

One True Faith

Begin

Read aloud the unit title on page 1. **Say:** *Let's explore who God is and what it means to have faith in him.* Ask your child to try pouring liquid from a large can of juice with only one hole punched. Explain that air cannot get in the can to fill the empty space. A vacuum forms, which prevents juice from coming out quickly. **Say:** *Sometimes it can feel as though we have an empty space—a vacuum—within our hearts. Instinctively, we try to fill that space.*

Introduce the Saint

Ask your child to read aloud the paragraph on page 1. Explain that during the 300s, food was hard to come by and that by stealing pears, Augustine knew that he might be taking someone's only food. **Say:** *Augustine did something he knew was wrong. As he grew up, he searched for a better way to live. It wasn't until after he went down a few wrong paths that he turned to Christianity, which led him to God.* **Ask:** *How has Christianity led you to God?* (Possible answer: Christianity has taught me how to pray and how to act toward others.) *What answers are you still looking for?* (Possible answer: Why doesn't God stop wars?)

Invite your child to read aloud How the Saint Relates. Encourage your child to think about his or her own faith journey.

Turn to page 2. Take turns reading aloud Gift of Faith. Draw your child's attention to the sentence "Faith exists in relationships" in the third paragraph. Share with your child the names of three people whom you trust most in the world. Invite your child to share the names of people he or she trusts most. **Ask:** *What happens when someone breaks our trust?* (Possible answer: The relationship is damaged or ended.) **Say:** *Relationships are built on trust. Trusting is a risk; we don't trust blindly. We trust someone when evidence and our experience suggest that this person is reliable. Another word for trust is faith. When we respond to God's call to relationship, we place our faith, our trust, in him. We place our faith in God because evidence from Scripture and Tradition shows that God is reliable and can be trusted. The deeper our trust in God, the deeper our relationship with him can grow.*

Take turns reading aloud Past Meets Present. Discuss the meaning of *sacramentals*. Point out sacramentals you have at home, such as a crucifix, rosary, or statue of Mary. Ask your child to name other sacramentals he or she has seen or used at home or in church.

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



Three Persons in One God

Engage: Page 3

- ▶ Ask your child to name something that he or she considers a mystery. Read a story that includes a mystery and try to solve it together.
- ▶ Read aloud the session title and the text in the box on page 3. Discuss the picture.
Ask: *How do you think the idea of mystery and the session title might be related?* Be sure to emphasize the difference between a murder mystery and a faith mystery.
- ▶ Invite your child to explore the mystery of the Trinity with you. Tell him or her that asking questions about God is one of the ways that we build our faith, our trust, in God.
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 4–5

- ▶ Show your child a picture of an athlete, an actor, a comedian, or a musician you've seen in a live performance. Discuss what you know about the person's achievements and tell about your experience of seeing the person perform. **Say:** *Even though I know a little about this person and have seen him or her perform in person, we don't have a personal relationship. We really get to know people by developing personal relationships. In the same way, we also get to know God by developing a personal relationship with him and learning to trust him.*
- ▶ Invite your child to read aloud the article title The Blessed Trinity on page 4. Take turns reading the first five paragraphs. Discuss the meanings of *mystery* and *Trinity*, using the Glossary as needed. **Say:** *Think of the Trinity as three musical notes. When each is played on its own, the sound is distinctive and unique. When all three notes are played together, they form one sound.* If possible, demonstrate by playing three notes together on a musical instrument.
- ▶ Read aloud the sections One God and Three Persons. Have your child name the Three Persons of the Trinity. **Ask:** *When do we best live up to our name as a child of God?* (when we are united with others in loving relationships)
- ▶ Ask your child to read aloud Our Catholic Character. Discuss the concepts of monotheism and polytheism. If possible, research together the common history shared by the Jewish, Muslim, and Christian faiths through Abraham and Jesus.
- ▶ Together read aloud The Church and the Trinity on page 5. Remind your child that each Person of the Trinity is distinct yet equal. **Ask:** *Which Person of the Trinity do you associate with Creation (the Father) The Resurrection? (the Son) Breath? (the Holy Spirit)* **Ask:** *How does the Church support our faith and our relationship with God?* (Possible answer: Through the Church our faith is received, supported, and nourished.)



- ▶ Read aloud the Sacred Art feature. Explain that icons are a form of art used in prayer. They are sacred symbols that help us enter more deeply into the mystery of what they portray. Compare the images of the Persons of the Trinity to what your child has envisioned in his or her own mind. Explain that the figures from left to right are the Father, Son, and Holy Spirit. Discuss the similarities and differences among the figures.
- ▶ Invite your child to respond to questions about the session. **Ask:** *Which words best describe your understanding of the Trinity? How can praying the Sign of the Cross help you recall the Three Persons of the Trinity?*
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 6–7

- ▶ Together look at nature photos or take a walk in a neighborhood park or favorite outdoor site. Discuss how nature makes you feel.
- ▶ Ask your child to read aloud the article title God Is Our Creator on page 6. Take turns reading the opening paragraphs. Ask your child to read aloud the definitions of *Creator* and *free will* in the Glossary. Pause to talk about what it means to love ourselves as God's creation. **Say:** *God's creation is a constant reminder of how we are loved by God and that we can turn to him when we need help.*
- ▶ Read aloud the section Acting in Faith. Brainstorm specific examples for each response to God's love that is listed in the paragraph. For example, for the response "We can worship God through the celebration of the sacraments," a specific example might be "I can go to Mass and receive Holy Communion."
- ▶ Take turns reading aloud the section Catholic Social Teaching: A Response to God's Love on page 7. **Ask:** *What major change in society inspired the Church to develop Catholic Social Teaching?* (the Industrial Revolution) Discuss the meaning of *subsidiarity*. Read aloud the definition in the Glossary and relate the principle to the terms *Catholic Social Teaching* and the *common good*. For more information or to extend the discussion, refer to pages 298–300 in the Prayers and Practices section of the book.
- ▶ Complete the activity on page 7 together. If you have time, repeat the process for the other Catholic Social Teaching themes on a separate sheet of paper.
- ▶ Extend the concept of Catholic Social Teaching to daily life. Make a chart that you can display on your refrigerator to remind family members that they can make a difference every day.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 8–9

- ▶ Read aloud the title Signs of Love on page 8 and the paragraphs in the left column. Discuss what it means to be a disciple. Read aloud the definition of *disciple* in the Glossary.
- ▶ Together pray the prayer Reflect on the Sign of the Cross. Decide who will read the Leader parts. Pause for meditation between the parts. Conclude by praying together the Sign of the Cross.



- ▶ Look at page 9. Read aloud the introductory text of *Where Do I Fit In?* Talk about what it means to “fit in.” Explain that because the Catholic Church helps us know and grow closer to God and that God affects every aspect of our lives, we can always find a place to fit in.
- ▶ Take turns reading aloud *How Do We Know God Loves Us?* **Ask:** *What is the author’s main point about experiencing God?* (If you stay alert, you can find God in many different experiences.) Complete the activity on a separate sheet of paper and share your responses.

Respond: Page 10

- ▶ Read aloud the directions in *What’s What?* Read aloud the main idea and the example of a supporting detail. Ask your child to turn to pages 1–2 to verify the detail. Then have your child find a supporting detail for the remaining main ideas.
- ▶ Review the terms you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* On a sheet of paper, draw a triangle and write *Father* at the top. Write *Son* at the second point and *Holy Spirit* at the third point. Invite your child to do the same. Write your answers to the *Now What?* question in the center of your triangles and display them somewhere at home as a reminder. Together pray the Sign of the Cross.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Is the Answer to a Promise

Engage: Page 11

- ▶ Together look at magazine or newspaper advertisements for products that promise amazing results. **Ask:** *Do you believe the promises made in these ads? Why or why not?*
- ▶ Read aloud the session title and discuss the text in the box on page 11. **Say:** *Promises are easier to believe when they come from a trusted source.* **Ask:** *How do you think the idea of trust and the session title might be related? (We can put our trust in God.)* Tell your child that he or she will learn about a promise God made and kept.
- ▶ Pray aloud the prayer together. Pray together the Sign of the Cross.

Explore: Pages 12–13

- ▶ Look through current newspapers or magazines. **Ask:** *Who are some people who have a major impact, for better or for worse, on national and international events? What do we expect from famous people or powerful people? (Possible answers: to influence change, gain wealth or power, or improve lives)* **Say:** *Whether leaders do good or bad work in the world, they are usually impressive in terms of worldly power. As we read this article, let's consider what Jesus taught and the kind of king he was.*
- ▶ Invite your child to read aloud the article title John the Baptist and the first three paragraphs on page 12. Discuss the meanings of *prophet* and *precursor*. Read aloud the definitions in the Glossary. **Say:** *Think of a prophet as a spokesperson, not a foreteller of the future.* Extend this idea by reading aloud Exodus 6:30—7:1 and discuss the Scripture.
- ▶ Read aloud the sections Miraculous Beginnings and A Voice in the Desert. **Say:** *God had special plans for John from the start. John not only looked different, but his message was different too.* **Ask:** *Who raises eyebrows today because of their look or message? In what ways are they like John the Baptist?* **Say:** *Each of us is a child of God, made in God's image and likeness.* Discuss what you and your child can do to remind yourselves of this.
- ▶ Ask your child to read aloud Our Catholic Character. Discuss the meaning of *Original Sin*, reading aloud the definition in the Glossary. Share memories of your child's reception of the Sacrament of Baptism. Then read about Baptism on page 287 of Prayers and Practices and discuss the ideas.
- ▶ Turn to page 13. Have your child read aloud the Sacred Art feature. Discuss the image of the lion as a symbol of strength and courage. Explain that the winged lion is included in the vision of four winged creatures in Ezekiel 1:10 and in the Book of Revelation 4:78.
- ▶ Have your child read aloud the sections The Promise of the Messiah and A Sign of Repentance. **Ask:** *Why was John's act of baptizing a powerful sign? (The washing was a sign of forgiveness.) What are some other signs of forgiveness? (Possible answers: the priest laying his hands on the head of a penitent during the Sacrament of Reconciliation, a handshake, a hug or smile)*
- ▶ Read aloud the section John Baptizes Jesus. **Ask:** *What happened when Jesus came out of the water? (The heavens opened and the Spirit descended on him. A voice came from the heavens.) What promise is fulfilled in Jesus? (God's promise of the Messiah)*
- ▶ Read aloud the activity. Help your child find the Scripture verses and ask him or her to summarize the key ideas.
- ▶ Use the Study Corner as a quick review of the article.



Explore: Pages 14–15

- ▶ Read aloud a copy of the terms of service agreement for a product or service you purchased. Ask your child to point out complicated language. Then read aloud Genesis 17:1–8 and point out that God’s agreement, or Covenant, with the Chosen People was simple. God promises to do far more for us than he asks in return.
- ▶ Begin reading the article The Inspired Word of God on page 14. Talk about what it means to be part of an agreement. Read aloud the definitions of *Covenant* and *canon* in the Glossary. **Say:** *God is loving. He is always faithful and invites you to renew your covenant with him at any time.* After the third paragraph, discuss how to find particular books and verses in the Bible. Refer your child to page 254 in Prayers and Practices for more help if needed.
- ▶ Read aloud the section The Old Testament on page 14. Have your child point out the first five books of the Bible. **Say:** *This part of the Bible was originally written in Hebrew for the Jewish people.* Read aloud the section The New Testament on page 15. **Say:** *The New Testament is God’s way of speaking to us through his Son, Jesus Christ.* Have your child locate the four Gospels in the New Testament. **Ask:** *Why is each Gospel unique?* (Each was written for a different audience and at a different time.) **Say:** *Both the Old and New Testaments are part of the canon.* Review the vocabulary on page 15, referring to the Glossary as needed.
- ▶ Have your child read aloud Past Meets Present. **Say:** *Before people had access to the printed word, they relied on memorization to learn.* **Ask:** *How can you transmit printed words today?* (Possible answers: e-books, apps, text messages, e-mail, instant messages, fax)
- ▶ Together reflect on your personal use of the Bible and make a list of ways your child can make it more a part of his or her everyday life. Invite your child to learn more about the Bible by reading pages 253–255 in Prayers and Practices.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 16–17

- ▶ Read aloud the title Praying the Gospel on page 16. Ask your child to read aloud the paragraphs in the left column. Discuss how we meet God in new ways each time we read the Bible.
- ▶ Pray aloud the prayer And the Word Was God, dividing the parts between you and your child. Together read aloud the All parts. Pause and meditate between parts. Together pray the Lord’s Prayer. Conclude with the Sign of the Cross.
- ▶ Look at page 17. Read aloud the introductory text of Where Do I Fit In? Discuss what it means to “let go and let God.” Have your child read aloud Trust in God. **Ask:** *What prayer does the author pray every day? (“God, save me.”) Why does he do this?* (He knows there are some things he can’t do on his own.) Ask your child to complete the activity independently.



Respond: Page 18

- ▶ Read aloud the directions in What's What? Ask your child to complete each sentence with details from the referenced pages.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Invite your child to complete the activity independently and refer to his or her ideas during the week as a reminder to carry out the plan.
Say: *Remember that God is always present for you, even at times when you fail to meet your end of the bargain. Because of his great love for you, God invites you to enter into a relationship with him over and over again.*
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Reveals God to Us

Engage: Page 19

- ▶ Together look through family photos or heirlooms. Share stories that shed light on your family history. Discuss things that family members have passed down to another generation. **Say:** *The stories in the Bible are like heirlooms of the Church.*
- ▶ Read aloud the session title Jesus Reveals God to Us and discuss the text in the box on page 19. **Ask:** *In what ways do you think Jesus reveals God?* (Possible answers: through his stories; through his life, Death, and Resurrection)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 20–21

- ▶ Share anything you know about your family tree. Consider researching your family tree with your child. **Ask:** *How does knowing more about your genealogy help you know more about yourself?*
- ▶ Invite your child to read aloud the article title The Genealogy of Jesus on page 20. Take turns reading the page. Review the words *Abraham* and *genealogy* in the Glossary. **Ask:** *How does it feel to be chosen for something?* (Possible answers: special, grateful, anxious, excited, surprised) **Say:** *The idea of being chosen by God is not outdated. We read the Old Testament to better understand that Christ, crucified and risen, is the fulfillment of God's promises in the Old Testament.*
- ▶ Ask your child to read aloud Our Catholic Character. Comment that we grow and become fully human only if we develop relationships with others. Consider extending this discussion by reading chosen passages from Thomas Merton's book *No Man Is an Island* to emphasize the importance of community and interconnectedness for a healthy spiritual life.
- ▶ Read aloud the section We All Belong on page 21. Explain that Jesus has many titles, one being Son of David, a reference to his genealogy. Point out that David was an ordinary shepherd until he defeated the mighty Goliath and was revealed as a warrior for God. **Say:** *Scripture [2 Samuel 1] tells us that King David was not perfect, and his faith and fidelity could be shaky.* **Ask:** *Why might God have chosen someone sinful as an ancestor of Jesus?* (God acts and loves on behalf of all kinds of people. We are all part of God's family, imperfections and all.)
- ▶ Have your child read aloud the Your Family activity. Together answer the questions and have your child record the answers. Encourage other family members to answer these questions to learn more about your family's history.
- ▶ Reinforce the idea that no family is perfect. Even Jesus' family tree was imperfect. **Ask:** *When or where do you find God's grace where you least expect it? In what imperfect or improbable places do you find God's grace?*
- ▶ Use the Study Corner as a quick review of the article.



Explore: Pages 22–23

- ▶ Show only a small section of a familiar art image to your child, such as *American Gothic* or the *Mona Lisa*. **Ask:** *Can you tell what you are looking at?* Slowly reveal more of the picture until your child recognizes it. **Say:** *God did not reveal himself all at once. God reveals himself to us over and over again. It's up to us to recognize him.*
- ▶ Have your child read aloud the article title God Makes Himself Known. Take turns reading aloud the text on page 22. Ask your child to read aloud the definition of *Revelation* in the Glossary. **Say:** *God's plan for Salvation was revealed slowly. It took a long time before the full, magnificent picture emerged.* **Ask:** *How does God's covenant with Noah show his faithfulness to his people?* (God provides a way to restore wholeness. He wants to be with his people.)
- ▶ Read aloud the Sacred Art feature. **Say:** *Moses used three arguments to persuade the Lord to remain faithful to the Sinai Covenant after the people turned unfaithful.* Together read aloud Exodus 32:1–30 to recall the three arguments: The people are God's own people. God's reputation will suffer if they are destroyed. The Covenant with Abraham still stands.
- ▶ Take turns reading aloud the sections on page 23. Point out the word *Israelites* and look up the definition in the Glossary. **Ask:** *Why is it important to know about the covenants that God made throughout the centuries?* (to understand that Jesus fulfilled them) *How does Jesus, the Son of God, help us know God the Father?* (Jesus reveals a God who wants an intimate relationship with us. He reveals a forgiving God who invites all people, even though imperfect, into a loving relationship.)
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 24–25

- ▶ Turn to page 24. Read aloud the title The Family and Prayer. Ask your child to read aloud the paragraphs in the left column. Discuss how taking prayers to heart is different from simply memorizing prayers.
- ▶ Point out the symbol at the end of each Leader part. Explain that it is a prompt to repeat the response. Agree to alternate parts and then pray together the Litany of Thanksgiving for Who I Am Today. Pause briefly after each petition. Together pray aloud the All part. Conclude by praying together the Sign of the Cross.
- ▶ Look at page 25. Read aloud the introductory text of Where Do I Fit In? Then take turns reading aloud the article God Makes Himself Known. Point out that God is present in both good times and bad times. **Say:** *Hardship paves the way for joy. If we didn't have hardship, we couldn't have the joy. We can find God in all types of experiences.* Share stories about times when you have "tested" God, and talk about God's response, or apparent lack of one.
- ▶ Have your child read aloud the directions and complete the God Is Present activity independently.

