

# God, Our Creator and Father

## Begin

**Say:** *The title of this book is Finding God. Ask: Who is God? (our Father and Creator) Where do we find him? Discuss with your child where you each find God in your everyday life. Tell your child that you find God in him or her and in your love for him or her. Read aloud the unit title. Say: Let's begin this book together by talking about God as our Father and Creator. God created everything that is. His creation shows his love for us. We grow closer to him by loving and serving others.*

## Introduce the Saint

Turn to page 1. Have your child read aloud the paragraph. **Say:** *Saint Augustine was a teacher whose writings brought many people closer to God.*

**Ask:** *Who helps you learn more about God? (Possible answers: parents, catechists, priests)*

Turn to page 2. Point out the heart in the picture. **Say:** *Saint Augustine is sometimes pictured with a heart because he often wrote about love. We remember Saint Augustine because he wrote about the Trinity, helped Catholics understand God's love, and encouraged people to have courage and hope in God.*

Take turns reading aloud the page. **Ask:** *What was Augustine like when he was young? (He often got in trouble.) Point out that like most people, Augustine did not always make the right choices, but the Church did come to recognize him as a saint.*

With your child add Augustine's feast day, August 28, to your calendar. Plan an event together to celebrate the teachings of Saint Augustine.

## God Creates Us

### Engage: Page 3

- ▶ Together with your child, close your eyes and visualize favorite places or things in nature that you have seen or visited. Use descriptive words to tell about each one and tell what you liked about each thing from God's creation.
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's list.  
**Say:** *In this session we will learn how God created everything in the world, including all our favorite things. Everything can remind us of God if we are aware of its presence.*
- ▶ Think of places you would both like to visit or see and write them on your list.  
**Say:** *Let us ask God for help in appreciating all that he has given us. Pray aloud the prayer together.*

### Explore: Pages 4–5

- ▶ Ask your child to close his or her eyes and imagine the world without his or her favorite things. **Ask:** *What if the world were only a mass of darkness, wind, and water? How would you feel?*
- ▶ Have your child read aloud the first paragraph and verse on page 4. Remind your child that Genesis is the first book in the Bible. **Say:** *The word Genesis means "beginning" in Greek, and the word abyss means "a vast, bottomless ocean."* **Ask:** *What are some things that God created on the other days? (light, sky, land, life) Then read aloud the last four paragraphs.*
- ▶ Read aloud the Reading God's Word feature. **Say:** *Through faith we can look at the order and beauty in the world around us and understand that God created everything.*
- ▶ Have your child read aloud Creation Is the Work of the Trinity on page 5. **Ask:** *What is the mission of each Person in the Trinity? (the Father created the world, the Son saved us, and the Holy Spirit gives us grace to believe.)*
- ▶ Read aloud Prayers Honoring the Trinity. Point out the vocabulary words in dark type. Pray together the Sign of the Cross and the Glory Be to the Father. **Say:** *The Sign of the Cross reminds us of our Baptism, when our foreheads were marked by the cross to show that we belong to Christ.*
- ▶ Read aloud the Link to Liturgy feature. Review the *Gloria* with your child.

### Art Exploration: Page 225

- ▶ Find in a magazine, in a book, or online a picture of a person arranging or taking care of flowers.

- ▶ **Say:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the person's actions and the beauty of the flowers.
- ▶ **Say:** *Being among God's creatures is a great way to be near God. We can see and feel God's love in flowers, trees, animals, butterflies, and streams.*
- ▶ Have your child turn to page 225. Read aloud the introduction and discuss the question.
- ▶ Invite your child to read aloud the title and first two paragraphs. **Ask:** *Why did God make the world?* (He was inspired to do so.) Have your child read aloud God Continues to Care for the World. **Say:** *We show that we care for God by caring for all of God's creation.* **Ask:** *What would happen if we didn't protect God's creations?* (animals die, water is contaminated, pollution, acid rain) **Say:** *God created us because he loves us, just as he loves all his creations. It is our responsibility toward God's creation to care for it.*
- ▶ Read aloud Taking the Pledge. Have your child complete the activity and share his or her responses.
- ▶ Read aloud the Link to Liturgy feature. **Say:** *The Eucharistic Prayer is the liturgical expression of praise and thanksgiving for all that God has done in creation.*
- ▶ Provide art supplies for your child. Ask him or her to consider which of God's gifts in nature inspire him or her to feel God's presence and then draw a picture of it. Display the artwork in your home.

### Reflect: Pages 6–7

- ▶ Together look at page 6. **Ask:** *How would you describe the setting of the picture?* (quiet, peaceful, someone's favorite place) **Say:** *Through reflective prayer we are invited to hear God speak to us and to develop a friendship with him.*
- ▶ Read aloud the first paragraph on page 6 and pray the Sign of the Cross. Ask your child to close his or her eyes. Read aloud each paragraph. Remind your child to answer the questions silently. Conclude the prayer time by praying *Amen*.
- ▶ Have your child read aloud the directions on page 7 and do the activities. Encourage your child to use his or her imagination to complete A. Discuss your child's response for section B. While your child writes a prayer for C, write your own prayer. Share it with your child.

### Respond: Page 8

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest other ways he or she can show love and respect for things in creation.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## God Saves Us

### Engage: Page 9

- ▶ Discuss someone your child knows who helps others. It can be a famous person or someone he or she knows personally. **Ask:** *What heroic qualities do you think this person has?*
- ▶ Read aloud the session title and the text in the blue box. Together make a list of some problems that need solutions. **Ask:** *Are these world problems or neighborhood problems?* **Say:** *In this session we will learn ways that people help think of solutions.*
- ▶ Ask your child to use his or her own heroic qualities to help think of solutions to problems. Pray aloud the prayer together.

### Explore: Pages 10–11

- ▶ Together look at the headlines in newspapers or magazines. Draw stars next to good-news headlines and underline bad-news headlines. **Ask:** *What kinds of problems did the headlines describe?*
- ▶ Have your child read aloud page 10. Point out the vocabulary term. **Ask:** *What is the contradictory nature of the human condition?* (While there are people who make bad choices that inflict pain on others, there are also people who make good choices and work to help those in trouble.) *What is sin?* (humans' rejection of God and opposition to his plan)
- ▶ Have your child read aloud the question at the bottom of the page and write his or her answers. Discuss your child's response.
- ▶ Read aloud page 11. **Say:** *The word reconcile means "to restore to friendship."* **Ask:** *What were the effects of Adam's sin?* (Sin entered the world, and with it came death.) *What does Jesus bring to the world?* (victory over sin and death)
- ▶ Have your child read aloud the Meet a Saint feature. **Say:** *Josephine Bakhita overcame suffering by holding on to her faith in God's promise of Salvation.*

### Art Exploration: Page 226

- ▶ Find in a magazine, in a book, or online a picture of Saint Peter Claver.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including what Saint Peter Claver looks like and what he is doing.
- ▶ **Say:** *Saint Peter Claver was an advocate for enslaved people. He had faith in Jesus' mission, just as we should when faced with hard choices.*

- ▶ Have your child turn to page 226. Read aloud the introduction and discuss the question.
- ▶ Read aloud the title and the first two paragraphs. **Ask:** *How did Saint Peter Claver help the enslaved people of South America?* (He was an advocate for enslaved people; he worked to lessen their hardships.)
- ▶ Have your child read aloud Our Humanity. **Ask:** *Can you think of other ways in which you can live as Saint Peter Claver did, in your daily life?* Have your child write a goal.
- ▶ Using art supplies, ask your child to make a poster that promotes positive actions and living as good Christians. Suggest that he or she think of images or slogans that might encourage family members to make positive actions. Display the poster in your home.

### Reflect: Pages 12–13

- ▶ Together look at page 12. **Ask:** *How does the symbol relate to the setting of the picture?* (They both represent peace.) Invite your child to get comfortable and focus his or her attention inward during reflective prayer.
- ▶ Read aloud page 12 slowly. Pause at the end of each paragraph to allow time for personal reflection. Close by inviting your child to speak to Jesus about whatever else is in his or her heart. Conclude the prayer by praying *Amen*.
- ▶ Read aloud the first paragraph and the directions on page 13. Take turns reading each problem and brainstorming solutions. Point out that each problem may have more than one correct solution.
- ▶ Have your child read aloud the Reading God's Word feature. **Say:** *When Jesus became man and died for our sins, he gave us new life, restored our friendship with God, and brought the promise of everlasting life.*

### Respond: Page 14

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can include someone who is being excluded.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## God's Revelation

### Engage: Page 15

- ▶ Together with your child, recall stories about parents and grandparents. **Say:** *These stories make up our family history, the story of how our family came to be.*
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. **Say:** *The Old Testament stories took place thousands of years ago, from about 2000 B.C. In this session we will learn about the history of our faith through the Old Testament stories.*
- ▶ Ask your child to recall names and stories he or she is familiar with from the Old Testament. Pray aloud the prayer together.

### Explore: Pages 16–17

- ▶ Read aloud from the Bible the story of Abraham in Genesis 12:1—17:16. Discuss the picture on page 16.
- ▶ Have your child read aloud The Story of Abraham. Point out the vocabulary words. **Ask:** *What three words do you think best describe Abraham?* (trusting, obedient, honest)
- ▶ Read aloud the Reading God's Word feature. **Say:** *In this passage God tells us that the covenant he made with Abraham is continuing through time.*
- ▶ Have your child read aloud the paragraphs and caption on page 17. **Ask:** *To whom are the books of the Old Testament important?* (Jews, Christians, and Muslims) *What is the fundamental belief that Christians receive from the Old Testament?* (God is One.) **Say:** *We as Christians believe the Old Testament is God's revelation, which is continued in the New Testament.*
- ▶ Read aloud the Link to Liturgy feature. **Say:** *The readings are part of the Liturgy of the Word, a very important part of the Mass.*

### Art Exploration: Page 227

- ▶ Find in a magazine, in a book, or online a picture of Moses with the tablets of the Ten Commandments.
- ▶ **Say:** *Whom do you see in this picture?* Encourage your child to describe the picture in detail, including the tablet.
- ▶ **Say:** *Moses is important to us because he delivered the Ten Commandments.*
- ▶ Have your child turn to page 227. Read aloud the introduction and discuss the question.

- ▶ Have your child read aloud God's Word. **Ask:** *What tools did God give us for living peaceful and loving lives?* (the Ten Commandments)
- ▶ Read aloud Finding Bible Passages. Have your child use his or her Bible to find and then read the passages listed in the activity. Discuss the answers. (1. in a fire flaming out of a bush; 2. rescue them from the Egyptians and lead them to a land of milk and honey; 3. to go to Pharaoh and lead the Israelites out of Egypt)
- ▶ **Say:** *In today's culture we no longer use stone tablets to communicate.* Have your child draw or write the Ten Commandments in a modern way so that they can be shared with many people, such as on a billboard, TV commercial, social media, text, tweet, or Web site. Encourage your child to illustrate his or her modernized version of the Ten Commandments. Share the results with family members.

