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 and how the Bible is a source to find out more about him. Read aloud the unit title. Say: Let’s begin this book together by talking about God as our Father and Creator and learning how the Bible reveals him to us.

Introduce the Saint
Focus your child’s attention on the picture. Ask: What is Saint Jerome doing? (writing, thinking)

Invite your child to read aloud the text on page 1 about Saint Jerome. Ask: Why might Saint Jerome be the patron saint of librarians? (He worked with the Bible, a kind of library.)

Turn to page 2. Read aloud the first paragraph. Ask: What is Hebrew? (the language spoken by Jewish people) Explain that few Christians in Jerome’s day could read and those who did read Latin, their everyday language. Say: Jerome’s work made it possible for people to read the Bible in their own language.

Have your child read aloud the last two paragraphs. Read aloud Jerome’s quotation. Ask: How did Jerome translate Scripture into deeds? (When war broke out, he stopped his work to help refugees.) What does his statement mean to you? (God wants us to help others.)

With your child add Jerome’s feast day, September 30, to your calendar. Plan an event together to celebrate the work of Saint Jerome.
The Bible, God’s Story

Engage: Page 3

- Look through your Bible together. **Ask:** What makes a Bible story interesting to you?
- Read aloud the session title and the text in the blue box. Discuss your child’s choice. Share your own favorite Bible stories. Discuss the importance of reading and discussing the Bible with family members. **Say:** In this session we will learn how God’s words of everlasting life are in our most important book, the Bible.
- Pray aloud the prayer together.

Explore: Pages 4–5

- Discuss pieces of art that you and your child are familiar with. Together find a piece or two online to observe. **Ask:** What might have inspired the artist to make such a piece? Invite your child to look up inspired in the Glossary and read aloud the definition.
- Have your child read aloud page 4. **Ask:** What is the main story of the Old Testament? (the story of the Hebrew people and their faith in God) **What is the main story of the New Testament?** (the story of Jesus, the early Christians, and their new faith and Salvation through Jesus)
- Read aloud the Did You Know? feature. Discuss some of the books of the Bible you are both familiar with and tell what you know about them.
- Have your child read aloud page 5. Discuss the vocabulary words Magisterium and interpretation in dark type. **Say:** We believe the Bible is the Word of God. The Spirit of God works through the Magisterium, and we rely on its members to help us understand what Scripture means for our lives.
- Read aloud the Reading God’s Word feature. **Ask:** What does this Bible verse mean to you?

Art Exploration: Page 229

- Find in a magazine, in a book, or online a picture of an illuminated, or decorated, Bible page.
- **Say:** What do you see in this picture? Encourage your child to describe the picture in detail, including any ornate letters, pictures, and scenes.
- **Say:** The colorful letters, flowers, animals, and scenes remind us of the beauty of God’s creation.
Have your child turn to page 229. Read aloud the introduction and discuss the question.

Invite your child to read aloud Copying the Bible. Point out the two vocabulary words. **Ask:** Why is “everyday language” important for a Bible translation? (makes it easier to read) Why were scriptoriums so important? (They produced copies of the Bible so that more people could use the Bible for prayer and worship.)

Have your child read aloud Illuminated Bible and complete the activity.

Ask your child to study the illuminated Bible page and imagine what it would take to copy not only the Scripture, but also to illuminate the page. Have your child reflect on how long it would take to copy the page. Ask your child to focus on the concentration the illuminators must have had to complete each page. Close with a silent prayer thanking God for revealing himself through the Bible.

**Reflect: Pages 6–7**

- Together look at page 6. **Ask:** What do the butterflies and dove on this page mean to you? **Say:** A prayer is a conversation. Think about the words you are praying and listen with your heart.
- Together with your child, take turns reading aloud the paragraphs and prayer on page 6. Conclude by praying Amen and joining your child in praying the Sign of the Cross.
- Have your child read aloud the first paragraph and Bible passage of Making Choices on page 7. **Say:** Moses is trying to convince the Hebrews that if they follow God’s commandments, their lives will be blessed. Then read aloud the next paragraph. **Ask:** How can we use free will to follow God? Discuss your child’s response.
- Have your child read aloud Seeking Advice and think of a situation to write about. Discuss the situation and response after he or she is finished writing.

**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. Invite your child to choose a psalm listed and read it aloud together.
- 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 Creates the World

Engage: Page 9

- Look around your home to find something that your child has made recently. 
  **Ask:** How do you expect others to treat the things you make? (with respect) How do you think God expects us to treat his creation? (the same way, with respect and care)
- Read aloud the session title and the text in the blue box. **Ask:** What can you do to help preserve the beauty of God’s creation? (Do not litter. Conserve water and energy.) In this session we will learn about the wonders of God’s creation and how we are called to take care of it.
- Ask your child to look out your window and think of ways to care for God’s creation in your own neighborhood. Pray aloud the prayer together.

Explore: Pages 10–11

- Together close your eyes and visualize something wonderful that God has created. 
  **Ask:** What amazing things did you see? Make a list of your responses.
- Have your child read aloud The Book of Genesis and The First Story of Creation on page 10. **Ask:** What did the writer of the first Genesis story want to make clear? (God created every part of the world and saw everything as good.)
- Have your child read aloud It’s All Good. Ask your child to name something that he or she typically thinks of as bad but to tell something good about it. For example, forest fires seem bad, but the fires remove underbrush and help new trees grow.) Ask your child to complete the activity.
- Read aloud Far from Home and the caption on page 11. **Ask:** What was it like for the exiled Jews? (They were treated badly.) Have your child look up culture and racism in the Glossary. Discuss the definitions. **Say:** Many Americans are immigrants, and most are descendants of immigrants, so someone in our family might have had to get used to a new culture and may have faced racism.
- Have your child read aloud the Meet a Saint feature. **Ask:** How do people working for minority rights do God’s work? (They care for others and treat others as equals.)

Art Exploration: Page 230

- Find in a magazine, in a book, or online a picture of Adam and Eve being expelled from the Garden of Eden.
▶ Ask: What do you see in this picture? Encourage your child to describe the picture in detail, including any emotion being expressed by Adam and Eve.
▶ Say: God created all people equally. Everyone should be treated with the same dignity.
▶ Have your child turn to page 230. Read aloud the introduction and discuss the question.
▶ Read aloud the first three paragraphs. Ask: What does God ask of us today? (to care for the earth) Even though Adam and Eve disobeyed God, what did God still show them? (love and mercy) Discuss stewardship.
▶ Have your child read aloud Mercy and Love and write a prayer.
▶ Read aloud the Reading God’s Word feature. Ask your child to explain Psalm 8 in his or her own words. Say: Psalm 8 praises God for making human beings so special.
▶ Using art supplies, ask your child to draw a comic strip panel to tell one Creation story. When it is finished, encourage your child to share it with a family member.

Reflect: Pages 12–13
▶ Together look at page 12. Ask: What do you see in the picture? (a ladybug) Remind your child to use his or her imagination in this prayer. Explain that your child will use all of his or her senses.
▶ Read aloud the first four paragraphs slowly and with expression. Allow time for your child to imagine what is being described. Read aloud the last paragraph and provide time for quiet reflection. Close the prayer by praying Amen and the Sign of the Cross.
▶ Read aloud Equal in the Eyes of God on page 13. Point out the vocabulary word. Ask: What is our duty as Catholics regarding sexism and racism? (to oppose any kind of discrimination)
▶ Have your child read aloud We Can Be Good and complete the activity. Discuss your child’s response and drawing with other family members.

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 be kind to other people and care for God’s 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.
Sin and Salvation

Engage: Page 15

- Together with your child, name people in your community whom you trust, such as a police officer, a teacher, a crossing guard, and your next-door neighbor. **Ask:** What do you trust each of these people to do for you?
- Read aloud the session title and the text in the blue box. Discuss the picture.
  **Say:** God wants you to place your trust in him.
- Ask your child to think about the people he or she trusts. **Ask:** How can you show your trust in God? (through prayer, by obeying his commandments) **In this session we will learn about people who did not trust in God. We will also learn that God always forgives us, even when we make mistakes.**
- Pray aloud the prayer together.

Explore: Pages 16–17

- Discuss times that your child regretted a choice he or she made, such as telling a lie, not doing chores, or not sharing with a sibling. **Ask:** How did you feel? What were the consequences?
- Have your child read aloud Trusting God and Adam and Eve Disobey God on page 16. Point out the vocabulary word. **Ask:** Why do you think Adam and Eve ate the one fruit that God had forbidden them to eat? (They wanted to be wise like God.) What were their consequences? (They had to leave the garden; their lives became more challenging.)
- Read aloud the Reading God’s Word feature. **Ask:** What other word does enmity look or sound like? (enemy) What do you think the word enmity means? (hatred)
- Have your child read aloud Cain and Abel on page 17. **Say:** God showed Cain mercy. **Ask:** What is mercy? (a kind and tolerant response to a difficult time)
- Have your child read aloud the directions for God’s Mercy and complete the activity. Discuss your child’s responses.

Art Exploration: Page 231

- Find in a magazine, in a book, or online an interpretation of Noah building the ark.
- **Say:** Whom do you see in this picture? Encourage your child to describe the picture in detail, including what the ark looks like and who is boarding the ark.
Say: God showed mercy to Noah’s family, just as he showed Adam and Eve, and just as he shows us.

Have your child turn to page 231. Read aloud the introduction and discuss the question.

Have your child read aloud God Chooses Noah. Ask: Why did Noah and his family survive the flood? (They listened to God, obeyed God, and trusted in God.)

Read aloud God’s Promise. Ask: What was God’s promise to Noah? (to never send such a flood again) What does it mean for us? (to never give up on people) Read aloud Your Promise. Have your child complete the activity.

Read aloud the Link to Liturgy feature. Say: Noah and his family were thankful for God’s mercy. During Mass we give thanks for God’s mercy too.

Identify the colors of the rainbow. Have your child use watercolor paints or pastels to make a rainbow, demonstrating the correct color order. Have your child draw a cloud and write a promise he or she will make to God. Display the artwork in your home.

Reflect: Pages 18–19

Together look at page 18. Point out the picture. Say: The boy looks happy and peaceful, just as we do when we pray. Remember that we can ask Mary, our Blessed Mother, to support and help us as we present our needs to God.

Invite your child to read aloud the first paragraph on page 18. Say: Let’s pray aloud each line of the Hail Mary together. After each line, we’ll silently read the sentences that follow and think about what they mean. Conclude by praying Amen and the Sign of the Cross.