Respond: Page 26

- ▶ Read aloud the directions in What's What? Ask your child to complete each sentence by referring to the referenced page and circling the letter of the best choice.
- ▶ Review the words you learned in this session in Say What?
- ▶ Read aloud Now What? Share ideas and write ways you can each find God this week. During the week, reflect on God's presence daily and continue to add ideas to the list.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Calls Us to Say Yes

Engage: Page 27

- ▶ Together read aloud the story of the Good Samaritan in Luke 10:29–37. **Ask:** *What is Jesus teaching us about saying yes?* (We are called to care for everyone in need, not just our friends, family, or others who love us without question.)
- ▶ Read aloud the session title and the text in the box on page 27. Discuss the picture. **Ask:** *How do you think our responses in life and the session title might be related?* (Possible answer: When we respond to situations the way Jesus would, we are saying yes to him.)
- ▶ Pray aloud the prayer. Pray together the Sign of the Cross.

Explore: Pages 28–29

- ▶ Ask your child to tell you what he or she knows about angels. Discuss Catholic beliefs about angels with your child. **Say:** *Catholics believe that angels are messengers of God and a reminder of God's constant love and protection.*
- ▶ Discuss what your child knows about the Annunciation. Together research information on the Basilica of the Annunciation in Nazareth. Explain that the basilica contains the grotto that is said to be the home of Mary and the site of the Annunciation. Have your child read aloud the definition of *Annunciation* in the Glossary.
- ▶ Turn to page 28. Invite your child to read aloud the article title *The Annunciation: Will You Say Yes?* Together read aloud the page. Discuss how Mary, a teenager, might have felt when the angel Gabriel announced that she would conceive Jesus, the Messiah, by the power of the Holy Spirit. Have your child read aloud the full Bible account in Luke 1:26–38. Point out that it is OK to feel frightened or confused by daily life. Explain that we should live as best we know how and trust God.
- ▶ Read aloud *Our Catholic Character*. Discuss what Pope John Paul II meant when he said that the mistreatment of women has resulted in “a spiritual impoverishment of humanity.”
- ▶ Have your child read aloud the section *Celebrating Mary* on page 29. Clarify any confusion between the terms *Immaculate Conception* and *Annunciation*. **Say:** *The Annunciation celebrates Gabriel's announcement that Mary, through the Holy Spirit, would conceive Jesus. This means that Jesus had no human, biological father. The Immaculate Conception recognizes that Mary, whose biological parents were Anne and Joachim, was free from Original Sin from the moment of her conception and remained free of sin throughout her life.*
- ▶ Read aloud the *Explain the Annunciation* activity. Tell your child to imagine the most important feelings or ideas he or she wants to impart in the scene. Consider role-playing the finished scene.
- ▶ Ask your child to read aloud the *Sacred Art* feature. **Say:** *Maurice Denis used art to say yes to God. Ask: What are some other ways to use talents to say yes to God?* (Possible answers: song, dance, prayer, poetry, speaking skills, service, volunteer work)
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 30–31

- ▶ Offer a simple demonstration about the concept of grace. Have your child complete some easy challenges. Give him or her a small token after each challenge. **Say:** *God's*



gift of grace does not work like this. God's grace is free and undeserved. It is an invitation, not a reward or something we earned. Even though God's grace is free, it's up to us to accept the invitation.

- ▶ Read aloud the title Grace on page 30. Take turns reading aloud the page. Read aloud the definitions of *grace* and *actual grace* in the Glossary. **Say:** *Mary is "full of grace," meaning "favored by God." A favor is given; Mary simply receives.* Suggest that your child use reflective prayer, such as the Daily Examen, to deepen awareness of God's grace. Find more information about the Daily Examen on page 279 in Prayers and Practices.
- ▶ Read aloud the definitions for *sanctifying grace* and *habitual grace* in the Glossary. Have your child read aloud the section Sanctifying, or Habitual, Grace on page 31. Point out that sanctifying grace is first received in Baptism. Explain that we receive the grace that Jesus makes possible through his suffering, Death, Resurrection, and Ascension to secure our Salvation. **Say:** *Original Sin is cleansed in the Sacrament of Baptism, but we also need the healing grace we receive in the Sacrament of Reconciliation and the other sacraments.*
- ▶ Have your child read aloud the Past Meets Present feature. Pray aloud Saint Ignatius of Loyola's *Suscipe*, found on page 278, and discuss the prayer's meaning.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 32–33

- ▶ Read aloud the title Favored by God on page 32. Together read aloud the paragraphs in the left column. Invite your child to read aloud the definition of *intercession* in the Glossary. Ask your child to answer the question in the final paragraph.
- ▶ Encourage your child to relax as you read aloud the guided reflection "Annunciation Meditation" based on Luke 1:26–38. Pause between paragraphs for silent meditation. Pray the Hail Mary together. Conclude the guided reflection by praying together the Sign of the Cross.
- ▶ Look at page 33. Read aloud the introductory text of Where Do I Fit In? Discuss healthy responses. Take turns reading aloud the article Waiting. **Say:** *As we grow with God, we learn that we will be tempted, but the easy route is not always the best.* Discuss tedious chores that you and your child do not enjoy doing. **Ask:** *How can we make these tasks more enjoyable?* (Possible answers: share them, listen to music, notice the progress being made)
- ▶ Complete the idea web in the Yes to God activity together. Be as specific as possible and suggest that you both try some of your ideas during the following week.

Respond: Page 34

- ▶ Read aloud the directions in What's What? Remind your child to be sure to answer the questions with details from the text.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Allow time to reflect and then compose a prayer independently. Silently pray your completed prayers. Conclude by praying together the Sign of the Cross.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Celebrating Ordinary Time

Engage: Page 35

- ▶ Display a blank calendar of the current month. Ask your child to name special events you and your family celebrate during this month. **Say:** *Just as we mark important occasions in our lives, the Church marks time according to important events in the lives of Jesus, Mary, and the saints.*
- ▶ Read aloud and discuss the text in the box on page 35. Together read aloud the page. Discuss the meaning of *Ordinary Time*, reading aloud the definition in the Glossary. **Ask:** *What does the Church invite us to do during Ordinary Time? (grow as a disciple of Jesus')*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 36–37

- ▶ Display a picture of a famous athlete or musician. Talk about this person's achievements. Discuss how this person achieved his or her goals. **Say:** *This person probably made many sacrifices and mistakes but did not give up. Like most activities that are worthwhile, practice and dedication are the keys to growing.*
- ▶ Invite your child to read aloud the article title Helping Faith Grow. Then read aloud the text on page 36. **Ask:** *Why do you think James says that we should be slow to speak and slow to wrath? (Possible answer: so we have time to think before we do or say something hurtful)* **Say:** *Because all of us are on our own unique faith journeys, we all react differently to Jesus' call.* Invite your child to reread the words of Jesus' Great Commission.
- ▶ Ask your child to read aloud Our Catholic Character. Turn to the Glossary and discuss the meaning of the word *convocation*. Obtain a parish bulletin and together look for names of parish ministries. Share stories of ministries you know about or have been involved in.
- ▶ Together read aloud the section Everyday Disciple on page 37. **Say:** *Every action we take and every thought we have are opportunities to grow in faith and make God's presence visible in the world.*
- ▶ Complete the Practice Your Faith activity together. After your child finishes writing, **ask:** *What effect might the positive actions have on others?* **Say:** *Living out your faith in public can have positive effects on people long after the initial experience.*
- ▶ Together discuss some questions. **Ask:** *Whom do you know who is the best example of a disciple of Jesus'? Why did you choose this person?* Encourage your child to think about this person as you continue this session.
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 38–39

- ▶ Listen to a song about answering God's call such as "We Are Called" by David Haas from *With You by My Side*. Together discuss the song's meaning. Explain that during Ordinary Time, we hear many stories that teach us what it means to be called as a disciple of Jesus'.



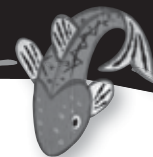
- ▶ Read aloud the article title Responding to the Gospels. Take turns reading aloud page 38. Name some extraordinary disciples and cite qualities that make them so. Explain that the Corporal Works of Mercy aid the physical needs of a person, while the Spiritual Works of Mercy aid the emotional or spiritual needs. **Say:** *As disciples of Jesus, we are called to help one another in these ways.*
- ▶ Have your child read aloud the Works of Mercy box. Help him or her understand the meaning of each one and discuss ways to practice each Work of Mercy.
- ▶ Read aloud the section Saint Thérèse of Lisieux on page 39. Ask your child to think about times when he or she worried about a new challenge, but the situation turned out well. **Ask:** *Which situation reminds you of Saint Thérèse?*
- ▶ Have your child read aloud the section Saint Vincent de Paul. **Say:** *God blessed Vincent de Paul with the ability to effect great change. We are called to do good work, not to please or impress God, but to discover his presence in those we serve.*
- ▶ Read aloud the Sacred Art feature. Share ideas about volunteering in a soup kitchen or food pantry. **Ask:** *Which Work of Mercy does this artwork portray? (Feed the hungry.)*
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 40–41

- ▶ Read aloud the title For Those Who Are Sick on page 40. Take turns reading aloud the paragraphs in the left column. Point out that one way to share in Jesus' ministry is to pray for those who are sick. Mention family and friends who are sick or in pain.
- ▶ Together pray Prayers of Intention. Ask your child to read aloud the Leader part. After the last paragraph, take turns praying aloud personal intentions, followed by the response "Jesus, heal us." After the final Leader and All parts, pray aloud the Sign of the Cross.
- ▶ Look at page 41. Read aloud the introductory text of Where Do I Fit In? Ask your child to define *discipleship*. (Possible answers: sharing God's message with others, following Christ) Take turns reading aloud Little Things Mean a Lot. **Say:** *What gifts did the author end up receiving from Ron? (friendship, a deeper understanding of the Christian life, firsthand knowledge of the power of "small acts of love")*
- ▶ Read aloud Matthew 25:40–45 in the Bible. Complete the A Full Heart activity by brainstorming and recording "small things" that show love.

Respond: Page 42

- ▶ Ask your child to read aloud the directions in What's What? before writing paragraphs for each phrase. Encourage your child to use the referenced page to find ideas.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Tell your child to close his or her eyes and take a moment to consider the response before writing it down. Together pray the Sign of the Cross.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



The Early Life of Jesus

Begin

Read aloud the unit title on page 45. **Say:** *This unit is about Jesus, the Son of God, and the mystery of the union of his divine and human natures.* Discuss the kind of work that an ambassador does. **Say:** *Today we will learn about a woman who was like an ambassador for God.* **Ask:** *How could you represent God among others without traveling to another country?* (Possible answers: by living peacefully with others, by following the Ten Commandments)

Introduce the Saint

Ask your child to read aloud the paragraph on page 45. **Say:** *You probably count on your family and other important adults to help you make important decisions. Marie's dream to become a nun might have surprised her family.* **Ask:** *How do you know if your life's work is what God planned for you?* (Possible answers: You feel called. You feel fulfilled.) *What lesson can we learn from Blessed Marie?* (Possible answers: Be patient. Trust in God. Ask for God's guidance.)

Invite your child to read aloud How the Saint Relates. Explain that we are like Blessed Marie of the Incarnation when we encounter God in those we serve.

Turn to page 46. Take turns reading aloud Blessed Marie of the Incarnation. **Say:** *The belief that Jesus has two natures, divine and human, united in one Person is distinct to our Christian faith. Every time we pray the Nicene Creed, we reaffirm our belief in the Incarnation.* **Ask:** *How was Marie suited to work with the young women, or novices, who entered the convent but had yet to take vows?* (She enjoyed instructing and felt enthusiasm for proclaiming Jesus.) *What challenges did she face as a missionary?* (She had to overcome cultural and language barriers.)

Take turns reading aloud Past Meets Present. Explain that the truth of Jesus Christ is intended for all nations. **Say:** *Jesus called the Apostles to preach the Gospel in the written and spoken word. Saint Paul changed the hearts of others by acknowledging their human and spiritual needs. Saint Damien of Molokai spread God's Word by tending to and living with those who were very sick.*

Together with your child, add Blessed Marie of the Incarnation's feast day, April 18, to your calendar. Discuss ways to give selflessly to people just as Blessed Marie did in her courageous yes to God's call.



Jesus Became One of Us

Engage: Page 47

- ▶ Share some riddles you know with your child. For example, **say:** *The more you have of it, the less you see. What is it?* (darkness) Point out how some riddles are hard to “get,” even when the answer is given.
- ▶ Read aloud and discuss the text in the box on page 47. Identify some people who understand both of you well. **Say:** *When the disciples were learning who Jesus was, they often didn’t “get it.” As human beings, we can never fully comprehend the mystery of Jesus’ divine and human natures. Though divine, Jesus understands our human concerns and experiences.*
- ▶ Pray aloud the prayer together. Pray together the Sign of the Cross.

Explore: Pages 48–49

- ▶ Together look at photos taken at different stages of your child’s life. Tell stories that reflect various reactions to events at different times in your lives. Brainstorm human emotions such as happiness, jealousy, love, anger, joy, despair, hopefulness, and gratitude. **Say:** *As members of the human race, we have much in common.*
- ▶ Invite your child to read aloud the article title The Word Became Flesh. Then read aloud the text on page 48. **Say:** *Jesus was always divine. God’s plan for our Salvation was to send his only Son.* Have your child read aloud John 3:16 in the Bible. Connect the verse to the Incarnation, the Word became flesh. Explain that Jesus was to be, and still is, our model of holiness. To emphasize our Catholic belief in the Incarnation, turn to page 276 in Prayers and Practices and pray aloud the Nicene Creed.
- ▶ Ask your child to read aloud Our Catholic Character. Review the meaning of *catholic* in the Glossary. Discuss how the Catholic Church has a clear structure of hierarchy with the pope as the leader of the worldwide Church. The pope is assisted by cardinals, bishops, priests, and other Church leaders.
- ▶ Look at page 49. Read aloud the Sacred Art feature. Discuss the heart as a symbol of Jesus’ love for us. **Say:** *When we imitate the heart of Jesus in the things we say and do, we best reflect Jesus’ divine nature.*
- ▶ Take turns reading aloud the section Fully God, Fully Man on page 49. Discuss the meanings of *miracle*, *heresy*, and *consubstantial*. **Ask:** *What did the first Council of Nicaea teach?* (In 325 the first ecumenical council of Nicaea decreed that Jesus is of the same substance with the Father.) Locate and read aloud the lines of the Nicene Creed that relate to the council’s teaching.
- ▶ Work together while using the Bible to complete the God and Man activity.
- ▶ Close the session by asking questions. **Ask:** *When you contemplate Jesus as man, what is your favorite thought? What do you think of first when you contemplate Jesus’ divine nature?* (Answers will vary.)
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 50–51

- ▶ With your child seated, hold a pencil just out of his or her reach. Ask your child to try to touch the pencil without moving his or her body from the chair. **Say:** *You can reach as far as you can, but you will never touch the pencil. Remember this demonstration as we read the article.*



- ▶ Ask your child to read aloud the article title *Pray as Jesus Taught Us* on page 50. Take turns reading aloud the page. Read aloud the definition of the *Great Commandment* in the Glossary. **Say:** *When you reached for the pencil, you got close but never quite touched it. In contrast, Jesus doesn't just bring us closer to the Father. Jesus puts us directly into contact with God the Father, removing all distance between us.* Read aloud John 10:30. **Ask:** *How can knowing Jesus mean knowing the Father?* (The Father and Son are actually one.)
- ▶ Continue reading aloud the sections *Jesus Prays to Abba* and *Relationship with God* on pages 50 and 51. **Ask:** *How can you invite Jesus into your life?* (through prayer and loving actions) **Say:** *Inviting God into our daily lives is contagious. We have a choice to pray and live in relationship with God, inviting new friends along the way.*
- ▶ Have your child read aloud the Sacred Art feature. Remind him or her that God created man in his own image. The *Catechism of the Catholic Church* tells us that every person possesses dignity because God made us in his image. Read aloud the meaning of *dignity of the human person* in the Glossary.
- ▶ Have your child read aloud John 15:12–17. Discuss the meaning of this Scripture by asking your child to talk about his or her responsibilities to God and to others.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 52–53

- ▶ Read aloud the title *Enter Fully into Prayer* on page 52. Ask your child to read aloud the paragraphs in the left column. Discuss the meaning of *lectio divina*. Compare this form of prayer to the way we read personal mail—we savor it, often rereading parts of it.
- ▶ Guide your child through the steps of *lectio divina*. Pray the Scripture verses. Follow the steps of meditation, prayer, and contemplation. Together recite the All part and pray the Sign of the Cross.
- ▶ Look at page 53. Read aloud the introductory text of *Where Do I Fit In?* Discuss whether it is harder to offer help or to receive it. **Say:** *Both offering and receiving help are ways of growing closer to God.*
- ▶ Take turns reading aloud *I Am Not Alone*. **Ask:** *What did the author learn about important responsibilities?* (They must often be shared.) *What did she learn about the workings of God?* (He often works through the love and support of others.) Have your child complete the *Living for Others* activity. Invite him or her to share the article with a family member and then ask your child to tell a story about receiving God's help through the actions of others.

Respond: Page 54

- ▶ Ask your child to read aloud the directions in *What's What?* Point out the secret phrase. Have your child complete the activity independently.
- ▶ Review the terms you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* Discuss strengths and weaknesses before your child writes a response to the activity. Ask him or her to reread the response each day as a way to grow closer to Jesus during the week.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Is God with Us

Engage: Page 55

- ▶ Discuss some nicknames of friends and family. Discuss how each person got his or her nickname.
- ▶ Read aloud the session title and discuss the text in the box on page 55. Point out that a nickname might be related to a person's personality, abilities, or character traits. Ask your child to think of an adjective that describes him or her in a distinct way. Explain that the names for Jesus that are revealed in Scripture carry great significance.
- ▶ Pray aloud the prayer together. Then pray together the Sign of the Cross.

