

Multimedia for each lesson are accessed by scanning the QR code on the Children's Book page. If you don't have access to a QR code digital device, contact your child's catechist for assistance.

Morality, Our Lived Faith

Unit Opener: Pages 170–172

- ▶ Say: *God has blessed us with unique gifts. What unique gifts do you have?* Share your own gifts, such as musical ability or strong work ethic, with your child to start the discussion. Invite your child to turn to page 170. Read aloud the unit title. Say: *In this unit, we will learn how we can use our own gifts to be like Jesus in today's world and how our faith helps us make good, moral choices in all that we do.*
- ▶ Ask your child to focus on the image of Saint Benedict of Palermo. Have him or her read the text. Say: *We've read about many ordinary people who became saints. Saint Benedict began his life as a slave. After he gained his freedom, he chose to live a simple, holy life. Saint Benedict's life shows others how to love and honor God.*
- ▶ Have your child read aloud the paragraphs on page 171. Ask: *Who convinced Benedict to follow Jesus?* (Father Jerome Lanza) *How did Benedict feel about the conditions at the monastery?* (He felt that the hard life there was too comfortable.) *What did Saint Benedict sacrifice to show his devotion to God?* (his possessions, his money, his comfort) *What things would you sacrifice to show your love for God?* Say: *Making sacrifices to show our love for God is a virtue.*
- ▶ Read aloud the Be Inspired feature. Discuss ways your child can show Jesus' love to others.
- ▶ With your child, add Benedict's feast day, April 4, to your calendar. Plan an event together to celebrate the sacrifices of Saint Benedict of Palermo.
- ▶ Read aloud the title on page 172. Invite your child to look up the word *virtue* in the Glossary and read aloud the definition. Say: *Saint Benedict was a virtuous person. His strong faith showed others what it means to love and serve God.* Ask him or her to read aloud the paragraph.

- ▶ Read aloud the introduction and directions for Sacrifice and God's Love. Say: ***Sometimes we make sacrifices to help others and to demonstrate our faith in God. Making sacrifices draws us closer to God and others.*** Have your child complete the activity. Discuss why he or she thinks these sacrifices help show God's love.
- ▶ Direct your child to the Reading God's Word feature. Say: ***Praying this psalm can help us put our hope and trust in God.*** Pray the psalm aloud together.

Jesus' Way of Love

Engage: Page 173

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud John 3:16–21. Then say: *The Gospel of the Lord*. Invite your child to respond *Praise to you, Lord Jesus Christ*.
- ▶ Say: *If we're in a dark place, such as a basement, attic, or closet, we need to shine a light to find our way. When we encounter the darkness of sin, we look to the Light of Christ to show us the way to God.*
- ▶ Ask your child to read aloud the paragraphs on page 173. Ask: *How can we shine God's light in the world?* (by practicing charity)
- ▶ Pray aloud the prayer together. Conclude with the Sign of the Cross.

Explore: Pages 174–175

- ▶ Have your child read aloud the first paragraph on page 174. Say: *God gives us three Theological Virtues that bring us closer to him and help us share our gifts with others. They are nourished in us by the Church through the sacraments.*
- ▶ Ask your child to read the rest of the page. *What is faith?* (belief in God and giving ourselves to him.) *What is Christian hope?* (the desire for all the good things God has planned for us) *What does hope help us do?* (trust that if we live according to Jesus' teachings, we will have eternal life with God forever in heaven; choose to do what pleases God) *Where do we get Christian hope?* (from the Holy Spirit)
- ▶ Have your child read aloud Charity on page 125. Say: *Charity is another word for love, but the Theological Virtue of charity is a different kind of love.* Invite him or her to read 1 Corinthians 13:1–13 from the Bible. Discuss with your child what he or she thinks Saint Paul meant. Say: *We can show charity by working at a food pantry or donating things to people in need.*
- ▶ Tell your child he or she can read more about the virtues in the Prayers and Practices section on page 272.

Art Exploration: Page 176

- ▶ Find in a book, magazine, or online a representation of Saint Thérèse of Lisieux.
- ▶ Ask: *What do you see in this picture?* Encourage children to describe the picture in detail, including the halo, a crucifix, flowers, rosary, and a habit worn by a nun.
- ▶ Say: *Saints were ordinary people who put love of God before all else.*
- ▶ Have your child turn to page 176. Read aloud the introduction and discuss the question.