### Reflect: Pages 18–19

- ▶ Together look at page 18. **Ask:** *How would you describe the boy in the picture?* **Say:** *We pray the Lord's Prayer to give praise and glory to God and to ask for what we need.*
- ▶ Read aloud the introduction on page 18. Pray aloud the Lord's Prayer together. Finish by praying aloud *Amen*. Read aloud the last paragraph, pausing after each suggestion. Invite your child to use these ideas and talk to God.
- ▶ Have your child read aloud The Ten Commandments on page 19. **Say:** *The Ten Commandments are like a set of rules. Rules and laws are designed not to hinder us, but to help us make a peaceful world.* Invite your child to complete Living by the Ten Commandments. Discuss how the Ten Commandments apply to your lives.

### Respond: Page 20

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can honor God and be kind to others.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.



## God Directs Our Lives

### Engage: Page 21

- ▶ Together with your child, think about the people you encounter every day. **Ask:** *In what ways do we depend on some of these people?*
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's lists. Point out the picture. **Ask:** *How does this picture show people depending on others?* (It requires working together. It is physically demanding.)
- ▶ **Say:** *In this session we will learn about ways that we depend on God and one another.*
- ▶ Ask your child to choose one or two people you talked about earlier and write an "I Promise" pledge, giving specific ways that he or she plans to help the person. Pray aloud the prayer together.

### Explore: Pages 22–23

- ▶ Give your child a note card. Ask him or her to write the following: *In the story of the child being first in the Kingdom of God, Jesus wants to teach me \_\_\_\_\_.* *Because of this story, I will \_\_\_\_\_.* Ask your child to complete the sentences after reading page 22 and then put them on the refrigerator as a reminder of Jesus' lesson.
- ▶ Have your child read aloud The Fruits of the Holy Spirit and Forming a Good Conscience on page 22. **Ask:** *Who did Jesus say was the greatest in the kingdom?* (a child) *Why do you think he said this?* (A child is humble and recognizes his or her dependence on parents.)
- ▶ Read aloud the Reading God's Word feature. **Say:** *As God's people it is important for us to love and trust God.*
- ▶ Have your child read aloud The Members of God's Kingdom on page 23. **Ask:** *Why are the Beatitudes important to follow?* (They help us live as members of God's kingdom and act as signs of God's goodness.)
- ▶ Read aloud Find the Beatitudes. Have your child locate the Scripture verse cited. Invite him or her to read the Beatitudes and choose one to illustrate.

### Art Exploration: Page 228

- ▶ Find in a magazine, in a book, or online a picture of Saint Philip Neri listening to the confession of Pope Clement VIII.



- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, noting the actions and dress of the people.
- ▶ **Say:** *We feel good when we can talk to a trusted friend and when we can be that friend to someone else.*
- ▶ Have your child turn to page 228. Read aloud the introduction and discuss the question.
- ▶ Read aloud the heading and the first two paragraphs. **Ask:** *How did Philip inspire others?* (He encouraged people to be happy and to receive the sacraments.) Have your child read aloud Following the Example. Invite your child to complete the activity.
- ▶ Read aloud the Did You Know? feature. Discuss people you know who try to live their lives like Jesus, such as clergy or teachers.
- ▶ On a sheet of paper, draw an outline of your child. Tell him or her to decorate the outline with talents and attributes he or she is proud of such as *"I'm a good singer"* or *"I'm a good listener."* Then ask your child to write one way he or she can use his or her talents to help someone.

### Reflect: Pages 24–25

- ▶ Together look at page 24. **Ask:** *How is the girl dressed?* (in pajamas) *What time of day do you think it is?* (morning) **Say:** *Praying the Morning Offering gives us direction for daily living.*
- ▶ Read aloud the introduction on page 24. Invite your child to pray the prayer silently. Then read aloud the final paragraph. Lead your child in praying the Glory Be to the Father.
- ▶ Read aloud the directions on page 25. Work together as partners. Look on page 209 to find the Beatitudes to answer each item. **Ask:** *What three words do you think best describe a person who lives the Beatitudes?* (Possible answers: generous, kind, caring)

### Respond: Page 26

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she shows concern for others by volunteering to help those who are less fortunate.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## Celebrating Ordinary Time

### Engage: Page 27

- ▶ Together with your child, talk about your favorite seasons and identify them by the months of the calendar. **Say:** *The liturgical year is the Church calendar that marks seasons and days in a special way.*
- ▶ Read aloud the session title and text. **Ask:** *What does Ordinary Time refer to? (counted time)* **Say:** *In this session we will learn about Ordinary Time—the part of the year when we strive to understand Jesus better and think about how to follow his ways.*
- ▶ Turn to the liturgical calendar on page 151. Ask your child to identify the seasons that fall during Ordinary Time. Pray aloud the prayer together.

### Explore: Page 28

- ▶ Invite your child to talk about the sacraments he or she has received, such as Baptism, First Communion, and Reconciliation. **Say:** *One way to be more like Jesus is to celebrate the sacraments.*
- ▶ Read aloud the first paragraph. **Say:** *Sacramentals are reminders of Jesus, and we use them to connect us to the sacraments.* Ask your child each of the three questions following the first paragraph. Invite your child to answer each one.
- ▶ Have your child read aloud How Can I Grow? and complete the activity. Discuss his or her picture and sentence.
- ▶ Read aloud the Reading God's Word feature. **Say:** *We pray to Jesus and ask him to be with us and guide our steps to live as he did. When we ask this of Jesus, God blesses our lives.*

### Reflect: Page 29

- ▶ Have your child read aloud Mass During Ordinary Time. **Ask:** *What are some examples of sacramentals? (sacred oils, prayers, rosaries)* **Say:** *We incorporate sacramentals into our everyday lives to help us remember how much God loves us and how he is ever present in our lives.*
- ▶ Ask your child to close his or her eyes as you read aloud What We Experience. Give your child time to visualize your church during Ordinary Time.
- ▶ Have your child read aloud God Touches My Life and complete the activity. Discuss your child's response.
- ▶ Read aloud the Did You Know? feature. **Say:** *Vestments and altar cloths reflect the season's designated color: white is for Holy Thursday, Christmas, and Easter; red is for Pentecost, Palm Sunday, Good Friday, and for celebrating Confirmations; green is for Ordinary Time; and violet is for Advent, Lent, and Holy Saturday.*

### Art Exploration: Page 229

- ▶ Find in a magazine, in a book, or online a picture of symbols or objects that represent peace.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail.
- ▶ **Say:** *Ordinary Time is when we think about what keeps us centered in God's love.*
- ▶ Have your child turn to page 229. Read aloud the introduction and discuss the question.
- ▶ Read aloud the first two sections. **Say:** *During Ordinary Time we focus our attention to the gift of the sacraments.* **Ask:** *What are the sacraments?* (Baptism, Confirmation, the Eucharist, Reconciliation, Anointing of the Sick, Holy Orders, and Matrimony)
- ▶ Have your child read aloud Ordinary Joy and complete the activity.
- ▶ **Say:** *One kind of sacramental object is the rosary.* Give your child beads, a simple cross, and thread to string a decade of the rosary. Remind your child how to pray a decade of the Rosary. Encourage your child to pray a decade of the Rosary daily.

### Respond: Page 30

- ▶ Ask your child to read aloud the Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can be kind to younger children.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.



# Jesus, Our Lord and Savior

## Begin

**Say:** Name people in your life whom you depend on every day. What do you depend on them for? I depend on my family to support and love me. Read aloud the unit title on page 31. **Say:** In this unit we will learn how Jesus depends on us to carry on his mission as members of his Church.

## Introduce the Saint

Direct your child's attention to the picture of Saint Alphonsus Liguori and read aloud the text. **Say:** A Doctor of the Church is someone recognized as a model teacher of the faith. Saint Alphonsus Liguori wrote more than 100 works, and he is one of the most widely read authors on religion. He was a master of devotional literature.

Turn to page 32. Have your child read aloud the text. **Ask:** What order did Alphonsus found? (Redemptorists) **Say:** He met Sister Marie Celeste, who inspired him to found the Redemptorists, known for their preaching and missionary work. Explain that Alphonsus discovered a spiritual void among people and began teaching them the Gospel of Jesus.

**Say:** We remember Saint Alphonsus Liguori because he helped bring people back to God, and he taught people how to stay close to Jesus.

With your child add Alphonsus Liguori's feast day, August 1, to your calendar. Plan an event together to celebrate the writings of Saint Alphonsus Liguori.

## New Life in Jesus

### Engage: Page 33

- ▶ Together with your child, discuss ways we need Jesus' help. **Say:** *Through prayer, Jesus is present at all times of our life.*
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's response. **Say:** *Praying, being honest and caring people, and helping those less fortunate are ways we live as Jesus teaches us. In this session we will learn about Jesus' mission.*
- ▶ Ask your child to think of different reasons why we might pray. Pray aloud the prayer together.

### Explore: Pages 34–35

- ▶ Ask your child to retell the story of Adam and Eve. **Say:** *Adam and Eve didn't obey God, which caused a break in the relationship between God and humanity. This break brought sin into the world, and God sent Jesus to save us from sin.*
- ▶ Have your child read aloud page 34. **Ask:** *Why did Jesus live among us? (to reconcile our relationship with God) How does the Church continue Jesus' mission? (It teaches the faith taught by Jesus to his apostles, and it speaks for justice and works for peace.)* Ask your child to locate the words *mystery* and *Incarnation* in the Glossary.
- ▶ Read aloud The Role of the Holy Spirit in Jesus' Mission on page 35. **Ask:** *How does the Holy Spirit help in Jesus' mission? (guides the Church in carrying on Jesus' teachings) What kind of help does the Spirit give us? (grace and strength through Baptism and Confirmation to live our lives as honest and caring people)* Point out the vocabulary term. **Say:** *Baptism and Confirmation are examples of sanctifying grace because they are gifts from God.*
- ▶ Have your child read aloud Meet a Holy Person. **Ask:** *Why is Blessed John XXIII important in Church history? (His papacy was a turning point. He helped renew the Church.)*

### Art Exploration: Page 230

- ▶ Find in a magazine, in a book, or online a picture of Jesus showing his disciples that they are the building blocks of the Church.
- ▶ **Ask:** *What do you see in this picture?* Encourage children to describe the picture in detail, including the setting and what part of the building Jesus is touching.

- ▶ **Say:** *We are the stones upon which the Church is built, and Jesus is at the center of the Church. Jesus is like the capstone; he supports our faith in the Church.*
- ▶ Have your child turn to page 230. Read aloud the introduction and discuss the question.
- ▶ Read aloud Jesus'—and Our—Role in the Church. **Ask:** *What is our role in the Church? (to be a living sign of God's presence in the world)* **Say:** *The Holy Spirit strengthens our commitment to the Church, which helps us carry on Jesus' mission.*
- ▶ Have your child read aloud Building Your Life and complete the activity on a separate sheet of paper. Discuss his or her drawing.
- ▶ Read aloud Reading God's Word. **Say:** *Those who put their faith in Jesus put their faith in someone who is solid and sure.*
- ▶ Have your child paint a picture of your church. Invite your child to consider elements he or she thinks are important to a church, such as believers, priests, sacraments, faith, praise, and community. Instruct your child to write these words or draw pictures that represent these words in and around the bricks of the church building.

