ Pray aloud the prayer together.

### Explore: Pages 135–136

- ▶ **Say:** *Imagine that you are asked to live in a room that is no bigger than 10 feet by 10 feet. The room does not have access to the Internet, and you cannot have a cell phone or an MP3 player.* **Ask:** *How would you spend your time?* Explain that this article tells about a man who chose to live in such conditions so that he could grow in his relationship with God.
- ▶ Invite your child to read aloud the title Ignatius of Loyola, the first paragraph, and the section A Journey to Faith. Point out that Ignatius chose to live a life of asceticism so that he could grow closer to God. **Ask:** *What did Ignatius's experience help him realize?* (that he wanted to serve others by helping them recognize the presence of God in their lives)
- ▶ Have your child read aloud The Jesuits. **Ask:** *What did Ignatius and his friends do together?* (Study. Preach the Gospel. Offer spiritual direction.)
- ▶ Take turns reading aloud Ignatian Spirituality on page 136. **Ask:** *What is the charism of the Jesuits?* (to help people find God in all things) Explain that the Spiritual Exercises are often done during a 30-day retreat. The Jesuits have adapted the Spiritual Exercises so that people can incorporate components of the Spiritual Exercises into their daily lives. **Ask:** *How can practicing the tenets of Ignatian spirituality help you find God in the world around you?* (Possible answer: Ignatian spirituality can help us reflect on our daily experience so that we can find God in the midst of everyday events.)
- ▶ Have your child read aloud the Past Meets Present feature. If possible, research information together online about Jesuit ministries in your diocese.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Explore: Pages 137–138

- ▶ Give your child a moment to reflect on his or her favorite aspect of creation. **Say:** *Thank God for creating this gift.* Invite your child to share the gifts for which he or she is thankful. **Ask:** *What can you do to care for this gift?*
- ▶ Take turns reading aloud the title Caring for God's Creation, the first paragraph, and the section The Fifth Commandment. **Ask:** *What does the Fifth Commandment remind us?* (that as a human being created in God's image and likeness, every person has dignity) Draw your child's attention to the terms *moral law*, *abortion*, and *euthanasia*.

- ▶ Read aloud the Glossary definition of the term *moral law*. **Say:** *Sometimes this term is referred to as natural law. Through its teachings on abortion, euthanasia, child labor, the sexual exploitation of human beings, and child soldiers, the Church reminds us that all people are made in God's image and likeness. Because of this, we are called to respect the life and dignity of all people.*
- ▶ Read aloud The Sixth and Ninth Commandments. **Say:** *The Sixth Commandment is "You shall not commit adultery."* **Ask:** *What is the Ninth Commandment? (You shall not covet your neighbor's wife.)* Draw attention to the words *adultery* and *chastity*. Have your child read aloud from the Glossary the definition of each word. **Say:** *Chastity means "viewing our sexuality as a precious gift."* Point out that one way to show thanks for a gift is to treat it with respect.
- ▶ Read aloud Our Catholic Character. **Say:** *One way to protect ourselves from the temptation to covet is to practice detachment.* **Ask:** *How can detachment prevent us from giving into the temptation to covet? (Possible answer: By practicing detachment, such as by donating items I no longer need, I am reminded that God alone is the source of true happiness.)*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 139

- ▶ Read aloud the title God's Fingerprints and the paragraphs in the left column. Explain that nurturing our prayer life helps us grow in our ability to recognize this grace in our lives.
- ▶ Pray aloud the reflection Finding God in All Things, giving your child time to reflect after each paragraph and question. After praying together the last paragraph, pray 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. **Ask:** *What are some blessings that you have received? (Possible answers: God's grace, my family's love)* Point out that God's grace works in interesting ways and that we can receive blessings when we least expect them. Read aloud the introductory paragraph in Where Do I Fit In?
- ▶ Take turns reading aloud Unexpected Blessings. **Ask:** *What blessings came to the author and her family from the bad news? (community support, the joy of learning, gratitude for solutions)*
- ▶ Have your child complete the Unexpected News activity independently and invite him or her to share the response with you. **Say:** *Finding the blessing in bad news isn't about ignoring the pain or pretending everything is fine. It is about staying open to God's mysterious ways.*

### Respond: Page 140

- ▶ Read aloud the directions. Remind your child to use the page references to help answer the questions. 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.

# Finding God

## AT-HOME EDITION

GRADE

8

SESSION 18



- ▶ Read aloud Now What? **Say:** *When we give thanks to God, we show our appreciation for the many ways that he has revealed himself to us through our daily experiences.* 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](http://www.loyolapress.com/retreat).



