

# Discover!

**Finding Faith in Life**

## Teacher Guide



### **Don't Miss This!**

Handouts and other teaching resources  
are available online at  
[www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).



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# Welcome

**Welcome to *Discover! Finding Faith in Life*.** This exciting program is designed to help children fully engage in the process of discovering and growing in the richness of their Catholic faith, making deep faith a central part of their everyday lives.

The lessons within are designed to foster a clear understanding of the concepts presented through an active-learning approach. This method brings lessons to life in a fun and memorable way through experiential and interactive processes. Core principles of faith are introduced in a manner that allows children to discover meaning and develop understanding while being immersed in solid Catholic teaching and in the prayers and practices that build Catholic identity.

*The Catholic Children's Bible* is the core text of this program, anchoring the key concepts of each chapter to important Scripture passages. This serves to promote biblical literacy and an in-depth familiarity with and knowledge of key Scripture stories throughout the Old and New Testaments, including their meaning for us today.

*Discover! Finding Faith in Life* is a program like no other. We are confident that by using this program, you will experience faith coming to life for children in a truly exciting way. May we all continue to discover more deeply the riches of our Catholic faith and so help others find the saving message of the Good News at the center of their lives.

With hopes and prayers for every blessing,

The Publishing Team at Saint Mary's Press

# Program Highlights

## **The Bible Is the Primary Text**

*Discover! Finding Faith in Life* immerses the children in Scripture by anchoring each chapter to a particular Scripture story. The children use *The Catholic Children's Bible* for each chapter in each grade, and the Bible is the core text of this program. This unique feature promotes biblical literacy and in-depth familiarity with and knowledge of key Scripture stories throughout the Old and New Testaments.

## **Based on Principles of Engaged, Active Learning**

The lessons are designed to foster a deep understanding of the concepts presented through an active-learning approach. Experiential and interactive processes create energy and excitement for both the teacher and the children, and activities and activity options throughout the program help teachers build a meaningful lesson in a creative and engaging way.

## **Child-Centered Design**

Information and activities are presented using the language and experiences of the child to create an environment for real, engaged learning. The program relays core information through activities and discussions that will make sense to the learners in their everyday lives, thus conveying deep meaning and touching their hearts and minds in a significant way.

## **Rooted in a "Discover" Approach**

The name of this program speaks to an energy and excitement that are infused in the learning process designed for this guide. The content helps the children make connections with previous experiences and knowledge and invites them to deepen both as they discover new concepts and practices in the Catholic Tradition. Core concepts are structured in such a way that the children can discover meaning for themselves while being immersed in solid Catholic teaching and exposed to the prayers and practices that build Catholic identity.

## **Clear and Practical Structure**

Each grade level is structured in the same manner: four units with five chapters in each unit. In addition to the twenty core chapters, there are eight liturgical season chapters, which can be incorporated into the flow of the school year according to each particular school's schedule and needs.



Each grade level has a generalized area of focus (Grade 1: God; Grade 2: Jesus; Grade 3: Church; Grade 4: Covenant; Grade 5: Sacraments), while at the same time spiraling core concepts and foundational understandings throughout each grade level to introduce and deepen meaning for the children at age-appropriate levels.

Of the five chapters in each unit, four of them focus on the four pillars of the *Catechism*. A fifth chapter introduces a foundational concept related to one of the seven Catholic social teaching principles.

The unit structure for all grades is as follows:

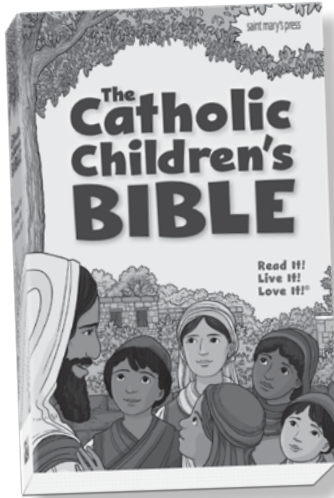
First chapter	<b>Believe</b> (First <i>Catechism</i> pillar)
Second chapter	<b>Celebrate</b> (Second <i>Catechism</i> pillar)
Third chapter	<b>Live</b> (Third <i>Catechism</i> pillar)
Fourth chapter	<b>Live: Catholic Social Teaching</b> (Third <i>Catechism</i> pillar / Catholic social teaching)
Fifth chapter	<b>Pray</b> (Fourth <i>Catechism</i> pillar)

## Family Support

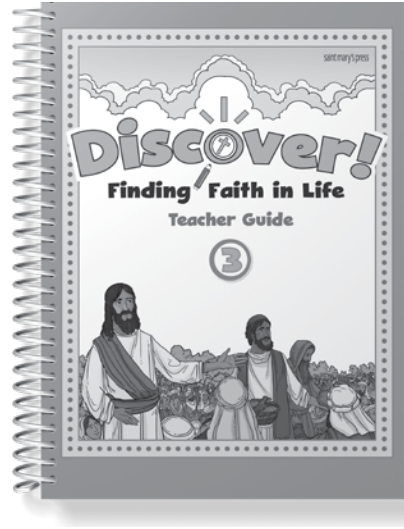
This program is designed to extend beyond the classroom and into the home. Each activity booklet across the program includes a family page that helps families follow along with the Scripture story and the core concepts presented in the current chapter.\* This family page includes background information for adults in the home, suggestions for family activities that relate to the focus of the chapter, a reflection on a person of faith, and a prayer that families can pray together.

\*Spanish versions of all family pages are available online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

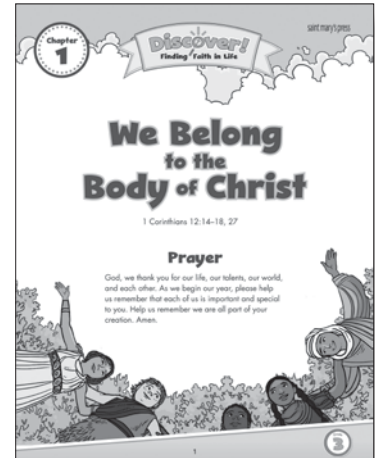
# Program Components



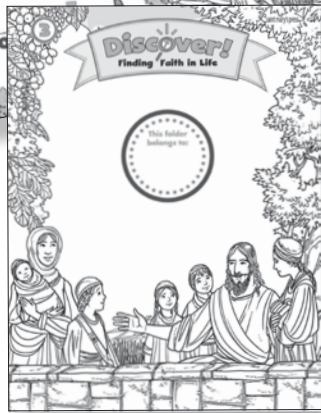
*The Catholic Children's Bible*



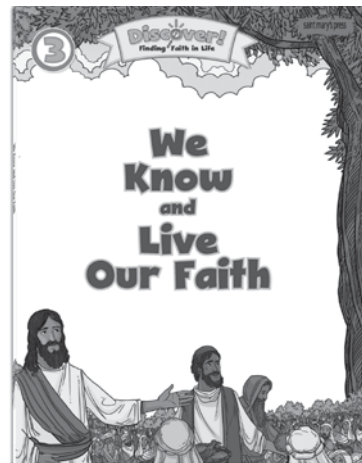
Teacher Guide



Activity Booklets



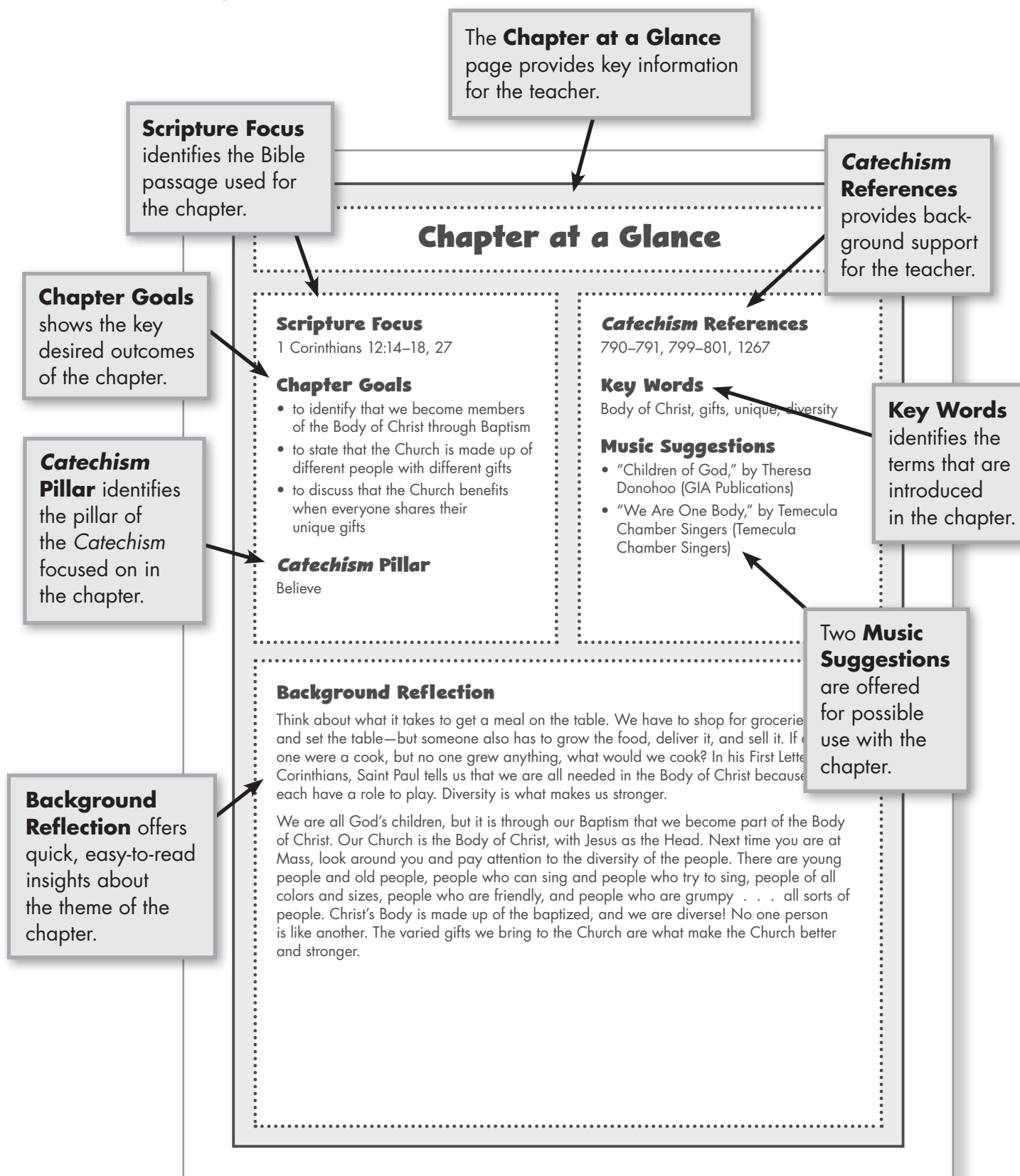
Special Feature



*We Know and Live Our Faith*  
Resource

# Understanding the Components

## Teacher Guide



The **Day 1—Get Ready!** lesson introduces the children to the focus of the chapter with an activity that will spark interest and create excitement. Children will also locate the Bible book, chapter, and verses used for the chapter.



### Day 1—Get Ready!

#### Materials Needed

- *The Catholic Children's Bible* and the chapter 1 activity booklet
- a list of get-to-know-you questions for the children to answer
- a bookmark for the children to use throughout the year

#### Opening

- Invite the children to turn to page 1 of the chapter 1 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title or invite a volunteer to read it.

#### Engage Activity

- Prepare in advance questions to help the children get to know one another. Include questions to bring out their similarities and differences.
- Have the class form two concentric circles, that is, one inside the other. The inside circle should face out and the outside circle should face in, so that each child faces a classmate as a partner. If you have an odd number of children, include yourself in one of the circles so everyone has a partner.
- Explain to the children that they are going to answer questions to help them get to know one another and learn about each other.
- Ask the first question on your list, and invite each child to answer with his or her partner. When everyone has answered, have the inside circle step forward to become the outside circle and the outside circle step back to become the inside circle. Ask the next question, and when the inside circle returns to its original position, ask the next question.
- Tell the group that our Church, like this world, is made up of many different people, and that the Church needs everyone to help it grow.

#### Bible Background

- Tell the children that the Scripture passage for this lesson is the First Letter to the Corinthians. Invite the children to find "1 Corinthians" in *The Catholic Children's Bible* and find "1 Corinthians" to share whether the book is found in the Old Testament or the New Testament. Invite them to note the color of the cover of the collection of books called the Letter to the Corinthians on the bottom pages of the Bible to get to know where the books are found.

**Materials Needed** lists all items that will be used in the lesson.

The **Day 2—Dive In!** lesson invites the children to interact directly with *The Catholic Children's Bible* and learn important concepts through key Bible stories.



### Day 2—Dive In!

#### Materials Needed

- *The Catholic Children's Bible* and the chapter 2 activity booklet
- a bag of smooth stones or rocks, such as river rocks
- markers

#### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

#### Scripture Focus

- Invite the children to use their bookmarks to return to 1 Peter 2:4–10 in *The Catholic Children's Bible* (page 1922).
- Tell them that Peter calls us "living stones" in his letter because together we use our gifts to build our life for God, just as stones together make up a structure.
- Explain that a **cornerstone** is the main stone that begins the construction of a stone building. Tell them that the cornerstone connects the walls as the building is constructed.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - > What does Peter mean when he says, "The stone which the builders rejected . . . / turned out to be the most important of all" (verse 7)? (*He is talking about Jesus, who died on the cross but rose from the dead. This shows how valuable Jesus is to our lives.*)
  - > Why did Peter call us "living stones"? (*Each of us builds up our Church, like stones in a structure.*)
  - > Who is the cornerstone of our faith? (*Jesus*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: living, used, chosen, priests*



## Day 3—Discover!

### Materials Needed

- the chapter 1 activity booklet
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Singing in Unison

- Ask the children to stand in four or five groups. Explain that when you point to each group, that group will begin to sing a simple nursery rhyme that everyone knows, like "Mary Had a Little Lamb." (Note that if you choose a different nursery rhyme, ensure it is not a round, or this activity will not work.)
- Point to one group and ask the children to start singing together. At a random place in the song, point to another group to have them start. Then point to another, and so on. By the time you point to the last group, the result should be cacophony, not music.
- Ask everyone to stop singing. Invite volunteers to describe how the song sounded. Help the children recognize the chaos that resulted from different groups singing the song at different points.
- Then invite the children to form a single circle and hold hands. Ask them to repeat the same nursery rhyme, this time singing the song all together. You might conduct the group with your hands to help everyone sing at the same tempo. At the end, invite the children to take their seats.

#### Process the Activity

- Discuss how much better it sounds when we sing together, also called "singing in unison."
- Ask the group what it means for the members of the Church to work in unison, or to be united. Invite their responses.
- Guide them to understand that when we use our gifts together—even and especially when we use different gifts—we all make our Church better.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 52–53 in its place.

**Additional Activity Options** is a reminder that each chapter offers three alternative possibilities for the core learning activity.

The **Day 3—Discover!** lesson presents key content through an engaging learning activity and a core teaching section.

### Core Teaching

- Explain to the children that everyone is God's child, but we become part of the Body of Christ—the Church—in our Baptism. Tell them that the priests, our families, our saints, and everyone who is baptized are part of the Body of Christ.
- Write on the board: "Body of Christ—The Church." Then write: "Jesus Christ—Head of the Church."
- Explain that each person in the Body of Christ is different because God made us each **unique**. Tell the group that *unique* means "the only one of its kind." Each of us is a unique individual because we have different talents, we have different personalities, we look different, and we act differently.
- Remind the children that the Body of Christ needs every one of us in order to work the way it should. Explain that by using our gifts and becoming the best people we can be, we help make the Body of Christ strong.
- Talk about the benefits of **diversity** in our Church. Explain that the Body of Christ is diverse because it is filled with unique people who can do many different things. Tell the group that diversity makes the Church better, because not everyone is the same.
- Continue by discussing the different roles for people to serve in the Church. Make sure the children understand that we are Church all the time—not just when we are in our class or celebrating Mass. Bring up ideas such as being kind on the playground, playing fair, and telling the truth. Help the children understand that the role of each person in the Body of Christ is to follow what Jesus wants us to be and do in the world. Invite the group to brainstorm some other ways we follow Jesus as members of his Body in our daily lives.
- Ask the children some questions to check for comprehension, such as the following:
  - When do we become part of the Church, the Body of Christ? (*at Baptism*)
  - Why is each person in the Body of Christ different? (*God made us each unique.*)
  - Why is each of us important to the Body of Christ? (*Each of us is unique, and the Church is better and stronger because not everyone is the same.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers: child playing—child sitting alone; person cooking—hungry person; priest—sick person*

### Closing Prayer

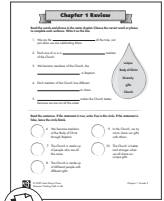
- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.

The **Day 4—Go!** lesson includes an invitation to recall key learnings, an optional chapter review, and a special activity to mark the completion of the chapter.

**Day 4—Go!**

- Materials Needed**
- the chapter 1 activity booklet
  - a board or poster to write on
  - copies of the handout “Chapter 1 Review,” one for each child
  - copies of the handout “Part of the Church,” one for each child
  - the *Discover!* folder

**Note:** The handout “Chapter 1 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).



**Note:** The handout “Part of the Church” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).



- Opening**
- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
  - Close with another Sign of the Cross.

