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# Jesus, Our Lord and Savior

## Unit Opener: Pages 44–46

- ▶ Invite your child to write down the term Blessed Sacrament. Ask: *What is another name for the Blessed Sacrament?* (the Eucharist) Explain that the Eucharist is known as the Blessed Sacrament because it is by this sacrament that we unite ourselves with Christ and become one Body in Christ, the Church.
- ▶ Invite your child to turn to page 44. Read aloud the unit title. Say: *Saint John Neumann brought people from different places and walks of life into one community of faith in Jesus Christ.*
- ▶ Focus your child's attention on the picture on page 45 and ask him or her to read aloud the text. Say: *John Neumann was an ordinary person who answered God's call.* Ask: *Where was John ordained a priest?* (New York City) *What gift did John have that allowed him to speak with parishioners from many different countries?* (He spoke eight languages.) *What good works did Saint John Neumann do for God?* (established Catholic schools, helped immigrants, encouraged devotion to the Blessed Sacrament) *How can we answer God's call to help others and do good works?* (Help those in need, be kind, treat others with respect.)
- ▶ Read aloud the Be Inspired feature. Ask: *What does it mean to you for love to "prove itself in action"?* Discuss your child's response.
- ▶ With your child, add John's feast day, January 5, to your calendar. Plan an event together to celebrate the work of Saint John Neumann.
- ▶ Ask your child how he or she feels in new situations, such as the first day of school or the first practice on a new team. Ask: *How can you help yourself and others feel more comfortable in new situations?* Discuss your child's response.
- ▶ Read aloud Building Bridges on page 46. Ask: *How did Saint John Neumann show immigrants how to build bridges and connect with one another?* (He used his knowledge of languages to help them get settled in their new country. He gave them hope and valuable education.)

- ▶ Have your child read aloud *Using Your Gifts*. Brainstorm with your child gifts they have that they might use to help others, such as being good at sports or math. Have them list three gifts and write a paragraph about them.
- ▶ Direct your child to the Reading God's Word feature. Say: ***Just like Saint John Neumann, God wants us to share our gifts and join with others on our journey of faith. When we do this, we are following God's will.*** Pray aloud the psalm together.

## God Is Faithful

### Engage: Page 47

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Luke 1:30–33. Then say: *The Gospel of the Lord*. Invite your child to respond *Praise to you, Lord Jesus Christ*.
- ▶ Invite your child to identify common fears that people have. Say: *When we face our fears, it helps to have someone with us we trust to give us strength. Throughout Scripture, God assures us that he is with us, and we need not be afraid.*
- ▶ Ask your child to read the paragraphs on page 47. Ask: *Why might Mary have been afraid?* (The angel's message was challenging.)
- ▶ Pray aloud the prayer together. Conclude by praying the Sign of the Cross.

### Explore: Pages 48–49

- ▶ Ask your child to think about conflicts he or she has had with siblings or friends. Ask: *Why do you think conflicts occur?*
- ▶ Ask your child to read aloud Jacob Deceives His Brother on page 48. Ask: *Why was Jacob jealous of Esau?* (He wanted the birthright and the blessing) *Do you think Jacob made the right choices? Why or why not?* Say: *Once Isaac requested a blessing from God, he was unable to ask God to undo it, even though he had requested it for the wrong son.*
- ▶ Read aloud the Link to Liturgy feature. Explain that while Jacob's actions caused deep divisions in his family, Jacob and Esau eventually reconciled. Say: *As we pray and offer the sign of peace, we should pray for those with whom we need to make peace.*
- ▶ Have your child read aloud Jacob Is Tricked on page 49. Say: *Even though Jacob made some bad choices, God did not abandon him. Through Jacob, God was confirming his promise to Abraham to be the father of a nation.*
- ▶ Ask your child to read aloud Good Results from a Loving God. After, invite him or her to look up the boldface term in the Glossary. Ask: *What are some times in your life when you felt God's wisdom and love influencing your choices?* Discuss your child's responses. *What lesson can we learn from Jacob's story?* (God never gives up on us, even if we make mistakes.)