- ▶ Have your child read aloud *A Young Woman Who Listened to God*. Say: ***Saints were ordinary people who put love of God before all else.*** Discuss how Thérèse's faith and hope helped her pursue her wish to be a nun and how she showed her love of God every day.
- ▶ Read aloud the activity instructions. Allow time for your child to complete it. Discuss the response.
- ▶ Read aloud the Reading God's Word feature. Ask: ***How does this Scripture passage describe the love Saint Thérèse had for God?*** (Possible answer: She made daily sacrifices for God and Jesus Christ.)
- ▶ Discuss what a blog is—a person's personal webpage where he or she writes his or her thoughts about various topics. Have your child draw the outline of a computer screen. Then have your child write a blog entry about Saint Thérèse and how she lived a life of faith, hope, and love. Encourage your child to share the blog with other family members.

Reflect: Pages 177–178

- ▶ Together look at page 177. Say: ***Take traditional prayers like the Act of Faith to heart. They unite our minds, hearts, and voices and help us link the basic truths of our faith.***
- ▶ Read aloud the introductory paragraph. Pray aloud the prayer with your child. End by leading your child in praying the Glory Be to the Father.
- ▶ Have your child read aloud *Living the Theological Virtues* on page 178. Invite him or her to look up the boldface terms in the Glossary and discuss the definitions. Say: ***For many years, only men received the special title of Doctor of the Church. Saint Thérèse of Lisieux, Saint Catherine of Siena, and Saint Teresa of Ávila were the first women to be named Doctors of the Church.***
- ▶ Have your child read the activity directions and complete it. Encourage your child to choose one way to show faith, hope, or charity during the week.

Respond: Pages 179–180

- ▶ Ask your child to read aloud *Faith Summary* on page 179. Review the Words I Learned in this session. Read aloud *Ways of Being Like Jesus*.
- ▶ Ask your child to read aloud the activity directions and complete it.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud *With My Family* on page 180. Invite your child to choose one or more to complete today. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***Think about ways this week that you can help others by practicing the virtues of faith, hope, and charity.***

Sacraments of Service

Engage: Page 181

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud John 21:15–19. Then say: *The Gospel of the Lord*. Invite your child to respond *Praise to you, Lord Jesus Christ*.
- ▶ Ask your child to name people he or she knows who works in professions such as health care or law enforcement. Say: *These people put your needs before their own. As followers of Jesus, we are committed to putting the needs of others before our own.*
- ▶ Have your child read aloud the paragraphs on page 181. Say: *Those who choose the Sacraments of Service make a commitment to put the needs of others before their own.*
- ▶ Pray aloud the prayer together. Conclude with the Sign of the Cross.

Explore: Pages 182–183

- ▶ Have your child read aloud the first two paragraphs on page 182. Ask: *What is a vocation?* (a way of life that God call us to) Say: *Both Matrimony and Holy Orders are ways of life that help teach others about our faith. These vocations are a call from God to serve the Church.*
- ▶ Ask your child to read aloud the rest of the page. Ask: *What are the people in a marriage called to do?* (serve each other and their family) *How do parents teach their families about our Catholic faith?* Discuss your child's answer.
- ▶ Have your child read aloud Serving God, the Church, and the World on page 183. Ask: *What are the three levels of ordained ministry who serve as Church leaders?* (deacon; presbyter, or priest; bishop) Say: *Laypeople share in Christ's priesthood by living their call to holiness in their words and actions. Ordained ministers serve by teaching the faith and proclaiming the Gospel.*
- ▶ Read aloud the Did You Know? feature. Ask: *What are some charisms, or gifts of the Spirit, you have observed in other parishioners? What gifts do you have to share?* Discuss your child's responses.

Art Exploration: Page 184

- ▶ Find in a book, magazine, or online a representation of the *wedding at Cana*.
- ▶ Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the continent on which the artist chose to depict Jesus and the wedding guests.
- ▶ Say: *God blesses married couples and their promise to each other in a special way.*
- ▶ Ask your child to turn to page 184. Read aloud the introduction and discuss the question.

- ▶ Have your child read aloud Marriage: A Holy Calling on page 184. Ask: ***When a man and a woman get married, whom do they make a covenant with?*** (with each other and with God) Say: ***Their marriage reflects the union between Christ and the Church. This covenant cannot be broken.***
- ▶ Read aloud the activity directions and have your child complete it. Tell them to ask you, their grandparents, or another couple about their marriage ceremony.
- ▶ Together make congratulation cards for couples in your parish who have been married for 50 or more years. Include some of the things your child has learned about Matrimony. Give the cards to the church office to distribute.