### Reflect: Pages 36–37

- ▶ Together look at page 36. **Ask:** *Why do you think the boy in the picture is smiling?* **Say:** *Talking to God is like talking to a good friend.*
- ▶ Have your child find a comfortable position and silently read the first two paragraphs. Then ask him or her to listen as you read aloud the Apostles' Creed. Read aloud the last paragraph and allow time for prayer. Close by praying *Amen* and the Sign of the Cross.
- ▶ Read aloud the title and the first paragraph on page 37. **Ask:** *Why is the Apostle's Creed important?* (It summarizes the basic teachings of the Church.) Have your child complete the activity and then discuss his or her answers.
- ▶ Have your child read aloud the Link to Liturgy feature. **Ask:** *Where does the word creed come from?* (the Latin word *credo* for "I believe")

### Respond: Page 38

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can be an active participant in your parish.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## Meeting Jesus

### Engage: Page 39

- ▶ With your child discuss gestures used in Church and in everyday life. **Say:** *How do you say hello, congratulate, or console a friend without words?*
- ▶ Read aloud the session title and text in the blue box. Discuss your child's response. Prompt your child to think of more gestures, including ones that relate to touch and sight, such as hugs, kissing on the cheek, giving a thumbs-up, and smiling. **Say:** *Jesus touches our lives in many ways. In this session we will learn how Jesus touches our lives.*
- ▶ Ask your child to name ways he or she is a living sign for Jesus. Pray aloud the prayer together.

### Explore: Pages 40–41

- ▶ Together with your child, make a sacrament chart by listing the names of the seven sacraments and writing one or two words to describe each sacrament. Leave space between each of the sacraments to add information as you read the text.
- ▶ Read aloud the heading and first paragraph on page 40. Then take turns reading aloud the next three paragraphs. Point out the vocabulary word. Together add to your sacrament chart how each sacrament is celebrated and its signs. Remind your child that Baptism, Confirmation, and the Eucharist are known together as the Sacraments of Initiation.
- ▶ Read aloud the Link to Liturgy feature. Discuss memories your child has from attending Easter Vigil and witnessing new members celebrating the sacraments.
- ▶ Continue reading about the sacraments on page 41 and filling in your Sacrament chart. **Say:** *Sacraments help us grow in our faith and love for Jesus.* **Ask:** *What other ways does Jesus show us he cares for us?* Point out that Jesus' healing power is written about many times in the Bible.

### Art Exploration: Page 231

- ▶ Find in a magazine, in a book, or online a picture of a group of people at the bedside of Jairus's ill daughter.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the expressions on the faces of the people.
- ▶ **Say:** *Having faith in God means putting our trust in him. When we pray to God for help, we know that God is listening.*



- ▶ Have your child turn to page 231. Read aloud the introduction and discuss the question.
- ▶ Read aloud the heading and the Scripture passage. **Ask:** *What did Jairus show by going to Jesus?* (He showed that he trusted Jesus, even when people said it was too late.)
- ▶ Invite your child to read aloud Christ's Presence in the Sacraments. **Ask:** *How does Jesus touch our lives today?* (through the sacraments) **Say:** *Sacraments are blessings from God.*
- ▶ Read aloud Letter from Jairus's Daughter and ask your child to complete the activity on a separate sheet of paper. Discuss his or her letter together.
- ▶ Read aloud the Reading God's Word feature. **Say:** *Jesus performed many miracles to invite people to believe in the Father who sent him.*
- ▶ Provide your child with scissors, construction paper, and glue. Invite your child to make a mosaic to express a feeling he or she has in relation to receiving a sacrament, such as Baptism, Reconciliation, or the Eucharist.

### Reflect: Pages 42–43

- ▶ Together look at page 42. **Ask:** *What do you think the child in the picture is thankful for?* Ask your child to write on note cards blessings for which he or she is thankful. After your child reads each one aloud, **say:** *Thank you, God, for this special blessing that you gave me.*
- ▶ Invite your child to get comfortable as you read aloud the page. Allow time for your child to answer the question in the last paragraph silently. Encourage your child to speak with Jesus on his or her own.
- ▶ Have your child read aloud the heading and first paragraph on page 43. **Say:** *Blessings are favors or good things.* Read aloud Find Your Blessings and ask your child to complete the activity. Discuss ways that both of you have received and given blessings to others.

### Respond: Page 44

- ▶ Ask your child to read aloud the Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can give words of comfort to someone in need.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## Baptized into Christ

### Engage: Page 45

- ▶ Together with your child, discuss groups to which the two of you belong, such as a sports team or a book club. **Say:** *The people of our Church are also members of a group.*
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. Point out the picture. **Ask:** *What does getting baptized mean?* Discuss your child's answer. **Say:** *As members of a group, we have a responsibility to share, care, and respect the differences of others. In this session we will learn how we can do this.*
- ▶ Ask your child to compare his or her involvement in teams or clubs to his or her role as a member of the Church and your family. Pray aloud the prayer together.

### Explore: Pages 46–47

- ▶ Share your memory of your child's Baptism. If possible, look at photos of the event. Discuss when the water was poured and the smell of the oils for the sacrament. Describe the baptismal candle and the white garment your child wore.
- ▶ Have your child read aloud the heading and first paragraph on page 46. **Ask:** *How does Baptism affect our lives?* (It is a call to a new life; it welcomes us into the Church.)
- ▶ Read aloud The Rite of Baptism. Point out the vocabulary term. **Say:** *The white garment symbolizes purity of spirit and the candle symbolizes God's light within us. The oil symbolizes healing with the Gifts of the Holy Spirit.*
- ▶ Read aloud the Link to Liturgy feature. **Say:** *The Easter candle represents the light of Christ.*
- ▶ Read aloud the first two sections on page 47. Point out the vocabulary word. **Say:** *We are identified as children of God by the permanent spiritual mark that we receive in Baptism.* Have your child read aloud How Are You a Steward? and complete the activity.
- ▶ Read aloud the Did You Know? feature. Ask your child to define *catechumens*.

### Art Exploration: Page 232

- ▶ Find in a magazine, in a book, or online a picture of Peter preaching to a crowd.
- ▶ **Say:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the actions of Peter and any others.
- ▶ **Say:** *Peter says that our sins will be forgiven and that we will receive the Holy Spirit.*

- ▶ Have your child turn to page 232. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud the heading and Scripture passage. **Ask:** *What did Peter want the people to do?* (to repent and be baptized.)
- ▶ Read aloud Jesus, Salvation, and the Sacrament of Initiation. **Ask:** *What are the effects of the Sacraments of Initiation?* (They make us members of the Church and bring us closer to God.)
- ▶ Read aloud Interviewing Saint Peter and have your child write questions on a separate sheet of paper. Invite your child to share the questions with you.
- ▶ Have your child read aloud the Meet a Saint feature. **Ask:** *How can we follow the example set by Saint Francis?* (by not excluding others, by reaching out to those who are sick or in trouble)
- ▶ Ask your child to imagine being one of the people in the crowd listening to Peter. Ask your child to draw himself or herself into the scene and visually report the event he or she is witnessing.

### Reflect: Pages 48–49

- ▶ Together look at page 48. **Say:** *Notice how the boy in the picture is looking at the candle flame. The flame helps him focus his thoughts as he prays.*
- ▶ Invite your child to get into a comfortable position and focus on your words. Read aloud page 48, pausing after each paragraph. Allow time at the end for personal reflection. Pray the Sign of the Cross together.
- ▶ Read aloud the title and the first paragraph on page 49. Together complete parts A and B in Be a Light in the World. Then ask your child to complete part C independently.

### Respond: Page 50

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can make more time for God each day.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## ***Growing in the Spirit***

### **Engage: Page 51**

- ▶ List these four headings on a dry erase board or poster board: Home, School, Skills/Activities, Faith. Ask your child to list how his or her responsibilities are growing this year in each category.
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. Point out the picture. Refer to your chart and **ask:** *How do these changes and new opportunities make you feel?* Allow time for your child to share feelings involved with changing and growing up. **Say:** *In this session we will learn about the Sacrament of Confirmation.*
- ▶ Ask your child to think about how the Sacrament of Confirmation will help him or her take on more responsibilities as a Christian. Pray aloud the prayer together.

### **Explore: Pages 52–53**

- ▶ Invite your child to reread the Ten Commandments and the Beatitudes in the back of his or her book. **Ask:** *What lessons for living our lives can we learn from the Ten Commandments and the Beatitudes?* (respect God and others, treat people fairly)
- ▶ Read aloud the heading and first two paragraphs on page 52. **Ask:** *What is our mission as Christians?* (call to holiness, living a life dedicated to God and to the Church's mission)
- ▶ Read aloud Confirmation and Our Mission. Review the seven Gifts of the Holy Spirit. Look up each gift in the Glossary and discuss the definitions.
- ▶ Read aloud the Did You Know? feature. **Ask:** *What other ways might people signify the coming of the Holy Spirit?* (The color red could symbolize the fire of the Holy Spirit, and a dove could represent the Holy Spirit's presence.)
- ▶ Have your child read aloud page 53. **Say:** *Name two actions that occur during Confirmation.* (the laying on of hands and anointing with Chrism) **Ask:** *How does the Holy Spirit help us?* (He helps us believe, pray, love, perform good acts, and form a closer bond to Jesus. Confirmation gives us sanctifying grace.)

### **Art Exploration: Page 233**

- ▶ Find in a magazine, in a book, or online a picture of the disciples joyfully receiving the Holy Spirit.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the expressions on the faces of the disciples.

- ▶ **Say:** *The Holy Spirit gives us grace to believe and know the Father and the Son.*
- ▶ Have your child turn to page 233. Read aloud the introduction and discuss the question.
- ▶ Read aloud Given a Mission. **Ask:** *What is our mission as disciples of the Church? (to live like Jesus, be dedicated to God, help others)* **Say:** *The Holy Spirit is present to help us with our mission just as the Spirit was present to help the apostles.*
- ▶ Read aloud Acting Our Mission and have your child complete the activity. Discuss other ways we can act out our mission. **Say:** *When we receive the sacraments, we are brought closer to the heart of our mission. Confirmation gives us an opportunity to commit again to that mission.*
- ▶ Remind your child of the three symbols that represent the Holy Spirit: fire, wind, and a dove. Ask your child to think about which embodies the idea of the Spirit for himself or herself. Invite your child to make a self-portrait and include that symbol of the Holy Spirit in the picture.