### Art Exploration: Page 50

- ▶ Find in a magazine, a book, or online representation of Jacob, Joseph's son.
- ▶ Ask: *What do you see in this picture?* Encourage children to describe the picture in detail, including the clothes that Joseph is wearing. Say: *Jacob was jealous of his brother. Sometimes families have feelings of both love and jealousy. At these times we can rely on God to help us understand our feelings.*

- ▶ Have your child turn to page 50. Read aloud the introduction and discuss the question.
- ▶ Invite your child to read aloud Jesus, Descendant of Jacob's. Ask: ***Why is it important to learn about Jesus' ancestors in the Old Testament? How does it affect us today?*** (We learn from our ancestors just as Jesus did.) Say: ***Jesus' ancestors were faced with challenges, but through God's love and support, they made choices that were part of God the Father's plan. Jesus teaches us to have faith and to trust in God's plan for us.***
- ▶ Have your child read aloud Your Own Family Tree. Work together to create your family tree on a separate sheet of paper. Have your child share his or her summary statement.
- ▶ Read aloud the Reading God's Word feature. Say: ***Jesus was aware of his ancestors from the Old Testament and spoke of them often.***
- ▶ Ask your child to write a short story featuring a central character who must make choices. Encourage him or her to include at least three choices in the story and to write two outcomes for each. Invite your child to share his or her story aloud and discuss the situations.

### Reflect: Pages 51–52

- ▶ Together look at page 51. Ask: ***What time of day is the person celebrating in the picture?*** (morning) Explain that even though this prayer is called the Morning Offering, we can pray it anytime.
- ▶ Have your child read aloud the introductory paragraph and then pray aloud the prayer with you. Then ask what four things we offer to God each time we pray this prayer. (prayers, good works, joys, sufferings) Invite your child to write on a separate sheet of paper his or her prayers, works, joys, and sufferings. Tell your child to keep these private and use the list as he or she prays the Morning Offering. Conclude with the Sign of the Cross.
- ▶ Have your child read aloud Remember That God Loves You on page 52. Ask: ***Is it ever acceptable to do something bad intentionally, even if you think it might help someone else?*** (No.) Say: ***If we do something bad intentionally, we are disrespecting God's love.***
- ▶ Have your child read aloud Accepting Consequences and complete the activity. Together share meaningful ways to apologize.

### Respond: Pages 53–54

- ▶ Ask your child to read aloud the Faith Summary on page 53. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Ask your child to read aloud Recognizing God's Faithfulness and complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 42. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Remember that God is always present with us. Place your faith and trust in him, and he will give you strength.***

## Passover and the Eucharist

### Engage: Page 55

- ▶ Invite your child to quiet him or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Mark 8:1–9. Then say: *The Gospel of the Lord*. Invite your child to respond *Praise to you, Lord Jesus Christ*.
- ▶ Ask: *What do parents strive to provide for their children?* (food, clothing, shelter) Say: *Parents do their best to provide what their children need most. In the same way, God our Father provides for what we need most spiritually.*
- ▶ Invite your child to read aloud the paragraphs on page 55.
- ▶ Pray aloud the prayer together and conclude with the Sign of the Cross.

### Explore: Pages 56–57

- ▶ Discuss what it would be like to move and start over in a new place where nobody knows you. Ask: *How would you feel at first? What would be the hardest part for you?*
- ▶ Have your child read aloud the first paragraph on page 56. Ask: *Why did Jacob's family move?* (to find relief from a famine) *What name did Jacob's descendants come to be called?* (Israelites, Hebrews) Invite your child to finish reading aloud the story. Ask: *How did God help the Israelites?* (He sent Moses to lead them out of Egypt.) *Why do you think the Israelites did not give up hope?* (They knew God had promised to take care of them.)
- ▶ Read aloud the Did You Know? feature. Have your child read Exodus 2:1–10 in his or her Bible and compare the Bible story to the feature.
- ▶ Ask your child to read aloud God Appears to Moses on page 57. Point out the boldface word and invite your child to look it up in the Glossary. Say: *Moses, like Jacob, made a bad choice, but God soon called Moses to a difficult and important task.* Invite your child to finish reading the page. Ask: *How did Moses feel about this mission?* (He was afraid he might not be able to do it.) *What made Pharaoh change his mind about setting the Hebrew people free?* (God performed many wonders, including the Passover.)