Reflect: Pages 185–186

- ▶ Together look at page 185. Say: ***Think about what it means to be holy. Our prayer is about holiness in our everyday lives. Praying is one way for us to grow in holiness.***
- ▶ Ask your child to read aloud the introductory paragraph. Say: ***Talk to God about your calling and his plan for your life. Listen to God with your heart.*** Invite your child to pray the prayer silently. Allow time for reflection. Close by praying aloud the Sign of the Cross together.
- ▶ Invite your child to read aloud the first paragraph. Ask your child to close his or her eyes and imagine where he or she will be in 20 years. Say: ***God has a plan for all of us. He speaks to you about your true vocation in your heart.***
- ▶ Read aloud the directions for the activity. Work together to complete it. Emphasize that all the clues tell about the word *service* on the completed acrostic.

Respond: Pages 187–188

- ▶ Ask your child to read aloud Faith Summary on page 187. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud Summarize the Sacraments of Service. Review with your child what he or she has learned about the Sacraments of Service and discuss how they are similar to and different from the Sacraments of Initiation and the Sacraments of Healing. Then have your child complete the chart.
- ▶ Read aloud the prayer as your child follows along. Pray the Sign of the Cross together.
- ▶ Read aloud With My Family on page 188. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***The Church is one family that reflects the unity of the Father, Son, and Holy Spirit. Within that family, there are many diverse ways we can serve God's plan of salvation. In prayer this week, listen for God in understanding his plan for your life.***

Caring for the Earth

Engage: Page 189

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Psalm 24:1–6. Then say: *The Word of the Lord*. Invite your child to respond *Thanks be to God*.
- ▶ Ask: *If you could spend a day just enjoying God’s creation, what location would you choose?* Discuss your child’s response. Say: *God creates all things, including us*. Ask: *What special responsibility does God give us?* (caring for his creation)
- ▶ Ask your child to aloud the paragraphs on page 189. Say: *Pope Francis confirms our responsibility to care for the earth*. Ask: *What are some ways you can care for creation?* Discuss your child’s response.

Explore: Pages 190–191

- ▶ Say: *God gives us the responsibility to lead others in caring for his creation*.
- ▶ Ask your child to read aloud the first two sections on page 190. Invite him or her to find the sentences that introduce and define the word *dominion*. Ask: *What did Pope John Paul II say about dominion?* (It is not an absolute power.) *What does moral law mean?* Discuss your child’s response then ask him or her to read aloud the definition from the Glossary. Say: *Pope Francis also emphasizes our moral obligation to practice conservation*. Ask: *How can we use our dominion for the good of all people?* (by conserving water and energy, by recycling)
- ▶ Invite your child to turn to pages 276–277 and discuss the themes of Catholic social teaching.
- ▶ Read aloud Environmental Abuse. Have your child complete the activity, then discuss his or her examples together.
- ▶ Have your child read aloud Solidarity on page 191. Say: *When we ask others to help us fulfill our responsibility to care for God’s creation, we are showing unity with God and with others. Another word for unity is solidarity*. Ask: *Why do you think solidarity with people around the world is so important?* (Possible answer: The way we treat the environment and other people can have far-reaching effects.) *What are some ways we can show our solidarity with people all over the world?* (Accept reasonable responses.)
- ▶ Read aloud the Reading God’s Word feature. Ask: *How does this psalm show us how to love God’s creation as he intended?* Discuss your child’s response.

Art Exploration: Page 192

- ▶ Find in a book, magazine, or online a representation of human life coexisting with nature.
- ▶ Say: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including what is nature and what is made by humans. Ask: ***How do we prevent the treasures of nature from becoming rare?*** (Possible answer: Answer God's call to take care of creation.)
- ▶ Have your child to turn to page 192. Read aloud the introduction and discuss the question.
- ▶ Ask your child to read aloud the first paragraph. Discuss ways we have a relationship with the natural world.
- ▶ Have your child read the second paragraph. Invite him or her to read aloud the definition for *encyclical* from the Glossary. Ask: ***What are the main points of the pope's letter?*** (All life is sacred and a gift from God; we have a responsibility to care for the earth; we should promote life and show reverence and love for it.)
- ▶ Read aloud the activity directions. Allow time for your child to write ways he or she can actively preserve the environment.
- ▶ Read aloud the Link to Liturgy feature. Say: ***The Prayer of the Faithful is proclaimed by a reader or cantor and is followed by a concluding prayer offered by a priest.***
- ▶ Invite your child to choose a medium to make an art piece that shows one human-made thing surrounded by nature. Tell your child to give the artwork a title. Discuss the picture and display it in your home.