## Reflect: Pages 54–55

- ▶ Together look at page 54. Suggest that your child focus on his or her meditative breathing as he or she prays today.
- ▶ Read aloud the introduction. Ask your child to close his or her eyes and get comfortable. Pray aloud the prayer. **Say:** *We can use this prayer to call on the Holy Spirit when we need comfort, courage, or understanding. Conclude by praying the Sign of the Cross.*
- ▶ Have your child read aloud the heading and the first paragraph on page 55. Then read aloud the directions and have your child complete the chart. **Ask:** *How does Confirmation deepen our baptismal commitment? (It calls us to participate more fully in the Church's mission.)*
- ▶ Have your child read aloud the Reading God's Word feature. **Say:** *The Holy Spirit is like the wind. You may not be able to see the Spirit, but those who pay attention can feel his presence.*

## Respond: Page 56

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can forgive others.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## Celebrating Advent

### Engage: Page 57

- ▶ Together make a to-do list with items both you and your child need to do this week.  
**Ask:** *Why do we use to-do lists? (to get organized)* **Say:** *We have our own personal to-do list for the Advent season.*
- ▶ Have your child read aloud the session title and text. **Say:** *Christmas is a few weeks away, but there are many things to do before we can celebrate. In this session we will learn about Advent—the season when we prepare for the birth of Jesus.*
- ▶ Ask your child to help you start a to-do list for the upcoming Advent season. Think about how you will prepare your family for your Advent traditions. Pray aloud the prayer together.

### Explore: Page 58

- ▶ Talk about ways that your church changes during Advent. **Ask:** *What songs do we sing? What colors are used in the decorations? What color is used for the priest's vestments?*
- ▶ Read aloud the heading and first paragraph. **Say:** *We can always ask for God's help in preparing the way for Jesus.*
- ▶ Have your child read aloud the second paragraph and complete the activity. Discuss your child's ideas.
- ▶ Read aloud God's Gift of Eternal Life. Give your child a few minutes to complete his or her letter. Emphasize that the letter is personal and that you will not ask your child to share it with you.
- ▶ Read aloud the Reading God's Word feature. **Say:** *God tells us not to worry about things. He is always guiding our steps and watching out for us. During these four weeks of Advent, we can rest easy knowing that God is right beside us.*

### Reflect: Page 59

- ▶ Discuss a favorite activity or event that helps your family prepare for Advent, such as attending a Nativity play.
- ▶ Read aloud Mass During Advent. **Say:** *Jesus was born so that we may have eternal life. This great gift of Jesus is what we prepare for during Advent. God's people before Jesus was born and God's people today must wait, hope, and prepare themselves to be able to accept God's gift.*
- ▶ Read aloud the section What We Experience. Point out the vocabulary term. Explain that God is present in the sacraments and that celebrating them brings us closer to God and helps us prepare to celebrate the birth of Jesus. Have your child read aloud The Gift of the Sacraments and complete the activity.
- ▶ Read aloud the Did You Know? feature. **Say:** *Gaudete Sunday is the third Sunday of Advent. Gaudete is a word from the Latin Mass that means "rejoice."*

### Art Exploration: Page 234

- ▶ Find in a magazine, in a book, or online a picture that shows a family attending a Christmas Mass.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the weather conditions, the time of day, and decorations.
- ▶ **Say:** *There are many ways we prepare our hearts during Advent to better our relationship with God.*
- ▶ Have your child turn to page 234. Read aloud the introduction and discuss the question.
- ▶ Read aloud the heading and the first two paragraphs. **Ask:** *What gifts does the Church give us to perfect our relationship with God?* (the sacraments)
- ▶ Read aloud Preparing with My Family and discuss how your family prepares for the season of Advent together. Have your child complete the activity.
- ▶ Have your child make a print with his or her own linocut. Using a bar of soap and a plastic knife, have your child carve a design from a selection of sacramental symbols, such as a cross, chalice, or dove. Invite your child to design Advent greeting cards using your child's soap linocut and ink to stamp the symbol on the card.

### Respond: Page 60

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can tell family members how much they are loved.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.





# The Church, Our Community in the Spirit

## Begin

Before you meet with your child, find a picture of Jesus or a church to cut up to make puzzle pieces. Give half of the pieces to your child and keep the other half. **Say:** *Let's work together to complete the puzzle.* When the puzzle is complete, point out how you both contributed pieces to the puzzle. **Say:** *The community of Jesus is similar to this puzzle. Each of us plays an important role.* Read aloud the unit title on page 61. **Say:** *Our new unit will help us learn about how we belong to a community of believers.*

## Introduce the Saint

Direct your child's attention to the picture of Saint Ignatius of Loyola. Read aloud the text. Discuss if your family knows any priests or brothers who are Jesuits.

Turn to page 62. Have your child read aloud the text. **Ask:** *How do we imitate Jesus?* (by being kind to others, serving the community, volunteering at church) **Say:** *Saint Ignatius went on a pilgrimage to the shrine of Our Lady of Montserrat. He left his sword on the altar, gave up his riches, and went on to write the Spiritual Exercises. These writings help people find God's will for them and the courage to follow God's call.*

**Say:** *We remember Saint Ignatius of Loyola because he founded the Jesuit community to serve the Church and teach Jesus' Word.*

With your child add Ignatius's feast day, July 31, to your calendar. Plan an event together to celebrate the dedication of Saint Ignatius of Loyola.

## The Church Is One

### Engage: Page 63

- ▶ Talk about celebrations that are American customs, such as Thanksgiving and Independence Day. **Ask:** *Why do you think celebrating an ethnic heritage or nationality is important to many people?* (It is part of their history and tradition.)
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. Point out the picture. **Say:** *In this session we will learn how the Church celebrates God's Word in various ways around the world.*
- ▶ Share experiences you have had celebrating Mass in different places. Pray aloud the prayer together.

### Explore: Pages 64–65

- ▶ Ask your child to name different roles that people can take to serve the Church.
- ▶ Read aloud Different Roles for Church Members on page 64. Point out the vocabulary words. **Ask:** *What is the role of the laity?* (They are called to be holy, to be a witness to Christ in the world, and to foster Gospel values in society.)
- ▶ Have your child read aloud Unity in Beliefs. Help your child locate the Apostles' Creed in his or her book to complete the activity.
- ▶ Have your child read aloud the Reading God's Word feature. **Say:** *Jesus knows that the differences among us do not keep us apart, but add to our unity.*
- ▶ Read aloud page 65. **Ask:** *Who are the visible signs of unity in the Church?* (the pope, the bishops) *Why do you think Pope Gregory the Great called himself the "servant of the servants of God"?* (He served the people of God, who are called to serve others.)

### Art Exploration: Page 235

- ▶ Find in a magazine, in a book, or online a picture of a community praising God together.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the colors and the expressions on the faces of the people.
- ▶ **Say:** *Psalm 100 says that God is the Lord of all lands and of all ages. He is without race, and he is timeless.*
- ▶ Have your child turn to page 235. Read aloud the introduction and discuss the question.

- ▶ Read aloud Unity and Diversity in the Church. **Ask:** *Why is the body a good way to describe the unity and diversity in the Church?* (Like a body, the Church is one unit with many parts.)
- ▶ Have your child read aloud In My Parish . . . Complete the activity together.
- ▶ Read aloud the Did You Know? feature. Find opportunities to listen to the liturgy celebrated in a language different from your own.
- ▶ Using household items and art supplies, ask your child to make his or her own musical instrument. Encourage him or her to write a song about unity and diversity in the Church and to use the instrument to express the rhythm of the song.

### Reflect: Pages 66–67

- ▶ Together look at page 66 and discuss the picture. **Say:** *The Apostles' Creed is like a family heirloom. It is passed from generation to generation.*
- ▶ Read aloud the first two paragraphs. **Say:** *As members of the Church, we are united in our belief, regardless of where we live and what language we speak. Let's pray the prayer that expresses these beliefs as it was taught by the apostles and is still taught by the Church.* Pray aloud the Apostles' Creed together. Then slowly read aloud the next two paragraphs. Give your child time to reflect on the prayer. Read aloud the last paragraph. **Say:** *The Apostles' Creed reminds us to practice Jesus' teachings in our daily lives.*
- ▶ Read aloud Examining the Eastern Tradition on page 67. If possible, find a map of the areas described. **Say:** *Though there are differences in how we and the Eastern Church celebrate, there is unity in the Eucharist and in many of its accompanying prayers, as well as in the participants of the congregation.*
- ▶ Have your child read aloud Comparing the Liturgies and complete the chart. Discuss the similarities and differences between the traditions.

### Respond: Page 68

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can respect and love all people.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## Called to Holy Orders

### Engage: Page 69

- ▶ **Ask:** *What qualities does a good leader possess?* (capable, confident, enthusiastic, reliable, honest) **Say:** *Good leaders recognize everyone's worth, talent, and ability.*
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. Point out the picture. **Ask:** *Who is in the picture?* (a deacon, a girl, a guinea pig) *What are they doing?* (The deacon is blessing the guinea pig.) **Say:** *In this session we will learn about the Sacrament of Holy Orders.*
- ▶ Ask your child to make a thank-you card for someone in the community who helps him or her. Pray aloud the prayer together.

### Explore: Pages 70–71

- ▶ Together name the sacraments. **Ask:** *What do Holy Orders and Matrimony have in common?* (Both enable people to devote themselves to the service of others.)
- ▶ Read aloud Sacraments at the Service of Communion on page 70. **Ask:** *What do we call the Sacraments of Matrimony and Holy Orders?* (Sacraments at the Service of Communion) *What special service do priests provide?* (They continue Jesus' presence on earth by carrying on the tradition begun by the apostles.)
- ▶ Ask your child to read silently the Meet a Saint feature. Have him or her underline the two most important facts about Saint Turibius and share the answers with you.
- ▶ Have your child read aloud The Sacrament of Holy Orders and The Rite of the Sacrament of Holy Orders on page 71. Point out the vocabulary words.  
**Ask:** *What does a man receive through the Rite of Ordination?* (a character, a permanent spiritual mark)
- ▶ Read aloud the Link to Liturgy feature. **Say:** *It is important that we remember our priests in prayer so that they will grow in holiness.*

### Art Exploration: Page 236

- ▶ Find in a magazine, in a book, or online a picture of Pope John Paul II saying Mass or meeting with people.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including what appears to be happening.
- ▶ **Say:** *Like the apostles, Church leaders are chosen to be witnesses to Jesus Christ and to carry on his work.*

- ▶ Have your child turn to page 236. Read aloud the introduction and discuss the question.
- ▶ Read aloud The Apostles Choose a New Member. **Say:** *Who does the work of the apostles today? (deacons, priests, and bishops)*
- ▶ Read aloud Letter to Clergy and have your child write a thank-you letter to your parish priest or deacon.
- ▶ Read aloud the Reading God's Word feature. **Say:** *Jesus is saying that Peter, whose name means "rock," will be the foundation of the Church.*
- ▶ Invite your child to imagine that he or she was present when the apostles picked Matthias. Have your child make a sketch of what was happening as the apostles reached a decision. Encourage your child to capture the emotions of the apostles in their expressions.