### Art Exploration: Page 58

- ▶ Find in a magazine, a book, or online representation of a Seder celebration.
- ▶ Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the clothing worn by the people and the food they are eating. Say: *Remember to celebrate the gifts and talents God has given you by sharing them with others.*
- ▶ Have your child turn to page 58. Read aloud the introduction and discuss the question.

- ▶ Have your child read aloud Passover and the Sabbath. Ask: ***Why is the Passover a memorial for Hebrew people?*** (It is a remembrance of the night the Angel of Death passed over Hebrew houses.) Say: ***The Passover meal is called the Seder.***
- ▶ Read aloud the activity directions and have your child complete it. Compare the Sabbath for Jewish people and Sunday for Christians.
- ▶ Read aloud the Link to Liturgy feature. Say: ***We should always remember that God does not give up on us and that we should not give up on ourselves.***
- ▶ Have your child cut drawing paper in the shape of a house and sketch a celebratory family meal. Ask him or her to title the artwork with the name of the celebration. Invite your child to reflect with a silent prayer of thanks for special family time at meals.

### Reflect: Pages 59–60

- ▶ Together look at page 59. Ask: ***What do you see in the picture?*** Say: ***The Eucharist is nourishment for our spiritual journey of faith.***
- ▶ Have your child read aloud the introductory paragraph. Say: ***God leads us and cares for us. Listen as I read the psalm.*** Read aloud the psalm allowing time for your child to talk to God in his or her heart. Close the prayer by joining your child in the Sign of the Cross.
- ▶ Read aloud Celebrating the Eucharist on page 60. Say: ***We celebrate the Eucharist on Sunday because it is the day of Jesus' Resurrection.*** Together look up *Eucharistic liturgy* in the Glossary and read aloud the definition. Say: ***During the Eucharistic liturgy, the wheat bread and grape wine truly become the Body and Blood of Christ.***
- ▶ Have your child read aloud the Did You Know? feature. Invite your child to look up the boldface term in the Glossary. Say: ***Eastern Catholic Churches can be found in Greece, Syria, Armenia, Lebanon, and many other countries.*** Together find some of these countries on a map.

### Respond: Pages 61–62

- ▶ Ask your child to read aloud the Faith Summary on page 61. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus. Read aloud One Body in Christ. Say: ***We are all part of the Body of Christ, but we all serve in different ways. We can use our whole being to serve him.*** Invite your child to complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 62. Together as a family, complete the page and do the activity. Pray the family prayer together.

## God Leads His People

### Engage: Page 63

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Matthew 19:16–22. Then say: *The Gospel of the Lord*. Invite your child to respond *Praise to you, Lord Jesus Christ*.
- ▶ Ask your child how he or she would feel if he or she had to go a week without a cell phone or a music device. Say: *We can become so attached to things that we think we can't be happy without them. Jesus reminds us that being attached to God is the only true guarantee of happiness.*
- ▶ Invite your child to read aloud the paragraphs on page 63. Ask: *What was Jesus asking of the rich young man?* (to put God first in his life)
- ▶ Pray aloud the prayer. Then pause for additional reflection. Conclude by praying the Sign of the Cross together.