## Faith and Reason

### Engage: Page 141

- ▶ Share a story about a time you believed in something and later found out that what you believed was not true, such as believing that Washington, D.C., was the same as the state of Washington. Point out that as we mature, the gift of reason that we have received from God helps us learn new facts.
- ▶ Read aloud the title and discuss the text in the blue box. **Say:** *Sometimes these facts may challenge our beliefs. In this session we will learn more about the relationship between faith and reason.*
- ▶ Pray aloud the prayer together.

### Explore: Pages 142–143

- ▶ Together discuss how you maintain contact with friends and relatives who live at a distance. **Say:** *In this article we're going to learn about a time when people began to believe that God was far away from us and how this belief affected people's relationship with him.*
- ▶ Invite your child to read aloud the article title The Enlightenment and the first four paragraphs. **Ask:** *What did people begin to believe about God during the Age of Enlightenment? (that God was not actively involved in the world, that God created the world and then sat back as it ran itself, that God was a distant being)*
- ▶ Take turns reading aloud Faith and Science Are Complementary. Have your child look up the words *rationalist* and *fundamentalist* in the Glossary. **Ask:** *What is the difference between these beliefs? (Rationalism is the belief that humanity's issues can be solved by examining them scientifically and mathematically. Fundamentalism is the belief that the Bible is literally true.)* Turn to page 228 in the back of the book. Read aloud The Story of God's Promise. **Say:** *As Catholics we believe that the Bible is the divinely inspired Word of God. Our belief takes into account the fact that Scripture was written by people who chose to use a variety of literary styles.*
- ▶ Read aloud the directions for the Faith or Science? activity on page 142. Give your child time to write a response and share it with you.
- ▶ Read aloud Past Meets Present. **Say:** *At the time of the French Revolution, a law had been passed that made ministers of the Church employees of the state. Like the priests and sisters who were killed during the Reign of Terror, the Latin American martyrs were killed for choosing to remain faithful to God by challenging the policies of the government.*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Explore: Pages 144–145

- ▶ Make up nonsense definitions for the words *wherry*, *zebu*, and give the correct definition for the words *knar*, *factotum*. Then have your child tell which are the real meanings.
- ▶ Take turns reading aloud the article title Choosing to Do Good, the first two paragraphs, and the section The Eighth Commandment. **Ask:** *Why is it important to have a well-formed conscience? (It helps us discern God's will for us so that we can make good moral choices.)* Have your child look up *calumny* in the Glossary in the back of the book.

- ▶ Have your child read aloud Our Catholic Character. **Ask:** *What can you do when you are tempted to tell a lie?* (Possible answer: pray for the strength to remain truthful) Have your child look up *detraction* in the Glossary.
- ▶ Read aloud Making Good Decisions on page 145. **Say:** *We cooperate with God in making good decisions when we listen to our conscience.*
- ▶ Take turns reading aloud The Seventh and Tenth Commandments. Point out that the Church does not teach that it is a sin to have money. **Say:** *Having wealth becomes a sin when we turn money into an idol and become greedy for more.*
- ▶ Have your child read aloud the Sacred Art feature and discuss the artwork. **Say:** *When we care for people's needs, we follow Jesus' example of loving service.* Turn to page 241 to read more about the works of mercy.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 146

- ▶ Have your child read aloud the title and the paragraphs in the left column. **Say:** *Being truthful means more than just being honest. It also means living with integrity.*
- ▶ Point out that when we live with integrity, we are like an artist who, through his or her work, translates the truth and beauty of God's Revelation into visible forms. Guide your child through the meditation Living with Integrity. 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. Have your child read aloud the introductory paragraph. Explain that "integrating our spiritual practice into everything that we do" means being nourished by our spiritual practices so that we remain connected to God as we go about our daily lives. Invite your child to name the spiritual practices that are an important part of his or her life.
- ▶ Read aloud A Spiritual Practice I Can't Do Without. **Ask:** *What is surprising about the article?* (Possible answer: We don't think of basketball coaches as "spiritual" people; their business is athletics.) **Say:** *Coach Beilein's players might not know about his spiritual practice, but they definitely benefit from it.* **Ask:** *How?* (Possible answers: It makes him a better leader and teacher. It enables him to keep his players focused on important lessons.)
- ▶ Have your child complete Plan Your Week independently. Explain that he or she may write the same spiritual practice on more than one day, but encourage variety in the plan.

### Respond: Page 147

- ▶ Have your child read aloud the directions and complete the matching activity.
- ▶ Ask your child to list, define, and use in sentences the terms under Say What? Use the Glossary if necessary.
- ▶ Read aloud Now What? Give your child time to complete the activity. **Say:** *The gifts of faith and reason help us discover God's truth. We can rely on both of these gifts to help us discern what God is asking of us.* Conclude by praying together the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).