- Review**
- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
  - Take time to get input from the group, and write their answers on the board.
  - Ensure that the following points are made, write them on the board, and circle them:
    - We become members of the Body of Christ through Baptism.
    - The Church is made up of different people with different gifts.
    - The Church benefits when everyone shares their unique gifts.
  - Give each child a copy of the handout “Chapter 1 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. Church, 2. unique, 3. Body of Christ, 4. gifts, 5. Diversity, 6. True, 7. blank, 8. True, 9. blank, 10. True*

**Chapter Wrap-Up**

- Have the children turn to p of Faith” section aloud. Ad Thérèse of Lisieux, and lead us.” Assure them that they
- Encourage the children to page on the back of the a
- Distribute the handout “Part the puzzle right away or h availability. *Answer: We A*
- Remind the children to tran correct location on the fol

**Day 5—Discover More! (optional)**

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

**Journal or Artistic Reflection**

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.

**We Know and Live Our Faith**

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “We Are Members of the Church,” page 6
- “The Word Church,” page 6
- “The Pope” + activity, pages 17–18

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

**Activity Options**

Use any of the additional activities on pages 120–121 not used during any of the lessons to reinforce the core learning goals of the chapter.

**Review and Chapter Wrap-Up**

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 120–121 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 6 Review,” and the chapter wrap-up.

**Liturgical Readings**

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.



The **Day 5—Discover More!** lesson is offered for schools that have five rather than four days for religion class. Options for extending the chapter to a fifth day are included here. These ideas can also be used as extension activities on other days during the week.

## Additional Activities

**Materials Needed**

- smooth stones, one for each child
- paint and markers
- a bowl of holy water

**Living Stones (15 minutes)**

- Have the children paint stones and then write their names on their stones. If the group has already done the Live It!, clarify that they will take their Jesus stones home but that their name stones will stay on the prayer table in your classroom.
- Place a bowl of holy water on the prayer table in your classroom. Invite each child to bring forward his or her name stone, place it on the prayer table, and then bless him or herself with the Sign of the Cross using the holy water.
- Conclude by reminding the group that Jesus is our cornerstone, and we are the living stones of the Church today. Explain that we become part of the Church through our Baptism. When we dip our hands in holy water and make the Sign of the Cross, we remember our Baptism.
- Consider keeping the stones on the table as part of your class prayer space throughout the year.

**Materials Needed**

- none

**Priest's Visit (15 minutes)**

- Invite a parish priest to visit your group, and ask him to discuss why he became a priest. Encourage him to share what he remembers about receiving the Sacrament of Holy Orders to become a deacon and then a priest.
- Explain to him that the children will be talking about how they became priestly people through Baptism. Encourage him to share how being an ordained priest is both similar to and different from the priestly mission of all baptized Christians.
- Ask the priest to discuss the possibility that some of the boys may be called to serve God in a special way.
- Invite the group to share an

**Materials Needed**

- a computer with internet access
- a computer projector
- blank paper

**What Is It Like?**

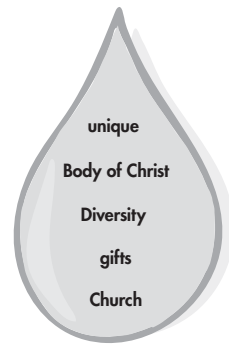
- Show the video "Sacrament" (YouTube, 8:00) to the group.
- Clarify any words that were unclear.
- Ask the children to share an experience.
- Distribute the blank paper, parish priest, telling him that they are thanking him for being a priest.
- Encourage the children to talk to the priest. If most of the children are not, deliver them to the priest.

The **Additional Activities** are alternative options for the core learning activity. They may also be used to extend or supplement the lessons as needed.

## Chapter 1 Review

Choose the correct word in the drop of water to complete the sentence. Write the word on the line.

1. We are the \_\_\_\_\_ all the time, not just when we are celebrating Mass.
2. Each one of us is a \_\_\_\_\_ member of the Church
3. We became members of the Church, the \_\_\_\_\_, in Baptism.
4. Each member of the Church has different \_\_\_\_\_ to share.
5. \_\_\_\_\_ makes the Church better, because we are not all the same.

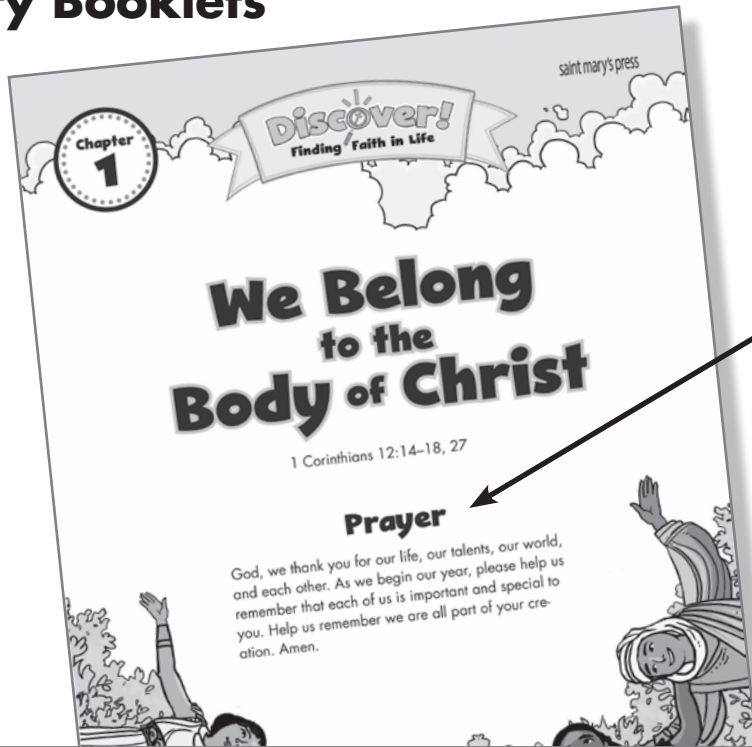


The **Chapter Review** is offered for those who would like to include a review as part of the chapter. Core concepts covered in the lessons are highlighted here. You may wish to have the children complete this review individually, or you may choose to complete it as a class.

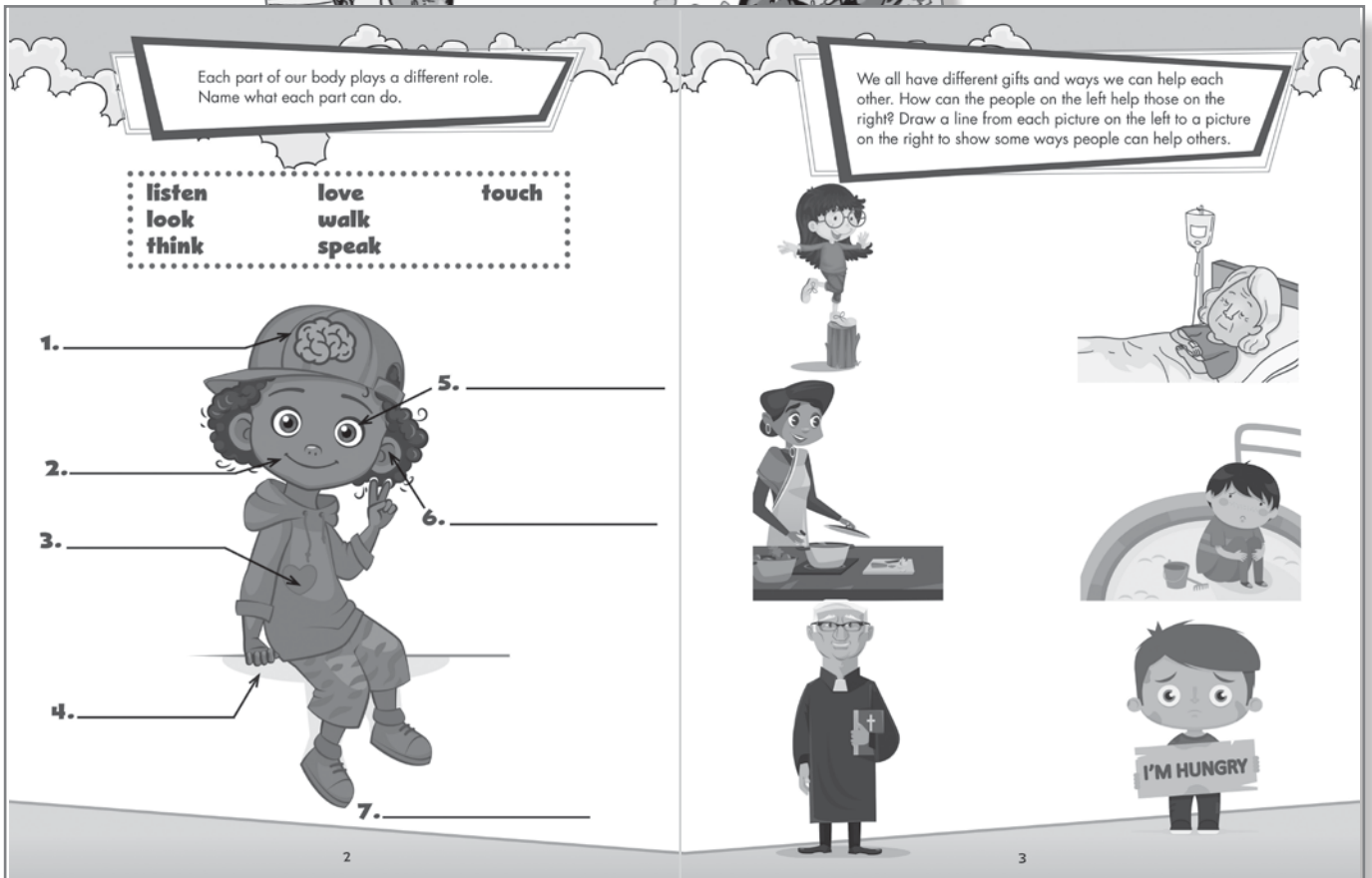
Read the sentences. If the statement is true, write True in the circle. If the statement is false, leave the circle blank.

- |                          |  |                          |   |
|--------------------------|--|--------------------------|---|
| <input type="checkbox"/> | 6. We become members of the Body of Christ through Baptism.        | <input type="checkbox"/> | 9. In the Church, we try not to share our gifts with others.              |
| <input type="checkbox"/> | 7. The Church is made up of people who are all the same.           | <input type="checkbox"/> | 10. The Church is better and stronger when we all share our unique gifts. |
| <input type="checkbox"/> | 8. The Church is made up of different people with different gifts. |                          |   |

# Activity Booklets



Each activity booklet begins with a **Prayer** that is used in class.



Page 2 (on left) features an activity that relates to content introduced in the Bible.

Page 3 (on right) features an activity that relates to the core teaching content for the chapter. This page is a prayer in the liturgical season chapters.



The **Family Page** provides families with helpful information about the chapter and ideas to bring the chapter focus to life at home.

# Family Page

## Background Reflection

Think about what it takes to get a meal on the table. We have to shop for groceries, cook, and set the table—but someone also has to grow the food, deliver it, and sell it. If everyone were a cook, but no one grew anything, what would we cook? In his First Letter to the Corinthians, Saint Paul tells us that we are all needed in the Body of Christ because we each have a role to play. Diversity is what makes us stronger.

We are all God’s children, but it is through our Baptism that we become part of the Body of Christ. Our Church is the Body of Christ, with Jesus as the Head. Next time you are at Mass, look around you and pay attention to the diversity of the people. There are young people and old people, people who can sing and people who try to sing, people of all colors and sizes, people who are friendly, and people who are grumpy . . . all sorts of people. Christ’s Body is made up of the baptized, and we are diverse! No one person is like another. The varied gifts we bring to the Church are what make the Church better and stronger.

## Family Activities

- Go on an outing together. Ask your family to keep their eyes open to notice ways people use their gifts. When you return home, discuss the diversity of the people you noticed. How does using our gifts help to make the world better?
- Give each family member two or three sheets of paper folded in half to make a booklet. Ask everyone to write “My Family” on the first page. Then invite everyone to draw the people in your family in their books, one person on each page. Next to each picture, ask them to write what makes that family member different, including what each person is good at. Display the booklets somewhere prominent in your home for the next week.
- Watch the video “1 Corinthians 12 12–17 BIBLE STORIES FOR KIDS | Mr Potato Head | One Body Many Parts” (YouTube, 2:36) together. Then read the Featured Story on page 1808 in *The Catholic Children’s Bible* (1 Corinthians 12:14–18, 27) and discuss the importance of being a part of the Church, the Body of Christ.

## People of Faith

introduces the children to saints and other holy people who are models of faith.

## People of Faith


**Saint Thérèse of Lisieux (1873–1897)**

Saint Thérèse taught that we give glory to God simply by being ourselves and doing everything with love. Her call from God was to “be love” in the heart of the Church. The rose is her special sign of her love and prayers. Thérèse’s feast day is October 1.

### Prayer

*Pray this prayer together as a family, beginning and ending with the Sign of the Cross.*

Heavenly Father, we thank you for our family. Help us to remember we are all part of the Body of Christ. Open our eyes to the different ways we can make the Body of Christ better. We ask this in the name of your Son, Jesus Christ. Amen.



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## People of Faith

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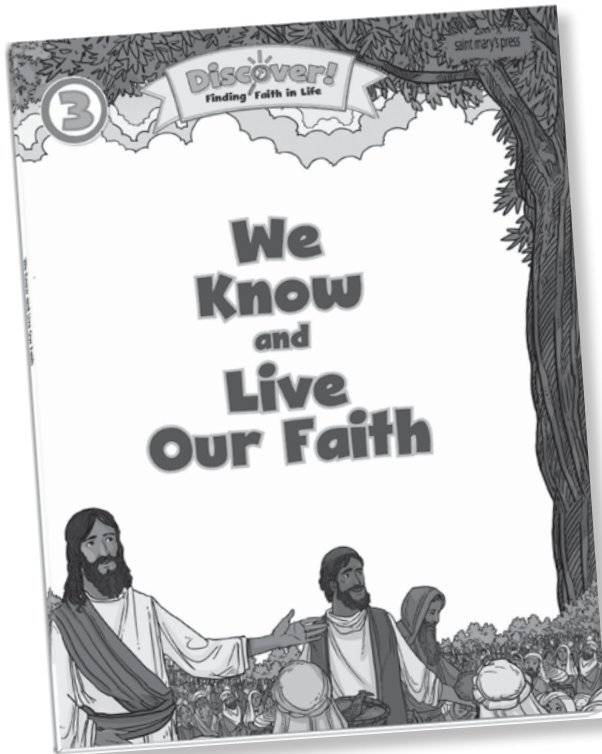
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# We Know and Live Our Faith



This resource provides an additional opportunity for the children to learn about their faith. It can be used as part of class or at home with the family.

### Living Close to God

Choosing between right and wrong is easier when we live close to God. The practice of **virtue** helps us live close to God. The word *virtue* means "strength". Virtues keep us strong. Three virtues in particular help us to live close to God: **faith, hope, and love.**

**Faith** means we believe in God the Father, God the Son, and God the Holy Spirit. Faith also means that we trust in God's goodness and love.

**Hope** means that we depend on God, knowing that he wants good for us on Earth and happiness for us forever with him in Heaven.

**Love** means that we love God, not just for what he can do for us, but because God is all good and all loving.

### The Theological Virtues

The virtues of faith, hope, and love are called the **Theological Virtues**. These virtues describe what should be our attitudes toward God. Whenever we see *theo* in a word, we know that this means "God." The word *theology* means "the study of God." The name Theodore means "gift of God."

If we did not have faith in God, hope in God, and love for God, our lives would be very empty—even if we did the right thing all the time. Faith, hope, and love give energy and happiness to our lives, and they make it easier for us to make the right choices.

### ACTIVITY

Read the directions below and circle the responses that match with your actions.

- Circle all the ways you show your faith in God.
 

I ask God for help.	I pray.	I go to Mass.
	I never think of God.	
- Circle all the ways you show your hope in God.
 

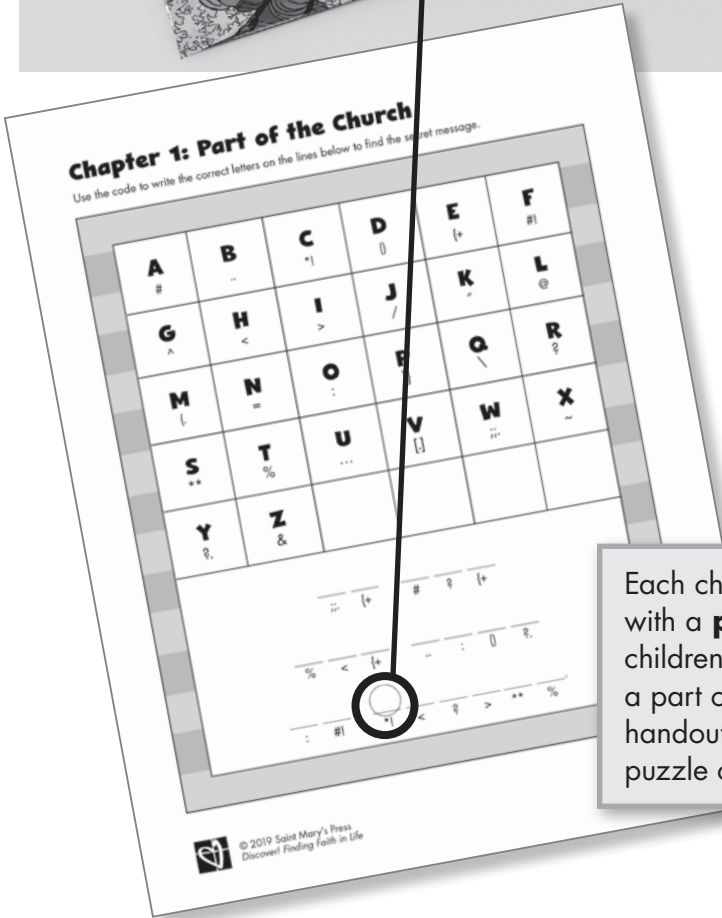
I give up easily.	I know God is with me no matter what.
I bring joy to others.	
I am cheerful even when it is hard.	
- Circle all the ways you show your love for God.
 