### Explore: Pages 64–65

- ▶ Ask: *What kinds of problems might you face on a long-distance journey?* (accidents, bad weather, flight or traffic delays) *How might you feel after traveling for hours or days?* (tired, hungry)
- ▶ Have your child read aloud page 64. Ask: *How long did the Israelites travel in the desert?* (40 years) *How did God take care of the Israelites as they traveled?* (He gave them manna and water. He provided a cloud by day and a pillar of fire by night to guide them.) Say: *The Israelites had a difficult journey. They sometimes complained and were fearful, but God never gave up on them and continued to lead them.*
- ▶ Read aloud God Saves the Israelites on page 65. Ask: *How did Moses and the Israelites show their trust in God?* (Moses raised his staff, the Israelites followed him along the path through the sea to get away from the Egyptians.)
- ▶ Have your child read aloud the activity instructions and complete the sentences. Invite your child to share his or her responses with you.

### Art Exploration: Page 66

- ▶ Find in a magazine, a book, or online a picture of Michelangelo's statue, *Moses*.
- ▶ Say: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the position of Moses and the expression on his face.
- ▶ Ask: *Why does Moses appear angry?* (anger with the Israelites or Pharaoh, pressure after 40 years of leadership) Say: *Remember that even though anger exists, God always wants us to be at peace.*

- ▶ Have your child turn to page 66. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud *God Gives Moses the Ten Commandments*. Ask: ***Why did the Hebrews agree to follow God's commandments?*** (God asked them to be his people; God led them out of slavery) ***Why should we follow the Ten Commandments today?*** (Jesus lived by them; they guide us to a more meaningful relationship with God and others; the covenant made on Mount Sinai is still in effect today with us.)
- ▶ Read aloud the activity directions and give your child time to complete it.
- ▶ Have your child read aloud the Reading God's Word feature. Say: ***The Israelites said this prayer of commitment to their God. It is still prayed today.***
- ▶ Explain that the prayer in Deuteronomy 6:4–5 is part of a Jewish declaration of faith. It appears in mezuzahs, containers attached to doorposts in some Jewish homes. Invite your child to write and decorate the prayer. Encourage him or her to display it in your home. Close by reading the prayer together.

### Reflect: Pages 67–68

- ▶ Together look at page 67. Say: ***Prayer is a conversation with God. Traditional prayers, songs, and talking to God are good ways to pray.***
- ▶ Read aloud the introductory paragraph on page 67. Say: ***This is a prayer about trusting God written by Saint Ignatius of Loyola. Like the Israelites, he suffered hardships in his faith journey, but God was always with him.*** Ask your child to prepare to pray by taking a few deep breaths and letting go of distractions. Then invite him or her to pray the prayer silently. Close by praying the Sign of the Cross together.
- ▶ Have your child read aloud *God's Laws for a Good Life* on page 68. Ask him or her to turn to page 270 in the back of the book and review the Ten Commandments.
- ▶ Read aloud the directions and work together to complete the activity. Encourage your child to give reasons for his or her responses.

### Respond: Pages 69–70

- ▶ Ask your child to read aloud the Faith Summary on page 69. Review the Words I Learned in this session. Read aloud *Ways of Being Like Jesus*. Ask your child to suggest specific ways he or she can follow the Ten Commandments to be more like Jesus.
- ▶ Read aloud the prayer as your child follows along. Conclude by praying the Sign of the Cross together.
- ▶ Read aloud *With My Family* on page 70. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Remember to thank God for his laws and ask for his guidance and protection each day.***



## Being Faithful to God

### Engage: Page 71

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Deuteronomy 30:19–20. Then say: ***The Word of the Lord.*** Invite your child to respond *Thanks be to God.*
- ▶ Ask your child to identify which main characters from the *Star Wars* saga chose the light or dark side of the Force (Luke Skywalker/light, Darth Vader/dark). Say: ***The choice between good and evil is always with us. God invites us to always make good choices.***
- ▶ Invite your child to read the paragraphs on page 71. Ask: ***How can we make sure we are making good choices?*** (follow the examples in Scripture, follow the Ten Commandments)
- ▶ Read aloud the prayer together. Conclude by praying the Sign of the Cross.