## Celebrating Holy Week and Easter

### Engage: Page 148

- ▶ With your child, use hand wipes and take turns washing each other's hands. **Say:** *Washing another person's hands is an act of humility for both people.*
- ▶ Read aloud the title Celebrating Holy Week and Easter and the text in the blue box. Discuss the questions. Then read aloud the page. **Say:** *The Triduum is comprised of the three most important days in the liturgical year. On these three days, we recall Jesus' Passion and Death. We remember Jesus' act of humble service during the Mass of the Lord's Supper on Holy Thursday when the priest washes the feet of members from the parish.*
- ▶ Pray aloud the prayer together.

### Explore: Pages 149–150

- ▶ Using the Internet, together find an image that makes use of chiaroscuro, the dramatic use of contrast between light and dark, such as Vermeer's *Girl with a Pearl Earring*. **Ask:** *Why is this image so impressive?* **Say:** *Jesus' Crucifixion was a profound experience of darkness. Yet God was able to turn this darkness to light through the Resurrection.*
- ▶ Invite your child to read aloud the article title A Message of Hope, the first paragraph, and the section Saint Vincent de Paul. **Ask:** *What gifts did God give Vincent to help him respond to people's suffering?* (organizational skills, a companion to help him in ministry) Point out that the Congregation of the Mission and the Daughters of Charity continue the works that Vincent and Louise began.
- ▶ Have your child read aloud Ready for Confirmation. Then turn to page 240 in the back of the book to read aloud and summarize each gift of the Holy Spirit. Invite your child to share how the gifts of the Holy Spirit can help him or her share the hope of the Resurrection with others.
- ▶ Read aloud The Society of Saint Vincent de Paul. **Ask:** *How did Frederic Ozanam believe members of society should operate?* (by putting the values of mercy and love into action by performing acts of charity)
- ▶ Have your child read aloud Jesus Points the Way on page 150. Emphasize that each person we encounter, regardless of his or her circumstance, is a reflection of Christ's presence among us.
- ▶ Have your child read aloud the Sacred Art feature. **Ask:** *What can you do to continue the work begun by Vincent and Louise?*
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Explore: Pages 151–152

- ▶ Together recall a time when you were waiting for someone or something and the person or thing did not come. **Say:** *Ultimately, things turned out OK because we are here today. God wants us to remember that everything will be OK in ways that we can't yet imagine.*
- ▶ Take turns reading aloud the article title Choosing Hope Over Despair. Read aloud Matthew 26:14–16, 47–56, and 27:3–9. Then read aloud the rest of page 151. Point out

that Judas's guilt and sorrow over his actions were so extreme that he did not believe he would ever be able to recover or be forgiven. **Say:** *God's love is so profound that he is capable of forgiving any sin imaginable.*

- ▶ Read aloud Our Catholic Character. Emphasize that we are called to focus on the hope of the Resurrection rather than the despair of Jesus' Crucifixion and Death.
- ▶ Read aloud Matthew 26:69–75. Then invite your child to read aloud the section Peter. Point out that even though Peter had sinned by denying that he was one of Jesus' closest followers, Jesus forgave him and asked him to be the Church's first leader.
- ▶ Read aloud the directions to the A Beacon of Hope activity. Give your child time to complete the activity and share the response with you.
- ▶ Have your child read aloud Past Meets Present. **Ask:** *Why, according to tradition, was Peter crucified upside down? (He did not consider himself worthy to be crucified in the same way Jesus was.)* If possible, together find an online map of Vatican City and point out the location of the basilica.
- ▶ Use the Study Corner as a review of the vocabulary terms and main idea of the article.

### Reflect: Page 153

- ▶ Read aloud the title Easter Proclamation and the paragraphs in the left column. Explain that the *Exsultet* is a prayer of praise in which we give thanks for the many ways that God has shone a light of hope amid the darkness of human suffering. If possible, play a recording of the *Exsultet*.
- ▶ Pray aloud each paragraph from the *Exsultet*, pausing after each one to give your child time to reflect on the meaning of the words. 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 paragraph. **Say:** *Sometimes we can't solve problems instantly. We have to wait.*
- ▶ Together read aloud Finding Jesus Where I Least Expected. **Ask:** *Where did the author find Jesus? (Possible answers: in Kelly's healing, in Kelly's faith, in Kelly's story)* **Say:** *When we are inspired to stay faithful by stories like these, we have Jesus to thank. He is in our suffering, in our healing, in the support we give one another, and in the stories we tell one another.*
- ▶ Have your child complete Surprise! independently and share the reflection with you.

### Respond: Page 154

- ▶ Have your child read aloud the directions. Remind him or her to use the page references to 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? Allow time for your child to complete the activity. **Say:** *We can always rely on the Holy Spirit to give us the strength to share the light of Christ's hope with others.* Together pray the Sign of the Cross.
- ▶ Invite your child to pray a 3-minute Retreat at [www.loyolapress.com/retreat](http://www.loyolapress.com/retreat).