### Reflect: Pages 72–73

- ▶ Together look at page 72. **Ask:** *Why is the setting in the picture a good place to focus on your prayers?*
- ▶ Read aloud the first paragraph. **Say:** *This prayer is a prayer of petition, asking God for the selflessness to serve him and others completely.* Together read aloud the prayer. Then read aloud the last two paragraphs. Pause for a few moments to allow your child to reflect silently. Conclude by praying *Amen*.
- ▶ Have your child read aloud Knowing Your Church Leaders on page 73. Work together to fill in the chart.
- ▶ Read aloud the Sacred Site feature. **Say:** *The title basilica is an honor given by the pope to certain churches to recognize some particular distinction of the church, its location, or its people.*

### Respond: Page 74

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can help others learn more about Jesus.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## The Domestic Church

### Engage: Page 75

- ▶ **Say:** *Imagine you are on a deserted island. List 10 things you want with you, such as family, entertainment, and food. After a time say: Now cut the list in half and keep only the essential items.* Remind your child to thank God for family support and emphasize where family should be on the list.
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. Point out the picture. **Ask:** *What is your role in our family?* **Say:** *In this session we will learn how we are part of the domestic church—our family.*
- ▶ Ask your child to think of all the everyday things his or her family has done for him or her this week. Pray aloud the prayer together.

### Explore: Pages 76–77

- ▶ Share a memory of your child when he or she was younger. Point out that each family is unique and special, just as God makes each person unique and special.
- ▶ Have your child read aloud page 76. Point out the vocabulary term. **Ask:** *What are ways we can learn about God and Jesus here at home?* (praying before meals and before bedtime, going to church together)
- ▶ Read aloud The Sacrament of Matrimony on page 77. **Ask:** *Why is the Sacrament of Matrimony a sign of a special vocation?* (God has called the couple to live a life of love in a community.)
- ▶ Read aloud Celebrating Matrimony. **Ask:** *How is the sacrament like a covenant?* (The husband and wife make a lifelong promise to each other.)
- ▶ Have your child read aloud the Reading God's Word feature. Read Ruth 1:16 together.

### Art Exploration: Page 237

- ▶ Find in a magazine, in a book, or online a picture of Mary finding Jesus in the Temple.
- ▶ **Say:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including how Jesus looks while speaking to the adults.
- ▶ **Say:** *Jesus knew that teaching God's Word was his mission, which gave him wisdom and understanding beyond his years.*
- ▶ Have your child turn to page 237. Read aloud the introduction and discuss the question.

- ▶ Read aloud Jesus in the Temple as a Child. **Ask:** *What does this story tell you about Jesus?* (He was confident in his mission. He followed the customs of his time.)
- ▶ Have your child read aloud Lost and Found and complete the activity. Share your own feelings about your child's experience.
- ▶ Read aloud the Sacred Site feature. **Say:** *What is the Ark of the Covenant?* (a vessel that contained the Ten Commandments) *Which of the Ten Commandments is relevant to this story?* (Honor your father and mother.)
- ▶ Invite your child to draw your family tree. Provide him or her with magazines and newspapers. Have your child look for pictures that symbolize what your family means to him or her. Ask your child to decorate the family tree with these symbols. Display the family tree in your home.

### Reflect: Pages 78–79

- ▶ Together look at page 78. **Ask:** *What is the girl in the picture doing?* Suggest that your child write mealtime prayers on note cards and place them on the family table.
- ▶ Read aloud the first two paragraphs. Then pray together the Prayer Before Meals. After a few moments of silence for personal reflection, pray together the Prayer After Meals. **Say:** *We learn these prayers and pray them with our families before and after meals to thank God for the gifts of food and family.* Read aloud the last paragraph. Allow time for your child to reflect on God's generosity.
- ▶ Read aloud Building the Domestic Church on page 79 and have your child complete the activity. Encourage your child to share his or her ideas with your family.
- ▶ Read aloud the Link to Liturgy feature. **Ask:** *How does the liturgy relate to family life?* (A family can form a community of prayer that mirrors the community of prayer formed when we celebrate the liturgy.)

### Respond: Page 80

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can promote love and closeness within your family.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.



## God Calls Us

### Engage: Page 81

- ▶ **Ask:** Think of a time someone told you "I'm counting on you." How did it make you feel? (nervous, excited, proud) **Say:** God counts on us to be holy and to serve his kingdom.
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. Point out the picture. **Say:** The plants are counting on the boy to keep them healthy. In this session we will learn how God is counting on us to be stewards of his Word.
- ▶ Ask your child to think about how Mary felt when God asked her to be the mother of Jesus. Pray aloud the prayer together.

### Explore: Pages 82–83

- ▶ Together make lists of your special talents. Discuss how both of you can share your talents with the Church community.
- ▶ Have your child read aloud Using One's Talents for Service on page 82. **Ask:** What was the problem in the Corinthian community? (People weren't using their special spiritual gifts in ways that promoted the good of the community.)
- ▶ Read aloud the Reading God's Word feature. **Say:** This passage reminds us to be like Samuel and to be open to God's call.
- ▶ Read aloud The Blessed Virgin Mary's Calling on page 83. **Ask:** What was Mary's call? (to be the Mother of God) What does Assumption mean? (Mary was taken into Heaven, body and soul.) How does Mary help us today? (She prays for us.)
- ▶ Read aloud the Did You Know? feature. **Ask:** What does it mean to call Mary the patroness of the United States? (We ask for her help and protection.)

### Art Exploration: Page 238

- ▶ Find in a magazine, in a book, or online a picture of Joseph working as a carpenter together with Jesus.
- ▶ **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including the work the people are doing.
- ▶ **Say:** Jesus calls everyone to use his or her talents to serve God and others.
- ▶ Have your child turn to page 238. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud The Universal Call to Holiness. **Say:** We can bring holiness to each thing we do in our lives.

- ▶ Read aloud Assembling a Sculpture. **Ask:** *What were some of the special talents of the people who worked on the project?* (artistic ability, knowledge of construction, technical support, leadership)
- ▶ Read aloud Cooperating on a Project and have your child complete the activity. Discuss his or her experience.
- ▶ Discuss jobs that serve God and the community. Ask your child to draw on small sheets of paper pictures of people who do these jobs. Provide string and ask your child to attach his or her drawings to a mobile, signifying the Church.

### Reflect: Pages 84–85

- ▶ Together look at page 84. **Say:** *As you pray to Mary, remember her as a young person who understands you and the choices you are asked to make.*
- ▶ **Say:** *Imagine Mary is with you and ready to listen.* Read aloud the first four paragraphs. Pause for your child to reflect and imagine a conversation with Mary. Read aloud the final sentence and invite your child to pray the Hail Mary together with you.
- ▶ Have your child read aloud Sharing Talents on page 85 and complete the activity. Ask your child to name ways he or she can share talents with the people in your neighborhood.
- ▶ Read aloud the Sacred Site feature. **Say:** *Shrines to Mary, like this one in Cuba, are found all over the world. Many people visit these sites to honor Mary as someone who answered God's call.*

### Respond: Page 86

- ▶ Ask your child to read aloud the Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can participate in the Mass.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## ***Celebrating Christmas***

### **Engage: Page 87**

- ▶ Display images of a Nativity scene. **Ask:** *What do these pictures represent? (Christmas, when Jesus was born) What do you know about Christmas? (We celebrate Jesus' birth on December 25.)*
- ▶ Read aloud the session title and text. Discuss the picture. **Ask:** *When does the Christmas season end? (the first Sunday after Epiphany with the Feast of the Baptism of the Lord)* **Say:** *In this session we will learn more about our Church's Christmas season and discover all the wonderful reasons we have to celebrate.*
- ▶ Ask your child to make a list of things your family can do to prepare for the Christmas season. Pray aloud the prayer together.

### **Explore: Page 88**

- ▶ **Ask:** *What are some ways that we can live holy lives? (bring love and forgiveness to the world, understand and console others, treat others as we want to be treated)*
- ▶ Read aloud We Celebrate God's Gift During Christmas. **Say:** *Christmas is a time to honor God's gift to us of his Son by answering his call to live a holy life.*
- ▶ Have your child read aloud How Can I Live a Holy Life? Discuss ways Jesus lived a holy life, such as spending time in prayer, attending Mass, and celebrating the sacraments. Have your child complete the activity.
- ▶ Read aloud the Reading God's Word feature. **Say:** *God, who calls us to be holy, is the Most Holy. Since this call comes from him, we must try to be holy in all that we do.*

### **Reflect: Page 89**

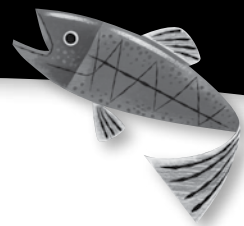
- ▶ **Ask:** *When do we honor people in our family? (birthdays, Mother's Day, Father's Day)* **Say:** *We have a special feast day to honor the Holy Family.*
- ▶ Read aloud Mass During Christmas. **Say:** *The Holy Family is Jesus' family: Mary, Joseph, and Jesus. Jesus is the Son of God, but Mary and Joseph raised him as their child.*
- ▶ Read aloud What We Experience. Discuss what you see in church during the Christmas season. Read aloud The Holy Family Inspires Our Own Family. Have your child complete the activity.
- ▶ Read aloud the Did You Know? feature. **Say:** *Joseph needed to work to support Mary and Jesus. To do this, he labored as a carpenter.*

### Art Exploration: Page 239

- ▶ Find in a magazine, in a book, or online a picture that shows a Nativity scene celebrating the night Jesus was born.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the modern elements of the artwork.
- ▶ **Say:** *Although Jesus lived thousands of years ago, the story of his birth is still a relevant and important part of our lives today.*
- ▶ Have your child turn to page 239. Read aloud the introduction and discuss the question.
- ▶ Read aloud Celebrating Christmas. **Say:** *The first Sunday following Christmas is the Feast of the Holy Family. This feast day is an opportunity to honor Jesus, Mary, and Joseph, as well as our own families.*
- ▶ Have your child read aloud The Gift of Jesus. **Say:** *Only when the people put aside their greed and selfishness and chose to love God and one another did they find peace and happiness.*
- ▶ Have your child read aloud Show Your Love and complete the activity. Share your own ideas about how to show your love toward others.
- ▶ Together with your child, use art supplies and a shoe box to make a diorama of your interpretation of the birth of Jesus. Encourage your child to include everything he or she remembers from the story, such as sheep and shepherds, the Magi, the star of Bethlehem, and the manger.

### Respond: Page 90

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can show kindness and respect to others.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.



# Sacraments, Our Way of Life

## Begin

**Ask:** What is your definition of courage? (being brave, standing up for what you believe in) Why do you think it takes courage to be yourself and believe in something when others don't? (It's hard to be different from others.) Read aloud the unit title on page 91. **Say:** Our new unit will help us learn ways that Jesus touches our lives through his presence in the sacraments. Saint Bernadette showed her courage by standing up for her beliefs when others doubted her.

## Introduce the Saint

Direct your child's attention to the picture of Saint Bernadette. Point out how young she looks. **Say:** God speaks to us in various ways, and we are never too young or too old to have a relationship with him.

Turn to page 92. Have your child read aloud the text. **Say:** Bernadette never wavered about her visions of Mary. **Ask:** Has there ever been a time when you weren't believed or taken seriously? How do you think Bernadette felt when the people she loved doubted what she was saying about the existence of Mary?