### Explore: Pages 72–73

- ▶ Ask: ***Would you rather sleep longer or eat a healthy breakfast? Do you finish your homework before you play with friends?*** Discuss the consequences of making good and bad choices.
- ▶ Have your child read aloud the first paragraph on page 72. Ask: ***How can the personal stories in the Bible help us?*** (They show us the importance of good choices and the consequences of bad decisions.) Ask your child to define *moral choices* in his or her own words. Explain that moral choices involve using your conscience to decide between right and wrong. Say: ***When we make bad choices, there are consequences.***
- ▶ Ask your child to read aloud the rest of the page. Have him or her look up the boldface word in the Glossary. Ask: ***What were King David's greatest accomplishments?*** (He united the tribes of Israel; he made Jerusalem the capital of Israel.) ***Why did David's ability to make good decisions change?*** (He became arrogant as he got more powerful; he thought he could do anything he wanted.)
- ▶ Invite your child to read aloud David's Choices on page 73. Ask: ***What three commandments did David break?*** (You shall not commit adultery; you shall not covet your neighbor's wife; you shall not covet your neighbor's goods.) ***Who else suffered the consequences of David's decisions?*** (Bathsheba, Uriah, the people of David's kingdom.) Say: ***We know that God does not abandon us. David made a bad decision, but God forgave him when he prayed for forgiveness and promised not to sin again.***
- ▶ Read aloud the Reading God's Word feature. Say: ***This Scripture verse tells us that Jesus was a descendant of David's.***

## Art Exploration: Page 74

- ▶ Find in a book, magazine, or online a representation of a scene from Ruth's story.
- ▶ Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the love shown by the people in the picture.
- ▶ Say: *The goodness of God within us helps family members care for one another, just as Ruth cared for those close to her.*
- ▶ Have your child turn to page 74. Read aloud the introduction and discuss the question.
- ▶ Ask your child to read aloud the first two sections. Ask: *What does Ruth's decision to go with Naomi teach us about Ruth?* (She is a good person, she is loyal and kind, she is selfless) Compare life-changing decisions made by David and Ruth. Say: *David's decisions were based on his needs, while Ruth put the needs of Naomi before her own. Ruth is a model of living out our responsibility to care for others.*
- ▶ Read aloud the activity directions and have your child complete it. Discuss times when you have both had to make difficult decisions.
- ▶ Remind your child that Ruth's homeland was Moab and that she chose to move to Israel. Ask him or her to pretend that postcards existed back then. Invite your child to use a note card to make a postcard and write a message from Ruth to her relatives back in Moab. Close with a silent prayer thanking God for his guidance.

## Reflect: Pages 75–76

- ▶ Together look at page 75. Have your child read aloud the introductory paragraph. Say: *We all make bad decisions from time to time. When we do, we need to ask God for forgiveness. This prayer is based on an important psalm of forgiveness.* Take turns reading aloud the two parts of the prayer. Conclude by praying the Sign of the Cross.
- ▶ Read aloud Moral Decisions on page 76. Ask: *What should we consider before we make a decision?* (what is right and wrong, the instructions of God and the Church, the consequences of our actions)
- ▶ Read aloud the directions for the activity and have your child complete it. Discuss the reasoning behind his or her decision and the consequences that were the result of the decision.

## Respond: Pages 77–78

- ▶ Ask your child to read aloud the Faith Summary on page 77. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud the directions and ask your child to complete the activity.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 78. Together as family, complete the page and do the activity. Pray the family prayer together. Say: *We can always pray to the Holy Spirit for strength and guidance when we have a difficult decision to make.*

## Celebrating Advent

### Engage: Page 79

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Ruth 1:15–18. Then say: ***The Word of the Lord.*** Invite your child to respond *Thanks be to God.*
- ▶ Invite your child to brainstorm characters from TV, movies, or book who were inseparable. Ask: ***If there were a TV show, movie, or book about you, who would be your inseparable friend?*** (Accept reasonable answers.) Say: ***Jesus calls us to be loyal to those we love just as God is loyal to us.***
- ▶ Ask your child to read aloud the paragraphs on page 79. Ask: ***Why do you think God wants us to walk together in faith?*** (Accept reasonable responses.)
- ▶ Pray aloud the prayer while your child follows along. Conclude by praying the Sign of the Cross together.