Explore: Pages 56–57

- ▶ Write the letters A.K.A. and ask your child if he or she knows that they mean "also known as." Point out that some people are better known by other names. **Say:** *Samuel Clemens wrote under the name Mark Twain.* Identify other names that some writers, musicians, or entertainers go by in the entertainment world. **Say:** *Jesus is known by other names too, but Jesus' names have significant meanings. They are not just for flair.*
- ▶ Invite your child to read aloud the article title Explore Names for Jesus on page 56. Then read together the first three sections. Discuss the meaning of *Infancy Narrative*. **Ask:** *Why is it significant that the angel addresses Joseph as "son of David"?* (It fulfills the prophecy that the Messiah will rise from the House of David.) *How does Jesus live up to the meaning of his name, "God saves"?* (Jesus won Salvation for our sins through his Death and Resurrection.)
- ▶ Read aloud the sections God Is with Us and Jesus the Christ on pages 56 and 57. **Ask:** *What does Emmanuel mean?* (God is with us.) *How does Matthew's Infancy Narrative show that Jesus is the New Covenant?* (In the events surrounding Jesus' birth, many prophecies were fulfilled. Events in Matthew's narrative parallel events in the Old Testament, such as Jesus retracing Moses's journey when the Holy Family escapes to Egypt.) *What does the word Christ mean?* (It is the Greek version of the Hebrew word for Messiah.) Explain that *Messiah* means "anointed one." **Say:** *The name Christ is important to our faith and one of many titles assigned to Jesus.*
- ▶ Have your child read aloud the Sacred Art feature. Discuss the questions about the art. **Ask:** *How does this artist's portrayal bring you closer to understanding "God is with us"?*
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 58–59

- ▶ **Ask:** *What is your favorite way to speak with a friend? Is it by telephone, e-mail, tweeting, video chat, text messaging, or face-to-face? How do you speak with Jesus?* (Possible answer: in personal prayer, spoken and written)
- ▶ Turn to page 58. Take turns reading aloud the page. Discuss how names are used during communication. Explain that God is always listening and always inviting us to respond. **Say:** *God truly has "called you by name."* **Ask:** *What are some ways God speaks to you?* (Possible answers: in nature, in family, in the sacraments, through other people)



- ▶ Read aloud the Our Catholic Character feature. Explain that we encounter God through the inspired words of Scripture in the Mass. We celebrate Jesus' institution of the Sacrament of the Eucharist and the sending forth of the disciples to serve Christ.
- ▶ Have your child read aloud the sections Through People and In Dreams and Other Ways on page 59. **Say:** *Almost everyone has heard the advice "Follow your dreams." God certainly had that in mind when he spoke to people in dreams.* Read aloud Genesis 15:1 as your child follows along and repeat "the word of the Lord came to Abram in a vision." **Say:** *Abraham experienced God in the stillness and quiet of his sleep.* **Ask:** *How might technology, media, and computers separate us from an experience with God?* (Possible answer: They may distract us from God's presence.)
- ▶ Take turns reading aloud the remaining three sections on page 59. Point out that some things we desire may not be part of God's plan. **Say:** *Focus on what God wants, and listen with your mind and heart in a prayerful, reflective way.*
- ▶ Have your child read aloud the Past Meets Present feature. Read aloud the definitions of *monstrance* and *adoration* in the Glossary. Explain that Pope Emeritus Benedict XVI began an important new tradition at the celebration of World Youth Day in 2005 when he ended the vigil with silent Eucharistic adoration instead of a loud musical finale. The 2011 World Youth Day featured a monstrance set into a towering 16th-century silver-and-gold structure because the pope wished to proclaim Jesus Christ as the central person of World Youth Day.
- ▶ Close the discussion by asking some questions. **Ask:** *How has God spoken to you? How did you recognize his voice?*
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 60–61

- ▶ Read aloud the title Called by Name on page 60. Then ask your child to read aloud the paragraphs in the left column. Encourage your child to think of prayer as a movement toward God.
- ▶ Before beginning the guided reflection, **say:** *Respond to the questions in the silence of your heart.* Slowly pray aloud the guided reflection "Am I Who I Say?" Provide time for reflection between parts. Together pray the Sign of the Cross.
- ▶ Look at page 61. Read aloud the introductory text of Where Do I Fit In? **Say:** *To discover how God answers our prayers, we can pay attention and listen closely for what God wants us to know during the events of our lives.*
- ▶ Take turns reading aloud Answered Prayers. **Ask:** *What was Coach Wagner's advice?* (Try another sport.) *What was the outcome of the advice for the author?* (The author discovered a new talent and met his best friend.)
- ▶ Have your child complete the Becoming You activity independently.

Respond: Page 62

- ▶ Read aloud the directions in What's What? Explain that there is only one best answer. Encourage your child to refer to the pages shown to find the answers.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Discuss ideas with your child before he or she completes the activity independently.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Is for All People

Engage: Page 63

- ▶ Ask your child to accompany you outside to an open area. **Say:** *Imagine it is impossible to return to our home or any form of shelter for an entire week.* **Ask:** *What would be a hardship for you? What conveniences would you miss?* (Answers will vary.)
- ▶ Read aloud and discuss the text in the box on page 63. **Say:** *When you face hardships in life, it doesn't mean that God has left you. He is with you every step of the way. Jesus didn't come to lead only the rich or powerful; Jesus was a king for all people.*
- ▶ Pray aloud the prayer together. Then pray aloud the Sign of the Cross.

Explore: Pages 64–65

- ▶ Remind young people that Jesus was not an earthly king but a divine king. On a world map or globe, point out countries that have or have had some form of monarchy or one-leader rule, such as Cuba, Syria, Great Britain, Spain, North Korea, and Saudi Arabia. **Say:** *When people asked Jesus where they could find the Kingdom of God, the Gospel of Luke tells us that he replied, "[T]he kingdom of God is among you."* [Luke 17:21]
- ▶ Invite your child to read aloud the article title The Birth of Jesus on page 64. Then read aloud the opening paragraphs and the section Luke's Infancy Narrative. **Ask:** *Who was the Roman emperor at this time? (Caesar Augustus)* **Say:** *Caesar Augustus was a symbol of Roman power because he defeated all his enemies and unified the Roman Empire. Luke wanted his readers to see Jesus as a bringer of peace in a completely different way.*
- ▶ Ask your child to read aloud the remaining sections on page 64. Read aloud the meanings of *census* and *swaddling* in the Glossary. Discuss the significance of Jesus being born in Bethlehem and the prophecies fulfilled with Jesus' birth. **Ask:** *What is significant about Jesus being wrapped in swaddling clothes?* (The swaddling was symbolic of the poverty and humility of Jesus' birth. It reminds us of Jesus' kingship because King Solomon was wrapped in swaddling clothes too.)
- ▶ Have your child read aloud the activity directions. Point out that a tagline is a memorable phrase that recalls the big idea. Together brainstorm taglines about the meaning of Jesus' birth.
- ▶ Read aloud the sections Manger and Shepherds on page 65. **Ask:** *What does the detail about the manger reveal?* (Jesus will be food for the flock.) Explain that the image of a shepherd was often used to describe the kings of the Old Testament because the kings were to care for God's people with the same responsibility as a shepherd would care for his flock. **Say:** *Jesus is often shown as a shepherd because of his care for us.*
- ▶ Read aloud the last section Savior. **Say:** *Jesus calls us to realize that we all stand in need before God. Jesus welcomed sinners and outcasts out of social exile.* Identify social exiles today, such as those who are poor, homeless, or suffering from illnesses. **Say:** *One way we can act with care and compassion is by speaking up for those who are weak.*
- ▶ Read aloud the Past Meets Present feature. Explain that the Christmas crèche is a popular Catholic sacramental. Point out that the songs in *Las Posadas* ask for *posada*, or shelter. The nine days of the procession in this Christmas novena correspond to the nine months Jesus was in Mary's womb. Read aloud the definition of *novena* in the Glossary.
- ▶ Use the Study Corner as a quick review of the article.



Explore: Pages 66–67

- ▶ Discuss some news stories. Categorize them as triumph or hardship stories. Read aloud the article title. **Say:** *Luke's Infancy Narrative introduces us to a Savior who is rooted in God's promises to Israel but destined for the Salvation of the whole world.*
- ▶ Take turns reading aloud each section on page 66. Read aloud the definitions of *refugees* and *Magi* in the Glossary. **Say:** *The hardships in Jesus' early life reflect his humanity.* **Ask:** *Who accepts the Good News? (the Magi) Who rejects it? (Herod)* Point out that, similar to Jesus' flight to Egypt, many refugees are building new lives in the United States and other nations. Cite examples such as scientist Albert Einstein, who fled Germany in the 1930s.
- ▶ Read aloud Our Catholic Character. Discuss the meaning of *solidarity* as a call to action that dismisses the notion of a world intended to benefit those who "have" versus those who "have not." Ask your child to read aloud the definition of *solidarity* in the Glossary.
- ▶ Read aloud the Sacred Art feature. Stress the unusual and painstaking method used to make the painting. **Ask:** *What effect might you suppose the artist is seeking with an audience? (realism and a connection to the event)* Connect the displacement of the Holy Family fleeing to Egypt with Catholic Social Teaching regarding solidarity.
- ▶ Take turns reading aloud the sections on page 67. Ask your child to read aloud the definition of *prophecy* in the Glossary. **Ask:** *How did Jesus conquer the bloodshed that surrounded his human life? (His Death and Resurrection secured our eternal life.)* Explain that the Infancy Narratives reveal truths concerning Jesus' divinity that the early Church gained over a period of time following Jesus' Resurrection.
- ▶ Discuss these questions with your child. **Ask:** *When have I fled from carrying the message of God's love to all people? What can I do to follow Jesus' example of acceptance of all people? (Answers will vary.)*
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 68–69

- ▶ Read aloud the title and paragraphs on page 68. Point out that a psalm is a prayer in the form of a poem, intended to be sung, with the intent of expressing deep human emotion.
- ▶ Invite your child to reflect on God's justice as you both pray aloud God Delivers the Just. Take turns praying the different parts. Pause between each Side for the Response.
- ▶ Look at page 69. Read aloud the introductory text of Where Do I Fit In? Ask your child to interpret the title. **Say:** *Because God is always with us, and we always belong to him, we always belong—no matter where we are.* Read aloud the article. Discuss the importance of a sense of belonging. Brainstorm ways to rediscover God's welcoming presence.
- ▶ Invite your child to complete the Always Welcome activity.

Respond: Page 70

- ▶ Read aloud the directions in What's What? Suggest using the process of elimination to narrow choices before your child completes the activity.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Have your child write a response. **Say:** *Any action that brings us closer to others also brings us closer to God.*
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Grew in Wisdom, Age, and Grace

Engage: Page 71

- ▶ Read aloud the title and discuss the text in the box on page 71. Discuss your child's skills and interests. Ask your child what he or she hopes to do in the future. **Say:** *When Jesus was your age, he began to dream about how he wanted to spend the rest of his life. Allowing yourself to imagine future scenarios is a way to "try on" your ideas.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 72–73

- ▶ **Say:** *Coming of age means "the attainment of respectability or maturity." This is an impressive milestone.* **Ask:** *Do you think everyone comes of age at the same time? Why or why not?* (No, everyone's life journey is different.)
- ▶ Invite your child to read aloud the article title Jesus in the Temple on page 72. Then take turns reading aloud the page. **Say:** *When Jesus stayed behind, he sat among the rabbis.* **Ask:** *Why is Jesus a good model of behavior?* (He listened to the Jewish teachers and asked questions.) *How does this reflect wisdom?* (Possible answers: Jesus was more interested in following his Father's will than proving his knowledge. Jesus respected the accumulated knowledge of his elders.)
- ▶ Read aloud Our Catholic Character. **Say:** *Like our physical health, our spiritual health has requirements. The Cardinal Virtues are essential if we want to live close to God and to others.* Discuss the Cardinal Virtues. Brainstorm ways to live according to each one.
- ▶ Have your child read aloud the two sections on page 73. Discuss the Fourth Commandment and its application to both children and their parents. **Ask:** *How do Mary and Joseph keep the Fourth Commandment?* (They begin to recognize their responsibility to prepare Jesus for the work that God wants him to do.) Read aloud the Mutual Respect activity directions and complete it together.
- ▶ Challenge your child to think of ways that he or she can come of age and still show respect and obedience to you as a parent or caregiver.
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 74–75

- ▶ Talk about a sport or game that you or your child has learned from someone with greater experience. Discuss how that person's knowledge helped you. Point out that the best way to learn to pray is by praying with someone who can teach us how to pray. **Say:** *We learn to pray with our families.*
- ▶ Read aloud the title Finding God in Family on page 74. Take turns reading aloud the page. Read aloud the definition of *domestic church* in the Glossary. **Say:** *When we pray, we take prayers to heart. We think about what the words mean and experience the prayer in a deep and meaningful way.* Reread the quotation from Pope John Paul II and ask your child to explain what it means to him or her.



- ▶ Have your child read aloud Past Meets Present. Explain that children are reminders of the potential that exists in God's kingdom and that some children, through no fault of their own, need help when their own family structure is broken. Remind your child that we are all members of God's family and that God is our Father.
- ▶ Read aloud the sections Who Is Family? and Family's Role in Society on page 75.
Ask: *Why did Jesus' relatives fear that Jesus was out of his mind?* (Jesus' healing was causing a stir, and even some of his own relatives did not believe.) **Say:** *Often our world is not a very peaceful place.* **Ask:** *How can a peaceful family help build a peaceful world?* (Possible answer: The family is a small part of society. So a greater number of peaceful families contributes to a more peaceful society.)
- ▶ Read aloud the Social Roles activity directions on page 75 and complete it together.
- ▶ Have your child read aloud the Sacred Art feature. Reflect on Blessed John Paul II's words by telling modern stories in the news about people acting as good samaritans. Challenge your child to think of something he or she can do at home this week to help strengthen a relationship with someone in your family.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 76–77

- ▶ Read aloud the title Gifts Received, Gifts Given on page 76. Read aloud the paragraphs in the left column. Discuss how we can use our gifts as disciples of Jesus.
- ▶ Invite your child to become aware of God's presence as you read aloud the guided reflection about sharing our gifts with others. Pause after each paragraph to allow for meditation. Pray aloud the All part together. Pray together the Sign of the Cross.
- ▶ Look at page 77. Read aloud the introductory text of Where Do I Fit In? Ask your child to name something he or she has made and of which he or she is proud. Discuss how the creative process is made up of a series of decisions, actions, and adjustments that seem partly controlled by us and partly controlled by something greater than us. Take turns reading aloud How Do I Discover My Real Identity? Ask your child to describe a time when he or she did something courageous, loving, or impressive when he or she least expected. **Say:** *At these times, God was moving in your life, shaping you into something that you weren't before.*
- ▶ Invite your child to read aloud the directions for the Who Are You Meant to Be? activity and make the collage independently. Ask him or her to explain the completed collage to you.

Respond: Page 78

- ▶ Read aloud the directions in What's What? Remind your child to refer to the cited pages to find the details that answer each question.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Together brainstorm ways that your family demonstrates that it is a domestic church. Ask your child to write the response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Celebrating Advent and Christmas

Engage: Page 79

- ▶ Discuss customs or traditions that help families and communities prepare for Christmas.
- ▶ Read aloud and discuss the text in the box on page 79. Then read aloud the page.
Ask: *How can we remember the reasons why we are celebrating Advent and Christmas?* (Possible answers: We can pray special prayers. We can notice God at work in friends and family. We can attend Mass regularly.)
- ▶ Pray the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 80–81

- ▶ Invite your child to participate in a demonstration. Ask him or her to walk to the door while blindfolded. For safety, be sure to clear away any obstacles. **Ask:** *What was it like to walk around in darkness?* **Say:** *We're going to read about Advent and its relation to darkness and light.*
- ▶ Invite your child to read aloud the article title Living in the Light of Advent on page 80. Take turns reading aloud the page. **Ask:** *In Scripture, what does darkness represent?* (evil, sin, not following God, turning away from God) *What does light represent?* (goodness, Jesus Christ, Salvation, following God the Father and Jesus Christ) Read aloud these passages and discuss the meanings of light and darkness: John 8:12, 1 Timothy 6:11–16, 2 Samuel 22:29, Job 12:22.
- ▶ Ask your child to read aloud Our Catholic Character. Point out that the Catholic Church is worldwide and honors the same saints. Invite your child to read aloud the definition of the *Feast of Our Lady of Guadalupe* in the Glossary. Point out that the Feast of Our Lady of Guadalupe is important for all Catholics, and because it reflects cultural tradition for Mexican Catholics, it is especially important to them.
- ▶ Read aloud the sections Awake from Sleep and In History, Grace, and Glory on page 81. **Ask:** *What are some ways that you can be "awake" in your daily life?* (Possible answers: You can pray before meals and bed; you can notice goodness in others; you can pause to give thanks for blessings throughout the day.) *Who will experience Jesus' final coming?* (everyone) Read aloud the section Your Advent. Talk about what your family can do to personalize the Advent experience.
- ▶ Ask your child to read aloud the directions and write responses for the Awake or Asleep? activity on page 81.
- ▶ Close the article discussion by asking your child to name some things or events for which he or she anxiously awaits. **Ask:** *What do you do while you wait? What might cause your hope to waver as you wait? What do you do to keep your hope alive?* (Answers will vary.)
- ▶ Use the Study Corner as a quick review of the article.