Have your child read aloud the first paragraph on page 19. Read aloud the directions for Words of Wisdom. Look up the Bible verses together and discuss the meaning of each. Then have your child write a poem in Trust in the Lord. Invite your child to share the poem with you.

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 use verses from Scripture to strengthen his or her faith in God.

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.
Abraham Listens to God

Engage: Page 21

▶ Together with your child, talk about difficult tasks both of you have completed. Ask: How do you usually feel after completing a difficult task?
▶ Read aloud the session title and the text in the blue box. Discuss the picture. Ask: Why is this activity difficult? (It requires working together. It is physically demanding.) In this session we will learn about Abraham and Sarah and how they were faithful and obedient to God under difficult circumstances.
▶ Ask your child to think about how a difficult task he or she has completed compares with the one that God gives us to obey his commands. Pray the prayer together.

Explore: Pages 22–23

▶ Have your child make two columns on a sheet of paper. In one column, ask your child to write the rewards of receiving good grades in school, and in the other column, the consequences of getting poor grades. Discuss how obedience can bring rewards and blessings.
▶ Have your child read aloud page 22. Ask: In what ways did God speak in this story? (He spoke directly to Abraham; he spoke to Abraham and Sarah through three visitors.) What can we do to be sure we hear God’s voice? (Slow down, quiet our minds, and listen for God as we pray.)
▶ Read aloud Abraham Is Tested on page 23. Say: Abraham proved how strong his faith was. Invite your child to read aloud Why Did God Test Abraham? Point out the vocabulary word. Ask: What lessons did the Jewish people learn? (God did not want human sacrifice. He wanted faith and obedience.) Say: This is an example of how God always wants us to value and show dignity to all people.
▶ Read aloud the Reading God’s Word feature. Say: Why are we all children of Abraham? (because we have faith in God)

Art Exploration: Page 232

▶ Find in a magazine, in a book, or online an interpretation of a traditional Jewish dance, the hora.
▶ Ask: What do you see in this picture? Encourage your child to describe the picture in detail, the formation of the people, and the movement that is suggested.
▶ Say: As members of God’s family, we can help others know and trust God.
▶ Have your child turn to page 232. Read aloud the introduction and discuss the question.
Read aloud The Chosen People. Point out the vocabulary term. **Say:** The Jewish faith is still a response to God’s call. **Ask:** As Christians how are we called to be one of God’s Chosen People? (pray, read the Bible, go to Mass, celebrate the sacraments)

Read aloud God’s People. Ask your child to share his or her list with you.

Read aloud the Link to Liturgy feature. **Ask:** When do we pray the Sign of the Cross at Mass? (at the beginning and end of Mass and before the Gospel) **Say:** When we make this gesture, we pray silently, “God be in my mind, on my lips, and in my heart.”

Teach your child the following version of the hora, moving counterclockwise. Play Jewish music to accompany the dance.

1. Step to the right. Left foot behind the right foot.
2. Right foot beside left foot.
3. Step to the right. Left foot in front of right foot.
4. Continue as the circle spins.
5. Move toward the center of the circle, holding hands in the air.

**Reflect: Pages 24–25**

Together look at page 24. **Ask:** What do you think the word hope means as it relates to faith and God? Discuss your child’s response. **Say:** Hope is the confidence that God will always be with us and guide us.

Read aloud the first two paragraphs on page 24. **Say:** Many people learn this traditional prayer from memory. Read aloud the Act of Hope slowly and with feeling. Pause for your child to reflect on the words. Then read aloud the last paragraph. Close the prayer by praying **Amen** and joining your child in praying the Sign of the Cross.

Read aloud The Messengers of God on page 25. **Ask:** Why does God use angels as messengers? (to help people understand and follow his plan)

Have your child read aloud Angels in Action. Together find the passages in your Bible. Write what each angel did.

**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 find an example of a Bible story or verse that can help strengthen a person’s faith, such as Philippians 4:13.

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

- Ask your child to describe the current season of the year and tell how it differs from the other three seasons. **Say:** Our Church also celebrates special seasons throughout its liturgical year.
- Read aloud the session title and text. **Ask:** How is celebrating the Church’s special feasts and seasons the same as gathering for a family celebration? (We gather as God’s family.) **Say:** In this session we will learn that Ordinary Time is the time of year when we learn about Jesus and how to experience his love through Scripture.
- **Say:** We can make the season of Ordinary Time extraordinary by beginning each day with a prayer or saying a prayer of thanksgiving before each meal. Pray aloud the prayer together.

Explore: Page 28

- Take time to observe a plant in your home. **Ask:** What do plants need to grow? (sun, water) **What do we need so that our faith will grow?** (prayer, Scripture, Mass)
- Read aloud the first two paragraphs. **Say:** We use Ordinary Time to learn how to listen better so that we can live the lives Jesus calls us to live. Give your child a few minutes to complete his or her prayer.
- Have your child read aloud How Can I Grow? and complete the activity. Discuss your child’s responses.
- Read aloud the Reading God’s Word feature. **Say:** We ask God to be with us and teach us how to live a life that honors him.

Reflect: Page 29

- Have your child read aloud Mass During Ordinary Time. **Say:** The Scripture readings from Mass look at Jesus’ life from three perspectives. The first looks at Jesus as the fulfillment of God’s promise. The second explores life in the early Christian communities. The Gospel is about his life and teachings.
- Have your child read aloud What We Experience. **Ask:** What is an Evangelist? (one who spread the Good News) **Why do you think we give these four men the title of Evangelist?** (Their writings contain the Good News.)
- Have your child read Symbols of My Faith and complete the activity.
Art Exploration: Page 233

- Find in a magazine, in a book, or online the symbols of the Evangelists.
- **Ask:** What do you see in this picture? Encourage your child to describe the pictures in detail, identifying each symbol.
- **Say:** Each picture is a symbol representing the theme of a specific Gospel writer. During Ordinary Time the Gospels play an important role.
- Have your child turn to page 233. Read aloud the introduction and discuss the question.
- Read aloud Evangelists' Symbols. **Ask:** What do we read about in the Gospels? (Jesus’ life and teachings) Discuss everyday symbols and what they mean, such as street signs and symbols for holidays, birthdays, or weddings.
- Together brainstorm symbols to represent a person, an event, or an idea in the Church. Then have your child read aloud Church Symbols and complete the activity. Remind your child to look for Christian symbols in your church.
- Discuss if your child can identify with one of the four Gospel writers or their symbols. Review the symbols of the four Evangelists. Then have your child draw his or her own symbol. Invite your child to tell about the finished drawing. Ask your child to meditate on ways he or she can share the good news of God’s Word with others.

Respond: Page 30

- Ask your child to read aloud the Faith Summary. Read aloud Ways of Being Like Jesus. Ask your child to suggest specific blessings to thank Jesus that he or she can include in a prayer before meals.
- 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
Ask: What do you know about Blessed Mother Teresa? Say: As a young nun, Mother Teresa went to India to teach. She was so moved by the extreme poverty that she decided to dedicate her life to helping people who were poor, sick, or homeless. Blessed Mother Teresa is an example of how God can work through an ordinary person to bring good to the world. Read aloud the unit title on page 31. Say: This unit helps us learn that God works through all kinds of people to bring good to the world.

Introduce the Saint
Focus your child’s attention on the picture and have him or her read aloud the text. Ask: How is Saint John Neumann different from other saints we’ve learned about? (He was an American citizen; he was a founder of Catholic education.) Say: God used John Neumann, another ordinary person, to bring good to the world just as he did with Blessed Mother Teresa.

Turn to page 32. Have your child read aloud the text. Ask: Where was John Neumann ordained to be a priest? (New York City) What gift did he have that allowed him to speak with parishioners from many different countries? (He spoke eight languages.) What good works did he do for God? (established Catholic schools, helped immigrants, encouraged devotion to the Blessed Sacrament) How can we answer God’s call to help others and do good work like Blessed Mother Teresa and Saint John Neumann? (help those in need, be kind, treat others with respect)

With your child add John Neumann’s feast day, January 5, to your calendar. Plan an event together to celebrate the work of Saint John Neumann.
God Is Faithful

Engage: Page 33

- With your child discuss qualities that make a good person. **Ask:** What one quality do you especially value in a good person?
- Read aloud the session title and the text in the blue box. Discuss your child’s response. Point out the picture. **Ask:** How is the boy bringing about good in the world? (He is caring for God’s creation.) **Say:** How do we know if our work is bringing good into the world?
- Ask your child to consider the effects of the work he or she tries to do to take care of God’s creation. Pray aloud the prayer together.

Explore: Pages 34–35

- Ask your child to think about conflicts he or she has had with siblings or friends. **Ask:** Why do you think conflicts occur?
- Read aloud Jacob Deceives His Brother on page 34. **Ask:** Do you think Jacob made the right choices? Why or why not? **Say:** Once Isaac requested a blessing from God, he was unable to ask God to undo it, even though he had requested it for the wrong son.
- Read aloud the Link to Liturgy feature. **Say:** As we pray and offer a sign of peace, we should pray for those with whom we need to make peace.
- Have your child read aloud page 35. **Say:** Why do you think Jacob agreed to continue working another seven years so that he could marry Rachel? (He loved Rachel; he felt he was paying for his past mistakes.) Point out the vocabulary term. **What lesson can we learn from Jacob’s story?** (God never gives up on us, even if we make mistakes.)

Art Exploration: Page 234

- Find in a magazine, in a book, or online a picture of Joseph, Jacob’s son. **Ask:** What do you see in this picture? Encourage children to describe the picture in detail, including the clothes that Joseph is wearing.
- **Say:** Sometimes families show feelings of both love and jealousy. At these times we can rely on God to help us understand our feelings.
- Have your child turn to page 234. Read aloud the introduction and discuss the question.
Read aloud Jesus, Descendant of Jacob’s. **Ask:** Why is it important to learn about Jesus’ ancestors in the Old Testament? How does it affect us today? (We all learn from our ancestors, just as Jesus did.) **Say:** Jesus’ ancestors were faced with challenges but, through God’s love and support, made choices that were part of God’s plan. Jesus teaches us to have faith and trust in God’s plan for us.