Reflect: Pages 193–194

- ▶ Together look at page 193. Ask your child to read the introductory paragraph.
- ▶ Pray aloud the prayer slowly while your child follows along, pausing briefly after each sentence to allow time for reflection. Close by praying the Sign of the Cross.
- ▶ Display local maps for your child to look at. Point out the location of your parish church. Ask: ***What parks or landmarks are close to our church?*** (Accept reasonable responses.) Say: ***All around is God's creation. Our God-given responsibility to care for the earth may seem overwhelming. We can begin by thinking about things we can care for in our own environments.***
- ▶ Ask your child to read aloud Exercise Your Dominion on page 194. Provide colored pencils and have your child read the page and complete the drawing. Discuss areas that need to be improved and what can be done to improve them.

Respond: Pages 195–196

- ▶ Ask your child to read aloud Faith Summary on page 195. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read aloud Showing Solidarity 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 196. Invite your child to choose one or more to complete today. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: *Remember that God created the world and its people and he calls us to care for all of creation.*

Jesus' Call for Justice

Engage: Page 197

- ▶ Invite your child to quiet himself or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Deuteronomy 16:18–20. Then say: ***The Word of the Lord.*** Invite your child to respond *Thanks be to God.*
- ▶ Say: ***When an instrument is out of tune, the harmony is gone. Sometimes relationships between people experience disharmony and need to be restored. Restoring right relationships is called working for justice.***
- ▶ Ask your child to read aloud the paragraphs on page 197. Ask: ***Why is justice important?*** (We can only live as God intends through justice.)
- ▶ Pray aloud the prayer together. Conclude by praying the Sign of the Cross.

Explore: Pages 198–199

- ▶ Discuss groups and activities that your family members belong to. Say: ***Each group is an example of a community.*** Ask: ***Why do you think we live in communities or join groups?*** (to help one another, because we have the same interests)
- ▶ Have your child read aloud page 198. Ask: ***How does the Holy Spirit call us to treat one another?*** (with respect and tolerance) ***What kind of community members does Jesus expect us to be?*** (He expects us to be just, to act with respect and compassion, to help those who are poor or homeless or in need.)
- ▶ Read aloud the Reading God's Word feature. Say: ***This passage summarizes what you just read.***
- ▶ Ask your child to read aloud the first paragraph on page 199. Have him or her look up the boldface term in the Glossary then restate the definition in their own words.
- ▶ Invite your child to read aloud the rest of the section. Call attention to the fundamental rights of every person listed in the third paragraph. Ask: ***What are some things we can do to help uphold these fundamental rights?*** (Possible answers: raise money for local homeless shelters, donate food and used clothing, write letters to our public officials supporting human rights)
- ▶ Read aloud the Did You Know? feature. Say: ***As Catholics, we are called to do everything reasonably possible to avoid war because of its inherent evils and injustices. War violates Jesus' new commandment to "love one another. As I have loved you, so you also should love one another."***

Art Exploration: Page 200

- ▶ Find in a book, magazine, or online a representation of Saint Patrick.
- ▶ Ask: ***What do you see in this picture?*** Encourage your child to describe the picture in detail, including the symbols they see in the artwork. Ask: ***How are all saints models for us?*** (Possible answers: They teach us how to show our love for God. They personify Jesus' teachings.) Say: ***Patrick did his best to bring Christianity to nonbelievers.***
- ▶ Have your child turn to page 200. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud the title and the text. Ask: ***How did Patrick's life start out differently than he would have planned?*** (He was captured and enslaved by pirates. He was forced to work as a shepherd. He suffered from hunger, cold, and loneliness.) Discuss ways we can support people's rights to freedom and dignity today.
- ▶ Read aloud the activity directions and have your child write two prayers.
- ▶ Ask your child to imagine himself or herself living during Saint Patrick's time, standing on a hillside, listening to Bishop Patrick preach about God and against slavery. Have your child imagine what he or she would ask him. Close with a silent prayer to Saint Patrick, thanking him for his support of the dignity and freedom of all people.

Reflect: Pages 201–202

- ▶ Together look at page 201. Say: ***The Magnificat is about Mary, the mother of Jesus. This prayer is about Mary expressing her own sense of justice and thanks.***
- ▶ Read aloud the introductory paragraph. Then take turns reading aloud the paragraphs of the prayer. Then allow time for your child to share his or her own prayers with God. Close by praying the Sign of the Cross.
- ▶ Ask your child to read aloud Faith That Works on page 202. Ask: ***How do you demonstrate your faith through your actions?*** Discuss your child's responses.
- ▶ Read aloud the directions and the questions for What Do the Scriptures Say? Help your child find the Letter of James in their Bible. Have your child read aloud James 2:14–26. Allow time for your child to read the questions and write his or her responses.