Explore: Pages 82–83

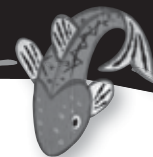
- ▶ Ask your child to choose a favorite baby picture. Share the story of his or her birth. Point out that just as this story was retold and passed along, the Christian community retold and passed along the story of Jesus' birth.
- ▶ Take turns reading aloud the article The Gift of Christmas on page 82. Review the meaning of *Nativity* in the Glossary. **Ask:** *Which two Gospel writers tell us about Jesus' birth? (Matthew and Luke) What is unique about Luke's account?* (He stresses a different kind of king and kingdom. He points out that Jesus came to save everyone, including those who are poor and outcast. He highlights Mary's role in Salvation History.)
- ▶ Together read aloud the Sacred Art feature. Discuss the questions, guiding your child to recognize the difficult journey to Bethlehem for Mary and Joseph.
- ▶ Read aloud the section First Gifts on page 83. Ask your child to read aloud the meaning of *sanctuary* in the Glossary. **Ask:** *How is God's power unlike any other power?* (Possible answers: God's power is in service to others, not in service to self.)
- ▶ Have your child read aloud the section One True Gift. Discuss the meanings of the sayings "Jesus is the reason for the season" and "Put Christ back in Christmas."
- ▶ Read aloud Past Meets Present. Explain that Roman paganism represented a variety of religions whose followers believed in many gods. In the early days of Christianity, Christians made up only about 10 percent of the population and were routinely persecuted for their beliefs.
- ▶ Together write ideas for a new Christmas tradition that will help your family stay focused on Jesus.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 84–85

- ▶ Read aloud the title Welcome Jesus! on page 84. Take turns reading aloud the paragraphs in the left column. Read aloud the definitions of *Holy Days of Obligation* and *feast days* in the Glossary. Explain that there are six Holy Days of Obligation, and refer your child to page 291 for more information about these days.
- ▶ Take turns praying aloud the parts of Give Glory to the Lord. Pause for meditation following each part. Conclude the prayer by praying the Sign of the Cross together.
- ▶ Look at page 85. Read aloud the introductory text of Where Do I Fit In? **Say:** *In times of darkness, the light we offer others shines more brightly.* Read aloud Being a Light to Others. Discuss areas in your lives where you feel you need to be perfect. **Ask:** *How can such an attitude keep us from doing God's work?* (Possible answer: It prevents us from saying anything at all.) **Say:** *We do not have to be the flashlight. We just have to be the mirror, angled toward God. Remembering this can relieve some of the pressure we feel.*
- ▶ Read aloud the directions and complete the Lighting a Way activity together.

Respond: Page 86

- ▶ Invite your child to read aloud the directions and each main idea in What's What? Ask him or her to complete the activity and share the responses.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Together list ideas that you both can refer to during the week as a reminder to recognize the dignity of others.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



The Public Life of Jesus

Begin

Read aloud the unit title on page 89. Write the names of four sports teams and ask your child to share his or her viewpoint about each one. Then share your viewpoint. **Say:** *Not everyone sees teams or other things exactly the same way. People have different perspectives on, or ways of looking at, things. Likewise, because we have four Gospels, we have more than one perspective on Jesus. Each Gospel tells the Good News from its own perspective. Together the Gospels tell about Jesus, our Savior and Redeemer.* Explain that this unit will explore the mysteries of Jesus' public ministry.

Introduce the Saints

Ask your child to read aloud the paragraph on page 89. Draw a time line that shows these dates: Mark, A.D. 65–70; Matthew and Luke, A.D. 70s–80s; John, A.D. 90s. **Say:** *Jesus' Crucifixion and Resurrection took place about 40 years before Mark wrote his Gospel account. Imagine how much the faith had grown during that time. Imagine how daily life, politics, and the audience influenced each writer. It is no wonder the accounts are not identical.*

Invite your child to read aloud How the Saints Relate. Discuss the meaning of a reliable source. **Say:** *The four Evangelists help us understand the public life of Jesus. Through their Gospels, the true identity of Jesus is revealed.*

Turn to page 90. Take turns reading aloud the title and page. Read aloud the definition of *Evangelists* in the Glossary. **Ask:** *Why were the Gospels written?* (to preserve the teachings of Jesus and to ensure that future generations would know Jesus' importance to our Salvation)

Draw three columns with the headings *First Stage*, *Second Stage*, and *Third Stage*. Together list important details under each heading. Explain that it took centuries for the Church to determine the official list of books that make up the Bible. This official list is called the canon. **Say:** *The Gospels are our source of truth. When we read them, we learn about Jesus and how he wants us to live.*

Together add the feast days of the four Gospel writers to your calendar as follows: Matthew, September 21; Mark, April 25; Luke, October 18; John, December 27. To learn more about the Evangelists, refer your child to pages 258–262 in Prayers and Practices.



Jesus Prepares for His Ministry

Engage: Page 91

- ▶ Prepare a message-in-a-bottle prop that contains a positive message to your child. Discuss reasons why people send messages. Point out that because a message is short, it must deliver a big idea with few words. Invite your child to read your message. **Say:** *If you can discover the values that are at the heart of a message, then you can decide whether you want to listen to and follow it.*
- ▶ Read aloud the title and discuss the text in the box on page 91. **Say:** *Jesus, a master teacher, has a big message to share with us.*
- ▶ **Ask:** *How can we better understand Jesus' message?* Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 92–93

- ▶ **Ask:** *When you are chosen to do something, how do you feel?* (Possible answers: proud to be trusted, happy to have responsibility, annoyed by the distraction) Read aloud the article title Jesus, Son of God and the first paragraph on page 92. **Say:** *We learn an important truth about Jesus' identity when he is baptized in the River Jordan by John the Baptist.*
- ▶ Invite your child to read aloud the sections Holy Spirit and Fire and Anointed for the Mission. **Ask:** *Why did people ask John to baptize them?* (to repent publicly for their sinfulness) **Say:** *The Sacrament of Baptism is a public statement about our faith.* Explain that although each Gospel is unique in its portrayal of Jesus' life, three of the four—Matthew, Mark, and Luke—have striking similarities, so we call them *synoptic*, from the Greek word for “a seeing together.” In the opening of each Synoptic Gospel, God identifies Jesus as his “beloved Son,” and Jesus receives the Holy Spirit.
- ▶ Read aloud the section Manifestation of God. Discuss the meaning of *epiphany* in the Glossary. Discuss what makes Jesus' baptism an epiphany.
- ▶ Ask your child to read aloud the Our Catholic Character feature. Point out that the Feast of the Epiphany is only one of the four epiphanies, but it is best known because it is a feast day during the Church year.
- ▶ Invite your child to read aloud the section The Messiah's Test. Together find and read aloud the meanings of *Satan* and *temptation* in the Glossary. **Say:** *Jesus was in the desert for 40 days. In the Bible, the number 40 is significant. It represents a period of time in which someone's faithfulness is tested and determined.*
- ▶ Read aloud the sections Tempted in the Desert and Jesus Is the Messiah on page 93. **Ask:** *How is Jesus' identity as Messiah confirmed?* (He renounces Satan and a material kingdom. Jesus is the new Adam. He spends 40 days in the desert and remains faithful to God.) Read aloud Matthew 4:1–11 to learn how Jesus responds to each temptation.
- ▶ Read aloud the directions for the Recognizing Temptation activity and brainstorm ideas. Invite your child to complete the activity.
- ▶ Draw the discussion to a close. **Ask:** *What temptations are most difficult for you to resist? How can you take steps to avoid them?*
- ▶ Use the Study Corner as a quick review of the article.



Explore: Pages 94–95

- ▶ Encourage your child to discuss temptations he or she has faced. Discuss what Jesus would have done had he faced similar temptations. **Say:** *Just like you, Jesus had real temptations. He shows us how to respond to them by relying on his relationship with the Father.*
- ▶ Read aloud the article title Facing Temptation on page 94. Then together read aloud the whole page. **Say:** *The struggle to avoid temptation and sin is a struggle that all people share.* **Ask:** *Why is temptation dangerous for a Christian? (It turns our attention away from God's truth and can lead to sin.)* Invite your child to read aloud the definition of *parable* in the Glossary.
- ▶ Continue reading the section Parable of the Sower on page 95. Discuss how Jesus' parable helps us understand how a deep-rooted faith can assist us when we are tempted to turn away from God. Read aloud the section We Are Tested. **Say:** *Just as an athlete prepares for an event, we need to prepare for inevitable times of temptation so that we aren't caught off-guard.*
- ▶ Read aloud the Past Meets Present feature. Brainstorm examples of human laws that do not correspond with the spiritual teachings of the Church.
- ▶ Invite your child to read aloud the Sacred Art feature. Together find images from Jesus' parable in the art. Discuss how the art helps us gain insight into a religious teaching.
- ▶ Draw the discussion for the article to a close. **Ask:** *What can you do every day to arm yourself against temptation? How can you help others resist temptation? (Answers will vary.)*
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 96–97

- ▶ Read aloud the title Praying with the Saints on page 96. Take turns reading aloud the paragraphs in the left column. **Say:** *Saint Thomas Aquinas was a brilliant theologian and scholar who showed that faith and reason could coexist.*
- ▶ Read aloud the Leader part of the Prayer of Saint Thomas Aquinas. Together pray the prayer slowly and reverently. Then pray together the All part and the Sign of the Cross.
- ▶ Look at page 97 and read aloud the introductory text of Where Do I Fit In? **Ask:** *What does integrity mean? (firmly maintaining moral values, honesty; doing what's right)* **Say:** *Distinguishing the truth can be hard. Let's find out what the author says about this.*
- ▶ Take turns reading aloud Seeking Real Truth. Together discuss the barrage of media messages we often receive. **Ask:** *How does the author suggest we filter junk out of the messages we receive? (praying the Beatitudes or a Daily Examen, talking with people of faith, reading the Bible, meditating)*
- ▶ Read aloud the directions in the Unlocking the Message activity. Together brainstorm some ideas. Invite your child to write responses.
- ▶ Ask your child to suggest strategies that will help your family better process or minimize the effects of media messages in your lives.

Respond: Page 98

- ▶ Read aloud the directions in What's What? Have your child complete the crossword puzzle.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Reflect quietly before asking your child to write a response. Encourage your child to write his or her reminder on a slip of paper.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Performs Signs

Engage: Page 99

- ▶ Place an empty backpack on your child's back. Add a small weight, such as a book, and ask him or her to carry the weight across the room and back. Repeat the activity, each time adding a little more weight. Prompt your child to describe the ease or difficulty of the walks. **Ask:** *Why is commitment needed to see a difficult task all the way through?*
- ▶ Read aloud the session title and discuss the text in the box on page 99. **Ask:** *How do you think commitment and the session title might be related?* (Jesus committed himself to his mission as the Messiah. Jesus' signs revealed God's commitment.)
- ▶ Pray aloud the prayer together. Then pray aloud the Sign of the Cross.

Explore: Pages 100–101

- ▶ Show or draw some simple signs, such as a road sign, a Chi-Rho, or a mathematical sign. **Ask:** *What do these signs have in common?* (They express a thought, an idea, a belief, or a command.) **Say:** *Signs are useless unless you know their meaning.*
- ▶ Invite your child to read aloud the article title Miracle at Cana on page 100. Take turns reading aloud the first three paragraphs. Point out that John uses the word *signs* instead of *miracles* to reveal Jesus as the One sent by God. Invite your child to read aloud the definition of *signs* in the Glossary. Together read more about the Gospel of John on pages 261–262 in Prayers and Practices.
- ▶ Read aloud the section "Do Whatever He Tells You." **Ask:** *How does Mary show faith?* (Mary trusts Jesus. She sets the stage for Jesus' glory to be revealed to his disciples.) **Say:** *Abundant wine was a sign of God's kingdom. When Jesus brought new wine from these jars, he replaced man-made, rigid rules with God's bountiful love, mercy, and compassion.*
- ▶ Have your child read aloud the Our Catholic Character feature. Discuss the idea that Christian marriage is more than a civil union. Explain that Matrimony is a sacrament and that the fidelity of the union signifies the fidelity of Christ and the Church.
- ▶ Have your child read aloud the sections Miracles of Abundance and Living Abundantly on page 101. Review the meaning of God's grace—a gift from God that helps us live our lives the way God would want us to live. Encourage your child to notice times during the week when he or she thinks "What does this have to do with me?" **Say:** *Think about ways God is present during little acts of goodness.* **Ask:** *What might God's grace enable you to do this week?*
- ▶ Read aloud the Sacred Art feature. Discuss Mary's last recorded words in Scripture, "Do whatever he tells you," and talk about how they reveal faith worthy of imitation. Identify popular devotions to Mary, such as praying the Rosary.
- ▶ Close the discussion. **Ask:** *How can we imitate God's generous love and mercy in practical ways? How often do we respond to Mary's command "Do whatever he tells you"?* (Answers will vary.)
- ▶ Use the Study Corner as a quick review of the article.



Explore: Pages 102–103

- ▶ **Ask:** *What traditions are followed at a birthday party?* (Possible answer: blowing out candles on a cake) *What about a wedding?* (Possible answer: exchanging rings or making a toast) **Say:** *Traditions identify and help us set apart special occasions.*
- ▶ Take turns reading aloud the first two paragraphs of the article Sacraments as Signs on page 102. Explain that a sacrament is a sacred rite. Read aloud the definitions of *sacraments* and *rite* in the Glossary. When we celebrate the sacraments, we use objects and actions to make present the sacred. Distinguish the difference between a Church rite and a popular tradition such as blowing out candles on a birthday cake. **Say:** *A rite is a religious act. It is not the same as a popular tradition within a culture.*
- ▶ Read aloud the sections Instituted by Christ and Sacraments of Initiation. Remind your child that Christ is present in the sacraments. **Say:** *The Eucharist is a sacrament received more than once.* Explain that we join together as a faith community to celebrate the sacraments. In this way we become part of the Body of Christ.
- ▶ Have your child read aloud the two sections on page 103. Review the terms *penance* and *repentance* in the Glossary. Ask your child to read aloud Matthew 18:22–35. **Ask:** *What is Jesus teaching?* (We are called to forgive others in the same way that the Father forgives us.) **Say:** *All seven sacraments are Christ's actions in our lives. The sacraments confer grace.* Talk about each sacrament.
- ▶ Have your child read aloud the Past Meets Present feature. Discuss traits needed to do Christ's work in the world, such as commitment, courage, and perseverance. Describe times when you have acted as a witness to your faith. Ask your child to do the same.
- ▶ Bring the article discussion to a close. **Ask:** *What is our responsibility to ensure that the sacraments are fruitful in our lives?*
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 104–105

- ▶ Read aloud the title Filling Our Water Jars on page 104 and the paragraphs in the left column. Point out that *lectio divina* is a special way to read the Word of God that involves four steps: listening to Scripture, meditating, praying, and contemplating.
- ▶ Read aloud John 2:1–12. Then guide your child through each step of *lectio divina*. Conclude by praying together the All part. Together pray the Sign of the Cross.
- ▶ Look at page 105 and read aloud the introductory text of Where Do I Fit In? Discuss Jesus' miracles. Ask your child when he or she has seen God's hand at work in the world. Together read aloud Miracles, Really.
- ▶ Work together to find responses to the first part of the Making Miracles Happen activity. Then ask your child to complete the remainder independently.
- ▶ Encourage your child to look at the world with "miracle eyes" that see God everywhere.

Respond: Page 106

- ▶ Read aloud the directions in What's What? Encourage your child to find a supporting detail for each main idea by referring to the cited pages.
- ▶ Review the words you learned in this session in Say What?
- ▶ Read aloud Now What? Encourage your child to think about the sacraments, sacramental rites, and his or her understanding of grace before writing a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Is Our Teacher

Engage: Page 107

- ▶ Together name rules that people follow in sports, at school, and in the community. **Ask:** *How do you feel about rules? When do they make life better? When do they intrude?* (Answers will vary.) *What is the purpose of rules?* (Possible answers: to establish order, to achieve goals, to provide safety)
- ▶ Read aloud the session title and discuss the text in the box on page 107. **Ask:** *How might the title and the concept of rules be related?* (Possible answer: Jesus, the master teacher, gave us ways to live out of love so that we could gain Salvation.)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 108–109

- ▶ Look at a picture of a lighthouse with your child and ask him or her to describe its purpose. **Say:** *A lighthouse guides a ship's safe passage. It doesn't take over the steering; it simply provides the light.* Read aloud the article title *Sermon on the Mount*. **Say:** *Throughout the ages, God has provided light and guidance for humankind.*
- ▶ Take turns reading aloud the introductory paragraphs on page 108. **Ask:** *How is Jesus the new Moses?* (He taught a new way to live.) Clarify the terms *Sermon on the Mount*, *Beatitudes*, and *Kingdom of God*, using the Glossary as needed.
- ▶ Ask your child to read aloud the section *The Beatitudes*. **Say:** *The Beatitudes answer the question "How can I be happy?"* Discuss how to better understand the "blessed" in each beatitude by relating a Christian attitude. For example, the "poor in spirit" reflects an attitude of gratitude, remembering that everything good comes from God. Compare Matthew's version of the Beatitudes to Luke's version.
- ▶ Read aloud the *Our Catholic Character* feature. Encourage your child to discuss the just-war doctrine. **Ask:** *What do you think is the meaning of "If you want peace, work for justice"?*
- ▶ Read aloud the two sections on page 109. Discuss the meaning of *Kingdom of Heaven*, using the Glossary if needed. **Ask:** *What is another name for the Ten Commandments?* (Decalogue) *How are the Ten Commandments and the Beatitudes alike?* (They show how to live in relationship with God and with others. They help us to build God's kingdom here on earth.) Explain that following the Ten Commandments and the Beatitudes are ways to respond to God's abundant love. **Say:** *God's rules are a gift to us, a light that guides us, and not dreary tasks that we must do. God's rules are given to us out of his great love for humanity. Because God provides the way to live so that we may share eternal life and happiness with him, we should respond joyfully and gratefully to the Ten Commandments and the Beatitudes.*
- ▶ Read aloud the directions for the activity. Invite your child to draw a symbol and explain the idea to you.
- ▶ Wrap up your discussion. **Ask:** *Why does it take courage to live the Beatitudes?* (Answers will vary.)
- ▶ Use the Study Corner as a quick review of the article.