I go to Mass and participate.	I sing songs about God.
I help others whenever I can.	I only ask God for things I want.

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45

# Special Feature for Grade 3

The **folder** includes a special message that can be discovered only by solving chapter puzzle handouts. Excitement will build each week as the children get closer to solving this master puzzle.



Each chapter (chapters 1–20) ends with a **puzzle handout** for the children to complete. They will use a part of their answers on these handouts to reveal the master puzzle on the back of their folders.

# Key Elements of the Program

## Teacher Guide

Each chapter in this guide follows the same overall structure, which is shown below. The chapters are designed to work in schools with either a four- or five-day weekly schedule for religion. Giving each lesson within a chapter a quick review will help you make any adjustments necessary to ensure success in your particular setting and with your particular class.



### Day 1—Get Ready!

Opening  
Engage Activity  
Bible Background  
Closing Prayer



### Day 4—Go!

Opening  
Review  
Chapter Wrap-Up  
Closing Prayer



### Day 2—Dive In!

Opening  
Scripture Focus  
Closing Prayer



### Day 5—Discover More! *(optional)*

Journal or Artistic Reflection  
*We Know and Live Our Faith*  
Additional Activity Options  
Review and Chapter Wrap-Up  
Liturgical Readings



### Day 3—Discover!

Opening  
Core Learning Activity  
Core Teaching  
Closing Prayer

## Day 1—Get Ready!

This day's lesson includes an engage activity that lays the foundation by accessing the children's prior knowledge and experience. This engages the children by prompting discussion and activity around concepts they are familiar with and then connecting those concepts with content they will be learning in the chapter. The children are also invited to locate the Scripture passage and/or Featured Story that is the focus for the chapter and to place a bookmark in the Bible to save the location. On the first day of class, provide blank bookmarks that the children can decorate for use throughout the year.

If you have more time available after the engage activity and navigating to the Scripture passage for the chapter, you can read the Scripture passage in advance of day 2. You can also introduce one of the music suggestions and continue to play this selection each day so the children can learn it.

## Day 2—Dive In!

This day's lesson immerses the children in the Bible through the key Scripture passage for the chapter. The focus in this lesson is helping the children understand the Scripture story through reading and reflecting on the content presented in the Understand It!, Live It!, and Tell It! features of *The Catholic Children's Bible*.

## Day 3—Discover!

This day's lesson involves a core learning activity (a craft in the liturgical season chapters) that brings to life one of the themes of the chapter in an interactive way. Frequently, this involves an out-of-the-seat activity that creates energy and excitement while helping the children further explore a concept related to the chapter. The core teaching part of the lesson takes place after the learning activity, presenting essential content to share with the children and questions to ask to assess comprehension.

## Day 4—Go!

This day's lesson wraps up the chapter with a final check and recall of the core chapter goals. If you would like to include an assessment as part of the chapter content, a chapter review is available to be completed at this time. The chapter review can be completed individually or together as a class. This lesson ends with a special activity (in the twenty core chapters) that rewards the children for completing the chapter and builds excitement for the chapters to come.

## Day 5—Discover More! (optional)

If your school offers religion class five days a week, ideas are presented in this section for a fifth lesson. If your school has religion class four days a week, the ideas offered on day 5 can be used as supplementary activities on any of the other days.

## Activity Booklets

A fun and colorful activity booklet accompanies each chapter. The activities in these booklets may be used in class or may be completed at home with the family, depending on time parameters. Each activity booklet includes a prayer used in the chapter, two activity pages that reinforce the content of the chapter, and a family page that offers families background information on the chapter focus, suggested activities that can be done together, some information about a person of faith, and a family prayer. *Note:* In the liturgical season chapters, the activity on page 3 is replaced with a prayer service that can be used at the end of the chapter.

## ***We Know and Live Our Faith***

This resource, a supplemental piece that follows the pillars of the *Catechism*, is filled with articles that present additional doctrinal content that can expand the core concepts covered in the program. Directions in the teacher guide pinpoint which articles and activities from this resource relate to which chapters in the program. Some articles are referenced multiple times, as they relate to several chapters. Other content in this resource is not referred to directly in the chapter, as it may introduce concepts that are not focused on in the core program. The *We Know and Live Our Faith* resource can be used either directly in class as time allows or as a family-centered piece that deepens family understanding through reading and discussing faith content together.

## **Special Feature for Grade 3**

In this grade, each of the twenty core chapters ends with a fun puzzle for the children to solve. Once they have found the answer, they will transfer one of the letters to the back of their folders. Week by week, the children will solve puzzles to eventually reveal the special message for them on the back of their folders.

## **Music Suggestions**

Music can add another wonderful dimension to this program. Each chapter includes two song suggestions that correspond to the chapter theme. These songs can be purchased and downloaded individually online. For a complete list of songs for the program, please see the *Discover! Finding Faith in Life* resources at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school). Of course, you may also wish to add your own favorite hymns or songs, such as those popular in your school or parish community.

## **Videos**

Options for activities that incorporate fun and engaging videos are provided throughout the program. If you have access to the necessary technology, you can use this additional media to further enliven learning. The video suggestions are also included on the family page in the children's activity booklets, so even if you do not use them in class, the children can enjoy them at home with their families. Quick links to the video resources that are referenced throughout this program are available as part of the online resources for this program at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

## **Handouts**

All chapters include a handout for the chapter review, and some chapters include additional handouts. All handouts can be accessed in the following ways:

1. They can be found at the end of the chapter in the teacher guide.
2. They can be accessed as part of the online teaching resources for this grade at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

# Grade 3

## Scope and Sequence

<b>Unit 1: We Are the Church</b>					
<b>Chapter Number and Title</b>	<b>1. We Belong to the Body of Christ</b>	<b>2. We Are Priestly People</b>	<b>3. We Offer Our Gifts to the Church</b>	<b>4. We Care for the Earth</b>	<b>5. We Thank God</b>
<b>Catechism Pillar</b>	Believe	Celebrate	Live	Live: Catholic Social Teaching	Pray
<b>Catechism References</b>	790–791 799–801 1267	1272–1280 1536–1600	787–791 1936–1937 2003–2004	293–294 2415–2418 2585–2589 2639–2641	293–294 478 1328 1358–1360 2637–2638
<b>Chapter Goals</b>	<ul style="list-style-type: none"> <li>• to identify that we become members of the Body of Christ through Baptism</li> <li>• to state that the Church is made up of different people with different gifts</li> <li>• to discuss that the Church benefits when everyone shares their unique gifts</li> </ul>	<ul style="list-style-type: none"> <li>• to identify Jesus as the cornerstone of faith</li> <li>• to explain that we become priestly people through Baptism</li> <li>• to state that the Sacrament of Holy Orders is one special way to live in service to God’s people</li> </ul>	<ul style="list-style-type: none"> <li>• to state that God has given each one of us special gifts</li> <li>• to identify that the gifts we are given are for serving others</li> <li>• to recall that belonging to the Church means helping others and allowing others to help us</li> </ul>	<ul style="list-style-type: none"> <li>• to name the Book of Psalms as a group of songs and poems to God</li> <li>• to state that some of the Psalms are prayers of praise to God</li> <li>• to identify that we are entrusted with caring for the world because it was created for us by God</li> </ul>	<ul style="list-style-type: none"> <li>• to explain that we can be joyful and thankful because God loves us</li> <li>• to discuss that peace is the result of having joyful and thankful hearts</li> <li>• to explain that expressing gratitude for what God has given us is called a prayer of thanksgiving</li> </ul>
<b>Scripture</b>	1 Corinthians 12:14–18, 27 (p. 1808)	1 Peter 2:4–10 (p. 1922)	Romans 12:6–8 (p. 1788)	Psalm 104:5–15 (pp. 921–922)	Philippians 4:4–7 (p. 1858)
<b>Key Words*</b>	Body of Christ gifts unique diversity	cornerstone ordained	<i>accordance</i> <i>grace</i> <i>encourage</i> <i>generously</i> <i>authority</i>	psalm praise entrusted	<i>union</i> <i>rejoice</i> <i>attitude</i> temporary permanent enduring gratitude
<b>People of Faith</b>	Saint Thérèse of Lisieux	Saint John Vianney	Saint Dominic Savio	Saint Francis of Assisi	Saint John Bosco

\* Italicized key words indicate terms introduced and defined in *The Catholic Children’s Bible*.

<b>Unit 2: Our Life in the Church</b>					
<b>Chapter Number and Title</b>	<b>6. Jesus Gives Us the Church</b>	<b>7. We Celebrate the Church Year</b>	<b>8. We Live the Faith of the Apostles</b>	<b>9. Workers Share Their Gifts</b>	<b>10. We Pray for Those in Need</b>
<b>Catechism Pillar</b>	Believe	Celebrate	Live	Live: Catholic Social Teaching	Pray
<b>Catechism References</b>	551–553 748–752 781–795	1163–1173	857–863 869 874–896	344 1936–1937 2426–2436 2637–2638	407–409 2634–2636 2697
<b>Chapter Goals</b>	<ul style="list-style-type: none"> <li>to state that Jesus made Peter the first Pope</li> <li>to explain that the Pope teaches the Church to follow Jesus</li> <li>to recall that we belong to the Church</li> </ul>	<ul style="list-style-type: none"> <li>to identify that God created time and made a time for everything</li> <li>to explain that the Church calendar marks important times</li> <li>to name the seasons of the Church year and their relationship to Jesus' life</li> </ul>	<ul style="list-style-type: none"> <li>to state that Paul's instructions to Timothy apply to each of us as servants of Jesus</li> <li>to identify the bishops of the Church as teachers and leaders who help us to follow Jesus</li> <li>to explain that the faith has been handed down from the Apostles</li> </ul>	<ul style="list-style-type: none"> <li>to recall that everything we have and can do is a gift from God</li> <li>to identify that we are called to be thankful to God for all he has given to us</li> <li>to explain that using our gifts through our work is the best way to thank God for them</li> </ul>	<ul style="list-style-type: none"> <li>to identify that God's protection is like a suit of armor</li> <li>to state that we can pray at all times for God's help</li> <li>to define intercessory prayer as an important way the Church prays</li> </ul>
<b>Scripture</b>	Matthew 16:15–19 (p. 1488)	Ecclesiastes 3:1–4 (p. 998)	1 Timothy 4:11–16 (p. 1880)	Colossians 3:15–17 (p. 1866)	Ephesians 6:14–18 (p. 1850)
<b>Key Words*</b>	<i>Messiah</i> <i>foundation</i> <i>prohibit</i> disciple Apostle mission successor	<i>mourning</i> liturgy Liturgical Year vestments	knowledge wisdom bishop authority Apostolic	<i>decision</i> responsibility	<i>righteousness</i> <i>breastplate</i> <i>Evil One</i> <i>alert</i> spiritual armor intercessory prayer intercede
<b>People of Faith</b>	Saint Peter	Saint Benedict of Nursia	Saint Paul the Apostle	Saint Joseph	Saint Patrick

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<b>Unit 3: We Are One in Faith</b>					
<b>Chapter Number and Title</b>	<b>11. The Church Is One and Holy</b>	<b>12. The Church Is One in Love</b>	<b>13. We Love God and Others</b>	<b>14. We Stand with Others</b>	<b>15. We Pray for What We Need</b>
<b>Catechism Pillar</b>	Believe	Celebrate	Live	Live: Catholic Social Teaching	Pray
<b>Catechism References</b>	813–829 866–867	946–962 1030–1032	1822–1829 1965–1974	1814–1816 1939–1948 2447	2629–2633
<b>Chapter Goals</b>	<ul style="list-style-type: none"> <li>to identify that Jesus prayed for his followers to be one</li> <li>to describe oneness and holiness as made up of love, patience, and kindness</li> <li>to name oneness and holiness as two Marks of the Church</li> </ul>	<ul style="list-style-type: none"> <li>to explain that the Church is a community of love</li> <li>to describe the Church as the Communion of Saints</li> <li>to identify that we show love to those in our Church family who have died</li> </ul>	<ul style="list-style-type: none"> <li>to recall that Jesus taught us to love God and others</li> <li>to describe what it means to be a loving person</li> <li>to identify that when we love we are like God</li> </ul>	<ul style="list-style-type: none"> <li>to explain that faith is shown through action</li> <li>to state that we follow the example of Jesus when we reach out to those in need</li> <li>to identify that our faith is alive when we stand with others and help them</li> </ul>	<ul style="list-style-type: none"> <li>to state that God is our Father who wants to give us the things we need</li> <li>to identify that Jesus encourages us to ask God for what we need</li> <li>to explain that asking God for what we need is called a prayer of petition</li> </ul>
<b>Scripture</b>	John 17:20–21, 23 (p. 1696)	1 John 3:11, 16–18 (p. 1936)	1 Corinthians 13:4–8 (p. 1812)	James 2:14–17 (p. 1914)	Matthew 7:7–11 (p. 1464)
<b>Key Words*</b>	Christian holy faith Marks of the Church	<i>claim</i> Purgatory communion Communion of Saints	<i>conceited</i> <i>irritable</i> <i>eternal</i>	<i>faith</i> <i>necessities</i> solidarity	<i>seek</i> petition
<b>People of Faith</b>	Saint Catherine of Siena	Children’s Name Day or Favorite Saint	Saint John the Apostle and Evangelist	Servant of God Dorothy Day	Our Lady of Good Counsel

\* Italicized key words indicate terms introduced and defined in *The Catholic Children’s Bible*.

<b>Unit 4: We Are Sent into the World</b>					
<b>Chapter Number and Title</b>	<b>16. The Church Is Catholic and Apostolic</b>	<b>17. The Church Cares for the Sick</b>	<b>18. We Are Called to Spread the Good News</b>	<b>19. We Share God's Mercy and Love</b>	<b>20. We Praise and Bless God</b>
<b>Catechism Pillar</b>	Believe	Celebrate	Live	Live: Catholic Social Teaching	Pray
<b>Catechism References</b>	830–870	1499–1532	849–856 904–906 1122 2044 2472	1716–1729	2639–2643 2649
<b>Chapter Goals</b>	<ul style="list-style-type: none"> <li>to recall that the Holy Spirit came upon the Apostles at Pentecost</li> <li>to identify that the Holy Spirit gave the Apostles the power to go into the whole world to preach the message of Jesus</li> <li>to state that the Holy Spirit gives us power to spread God's Kingdom of peace on Earth</li> </ul>	<ul style="list-style-type: none"> <li>to recall that a sacrament is a meeting with Jesus</li> <li>to state that the Sacrament of Anointing of the Sick is a Sacrament of Healing</li> <li>to explain that the Sacrament of Anointing of the Sick strengthens the sick and, if God wills, brings healing</li> </ul>	<ul style="list-style-type: none"> <li>to explain that Jesus sent his disciples to spread the Good News</li> <li>to state that we spread the Good News by talking about Jesus and living his teachings</li> <li>to affirm that Jesus is with us always as we live as his disciples and lead other people to him</li> </ul>	<ul style="list-style-type: none"> <li>to explain that God wants us to be happy</li> <li>to identify that Jesus taught us how to be happy by living the Beatitudes</li> <li>to state that sharing God's mercy with the poor and vulnerable will bring happiness</li> </ul>	<ul style="list-style-type: none"> <li>to state that we are blessed by God and that we can bless God</li> <li>to identify that we bless and praise God for the gifts he has given to us</li> <li>to define a prayer of blessing as a prayer of praise to God</li> </ul>
<b>Scripture</b>	Acts 1:8–11 (p. 1710)	James 5:13–16 (p. 1918)	Matthew 28:16–20 (p. 1520)	Matthew 5:6–9 (p. 1456)	Psalms 103:1–5 (p. 920)
<b>Key Words*</b>	<i>Holy Spirit</i> <i>witness</i> <i>fixed</i> <i>Galilean</i> <i>Catholic</i> <i>Apostolic</i>	<i>elders</i> <i>restore</i> <i>effect</i> <i>ambry</i>	<i>disciple</i> <i>doubted</i> <i>authority</i> <i>gospel</i> <i>missionary</i> <i>home missions</i>	<i>merciful</i> <i>pure in heart</i> <i>Beatitudes</i>	Alleluia
<b>People of Faith</b>	Pope Saint John XXIII	Anna Dengel	Saint Gabriel the Archangel	Saint Gemma Galgani	Saint Philip Neri

\* Italicized key words indicate terms introduced and defined in *The Catholic Children's Bible*.