### Explore: Page 80

- ▶ Together with your child, make a list of things you would need to do to prepare for a birthday party. Say: ***Just as we anticipate and prepare for a party, people felt the same way about Jesus' birth. They anticipated and prepared for the coming of the Savior.***
- ▶ Invite your child to read aloud We Reflect During Advent on page 80. Explain that thousands of years before Jesus was born, God's people knew that a Savior was coming. Explain that they waited and trusted God the Father's Word, just as we wait and trust that Jesus, the Son of God, is coming to save us.
- ▶ Ask your child to read aloud We Are God's People. Say: ***Your distant relatives in the past were among those who waited for the birth of Jesus. Like our ancestors in faith who waited for Jesus' birth, we wait and prepare to celebrate Jesus' second coming.***
- ▶ Read aloud the Reading God's Word feature as your child follows along. Say: ***God asks us to be calm and to wait. He promises us that Jesus is on his way. We just have to make sure we have our homes and hearts ready to receive and welcome him.***

### Reflect: Page 81

- ▶ With you child, brainstorm a list of symbols for Jesus. Ask your child to illustrate his or her favorite symbol for Jesus and explain its meaning.
- ▶ Read aloud Mass During Advent on page 81. Say: ***Isaiah talks about the coming of Jesus in symbolic form: a shoot growing from the stump of Jesse. Jesus is the shoot growing out of the great family of Jesse.***

- ▶ Have your child read aloud *What We Experience*. Say: *It took tremendous faith and bravery to spread the news of Jesus' coming. We honor these prophets in our Church in different ways, such as through stained-glass windows, statues, or paintings.*
- ▶ Read aloud the directions for *Growing Closer to Jesus* and have your child complete it. Invite him or her to share their sentences with you.

### Art Exploration: Page 82

- ▶ Find in a book, magazine, or online a stained glass representation of a Jesse tree.
- ▶ Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the symbols found on the tree.
- ▶ Ask: *What does the Jesse tree remind you about Jesus' ancestors? What makes you part of this family tree too?* (Accept reasonable responses.)
- ▶ Have your child turn to page 82. Read aloud the introduction and discuss the question.
- ▶ Read aloud *The Church Celebrates Advent*. Ask: *What are some ways we can prepare for Christmas?* (Possible answers: send Christmas cards, bake cookies to give as gifts, sing carols, decorate a tree) Ask: *How can we remember the people of faith in the Old Testament who waited for the Messiah?* (Possible answers: by reading Scripture, observing their symbols in Church, making a Jesse tree)
- ▶ Read the directions for *A Family Jesse Tree*. Invite your child to complete the activity.
- ▶ Ask your child to imagine he or she is standing in a large church looking at the stained-glass windows. Describe the colors. Ask: *What do you think the stained glass feels like? What does it remind you of?* Give your child time to have a silent conversation with Jesus about his family tree and to think about his or her own family tree. Close by having your child pray with Jesus, asking his help to prepare joyfully for Christmas.

### Respond: Pages 83–84

- ▶ Ask your child to read aloud *Faith Summary* on page 83. Review the *Words I Learned* in this session. Read aloud *Ways of Being Like Jesus*.
- ▶ Read aloud the directions for *Loyalty Haikus*. Have your child complete the activity by writing a haiku poem. Be sure your child understand the structure of a haiku poem (a three-line poem in which the first and third lines are five syllables and the middle line has seven syllables)
- ▶ Read aloud the prayer as your child follows along. Conclude by praying the *Sign of the Cross* together.
- ▶ Read aloud *With My Family* on page 83. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: *Think about the people with whom you have shared your Advent journey. Tell them that you are thankful for walking with them in faith.*