Explore: Pages 110–111

- ▶ Demonstrate the complexity of explaining difficult ideas by giving these directions for raising a mainsail on a sailboat, which is a challenge that many people would not have experienced. Ask your child to pantomime each action. **Say:** *Attach the halyard and sheet. Put the main halyard on a winch. Open jammers. Turn into the wind. Have one person sweat the halyard while another takes in the slack on the winch. Insert a winch handle and crank. Cleat the halyard. Then say: It's hard to understand what to do if people use complicated language. Thankfully, Jesus used familiar associations that spoke to people's hearts when he taught about the Kingdom of God.*
- ▶ Have your child read aloud the article title The Kingdom of God on page 110. Then read aloud the opening paragraphs. **Ask:** *How do parables help us understand Jesus' Word? (They help us compare divine reality to ordinary experiences.) To what does Jesus compare the kingdom? (a mustard seed and yeast)* Read aloud the section The Mustard Seed. **Say:** *When we pray the Lord's Prayer, we pray "thy kingdom come"; however, Jesus' parables alert us to the presence of God's kingdom right now.* Continue discussing the present kingdom by reading Luke 17:21, when Jesus tells the Pharisees, "The kingdom of God is among you."
- ▶ Read aloud the Sacred Art feature. Discuss how we know that each one of us is precious to God. Ask your child to read aloud Luke 15:3–7.
- ▶ Have your child read aloud the three sections on page 111. **Ask:** *How is a repentant sinner like the lost sheep? (God joyously welcomes the return of the sinner.)* **Say:** *Jesus invites us to live his Word today, even in the small way of the mustard seed, yeast, or hidden treasure.* **Ask:** *Why did Jesus remind the disciples that they would have to become more like children to enter the Kingdom of God? (Possible answers: Children are open, innocent, and guileless. They trust. They ask for help when they need it.)*
- ▶ Read aloud the Past Meets Present feature. Discuss the role of teaching in the formation of our faith. Use the Glossary to discuss the term *Magisterium*.
- ▶ Close the discussion about the article. **Say:** *Think about Jesus' instruction to be like children.* **Ask:** *What is the difference between a childlike attitude and a childish attitude? (Childlike implies innocence or openness. Childish implies immaturity.)*
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 112–113

- ▶ Read aloud the title 20/20 Vision on page 112. Ask your child to read aloud the paragraphs in the left column. Discuss ways we can try to see people the way God wants us to see them. **Say:** *What would Jesus see in this person? What words would he speak to him or her?*
- ▶ Pray aloud Seeing as God Sees. Together pray aloud the All sections. Conclude with Amen. Together pray the Sign of the Cross.
- ▶ Look at page 113 and read aloud the introductory text of Where Do I Fit In? Ask your child to use his or her senses to describe a barn. **Say:** *Barns are sometimes unpleasant or messy. But God chose to be born as a baby in a stable.* **Ask:** *What does this tell us about unpleasant places in our own world? (God dwells everywhere, even in places considered*



unpleasant.) Take turns reading aloud the article. **Ask:** *What brings God's presence to all places, regardless of noise, greed, or tacky souvenirs?* (the faith of the people who visit, the willingness of God to love us despite our flaws)

- ▶ Read aloud the Building the Kingdom activity. Together write your ideas on paper "bricks." Then work together to arrange and display them in your home.

Respond: Page 114

- ▶ Have your child read aloud the directions in What's What? before finding details in the text to answer each question.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Allow time for reflection on the Beatitudes before your child writes a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Heals and Forgives

Engage: Page 115

- ▶ Ask your child to rank the following problems on a scale from 1–10. Explain that a ranking of 1 means “not at all serious” and 10 means “extremely serious.” Present these problems: missing the bus, dead cell phone, lost wallet, grounded by parents again, forgot permission slip, out of money, wore two different socks, lousy lunch, bad hair day. **Ask:** *What does it feel like to find a solution to a problem?* (Answers will vary.)
- ▶ Read aloud the title and discuss the text in the box on page 115. Discuss how problems can be frustrating but may lead us to see things in a new and different way. **Say:** *In this unit we will learn how even illness can lead to a new experience of God’s presence.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 116–117

- ▶ Explain that certain insects and snakes use toxins released in their bite to paralyze their prey. **Say:** *The paralysis renders their prey helpless.* **Ask:** *How can sin paralyze you?* (Possible answer: It can prevent a loving relationship with God.)
- ▶ Invite your child to read aloud the article title Jesus Heals on page 116. Take turns reading aloud the first four paragraphs. Have your child read aloud the definition of *blasphemy* in the Glossary. **Say:** *Jesus’ visible miracle makes the healing of the man’s sins, an invisible miracle, more believable to the witnesses.*
- ▶ Read aloud the sections Jesus Cures the Man Born Blind and Jesus Empowers the Apostles to Forgive. **Ask:** *How did Jesus prepare his Apostles to heal spiritual ills?* (He gave them the authority to forgive sins.) **Say:** *In the Sacrament of Reconciliation, we ask for God’s forgiveness and for the healing that takes place when we return to a state of grace.*
- ▶ Have your child read aloud the section Sacrament of Healing that begins on the bottom of page 116. Clarify the meaning of the terms in the section, referring to the Glossary as needed. **Ask:** *What is sin?* (deliberately doing or desiring something that is contrary to God’s law) *What happens during confession?* (We receive God’s merciful forgiveness for sins. We are reconciled with God and with others.)
- ▶ Read aloud the sections Repentance and Seeking Forgiveness on page 117. **Say:** *Conversion is not a command but an opportunity to break bad habits and become more like Christ.* Discuss *contrition*, using the Glossary to further clarify the meanings of *perfect contrition* and *imperfect contrition*. Review the steps to take when seeking forgiveness. Ask your child to refer to pages 296–297 in Prayers and Practices. Then pray together the Act of Contrition on page 275 in Prayers and Practices.
- ▶ Read aloud Our Catholic Character. Discuss the meaning of *sacramental seal* by using the Glossary definition.
- ▶ Bring the article discussion to a close. **Ask:** *How does the Sacrament of Penance and Reconciliation heal your relationship both with God and with the Church?* (Answers will vary.)
- ▶ Use the Study Corner as a quick review of the article.



Explore: Pages 118–119

- ▶ Read aloud Mark 1:29–31. **Say:** Notice how the woman responds to her healing. She receives Jesus' healing touch, and her immediate response is to serve others.
- ▶ Read aloud the article title The Gift of Healing on page 118. Take turns reading aloud the paragraphs in the first column. **Ask:** What is Jesus' message in curing the leper? (Society, groups, and individuals are called to recognize attitudes that result in the exclusion of others. It is our responsibility to accept the call to reach out to those who are excluded.)
- ▶ Read aloud the section Apostolic Mission. **Say:** Jesus wants us to turn to him in faith when we are suffering. He also wants us to reach out to heal one another.
- ▶ Have your child read aloud the section Sacrament of the Anointing of the Sick on page 119. Read aloud the definition of *Anointing of the Sick* in the Glossary. Invite your child to talk about a family friend or relative who is sick or elderly. Explore how the search for God can lead to comfort in this sacrament. Explain that the Anointing of the Sick is administered to those who are struggling, either physically or spiritually, with illness or old age.
- ▶ Read aloud the section Celebrating the Sacrament. Say the words the priest prays when administering the sacrament: "The Lord in his love and mercy [may] help you with the grace of the Holy Spirit." **Say:** Just as Christ suffered, the anointed are reminded to persevere in their faith and trust in God. They are strengthened and comforted. Read aloud the meaning of *Second Vatican Council* in the Glossary and discuss its significance in ushering in a time of change in the Church.
- ▶ Have your child complete the activity and discuss his or her responses.
- ▶ Read aloud the Sacred Art feature. Together read aloud Mark 5:35–43. Explain that the works of service or prayer for those who are seriously ill help those who are suffering know that they are not alone.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 120–121

- ▶ Read aloud the title Asking Forgiveness and the paragraphs in the left column on page 120. Point out that the more readily we can forgive others, the more we can experience the forgiveness of Jesus in our own lives. Review the prayer *lectio divina*.
- ▶ Follow the steps of *lectio divina* by reading Scripture, meditating, responding with personal prayer, and contemplating. Together pray aloud the All part and the Sign of the Cross.
- ▶ Look at page 121. Have your child read aloud the introductory text of Where Do I Fit In? Discuss what the title Two Wrongs Don't Make a Right means. Share stories about small acts of vengeance that backfired. **Say:** Our desire for justice can blind us unless we practice seeing with eyes of faith. Take turns reading aloud the article. **Ask:** Why do you think Mike never bothered the author again? (Possible answers: He was shaken by the experience; he was impressed by the author's refusal to hurt him.) **Say:** In the heat of the moment, it is difficult to remember how powerful forgiveness is. If we stop and listen, God will speak to us in some form or another.
- ▶ Read aloud the Scripture passage and have your child work independently to complete the activity. Invite your child to share his or her ideas.



Respond: Page 122

- ▶ Read aloud the directions in What's What? Suggest that your child read all the clues before choosing a letter for an answer.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Before writing, invite your child to recall that although he or she may not be able to heal someone physically, it is possible to perform good deeds that help heal a person in other ways.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Celebrating Lent

Engage: Page 123

- ▶ Read aloud and discuss the text in the box on page 123. Then read aloud the page. Review the terms *Lent* and *Ash Wednesday*, using the Glossary as needed. **Say:** *We wouldn't be able to enjoy light without the dark. The season of Lent reminds us that to experience Christ's light, we must follow him through the dark.*
- ▶ Explain that any uncontrolled attachment puts the object we are attached to ahead of our willingness to respond freely to God's love and his desire for our well-being. **Ask:** *What kind of attachment might interfere with our relationship with God?* (Possible answer: excessive use of social networking, excessive desire for popularity or material goods)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 124–125

- ▶ **Ask:** *Why do you think very young children enjoy playing peek-a-boo?* (Answers will vary.) **Say:** *According to scientists, babies are born hard-wired to recognize other human faces. In other words, we are born craving face-to-face experiences. Our deepest desire is to be truly seen.*
- ▶ Read aloud the session title More Like Christ on page 124. Take turns reading aloud the whole page. Discuss times when you have seen others suffer and have been moved to help as well as times you have ignored suffering. **Say:** *The hearts of all human beings are connected. We can choose to strengthen this connection, or we can choose to ignore it.* Discuss the consequences of ignoring suffering such as becoming more selfish, isolated, or lonely.
- ▶ Ask your child to read aloud the Past Meets Present feature. Discuss the idea of a "global family." Ask how technology can encourage or discourage action on behalf of those who suffer throughout the world.
- ▶ Read aloud the section A Man of Courage on page 125. **Say:** *The word courageous means "acting in spite of one's fear," not "lacking fear."* Discuss courageous acts that you have seen or read about. **Say:** *Jesus expressed fear but surrendered himself to his Father's will. Jesus showed us how to act with courage.*
- ▶ Read aloud the sections A Man of Service and A Man of Promises. **Say:** *In Jesus' time, the idea of leaders serving the people was a radically new and shocking idea. Leaders who serve do not aim to control others.* Have your child read aloud the terms *Advocate* and *Pentecost* in the Glossary and discuss their meanings.
- ▶ Read aloud the Sacred Art feature and discuss the art. **Ask:** *What details communicate Jesus' attitude of humility? What does the expression on Peter's face tell you?* (Answers will vary.)
- ▶ Read aloud Matthew 28:20 in the Bible. **Ask:** *How do Jesus' words make you feel?* (Possible answers: comforted, reassured, joyful) **Say:** *Jesus' words tell us that we are never alone. Jesus is always with us. He wants us to be present to others.*
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 126–127

- ▶ Ask your child to tell about a time when he or she felt close to God. When your child begins to speak, act distracted by putting earbuds in your ears to listen to music. Then explain. **Say:** *God is always trying to tell us something, but if we distract ourselves excessively, we ignore him. We don't want to block God out with distractions or our attachments. We hear God best when we are quiet and open to listening for his voice.*



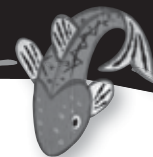
- ▶ Read aloud the article title Preparing the Way of the Lord on page 126. Together read aloud the page. **Say:** *Lent is a time to listen and reflect on God's calling. It is a time for being honest with ourselves. It is a time to own up to our shortcomings and honor our identity as children of God.* Share stories that describe emotions when something is lost or found, such as fear, worry, joy, or relief. **Say:** *Repentance brings us a similar sense of relief. It can be hard to admit that we are lost, but as soon as we do, God sweeps us up in a loving embrace.*
- ▶ Have your child read aloud Our Catholic Character. Say aloud the words of the Kyrie, as shown in the feature, with your child, first in English and then in Greek. Ask your child what he or she likes about each version.
- ▶ Take turns reading aloud the sections on page 127. Read aloud the definitions in the Glossary for the words *conversion*, *fasting*, *abstain*, and *almsgiving*. **Ask:** *Which prayer is recalled by the last baptismal promise? (the Apostles' Creed or Nicene Creed) Which three spiritual practices do we focus on during Lent? (prayer, fasting, almsgiving)* Explain that prayer is the central action of our spiritual life. Remind your child what it means to fast and abstain during Lent. **Ask:** *Why is a journey a good way to describe our actions during Lent? (Lent is a process, a trip with a beginning and a destination in mind, unique to each person. It spans a period of 40 days.)*
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 128–129

- ▶ Read aloud the title Renew Our Hearts on page 128. Take turns reading aloud the paragraphs at the top. **Say:** *Instead of Lent being a gloomy time, our self-denial can be a time of self-discovery and greater awareness of God.* Ask your child to describe an example of this process of spiritual renewal.
- ▶ Take turns praying aloud the parts of Prayer of Renewal. Be sure to allow time for meditation after each question. Conclude the prayer with *Amen*.
- ▶ Look at page 129. Read aloud the introductory text of Where Do I Fit In? Ask your child how he or she feels about sacrifice and self-denial during Lent. Read aloud Saying Yes to What Matters. **Say:** *Our questions about God lead us to seek answers that make sense. This rhythm of questioning and answering is what the spiritual life is all about.* **Ask:** *How did the author's questions lead her to an answer that made sense? (Her questions took her beyond a superficial understanding of Lent. They helped her find a Lenten practice that connected her to an authentic reason for following the practice.)*
- ▶ Have your child read aloud the directions in the Making Lent Meaningful activity. Read more about Catholic Social Teaching on pages 298–300 in Prayers and Practices. Help your child form and write an action plan of ways to return to God during Lent. Together prepare a slide show of ideas or make a storyboard.

Respond: Page 130

- ▶ Have your child read aloud the directions in What's What? Work together to unscramble the words and complete the activity.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Together close your eyes and reflect on what it means to empty oneself and to turn to Jesus for strength during Lent. After both of you write prayers, pray them aloud.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus the Christ

Begin

Read aloud the unit title on page 133. If possible, play a brief clip from the movie *Superman*. Ask your child to summarize the relationship between Clark Kent and Superman. Point out that even though Clark Kent becomes a superhero, he remains true to himself, his mission, and his identity. Encourage your child to describe a time when it was difficult to remain true to himself or herself. **Ask:** *When is it easy to be yourself? What situations might tempt you to try to be someone else?* Explain that in this unit your child will learn who Jesus is and how he brings us life.

Introduce the Saint

Ask your child to read aloud the paragraph on page 133. **Ask:** *How did Saint Teresa Benedicta of the Cross remain true to her identity? (by accepting death in her service of Jesus) What kinds of struggles do you think she endured in a concentration camp?* (Possible answers: religious persecution, separation from family and friends, harsh living conditions)

Invite your child to read aloud How the Saint Relates. Point out that like Jesus, Sister Teresa Benedicta of the Cross did not take an easy path, which would have allowed her to avoid suffering. She remained true to herself and her faith. Invite your child to name someone he or she knows who took a more difficult path because it was the right thing to do.

Turn to page 134. Discuss discrimination and share stories you both know about people who have been affected by it. Together read aloud the opening paragraph of Strengthened by Faith and the section The Path to Baptism. **Ask:** *What prompted Edith to become interested in the Catholic faith?* (seeing a woman taking time out of her day to talk to God in an intimate way, witnessing the faith of a war widow) **Say:** *Sometimes seeing other people live in a way that reveals their true identities inspires and challenges us to do the same.*

Read aloud the section The Nazi Terror. Begin a discussion about the courage of Sister Teresa Benedicta of the Cross, emphasizing that she was born a Jew but converted to the Catholic faith. **Ask:** *What emotions might she have felt during the Nazi persecution?* (Possible answers: disbelief at the inhumanity of the persecution, fear for her Jewish family and friends, determination to live as a witness to her Catholic faith) **Say:** *Sister Teresa Benedicta of the Cross endured unimaginable suffering yet remained true to herself.*

Close by rereading aloud Pope John Paul II's quotation from Sister Teresa's beatification ceremony in 1987. Discuss the meaning of his words. Ask your child to reflect on the aspect of Saint Teresa's life that affects him or her most powerfully. With your child, add Saint Teresa Benedicta of the Cross's feast day, August 9, to your calendar. Celebrate her life by finding out more about her.



Jesus Gives Us Himself

Engage: Page 135

- ▶ Ask your child to imagine being in certain situations, such as not being included or a close friend moving away. **Ask:** *What might you need most?* (Possible answers: comforting words, love, someone to listen, time, help)
- ▶ Read aloud the title and discuss the text in the box on page 135. **Say:** *When we are in need, we often turn to friends and family for love and support. They give of themselves in many ways. Jesus sacrificed himself so that he may always be with us. He is present with us and nourishes us through the Eucharist.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 136–137

- ▶ Ask your child to describe experiences with celebrations. **Ask:** *What kinds of things might be part of a celebration?* (Possible answers: food, conversation, dancing, decorations, laughter, storytelling, singing, sharing, traditions)
- ▶ Invite your child to read aloud the article title A New Passover on page 136. Then read aloud the first two paragraphs. **Say:** *We celebrate for many reasons and in many ways, but ultimately, a celebration is a time to share and commemorate something important.*
- ▶ Read aloud the section Jesus' Last Meal. Reinforce that Jesus knew he was going to be put to death. At the Last Supper, he gave traditional Passover items a new and special meaning. Use the Glossary to discuss the meaning of *Last Supper*.
- ▶ Read aloud Do This in Memory of Me. Explain that Jesus' words revealed his sacrifice. He was giving himself to us. **Say:** *By remembering Jesus' words when he instituted the Eucharist, we acknowledge his presence in our lives today.*
- ▶ Ask your child to read aloud Past Meets Present. Discuss the Institution Narrative and its importance during the Mass. Invite your child to read aloud the definition of *Institution Narrative* in the Glossary.
- ▶ On page 137 have your child read aloud the section Food for the World and then look up the definition of *transubstantiation* in the Glossary. Reinforce that at the consecration, the bread and wine truly become the Body and Blood of Jesus Christ. **Ask:** *How is the Eucharist more than a simple recollection of the Last Supper?* (We receive Christ in the Eucharist. We give thanks and go out in the world as his humble servants.)
- ▶ Read aloud the section Sunday and Beyond. **Ask:** *Why do we celebrate the Eucharist at Mass on the Lord's Day?* (Possible answers: We gather our family in prayer and rest from work. We echo the actions of Jesus and the Apostles.)
- ▶ Read aloud the Sacred Art feature. Discuss the meaning of the idea that we bring all our hungers to the table of the Lord. Guide your child to understand that we look to our faith for love, support, and guidance and that we receive all that we need.
- ▶ Use the Study Corner as a quick review of the article.