<b>Liturgical Season Chapters</b>				
<b>Liturgical Season</b>	<b>All Saints' Day</b>	<b>Advent</b>	<b>Christmas/Epiphany</b>	<b>Presentation of the Lord</b>
<b>Chapter Title</b>	<b>We Follow God</b>	<b>The King Is Coming</b>	<b>The Gift of Jesus</b>	<b>Mary, Model of Faith</b>
<b>Catechism References</b>	956 1195 2013 2030	522–524 2816–2817	430–483 528 748	529 963–975 2675–2679 2682
<b>Chapter Goals</b>	<ul style="list-style-type: none"> <li>to define the Feast of All Saints as the day when we honor all the saints in Heaven</li> <li>to identify the saints as those people who followed God closely in their lives</li> <li>to state that we too can become saints if we follow God our Shepherd</li> </ul>	<ul style="list-style-type: none"> <li>to recall that Advent is a time of preparation for the celebration of the birth of Christ</li> <li>to identify Jesus Christ as the special king that Isaiah promised</li> <li>to name the special titles and characteristics of Jesus our King</li> </ul>	<ul style="list-style-type: none"> <li>to recall that the Christmas season celebrates the coming of Christ as God and man to us</li> <li>to identify Jesus as the light that shines in the darkness</li> <li>to state that we celebrate the Three Kings coming to see Jesus on the Feast of the Epiphany</li> </ul>	<ul style="list-style-type: none"> <li>to state that the Feast of the Presentation of the Lord celebrates the day Mary and Joseph took Jesus to the Temple to be offered to God</li> <li>to explain that Simeon told Mary and Joseph that Jesus is the light and salvation of the world</li> <li>to identify that Mary's life was not easy, and she will help us in our own difficulties as we follow the light of Christ</li> </ul>
<b>Scripture</b>	Psalm 23:1–6 (p. 854)	Isaiah 9:6–7 (p. 1102)	Isaiah 60:1–3, 6 (p. 1164)	Luke 2:22–38 (pp. 1576–1577)
<b>Key Words*</b>	<i>shepherd</i> <i>rod</i> <i>staff</i> <i>banquet</i>	<i>counselor</i> <i>eternal</i> <i>successor</i> <i>determined</i>	<i>caravan</i> <i>incense</i>	<i>Temple</i> <i>sacrifice</i>
<b>People of Faith</b>	All Saints	Saint Lucy	Saint Wenceslaus	Our Lady of the Presentation

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<b>Liturgical Season Chapters</b>				
<b>Liturgical Season</b>	<b>Palm Sunday</b>	<b>Easter</b>	<b>Pentecost</b>	<b>Ordinary Time</b>
<b>Chapter Title</b>	<b>A New Kind of King</b>	<b>Celebrating the Resurrection</b>	<b>Our Helper and Guide</b>	<b>The Life and Teachings of Jesus</b>
<b>Catechism References</b>	559–560 570 1674	638–658 1163 1169	683–747 1287 2623	543 561 1167 1171 1194
<b>Chapter Goals</b>	<ul style="list-style-type: none"> <li>to state that Palm Sunday is the day we celebrate Jesus' coming to Jerusalem before his Passion</li> <li>to name Palm Sunday as the beginning of Holy Week</li> <li>to identify Jesus as the King who saved us by giving up his life</li> </ul>	<ul style="list-style-type: none"> <li>to recall that the Easter season celebrates the Resurrection of Jesus from the dead</li> <li>to identify the time after the Resurrection as a time Jesus spent with his disciples and continued to teach them</li> <li>to state that as followers of Jesus who celebrate the Resurrection, we too can "catch" people for God through our words and actions</li> </ul>	<ul style="list-style-type: none"> <li>to explain the Feast of Pentecost as the day we celebrate the coming of the Holy Spirit upon Mary and the disciples</li> <li>to define the Feast of Pentecost as the beginning of the Church's mission under the guidance of the Holy Spirit</li> <li>to name the Holy Spirit as the Third Person of the Blessed Trinity, sent to help us understand what Jesus taught</li> </ul>	<ul style="list-style-type: none"> <li>to state that Ordinary Time is the time of year when we learn more about the life of Jesus and his teachings</li> <li>to identify Ordinary Time as the time when Sundays are named by ordinal numbers</li> <li>to explain that this Scripture passage shows that Jesus loves children and is an example of a story we would read in Ordinary Time</li> </ul>
<b>Scripture</b>	Matthew 21:6–9 (p. 1500)	John 21:4–7 (p. 1706)	John 14:16–17, 26–27 (p. 1690)	Matthew 19:13–15 (p. 1496)
<b>Key Words*</b>	<i>disciple</i> <i>cloak</i> Passion hosanna humble	<i>disciples</i> <i>Lord</i> Resurrection Alleluia	<i>reveals</i> <i>Holy Spirit</i> kindle Pentecost	meditation Ordinary Time
<b>People of Faith</b>	Saint Cecilia	Saint Andrew the Apostle	Mary, Mother of the Church	Saint Mother Théodore Guérin

\* Italicized key words indicate terms introduced and defined in *The Catholic Children's Bible*.

# Support Articles

## Characteristics of Third Graders

Third graders are spirited, lively, and eager to take on more challenging, complicated tasks. However, they do not necessarily have all the follow-through skills needed to complete their tasks. Although they will take some initiative and work enthusiastically, you will have to help them stay organized.

### Physical Characteristics

Coordination and balance are much improved for third-grade children. Their muscle groups and their fine motor skills have developed to the point that they can do more intricate tasks beyond writing and drawing. They have the ability to use small instruments and thus can do things like simple sewing or threading small beads onto a string.

### Intellectual Characteristics

Verbal skills are in high gear by third grade. Most third graders have mastered a grade-level ability for reading, writing, and listening. They also like to talk and discuss their ideas. They are inquisitive, and now they want to know not just the facts but also the reasons behind the facts. For example, third graders may want to know why Jesus was born in a stable in Bethlehem, or why he asked James and John to leave their father to be his disciples. They are also ready and willing to discuss the importance of these facts.

This deeper level of thinking helps them to evaluate and make judgments. They are beginning to see the connections between concepts and to think abstractly. They not only know the difference between right and wrong but can also usually understand the consequences of choices they make.

### Social-Emotional Characteristics

In third grade, the peer group is very important, and peer pressure can become an issue. Also, it is fairly common to have a “best friend,” though sometimes to the exclusion of other children. You can build on the notion of Jesus as friend and use examples of Jesus and how he treated his friends. Point out that Jesus welcomed many friends, like Peter and the Apostles, Martha, Mary, Zacchaeus, and others.

Playing in same-sex groups is also still the norm. Most third graders enjoy the social dimension of working in groups and having group discussions. They can also work effectively in small groups to complete a simple task.

## Summary

These are general characteristics of third graders. Although these characteristics might not describe every child, an awareness of these qualities will help you plan developmentally appropriate learning activities for your class. The more you learn about the spectrum of child development, the more you will understand where the children you teach have “come from” and where they are headed in their next phase of development. Each child develops at her or his own pace, and it is likely an uneven pace at that! One child may be far ahead intellectually but a little behind socially. Another child’s social development may be right on target, but she or he may face challenges in thinking skills. The activities in this guide are varied so that you are sure to find some to meet almost any child’s need to grow intellectually, emotionally, and spiritually.

One way to give every child a chance to grow and develop in your classroom is to give each child a job. Line leader, paper passer, prayer leader, movement leader, Bible carrier—whatever small job is available should be assigned. Keep a running list of assignments so that each child gets a turn doing each job. Write the assignments for each session on the board. Elementary-age children love to help and enjoy feeling appreciated, and you will be rewarded with a smooth-running group of proud and happy children.

# Biblical Literacy and the Teaching of Scripture

As a teacher, you may already know the power that Scripture has to touch children's hearts and inspire their moral and spiritual lives. To remind us to draw on this power when teaching religion, the Church's documents always call us to make the Bible an integral part of our ministry.

Catechesis [faith education] should take Sacred Scripture as its inspiration, its fundamental curriculum, and its end because it strengthens faith, nourishes the soul, and nurtures the spiritual life (*National Directory for Catechesis*, p. 70).

Likewise, the holy synod forcefully and specifically exhorts all the Christian faithful, especially those who live the religious life, to learn "the surpassing knowledge of Jesus Christ" (Phil 3:8) by frequent reading of the divine scriptures (*Dogmatic Constitution on Divine Revelation [Dei Verbum]*, 1965, 25).

Through your ministry with children, you equip them with the essential knowledge and skills required for their lifelong journey of faith. When it comes to the Bible, you want to begin teaching the knowledge and skills that will help the children to ultimately become biblically literate adults. So let's start by describing biblically literate adults.

Biblically literate adults are comfortable reading and using the Bible. They know how the books of the Bible are arranged and how to quickly and easily locate a specific book or passage. They have a solid understanding of the biblical story of salvation history, and they are familiar with key people and events and how God's saving power worked through those people and events. Biblically literate adults understand that any book or passage from Scripture must be understood in its proper context. When reading the Bible, they consider things like the literary genre, the culture of the time, the original author's intended message, how the message fits into the bigger picture of salvation history, and how the passage is understood in the Church's Tradition.

We can help children to become biblically literate adults by working on three specific goals:

- A. Help them to become knowledgeable and comfortable using the Bible.
- B. Help them to know and understand the biblical story of salvation history.
- C. Help them to understand how to interpret biblical books and passages in their proper contexts.

Goal A is the **Access** goal. Goal B is the **Big-Picture** goal. Goal C is the **Context** goal. Taken together, these can be called the ABCs of biblical literacy.

The three goals of biblical literacy follow a certain progression. The **Access** goal is the most basic; its competencies create a foundation for working on the **Big-Picture** and **Context** goals. The **Big Picture** competencies build on the **Access** competencies and create greater knowledge that the **Context** competencies can then build on. All three goals are closely related; working on any one goal usually reinforces the others.

As a general guideline, with elementary-age children, your primary focus should be developing the **Access** competencies and introducing some **Big-Picture** knowledge. You will probably not focus on the **Context** competencies, because they require more abstract reasoning than most young children are capable of. However, you will use specific **Context** skills and knowledge competencies as you teach children about the meaning of specific Bible stories.

Let's take a closer look at these three goals and how you can help children to develop the competencies needed to become proficient in them. (For a more detailed look at these three goals, read *Biblical Literacy Made Easy: A Practical Guide for Catechists, Teachers, and Youth Ministers*, Saint Mary's Press, 2008.)

## **Access Goal: Helping Children Become Knowledgeable and Comfortable Using the Bible**

Many children do not know how to use the Bible. They may have heard Bible stories, and maybe they were even given a Bible for their First Communion. But they do not know how the Bible is structured or how to find specific passages or stories within it. By focusing on the competencies of the **Access** goal, we can help children to become more familiar and comfortable with the Bible.

The most critical practice for achieving the **Access** goal—a practice so basic that many people overlook it—is simply having the children *use* the Bible. Too often children read Scripture passages as quotations in textbooks. There may be only one Bible in the classroom, so the teacher looks up the passage and then hands the opened Bible to a young person to read. These practices do not encourage children to learn basic biblical literacy skills. If young Catholics are to become comfortable in accessing the Bible, they must use it regularly. Every classroom must have enough Bibles for each student to use. What we model as important has a much greater impact than what we say is important!

To help children become comfortable in using the Bible, we can teach them two important competencies: (1) knowing the Bible's structure and (2) locating a passage in the Bible.



## Knowing the Bible's Structure

The Bible is not one book; rather, it is a collection, or even a small library, of books and letters. These books are organized in a specific and intentional structure, sort of like books might be grouped in sections on a bookshelf. At the beginning of *The Catholic Children's Bible*, these sections are briefly explained and visually presented in the section called "The Bible Is Like a Bookshelf." Here is a slightly more detailed explanation of those sections:

- **The Old Testament** is the first major section of the Bible. Its books are primarily about God's relationship with his Chosen People, the Israelites (or the Jews).
  - The first part of the Old Testament is called the **Pentateuch**. The stories in these books are the heart of the Old Testament.
  - The second part of the Old Testament is called the **Historical Books**. These books recount how the Chosen People settled in the Promised Land and how they eventually became a kingdom ruled by great and not-so-great kings.
  - The third part of the Old Testament is called the **Wisdom Books**. These books teach some of the collected wisdom of the Israelites.
  - The fourth part of the Old Testament is called the **Books of the Prophets**. These contain the warnings and consolations of some of Israel's prophets.
- **The New Testament** is the second major section of the Bible. Its books tell how God fulfilled the Old Testament promises by sending us the Savior, Jesus Christ.
  - The first part of the New Testament is the four **Gospels** and the **Acts of the Apostles**. The Gospels have the stories about Christ's life and teaching, and the Book of Acts tells us about how the Church spread after Christ's Ascension.
  - The second part of the New Testament is the **Letters**. Early Church leaders sent these letters, some to certain individuals and others to specific Christian communities.
  - The last book of the New Testament is the **Book of Revelation**. It is a unique collection of prophecies and symbolic visions.

Refer to these sections when the children look up passages in the Bible. Say things like, "This Bible story is from the Book of Exodus, which is in the Old Testament of the Bible," or "This Bible story is from the Gospel of Mark. The Gospels have stories about the life of Jesus and the things he taught."

## Locating a Passage in the Bible

The simple system for finding a particular passage in the Bible is explained in the beginning of *The Catholic Children's Bible* in the section called "How to Find a Bible Passage." After explaining this system to the children, help them to develop the skill of locating Bible passages through practice, practice, practice! This skill will take time for children to master, but it is crucial for lifelong Bible reading. You will find help in teaching navigation skills to children in the section of this teacher guide titled "Helping Children Navigate *The Catholic Children's Bible*."

## **Big-Picture Goal: Helping Children Know and Understand the Biblical Story of Salvation History**

Because of our Lectionary-based liturgies, Catholics are often familiar with most of the important people and stories of history. But if liturgies are a person's only contact with Scripture, she or he may not see how those individual stories fit into the overarching biblical story of God's covenant relationship with the human race, which we also call salvation history. Much of Catholic theology is based on the presumption that we know and understand the overarching story of salvation history.

Salvation history is often organized into different periods to help us understand God's saving work. In all relevant Saint Mary's Press® resources, eight historical periods are named to describe the arc of salvation history:

1. Primeval History (the figurative stories in the Book of Genesis)
2. The Patriarchs (Abraham, Isaac, and Jacob)
3. Egypt and the Exodus (Moses and the desert experience of Israel)
4. Settling the Promised Land (Joshua and the Twelve Tribes of Israel)
5. The Kingdoms of Judah and Israel (the time of the Prophets)
6. The Exile and Return (the Babylonian captivity and restoration of the Temple)
7. The Life of Jesus Christ
8. The Early Christian Church

Understanding how each biblical book's story fits into this bigger history is the mark of a truly biblically literate person. This kind of knowledge grows with repetition and review. You can best help children develop this knowledge by exposing them to key people and events in Scripture. *The Catholic Children's Bible* helps you to do this by focusing on 125 key people and events in the Featured Stories on two-page spreads. Using these Featured Stories consistently with children will provide them an excellent foundation for knowing and understanding salvation history.

## **Context Goal: Helping Children Understand How to Interpret Bible Books and Passages in Their Proper Contexts**

The **Context** goal is more subtle and complex than the **Access** and **Big-Picture** goals. Teachers typically do not work on the skills required to master this goal with young children. It requires a level of abstract thinking that this age-group is not yet capable of. However, teachers need to understand this goal in order to teach children the correct interpretation of the biblical stories they read.

This excerpt from the Second Vatican Council document *Divine Revelation* describes how to correctly interpret the Bible.

Seeing that, in sacred scripture, God speaks through human beings in human fashion, it follows that the interpreters of sacred scripture, if they are to ascertain what God has wished to communicate to us, should carefully search out the meaning which the sacred writers really had in mind, the meaning which God had thought well to manifest through the medium of their words. (12)

This excerpt states that we must do two things when interpreting a Bible story or teaching. First, we must seek to understand what the original human author intended to communicate. The Church Fathers called this the “literal sense” of Scripture. Second, we must seek to understand what God is revealing through the story or passage. The Church Fathers called this the fuller sense or the “spiritual sense” of Scripture. Often the literal sense and the spiritual sense of a passage are closely related. But in some Scripture passages, God reveals, through the spiritual sense, a deeper and more universal truth than the human author originally understood or intended.

Paragraphs 109–119 of the *Catechism of the Catholic Church* further explain how to apply these principles. These paragraphs describe the contexts we must consider when interpreting any particular passage of the Bible, which is why we describe this as the **Context** goal.

- **Historical context** To understand the full importance or meaning of a certain event, we need to know the larger historical situation the event occurred within.
- **Cultural context** Sometimes the true meaning of certain actions or words makes sense only when we understand the cultural practices or beliefs of the time.
- **Literary genre** The Bible is composed of many different types of literature. We must know which type we are reading and realize that each genre has its own rules for interpretation.
- **Unity of the whole Bible** When taken as a whole, God’s revealed truth is presented in the Bible without error. This is the case in many Old Testament passages, whose Christian meaning can be completely and accurately understood only in light of the New Testament revelation.
- **Living Tradition of the Church** To fully understand some Bible passages, we must take into account how the Magisterium—the official teaching authority of the Church—has interpreted the meaning of those passages.
- **Coherence of the truths of faith** When it comes to religious or moral truth, the Bible cannot contradict itself or any other revealed truth of our Tradition.

If we do not interpret the Bible using these contexts, we can easily misinterpret God's Revelation. This is the danger of biblical fundamentalism, an approach to biblical interpretation that Catholics are cautioned to avoid. In its extreme forms, biblical fundamentalism leads people to false beliefs, such as the belief that God created the universe in six twenty-four-hour days.

Even though you will not necessarily mention these different contexts when working with young children, the Featured Stories in *The Catholic Children's Bible* provide trustworthy tools to help children correctly understand the contexts of 125 Bible stories. The engaging art in *The Catholic Children's Bible* provides strong visual cues about the human authors' intentions. The Tell It! panels provide children the opportunity to retell the story using the visual prompts so that they begin to process its meaning. And the short Understand It! panels explain what God is revealing through the story, drawing on the contexts of the unity of the Bible, Tradition, and the coherence of the truths of faith.

## Helping Children Navigate *The Catholic Children's Bible*

Helping children become familiar with the structure of the Bible so that they can easily locate specific books and passages is a foundational part of building biblical literacy. *The Catholic Children's Bible* offers multiple tools to help children more readily navigate the Bible.

### Color Coding

When you look at the bottom of *The Catholic Children's Bible* or open it to any page, you will notice bands of color along the bottoms of the pages. These colors delineate the major divisions of the Bible.

Bible Section	Bible Books	Band Color
The Pentateuch (or Torah)	Genesis through Deuteronomy	aqua
The Historical Books	Joshua through Second Maccabees	brown
The Wisdom Books	Job through Sirach	purple
The Books of the Prophets	Isaiah through Malachi	orange
The Gospels and the Acts of the Apostles	Matthew through John and the Acts of the Apostles	blue
The Letters and Revelation	Romans through Revelation	green
Prayer and Bible Helps	back of the book	yellow

The same colors are shown in the table of contents (pages 3–6) as bands of color behind the name of each section of the Bible. They are also repeated in “The Bible Is Like a Bookshelf” image on page 15 of *The Catholic Children's Bible*. This image can be helpful in introducing children to the structure of the Bible and can be another resource to help them identify where a particular book of the Bible is located.