- Have your child read aloud Your Own Family Tree. Work together to make your family tree on a separate sheet of paper. Have your child share his or her summary statement.
- **Say:** Many ideas were passed down through generations. Here is one statement we find in the Gospel of Matthew. Read aloud the Reading God’s Word feature.
- Invite your child to design a storyboard that shows Joseph’s story. Encourage him or her to read Genesis 37 and 39:1–8, 40–45 to develop images to show on the storyboard. Ask your child to tell the story of Joseph to other family members, using the pictures.

**Reflect: Pages 36–37**

- Together look at page 36. **Ask:** What time of day is the person celebrating in the picture? (morning) Explain that even though this prayer is called the Morning Offering, we can pray it anytime.
- Have your child read aloud the first paragraph and then pray aloud the prayer with you. Read aloud the last paragraph. Ask your child to write on a separate sheet of paper his or her prayers, works, joys, and sufferings. Tell your child to keep these private and use the list as he or she prays the Morning Offering. Pray Amen and the Sign of the Cross.
- Have your child read aloud the heading and first paragraph on page 37. **Say:** If we do something bad intentionally, we are disrespecting God’s love.
- Have your child read aloud Accepting Consequences and complete the activity. Together share meaningful ways to apologize.

**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 God is working in his or her life.
- 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.
Passover and the Eucharist

Engage: Page 39

- With your child visualize the sights, sounds, smells, touch, and tastes of a family celebration. Together write a poem about it and share it with your family.
- Read aloud the title and the text in the blue box. Discuss your child’s responses. Point out the picture. Ask: What do you think these people are celebrating? Say: In this session we are going to learn about an event that Jewish people have celebrated for centuries and also how we celebrate Jesus’ presence in the Eucharist.
- Ask your child to name ways his or her friends have family celebrations that are different from your own. Pray aloud the prayer together.

Explore: Pages 40–41

- Discuss what it would be like to move and start over in a new place where nobody knows you. Ask: How would you feel at first? What would be the hardest part for you?
- Have your child read aloud the heading and Scripture passage on page 40. Point out the vocabulary words. Ask: What name did Jacob’s descendants come to be called as they grew and prospered? (Israelites, Hebrews) How did God help the Israelites? (He sent Moses to lead them out of Egypt.) Why do you think the Israelites did not give up hope? (They knew God had promised to take care of them.)
- Read aloud the Did You Know? feature. Have your child read Exodus 2:1–10 in his or her Bible and compare the Bible story to the feature.
- Read aloud page 41 and point out the vocabulary words. Ask: What did God promise Moses? (to set the Hebrew slaves free and to be with them always) What made the pharaoh change his mind about Moses’s request to set the Israelites free? (God performed many wonders, including Passover.)

Art Exploration: Page 235

- Find in a magazine, in a book, or online an interpretation of a Seder celebration, which is part of Passover.
- Ask: What do you see in this picture? Encourage your child to describe the picture in detail, including the clothing worn by the people and the food they are eating.
- Say: Remember to celebrate the gifts and talents God has given you by sharing them with others.
- Have your child turn to page 235. Read aloud the introduction and discuss the question.
Have your child read aloud Passover and the Sabbath. Point out the vocabulary word. **Ask:** Why is Passover a memorial for Hebrew people? (to help remember the night the angel of death passed over Hebrew houses) **Say:** The Passover meal is called the Seder.

- Read aloud Your Sunday and have your child complete the activity. Compare the Sabbath for Jewish people and Sunday for Christians.
- Read aloud the Link to Liturgy feature. **Say:** We feel unworthy at times, but God stays with us and invites us to ask for forgiveness.
- Have your child cut out the shape of a house from drawing paper and sketch a celebratory family meal inside. Ask him or her to title the artwork with the name of the celebration. Invite your child to reflect with a silent prayer of thanks for special family time at meals.

**Reflect: Pages 42–43**

- Together look at page 42. **Ask:** What do you see in the picture? As your child prepares to pray, remind him or her to inhale God’s love and exhale worries, hurts, and distractions.
- Have your child read aloud the first two paragraphs. Read aloud the psalm and the last paragraph. Provide time for your child to talk to God in his or her heart. Close the prayer by praying Amen and joining your child in praying the Sign of the Cross.
- Read aloud Celebrating the Eucharist on page 43. Together look up Eucharistic liturgy in the Glossary and read aloud the definition. **Say:** During the Eucharistic liturgy, the bread and wine become the Body and Blood of Christ.
- Have your child read aloud A Family of Faith. Together with your child, discuss your family’s traditions. Invite your child to illustrate one of them.
- Have your child read aloud the Did You Know? feature. **Say:** Eastern Catholic Churches can be found in Greece, Syria, Armenia, Lebanon, and other countries. Together find these countries on a map.

**Respond: Page 44**

- 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 feed others 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.
God Leads His People

Engage: Page 45

▶ On poster board draw a road to represent the journey of faith with your child. Invite him or her to write and illustrate prayers, the Eucharist, sacraments, and trust as ways to help on the journey.
▶ Read aloud the session title and the text in the blue box. Discuss your child’s vacation memories. Ask: What was the best part about traveling with our family? What was the most difficult part? Why? Say: In this session we will learn about an amazing journey that the Israelites made when they left Egypt.
▶ Ask your child to think about how he or she can rely on God on his or her own journey of faith. Pray aloud the prayer together.

Explore: Pages 46–47

▶ Ask: What kinds of problems we might face when we travel long distances? (accidents, bad weather, flight delays) How might you feel after traveling for hours? (tired, hungry)
▶ Have your child read aloud page 46. Point out the vocabulary words. Ask: How long did the Israelites travel in the desert? (40 years) How did God take care of the Israelites as they traveled? (He gave them manna and water, and he provided a cloud by day and a pillar of fire by night to guide them.)
▶ Read aloud God Saves the Israelites on page 47. Ask: How did Moses and the Israelites show their trust in God? (They followed Moses along the path through the sea to get away from the Egyptians.)
▶ Have your child read aloud Trusting God Through It All and complete the sentences. Invite your child to share his or her responses with you.

Art Exploration: Page 236

▶ Find in a magazine, in a book, or online a picture of Michelangelo’s statue of Moses.
▶ Say: What do you see in this picture? Encourage your child to describe the picture in detail, including the position of Moses and the expression on his face.
▶ Say: Remember that even though anger exists, God always wants us to be at peace.
▶ Have your child turn to page 236. Read aloud the introduction and discuss the question.
Have your child read aloud God Gives Moses the Ten Commandments. **Ask:** *Why did the Hebrews agree to follow God’s commandments?* (God asked them to be his people; God led them out of slavery.) **Why should we follow the Ten Commandments today?** (Jesus lived by them; they guide us to a more meaningful relationship with God and with others.)

Read aloud Moses Leads and give your child time to complete the activity.

Have your child read aloud Reading God’s Word. **Say:** *The Israelites said this prayer of commitment to God. It is still said today.*

Explain that this prayer is part of a Jewish declaration of faith. It appears in mezuzahs, containers attached to the doorpost in some Jewish homes. Invite your child to write and decorate the prayer. Encourage him or her to display it in your home. Close by reading the prayer together.

**Reflect: Pages 48–49**

Together look at page 48. **Ask:** *Where do you think the boy in the picture is praying?*  
**Say:** *Prayer is a conversation with God. Traditional prayers, songs, and talking to God are good ways to pray.*

Read aloud Write a Personal Prayer on page 48. **Say:** *You can write a personal prayer about trusting God.* When your child is finished, ask him or her to pray the prayer silently. Close by praying *Amen* and the Sign of the Cross together.

Have your child read aloud Exploring the Ten Commandments on page 49. Work together to complete the activity. Encourage your child to give reasons for his or her responses.

**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 follow the Ten Commandments to be more like 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.
Being Faithful to God

Engage: Page 51
► Invade your child to think of three characters from books or movies that he or she thinks are good role models. **Ask:** What traits of each character do you admire?
► Read aloud the session title and the text in the blue box. Discuss your child’s response. **Ask:** What important choices do you have to make each day? (to study, to tell the truth, to be kind to others) **Say:** In this session we will learn about making choices involving right and wrong and the consequences of our choices.
► Ask your child to think about the people in his or her life whom he or she admires as a good role model and say a silent prayer of thanks for the guidance this role model provides. Pray aloud the prayer together.

Explore: Pages 52–53
► **Ask:** Would you rather sleep longer or eat a healthy breakfast? Do you finish your homework before you play with friends? Discuss the consequences of making good and bad choices.
► Take turns with your child reading aloud page 52. Point out the vocabulary word. **Ask:** How can the personal stories in the Bible help us? (They show us the importance of good choices and the consequences of our decisions.) **Why did David’s ability to make good decisions begin to change?** (He was so powerful that he believed he could do anything.)
► Take turns with your child reading aloud David’s Choice on page 53. **Ask:** What two commandments did David break? (You shall not commit adultery. You shall not kill.) **Say:** We know that God does not abandon us. David made bad decisions, but God forgave him when he prayed for forgiveness and promised not to sin again.
► Read aloud the Reading God’s Word feature. **Say:** This Scripture verse tells us that Jesus was a descendant of David’s.

Art Exploration: Page 237
► Find in a magazine, in a book, or online a picture of a scene from the story of the Book of Ruth.
► **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including the love shown by the people in the picture.
Say: The goodness of God within us helps family members care for one another, just as Ruth cared for those close to her.

Have your child turn to page 237. Read aloud the introduction and discuss the question.

Read aloud the first two sections. Ask: What does Ruth’s decision to go with Naomi teach us about her? (She is a good person; she is loyal and kind; she is selfless.)

Say: Ruth is a model we can follow in our own lives. Compare life-changing decisions made by David and Ruth. Say: David’s decisions were based on his needs, but Ruth’s decisions were based on the needs of another.

Read aloud The Right Decision and have your child complete the activity. Discuss times when you have both had to make difficult decisions.

Remind your child that Ruth’s homeland was Moab and that she chose to move to Israel. Ask him or her to imagine that postcards existed back then. Invite your child to use a note card to make a postcard and write a message from Ruth to her relatives back in Moab. Close with a silent prayer thanking God for his guidance.

Reflect: Pages 54–55

Together look at page 54. Ask: Why do you think the boy in the picture looks so calm? Remind your child to pay close attention to the meaning of the words in his or her prayers.

Have your child read aloud the first paragraph. Say: This prayer is an important psalm of forgiveness. Take turns reading aloud the two parts of the prayer. Pray Amen and conclude by praying the Sign of the Cross.