Explore: Pages 138–139

- ▶ Discuss the convenience of getting food from a fast food restaurant. **Ask:** *What are some problems with fast food?* (low nutritional value, high fat and salt content) Explain that sometimes a fast food meal satisfies our appetites, but we are missing something.
- ▶ Take turns reading aloud the first two paragraphs of the article *Jesus and the Eucharist* on page 138. **Ask:** *What are some things that one might hunger for other than food?* (Possible answers: love, acceptance, companionship, forgiveness, happiness)
- ▶ Continue reading aloud the sections *Food to Celebrate* and *Food to Share*. Ask your child to read aloud the definition of *Real Presence* in the Glossary. Be sure that your child makes the connection between the reception of the Eucharist and service to others. **Say:** *We live the Eucharist each day by caring for and serving others.*
- ▶ Take turns reading aloud *Together at the Table* on page 139. **Ask:** *Why do we receive Holy Communion often?* (It is spiritual nourishment.) Explain that we should be in a state of grace and free of mortal sin before receiving the Eucharist.
- ▶ Have your child read aloud the section *Reverencing the Body of Christ*. Together read aloud Matthew 25:31–46 in the Bible. Ask your child to summarize what Saint John Chrysostom means in relation to the Gospel of Matthew. Explain how this teaching applies to your lives. Discuss the meanings of *liturgy* and the *Mystical Body of Christ*.
- ▶ Bring the article discussion to a close. **Ask:** *How do I best honor Jesus' command to "Do this in memory of me"?*
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 140–141

- ▶ Read aloud the title on page 140. Read together the paragraphs in the left column. Have your child read aloud the definition of *Pharisees* in the Glossary. **Say:** *Jesus taught his followers to share.* Explain that as Catholics, we pray at meals to thank God for the gift of food and to remind ourselves to share this abundance with others.
- ▶ Pray together *Petitions: Jesus Fills Us*. Pray aloud the Sign of the Cross. Have your child read aloud the Scripture verses. Pray aloud each Leader part slowly and reverently. Together pray the All parts. At the conclusion, pray together the Lord's Prayer.
- ▶ Look at page 141. Read aloud the introductory text of *Where Do I Fit In?* Then take turns reading aloud *Lifting Burdens*. **Ask:** *What important lesson in faith do we find in the woman's words?* (Possible answers: The woman found something to give even when she had nothing; we can give even when we feel poor and empty. We live a Spiritual Work of Mercy when we act as a consoling presence for someone.)
- ▶ Invite your child to complete the *Mystical Body of Christ* activity. Challenge him or her to think of two possible responses for each scenario.

Respond: Page 142

- ▶ Read aloud the directions in *What's What?* Have your child complete the crossword puzzle independently, using details from the text.
- ▶ Review the terms you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* After your child completes the activity, encourage him or her to assess himself or herself on a daily basis to see if goals were met during the week. Together pray the Sign of the Cross.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Makes a Choice

Engage: Page 143

- ▶ Help your child make a list of everything he or she did in the last 24 hours. **Ask:** *How did you live in union with God? In what ways did you overlook chances to be with God, or did you turn away from him?* (Answers will vary.)
- ▶ Read aloud the session title and discuss the text in the box on page 143. Have your child describe how he or she decides to spend free time. **Ask:** *How do you think temptation to make a bad decision and the betrayal of one's true identity relate to the session title?* (Jesus had a human nature and he faced temptations, but he remained faithful to his identity.)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 144–145

- ▶ **Ask:** *What are some activities that you prefer to do with someone else? Why?* **Say:** *Sometimes being alone frightens us. Friends often bring us comfort, joy, and help.* Read aloud the article title Jesus' Night of Sorrow on page 144.
- ▶ Take turns reading aloud page 144. Read aloud the definitions of *Agony in the Garden* and *social sin* in the Glossary. **Ask:** *For what did Jesus pray to his Father?* (to take away what was about to happen to him) *What happened when Jesus asked the disciples to keep watch while he prayed?* (They fell asleep three different times.) *Why is it hard to stand by someone in hard times?* (Possible answers: fear, despair, grief, exhaustion) **Say:** *We, too, are called to be awake and aware in our lives, even when we are tempted to turn away from difficult tasks.*
- ▶ Read aloud the section *Thy Will Be Done* on page 145. **Ask:** *Why might it be difficult for people to admit that they do not want to face up to something difficult?* (Possible answer: fear that it indicates defeat or a lack of confidence or strength) **Say:** *God does not promise that everything in your life will be easy, but he invites you to turn to him with confidence for his help.*
- ▶ Have your child read aloud the section *God Is with Us*. Remind him or her that God is ready to help if only we trust in God's will. **Say:** *Jesus' victory is ours to share if we stay faithful to him.*
- ▶ Read aloud the directions in the *Are You Awake?* activity. Remind your child that human suffering may affect an individual or an entire group. Share examples of human suffering in the world and ways to respond to it.
- ▶ Read aloud the *Sacred Art* feature. **Ask:** *Which emotions do you think the artist is trying to portray? How does the painting make you feel?* (Answers will vary.)
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 146–147

- ▶ **Ask:** *If you could watch only one TV show, which would it be?* **Say:** *Many of the choices we make are easy. Other choices are not easy because they involve serious issues or present conflicts with our belief system.*
- ▶ Read aloud the article title *Making Moral Choices* on page 146. Take turns reading aloud the first two paragraphs. Ask your child to read aloud the definition of *moral choice* in the Glossary. Take turns reading aloud the section *Two Schools of Thought*.



Say: Moral choices are complex. But the Church helps us recognize different shades of moral right and wrong.

- ▶ Have your child read aloud Our Catholic Character. Read aloud the definition of *conscience* in the Glossary. Point out that trusting an informed conscience requires a thoughtful response that may be contrary to popular attitudes.
- ▶ Read aloud the section Letter to the Corinthians at the bottom of page 146 and Knowing How to Choose on page 147. Explain that the criteria for a moral choice is that people are free to choose and take responsibility for the choice. **Ask:** *What are the three dimensions in determining the morality of an act?* (the act chosen, the intention behind the act, and the circumstances behind the act) Discuss the meaning behind each dimension in relation to the problem Paul was addressing with the Christians of Corinth. Emphasize the role that an informed conscience plays in moral choices. Discuss the meaning of Paul's letter to the Corinthians.
- ▶ Have your child read aloud the Past Meets Present feature. Discuss a moral choice that Saint Katharine Drexel made. Discuss current social situations that require people to take a moral stand.
- ▶ Bring the article discussion to a close. **Ask:** *What is one moral decision you have made or still need to make? What do you need to consider when you make your decision? Who can help you make your decision?* (Answers will vary.)
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 148–149

- ▶ Read aloud the title Acting in Good Conscience on page 148. Ask your child to read aloud the introductory paragraphs. Together suggest reasons why prayer is an effective tool to use when trying to make a moral decision.
- ▶ Pray together Taking Responsibility. Divide the parts between you and your child and pray each part slowly and reverently. Pause briefly for meditation following each bulleted question.
- ▶ Look at page 149 and read aloud the introductory text of Where Do I Fit In? Invite your child to describe a time when he or she acted courageously. **Say:** *Sometimes an act of courage is public or acknowledged as heroic. Most times, though, an act of courage is small and quiet and goes unnoticed.*
- ▶ Take turns reading aloud the article What Does Courage Look Like? **Ask:** *How did God answer the author's prayer?* (by giving him the strength not to give in to his fear and "the pack") **Say:** *The author's choice wasn't outwardly courageous. But it put the author on a different life path than his friend Francisco, who allowed fear to win.*
- ▶ Read aloud the True to Yourself activity. Ask your child to complete it.

Respond: Page 150

- ▶ Have your child read aloud the directions in What's What? and answer the questions.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Point out that your child will probably turn to different people or resources in different circumstances. Encourage him or her to consider who or what would best be able to help with the matter of conscience. **Ask:** *Who will have your best interests at heart? Who will tell you the truth?* Point out that turning to the best resource might mean getting some challenging things to think about.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Redeems Us

Engage: Page 151

- ▶ Together make “Me” I.D. cards. Fill your cards with words, phrases, or small images that represent ideas of your true selves. Explain your cards to each other.
- ▶ Read aloud the session title and discuss the text in the box on page 151. **Ask:** *How is it possible that someone may see you in a different way than you see yourself?* (Possible answer: The person may not know you very well, or you may not see yourself as honestly as he or she might.) Ask your child what Jesus might have said about his true self. **Say:** *Jesus’ dying and rising is central to Christian life. Through his Death and Resurrection, we are saved.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 152–153

- ▶ Invite your child to give examples of labels that help him or her understand someone or something better and labels that are misleading. **Say:** *Don’t assume that a label is true without trying to gain a deeper understanding. Our identities consist of more than labels.*
- ▶ Invite your child to read aloud the article title The Suffering Servant on page 152, the introductory paragraphs, and the section Who Is Jesus? Read aloud the definition of *Transfiguration* in the Glossary. **Ask:** *Why does Jesus instruct the disciples not to tell anyone about his miracles?* (His identity is not limited to his power to heal.) **Ask:** *How is Jesus’ identity revealed in the Transfiguration?* (Jesus’ appearance changes, and he speaks with Elijah and Moses; a voice identifies him as the beloved Son.)
- ▶ Ask your child to read aloud the Past Meets Present feature. Discuss what the lamb symbolizes in 1 Corinthians 5:7 and why the image of Jesus as the Lamb of God is appropriate.
- ▶ Read aloud the section Who Is a Disciple? on page 153. Discuss the verse of Isaiah 53:11 and how it describes Jesus. **Ask:** *Why is Jesus described as the suffering servant?* (Jesus served others. Jesus’ love for us was so great that he suffered and died to redeem the world.)
- ▶ Read aloud the sections Jesus Predicts His Suffering and Glory Through the Cross. **Ask:** *How do we better understand the meaning of the Cross in our own times of suffering?* (Jesus invites us to live our lives with faith and trust in God, who is with us throughout every difficult moment. Being a disciple means that we, too, will suffer.)
- ▶ Ask your child to read aloud the directions and complete the Introducing Jesus activity independently. Invite your child to role-play his or her introduction of Jesus.
- ▶ **Ask:** *How does your life reflect an understanding of Jesus? How can you better follow Jesus, especially in times of suffering or trouble?* (Answers will vary.)
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 154–155

- ▶ Explain that terrorism uses fear to coerce people. Read aloud the article title The Moment of Truth on page 154 and the first two paragraphs.
- ▶ **Ask:** *In Jesus’ time, what effect do you think the threat of crucifixion might have had on the people?* (People may have been too afraid to speak up for what they really believed.)



They may have been afraid to take a stand against Roman rule.) Read aloud the section Mark's Message. **Say:** *Jesus instituted the Sacrament of the Eucharist at the Last Supper. His sacrifice on the Cross established a New Covenant between the people and God.*

- ▶ Read aloud the Sacred Art feature. **Ask:** *In what way does Mary's countenance of serenity and faith reflect a Catholic view?* (Mary's gentle face displays her recognition of Jesus' great love and ultimate sacrifice. Jesus won for us the possibility of eternal life in Heaven.)
- ▶ Read aloud the section Christian Suffering that begins at the bottom of page 154. **Ask:** *What is the lesson of the Cross?* (Possible answer: We are called to do God's work in the world even if it requires enduring hardships.) Explain that *redeem* means "to restore worth." Jesus' Death restored eternal life.
- ▶ Read aloud the remaining sections on page 155. Discuss why the cross is a universal sign of hope for Christians. Ask your child to read aloud the definition of *Apostles' Creed* in the Glossary. Recite the Apostles' Creed, using page 276 in Prayers and Practices. **Ask:** *In the Apostles' Creed, what belief do we acknowledge after Jesus died but before he had risen?* (Jesus went to the realm of the dead, gathered the just, and brought them to Heaven with him.) Emphasize that even though the disciples probably thought that Jesus' Crucifixion was the end, it was just the beginning.
- ▶ Read aloud the Our Catholic Character feature. Discuss Pope John Paul II's words. Relate acts of love to the Corporal Works of Mercy.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 156–157

- ▶ Have your child read aloud the title The Victory of the Cross on page 156. Read aloud the paragraphs in the left column. Tell your child that Jesus teaches us to pray from the heart.
- ▶ Slowly pray aloud the guided reflection "Our Response to Suffering." Invite your child to pause and meditate after each part. Close by inviting your child to pray aloud the Lord's Prayer with you.
- ▶ Look at page 157. Read aloud the introductory text of Where Do I Fit In? **Say:** *We are asked to remember Jesus' suffering in times of our own suffering. If we do this, we receive the amazing gift of hope.*
- ▶ Take turns reading aloud The Other Side of Suffering. **Say:** *To say "Jesus is with us" is not just a figure of speech. It is God's most basic message to humanity: You are not alone. I am with you. Your suffering is not the end of the story.*
- ▶ Read aloud the directions to The Victory of the Cross activity. Work together to complete the activity.

Respond: Page 158

- ▶ Have your child read aloud the directions in What's What? Remind him or her to complete each sentence by using details from the text.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Ask your child to record an honest response to suffering, recognizing that he or she may still be working toward a Christian response to suffering.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Brings Us New Life

Engage: Page 159

- ▶ Discuss what it means to make a sacrifice. Brainstorm a list of tasks your child might do as a sacrifice for others, such as mow the lawn, practice piano, and babysit a sibling. **Say:** *One possible motivation for making a sacrifice is to gain something better later on.*
- ▶ Read aloud the title and discuss the text in the box on page 159. **Ask:** *For whom would you make a sacrifice? What would make your sacrifice worth it? What sacrifice did Jesus make? Why did he make it?* (Answers will vary.)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 160–161

- ▶ Together make a list of your choices for the top three movies of all time. Identify key scenes that give meaning to the stories. Tell your child that he or she will learn about a key scene in the Gospel of Mark.
- ▶ Read aloud Mark 16:1–7 in the Bible. Then invite your child to read aloud the article title An Empty Tomb. Take turns reading aloud the first three paragraphs on page 160. **Say:** *This is a key scene in our story of faith. The message here is that the women were looking for Jesus in the wrong place. He was not among the dead. He was among the people he served.*
- ▶ Read aloud the section The Resurrection. **Ask:** *How does the verse from First Corinthians reflect beliefs of our faith?* (Death is the end of our human life, but Jesus conquered Death by his Resurrection. He gave us hope for eternal life with him.) Emphasize that the Resurrection is the central mystery of our faith.
- ▶ Have your child read aloud Our Catholic Character. Read aloud the meaning of *social justice* in the Glossary. Explain that as members of the Church, we are called to share in Jesus' mission of building the Kingdom of God right now.
- ▶ Read aloud the section Where Will I Find Jesus? on page 161. Read aloud the definition of *marginalized* in the Glossary. Then read aloud the section Jesus Is with Us. **Say:** *As we accept and welcome the grace of the Holy Spirit, every day becomes a discovery of the presence of God in places where we least expect it.* **Ask:** *Where do we discover Jesus' presence?* (Possible answers: in prayer and worship, in Christian community, in situations of love and respect, in peacemaking and working for justice)
- ▶ Ask your child to read aloud the section Serving the Kingdom. Explain that we are challenged to seek Jesus, not only among family and friends but also among those who are powerless and forgotten. **Ask:** *Can you describe a time when you were looking for Jesus in the wrong places, like the women who found an empty tomb?* (Answers will vary.) **Say:** *Jesus is among the living.*
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 162–163

- ▶ Discuss clubs or organizations to which you or your child belong. Talk about what you did to become members. **Say:** *When we receive the Sacraments of Initiation, we become members of the Church. However, our membership is not the same as a club membership. We enter into the Body of Christ, marking a new beginning in our spiritual journey.*



- ▶ Read aloud the article title Sacraments of Initiation on page 162. Take turns reading the paragraphs in the first column. **Ask:** *Which sacraments are not repeated?* (Baptism and Confirmation) Emphasize that Baptism is always the first sacrament received, no matter what age the recipient. Discuss the Rite of Christian Initiation of Adults (RCIA).
- ▶ Read aloud the section Baptism. **Ask:** *How is knowing the meaning of the word Baptism helpful to understanding the sacrament?* (By entering into the water of Baptism, we are cleansed of sin and enter a new life of grace.) Discuss what occurs during the Rite of Baptism, and point out the outward signs of water, a white garment, oil, and fire.
- ▶ Have your child read aloud the sections Confirmation and Eucharist on pages 162 and 163. Point out that the Confirmation rite uses the same signs that Peter and John used. **Ask:** *What did Jesus mean by asking the disciples to wait until they were "clothed with power from on high"?* (The Holy Spirit would come.) Emphasize that the Liturgy of the Eucharist is more than a simple reenactment of Jesus' words at the Last Supper. **Say:** *After the consecration at Mass, Jesus Christ is present, and we are spiritually nourished by his Body and Blood when we receive the Eucharist.*
- ▶ Take turns reading the section Initiated Into the Body of Christ. **Ask:** *After receiving the Sacraments of Initiation, what is your mission as a member of the Church?* (to make the light of Christ evident in the world)
- ▶ Read aloud the Sacred Art feature. Together find the definition of *doxology* in the Glossary. Ask your child to identify what he or she sees in the fine art image and to interpret its meaning. Recite the words prayed by the priest during the Eucharistic Prayer in the Concluding Doxology: "Through him, and with him, and in him, O God, almighty Father, in the unity of the Holy Spirit, all glory and honor is yours, forever and ever."
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 164–165

- ▶ Read aloud Matthew 22:36–40. Have your child read aloud the title Reflecting God's Love and the paragraphs in the left column on page 164. Discuss the concept of love and its impact on what we say and do every day. **Say:** *God's love for us is immeasurable. Every time we reflect his love in the world, we are living our faith.*
- ▶ Take turns praying the Reader parts of the prayer Witnesses for Christ. Pray the Response together. Pray each petition and allow time for meditation. Conclude by praying together the Lord's Prayer and the Sign of the Cross.
- ▶ Look at page 165. Have your child read aloud the introductory text of Where Do I Fit In? Then read aloud the article The Day Everything Changed. **Say:** *When you have a change of heart, you see the entire world in a new way.* Take turns reading aloud the article. **Say:** *God is always inviting us into relationship with him, but we are free to accept or reject his invitation. When the author was free to make her own choices in college, it took her a while to rediscover her Catholic faith. Rediscovering the Church in her new home helped the author live life fully and wisely.*
- ▶ Have your child complete the Eyes of Faith activity independently. Point out that sometimes we are the ones who need to change or see things in a new way to grow closer to God.