## Page Tabs

You will also notice that the table of contents (pages 3–6) indicates a specific color for each book of the Bible. These colors are matched with tabs that are provided along the sides of each page within the Bible. A chapter number is also included in the tab to indicate the core chapter that is featured on each page.

## Finding Specific Passages in the Bible

The article “How to Find a Bible Passage” on page 13 in *The Catholic Children’s Bible* presents the traditional method of finding specific Bible passages by the name of the book, the chapter, and the verse. This is basic information for anyone who wishes to understand Scripture citations and use them to locate a particular Bible passage.

## Navigating the Featured Stories

One of the most attractive elements of *The Catholic Children’s Bible* is its Featured Stories. These stories encapsulate a Scripture story or passage, illustrate it, and surround it with the helpful Understand It!, Live It!, and Tell It! teaching aids. In addition, new or unfamiliar words are printed in bold type and presented with definitions. A full list of the 125 Featured Stories that are offered within the Bible is presented on pages 7–11 of *The Catholic Children’s Bible*.

When the children encounter a Featured Story, such as the one presented on page 122, for example, they will see a green leaf at the beginning and end of the Scripture text. This indicates that this is a portion of text repeated from the main body of the Bible. To identify where this text comes from, the children can simply look at the Scripture citation or citations above the Scripture text. In many cases, this text for the Featured Story is a shortened version of a longer Scripture citation. The children can find the “full story” citation in their Bibles and will see two green leaves that indicate where the full story starts and stops (see pages 120–121).

## The Dark Passages of Scripture

In helping children read and understand the Bible, teachers must be aware that some Bible stories are not child-friendly. The accounts of incest, rape, genocide, and holy war in the sacred pages of Scripture can come as a surprise for many beginning Bible readers. In his apostolic exhortation "The Word of the Lord" ("*Verbum Domini*," November 2010), Pope Benedict XVI called these stories the "dark" passages of the Bible. Here is what the Holy Father said regarding these passages:

In discussing the relationship between the Old and the New Testaments, the Synod also considered those passages in the Bible which, due to the violence and immorality they occasionally contain, prove obscure and difficult. Here it must be remembered first and foremost that *biblical revelation is deeply rooted in history*. God's plan is manifested *progressively* and it is accomplished slowly, in *successive stages* and despite human resistance. God chose a people and patiently worked to guide and educate them. Revelation is suited to the cultural and moral level of distant times and thus describes facts and customs, such as cheating and trickery, and acts of violence and massacre, without explicitly denouncing the immorality of such things. This can be explained by the historical context, yet it can cause the modern reader to be taken aback, especially if he or she fails to take account of the many "dark" deeds carried out down the centuries, and also in our own day. In the Old Testament, the preaching of the prophets vigorously challenged every kind of injustice and violence, whether collective or individual, and thus became God's way of training his people in preparation for the Gospel. So it would be a mistake to neglect those passages of Scripture that strike us as problematic. Rather, we should be aware that the correct interpretation of these passages requires a degree of expertise, acquired through a training that interprets the texts in their historical-literary context and within the Christian perspective which has as its ultimate hermeneutical key "the Gospel and the new commandment of Jesus Christ brought about in the paschal mystery."<sup>1</sup> I encourage scholars and pastors to help all the faithful to approach these passages through an interpretation which enables their meaning to emerge in the light of the mystery of Christ. (42)

In this teaching, Pope Benedict emphasized the following points:

- The Bible does not shy away from telling about the worst things that humans do to one another—these are the very things that Jesus Christ came to save us from. Unfortunately, these evil acts continue even into our time.
- The biblical author does not always explicitly say that a particular action is immoral; at the time he was writing, these actions might not have yet been seen as immoral (such as the killing of whole groups of people) or the biblical author may have presumed the reader knew that these were immoral actions (such as Lot's daughters having sexual relations with their drunken father). Because God's Revelation is "manifested *progressively*" and "is accomplished slowly, in *successive stages*," the preaching of the prophets and, ultimately, the teaching of Jesus Christ help us see the true moral meaning of these actions.
- Properly understanding these passages requires the help of people trained in biblical interpretation, such as pastors and biblical scholars.

So what does this mean for you as a teacher of children when it comes to these dark passages of Scripture? The best advice is to avoid these passages completely, because they can be too disturbing and confusing for young and innocent minds. *The Catholic Children's Bible* does not use any of these stories as Featured Stories, so you do not have to worry about coming across any dark stories when you use these special two-page spreads.



# Discover!

Finding Faith in Life

## Unit 1

### We Are the Church

#### Chapter 1

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#### Chapter 2

We Are Priestly People . . . . . 56

#### Chapter 3

We Offer Our Gifts to the Church . . . 69

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We Care for the Earth . . . . . 82

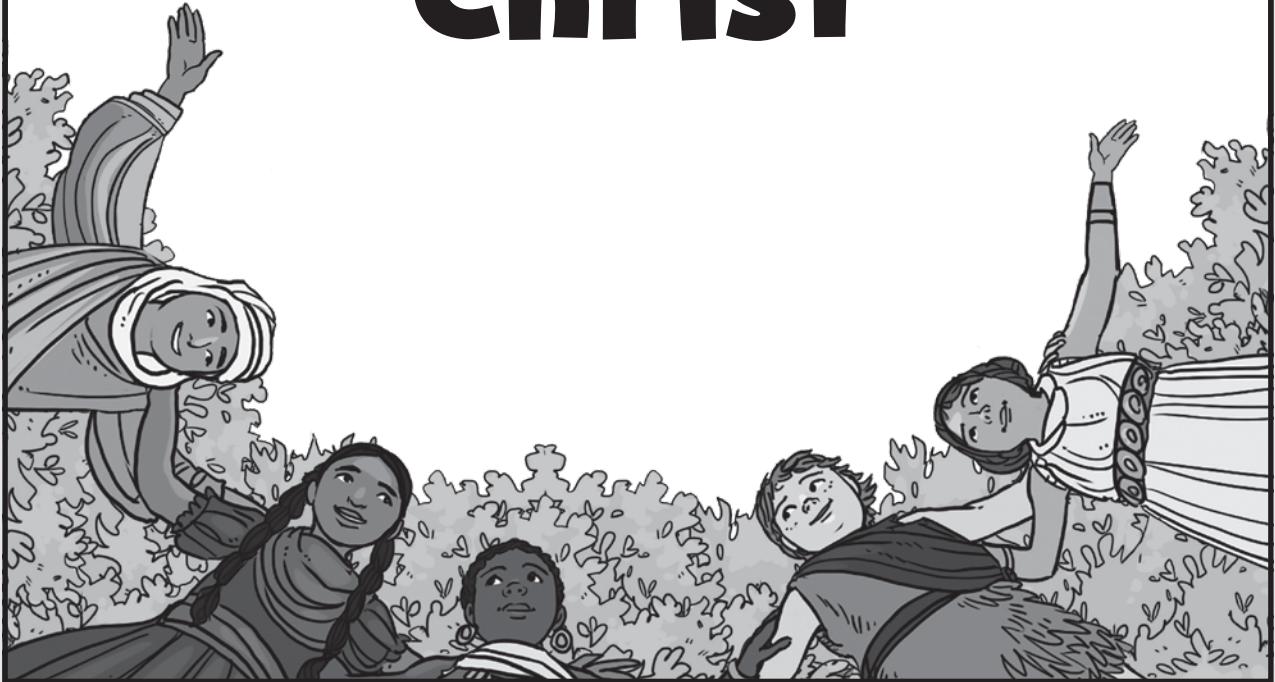
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We Thank God . . . . . 94

Chapter

1

# We Belong to the Body of Christ




**Chapter  
1**

# Chapter at a Glance

**Chapter 1**

## Scripture Focus

1 Corinthians 12:14–18, 27

## Chapter Goals

- to identify that we become members of the Body of Christ through Baptism
- to state that the Church is made up of different people with different gifts
- to discuss that the Church benefits when everyone shares their unique gifts

## Catechism Pillar

Believe

## Catechism References

790–791, 799–801, 1267

## Key Words

Body of Christ, gifts, unique, diversity

## Music Suggestions

- “Children of God,” by Theresa Donohoo (GIA Publications)
- “We Are One Body,” by Temecula Chamber Singers (Temecula Chamber Singers)

## Background Reflection

Think about what it takes to get a meal on the table. We have to shop for groceries, cook, and set the table—but someone also has to grow the food, deliver it, and sell it. If everyone were a cook, but no one grew anything, what would we cook? In his First Letter to the Corinthians, Saint Paul tells us that we are all needed in the Body of Christ because we each have a role to play. Diversity is what makes us stronger.

We are all God’s children, but it is through our Baptism that we become part of the Body of Christ. Our Church is the Body of Christ, with Jesus as the Head. Next time you are at Mass, look around you and pay attention to the diversity of the people. There are young people and old people, people who can sing and people who try to sing, people of all colors and sizes, people who are friendly, and people who are grumpy . . . all sorts of people. Christ’s Body is made up of the baptized, and we are diverse! No one person is like another. The varied gifts we bring to the Church are what make the Church better and stronger.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 1 activity booklet
- a list of get-to-know-you questions for the children to answer
- a bookmark for the children to use throughout the year

### Opening

- Invite the children to turn to page 1 of the chapter 1 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title or invite a volunteer to read it.

### Engage Activity

- Prepare in advance questions to help the children get to know one another. Include questions to bring out their similarities and differences.
- Have the class form two concentric circles, that is, one inside the other. The inside circle should face out and the outside circle should face in, so that each child faces a classmate as a partner. If you have an odd number of children, include yourself in one of the circles so everyone has a partner.
- Explain to the children that they are going to answer questions to help them get to know one another and learn about their similarities and differences.
- Ask the first question on your list, and invite each child to answer the question with his or her partner. When everyone has answered the first question with their partners, have the inside circle step to the right so everyone faces a new partner. Ask the next question, and so on. The activity is complete when the inside circle returns to its original pairings with the outside circle.
- Tell the group that our Church, like this classroom, is made up of many different people, and that the Church needs each one of us.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the First Letter to the Corinthians. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "1 Corinthians" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.

- Help the children to use the table of contents to find the first page of 1 Corinthians (page 1794). If there is time, read, or have a volunteer read, the introduction to the book.
- Invite the children to find 1 Corinthians 12:12–27 (page 1807). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1808. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous page. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Distribute a bookmark to each child. Invite the children to place it in these pages in *The Catholic Youth Bible*, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 1 activity booklet

## Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Scripture Focus

- Invite the children to use their bookmarks to return to pages 1808–1809 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see.
- Discuss the similarities and differences they see among the hands in the artwork. Point out that the hands are different colors and people are wearing different jewelry, yet all the hands are held together in unity.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What are jobs of different parts of the body? For example, what does an eye do? (*The job of the eye is to see.*)
  - How does the job of each part make it different from other parts of the body? (*The job of an eye is to see, the job of an ear is to hear, and so on. No other part of the body sees or hears, and so on.*)

- Can each part of the body meet the needs of the whole body by itself? *(No. The ear cannot see. The eye cannot hear or smell.)*
- Why is it important for each part to do what it is supposed to do? *(Each part of our body plays an important role in making sure our body is working.)*
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. think, 2. speak, 3. love, 4. touch, 5. look, 6. listen, 7. walk*

### Understand It!

- Read aloud the Understand It! on page 1809, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Each part of our body plays an important role in making sure our body is working.
  - The Church is Christ's Body. We call the Church the **Body of Christ**.
  - People are all different. Because of our different **gifts**, God has a special job for each of us in the Church. Our gifts are our different talents and abilities that make us who we are.
  - When each of us does our special work well, we help the whole Church.

### Live It!

- Read aloud the Live It! on page 1809, or have a volunteer read it.
- Help the group to understand that we are the Church all the time—not just when we are sitting in our parish church.
- Ask the children to brainstorm what they think it means to be a good member of the Church.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1809.
- Invite them to share what they see in each image. *(Image 1 shows different parts of the body. Images 2 and 3 suggest that parts of the body cannot serve the roles that other parts serve. Image 4 shows that we are all part of the Body of Christ.)*

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 1 activity booklet
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Singing in Unison

- Ask the children to stand in four or five groups. Explain that when you point to each group, that group will begin to sing a simple nursery rhyme that everyone knows, like “Mary Had a Little Lamb.” (Note that if you choose a different nursery rhyme, ensure it is not a round, or this activity will not work.)
- Point to one group and ask the children to start singing together. At a random place in the song, point to another group to have them start. Then point to another, and so on. By the time you point to the last group, the result should be cacophony, not music.
- Ask everyone to stop singing. Invite volunteers to describe how the song sounded. Help the children recognize the chaos that resulted from different groups singing the song at different points.
- Then invite the children to form a single circle and hold hands. Ask them to repeat the same nursery rhyme, this time singing the song all together. You might conduct the group with your hands to help everyone sing at the same tempo. At the end, invite the children to take their seats.

#### Process the Activity

- Discuss how much better it sounds when we sing together, also called “singing in unison.”
- Ask the group what it means for the members of the Church to work in unison, or to be united. Invite their responses.
- Guide them to understand that when we use our gifts together—even and especially when we use different gifts—we all make our Church better.

#### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 52–53 in its place.

## Core Teaching

- Explain to the children that everyone is God’s child, but we become part of the Body of Christ—the Church—in our Baptism. Tell them that the priests, our families, our saints, and everyone who is baptized are part of the Body of Christ.
- Write on the board: “Body of Christ—The Church.” Then write: “Jesus Christ—Head of the Church.”
- Explain that each person in the Body of Christ is different because God made us each **unique**. Tell the group that *unique* means “the only one of its kind.” Each of us is a unique individual because we have different talents, we have different personalities, we look different, and we act differently.
- Remind the children that the Body of Christ needs every one of us in order to work the way it should. Explain that by using our gifts and becoming the best people we can be, we help make the Body of Christ strong.
- Talk about the benefits of **diversity** in our Church. Explain that the Body of Christ is diverse because it is filled with unique people who can do many different things. Tell the group that diversity makes the Church better, because not everyone is the same.
- Continue by discussing the different roles for people to serve in the Church. Make sure the children understand that we are Church all the time—not just when we are in our class or celebrating Mass. Bring up ideas such as being kind on the playground, playing fair, and telling the truth. Help the children understand that the role of each person in the Body of Christ is to follow what Jesus wants us to be and do in the world. Invite the group to brainstorm some other ways we follow Jesus as members of his Body in our daily lives.
- Ask the children some questions to check for comprehension, such as the following:
  - When do we become part of the Church, the Body of Christ? (*at Baptism*)
  - Why is each person in the Body of Christ different? (*God made us each unique.*)
  - Why is each of us important to the Body of Christ? (*Each of us is unique, and the Church is better and stronger because not everyone is the same.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers: child playing—child sitting alone; person cooking—hungry person; priest—sick person*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.





## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Lead the children by reading the following prayer:
  - Gracious God, we thank you for all the unique people we have in our group. We thank you for our Church filled with different people all over the world. Please help us remember to celebrate the differences in each person because we know that together, we can do something beautiful for God.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

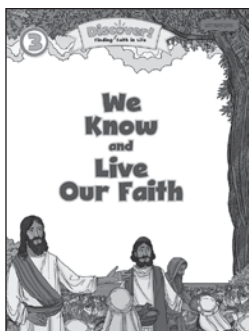


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Word *Church*,” page 6
- “The Church Is the Body of Christ,” page 7

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on pages 52–53 not used during any of the lessons to reinforce the core learning goals of the chapter.

## Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 52–53 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 1 Review,” and the chapter wrap-up.

## Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- none

### Materials Needed

- a variety of breads from different cultures, such as pita, challah, tortilla, and croissant

### Gifts from God (15 minutes)

- Invite the children to think of one of the gifts that they have. Help them brainstorm if necessary.
- Gather the children together in a circle. Select a child to begin, and invite the child to say, "My name is [insert name] and my gift is [insert gift]." Tell the next child to repeat what the first child said ("His/her name is [insert name] and his/her gift is [insert gift].") and then say the sentence again, inserting his or her own name and gift. Each child must repeat what all of the children before him or her said before adding his or her own name and gift.
- Help the children to remember as needed and continue the game until it comes back to the first child.
- Remind the children that even though some gifts may have been repeated, we are all unique and the Church needs all our gifts.

### Diversity Is Good!

- Check for any allergies or sensitivities (gluten, etc.) among the children. Do not use this activity if there are any food allergies or sensitivities.
- Obtain and display different samples of bread from different cultures, enough for the children to share a taste.
- Ask the group what differences they notice among the breads, and then invite them to enjoy tasting the different breads. Point out the differences, even in the different ways the breads are made.
- Ask whether anyone has a favorite bread. Remind the children that everyone has different tastes. While one of them might prefer one thing, someone else might prefer another.
- Explain that we have variety in our foods because people all over the world use their different talents and the different ingredients available to them. Remind the group that the diversity in our world helps to bring creativity to our food, and diversity in our Church makes the Church stronger and better. Help them understand that the Church needs all of our gifts.