**Say:** In her appearances to Bernadette, Mary asked that processions be made to the grotto at Lourdes where she appeared. Today Lourdes is a famous pilgrimage site and a place for healing.

**Say:** We remember Saint Bernadette as a humble person with down-to-earth qualities who exemplifies what it means to follow Jesus.

With your child add Bernadette's feast day, April 16, to your calendar. Plan an event together to celebrate the beliefs of Saint Bernadette.

## The New Passover

### Engage: Page 93

- ▶ With your child, plan your evening meal. **Ask:** *How does a meal bring families closer?* (Thoughts, feelings, and experiences are shared at mealtime.)
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. **Say:** *When we share a meal, we join as a community to meet our physical needs for food and our human needs for companionship. In this session we will learn how Jesus nourishes us through the Eucharist.*
- ▶ Ask your child to think about what you share at meals in addition to food. Pray aloud the prayer together.

### Explore: Pages 94–95

- ▶ **Ask:** *What do you remember about Moses?* (God gave Moses the Ten Commandments. God renewed his Covenant with Abraham's descendants through Moses. Moses led the Hebrews out of slavery in Egypt.)
- ▶ Have your child read aloud Passover, the Last Supper, and the Eucharist on page 94. **Ask:** *What meaning does Passover hold for Christians?* (Christians remember Jesus' sacrifice, Death, and Resurrection. We are saved by Jesus' sacrifice.)
- ▶ Provide a Bible for your child to complete More About Passover. Invite him or her to share the answers with you.
- ▶ Read aloud The Eucharist as Celebration and Sacrament on page 95. **Ask:** *How do we show that the Sacrament of the Eucharist is central in our lives?* (by attending Mass every Sunday, by actively participating at Mass and praying aloud, by singing at Mass) Explain that the assembly consists of the People of God when they are gathered together for worship.
- ▶ Read aloud the Link to Liturgy feature. **Say:** *We pray the Lamb of God to remember that Jesus has given us the Sacrament of Reconciliation so that we may confess our sins and receive absolution.*

### Art Exploration: Page 240

- ▶ Find in a magazine, in a book, or online a picture of Jesus and his disciples feeding Jesus' followers.
- ▶ **Ask:** *What do you see in this picture?* Encourage children to describe the picture in detail, including the setting and the actions of Jesus and his disciples.
- ▶ **Say:** *Jesus gave us the Eucharist so that we can have everlasting life with him.*

- ▶ Have your child turn to page 240. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud Jesus Feeds the Crowd. **Say:** *When Jesus said he was “the bread of life,” he was telling the people that God would nourish their souls.*
- ▶ Read aloud Jesus, the Bread of Life. **Ask:** *What was manna?* (the bread sent from God to feed the Hebrews)
- ▶ Read aloud the directions for Nourished by Faith. Give your child time to complete the activity. Encourage him or her to share it with you.
- ▶ Invite your child to imagine that he or she is the child who shared his food with Jesus and the disciples. **Ask:** *How did it feel to share the extra food?* Spend a few moments thanking God for the abundance in your own lives: loving relationships, food, education, and clothing.

### Reflect: Pages 96–97

- ▶ Together look at page 96. **Say:** *The boy fishing in the picture reminds us that Jesus fed the crowd with loaves and fish. Ask Jesus to help you understand the message of the story.*
- ▶ Read aloud the reflection. Pause between each paragraph to encourage prayerful reflection. Conclude by praying the Sign of the Cross with your child.
- ▶ Read aloud the heading and first paragraph on page 97. Ask your child to imagine being one of the disciples. Talk about what it might have been like to see the miracle of the loaves and fishes. Have your child answer the first three questions and share the answers with you. Invite your child to read aloud the fourth question and write a private prayer.

### Respond: Page 98

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can be more alert to the needs of others.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.



## ***Celebrating the Eucharist***

### **Engage: Page 99**

- ▶ **Ask:** *What is your favorite holiday? Why? What do we do to prepare for the day?*  
**Say:** *Holidays are traditions for our family. We follow certain patterns each holiday.*
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. **Say:** *A ritual is an established pattern for performing an act that is part of a ceremony. In this session we're going to learn about the Eucharist, the most important ritual in which we participate.*
- ▶ Ask your child to identify other rituals that are part of the ceremonies we follow at Mass. Pray aloud the prayer together.

### **Explore: Pages 100–101**

- ▶ Discuss the order of events during Mass. **Say:** *The Mass follows a certain set of steps, starting with the Introductory Rite and ending with the Concluding Rites.*
- ▶ Have your child read aloud Christ's Presence in the Eucharist on page 100.  
**Ask:** *What is the Real Presence? (Jesus actually present in the Eucharist)*
- ▶ Take turns reading aloud the sections found under the heading The Order of Mass on pages 100 and 101. Summarize each section after you are finished. If possible, look at a Mass booklet to locate the prayers mentioned in the sections.

### **Art Exploration: Page 241**

- ▶ Find in a magazine, in a book, or online a picture of Jesus and his disciples sharing in the Last Supper.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the expressions on all the people's faces.
- ▶ **Say:** *Just as we have support and love from our family, Jesus was surrounded by his closest friends at the most difficult time of his life.*
- ▶ Have your child turn to page 241. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud The Eucharist Calls Us to Share. **Say:** *The Eucharist is a memorial because it recalls Jesus' sacrifice.* **Ask:** *What did Saint Paul suggest we do before celebrating the Eucharist? (examine ourselves)*
- ▶ Read aloud Worthy of the Eucharist and give your child time to complete the activity.

- ▶ Read aloud the Reading God's Word feature. **Say:** *To truly celebrate the Eucharist and be closer to Jesus, it is important that we are willing to live in harmony with others.*
- ▶ Have your child imagine that Jesus is present at your family's table at mealtime. Have your child draw a table and plates of the things that represent how he or she is worthy for Jesus, such as a bowl of smiles, because he or she is kind to others or a platter of prayers, because he or she has faith. Encourage your child to fill the table with things to show Jesus that he or she is ready for him.

### Reflect: Pages 102–103

- ▶ Together look at page 102. Encourage your child to pray before the Real Presence of Jesus. Tell your child that he or she can attend Eucharist adoration services or simply sit in church in front of the tabernacle.
- ▶ Invite your child to find a comfortable position. Read aloud the first paragraph. Have your child read *Tantum Ergo* silently. Point out that *jubilant* is another word for joy. After he or she reads the prayer, finish reading aloud the remaining paragraphs. Close by praying *Amen*.
- ▶ Read aloud the heading, first paragraph, and directions for part A on page 103. Ask your child to complete the activity. Encourage him or her to use a Mass booklet as a reference if there are questions. Invite your child to complete parts B and C and then share the answers with you.

### Respond: Page 104

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can stay close to Jesus.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## ***Celebrating Reconciliation***

### **Engage: Page 105**

- ▶ **Say:** *When we reconcile with someone, we heal a relationship that has been broken.* Discuss times when both you and your child reconciled with a friend.
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. **Say:** *In this session we'll learn why forgiveness is important, even when it is difficult.*
- ▶ Ask your child to think about how he or she felt before and after a reconciliation. Pray aloud the prayer together.

### **Explore: Pages 106–107**

- ▶ Discuss stories that you know about Jesus healing the sick or read aloud Matthew 9:1–7 or Luke 5:17–26 in which Jesus heals the paralytic.
- ▶ Have your child read aloud page 106. **Ask:** *Why do you think Reconciliation and Anointing of the Sick are called Sacraments of Healing?* (They help restore or heal our relationships with God, others, and ourselves.) *What is the difference between a mortal sin and a venial sin?* (Mortal sin is a more serious or grave offense.) Ask your child to summarize what he or she learned about the Sacraments of Healing and the meaning of sin in our lives.
- ▶ Take turns reading aloud page 107. **Say:** *Remember that the priest will never talk to anyone about what you say to him. Also, the priest usually gives a penance that fits the sin.* **Ask:** *What does the word absolve mean?* (to free from guilt) **Say:** *By saying these words, the priest forgives your sins in the name of Jesus. Our Amen means that we believe that we have truly received God's forgiveness.*

### **Art Exploration: Page 242**

- ▶ Find in a magazine, in a book, or online a picture of Jesus revealing himself to his apostles after he is risen.
- ▶ **Say:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including what Jesus is doing and how his apostles are feeling.
- ▶ **Say:** *In the Sacrament of Reconciliation, we celebrate God's forgiveness, receive absolution for our sins, and are reconciled with ourselves, God, and the Church.*
- ▶ Have your child turn to page 242. Read aloud the introduction and discuss the question.

- ▶ Read aloud Jesus Brings Us Peace and Forgiveness. **Ask:** *What did Jesus do when he appeared to the apostles?* (He offered them peace. He sent them on a mission. He gave them the Spirit. He told them they have the authority to forgive sins.)
- ▶ Read aloud Learning to Forgive. Allow time for your child to complete the prayer.
- ▶ Have your child imagine he or she is one of the apostles in the room. Ask your child to illustrate a pictorial of what happened in the locked room in the style of a comic book. Encourage your child to read the Bible passage about the event to get the full depth of the miracle. Display the artwork in your home.

### Reflect: Pages 108–109

- ▶ Together look at page 108. **Say:** *It is helpful to learn the Act of Contrition by heart. This helps you pray the prayer often and pray the full meaning of the words.*
- ▶ Have your child read aloud the heading and the first paragraph. Together pray aloud the Act of Contrition. Read aloud the last two paragraphs, pausing to give your child time to reflect on the question. Conclude by praying *Amen*.
- ▶ Read aloud the first paragraph on page 109. Have your child read silently the parable of the forgiving father in Luke 15:11–24. Then have him or her complete the activity and share the summary with you.
- ▶ Read aloud the Reading God's Word feature. **Ask:** *What are transgressions?* (sins, breaking a rule or law, doing wrong)

### Respond: Page 110

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to share times when he or she forgave someone who has done wrong to him or her.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## Jesus Heals Us

### Engage: Page 111

- ▶ Discuss how it feels to be ill. Recall a time when a friend or family member was ill. **Ask:** *How did the person deal with the experience? How did the illness affect our family?*
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. **Ask:** *What can we do to make someone feel better?* (plan visits, bring food, or send a card) **Say:** *In this session we will learn how Jesus heals us.*
- ▶ Invite your child to make a "healing" collage by cutting out from magazines and newspapers pictures, words, and phrases that represent healing. Pray aloud the prayer together.

### Explore: Pages 112–113

- ▶ Discuss the meaning of your child's name. Talk about why you chose your child's name.
- ▶ Have your child read aloud Jesus Heals and Saves on page 112. **Ask:** *What is the meaning of Jesus' name? ("God saves" and "the anointed one") What does that tell you about Jesus?* (His mission is to save and heal us.)
- ▶ Read aloud the Sacred Site feature. **Ask:** *Why do you think we're learning about Lourdes in this session?* (because it is a place of healing)
- ▶ Take turns reading aloud page 113 and point out the vocabulary word. **Say:** Anoint means "to mark or sign with oil." **Ask:** *What parts of the body does the priest anoint?* (forehead, hands)
- ▶ Read aloud the Did You Know? feature. **Say:** *What other sacraments include anointing?* (Baptism, Confirmation, Holy Orders)

### Art Exploration: Page 243

- ▶ Find in a magazine, in a book, or online a picture of Peter and John healing a man who was crippled.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the actions of each man.
- ▶ **Say:** *After Jesus' Death, the apostles carried on his teaching with the occasional use of miracles to demonstrate God's power.*
- ▶ Have your child turn to page 243. Read aloud the introduction and discuss the question.