Read aloud Moral Decisions on page 55. Ask: What should we do before we make a decision? (remember the instructions of God and the Church, consider the consequences of our actions) What should you do if you make a bad moral choice? (seek God’s forgiveness by praying, make a confession, and try not to make the same mistake again)

Read aloud Choice and Consequence and have your child complete the activity. Discuss the reasoning behind your child’s decision and the consequences that resulted from the result of the decision.

Respond: Page 56

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 remember God’s instructions to make good decisions.

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

▶ Ask: What are things you do when you get a party invitation? (mark the date on a calendar, buy a gift and a card, plan an outfit) Say: Advent is like that time of waiting. We have four weeks until we can celebrate Jesus’ birth on Christmas Day.

▶ Read aloud the session title and text. Discuss the picture. Ask: How do the words arrival and coming soon make you feel? (anxious, excited) Say: In this session we will learn about Advent, a time of hope and preparation.

▶ Ask your child to make a list of things he or she can do each day of Advent to prepare to celebrate Jesus’ coming. Pray aloud the prayer together.

Explore: Page 58

▶ Together with your child, make a time line of things you would need to do to prepare for a birthday party. Say: Just as we anticipate and prepare for a party, people felt the same before Jesus’ birth. They anticipated and prepared for the coming of the Savior.

▶ Read aloud We Reflect During Advent and We Are God’s People on page 58. Explain that thousands of years before Jesus was born, God’s people knew that a Savior was coming. Say: You had distant relatives waiting for the birth of Jesus. Invite your child to write a letter to his or her relatives, sharing what Advent is like now that Jesus has been born. Say: Tell your relatives that Jesus did come. Share some of the things you do today during Advent to prepare yourself for celebrating Jesus’ birth.

▶ Read aloud the Reading God’s Word feature. Say: God asks us to be calm and to wait. All we need to do is make sure we have our homes and our hearts ready to receive and welcome him.

Reflect: Page 59

▶ Ask your child to illustrate his or her favorite symbol for Jesus and explain its meaning.

▶ Read aloud Mass During Advent. Say: Isaiah talks about the coming of Jesus in symbolic form: a shoot growing from the stump of Jesse. Jesus is that shoot growing out of the great family of Jesse.

▶ Have your child read aloud the section What We Experience. Say: It took tremendous faith and bravery to spread the news of Jesus’ coming. We honor these prophets in our church in different ways, such as through stained-glass windows, statues, or paintings.

▶ Read aloud Growing Closer to Jesus and have your child complete the activity. Invite him or her to share the sentences with you.
Art Exploration: Page 238

- Find in a magazine, in a book, or online a picture that shows a stained-glass version of a Jesse Tree.
- **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including the symbols found on the tree.
- **Say:** As we prepare during Advent, let us pay special attention to the Old Testament readings at Mass and turn the messages into action in our lives.
- Have your child turn to page 238. Read aloud the introduction and discuss the question.
- Read aloud The Church Celebrates Advent. Point out the vocabulary term. **Ask:** What are some ways we can prepare for Christmas? (send Christmas cards, bake cookies to give as gifts, sing carols, decorate a tree)
- Have your child read aloud A Family Jesse Tree. **Ask:** How can we remember the people in the Old Testament? (by reading Scripture, observing their symbols in church, making a Jesse Tree) Invite your child to complete the activity.
- Ask your child to imagine he or she is standing in a church, looking up at the stained-glass window of the Jesse Tree. Describe the colors. **Ask:** What do you think the stained glass feels like? What does it remind you of? Give your child time to have a silent conversation with Jesus about his family tree and think about his or her own family tree. Close by having your child pray with Jesus, asking his help to prepare joyfully for Christmas.

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 forgive a friend or a family member who has made a bad choice.
- 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

Ask: Imagine that you are the ruler of a country and have the power to do almost anything. How would you use your power? Have your child brainstorm ideas with you. Read aloud the unit title on page 61. Say: This unit helps us learn how the Holy Spirit guides us to bring God’s presence to the world.

Introduce the Saint

Have your child read aloud the text. Discuss any similarities between how Saint Helena used her influence and your child’s responses to how to rule a country. Say: Saint Helena used her influence to do good things. Let’s read on to learn more about the extraordinary life of an ordinary person.

Turn to page 62. Have your child read it silently. Ask: What was Helena’s life like before her marriage to a Roman general? (She was poor; she worked at her father’s inn; she was an ordinary person.) What did Helena’s son Constantine do that changed the history of Christianity? (He ended the persecution of Christians by allowing them to worship freely.) How did Helena use her power after she became empress? (She had churches built in Jerusalem and Bethlehem.) Why were these cities so important? (Jesus was born in Bethlehem. The Temple was in Jerusalem. Jesus died and rose from the dead in Jerusalem.)

With your child add Helena’s feast day, August 18, to your calendar. Plan an event together to celebrate the good works of Saint Helena.
God’s Presence in the Temple

Engage: Page 63

- Have your child close his or her eyes. **Say:** Think of a place that makes you feel happy. **Ask:** What can you see, hear, and smell in this place? Why do you feel safe here?
- Read aloud the session title and the text in the blue box. Discuss your child’s response. Point out the picture. **Ask:** Why might the place in the picture make you feel close to God? (It is quiet and peaceful.) **Say:** In this session we will learn about how one king built a special place where his people could feel close to God.
- Ask your child to think about places where he or she feels close to God. Pray aloud the prayer together.

Explore: Pages 64–65

- **Ask:** Have you ever observed a house or building under construction? How would you describe the construction process?
- Have your child silently read page 64. **Ask:** What was the most sacred room in the Temple called? (the Holy of Holies) What was the Ark of the Covenant? (a large gold box containing the Ten Commandments) **Say:** Once the Temple was built in Jerusalem, all the tribes of Israel would go there to worship.
- Read aloud God’s Presence in the Temple. Point out the vocabulary word. **Ask:** What was the tent in which the Hebrews worshiped called? (tabernacle) **Ask:** Who makes God’s presence known today? (priests, the Church, all of us)
- Read aloud the Sacred Site feature. Invite your child to read 1 Kings 6–7 for an in-depth description of the construction of the Temple and how it was furnished.

Art Exploration: Page 239

- Find in a magazine, in a book, or online a picture of Jesus helping someone in need. **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including how Jesus is helping someone in need.
- **Say:** God works through us to help people in need.
- Have your child turn to page 239. Read aloud the introduction and discuss the question.
- Have your child read aloud God’s Presence in Jesus Christ. **Ask:** When did Jesus call the Temple his Father’s house? (when a young Jesus entered the Temple, the cleansing of the Temple scene)
Read aloud God’s Presence Within Us. Give your child time to complete the activity and share his or her response with you.

Read aloud the Reading God’s Word feature. **Say:** The temple the Jews thought Jesus was talking about was the physical Temple in Jerusalem. Jesus was speaking of himself as the new spiritual temple, that was raised three days after he died.

Take turns reciting the following lines. Say the refrain after each line.

**Refrain:** Whatever you do for others, you do for me.

I was hungry, you gave me food.

**Refrain**

I was thirsty, you gave me drink.

**Refrain**

I was a stranger, you welcomed me.

**Refrain**

I needed clothes, you gave me some.

**Refrain**

I was ill, you cared for me.

**Refrain**

I was lonely, you visited me.

**Refrain**

Reflect: Pages 66–67

Together look at page 66. **Say:** In this prayer we express our needs as children of God and temples of the Holy Spirit. Make yourself comfortable as we get ready to pray.

Read aloud the first paragraph. Then have your child read aloud the prayer. Read aloud the last paragraph and allow time for your child to finish his or her silent prayers.

Have your child read aloud We Are the Church on page 67. **Ask:** Why is discrimination unacceptable for God’s people? (God calls us to love and respect everyone.)

Have your child read aloud The Sacrament of Holy Orders. **Say:** Name the three titles given to men who receive the Sacrament of Holy Orders. (priest, bishop, deacon) Have your child complete the activity. Encourage your child to choose one item from his or her ideas to do this week.

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 his or her church and others as temples of the Holy Spirit.

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.
Psalms, the Prayers of Jesus

Engage: Page 69

- If possible, show your child prayer books for children and for adults. Encourage your child to look through the books. **Ask:** What are some of your favorite prayers?
- Read aloud the session title and the text in the blue box. Discuss your child's response. **Say:** In this session we will learn about prayers in the Bible and different ways to pray.
- Ask your child to think about how they prefer to pray. Discuss how it is similar or different from the way you pray. Pray aloud the prayer together.

Explore: Pages 70–71

- **Ask:** What do we do between the First and Second Readings at Sunday Mass? (We sing or say a prayer.) **Say:** The song or prayer that we say between the First Reading and the Second Reading is a psalm.
- Have your child read A Prayer Collection on page 70 silently. Point out the vocabulary terms. **Ask:** How many psalms are there? (150) **What are the five most common types of psalms?** (praise, lament, thanksgiving, intercession, wisdom)
- Have your child read aloud Prayer Together and Alone. **Ask:** What is the difference between communal prayer and personal prayer? (We pray communal prayer with other people. Our own conversations with God are personal prayer.)
- Read aloud the Link to Liturgy feature. If possible, go to the Sunday Connection at www.loyolapress.com and read example Responsorial Psalm aloud. Have your child pray the response.
- Have your child read aloud page 71. Point out the vocabulary terms. **Say:** Wisdom is a gift of the Holy Spirit. **Ask:** Why is Mary called the Seat of Wisdom? (Mary trusted God and had the wisdom and faith to cooperate with him.)

Art Exploration: Page 240

- Find in a magazine, in a book, or online a picture of a shepherd leading his flock.
- **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including the setting and the job of the shepherd.
- **Say:** Our relationship with God and Jesus is similar to that of a shepherd and his sheep. A shepherd cares for his sheep just as God cares for us. God is our shepherd.
Have your child turn to page 240. Read aloud the introduction and discuss the question.

Read aloud Daily Experiences Make the Word Come Alive. **Ask:** Why do you think God uses an ordinary person and the person’s daily job to describe the way he cares for and protects us? (A simple, ordinary experience helps us bring God’s message into our daily lives.)

Read aloud The Lord Is . . . and have your child describe his or her image of God.

Read aloud the Reading God’s Word feature. **Ask:** What words could replace or define reproving? (correcting, scolding) What about admonishing? (warning, threatening)

Invite your child to copy Psalm 23 and illustrate the theme or message learned from the psalm.