**Materials Needed**

- a computer with internet access
- a computer projector

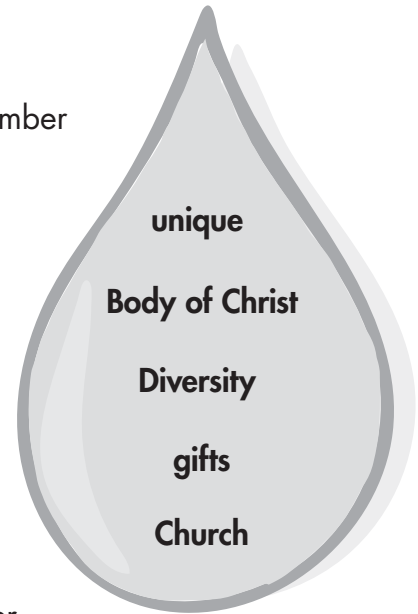
**We Are All Parts**

- Show the video “1 Corinthians 12 12–17 BIBLE STORIES FOR KIDS | Mr Potato Head | One Body Many Parts” (YouTube, 2:36) to the group.
- Invite a volunteer to reread the Scripture story on page 1808. Discuss how the video is a retelling of the Scripture story.
- Show the video “You Are the Body of Christ SONG | 1 CORINTHIANS 12:27 | Kids Bible Songs” (YouTube, 1:21), and invite the children to sing along.
- Invite volunteers to share the meaning of the two videos, and encourage them to discuss why it is important to understand that we are each a part of the Body of Christ, the Church.

# Chapter 1 Review

Read the words in the water droplet. Choose the correct word or phrase to complete each sentence. Write it on the line.

1. We are the \_\_\_\_\_ all the time, not just when we are celebrating Mass.
2. Each one of us is a \_\_\_\_\_ member of the Church.
3. We became members of the Church, the \_\_\_\_\_, in Baptism.
4. Each member of the Church has different \_\_\_\_\_ to share.
5. \_\_\_\_\_ makes the Church better, because we are not all the same.



Read the sentences. If the statement is true, write a *T* in the circle. If the statement is false, write an *F* in the circle.

6. We become members of the Body of Christ through Baptism.



9. In the Church, we try not to share our gifts with others.



7. The Church is made up of people who are all the same.



10. The Church is better and stronger when we all share our unique gifts.



8. The Church is made up of different people with different gifts.



# Part of the Church

Use the code to write the correct letters on the lines below to find the secret message. Then transfer the circled letter in your final answer to the space marked with the number 1 on the back of your folder.

<b>A</b> #	<b>B</b> ..	<b>C</b> *!	<b>D</b> ()	<b>E</b> {+	<b>F</b> #!
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Chapter  
**2**

# We Are Priestly People





## Chapter

## 2

# Chapter at a Glance

## Scripture Focus

1 Peter 2:4–10

## Chapter Goals

- to identify Jesus as the cornerstone of faith
- to explain that we become priestly people through Baptism
- to state that the Sacrament of Holy Orders is one special way to live in service to God's people

## Catechism Pillar

Celebrate

## Catechism References

1272–1280, 1536–1600

## Key Words

cornerstone, ordained

## Music Suggestions

- "Belonging Through Baptism," by John Burland (John Burland)
- "Building a City," by Gary Daigle, Therese Donohoo, and Rory Cooney (GIA Publications)

## Chapter 2

## Background Reflection

Peter calls us "living stones" for much the same reason that Paul calls us the "Body of Christ." We are each an important part of the Church. Peter reminds us that just like a stone in a building, our faith needs to be firm and connected to the cornerstone: Jesus. By connecting our life to Jesus, we make him the cornerstone of the life we are building for God.

Baptism connects us more closely to Christ, our cornerstone. And Peter tells us that because we are baptized, we are all a priestly people. We are all called to make our life holy by serving God and building the Kingdom of God.

In the Church, certain baptized men are ordained as deacons, priests, or bishops for special ministry in the Church. But it is important to remember that we all play a crucial role in building the Church and the Kingdom of God.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 2 activity booklet
- a board or poster to write on
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 2 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Ask the children to form groups of three or four, and tell them that they will have 1 minute to recall some of the things they did and learned in the previous chapter.
- Give the children 1 minute, and then call on the different groups to share what they remember from the last chapter. Write some of their responses on the board.
- Point out that they learned that each of us becomes an important part of the Body of Christ through our Baptism.
- Explain that in this chapter, they will learn some more about what it means to be a part of the Church and how we can serve the Church with our own lives.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the First Letter of Peter. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "1 Peter" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of 1 Peter (page 1920). If there is time, read, or have a volunteer read, the introduction to 1 and 2 Peter.
- Ask the children to find 1 Peter 2:4–10 (page 1922).
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 2 activity booklet
- a bag of smooth stones or rocks, such as river rocks
- markers

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to page 1922 in *The Catholic Children's Bible*.
- Tell them that Peter calls us "living stones" in his letter because together we use our gifts to build our life for God, just as stones together make up a structure.
- Explain that a **cornerstone** is the main stone that begins the construction of a stone building. Tell them that the cornerstone connects the walls as the building is constructed.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What does Peter mean when he says, "The stone which the builders rejected . . . / turned out to be the most important of all" (verse 7)? (*He is talking about Jesus, who died on the cross but rose from the dead. This shows how valuable Jesus is to our lives.*)
  - Why did Peter call us "living stones"? (*Each of us builds up our Church, like stones in a structure.*)
  - Who is the cornerstone of our faith? (*Jesus*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: living, used, chosen, priests*

### Understand It!

- Read aloud the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - A single stone might not look valuable. But many stones together can do great things.
  - Jesus is our cornerstone, the foundation stone of the Church.
  - We are living stones. We are called to build something great and wonderful in our lives.
  - God has chosen us to be his people, his holy nation of living stones.

### Live It!

- Read aloud the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Give each child a smooth stone and a marker. Ask the children to write “Jesus” on the stone using a marker.
- Invite the children to take their stone home and place it somewhere they’ll see it every day. Tell them that the stones will remind them that Jesus, our cornerstone, is our greatest gift.

### Tell It!

- Invite several volunteers to retell the Scripture story in their own words.
- Affirm the children for the points they remember. Help them with key points they may have left out.

### Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross



## Day 3—Discover!

### Materials Needed

- the chapter 2 activity booklet
- rocks of varied shapes and sizes
- newspapers or a blanket
- a ruler or tape measure (*optional*)
- materials for any of the additional activities you choose

## Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Core Learning Activity

### A Strong Foundation

- Create two teams of children. Explain to them that their goal is to build the tallest structure they can out of stones.
- Make two piles of rocks on newspapers, a blanket, or something else to protect the floor. Show the groups the two piles of rocks and assign a pile to each group.
- Explain to the groups that they can create their structure any way they want, but the goal is to build it as high as they possibly can. The highest structure will win.
- Give the groups a certain time frame to complete their structures (no more than 10 minutes).
- Consider making the challenge even more exciting by having the teams line up on the opposite side of the room from where the piles of rocks are. Create a relay challenge by having two people from each group run to the rock pile at the same time to begin building. At the end of 2 minutes, they must run back to their group and tag the next two people, who will continue building what their teammates started. This process repeats until the time runs out.

### Process the Activity

- Look at the two structures and determine which is the highest. You may want to have a ruler or tape measure handy for close calls.
- Ask the children to share what they had to do to build a tall structure.
- Point out the fact that their structures needed a strong foundation in order to be steady and stable enough to grow. Explain that the foundation is similar to the idea Peter presents in this chapter’s Scripture. Tell them that Jesus is the foundation, the cornerstone, of the Church.
- Explain that the Church has Jesus as the strong foundation, but it also needs each of us with our gifts and talents to help it grow. Tell the children that we are all called to use our lives—our words and actions—to spread the Christian message in the world.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 66 in its place.

## Core Teaching

- Remind the group that in the reading, Peter encourages us to “serve as holy priests” (verse 5). Explain that the role of priests is to make things holy through their words and actions. Tell them that we too can make things holy through our words and actions.
- Help the group to understand that we become priestly people through Baptism, in which we become part of the Church and are called to do God’s work. Invite volunteers to suggest examples of ways we do God’s work: for example, being kind, reading the Bible, praying for other people, playing fair, feeding the hungry, and going to Mass.
- Clarify that we are not the same type of priests as those who are **ordained**. Explain that *ordained* means “to be marked specially for service to the Church.” Tell the children that a man who is ordained becomes a deacon, priest, or bishop through the Sacrament of Holy Orders. Add that through the celebration of this sacrament, a man chooses to live his life in service to God’s people in a special way.
- Explain that ordained priests serve in many ways, but especially by celebrating the sacraments with us. Give examples of the way a priest serves, such as hearing confessions, celebrating the Eucharist, and anointing the sick.
- Clarify that women can also choose to serve God in a special way by joining a religious order. Nuns or sisters promise to serve God in a special way with their lives too. Remind the children that all of us are called to be holy and to serve God.
- Ask the children some questions to check for comprehension, such as the following:
  - What does it mean to be priestly people? (*We make life holy through our words and actions as a result of our Baptism.*)
  - How do we make life holy? (*We make life holy by serving God and working to make the world better.*)
  - What happens in the Sacrament of Holy Orders? (*A man becomes an ordained bishop, priest, or deacon.*)
  - What does an ordained priest do that is different from what you or I do? (*A priest serves the people of God in a special way. For example, he celebrates the sacraments in the Church.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answer: Baptism*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



# Day 4—Go!

## Materials Needed

- the chapter 2 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 2 Review,” one for each child
- copies of the handout “Called to be ‘Living Stones,’” one for each child
- the *Discover!* folder

**Note:** The handout “Chapter 2 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

## Opening

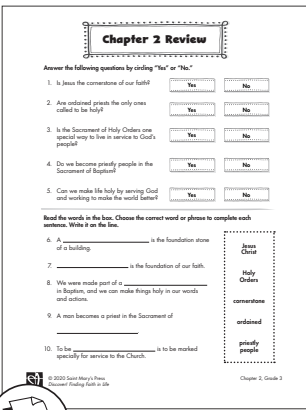
- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Review

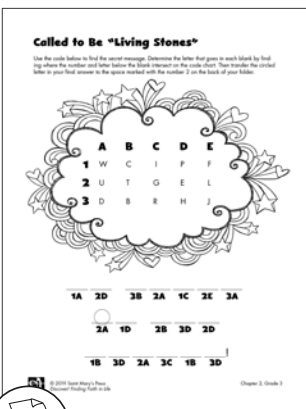
- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Jesus is the cornerstone of faith.
  - We become priestly people through Baptism.
  - The Sacrament of Holy Orders is one special way to live in service to God’s people.
- Give each child a copy of the handout “Chapter 2 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. Yes, 2. No, 3. Yes, 4. Yes, 5. Yes, 6. cornerstone, 7. Jesus Christ, 8. priestly people, 9. Holy Orders, 10. ordained*

## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint John Vianney, and lead the children in saying, “Saint John, pray for us.” Assure them that they can ask for Saint John’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Called to Be ‘Living Stones.’” Invite the children to complete the puzzle right away, or have them complete it at home, depending on time availability. *Answer: We build up the Church!*
- Remind the children to transfer the circled letter in their final answer (U) to the correct location on the folder.



**Note:** The handout “Called to Be Living Stones” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).



## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Pray the following prayer:
  - Jesus Christ, you are our cornerstone. We thank you for the Sacrament of Baptism by which we became members of the Church. Help us to become holy people who serve the Church through our words and actions.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

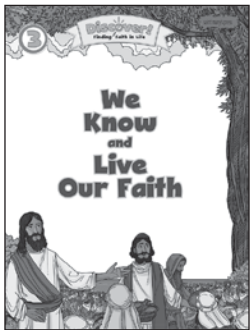


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Sacraments,” page 33
- “The Sacrament of Holy Orders,” page 34
- “The Ordination of Priests,” page 34
- “The Ordination of Bishops,” page 35
- “The Ordination of Deacons,” page 35

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.



## Activity Options

Use any of the additional activities on page 66 not used during any of the lessons to reinforce the core learning goals of the chapter.

## Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 66 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 2 Review,” and the chapter wrap-up.

## Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))— and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Chapter 2

#### Materials Needed

- smooth stones, one for each child
- paint and markers
- a bowl of holy water

#### Materials Needed

- none

#### Materials Needed

- a computer with internet access
- a computer projector
- blank paper

#### Living Stones (15 minutes)

- Have the children paint stones and then write their names on their stones. If the group has already done the Live It!, clarify that they will take their Jesus stones home but that their name stones will stay on the prayer table in your classroom.
- Place a bowl of holy water on the prayer table in your classroom. Invite each child to bring forward his or her name stone, place it on the prayer table, and then bless him or herself with the Sign of the Cross using the holy water.
- Conclude by reminding the group that Jesus is our cornerstone, and we are the living stones of the Church today. Explain that we become part of the Church through our Baptism. When we dip our hands in holy water and make the Sign of the Cross, we remember our Baptism.
- Consider keeping the stones on the table as part of your class prayer space throughout the year.

#### Priest's Visit (15 minutes)

- Invite a parish priest to visit your group, and ask him to discuss why he became a priest. Encourage him to share what he remembers about receiving the Sacrament of Holy Orders to become a deacon and then a priest.
- Explain to him that the children will be talking about how they became priestly people through Baptism. Encourage him to share how being an ordained priest is both similar to and different from the priestly mission of all baptized Christians.
- Ask the priest to discuss the possibility that some of the boys may be called to serve God in a special way through ordination.
- Invite the group to share any questions they might have for the priest.

#### What Is It Like?

- Show the video "Sacraments 101: Holy Orders (what ordination means)" (YouTube, 8:00) to the group.
- Clarify any words that were used that may be unfamiliar to the group.
- Ask the children to share any points that they found particularly interesting.
- Distribute the blank paper, and invite the children to write a brief note to their parish priest, telling him that they just started learning about Holy Orders and thanking him for being a priest.
- Encourage the children to take their letters home and send them to their priest. If most of the children come from the same parish, collect the letters and deliver them to the priest for the children.

# Chapter 2 Review

Answer the following questions by circling "Yes" or "No."

1. Is Jesus the cornerstone of our faith?

Yes

No

2. Are ordained priests the only ones called to be holy?

Yes

No

3. Is the Sacrament of Holy Orders one special way to live in service to God's people?

Yes

No

4. Do we become priestly people in the Sacrament of Baptism?

Yes

No

5. Can we make life holy by serving God and working to make the world better?

Yes

No

Read the words in the box. Choose the correct word or phrase to complete each sentence. Write it on the line.

6. A \_\_\_\_\_ is the foundation stone of a building.

7. \_\_\_\_\_ is the foundation of our faith.

8. We were made part of a \_\_\_\_\_ in Baptism, and we can make things holy in our words and actions.

9. A man becomes a priest in the Sacrament of \_\_\_\_\_.

10. To be \_\_\_\_\_ is to be marked specially for service to the Church.

Jesus  
Christ

Holy  
Orders

cornerstone

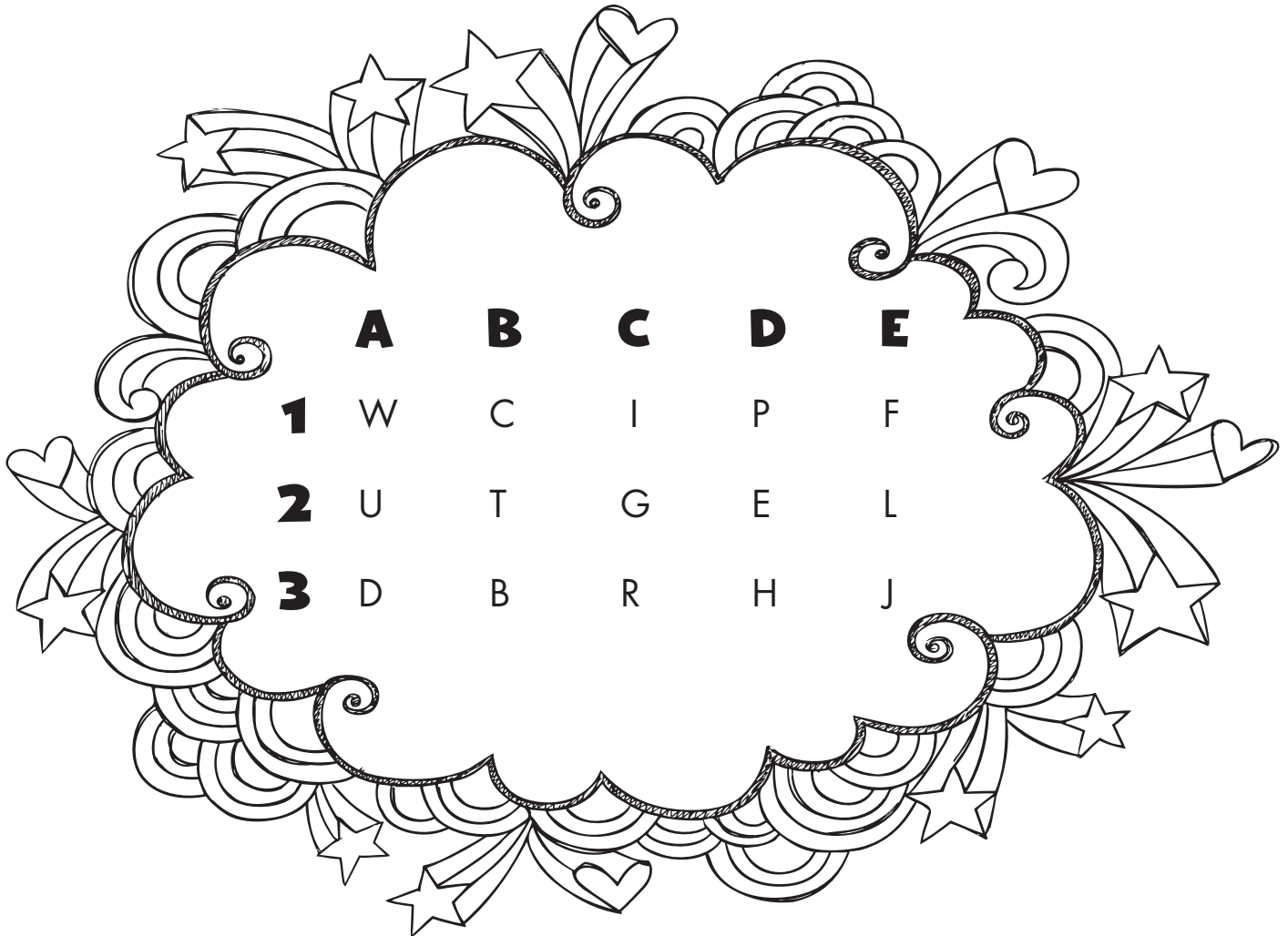
ordained

priestly  
people



# Called to Be "Living Stones"

Use the code below to find the secret message. Determine the letter that goes in each blank by finding where the number and letter below the blank intersect on the code chart. Then transfer the circled letter in your final answer to the space marked with the number 2 on the back of your folder.