- ▶ Read aloud The Apostles Heal in Jesus' Name. **Ask:** *What is the story's message?* (When we pray, God will answer.)
- ▶ Have your child read aloud Gratitude List and have him or her write a prayer of thanks on a separate sheet of paper.
- ▶ Read aloud the Link to Liturgy feature. **Say:** *By performing a miracle for a Roman soldier, Jesus was showing that his healing power is meant for all people.*
- ▶ Have your child design and decorate five greeting cards for any person or any occasion. Encourage him or her to be heartfelt in the messages of healing, love, or gratitude. Encourage your child to give the cards to people he or she cares about.

### Reflect: Pages 114–115

- ▶ Together look at page 114. **Say:** *Remember to include in your prayers people you know who are sick or sorrowful.*
- ▶ Ask your child to read aloud the first paragraph. Then read aloud the remaining paragraphs slowly, pausing for reflection. Conclude by praying *Amen*.
- ▶ Have your child read aloud Comparing the Two Sacraments of Healing on page 115. **Say:** *Review the last session and this session if you need help answering the questions.* Discuss the answers when your child is finished.

### Respond: Page 116

- ▶ Ask your child to read aloud the Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways to show concern for people who are sick or suffering.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## ***Celebrating Lent and Holy Week***

### **Engage: Page 117**

- ▶ Have your child examine a cross. **Ask:** *What can you tell me about the cross? (We use it to pray. It reminds us of Jesus.)* **Say:** *Lent is a time to reflect on the cross.*
- ▶ Read aloud the session title and text. Discuss the picture. **Say:** *In this session we will learn about Lent and Holy Week, the time when we solemnly remember that Jesus died for our sins.*
- ▶ Discuss ways that your family prepares for Easter. Pray aloud the prayer together.

### **Explore: Page 118**

- ▶ **Say:** *The word passion refers to the suffering and Death of Jesus.* **Ask:** *What do you know about the Passion of Christ? Discuss your child's response.*
- ▶ Have your child read aloud The Passion of Jesus. **Say:** *We can make our own sacrifices as a sign of our commitment to Jesus. We can give alms, fast, and pray.*
- ▶ Read aloud Stations of the Cross. **Ask:** *Which stations can you recall? What do you think was going through Jesus' mind at that time?*
- ▶ Read aloud the Reading God's Word feature. **Say:** *In this Gospel, Luke is the narrator, telling us what happened at Jesus' Crucifixion. Through his Gospel we learn that many people gathered and followed Jesus as he carried his cross.*

### **Reflect: Page 119**

- ▶ Direct your child's attention to pages 198–199 in the Prayers and Practices section of his or her book. Have your child first describe each scene before you read aloud the Stations of the Cross. **Say:** *Lent and Holy Week is a very special time for the Church, and we retell the story of the Passion to celebrate the Resurrection of Jesus Christ.*
- ▶ Read aloud Mass During Lent and Holy Week. **Ask:** *Why is Mass not celebrated on Good Friday? (because it is the day Jesus suffered and died)*
- ▶ Have your child read aloud What We Experience. **Ask:** *Even though different churches have different traditions for venerating the cross, how are they the same? (The meaning is the same.)* **Say:** *The purpose is to acknowledge the Death of Jesus on the cross.*
- ▶ Read aloud The Great Sacrifice. Have your child look up the word *redemption* in the Glossary and complete the activity. Discuss the answers together.

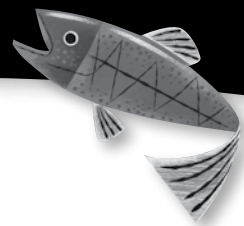


### Art Exploration: Page 244

- ▶ Find in a magazine, in a book, or online a picture that shows Jesus as he carries his cross.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including how the painting makes him or her feel.
- ▶ **Say:** *Lent is a time to remember the Passion of Jesus and to forgive others as we would like to be forgiven.*
- ▶ Have your child turn to page 244. Read aloud the introduction and discuss the questions.
- ▶ Have your child read aloud Jesus Forgives. **Say:** *Pontius Pilate was the Roman governor who was sent to rule over the Jews in Palestine.* **Ask:** *Why do you think Jesus didn't just ask God to stop all of it and spare him the pain? (Jesus' mission was to save us from our sins by dying for us.)*
- ▶ Read aloud Forgive as Jesus Did. **Say:** *"Forgive us our trespasses" means to forgive us the wrong we have done to others.*
- ▶ Have your child read aloud Celebrating Lent and Holy Week and complete the activity. Invite him or her to share the ideas with you.
- ▶ Together make a simple calendar for the 40 days of Lent. Put a large line at the top for your child to write his or her Lenten promise. Provide 40 foil stars so that your child can mark off each day that he or she is able to fulfill the promise. Hang the calendar in your home and review it daily.

### Respond: Page 120

- ▶ Ask your child to read aloud the Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways to do something selfless for someone he or she loves.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.



# Morality, Our Lived Faith

## Begin

**Ask:** What saints have we learned about so far? (Saint Augustine, Saint Alphonsus, Saint Ignatius of Loyola, Saint Bernadette) **Say:** Tell me words that describe each of these saints. Read aloud the unit title on page 121.

**Say:** Our new unit will help us learn how Jesus is the model for the way we should live our lives. Saint Isaac Jogues gave his life while spreading the Good News as a missionary in North America.

## Introduce the Saint

Direct your child's attention to the picture of Saint Isaac Jogues. Have your child read aloud the text. Explain that a martyr is a person who suffers greatly or dies for a cause or a belief.

Turn to page 122. Have your child read aloud the first three paragraphs.

**Ask:** Where does Saint Isaac Jogues get sent to work as a missionary? (an area that is now Canada and the northeast United States) Whom did he try to help there? (Native Americans) Why was missionary work difficult? (There were different languages, food, customs, and religious practices.) What does Isaac Jogues's experience with the Mohawks tell you about his character? (He still continued to preach and help others even though he was in prison.)

Have your child read silently the last two paragraphs. **Ask:** Why did Isaac Jogues need special permission to say Mass? (His hands were injured so he couldn't hold the host.) Why did he go back to North America? (He believed that he was needed there.) What happened to him? (He was killed for his beliefs.) **Say:** Saint Isaac Jogues is a good example of someone who lived like Jesus. What words would you use to describe his character and his work as a missionary?

With your child add Isaac Jogues's feast day, October 19, to your calendar. Plan an event together to celebrate the life of Saint Isaac Jogues.

## Making Moral Decisions

### Engage: Page 123

- ▶ **Say:** Name a person you admire. **Ask:** How does this person treat others? What makes him or her so special? Share the name of a person whom you admire and tell why.
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. **Say:** In this session we'll learn that making moral decisions involves how we say yes or no to God and to the needs of others.
- ▶ Together discuss some moral choices you face in your lives such as choosing not to lie and treating people with respect. Pray aloud the prayer together.

### Explore: Pages 124–125

- ▶ Recall the story of "The Three Little Pigs." **Say:** This story teaches an important lesson about life. Jesus also used stories to teach people.
- ▶ Turn to page 124. Have your child read aloud Putting Our Lives on a Firm Foundation. **Ask:** What do you think the phrase "storms of life" means? (difficult times)
- ▶ Read aloud the Did You Know? feature. **Ask:** What is a conscience? (an inner voice that helps us know God's Law and guides our choices)
- ▶ Have your child read silently Making Choices on page 125. **Ask:** How can knowing that Jesus is with us make a difference? (Knowing we are not alone helps us feel God's love and share it with others.) How can decisions affect our lives with God? (When we do things that are wrong, guilt interferes with our closeness with God.)

### Art Exploration: Page 245

- ▶ Find in a magazine, in a book, or online an image of Saint Francis of Assisi.
- ▶ **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including the animals surrounding Saint Francis.
- ▶ **Say:** Caring for others helps us to lead a moral life.
- ▶ Have your child turn to page 245. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud Saint Francis of Assisi. Point out the vocabulary word. **Ask:** How can we follow Saint Francis's example in our own lives? (dedicate our lives to God, help those who are poor, care about animals, appreciate nature)

- ▶ Read aloud Everyday Appreciation. Allow time for your child to write his or her answer. Discuss your child's response.
- ▶ Tell your child that Saint Francis was inspired by nature. Encourage your child to make a mixed-media collage that shows what nature means to him or her. Provide magazines, fabric, buttons, sequins, sand, leaves, stones, and paint. Display the artwork in your home.

### Reflect: Pages 126–127

- ▶ Together look at page 126. **Say:** *The girl in the picture looks like she has a difficult choice to make. Remember that the Holy Spirit helps us know right from wrong. Through prayer we are able to overcome temptation.*
- ▶ Read aloud the page slowly. Include long, reflective pauses after each paragraph. Allow an additional minute at the end of your reading for personal reflection. Conclude by praying the Lord's Prayer together.
- ▶ Have your child read aloud the first paragraph of Making Choices: Roundtable Discussion on page 127. Discuss each question together and have your child record your answers.
- ▶ Read aloud the Reading God's Word feature. **Say:** *This proverb is telling us that the wicked are those who make bad moral choices. They will not be able to cope with the challenges of life, which is known as the tempest, while those who make good moral choices are the just and will have solid foundations established.*

### Respond: Page 128

- ▶ Ask your child to read aloud the Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways to make good choices every day.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## Living a Moral Life

### Engage: Page 129

- ▶ **Say:** *Think of a time that someone encouraged or praised you. How did it make you feel?*
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. **Say:** *In this session we'll learn how the choices we make can help us live a happy and moral life.*
- ▶ Together think of synonyms for these words: *happy, nice, good, and friend*. Make a list of your words to expand your "good word" vocabulary. Pray aloud the prayer together.

### Explore: Pages 130–131

- ▶ **Say:** *Name three things you remember about making a good choice.* Encourage your child to look back at page 125 to review the entire list.
- ▶ Read aloud the first two sections on page 130. Point out the vocabulary words. **Say:** *If we remember that we are all made in God's image, then we will learn to use words that show respect for the dignity of each person and to talk to others as we would like to be spoken to.* Have your child read aloud The Positive Power of Words and complete the activity.
- ▶ Have your child read aloud Sin's Social Side on page 131. **Say:** *We have a responsibility to think of others when we act and understand that our actions have consequences.*
- ▶ Read aloud Exploring the Social Effects of Sin and of Doing Good.
- ▶ Read aloud the Reading God's Word feature. **Ask:** *How does this passage relate to what we are learning in this session?* (We can use our words to bring peace and love. We can be helpful and say encouraging things to those in conflict or in trouble.)