Respond: Page 166

- ▶ Read aloud the directions in What's What? Have your child complete each sentence and then find the secret word.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Ask your child to consider people who could use a kind word or gesture. Then invite your child to write a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Celebrating Holy Week and Easter

Engage: Page 167

- ▶ Together prepare a prayer table in your home by gathering and arranging photos of loved ones, gifts or mementos, or objects from nature. Add a candle and say prayers of thanksgiving for the people and things that bring you joy.
- ▶ Read aloud and discuss the text in the box on page 167. Then read aloud the page. Find and read aloud the definitions of the terms *Stations of the Cross*, *Easter Vigil*, and *Triduum* in the Glossary. **Ask:** *What does the prefix tri- mean in Triduum? (three) Why does this make sense? (The Triduum is the three days of remembrance before Easter—Holy Thursday, Good Friday, and Holy Saturday.)* Refer your child to pages 284–285 and pray the Stations of the Cross together.
- ▶ Pray aloud the prayer on the page together. Pray aloud the Sign of the Cross.

Explore: Pages 168–169

- ▶ Ask your child to name an exciting movie that he or she could watch over and over. **Ask:** *If you know how the movie ends, why do you watch it again and again?* (Possible answers: It's a great story. The characters are compelling. I see or hear something new every time I watch it.) **Say:** *We know the outcome of Jesus' story, which is precisely why we love to tell it over and over again.*
- ▶ Invite your child to read aloud the article title Journey Through Holy Week on page 168. Take turns reading aloud all sections on this page. Draw a time line that shows the order of events for Holy Week. **Say:** *By traveling through this week with Jesus every year, we remind ourselves about our journey toward God.* Reread aloud John 13:15. Review the meaning of *Paschal Mystery* in the Glossary. **Ask:** *What does Jesus want his disciples to do? (Serve others.)* Explain that the veneration of the Cross is not adoration of the object but what it represents—Christ's sacrifice for our Salvation.
- ▶ Read aloud the sections From Darkness to Light and The Liturgy of the Word on page 169. Discuss the *Exsultet* and invite your child to read aloud the definition in the Glossary. **Ask:** *What is significant about the readings at the Easter Vigil? (They trace our Salvation story.)*
- ▶ Read aloud the last two sections on the page. **Ask:** *Why are the words "This is the Lamb of God" meaningful at the Liturgy of the Eucharist? (Jesus, innocent and without sin, died on the Cross for our Salvation, rose, and is present in the Eucharist.)* Invite your child to share his or her recollections of Easter Vigil Masses your family has attended.
- ▶ Read aloud the Our Catholic Character feature. Explain that tolerance and respect for others lead to peace. Challenge your child to reject hatred and choose to forgive and love, as Jesus did in Luke 23:34: "Father, forgive them, they know not what they do."
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 170–171

- ▶ Ask your child to imagine a story where the hero moves from success to success and nothing gets in his way. **Ask:** *Can you identify easily with this hero?* Explain that without difficulties to overcome, the story may not be realistic or easy to relate to. One reason for this is that suffering is part of being human.



- ▶ Read aloud the article title Promise of the Resurrection. Invite your child to read aloud the first two paragraphs on page 170. **Say:** *As Christians we do not believe that God causes suffering, but we do believe that God is present with us in our suffering.* Point out someone you love who is suffering and how you helped relieve his or her pain.
- ▶ Read aloud the sections To Love Like Jesus and What Follows Death? Discuss free will and love as a choice. **Say:** *It is easy to think about right now, but we are really preparing for the reality of the four last things.* Remind your child that Jesus invites us to live a happy life that reflects his teachings.
- ▶ Together read the Our Catholic Character feature. Read aloud the definition of *indulgence* in the Glossary. Explain that while we are forgiven, the effects of sin still remain. This is called temporal punishment.
- ▶ Take turns reading aloud the sections on page 171. Explain that the four last things should not frighten us or make us gloomy. Discuss *Purgatory* as a possible outcome of God's judgment and then read the definition in the Glossary. Point out that the Church asks us to focus on the things that really matter in this life so that we may obtain the eternal life that Jesus won for us on the Cross. **Say:** *Consistently choosing love will lead us to the ultimate joy of Heaven.* Emphasize that no person can know who will be saved and who won't. Discuss the images that Scripture uses to describe Heaven. Invite your child to think of additional images.
- ▶ Have your child read aloud the Sacred Art feature. Read aloud Wisdom 1:13 and 2:24 in the Bible to help explain that God did not make death, nor does he delight in it.
- ▶ Use the Study Corner as a quick review of the article.

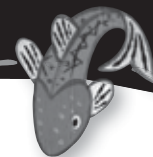
Reflect: Pages 172–173

- ▶ Read aloud the title Enter the Kingdom on page 172 and the paragraphs in the left column. If possible, play a recording of the *Exsultet* quietly.
- ▶ Invite your child to take the Leader part in the People of Faith prayer while both of you respond to each All part. Encourage your child to pause briefly after each Leader part to allow time for meditation. At the conclusion, pray the Sign of the Cross.
- ▶ Look at page 173. Discuss how your child learned to swim or ride a bike. **Say:** *We don't become Christians magically. We learn how to live as Christians in the same way that we learn how to swim or ride a bike—through the teaching and examples of others.* Read aloud the introductory text and the title of the article. Invite your child to discuss a commitment he or she made and later questioned. **Say:** *Times of second-guessing are important. They ask us to think carefully about a choice we've made.* **Ask:** *What did the author realize as she debated her decision?* (By taking the issue seriously, she was demonstrating her own readiness to be a godmother.)
- ▶ Read aloud the directions for the Commitment to Christ activity. Together brainstorm and write ideas.
- ▶ Tell your child how your godparents have enriched your life. Then invite your child to tell you how godparents enrich his or her life. Encourage your child to thank God for the blessing of godparents and other people who guide him or her in Christian living.



Respond: Page 174

- ▶ Have your child read aloud the directions in What's What? Then ask him or her to complete the crossword puzzle independently.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Before your child completes the activity, remind him or her that being attentive and considerate of people's feelings helps us recognize pain that others may carry and avoid inflicting further pain.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Lives On

Begin

Discuss with your child some ways that you discovered, or continue to discover, your own purpose. Read aloud the unit title on page 177. Ask your child to tell how he or she might discover a purpose and mission as Jesus' disciple. Discuss opportunities and challenges involved with living our missions. **Ask:** *Who or what inspires your mission? Why can it be difficult to live as a disciple in our world?* Explain that in this unit your child will explore finding Jesus and learning his or her purpose and mission as a disciple.

Introduce the Saint

Ask your child to read aloud the paragraph about Saint Maximilian Mary Kolbe on page 177.

Ask: *What did young Raymond Kolbe ponder when he prayed to the Virgin Mary? ("What is going to become of me?") What vision did he have? (Mary was carrying two crowns: one white [purity] and one red [martyrdom].) Say:* *Because he accepted both crowns, how do you think Maximilian Mary Kolbe lived out the example of Jesus Christ?*

Invite your child to read aloud How the Saint Relates. Begin a discussion of missions that make a difference in the world. **Ask:** *What are some real-life examples of people whose mission made a difference in the world?* (Answers will vary.)

Turn to page 178. Have your child read aloud the title Devoted to Mary and the introductory paragraphs. **Ask:** *What does it mean to be devoted to someone? (setting aside personal interests on behalf of someone else) How did Maximilian win over enemies of the Church? (through a religious movement that he organized called Militia Immaculata)*

Read aloud the section Missionary Travels. **Ask:** *Why did Maximilian want to do missionary work? (He wanted others to know the happiness that comes from experiencing the presence of God.) How did Maximilian spread Jesus' teachings as a missionary? (He founded a monastery in Japan.)*

Read aloud the section A Soldier for Christ. Point out Maximilian Mary Kolbe's act of courage in hiding 2,000 Jews, explaining that fear probably prevented more people from taking risks as he did to help the Jews, risks that could have resulted in their own arrest or death. **Ask:** *In what ways did he live Christ's example at Auschwitz? (He offered himself to save another.)*

Pray aloud "No one has greater love than this, to lay down one's life for one's friends." [John 15:13] **Say:** *Maximilian stood up for what he believed as part of his mission to follow Jesus Christ.*

Together add Saint Maximilian Mary Kolbe's feast day, August 14, to your calendar. Discuss his life with your child. **Ask:** *What surprised you? What impressed you? What inspired you?*



Jesus Opens Our Eyes

Engage: Page 179

- ▶ Ask your child to draw his or her life's path on a sheet of paper. **Say:** *At the beginning of your life path, write your birth date and where you were born. Add additional boxes in the same way along the path to explain other important events.*
- ▶ Read aloud the title and discuss the text in the box on page 179. **Ask:** *How does drawing your life's path relate to the session title?* (Possible answer: Jesus is with us throughout all the events of our lives.)
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 180–181

- ▶ Draw a two-column chart with the headings *When?* and *Where?* Together describe when and where you recognized Jesus in the past 24 hours and then write ideas on the chart in the appropriate column.
- ▶ Invite your child to read aloud the article title Recognizing Jesus in Our Lives and the opening paragraphs on page 180. **Say:** *Jesus is everywhere in our lives. We just need to be open to seeing him. We want to recognize him.*
- ▶ Read aloud the section Do I Know You? **Ask:** *Why didn't the disciples recognize Jesus?* (Possible answers: They were afraid. Their faith had been shaken because they had just witnessed Jesus' Death on the Cross.) *When did the disciples recognize Jesus?* (when he broke bread and prayed with them)
- ▶ Read aloud the section At God's Right Hand. Draw a time line. Label sections as Jesus' life, Death, Resurrection, and Ascension. Together add details to the time line.
- ▶ Ask your child to read aloud the Sacred Art feature. Discuss elements that are representative of the artist's culture as well as elements that express universal, or catholic, beliefs. For example, your child may point out that the faces and dress in the painting reflect Chinese culture and that the Eucharistic table and the bread and wine are universal, or worldwide, elements of the Church.
- ▶ Have your child read aloud the section Remember Me on page 181. Discuss the meaning of the term *the Way* and read aloud its definition in the Glossary. **Ask:** *What is significant about the name for the early Christian community?* (Jesus is the true path and the example to follow on our faith journey. He leads us. He shows us the way to go.)
- ▶ Read aloud the section Your Road to Emmaus. **Say:** *Fear can paralyze us. Faith helps us keep moving and recognizing what Jesus is actually calling us to do.*
- ▶ Have your child complete the On the Road activity independently and then share his or her response with you.
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 182–183

- ▶ Discuss the talents of family and friends. Explain that a talent might be a clue about the kind of work a person may find meaningful. **Ask:** *How do your dreams for your future match up with your talents?* (Answers will vary.)



- ▶ Take turns reading aloud the opening paragraphs of *Coworkers with God* on page 182. Then invite your child to read aloud the section *Jesus Understands Work*. Read aloud the definition of *dignity of work* in the Glossary. **Ask:** *How are Jesus' views about work and workers different from society's views?* (Jesus taught that simple, purposeful, and honest work is preferable to a society that applauds making money for its own sake or achieving at someone else's cost.)
- ▶ Have your child read aloud *Our Catholic Character*. **Ask:** *What current news events are related to dignity-of-work issues in this country and worldwide?* (Answers will vary.)
- ▶ Continue by reading aloud the sections *Lure of Consumerism* and *The Moral Use of Wealth* on pages 182 and 183. Ask your child to read aloud the definition of *consumerism* in the Glossary. **Ask:** *When can material possessions be bad?* (when they become the center of life instead of God or when they lead to greed or hoarding of wealth and power) **Say:** *The moral use of money means giving even when we don't have anything extra to give. By sharing what we have, we nourish all.*
- ▶ Read aloud the section *Our Gifts, Our Calling*. Discuss Saint Paul's Epistle to the Corinthians and read aloud the definition of *Epistle* in the Glossary. **Ask:** *Who are everyday or well-known people who use their gifts in their work? To what mission do they dedicate themselves?* (Possible answers: teachers—education of youth; religious leaders—spiritual leadership of the Church; Blessed Mother Teresa—compassion in her mission to help those who are poor; Martin Luther King Jr.—orator and visionary for civil rights)
- ▶ Read aloud *Past Meets Present*. Have your child read aloud Ben Sira 14:3–19. Compare ideas about the use of wealth in Ben Sira to some common ideas about wealth today.
- ▶ Reiterate the importance of our work in the plan that God has for us. Write down the words of 1 Corinthians 3:9 on paper: "For we are God's co-workers; you are God's field, God's building." Discuss what the verse means.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 184–185

- ▶ Read aloud the title *Refreshing Our Memory* and the paragraphs on page 184. **Ask:** *Why is memory a gift?* (Possible answers: Memory helps us learn from our experiences. Memory helps us appreciate.)
- ▶ Take turns praying aloud the parts of *Litany of Gratitude for the Gift of Memory*. Point out the symbol for the response that follows some parts. Be sure your child understands that the symbol means to repeat the response. After you have paused to pray your own petitions, together pray the *All* part.
- ▶ Look at page 185 and read aloud the introductory text of *Where Do I Fit In?* Invite your child to think of people who maintain faith, a positive attitude, and a giving spirit despite difficult or hopeless situations. **Ask:** *How do these people give an example that deepens love of Jesus?* Then take turns reading aloud *Meeting Jesus in a Surprising Way*. **Ask:** *How did the author's perspective change and convince her to remain a candy-striper?* (Her own concerns seemed very small in comparison.) Together ask God for the ability to be an example to others at times when you struggle physically, socially, or emotionally. Agree to demonstrate Christlike actions, especially when either of you is tempted to give up.
- ▶ Invite your child to complete the *Build a Faith Community* activity independently.



Respond: Page 186

- ▶ Have your child read aloud the directions in What's What? and complete the activity. Remind him or her to read all the choices before choosing a letter.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Discuss your child's interests, gifts, and talents before asking him or her to respond in writing.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Sends Us Forth with His Spirit

Engage: Page 187

- ▶ Discuss mission experiences, such as caring for a sick family member or helping a sibling with homework. **Ask:** *How do you feel when someone sends you to do something?* (Possible answers: privileged, responsible, nervous, excited)
- ▶ Read aloud the session title and discuss the text in the box on page 187. **Say:** *You might feel apprehensive about the unknown but also excited about the chance to prove yourself.* **Ask:** *How do you think the idea of being asked to complete a task relates to the session title?*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 188–189

- ▶ Together discuss experiences when you were so enthusiastic about something that it was hard to control the excitement. **Say:** *When we receive good news, look forward to something, or feel happy for another person, we often want to talk about it. It feels good to share our joy with others.* Read aloud the article title The Gift of Pentecost and the first paragraph on page 188. **Say:** *Pentecost is the day the Church was born.*
- ▶ Take turns reading aloud the rest of the first column. **Ask:** *What books in the Bible reference the Holy Spirit?* (the Gospel of Luke, the Gospel of John, and Acts of the Apostles) **Say:** *When the Holy Spirit descended on the disciples, they were so filled with God's love that they felt compelled to proclaim the works of God.*
- ▶ Read aloud the section The Holy Spirit Descends. Refer your child to the Glossary and read aloud the meaning of the term *Good News*. **Ask:** *For whom is the Good News intended?* (everyone) *How do you know?* (The Apostles were given the ability to speak in tongues.)
- ▶ Have your child read aloud the sections The Good News Proclaimed and Gifts of the Holy Spirit on pages 188 and 189. Emphasize that both Baptism and Confirmation are celebrations of the Holy Spirit. **Say:** *The Easter season is a time to recommit ourselves to the promises our parents and godparents made at our Baptism.* Have your child find and underline the seven Gifts of the Holy Spirit in the last section on the page. (wisdom, understanding, counsel, strength, knowledge, fear of the Lord, and piety).
- ▶ Read aloud the Our Catholic Character feature. Point out the words *reflection*, *gratitude*, and *service*. Discuss the meaning of the virtuous circle. Work together to suggest an example of a virtuous circle. **Say:** *The Holy Spirit is in all of us and gives us help and guidance to live as Christ's disciples in the world.*
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 190–191

- ▶ Ask your child to identify words or phrases that come to mind in response to these two situations: a movie director ready to film a scene ("Lights! Camera! Action!") and an announcer at the beginning of a race ("On your mark! Get set! Go!"). Point out that these phrases signal someone to begin an action.
- ▶ Read aloud the article title The Seal of Confirmation and take turns reading aloud the text on page 190. **Say:** *Jesus' directions to us are very clear; namely, to be his followers requires us to perform an action—proclaiming the Kingdom of God.* Point out that we



receive the Sacrament of Confirmation only once because the spiritual mark placed upon us cannot be taken away. **Ask:** *What is required before receiving Confirmation?* (state of grace, desire to receive, profession of belief in the Catholic faith, readiness to proclaim the Kingdom of God) Discuss the Rite of Confirmation and the bishop's use of *Chrism*, using the definition in the Glossary as needed.