**Reflect: Pages 72–73**

Together look at page 72. **Ask:** What words would you use to describe the setting in the picture? **Say:** It is a peaceful place to thank and praise God.

Read aloud the first paragraph. Explain that in this verse, the word holocaust means “a burnt offering.” Then take turns with your child reading alternate verses of Psalm 20. Allow time for quiet reflection and then join your child in praying the Sign of the Cross.

**Say:** Psalms are aligned closely with the seasons of the Church. Have your child read aloud the heading and first paragraph on page 73. Tell him or her to look at page 152 to review the meaning of each season. Have your child complete the activity. Read aloud each psalm and discuss your child’s response.

**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 times he or she can pray the psalms.

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 Mission of the Church

Engage: Page 75

- Discuss things your family members do to help others. Say: When we do these things, we are showing Jesus’ presence to others through our actions.
- Read aloud the session title and the text in the blue box. Discuss your child’s response. Point out the picture. Ask: How are the people in the picture showing Jesus’ presence to the world? (They are helping the community by keeping it clean.) Say: In this session we will read about how we are all called to be like Jesus.
- Discuss activities you and your child have seen in your parish that proclaim Jesus’ presence. Pray aloud the prayer together.

Explore: Pages 76–77

- Share with your child an example of how someone has helped you on your journey of faith. Ask your child to think about people who have influenced his or her faith.
- Have your child read aloud The Church Leads in Faith on page 76. Ask: What message do we proclaim through our actions as members of the Church? (We are part of God’s family, and God is present to us.)
- Discuss ways that people show signs of God’s presence to others. Explain examples such as teaching faith formation, going to Mass, being an alter server, and helping an elderly person. Have your child complete the On Your Journey of Faith activity.
- Have your child silently read page 77. Ask: How do we know that God wants us to be close to him? (He made us temples of the Holy Spirit; we have his presence in our hearts; we can talk with and listen to him in prayer and through the sacraments.)
- Read aloud the Reading God’s Word feature. Say: This verse confirms that we are called to show others the presence of God.

Art Exploration: Page 241

- Find in a magazine, in a book, or online a picture of Jesus with Peter and the other apostles.
- Say: What do you see in this picture? Encourage your child to describe the picture in detail, including the actions of Jesus toward Peter.
- Say: Jesus entrusted the care of the early Church to Peter and his followers.
- Have your child turn to page 241. Read aloud the introduction and discuss the question.
Read aloud The Beginning of the Church. Point out the vocabulary word. **Ask:** Why is the day described in this story so important to us today? (It showed that Jesus Christ fulfilled the Old Testament prophecies and is the Messiah. It was the birth of the Catholic Church.)

Have your child read aloud About Jesus and complete the activity. Encourage your child to share his or her responses with you.

Read aloud the Link to Liturgy feature. **Ask:** What are the ways we can announce the Gospel to the world by words, deeds, and actions? Discuss your child’s responses.

Discuss Christian symbols such as keys, a cross, a fish, a lamb, and a dove. Have your child draw three new symbols that remind him or her of Jesus, the Church, and the kingdom of God, and write an explanation for each. Invite your child to pray a silent prayer, glorifying God.

**Reflect: Pages 78–79**

Together look at page 78. **Say:** Imagine you are the boy in the picture. Describe what you might see, hear, feel, and smell.

Read aloud the first paragraph. **Say:** Use all your senses as you listen to the reflection. Read aloud each part slowly, pausing after each paragraph. Allow time for your child to talk silently to God. Close the prayer by praying Amen together.

Have your child read silently The Church Respects Other Religions on page 79. **Say:** Christians, Jews, and Muslims all worship the God of Abraham.

Have your child read silently the first paragraph of Images of the Church. **Ask:** What three images are mentioned? (Bride of Christ, Temple of the Holy Spirit, Body of Christ) Have your child read aloud the second paragraph and complete the activity. Ask your child to share his or her response and drawing with you.

**Respond: Page 80**

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 respect people of other religions.

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.
Marks of the Church

Engage: Page 81
- Invite your child to cut out pictures from magazines and diocesan newspapers and make a collage showing how people are living out the purpose of the Church.
- Read aloud the session title and the text in the blue box. Discuss your child's response. **Ask:** What does the word Church mean to you? What do you think the purpose of the Church is? **Say:** In this session we will learn about four qualities called the Marks of the Church and how we are called to live out these qualities.
- Invite your child to add a caption to his or her collage that describes how the pictures and articles relate to the purpose of the Church. Pray aloud the prayer together.

Explore: Pages 82–83
- **Ask:** What four words would you use to describe our family? Work together to come up with the words. Ask your child to explain his or her choices.
- Have your child read aloud the three sections on page 82. **Ask:** Where do we find the Marks of the Church? (in the Nicene Creed) What are the four Marks of the Church? (one, holy, catholic, apostolic)
- Read aloud the Link to Liturgy feature. **Say:** At Mass, when we stand and pray the Nicene Creed, we are “taking a stand” for our faith.
- Have your child read silently the three sections on page 83. **Ask:** What does catholic mean? (universal) **Ask:** What makes the Church apostolic? (Its tradition began with the apostles and continues their teachings.)
- Read aloud the Reading God’s Word feature. **Say:** This is a verse from the Magnificat—Mary’s song of praise to God.

Art Exploration: Page 242
- Find in a magazine, in a book, or online a picture of Paul preaching to a crowd of people.
- **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including the reactions of the crowd.
- **Say:** Paul reminds us that we must follow Jesus’ example and treat one another with love.
- Have your child turn to page 242. Read aloud the introduction and discuss the question.
Have your child read aloud Paul Speaks of Love and Unity. **Say:** Paul’s letters are important to us in many ways. They are read at Mass to remind us of the Christian qualities we should live by.

- Write on a sheet of paper **humility, gentleness, patience,** and **love.** Discuss why these qualities are important. Have your child read aloud Christian Qualities and complete the activity.
- Tell your child that Paul visited many places to speak about qualities that Christians should have in their daily lives and how believers were to treat one another. Have your child write a speech about the importance of following Jesus’ example. **Ask:** Will your message be like Paul’s? What will you tell everyone? Invite your child to give his or her speech to your family.

**Reflect: Pages 84–85**

- Together look at page 84. **Say:** The girl in the picture is focused on her prayer. The Nicene Creed is another prayer that we take to heart because we are praying our fundamental beliefs each time we pray it.
- Read aloud the introductory paragraph. Take turns reading the prayer and the reflection. Close the prayer by praying **Amen** and joining your child in praying the Sign of the Cross.
- Have your child read silently Peace and Unity on page 85. **Ask:** Why does God give us so many kinds of gifts? (so that we can do good in the world) Do you think we all have the same gifts? Why or why not? (No, we all have different gifts to serve in many different ways.)
- Read aloud Exploring Virtues. **Say:** Virtues are gifts from God. Have your child complete the activity and then discuss your child’s responses.

**Respond: Page 86**

- 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 treat others with love and kindness.
- 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
- Together make a Venn diagram that shows at least three ways that your family is similar to and different from the Holy Family.
- Read aloud the session title and text. Say: In this session we will learn more about our Church’s Christmas season and the significance of the star.
- Ask your child to think about what your family could learn from the Holy Family. Pray aloud the prayer together.

Explore: Page 88
- Ask: What gifts could we give at Jesus’ birth today that hold a spiritual importance? (a Theological or Cardinal Virtue or one of the Gifts or Fruits of the Holy Spirit)
- Have your child read aloud We Celebrate Epiphany During Christmas. Point out the vocabulary word. Ask: Why didn’t the Magi return to Jerusalem? (In a dream they were warned not to return and to go home a different way.) Say: We celebrate the Magi’s journey to honor Jesus and the revelation that he is God’s Son on the Feast of the Epiphany.
- Have your child answer the questions and share his or her responses with you.
- Read aloud the Reading God’s Word feature. Say: Visualize the Magi, exhausted from traveling so far. Imagine the joy of finding the infant Jesus.

Reflect: Page 89
- Talk about your favorite family traditions during the Christmas season. Ask: What is a tradition you might carry on with your own family some day?
- Read aloud Mass During Christmas. Ask your child to share his or her impressions and experiences at Mass during the Christmas season.
- Read aloud What We Experience. Ask: How are the experiences at Mass similar to our family’s Christmas celebrations? How are they different? Share your own thoughts with your child.
- Have your child read aloud Jesus and the Magi. Ask: What does the arrival of the Magi acknowledge to the world? (that Jesus has been born)
- Read aloud Gifts of the Magi and have your child complete the activity.
- Read aloud the Did You Know? feature. Say: Frankincense and myrrh were almost as precious as gold at the time. They are actually tree sap that has been dried. They both had a distinct scent and were used in incense, perfumes, and medicines.
Art Exploration: Page 243

- Find in a magazine, in a book, or online a picture that shows the Magi.
- **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including what the Magi are holding.
- **Say:** Just as the Magi did, we find ways to recognize Jesus as our king and Savior.
- Have your child turn to page 243. Read aloud the introduction and discuss the question.
- Read aloud The Church Celebrates the Christmas Season. **Ask:** What key points in the life of Jesus do we learn about during the Christmas season? (his birth, his family, the visit of the Magi, and his baptism) Why is the visit of the Magi to Jesus so important to all Christians today? (It’s part of the Revelation; it shows that the child of God was born.)
- Have your child read aloud Guiding Us and complete the activity. Encourage your child to share his or her response with you.
- Ask your child to imagine that he or she welcomed the Magi to the town where Jesus is. Encourage your child to describe the faces of the visitors as they approach the baby Jesus. **Say:** As you see these three strangers standing before you, what do you ask them? How do the Magi answer? Give your child time to have a silent conversation with the Magi. Have your child offer a petition to Jesus to guide him or her through the day.

Respond: Page 90

- 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 take part in parish activities such as food drives and social events.
- 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.
Begin

Say: Think about things you do well. Ask: What is one of your strengths? Share your own strengths with your child. Say: Our strengths are gifts from God.

Read aloud the unit title on page 91. Say: This unit helps us learn about people whose strength was following God and leading others to do the same. We will also learn how we encounter Jesus today through the sacraments.

Introduce the Saint

Focus your child’s attention on the image of Saint Ignatius of Loyola. Ask: How is Saint Ignatius portrayed? (He has a halo around his head. He looks holy.) Have your child read aloud the text. Say: Saint Ignatius lived 500 years ago, but he still has followers today—about 20,000, and they work in 112 countries. They are called Jesuits.