### Art Exploration: Page 246

- ▶ Find in a magazine, in a book, or online a picture of people whispering to one another.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the setting and the people's body language.
- ▶ **Say:** *Instead of misusing words, we are called to use our words with the wisdom that comes from God.*
- ▶ Have your child turn to page 246. Read aloud the introduction and discuss the question.

- ▶ Have your child read aloud Words Out of Control. **Ask:** *How can words get out of control?* (Once we say something to others, it's impossible to take our words back or keep others from repeating what we said.)
- ▶ Read aloud Words Can Hurt You and have your child write a poem. Encourage him or her to share the poem with you and with other family members.
- ▶ Have your child close his or her eyes and imagine walking by the women in the Art Print. Tell your child that the women are speaking meanly about someone else. Ask your child to think about what he or she would do in this situation. **Say:** *Let's ask God to bless our words and to help us think kindly before we speak.*

### Reflect: Pages 132–133

- ▶ Together look at page 132. **Say:** *When you are tempted to use the name of God, Jesus Christ, Mary, or the saints in an offensive way or to say hurtful things to others, you can pray this psalm as a short prayer of strength.*
- ▶ Read aloud the first paragraph. Then take turns praying aloud the verses. Read aloud the last two paragraphs slowly, pausing after each sentence to give your child time to reflect on the words. Conclude by praying *Amen*.
- ▶ Read aloud the Understanding the Psalms on page 133. Have your child complete the activity. Then invite him or her to discuss one of these lessons in his or her daily life.

### Respond: Page 134

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can use kind words to help others see God's love.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## Growing in Holiness

### Engage: Page 135

- ▶ Talk about the different ways your child has changed since kindergarten. **Say:** *You are also growing spiritually—in prayer, in taking responsibility, and in making choices.*
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. **Say:** *In this session we'll focus on the fact that our bodies and spirits are gifts from God and that we have a responsibility to take care of them.*
- ▶ Together think of healthy ways to take care of your body today. Pray aloud the prayer together.

### Explore: Pages 136–137

- ▶ **Ask:** *What do you think it means to act morally?* Share your own ideas with your child.
- ▶ Read aloud the first two sections on page 136. **Ask:** *Whom do we reflect when we act morally?* (Jesus)
- ▶ Read aloud the Reading God's Word feature. **Say:** *This passage is from the Old Testament. God asks us to be holy just as he is holy.*
- ▶ Have your child read page 137 silently. Point out the vocabulary word. **Ask:** *What ways can you use your body to glorify God?* (using our voices to sing and praise God, using our eyes to see where help is needed, hugging someone to show love, using our athletic skills to full potential)

### Art Exploration: Page 247

- ▶ Find in a magazine, in a book, or online an image of Kateri Tekakwitha surrounded by different symbols of her faith and culture.
- ▶ **Say:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the symbols shown in the artwork.
- ▶ **Say:** *Kateri Tekakwitha accepted Jesus and the Christian faith but still loved her people and wanted their culture and history to remain part of her life.*
- ▶ Have your child turn to page 247. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud Kateri Tekakwitha. **Ask:** *How was Tekakwitha like some of the other saints about whom we've read?* (She chose Jesus above all else. She made hard choices. She helped people. She lived her life according to Jesus' example.)
- ▶ Read aloud Personal Decisions. Allow time for your child to complete the activity.



- ▶ Read aloud the Sacred Site feature. **Say:** *Tekakwitha had to sacrifice the acceptance of her people to follow Christ's teaching.*
- ▶ Invite your child to make a self-portrait in the iconographic style. Tell your child to include symbols of faith and other images that are meaningful to him or her. Discuss the elements of the self-portrait and display it in your home.

### Reflect: Pages 138–139

- ▶ Together look at page 138. **Say:** *You can use your imagination to make prayer time more meaningful. Use all your senses and imagine yourself with Jesus.*
- ▶ Read aloud the first paragraph. Ask your child to read silently along with you as you read aloud the Scripture passage. Read aloud the second and third paragraphs, pausing after each. Allow a minute after the last paragraph for personal reflection. Conclude the reflective prayer by praying the Sign of the Cross.
- ▶ **Ask:** *How do we know how Jesus wants us to act?* (from the Gospels, which tell us Jesus' teaching and show us how he lived) Read aloud the first paragraph of Seeing Jesus as Teacher and Model of the Moral Life on page 139. Complete the activity together.

### Respond: Page 140

- ▶ Ask your child to read aloud the Faith Summary. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways to be respectful to others and to be true to himself or herself.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## The Way to Jesus

### Engage: Page 141

- ▶ **Ask:** What are some qualities good neighbors have? What do good neighbors do for one another?
- ▶ Read aloud the session title and the text in the blue box. Discuss your child's responses. **Say:** In this session we'll learn how our actions in this life affect our final judgment and relationship with God in eternal life.
- ▶ Ask your child to think about ways he or she can be a good neighbor in your neighborhood and in the classroom. Pray aloud the prayer together.

### Explore: Pages 142–143

- ▶ Together give examples of ways you have seen or read about people helping one another in movies, on TV shows, or in books. Consider putting one of these suggestions into action today.
- ▶ Have your child read silently The Meaning of Judgment on page 142. Point out the vocabulary words. **Ask:** What is God's intention for us? (to have us share eternal life with him) **Say:** According to Church teaching, there are two judgments for each person: one is a particular judgment at death, and the other is a final judgment at the end of the world, when the soul will be reunited with the body.
- ▶ Read aloud the Link to Liturgy feature. **Say:** The colors of the vestments at a funeral Mass are chosen to express Christian hope in a way that is sensitive to human grief.
- ▶ Read aloud We Pray for Those in Purgatory on page 143 and point out the vocabulary word. **Say:** Purgatory is the final step before complete union with God by people who are still imperfect because of sin.
- ▶ Read aloud the Did You Know? feature. **Say:** A Holy Year occurs every 25 years and the next scheduled Holy Year will be in 2025.

### Art Exploration: Page 248

- ▶ Find in a magazine, in a book, or online an image that depicts the seven levels of Heaven, from those condemned to Hell to those chosen to be with God.
- ▶ **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including who they see on each level shown in the artwork.
- ▶ **Say:** Living as faith-filled followers of Jesus' means living with our Father in Heaven.
- ▶ Have your child turn to page 248. Read aloud the introduction and discuss the question.

- ▶ Have your child read aloud Jesus Judges All. **Say:** *Having food, clothes, and somewhere to sleep are things everyone should have, but some people don't. God wants us to take care of one another, especially in these most basic ways.*
- ▶ Read aloud Acting in Faith and have your child complete the activity.
- ▶ Tell your child to imagine a new person at school who wears unusual clothes, brings unfamiliar food for lunch, and looks different from the other students. Ask your child to think for a minute about how he or she would respond. Then tell your child that the new person is Jesus. **Say:** *Let us pray. God, remind me that Jesus is present in each person I meet. Help me treat others, regardless of how they look or speak, as I would treat Jesus. Amen.*

### Reflect: Pages 144–145

- ▶ Together look at page 144. **Say:** *The boy in the picture is visiting the older man. As you pray, think about how Jesus calls each of us to respond to the needs of our neighbors, even when it is difficult.*
- ▶ Have your child read silently the first paragraph. Tell your child that the items in the list are called the Corporal Works of Mercy. After reading aloud the list, pause for a moment of reflection. Read aloud the rest of the page. Conclude by praying Amen.
- ▶ Have your child read aloud Knowing How to Treat Your Neighbor on page 145. Work together to think of ways to help those around you.
- ▶ Read aloud the Reading God's Word feature. **Say:** *In this passage from the New Testament, Jesus tells us that he will come to judge us according to how we act.*

### Respond: Page 146

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways to offer friendship to someone in his or her class who does not have many friends.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.

## ***Celebrating Easter***

### **Engage: Page 147**

- ▶ Show your child an Easter lily or a picture of one. **Ask:** *What can you tell me about this lily? (It's a plant we see in the spring and use to decorate at Easter.)* **Say:** *Easter, a celebration in the spring, is like this lily—beautiful and full of new life.*
- ▶ Read aloud the session title and the text. Return to the Easter lily. **Say:** *Even when the leaves of lilies turn brown, they are not dead. Lilies grow from bulbs and continue to thrive. Lent, like a bulb in winter, is a time of waiting. Easter, like a blooming lily, celebrates new life. In this session we'll learn that Easter is the time we celebrate the risen Jesus.*
- ▶ Discuss ways that your family celebrates Easter. Pray aloud the prayer together.

### **Explore: Page 148**

- ▶ **Ask:** *What is the work of a missionary?* Together find out if there are mission groups in your area and learn more about them.
- ▶ Have your child read silently Our Mission During Easter. Point out the vocabulary word. **Say:** *We must answer God's call and do all we can to serve one another, including members of our family, our friends and neighbors, and people around the world whom we've never met.*
- ▶ Have your child read aloud My Mission and complete the activity.
- ▶ Read aloud the Reading God's Word feature. **Say:** *In his Gospel, Mark emphasizes the importance of serving others rather than being served.*

### **Reflect: Page 149**

- ▶ Share a church bulletin with your child, pointing out the many activities. **Ask:** *Which activities are inspiring to you?*
- ▶ Read aloud Mass During Easter and What We Experience. **Say:** *During the Easter season, we celebrate more than the Resurrection. We also celebrate Jesus' Ascension into Heaven and the Holy Spirit coming on Pentecost.*
- ▶ Have your child read aloud Serve the Lord and Others and complete the activity.
- ▶ Read aloud the Did You Know? feature. **Say:** *The Feast of the Ascension celebrates Jesus' Ascension into Heaven 40 days after his Resurrection, on the sixth Thursday after Easter, or the seventh Sunday of Easter, depending on the diocese.*

### Art Exploration: Page 249

- ▶ Find in a magazine, in a book, or online a picture that shows Jesus' disciples receiving the Holy Spirit.
- ▶ **Ask:** *What do you see in this picture?* Encourage your child to describe the picture in detail, including the symbol of fire and the expressions on the people's faces.
- ▶ **Say:** *Easter is a time to reflect on the mission we are being given by Jesus.*
- ▶ Have your child turn to page 249. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud the page. **Say:** *It is now 2,000 years later. The Holy Spirit is still giving us strength and confidence to tell others about the promise of Salvation through Jesus Christ.*
- ▶ Allow time for your child to complete the activity and share the response with you.
- ▶ **Say:** *Easter is a joyful season because although Christ had died, he is now risen. Imagine you are one of the disciples visited by the Holy Spirit. Imagine what the scene is like. Allow your child a few moments of quiet reflection. **Say:** Let us pray. God, thank you for sending your Son to save us from sin. Help us serve others as Jesus has. Amen.*

### Respond: Page 150

- ▶ Ask your child to read aloud the Faith Summary. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific ways he or she can do a nice deed without expecting a thank-you in return.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud the With My Family suggestions. Invite your child to choose one or more to complete today.