- ▶ Have your child read aloud the Sacred Art feature. **Ask:** *Why might the artist have painted figures in different colors?* (to show universality, all races and nations)
Say: *Although Picasso probably didn't paint this work with Pentecost or Confirmation in mind, the figures and dove prompt us to think about the Sacrament of Confirmation.*
- ▶ Read aloud the sections on page 191. **Say:** *Confirmation gives us the ability to share the dream of a better world and to serve God's kingdom.* **Ask:** *What can happen when people refuse to use their spiritual gifts to help others right now in the present?* (Possible answers: God's vision for us will not be evident. People may refuse to use talents for resolution of social ills, use intellectual talents destructively, or withhold compassion and relief for suffering.)
- ▶ Have your child read aloud the Past Meets Present feature. Point out that as we grow older, our ability to take care of others grows too. Together share experiences of volunteer work. Discuss volunteer work your child would like to do in the future.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 192–193

- ▶ Read aloud the title *Stretching Our Wings* on page 192 and the paragraphs below it. Remind your child that every time we pray, it is the Holy Spirit who teaches us the way.
- ▶ Ask your child to read aloud the Leader and Side 1 parts while you read aloud the Side 2 part of the Prayer to the Holy Spirit. Close by praying together the Glory Be to the Father.
- ▶ Look at page 193. Read aloud the introductory text of *Where Do I Fit In?* **Ask:** *How is Confirmation different from Baptism?* (Possible answer: Confirmation is a choice to commit to be an active and responsible witness for Christ in the world.)
- ▶ Take turns reading aloud *My Way to Confirmation*. **Ask:** *What do you think the title means?* (Possible answer: The author took her own path to Confirmation.) **Say:** *The author took time making the decision to be confirmed. She waited until it made sense to her. She waited until the Spirit moved her toward her own personal Easter.* Read aloud the activity. Invite your child to complete it and share responses with you.

Respond: Page 194

- ▶ Have your child read aloud the directions in *What's What?* and complete the crossword puzzle independently. Together discuss and review the responses.
- ▶ Review the terms you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* Remind your child to reflect on the Kingdom of God and assess if his or her words align with the Kingdom of God before writing a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



We Are Called and Sent

Engage: Page 195

- ▶ **Say:** Sometimes when trying to find an unfamiliar address, drivers head in the wrong direction. They might look for road signs to help them find their way. **Ask:** What if road signs could be applied to life? Together draw road signs that people could use on their life's journey. Explain the meaning of each sign.
- ▶ Read aloud the session title and discuss the text in the box on page 195. **Say:** With God's grace we can turn our lives back onto the right track. **Ask:** How do you think turning around on our spiritual path relates to the session title?
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 196–197

- ▶ Brainstorm inventions that have significantly changed the way people live. **Ask:** What are some ways that people react to new inventions? (Possible answers: excited, relieved, scared, apprehensive, grateful, doubtful)
- ▶ Invite your child to read aloud the article title Saint Paul Sees the Light and the first three paragraphs on page 196. **Say:** Saint Paul learned to let go of his way of living to learn a new way of living in Jesus Christ.
- ▶ Take turns reading aloud the sections Saul Encounters the Risen Jesus and Helpless to Help Ourselves. **Ask:** How did Paul's conversion begin? (He began to see religious rules he had learned in a new light. He began to see how people need God's help.) **Say:** The Jewish people, like the rest of the human family, longed for a way out of the pit of Original Sin. They wanted to be more than just conscious of sin—they wanted to be freed.
- ▶ Ask your child to read aloud Our Catholic Character. Explain that living virtuous lives applies to all Christians, not only those in religious orders. Invite your child to read aloud the definitions of *poverty*, *chastity*, and *obedience* in the Glossary. Refer your child to pages 269 and 288 in Prayers and Practices for more information about virtues.
- ▶ Read aloud the sections Salvation Through Jesus Christ and God Makes Things Right on page 197. Clarify the meanings of *justification* and *righteousness*. Read aloud the definitions in the Glossary. **Say:** Justification is the act of God, and righteousness is the result.
- ▶ Read aloud the section Called to Conversion. **Ask:** From what is Jesus calling us to convert? (from sin to new life as his followers) **Say:** Jesus asks us to change ourselves for the better. **Ask:** How long does conversion take? (a lifetime)
- ▶ Ask your child to read aloud the Sacred Art feature. Explain that we can put together a picture of Saint Paul by reading the information about him in the New Testament. Refer to pages 262–263 in Prayers and Practices for more information about Saint Paul.
- ▶ Close the article discussion by reminding your child to look for opportunities to try something new and to be open to true conversion, integrity, or authenticity.
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 198–199

- ▶ **Say:** Name four reasons for sending letters, e-mails, text messages, or tweets. (Possible answers: to give information, to encourage a friend, to offer advice, to maintain a friendship) *Saint Paul sent letters that provide us with insight and direction for following Jesus.*



- ▶ Read aloud the article title Letters of Saint Paul. Take turns reading the first four paragraphs on page 198. Compare Paul's reasons for writing to the early Christian churches with the reasons you discussed for writing letters, e-mails, text messages, and tweets.
- ▶ Read aloud the section Sincerely Yours. Point out that travel in Paul's time was slow, dangerous, and difficult. Saint Paul's missionary work was an act of love.
- ▶ Read aloud the section A Lasting Message. **Ask:** *Why were Paul's Epistles effective?* (He spoke with authority, passion, and poetic language.) *Why are they still valuable today?* (The fundamental doctrine, faith, and Christian behavior are the same.)
- ▶ Read aloud the sections Called to Matrimony and Called to Holy Orders on page 199. **Ask:** *How are love and commitment signs in the Sacrament of Matrimony?* (Lifelong love is a sign of God's enduring love for us.) *Why is fidelity important?* (Fidelity, or faithfulness, between a husband and wife reflects the faithfulness of God's covenant to be with and to care for his people.) *What are the three levels of Holy Orders?* (deacon, priest, bishop) Ask your child to read aloud the definition of *deacon* in the Glossary. Together read more about the Sacraments at the Service of Communion on page 288 of Prayers and Practices.
- ▶ **Say:** *We've learned that we face many of the same struggles and challenges as the people of the early Church. By reading the Epistles, we are better able to understand our faith and ways to conduct our daily lives.*
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 200–201

- ▶ Have your child read aloud the title Accepting the Challenge on page 200 and the paragraphs in the left column. Discuss the meaning of *contrite* and its role in true conversion. **Say:** *Now that you are older, each step on your faith journey is a chance for you to choose conversion.*
- ▶ Slowly read aloud the Leader part of Called to Conversion. Pray together the Lord's Prayer. Prompt your child to pray aloud Side 1 while you pray aloud Side 2, pausing for reflection between each part. At the conclusion, pray *Amen*.
- ▶ Look at page 201 and read aloud the introductory text of Where Do I Fit In? Recall times when you or your child sent a text or an e-mail that you later regretted. **Say:** *We can minimize regrettable communication by waiting 30 minutes to send a message when emotions are too high. Technology makes communication speedy. We need to be responsible with the words and ideas we send to others.*
- ▶ Take turns reading aloud Of Faith and Phones. Recall receiving hurtful texts or e-mails. **Ask:** *What did your instincts tell you?* (Possible answer: Respond to it instantly and in an equally hurtful manner.) *How and when might God want us to respond?* (Possible answer: only after reflection and with forgiveness) **Say:** *Words are powerful. Use them carefully.*
- ▶ Have your child complete The Best Text activity. Discuss a variety of possible responses.

Respond: Page 202

- ▶ Read aloud the directions in What's What? Encourage your child to complete the 10 sentences with details from the referenced pages.
- ▶ Review the terms you learned in this session in Say What?
- ▶ Read aloud Now What? Together discuss good and bad habits and their consequences. Invite your child to complete the section independently.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Jesus Calls Us to Eternal Life

Engage: Page 203

- ▶ Write the word *trust* vertically on a sheet of paper. Use each letter in the word to start a sentence or phrase that defines what trust means to you and your child. **Say:** *When we trust people, we rely on their good judgment and wisdom.*
- ▶ Read aloud the title and discuss the text in the box on page 203. **Say:** *We place our trust in God to guide and save us. He sent us his Son, Jesus, to open the way to eternal life.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 204–205

- ▶ Display various types of writing such as a cookbook, an instruction manual, a newspaper, and a page from a social-networking site. Discuss how they are alike and different. **Say:** *Writing comes in many different forms and styles and has different purposes.*
- ▶ Invite your child to read aloud the article title The Struggle Between Good and Evil and the first two paragraphs on page 204. Discuss the meaning of *persecute* (to punish or harass). **Say:** *The Book of Revelation was written to address a crisis of persecution.*
- ▶ Take turns reading aloud the section Good Versus Evil. Discuss what Revelation is and what Revelation is not. Invite your child to read aloud the definition of *apocalyptic literature* in the Glossary. **Ask:** *What form of writing is the Book of Revelation?* (apocalyptic literature, a symbolic interpretation of good versus evil) **Say:** *Because the Book of Revelation is often misunderstood, it's important to learn about its writer, the time in which it was written, and the book's purpose if we are to appreciate the message it has for Christians.*
- ▶ Have your child read aloud the section Understanding Symbolic Language on page 205. Read aloud the definition of *literary forms* in the Glossary and have your child name literary forms in the Bible. **Ask:** *Why does the Bible contain different literary forms?* (Some styles of writing connect with listeners better to relay God's Word or to deliver a spiritual truth more effectively than others.)
- ▶ Read aloud the section Finding Truth. **Ask:** *What do Catholics believe about the Bible?* (The Bible is divinely inspired. This means that we find in the Bible the truth that we need to know for our Salvation.) *Where do we find guidance for our religious beliefs?* (Possible answers: pastors, teachers, catechists, Scripture scholars, the Magisterium)
- ▶ Read aloud pages 254–255 in Prayers and Practices.
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 206–207

- ▶ Discuss ways that television shows or movies have addressed the topic of life after death. Compare and contrast these depictions with your understanding of Catholic beliefs about life after death.
- ▶ Ask your child to read aloud the article title Assumption of the Blessed Mother on page 206. Then take turns reading aloud the page. Read aloud the meanings of *Assumption* and *infallible* in the Glossary. Point out that we cannot comprehend fully some mysteries of our faith, but we know the teaching of Mary's Assumption is true because it was proclaimed infallibly. Point out that Mary did not ascend into Heaven but instead was assumed into Heaven. Read aloud Luke 24:50–53. **Ask:** *What do we*



know from *Mary's Assumption*? (Mary had a special relationship with God. We have a share in eternal life if we are reconciled with God at the time of our death.)

- ▶ Have your child read aloud *Our Catholic Character*. **Ask:** *What do Catholics believe takes place immediately after death?* (Each person comes before God for an individual [particular] judgment and experiences Heaven, Purgatory, or Hell.) Read aloud the definition of *Last Judgment* in the Glossary. Invite your child to read aloud Matthew 25:31–32 in the Bible and discuss how Jesus describes the Last Judgment.
- ▶ Read aloud the definition of *Communion of Saints* in the Glossary. Have your child read aloud the section *Communion of Saints* on page 207. Explain that saints are ordinary people who lived extraordinary lives. **Say:** *The holy men and women who have died continue to support us in our life of faith and through their intercession.*
- ▶ Have your child read aloud the Past Meets Present feature. **Ask:** *What sign validated Juan Diego's story for the bishop?* (Juan gathered in his cloak roses that did not grow naturally. An image of Our Lady of Guadalupe appeared on his cloak.) Point out that devotions to Mary remain popular Catholic practices as we seek her intercession on our behalf. The Feast of Our Lady of Guadalupe is December 12.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 208–209

- ▶ Have your child read aloud the title *Enter the Kingdom* and the paragraphs in the left column on page 208. Remind your child that some virtues are gifts from God and others can be acquired by good actions. Ask your child to read aloud the definition of *Theological Virtues* in the Glossary. Refer to page 269 of *Prayers and Practices* for more information about virtues.
- ▶ Read aloud the Leader parts in *Prayer for Faith, Hope, and Charity*. Together read the All parts. Encourage your child to reflect on the meaning of the words as he or she prays them aloud.
- ▶ Look at page 209 and have your child read aloud the introductory text of *Where Do I Fit In?* **Ask:** *What does status quo mean?* (the way things are) Take turns reading aloud *Witness for Peace in Haiti*. Explain that a subversive action or message challenges the status quo, meaning the way things are normally done. **Ask:** *If people like the author or Father Rex knew for sure that the status quo would never change, do you think they would stop their efforts? Why?* (Possible answers: No, because individuals might still be helped or saved. They would maintain hope.) **Say:** *As Christians, it is our duty to continue working for justice even when things seem hopeless.*
- ▶ Work together to complete the *Response to Injustice* activity. Use the activity as a springboard for further discussion about social injustice.

Respond: Page 210

- ▶ Have your child read aloud the directions in *What's What?* Ask him or her to complete the matching activity independently.
- ▶ Review the terms you learned in this session in *Say What?*
- ▶ Read aloud *Now What?* Discuss the *Theological Virtues* and brainstorm some ideas before encouraging your child to write a response.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.



Celebrating Pentecost

Engage: Page 211

- ▶ Share anything you know about sailing. **Say:** *Without wind, the sailboat would sit still in the water. Today we're going to talk about a special kind of force that directs our lives and moves us in the right direction.*
- ▶ Read aloud the session title Celebrating Pentecost on page 211 and discuss the text in the box. Then take turns reading aloud the page. Explain that the Holy Spirit moves through us and inspires us to do God's work. **Say:** *Just as the Holy Spirit filled the Apostles' hearts with the strength and courage needed to do God's work, so may our hearts be filled to live out our faith and carry out God's mission.*
- ▶ Pray aloud the prayer together. Pray aloud the Sign of the Cross.

Explore: Pages 212–213

- ▶ Display a compass. **Say:** *A compass needle always points north because of the magnetic pull of the earth.* Tell your child that to guide us in our spiritual lives, Jesus and the Father sent the Holy Spirit so that we wouldn't get lost.
- ▶ Invite your child to read aloud the article title The Holy Spirit Guides the Church and the opening paragraphs on page 212. **Say:** *The Apostles had turned their lives over to Jesus. Suddenly they found themselves faced with the thought of losing him.* **Ask:** *What emotions do you think they were feeling?*
- ▶ Read aloud the section The Spirit. Point out that *Paraclete* is another name for the Holy Spirit. **Say:** *God understood how the Apostles felt. The Holy Spirit wiped away all their fears. He filled them with the courage and faith they needed to continue Jesus' work.* **Ask:** *Who continues the work of the Apostles today? (the bishops)*
- ▶ Read aloud the sections on page 213. **Ask:** *How does the Holy Spirit help us when we allow him to lead us? (The Holy Spirit helps us distinguish between good and evil, what is true and what is false, and enlivens our lives.) How can we be open to the Holy Spirit? (praying the Lord's Prayer, letting go of what we want and trusting in God's will for us, celebrating the sacraments)* **Say:** *Let us keep our hearts open to the Holy Spirit in our lives so that he may help us know the truth and be true to our calling.*
- ▶ Have your child read aloud the Sacred Art feature. Discuss how helpful symbols can be. Ask your child to close his or her eyes and picture the Holy Spirit. Then ask your child to picture Jesus. Remark that it was probably easier to picture Jesus. **Say:** *The Holy Spirit did not take human form. Some people find it difficult to picture the Holy Spirit.*
- ▶ Invite your child to keep his or her heart open to the Holy Spirit. Encourage your child to write a short prayer to the Holy Spirit.
- ▶ Use the Study Corner as a quick review of the article.

Explore: Pages 214–215

- ▶ **Ask:** *What does it mean when someone says a favorite team "rules"? (The expression means that, in this person's view, a particular team is the best. It's dominant.)* Discuss items that both of you believe "rule" in particular categories, such as the best ice-cream flavor, TV drama, and athlete. **Say:** *When we pray, the Holy Spirit rules. He teaches us to pray in many different ways.*



- ▶ On page 214 read aloud the article title The Holy Spirit Makes Us Holy and take turns reading aloud the first two paragraphs. **Say:** *Pentecost is the birthday of the Church. We can continue the work begun by the Apostles when we develop our own relationship with God through prayer.*
- ▶ Read aloud the remaining two sections on page 214. **Say:** *There is no wrong way to pray. The Holy Spirit enables us to have a direct conversation with God.*
- ▶ Take turns reading aloud the section Gifts to Grow in Holiness on page 215. Review the seven Gifts of the Holy Spirit and discuss them. **Say:** *The next time you are in need of the help of the Holy Spirit, you can pray for the grace of one of these gifts.*
- ▶ Have your child read aloud Our Catholic Character. Remind him or her that many people receive the grace of Baptism as an infant. Explain that as they grow older, they become more responsible for doing the work of the Body of Christ. In the Sacrament of Confirmation, they receive gifts from the Holy Spirit to go into the world and work toward the vision of the Kingdom of God on earth.
- ▶ Encourage your child to continue to participate in his or her own faith life by taking actions to grow closer to God. Invite your child to make prayer a daily habit and to ask the Holy Spirit to guide and support him or her.
- ▶ Use the Study Corner as a quick review of the article.

Reflect: Pages 216–217

- ▶ Read aloud the title Gifts of the Spirit and the paragraphs on page 216. **Say:** *No one goes through life without needing help. Let's pray to the Holy Spirit with humble hearts for guidance and help on our faith journeys.*
- ▶ Read aloud the prayer title Petitions to the Holy Spirit. Explain that petitions are prayerful requests. Ask your child to pray aloud the Leader parts as you both pray aloud the All parts. Pause for a brief meditation between each petition. When all the petitions have been read, conclude by praying together Saint Augustine's Prayer to the Holy Spirit.
- ▶ Look at page 217. Read aloud the introductory paragraph of Where Do I Fit In? Take turns reading aloud Counting on the Holy Spirit. Point out that fruit contains seeds. When we experience the fruits of the Spirit in our daily lives, we are given seeds of God's love to plant in the lives of others.
- ▶ Work together to complete the With Us and For Us activity.

Respond: Page 218

- ▶ Have your child read aloud the directions in What's What? Then ask him or her to complete the sentences using details from the text.
- ▶ Review the word you learned in this session in Say What?
- ▶ Read aloud Now What? Encourage your child to remember the Holy Spirit's presence. **Say:** *God invites you to accept the challenges of living a Christian life.* Suggest that your child reflect and consider the power of the Holy Spirit before writing the prayer.
- ▶ Invite your child to access a 3-Minute Retreat at www.loyolapress.com/retreat.