Turn to page 92. Have your child read the page silently. Ask: Where did the Jesuits in Ignatius’s time work? (in Europe and Japan) What gave Ignatius the strength to do his work? (prayer, Mass)

Say: Saint Ignatius’s leadership made a difference in the Church. We will read about several Old Testament leaders—prophets—who also made a difference. They encouraged people when life was difficult and reminded them to follow God’s laws.

With your child add Ignatius’s feast day, July 31, to your calendar. Plan an event together to celebrate the work of Saint Ignatius of Loyola.
Prophets Challenge the People

Engage: Page 93

- Ask: Have you ever told a friend something he or she didn’t want to hear? Why were you truthful? How did your friend react? Was it easy or hard for you? Why?
- Read aloud the session title and the text in the blue box. Discuss your child’s response. Say: In this session we will learn about how God spoke through people who wanted to help others live good lives, even when it was challenging for them to share God’s message.
- Ask your child to make a list of people in his or her life who are truthful and give a reason why each person is trustworthy. Pray aloud the prayer together.

Explore: Pages 94–95

- Discuss historical figures who have stood up for their beliefs such as Abraham Lincoln and Martin Luther King Jr. Ask: How did people react to their message?
- Have your child read silently page 94. Together look at the map of the area in Old Testament times in the Children’s Book. Ask: What did prophets do? (They told people that society could live in harmony by following God’s commandments.) What message did Jeremiah give the exiled Jews? (that God’s love would be with them no matter where they were)
- Read aloud God Calls Isaiah on page 95 and point out the vocabulary word. Ask: How did the angel purify, or cleanse, Isaiah? (The angel used fire to get rid of Isaiah’s sin.) What was Isaiah’s response to God’s call? (“Here I am; send me!”)
- Read aloud the Reading God’s Word feature. Say: In this verse, Isaiah was calling on God to comfort the Jewish people as they neared the end of their exile.

Art Exploration: Page 244

- Find in a magazine, in a book, or online a picture of the prophet Jeremiah.
- Ask: What do you see in this picture? Encourage your child to describe the picture in detail, including how the prophet Jeremiah is dressed.
- Say: The prophets who called the Chosen People to repentance and conversion were powerful witnesses to God.
- Have your child turn to page 244. Read aloud the introduction and discuss the question.
Have your child read silently A Prophet’s Challenge. **Ask:** *What did the prophets ask the rulers, priests, and people to do?* (turn away from their sinful ways, turn their lives back to God)

- Read aloud A Prophecy for Today. Allow time for your child to write his or her messages and share them with you.
- Have your child choose one prophecy he or she wrote to illustrate as a bumper sticker. Make a long rectangle by folding a sheet of drawing paper in half. Ask your child to write the message neatly and then illustrate the bumper sticker. Display the message in your home.

**Reflect: Pages 96–97**

- Together look at page 96. **Say:** *The girl in the picture is sharing her music. Ask God to show you how to be more like the prophets and share his message with others.*
- Read aloud the first paragraph. Have your child read aloud the prayer. Read aloud the last paragraph and ask your child to reflect on the words you just prayed. Conclude by praying the Sign of the Cross together.
- Have your child read aloud What It Means to Reform on page 97. Point out the vocabulary word. **Ask:** *What are some reforms for which the Catholic Church works?* (abortion laws, immigration, migrant workers, the death penalty) Have your child complete the activity and discuss his or her ideas with you.
- Read aloud the Meet a Modern Prophet feature. **Ask:** *What are some things that Dorothy Day tried to reform?* (She worked to help those who were poor and those who were homeless. She protested war.)

**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 speak out against injustices.
- 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.
Prophets Give Hope

Engage: Page 99

► Ask: What challenges do you face when starting a new school year? How do these challenges make you feel? Whom do you talk to about your feelings?
► Read aloud the session title and the text in the blue box. Discuss your child’s responses. Say: You can rely on people you trust to give you hope and guidance, just as the prophets gave the people of their time. In this session we will read more about the Jewish people in exile and about another prophet.
► Ask your child to write an acrostic poem using the word hope. Have your child use each letter of the word to start a line of the poem. Pray aloud the prayer together.

Explore: Pages 100–101

► Say: A coach trains us to play a sport. What else does a coach do? (shows us how to work together, encourages us to play well, motivates us)
► Have your child read silently page 100. Point out the vocabulary term. Ask: Why was life difficult for the exiled Jews? (They were captives and severely mistreated. They couldn’t see an end to their misery.) What was Second Isaiah’s message? (God still loved them, would care for them, and lead them home.)
► Have your child read silently Early Christians Turn to the Prophecies on page 101. Ask: What did early Christians think of when they read Second Isaiah? (that Isaiah’s message of hope was fulfilled in Jesus Christ)
► Read aloud the Reading God’s Word feature. Say: Early Christians used the Old Testament to help them understand Jesus. We know that Jesus himself read and studied the Scriptures. Ask: What did Isaiah mean when he said these words?

Art Exploration: Page 245

► Find in a magazine, in a book, or online an image of the prophet Isaiah.
► Ask: What do you see in this picture? Encourage your child to describe the picture in detail, including how the artwork shows the role of the prophets in the Old Testament.
► Say: The Old Testament prophets offered hope and encouragement to the people of their time.
► Have your child turn to page 245. Read aloud the introduction and discuss the question.
▸ Read aloud Jesus and the Prophecies of Old. **Ask:** Why did Matthew share the words of the prophet Isaiah? (Matthew was trying to show the Jews that Jesus fulfilled the prophecies concerning the Messiah.)

▸ Read aloud Isaiah and Matthew and give your child time to complete the activity. Discuss your child’s explanation.

▸ Read aloud the Did You Know? feature. **Ask:** How many parts make up the Book of Isaiah? (three; chapters 1–39, 40–55, and 55–66)

▸ Show the Art Print from Unit 1, Session 1, showing an illuminated page of the Bible or look at examples of an illuminated Bible on the Internet. Have your child choose a verse from the Book of Isaiah, such as “The people who walked in darkness have seen a great light.” Have your child copy the verse from the Bible and illuminate it with a large, colorful opening letter and text surrounded by a colorful border. Display the verse in your home.

**Reflect: Pages 102–103**

▸ Together look at page 102. **Say:** We can bring all our needs to God just as we see in the Psalms. There is nothing too big or too small because God loves us unconditionally.

▸ Read aloud the first paragraph. Then take turns with your child reading aloud the psalm. Read aloud the last paragraph. Focus on how God responds to us when we are facing difficulties. Pray **Amen** and the Sign of the Cross.

▸ Read aloud Connecting Matthew and Isaiah on page 103. Work together to complete the activity. Read aloud both the Old Testament and New Testament passages and discuss each event.

**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 offer hope to those who need it.

▸ 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 of Initiation

Engage: Page 105

- Together flip through a calendar from last year and discuss interesting events that happened to your child and your family.
- Read aloud the session title and the text in the blue box. Discuss your child’s responses. **Ask:** Did any of these events have a lasting impression on you? Why? **Say:** In this session we’ll learn that the Sacraments of Initiation are special events that change us in good ways.
- Ask your child to write a short newspaper article describing an important event in his or her life. Tell your child that the article should include how the event changed him or her. Pray aloud the prayer together.

Explore: Pages 106–107

- **Say:** The Church has special traditions for the sacraments. **Ask:** What do you know about Baptism?
- Have your child read aloud the two sections on page 106. Point out the vocabulary words. **Ask:** What do we call adults preparing for Baptism today? (catechumens) What must they learn? (what God has done through Jesus, Church teachings, how to respond to God’s call) Have your child complete the activity.
- Read aloud the Link to Liturgy feature. **Say:** Holy water is a sacramental that helps us remember our relationship with God. In most churches you may fill a bottle with holy water to use in fonts at home.
- Have your child read silently The Eucharist on page 107. **Ask:** Why is the Eucharist so important? (It nourishes us so that we can go out and serve others. It forgives venial sins, and it brings us closer to Christ.)
- Read aloud the Reading God’s Word feature. **Say:** This passage from John’s Gospel tells us that Jesus is present to us and gives us eternal life in the Eucharist.

Art Exploration: Page 246

- Find in a magazine, in a book, or online an image of St. Peter’s Church in France.
- **Say:** What do you see in this picture? Encourage your child to describe the picture in detail, including the statue of Saint Peter as the keystone in the arch.
- **Say:** When you go into a church, look for structures that remind you of your faith.
Have your child turn to page 246. Read aloud the introduction and discuss the question.

Have your child read silently The Stone That Holds Everything Together. **Ask:** *Who else is like a keystone in the Church? Why?* (Jesus is like a keystone because he holds the Church and its members together. The people are like keystones because they spread God’s Word and personify the teachings of Jesus.)

Read aloud Your Keystone. Have your child complete the activity and share it with you.

Read aloud the Reading God’s Word feature. **Ask:** *What does Peter mean when he speaks of a living stone?* (an active member in supporting God’s household, the Church)

On a large sheet of paper, have your child draw the outline of a house with a slanting roof and a cross on top, and one large stone inside at the top. Write Jesus on the stone. Invite your child to draw more stones and write the names of your family and friends on them. Discuss ways that these people can build up the Church.

**Reflect: Pages 108–109**

Together look at page 108. **Say:** *When you pray, focus on God’s presence. Ask God to help you learn how to live as a faithful member of his family.*

Read aloud the first two paragraphs. Invite your child to pray aloud the prayer with you. If possible, have your child bless himself or herself with holy water. Conclude by reading aloud the last paragraph. End by praying the Sign of the Cross.

Read aloud page 109. **Ask:** *What are some ways you can respond to your baptismal call to serve others and spread the good news?* (be honest, offer to pray for people, treat others with dignity and respect)

Read aloud Turning Points. Have your child answer the questions and draw the symbols for each Sacrament of Initiation to complete the activity.

**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 suggest specific ways he or she can act as a forgiving and caring member of the Christian community.

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 of Healing

Engage: Page 111

- **Ask:** What helps you feel better when you are sick? (bed rest, chicken soup, cozy blankets) **How is the girl in the picture helping another person feel better?** (She is reading to her; she is keeping her company.)
- Read aloud the session title and the text in the blue box. Discuss your child’s responses. **Say:** The Church has sacraments to help us heal physically, mentally, and spiritually. In this session we will learn about those sacraments.
- Invite your child to talk about what he or she already knows about the Sacraments of Healing. Pray aloud the prayer together.