Respond: Pages 203–204

- ▶ Ask your child to read aloud Faith Summary on page 203. Review the Words I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Ask your child to read aloud Justice Where You Live. Discuss the different communities they learned about in the session and where justice is lacking in those communities. Allow time for them 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 204. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: ***As Christians, we are called to work for the common good and to promote rights for all people.***

Celebrating Easter

Engage: Page 205

- ▶ Invite your child to quiet him or herself and prepare to hear Sacred Scripture.
- ▶ Read aloud Luke 24:1–10. Then say: *The Gospel of the Lord*. Invite your child to respond *Praise to you, Lord Jesus Christ*.
- ▶ Say: *An individual or a team becomes a champion by defeating all opponents. However, next season, the competition starts all over again. Jesus defeated sin and death once and for all by dying and rising.*
- ▶ Invite your child to read aloud the paragraphs on page 205. Ask: *As a result of Christ's victory, which we celebrate at Easter, what do we receive?* (the gift of everlasting life)
- ▶ Pray aloud the prayer together. Conclude with the Sign of the Cross.

Explore: Page 206

- ▶ Have your child read aloud the first two paragraphs on page 206. Ask him or her what the word *salvation* means to them. Then ask them to look up the word in the Glossary. Say: *Salvation is a gift as well as a challenge. We receive the gift of salvation from Jesus through the Church.*
- ▶ Invite your child to stand and raise his or her right hand and repeat the following words: *I promise to love our earth and everything on it as much as God does from this day forward. I pledge to recycle, avoid littering, conserve water, use electricity wisely, walk or ride my bike when I can, and learn more about how my actions affect the planet. I promise to do these things in God's name.* Invite your child to complete the activity by writing what he or she can do.
- ▶ Read aloud the Reading God's Word feature. Say: *In the Book of Genesis, God tells Adam and Eve that they have dominion over all of creation. Dominion does not mean we can do anything we want, no matter what. God entrusts us with the responsibility to care for and protect all creation.*

Reflect: Page 207

- ▶ Ask your child to read aloud the first paragraph on page 207. Share your recollections of an Easter Vigil you have attended. Emphasize how different it is from Easter Sunday Mass. Say: *Part of celebrating Christ's Resurrection is celebrating and protecting the natural world around us.*
- ▶ Have your child read aloud What We Experience. Discuss how the church is filled with God's creations—flowers, plants, and people gathered to celebrate the risen Christ. Say: *We are part of God's creation. Our salvation is tied to the salvation of all creation, which is why we are charged with caring for the earth.*

- ▶ Read aloud the Did You Know? feature. Say: *Pentecost marks the descent of the Holy Spirit on the disciples. We read in the Acts of the Apostles that the Holy Spirit came down as tongues of fire above the disciples' heads 50 days after the Resurrection.*

Art Exploration: Page 208

- ▶ Find in a book, magazine, or online a representation of the many gifts God has given us.
- ▶ Ask: *What do you see in this picture?* Encourage your child to describe the picture in detail, including the many gifts God gives us. Say: *We have a great responsibility to appreciate, protect, and share God's gifts to us with others.*
- ▶ Have your child turn to page 208. Read aloud the introduction and discuss the question.
- ▶ Have your child read aloud the first paragraph. Ask: *How does Jesus bring us peace and hope through his Resurrection and Ascension? How can we bring these same gifts to others?* Discuss his or her responses.
- ▶ Invite your child to read the rest of the section. Ask: *What is the hardest thing you ever had to hope for?* Discuss how it was possible for God's people from the Old Testament to wait in hope and yet never see the Messiah come.
- ▶ Read aloud the activity directions and allow time for your child to complete it. Discuss the response.
- ▶ Invite your child to make a poster titled *Keepers of God's Earth*. Using magazine pictures or drawings, have your child make a collage showing ways to protect and care for our planet and its inhabitants. Have your child pray a silent prayer accepting his or her mission to care for God's creation and its inhabitants.

Respond: Pages 209–210

- ▶ Ask your child to read aloud Faith Summary on page 209. Review the Word I Learned in this session. Read aloud Ways of Being Like Jesus.
- ▶ Read aloud Signs of Easter and have your child 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 210. Together as a family, complete the page and do the activity. Pray the family prayer together. Say: *Remember God's greatest gifts to us—all of creation and salvation through his Son, Jesus. Pray that others will hear the Good News and learn to love and share the gospel message.*