\_\_\_\_\_

**1A    2D            3B    2A    1C    2E    3A**

○ \_\_\_\_\_

**2A    1D            2B    3D    2D**

\_\_\_\_\_!

**1B    3D    2A    3C    1B    3D**



Chapter

3

# We Offer Our Gifts to the Church




**Chapter  
3**

# Chapter at a Glance

## Scripture Focus

Romans 12:6–8

## Chapter Goals

- to state that God has given each one of us special gifts
- to identify that the gifts we are given are for serving others
- to recall that belonging to the Church means helping others and allowing others to help us

## Catechism Pillar

Live

## Catechism References

787–791, 1936–1937, 2003–2004

## Key Words

*accordance, grace, encourage, generously, authority*

## Music Suggestions

- “Never Too Young,” by Tom Booth and Carey Landry (OCP)
- “Be the Hands, the Heart of God,” by Janet Vogt and Mark Friedman (OCP)

## Background Reflection

Through the grace of God, we each have gifts or abilities that are unique. In his Letter to the Romans, Saint Paul tells us to use our gifts willingly and cheerfully. When we share our gifts with joy, they become gifts for others. We build the Church, the Body of Christ, when we use our gifts and recognize that these abilities come from God.

Often children are unsure what their gifts are. Praying, singing, smiling at someone who seems sad, doing their best in school, and showing good sportsmanship are all ways young people can make the Church strong.

As you prepare for this chapter, spend time reflecting on your own gifts. What simple things do you do every day to make the Body of Christ better? Recognizing your own gifts will help you bring to light the gifts the children in your class bring to the Church and to the world.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 3 activity booklet
- extra bookmarks for children who need replacements
- a gift-wrapped box with a mirror inside

### Opening

- Invite the children to turn to page 1 of the chapter 3 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Show a wrapped present (prepared in advance) to everyone. Ask everyone to name their favorite gift they received for a recent birthday or Christmas.
- Explain that gifts are often not a physical thing, like a toy or a stuffed animal. Tell the children that a gift can be an ability or a talent we have, such as singing, drawing, playing fair, or being able to comfort someone who is feeling sad.
- Allow the children to guess what they think might be in the box.
- Open the present and have the children take turns looking inside the box. They should see their reflection in the mirror placed at the bottom.
- Tell them that they are all gifts and that they all have gifts they can share with others.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Letter to the Romans. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Romans" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Romans (page 1769). If there is time, read, or have a volunteer read, the introduction to the book.

- Invite the children to find Romans 12:1–8 (page 1786). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1788. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on page 1786. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 3 activity booklet

## Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Scripture Focus

- Invite the children to use their bookmarks to return to pages 1788–1789 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see.
- Discuss the key words highlighted in the passage. Emphasize that we all receive the grace of God in Baptism.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What are we supposed to do with the gifts God has given us? (*Answers may vary: use them, share them, help others, and so on.*)
  - What should you do if your gift is to teach? (*Teach!*)
  - What does it mean to do something cheerfully? (*It means to do it without complaining, or with a good attitude.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. gifts, 2. speak, 3. generously, 4. kindness*



### Understand It!

- Read aloud the Understand It! on page 1789, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - God gave everyone certain gifts. Not everyone has the same gifts, and no one has all the gifts.
  - We need each other because we can each do different things.
  - When we use our gifts, we are helping other people. It is like giving them a gift.
  - We should use our gifts and not waste them. When we use God's gifts, we become better people.

### Live It!

- Have the children close their eyes, get comfortable, and take three deep breaths.
- Read aloud the Live It! on page 1789 as a prayerful reflection.
- Pause as you finish each question. After the last question, allow them to imagine how they could say thank you.
- Have the children open their eyes and together say, "Thank you, God, for these people. Amen."

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1789.
- Ask them to describe what gift the person has in each image.  
*(Image 1 shows a person speaking God's message. Image 2 shows a person teaching. Image 3 shows someone serving.)*

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 3 activity booklet
- materials for any of the additional activities you choose
- a long list of helpful and unhelpful ways people use their gifts

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Way to Go!

- Prepare a long list of actions that demonstrate people using their gifts in ways that are helpful to others and actions that demonstrate people not using their gifts in ways that are helpful to others. Choose examples that children can relate to, such as helping parents with dinner, reading a book to a younger sibling, not sharing some candy, and not picking up toys. Ensure your list has equal numbers of helpful and unhelpful examples.
- Invite the children to stand. Tell them that you are going to read a list of actions.
- Explain that when they hear an action that shows someone using their gifts in a way that is helpful to others, they should jump up and shout, "Yes, way to go!" Tell them that if they hear an action that shows someone not using their gifts in a way that is helpful to others, they should crouch (bend their knees and fold their body forward) and say, "Try again."
- Begin the activity, and call out the different scenarios, going faster and faster to create some excitement as the children respond by either jumping up and shouting or crouching down.

#### Process the Activity

- Discuss how everyone is given many different gifts. Explain that our gifts could be talents and abilities like being able to play an instrument, being good at art, being a good reader, having a good memory, or being a good dancer. Continue to explain that we also have been given the gift of our bodies, our senses, and our minds.
- Explain that these gifts allow us to do many good things for others. Tell the children that gifts can be big or small, but they are still gifts.

- Help the group to understand that our gifts are meant to be shared with others. Explain that sometimes we might not feel like sharing our gifts or we may want to keep some of our gifts hidden, but these gifts from God are meant to be shared.
- Explain that God gave us different abilities and talents so we might use them to make the world a better place. Tell the group that when we share our gifts, we are offering a gift to the world.

**Additional Activity Options**

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 79 in its place.

**Core Teaching**

- Have the group review the definition of *grace* on page 1788. Explain that we call our abilities “gifts” because everything that makes us who we are is a gift from God. Tell the children that it is God’s grace that gives us the ability to do good.
- Remind the group that Peter called us “living stones” in building the Kingdom of God. Recall that if part of the structure does not work right, or if even one stone is missing, the structure is not as strong.
- Remind the group that we become part of the Church—that is, we build the Kingdom of God—when we are baptized. Explain that God wants us to share the goodness and the gifts we have been given so we can do our part to build his Kingdom. Tell them that is why Saint Paul tells us to share generously in this chapter’s Scripture.
- Remind the group that belonging to the Church means helping others and allowing others to help us.
- Ask the children the following questions, and call on volunteers for responses:
  - Why is it important to know what our gifts are? (*We must know our gifts so we know how to use them.*)
  - Why should we share our gifts? (*Our gifts are from God. He means for us to use our gifts to serve others.*)
  - Why do we call them gifts? (*We call them gifts because God gave them to us.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers: Cross out the pictures of child saying “I don’t want this,” child dropping garbage. Circle all the other pictures.*

**Closing Prayer**

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Pray the following prayer with the group:
  - Gracious God, you have blessed us all with different gifts, talents, and paths to goodness. Help us find ways we can use our gifts in our every-day lives. Help us see that all good things and all the good that we do comes from you.
- Invite the group to respond by saying, “Amen,” and close with a final Sign of the Cross.

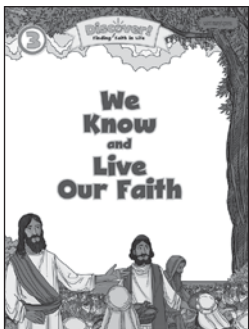


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### *We Know and Live Our Faith*

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Is the Body of Christ,” page 7
- “The Priesthood of Christ,” page 23

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on page 79 not used during any of the lessons to reinforce the core learning goals of the chapter.

## Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 79 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 3 Review,” and the chapter wrap-up.

## Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- envelopes, one for each child
- small slips of paper, several for each child
- markers, crayons, or colored pencils

### Materials Needed

- blank paper
- markers, crayons, or colored pencils

### Materials Needed

- a computer with internet access
- a computer projector

### Gift Envelopes (15 minutes)

- Distribute blank slips of paper, several for each child. Invite the children to write out the different gifts they have, one on each slip of paper. Help children who are struggling with ideas.
- Give each child an envelope, and invite them to put their slips of paper into the envelope.
- Distribute the drawing materials, and allow the children time to decorate their envelopes. Invite them to write “My Gifts to Share” on the front of the envelope.
- Tell the group that they can keep adding to their envelopes at home when they think of a new way they can use their gifts for others and for the Church.
- Encourage them to keep their envelope at home and to reach into it occasionally to remind themselves of the beautiful gifts they have to share.

### Gifts Acrostic (15 minutes)

- Distribute blank paper and the drawing materials, and have the children write their names vertically down the left side of the paper to set up an acrostic using their first name (or you can prepare these papers with names in advance so you can just hand them out to each child).
- Explain that they will use each letter of their name to think of gifts they have been given. For example, a child named Sue might write “speaking about God” next to the *S*; “understanding when someone is sad” next to the *U*; and “energy to help my parents” next to the *E*.
- Encourage the children to work as partners and share ideas, if they are having trouble thinking of gifts to go with the letters in their names. Be ready with ideas for children who have particularly difficult or long names.
- Conclude by telling the group that the gifts they have were given to them by God, and that these gifts make them unique. Explain that they are meant to share their gifts with others.

### Tool Box (15 minutes)

- Show the video “Tool Story (2003) SYF Gold Award 2005” (YouTube, 5:48) to the group.
- Discuss how each tool in the video has its own talent or ability.
- Ask the children to describe what happens when the tools try to do something they do not have a talent for, such as the saw trying to hammer the nails.
- Discuss what happens when all the tools use their talents in the right way to help one another.
- Help the children make the connection to our own gifts and talents and how we can use these with the gifts and talents of others to do great things.

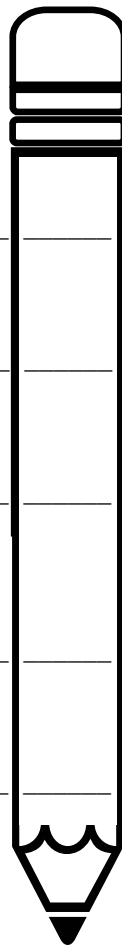




# We Are Given Gifts

Put the following words in alphabetical order. Then write the word that is revealed in the box on the lines below to discover what we are called to do with the gifts we have been given. Finally, transfer the circled letter in your final answer to the space marked with the number 3 on the back of your folder.

**Love Actions Grace Others Care**



**Answer:**

		○		
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Chapter  
**4**

# We Care for the Earth




 Chapter  
4

# Chapter at a Glance

## Scripture Focus

Psalm 104:5–15

## Chapter Goals

- to name the Book of Psalms as a group of songs and poems to God
- to state that some of the Psalms are prayers of praise to God
- to identify that we are entrusted with caring for the world because it was created for us by God

## Catechism Pillar

Live: Catholic Social Teaching

## Catholic Social Teaching Focus

Care for God's Creation

## Catechism References

293–294, 2415–2418, 2585–2589, 2639–2641

## Key Words

psalm, praise, entrusted

## Music Suggestions

- “Awesome God,” by Catholic Kids Worship (Catapult)
- “Shout to the Lord,” by Shout Praises Kids (Integrity Music)

## Background Reflection

The Book of Psalms is an essential part of the prayer of our Church. It includes prayers for all situations in life: prayers of praise, thanksgiving, frustration, and sorrow. We turn to the Psalms at each Mass to respond to and praise God after the first reading and before the Gospel. The Psalms speak of the intimacy of God, but they are also prayers of community. We are praising God and praying to him—not just for ourselves, but for the whole world.

In this chapter, we concentrate on a psalm that praises God for all his creation. Catholic social teaching tells us that as stewards of the gift of creation, we must care for all that God has made. Sometimes we need to step back and look at what sort of footprints we are leaving on this Earth. Before you begin this chapter, think about your own habits and how you care for the gift of God's creation.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 4 activity booklet
- extra bookmarks for children who need replacements
- a board or poster to write on

### Opening

- Invite the children to turn to page 1 of the chapter 4 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Invite the children to brainstorm about all the wonderful things they see in creation and write their responses on the board or in a place the children can see.
- Explain to them that when we appreciate the beauty in the world around us, we are thankful to God. Tell the group that our appreciation honors God, who created all things.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Book of Psalms. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Psalms" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*Old Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Wisdom Books. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Psalms (page 836). If there is time, read, or have a volunteer read, the introduction to the book.
- Encourage the children to find Psalm 104:5–15 (pages 921–922).
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 4 activity booklet
- blank paper, one piece for each child

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 921–922 in *The Catholic Children's Bible*.
- Tell them that a **psalm** is a song or poem written as a prayer to God.
- Explain that this psalm is a prayer of **praise** to God. Praise is when we honor God for all good things and also when we honor and thank God just for being God.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - Who is this psalm written to? (*God*)
  - What does the psalm say to God? (*The psalm recognizes that God created everything and cares for everything.*)
  - What parts are clues that this is a psalm of praise? (*The psalm's title is "In Praise of the Creator." The psalm admires all the wonderful things God has done in creation.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers will vary.*

### Understand It!

- Read aloud the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - To look at something with wonder is to look with awe and respect.
  - The writer of the psalm thought the world God made was wonderful.
  - God gave us the job of taking care of the world he gave us.

**Live It!**

- Read aloud the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Distribute the paper, and give everyone a chance to write a poem. Remind them that their poem can, but does not have to, rhyme. Consider whether the group could benefit from learning the format of a haiku as another possibility. (A haiku consists of three lines: the first with five syllables, the second with seven syllables, and the third with five syllables.)

**Tell It!**

- Invite several volunteers to share the main points of Psalm 104:5–15 in their own words.
- Affirm the points the children remember. Help them identify key points they may have left out.

**Closing Prayer**

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.

**Day 3—Discover!****Materials Needed**

- the chapter 4 activity booklet
- materials for any of the additional activities you choose
- pennies and dice
- index cards

**Opening**

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Core Learning Activity****What Am I?**

- Prepare index cards in advance, each with a word or phrase on one side related to caring for (or not caring for) creation: for example, "sun," "trees," "recycling plastics," "throwing trash on the ground," "running water while brushing teeth." Create enough index cards for at least half the number of children in the group to use one.
- Invite the children to stand in a circle, and tell them that you are going to play a guessing game using a stack of cards with words related to creation and the care of it.

- Explain that you will ask for a volunteer who will pick a card from the stack without looking and hold it facing out on his or her forehead so the other children can see the writing on the card.
- Tell the children that they will then shout clues for the word or phrase on the card. Explain they may not use the actual word or phrase.
- Encourage the child holding the card to guess what the card says based on the clues offered by the group. Once he or she guesses the word or phrase, invite another child to select a card. Continue the activity for 5 to 10 minutes.

### Process the Activity

- Use the ideas on the cards to discuss the different ways we care for creation, as well as ways that we might fail to care for creation.
- Explain that God created the world for our use, but he also made us responsible for caring for all creation.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 91 in its place.

### Core Teaching

- Explain that the Psalms were written as songs and prayers to God. Make the following points:
  - The Book of Psalms in the Bible contains 150 Psalms written for many different situations.
  - In this chapter, we read part of Psalm 104, which is a prayer of praise.
  - When we praise God, we honor him above all else, just for being God.
- Remind the children that when God made all of creation, he said it was good, and he cares for all of creation.
- Explain that when we praise God for creation, we are keeping wonder and awe in our minds and hearts.
- Help the children understand that it is our responsibility to take care of creation, using the following points:
  - When we litter, throw away food, mistreat our clothes, or waste other resources, we are *not* caring for God's creation. We are being irresponsible.
  - God **entrusted** us with the care for his creation. He created it for us. He gave us the responsibility to care for it, and he believes in our ability to use our resources wisely.
- Ask the children some questions to check for comprehension, such as the following:
  - How we can keep the wonder and awe of God's creation in our minds and hearts? (*We can offer prayers of praise to God.*)
  - What are we doing when we praise God? (*We are honoring God just for being God.*)

- Whose responsibility is it to care for God's creation? (*It is our responsibility.*)
- How does God want us to care for creation? (*God wants us to be responsible and use our resources wisely, not to waste or mistreat his creation.*)
- Invite the children to turn to the activity on page 3 of the activity booklet. Ask them to form pairs. Hand out a penny to each child, and give a die to each pair. Invite the children to play the game on page 3 with their partners.

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 4 activity booklet
- a board or poster to write on
- copies of the handout "Chapter 4 Review," one for each child
- copies of the handout "Praising God for Creation," one for each child
- the *Discover!* folder


### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Book of Psalms is a group of songs and poems to God.
  - Some of the Psalms are prayers of praise to God.
  - We are entrusted with caring for the world because it was created for us by God.
- Give each child a copy of the handout "Chapter 4 Review" if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. psalm, 2. responsibility, 3. Creation, 4. entrusted, 5. Praise, 6. True, 7. True, 8. False, 9. True, 10. False*

**Note:** The handout "Chapter 4 Review" can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).



### Chapter 4 Review

Choose the correct word to complete each sentence below. Write it on the line.

entrusted   
  psalm   
  praise   
  Creation   
  responsibility

1. A \_\_\_\_\_ is a song and prayer to God.
2. Caring for the Earth is a great \_\_\_\_\_.
3. \_\_\_\_\_ is everything that God made for us.
4. God \_\_\_\_\_ us with the care of all that he has made.
5. When we \_\_\_\_\_ God, we honor him above all else, just for being God.