Explore: Pages 112-113

- **Ask:** What do you know about how Jesus healed people? (He helped a blind man see; he cured lepers; he helped a paralyzed man walk.)
- Read aloud page 112 and point out the vocabulary word. **Ask:** What does the Anointing of the Sick do for people who receive it? (It helps them identify with Christ’s suffering; it gives strength, peace, and courage; it forgives the sins of those who are unable to receive the Sacrament of Penance and Reconciliation.)
- Read aloud the Link to Liturgy feature. **Say:** Chrism Mass is celebrated during Holy Week and is a sign of unity between the bishop and the local church.
- Have your child read silently page 113. **Ask:** What does sin do? (It separates us from God and others.) **What are the benefits of Reconciliation?** (reunites us with God and the Church, brings us peace, comforts us spiritually)

Art Exploration: Page 247

- Find in a magazine, in a book, or online a picture of a disciple curing a blind man.
- **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including what the disciple is doing to the man.
- **Say:** Jesus continues to heal with the power of the Holy Spirit through the Church today.
- Have your child turn to page 247. Read aloud the introduction and discuss the question.
- Have your child read aloud Jesus Sends Forth Healers. Discuss why Jesus gave the authority to heal to his disciples. **Say:** Today Jesus’ healing gifts are experienced through the Sacraments of Reconciliation and Anointing of the Sick.
Read aloud The Church Celebrates Healing. Have your child read aloud Be a Healer and complete the activity.

Read aloud the Reading God’s Word feature. **Ask: Who does Isaiah suggest will see the glory of God?**

Provide several sheets of construction paper in different colors from which your child can cut out small squares. Have your child glue the squares to a sheet of paper to make his or her own mosaic. Suggest that the topic of your child’s mosaic represent healing in some way. Display the finished artwork in your home.

**Reflect: Pages 114–115**

Together look at page 114. **Say:** *Reconciliation can keep you close to God, remind you to make good choices, and help you avoid sin.*

Read aloud the first paragraph. Pray aloud the Act of Contrition together. Have your child read silently the last paragraph and take time to reflect on God’s mercy and forgiveness. End by praying the Sign of the Cross.

Have your child read silently Removing the Effects of Sin on page 115. **Ask:** *What actions help us receive indulgences?* (prayer and good deeds) *What else can prayer and good deeds help us do?* (overcome temptation, grow closer to God)

Have your child read silently the Giving Restitution questions and carefully consider how he or she might make restitution in each situation. Have your child write his or her responses. Discuss them together.

**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 he or she can include everyone in activities at home, at school, and in the community.

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
- Together look at pictures online or in magazines of people helping others. Discuss what is happening in each scene.
- Read aloud the session title and the text. Say: In this session we will learn how Lent and Holy Week is the time to think about our actions and how they affect others.
- Invite your child to think of choices he or she has made that hurt God or others and reflect on them during the season of Lent. Pray aloud the prayer together.

Explore: Page 118
- Together read aloud We Fast and Pray During Lent and Holy Week. Ask: Why is it important to be aware of the struggles that others face, no matter how large or small a struggle may be? (so that we can offer help)
- Read aloud How Can I Help? Have your child complete the activity and share his or her responses with you.
- Read aloud the Reading God’s Word feature. Say: Jesus asks that we treat everyone, neighbors and strangers alike, the way we would like to be treated. Before you say or do anything to someone, stop for a moment and think about how you’d feel if someone were to say or do that to you.

Reflect: Page 119
- Discuss how your family prepares for Lent and Holy Week. Ask: What are some of our traditions?
- Read aloud Mass During Lent and Holy Week. Say: During this time we pray and think about the choices we make. Because God loves us so much, he is willing to share his gift of forgiveness with us.
- Have your child read aloud What We Experience. Together read aloud and discuss How to Make a Good Confession on page 209.
- Have your child read aloud The Wonderful Gift of Reliance on page 119 and complete the activity.
- Read aloud the Did You Know? feature. Point out that the word Laetare means “rejoice.”
Art Exploration: Page 248

- Find in a magazine, in a book, or online a picture that shows Gethsemane, where Jesus prayed after the Last Supper.
- **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including the setting and the actions of the people.
- **Say:** Through prayer Jesus found the strength to accept his Father’s will.
- Have your child turn to page 248. Read aloud the introduction and discuss the question.
- Have your child read aloud The Church Celebrates Lent and Holy Week. **Ask:** Why might it have been difficult for Jesus to spend his time at Gethsemane praying? (He felt great sorrow; he knew he would be crucified.)
- Read aloud Lenten Acts and allow time for your child to complete the activity.
- Explain that a triptych is a three-sided panel commonly used as an altar board. Have your child fold a sheet of drawing paper into three panels and illustrate the hours before Jesus’ Death: the Last Supper, praying in Gethsemane, and the Crucifixion. Encourage your child to use the triptych as a reminder of the great sacrifice Jesus made.

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 show kindness to people who have not always been kind 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.
Morality, Our Lived Faith

Begin

Say: God has blessed us with special gifts. What special gifts do you have? Share your own gifts with your child to start the discussion. Read aloud the unit title on page 121. Say: Our new unit will help us learn how we can use our gifts to be like Jesus in our modern world. We will read about how our faith helps us make good moral choices in all that we do.

Introduce the Saint

Focus on the image of Saint Benedict of Palermo. Have your child read aloud the text. Say: We’ve read about many ordinary people who became saints. Saint Benedict began his life as a slave. After he gained his freedom, he chose to live a simple, holy life. Saint Benedict’s life shows others how to love and honor God.

Turn to page 122. Have your child read silently the first two paragraphs. Ask: Who convinced Benedict to follow Jesus? (Father Jerome Lanza) How did Benedict feel about the conditions at the monastery? (He felt that the hard life there was too comfortable.)

Have your child read silently the rest of the page. Ask: What did Saint Benedict sacrifice to show his devotion to God? (his possessions, his money, his comfort)

Ask: What things would you sacrifice to show your love for God? Say: Making sacrifices to show our love for God is a virtue.

With your child add Benedict of Palermo’s feast day, April 4, to your calendar. Plan an event together to celebrate the sacrifices of Saint Benedict of Palermo.
Jesus’ Way of Love

Engage: Page 123

Tell your child about one or two of your own good qualities or virtues, such as kindness, intelligence, or generosity. **Ask:** What are your best virtues?

Read aloud the session title and the text in the blue box. Discuss your child’s responses. **Say:** Some of our virtues, or gifts, we learn from the people in our lives. Others come from God. In this session we will learn how to share all our gifts as members of God’s kingdom.

Encourage your child to use his or her gift to help a family member or neighbor. Discuss different ways to help. Pray aloud the prayer together.

Explore: Pages 124–125

**Ask:** What virtues do you think Jesus demonstrated most during his life?

Have your child read silently page 124. **Ask:** What did you learn about faith? (It is belief in God and giving ourselves to him.) **What is Christian hope?** (the desire for all the good things God has planned for us)

Read aloud Charity on page 125. Invite your child to tell what he or she thinks Saint Paul meant. **Say:** We can show charity by working at a food pantry or donating things to people in need. Invite your child to read aloud Living the Virtues and complete the activity. Tell your child he or she can read more about virtues in the Prayers and Practices section on page 214.

Art Exploration: Page 249

Find in a magazine, in a book, or online a painting of Saint Thérèse of Lisieux.

**Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including items such as the halo, crucifix, flowers, rosary, and habit worn by the nun.

**Say:** Saints were ordinary people who put love of God before all else.

Have your child turn to page 249. Read aloud the introduction and discuss the question.

Have your child read aloud A Young Woman Who Listened to God. **Say:** Thérèse’s faith and hope helped her pursue her wish to be a nun, and she showed her love for God daily.
Read aloud The Little Way. Allow time for your child to complete the activity. Discuss the response.

Read aloud the Reading God’s Word feature. Ask: How does this Scripture passage describe the love Saint Thérèse had for God? (It shows how dedicated she was to Jesus.)

Discuss what a blog is—a person’s personal Web page where he or she writes his or her thoughts about various topics. Have your child draw the outline of a computer screen. Then have your child write a blog entry about Saint Thérèse and how she lived a life of faith, hope, and love. Encourage your child to share the blog with other family members.

Reflect: Pages 126–127

Together look at page 126. Say: When we pray traditional prayers with others, the prayers can give us a rich and powerful prayer experience because they unite our minds, hearts, and voices. Traditional prayers also help us link the basic truths of our faith.

Read aloud the first paragraph. Pray aloud the prayer with your child. Have your child read silently the paragraph after the prayer. End by leading your child in praying the Glory Be to the Father.

Have your child read aloud Living the Theological Virtues on page 127. Point out the vocabulary words. Say: For many years only men received the special title of Doctor of the Church. Saint Thérèse of Lisieux, Saint Catherine of Siena, and Saint Teresa of Ávila were the first women to be named Doctors of the Church.

Have your child read Showing Faith, Hope, and Charity and complete the activity. Encourage your child to choose one way to show faith, hope, or charity and try to do that action during the week.

Respond: Page 128

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 be kind to a person he or she has difficulty getting along with.

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 of Service

Engage: Page 129
▶ Ask: How am I helping you on your faith journey? (by reminding me to rely on God, by going to Mass with me) Who else is helping you? (pastors, friends, grandparents)
▶ Read aloud the session title and the text in the blue box. Discuss your child’s responses. Say: In this session we will learn about two sacraments that help people share holiness and God’s love with others.
▶ Ask your child to write a journal entry for a day in his or her life 20 years from now. Explain that the entry should tell about family, a job, and faith. Pray aloud the prayer together.

Explore: Pages 130–131
▶ Ask your child to recall what he or she has learned about the Sacraments of Initiation and the Sacraments of Healing.
▶ Have your child read aloud page 130. Ask: What is a vocation? (a way of life that God call us to) What are the people in a marriage called to do? (serve each other and their family)
▶ Read aloud Serving God, the Church, and the World on page 131 and point out the vocabulary word. Ask: What are the three levels of ordained ministry who serve as Church leaders? (deacon; presbyter, or priest; bishop)
▶ Have your child read silently Special Duties. Work on this activity together.
▶ Read aloud the Did You Know? feature. Ask: What are some charisms, or gifts of the Spirit, that you have observed parishioners sharing with others?

Art Exploration: Page 250
▶ Find in a magazine, in a book, or online an image that depicts an interpretation of the wedding at Cana.
▶ Ask: What do you see in this picture? Encourage your child to describe the picture in detail, including the continent on which the artist chose to depict Jesus and the wedding guests.
▶ Say: God blesses married couples and their promise to one another in a special way.
▶ Have your child turn to page 250. Read aloud the introduction and discuss the question.
▶ Have your child read aloud Marriage: A Holy Calling. Ask: When a couple gets married, with whom do they make a covenant? (with each other and with God)
Read aloud Matrimony Interview and have your child complete the activity. Tell your child to ask you, grandparents or another couple about his or her marriage ceremony.

Read aloud the Link to Liturgy feature. Say: A wedding ring is in the shape of a circle. This symbolizes that the couple's love and fidelity has no end and continues on forever.

Together make a congratulatory card for an elderly couple that your family knows who has been married a long time. Include some of the things your child has learned about Matrimony. Hand-deliver or mail the card.

Reflect: Pages 132–133

Together look at page 132. Say: Think about what it means to be holy. Our prayer is about holiness in our everyday lives. Praying is one way for us to grow in holiness.

Have your child read aloud the first paragraph. Then read aloud the second paragraph and the prayer. Say: Talk to God about what this prayer means to you. Listen to God with your heart. Pause for reflection. Have your child read aloud the last paragraph. Close by praying the Sign of the Cross.

Read aloud the directions for the activity on page 133. Work together to complete it. Emphasize that all the clues tell about the word service on the completed acrostic.

Respond: Page 134

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 live a calling to be a student with holiness and service 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.
Caring for the Earth

Engage: Page 135

▶ Ask: Do you think the slogan “Reduce, Reuse, Recycle” pleases God? Why or why not?
▶ Read aloud the session title and the text in the blue box. Discuss your child’s response. Say: In this session we’ll learn about our responsibility to care for God’s creation.
▶ Ask: How do you show respect for your special outdoor place? Pray aloud the prayer together.

Explore: Pages 136–137

▶ Say: Name some leaders, such as coaches, teachers, priests, mayors, or presidents. Ask: What qualities do you think such leaders possess? (good judgment, intelligence, experience, wisdom) Say: God gives us the responsibility to lead others in caring for his creation.
▶ Have your child read silently Our God-Given Responsibility and Ruling with Love and Wisdom on page 136. Point out the vocabulary word. Ask: How can we use our dominion over the earth to uphold God’s moral law? (by conserving water and energy, by recycling)
▶ Read aloud Environmental Abuse. Discuss your child’s examples.
▶ Have your child read silently Solidarity on page 137. Say: When we ask others to help us fulfill our responsibility to care for God’s creation, we are showing unity with God and with others. Another word for unity is solidarity.
▶ Read aloud the Reading God’s Word feature. Ask: How does this psalm show us how to love God’s creation as he intended?

Art Exploration: Page 251

▶ Find in a magazine, in a book, or online a picture of human life coexisting with nature.
▶ Say: What do you see in this picture? Encourage your child to describe the picture in detail, including what is from nature and what is made by humans.
▶ Say: Let us find ways to preserve and protect God’s good earth.
▶ Have your child turn to page 251. Read aloud the introduction and discuss the question.
Have your child read aloud Gospel of Life: A Letter to the Church. **Ask:** What are the main points of the pope’s letter? (All life is sacred; all life is a gift from God; we have a responsibility to care for the earth.)

- Read aloud Care for the Environment. Allow time for your child to write ways he or she can actively preserve the environment.
- Read aloud the Link to Liturgy feature. **Say:** The Prayer of the Faithful is proclaimed by a reader or cantor and is followed by a concluding prayer offered by a priest.
- Invite your child to choose a medium to make an art piece that shows one human-made thing surrounded by nature. Tell your child to give the artwork a title. Discuss the picture and display it in your home.

**Reflect: Pages 138–139**

- Together look at page 138. **Say:** The girl in the picture works in a garden. Listen as I pray the Act of Love. Think about ways you show your love of God by caring for and loving others.
- Read aloud the first paragraph and pray the Act of Love. Read aloud the last paragraph slowly, pausing briefly after each sentence. Allow time for prayer and reflection. Close by praying Amen.
- Display local maps for your child to look at. **Say:** All around us is God’s creation. Our God-given responsibility to care for the earth may seem overwhelming. We can begin by thinking about things we can care for in our own environments.
- Read aloud Exercise Your Dominion on page 189.
- Provide colored pencils and have your child complete the drawing. Discuss areas that need to be improved and what can be done to improve them.

**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 he or she can respect the natural world and recognize the presence of God in every living thing.
- 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’ Call for Justice

Engage: Page 141

- **Ask:** How do you feel when you see someone being unfairly treated? Have you ever been treated unfairly? What did you do?
- **Read aloud the session title and the text in the blue box. Discuss your child’s responses. Read aloud the definition of justice in the Glossary. **Ask:** How do people today experience unfair treatment? (People do not have enough food. Girls are not allowed to go to school in some countries.) **Say:** In this session we will learn how God calls us to help all people receive basic human rights.
- **Discuss things that you and your family can do to support a chosen cause. Pray aloud the prayer together.**

Explore: Pages 142–143

- **Discuss groups and activities that your family members belong to. **Ask:** Why do you think we live in communities or join groups? (to help one another, because we have the same interests)
- **Have your child read silently Living in Community on page 142. **Ask:** What kind of community members does Jesus expect us to be? (He expects us to be just, to act with respect and compassion, and to help those who are poor or homeless and anyone in need.)
- **Read aloud the Reading God’s Word feature. **Say:** This passage summarizes what you just read.
- **Read aloud Community Justice on page 143. **Ask:** What are some things we can do to help uphold these fundamental rights? (raise money for local homeless shelters, donate food and used clothing, write letters to our public officials supporting human rights)
- **Have your child read silently In the News and complete the activity. Encourage him or her to share the responses with you.**

Art Exploration: Page 252

- **Find in a magazine, in a book, or online a picture of Saint Patrick.**
- **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including the symbols in the artwork.
- **Say:** Patrick did his best to bring Christianity to nonbelievers.
Have your child turn to page 252. Read aloud the introduction and discuss the question.

- Have your child read aloud The Slave Becomes the Servant. **Ask:** How did Patrick’s young life start out differently than he would have planned? (He was captured and enslaved by pirates. He was forced to work as a shepherd. He suffered from hunger, cold, and loneliness.) Discuss ways we can support people’s rights to freedom and dignity today.

- Read aloud Patrick Prays and have your child write two prayers.

- Ask your child to imagine himself or herself living during Saint Patrick’s time, standing on a hillside, listening to Bishop Patrick preach about God and against slavery. Have your child imagine what he or she would ask Saint Patrick. Close with a silent prayer to Saint Patrick, thanking him for his support of the dignity and freedom of all people.

**Reflect: Pages 144–145**

- Together look at page 144. **Say:** The Magnificat is about Mary, the mother of Jesus. This prayer is about Mary expressing her own sense of justice and thanks.

- Read aloud the first paragraph. Then take turns reading aloud the paragraphs of the prayer. Ask your child to read silently the last paragraph and follow the directions. Pause to allow time for your child to read and share his or her own prayers with God. Close by praying Amen.

- Have your child read silently Faith That Works on page 145. **Ask:** In what ways do you demonstrate your faith through your actions?

- Read aloud What Do the Scriptures Say? Help your child find the Letter of James in your Bible. Have your child read aloud James 2:14–26. Allow time for your child to read the questions and write his or her responses.

**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 he or she can treat all people with love and respect.

- 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

▶ Together sing an Alleluia your parish uses as a Gospel Acclamation during the Easter season. Say: Alleluia means “praise God.” During the Easter season, we praise God for raising Jesus from the dead.

▶ Read aloud the session title and the text. Say: It’s fitting that we celebrate Easter during the spring. We celebrate the new life we receive through Jesus’ Resurrection at the same time that nature is blooming and coming to life again. In this session we will learn more about Easter.

▶ Ask: How else can we praise God? (pray a prayer, attend Mass, celebrate the sacraments). Pray aloud the prayer together.

Explore: Page 148

▶ Have your child read aloud We Celebrate Our Salvation During Easter. Say: Salvation is a gift as well as a challenge. We receive the gift of Salvation from Jesus through the Church. We respond in faith, saying “I believe” to all the Church teaches us.

▶ Have your child stand and raise his or her right hand and read aloud Our Pledge. Invite your child to complete the activity by writing what he or she can do.

▶ Read aloud the Reading God’s Word feature. Say: In the Book of Genesis, God tells Adam and Eve that they have dominion over all of creation. Dominion does not mean we can do anything we want, no matter what. God was telling them that it’s their responsibility to care for and protect all creation. Today God asks the same of us.

Reflect: Page 149

▶ Share your recollections of an Easter Vigil you have attended. Emphasize how different it is from Easter Sunday Mass.

▶ Read aloud Mass During Easter. Say: Part of celebrating Christ’s Resurrection is celebrating and protecting the natural world around us.

▶ Have your child read aloud What We Experience. Discuss how the church is filled with God’s creations—flowers, plants, and people gathered to celebrate the risen Christ. Say: We are part of God’s creation, and through our Salvation we are charged with caring for the earth.

▶ Read aloud the Did You Know? feature. Say: Pentecost marks the descent of the Holy Spirit on the disciples. We read in the Acts of the Apostles that the Holy Spirit came down as tongues of fire 50 days after the Resurrection.
Art Exploration: Page 253

- Find in a magazine, in a book, or online a picture of various gifts God has given us.
- **Ask:** What do you see in this picture? Encourage your child to describe the picture in detail, including the many gifts God gives us.
- **Say:** We have a great responsibility to appreciate, protect, and share God’s gifts to us with others.
- Have your child turn to page 253. Read aloud the introduction and discuss the question.
- Have your child read aloud The Church Celebrates Easter. **Ask:** What is the hardest thing you ever had to hope for? Discuss how it was possible for God’s people from the Old Testament to wait and yet never see the Messiah come.
- Read aloud Interviewing Our Faith and allow time for your child to complete the activity. Discuss your child’s response.
- Invite your child to make a poster titled Keepers of God’s Earth. Using magazine pictures or drawings, have your child make a collage showing ways to protect and care for our planet and its inhabitants. Have your child pray a silent prayer accepting his or her mission to care for God’s creation and its inhabitants.

Respond: Page 150

- 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 and respectful to someone.
- 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.