Read the sentences below. If the statement is true, write True on the line. If the statement is false, write False on the line.

6. The Book of Psalms is a group of songs and poems to God. \_\_\_\_\_
7. Some of the Psalms are prayers of praise to God. \_\_\_\_\_
8. Caring for the Earth means throwing our trash on the ground. \_\_\_\_\_
9. The world was created for us by God. \_\_\_\_\_
10. We are free to do whatever we want with creation because God created it for us. \_\_\_\_\_

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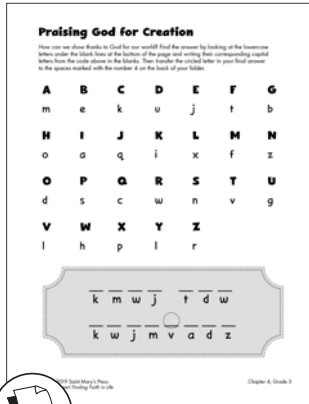
**Note:** The handout “Praising God for Creation” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Francis of Assisi, and lead the children in saying, “Saint Francis, pray for us.” Assure them that they can ask for Saint Francis’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Praising God for Creation.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Care for Creation*
- Remind the children to transfer the circled letter in their final answer (T) to the correct locations on their folder.

## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Lead the children in the following prayer:
  - God of all creation, we praise you with wonder and awe because of your beautiful world. We ask you to help us be good caretakers of all creation. Help us to always be aware of ways we can take care of the world.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

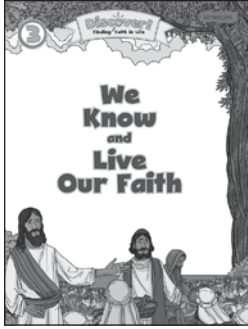


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



## **We Know and Live Our Faith**

The following article and activity in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this chapter:

- “The Prayer of Praise” + activity, pages 60–61

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

## **Activity Options**

Use any of the additional activities on page 91 not used during any of the lessons to reinforce the core learning goals of the chapter.

## **Review and Chapter Wrap-Up**

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 91 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 4 Review,” and the chapter wrap-up.

## **Liturgical Readings**

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- recyclable or compostable paper cups
- a small bag of potting soil
- vegetable seeds that germinate quickly, such as radish seeds or beans
- a pitcher of water

### Materials Needed

- clay or dough

### Materials Needed

- a computer with internet access
- a computer projector

### God's Garden (15 minutes)

- Hand out the cups. Then invite the children to fill their cups with potting soil.
- Distribute seeds, and invite the children to plant two or three seeds in their cups, about a finger's width below the soil. Then help each child carefully water their seeds.
- Discuss with the children how to care for their plants. Explain that they need to water the soil a little bit every day. Tell them that after seven to ten days, they should begin to see sprouts poking above the soil.
- Tell the children that once the plant has become a healthy seedling, they can repot it in a larger pot or plant it outside.
- Invite the children to brainstorm what this activity teaches them about God's creation.

### Our Own Creations (15 minutes)

- Give each child some clay or dough.
- Tell the children to use the clay to model something that represents their favorite part of God's creation. Allow 5–10 minutes for the children to work.
- Invite volunteers to share what they have made and why.
- Ask the volunteers to explain one way to care for the part of God's creation they have modeled.

### Sing and Move Along: God of Wonders (15 minutes)

- Show the video "God of Wonders—Lifeway VBS" (YouTube, 3:11) to the group. Be sure to preview the video yourself and practice the hand movements for the chorus so you become comfortable leading your group.
- Introduce the children to the hand movements for the chorus and lead them in practicing the chorus several times. Then play the entire video again and invite the children to sing along and do the hand movements.
- Invite volunteers to suggest ways we can praise God. Make the point that we praise God with our lives.

# Chapter 4 Review

Choose the correct word to complete each sentence below. Write it on the line.

entrusted      psalm      praise      Creation      responsibility

1. A \_\_\_\_\_ is a song and prayer to God.
2. Caring for the Earth is a great \_\_\_\_\_.
3. \_\_\_\_\_ is everything that God made for us.
4. God \_\_\_\_\_ us with the care of all that he has made.
5. When we \_\_\_\_\_ God, we honor him above all else, just for being God.

---

Read the sentences below. If the statement is true, write *True* on the line. If the statement is false, write *False* on the line.

6. The Book of Psalms is a group of songs and prayers to God. \_\_\_\_\_
7. Some of the Psalms are prayers of praise to God. \_\_\_\_\_
8. Caring for the Earth means throwing our trash on the ground. \_\_\_\_\_
9. The world was created for us by God. \_\_\_\_\_
10. We are free to do whatever we want with creation because God created it for us. \_\_\_\_\_



# Praising God for Creation

How can we show thanks to God for our world? Find the answer by looking at the lowercase letters under the blank lines at the bottom of the page and writing their corresponding capital letters from the code above in the blanks. Then transfer the circled letter in your final answer to the spaces marked with the number 4 on the back of your folder.

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
m	e	k	u	j	t	b
<b>H</b>	<b>I</b>	<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>	<b>N</b>
o	a	q	i	x	f	z
<b>O</b>	<b>P</b>	<b>Q</b>	<b>R</b>	<b>S</b>	<b>T</b>	<b>U</b>
d	s	c	w	n	v	g
<b>V</b>	<b>W</b>	<b>X</b>	<b>Y</b>	<b>Z</b>		
l	h	p	l	r		

\_\_\_\_\_

k m w j t d w

\_\_\_\_\_

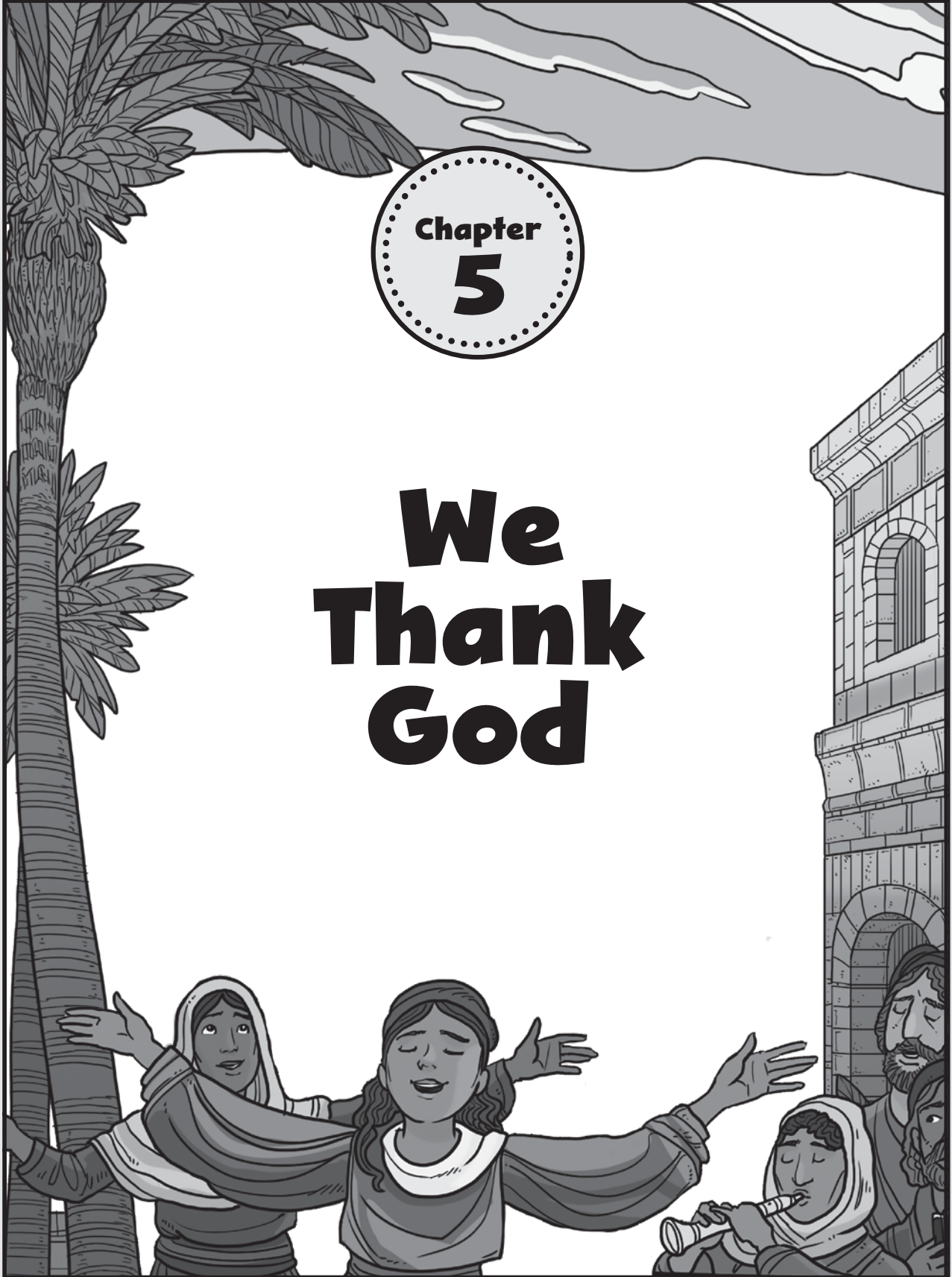
k w j m v a d z

○



Chapter  
**5**

# We Thank God




 Chapter  
**5**

# Chapter at a Glance

## Scripture Focus

Philippians 4:4–7

## Chapter Goals

- to explain that we can be joyful and thankful because God loves us
- to discuss that peace is the result of having joyful and thankful hearts
- to explain that expressing gratitude for what God has given us is called a prayer of thanksgiving

## Catechism Pillar

Pray

## Catechism References

293–294, 478, 1328, 1358–1360, 2637–2638

## Key Words

*union, rejoice, attitude, temporary, permanent, enduring, gratitude*

## Music Suggestions

- “Happy” (From *Despicable Me 2*), by Pharrell Williams (Columbia Records)
- “Thankful Heart,” by Kids in Tune (Kids in Tune)

## Background Reflection

What does it mean to be thankful? This question lies at the heart of our happiness. In his Letter to the Philippians, written while he was in prison, Saint Paul tells us that we should be thankful for the love of God within us—the gift of God’s grace.

Paul tells us to pray with a thankful heart, and not to worry, because we have what we need in God. Knowing the difference between what we need and what we want is key to being centered in God’s love.

We offer our prayer of thanksgiving to God through the celebration of Mass. The word *Eucharist* means “thanksgiving.” In celebrating the Eucharist, we express our gratitude for and faith in the glory of God. The next time you join in the Eucharist, approach the celebration with a thankful heart for the grace of God in you.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 5 activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 5 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Ask the children to take a minute to think quietly about what it means to love someone.
- Go around the room to invite each child to complete the following sentence: "Love is . . ."
- Ask volunteers to describe how they feel when they know they are loved. Encourage responses that include words like "happy" and "thankful."
- Ask the children to brainstorm some ways they show they are happy or thankful for someone's love.
- Tell the group that in this chapter you will be talking about God's love for us and our response to God's love.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Letter to the Philippians. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Philippians" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Philippians (page 1853). If there is time, read, or have a volunteer read, the introduction to the book.
- Invite the children to find Philippians 4:4–9 (page 1857). Point out the green leaf at the beginning and end of the passage.



- Have the children turn to the Featured Story on page 1858. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous page. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages in *The Catholic Children's Bible*, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 5 activity booklet

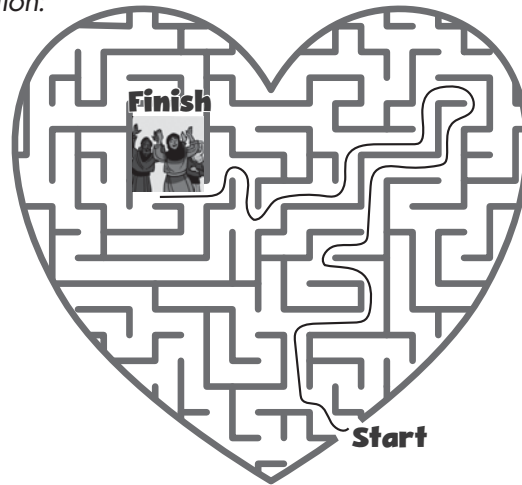
### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1858–1859 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see. (Answers might include celebrating, dancing, and thanking God.)
- Discuss the key words listed at the bottom of the Featured Story on page 1858.

- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What does Paul want us to do when we are in union with God? *(to be joyful and to rejoice, or celebrate)*
  - What should we ask God for in our prayers? *(what we need)*
  - When we pray, what should be our attitude? *(We should be thankful.)*
  - What does Saint Paul say we have difficulty understanding as human beings? *(He says we have difficulty understanding God's peace, because it so great and wonderful.)*
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Solution:*



### Understand It!

- Read aloud the Understand It! on page 1859, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Paul wrote this letter from prison. He shows us that no matter what is going on in our lives, we can still have joy and peace deep down.
  - We can be the happiest people in the world because Jesus saved us and made it possible for us to live forever.
  - We rejoice because we know we are God's children. He loves us and cares for us.
  - We spread our joy when we show it on our faces and in our actions.

### Live It!

- Read aloud the Live It! on page 1859, or have a volunteer read it.
- Challenge the children to make this thankful activity part of their nighttime prayers every evening before bed.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1859. Point out that these same images are used in the maze they just completed on page 2 of the activity booklet.
- Invite volunteers to describe what is happening in the Tell It! images. (*Image 1 shows children rejoicing in God. Image 2 shows someone with a gentle attitude. Image 3 shows someone praying to God for her needs. Image 4 shows that we are together with Christ in our hearts and minds.*)

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 5 activity booklet
- a board or poster to write on
- materials for any of the additional activities you choose
- music with speakers or a sound system

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Joyful Freeze Dance

- Prepare in advance by choosing an upbeat dance song, such as one of the music suggestions or any other joyful song.
- Invite the children to stand, and tell them they are going to play “freeze dance.” Explain that you will play a song, and whenever the music stops, they need to freeze. Tell them that before they can move again, everyone will need to shout one thing that makes them happy.
- Turn the music on and get everyone dancing.
- Stop the music. Make sure all the children freeze. Then have the children shout out, all at once, one thing that they are thankful for.
- Turn the music back on, and invite everyone to dance again. Continue for two or three more rounds. Each time, ask the children to shout out something that brings them joy or makes them thankful. Continue until the song ends.

## Process the Activity

- Explain that everyday things that bring us joy and happiness sometimes are **temporary** (meaning they do not last forever), but the joy and happiness from God’s love is **permanent** (meaning it lasts forever).
- Use some of the examples the children shouted to show the difference between temporary and permanent joy. For example, if someone shouted, “Candy!” you could explain that candy might taste great, but it would stop making you feel good if you just ate candy and nothing else. Explain that candy is a temporary joy. If someone shouted, “My mom!” you could explain that a parent’s love is permanent; it lasts forever.

## Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 105 in its place.

## Core Teaching

- Explain that God’s love for us is something that is **enduring**, which means “lasting.” Remind the children that God’s love doesn’t go away—it is always in us, in good times and in bad. Tell the children that is why we say it endures.
- Remind the group that God created us out of love, and we carry his grace in us. Make the following points:
  - Often the things we want only bring us temporary happiness.
  - When we understand the difference between what we want and what we need, we can be more at peace. For example, we might want candy, but we need nutritious food. We want to watch a favorite TV show, but we need our parents’ love.
  - Even when life is difficult—like when Paul was in prison—we can have peace in our hearts. Peace is the calmness we carry deep inside even when things are difficult around us.
  - We can have peace by knowing we are loved and by remembering all that Jesus did for us out of love.
  - We know deep down that God loves us, and his love is all we need. All other joys and sorrows are temporary.
- Ask the group what our response should be when we know we are loved so much by God. Lead the children to understand that we should be thankful and joyful, and that our thankful and joyful hearts will bring us peace.
- Explain that Paul tells us to rejoice because we are loved. Share some of the following points:
  - Rejoicing is one way to show God we are thankful for his love. When we rejoice, we share that joy with others.
  - Another way to express our **gratitude**, or thankfulness, is by our good attitude.

- We also show God we are thankful by spending time in prayer. Paul tells us to have a thankful heart when we pray and to not worry. It is easy to get caught up in day-to-day worries, but God's enduring love in us is what we need.
- When we thank God in our prayer, we offer a prayer of thanksgiving.
- Ask volunteers to suggest ways we can keep close to God so we can be more joyful. Lead them to answers that include prayer and going to Mass.
- Tell the group that the Mass is the Church's greatest prayer of thanksgiving. Explain that every time we gather for Mass, we show God how thankful we are for his love.
- Remind the children that *Eucharist* means "thanksgiving." Share the following points:
  - When we celebrate the Eucharist at Mass and say "Amen," we are telling God we are thankful.
  - Saying "Amen" is like saying "Yes, I believe."
  - We offer a great gift to God when we say "Amen" with a joyful heart!
- Ask the children some questions to check for comprehension, such as the following:
  - How long does God's love last? (*God's love lasts forever. It is an enduring love.*)
  - What is our response to knowing we are loved by God? (*We respond with joy or happiness.*)
  - What does lasting joy or happiness give us? (*peace*)
  - How do we show gratitude for God's love? (*by rejoicing, thanking God in prayer, and going to Mass*)
  - What kind of prayer is the Mass? (*It is our prayer of thanksgiving.*)
  - What does the word *Eucharist* mean? (*thanksgiving*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers: gratitude, thanksgiving*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 5 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 5 Review,” one for each child
- copies of the handout “A Grateful Heart,” one for each child
- the *Discover!* folder

**Note:** The handout “Chapter 5 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - We can be joyful and thankful because God loves us.
  - Peace is the result of having joyful and thankful hearts.
  - Expressing gratitude for what God has given us is called a prayer of thanksgiving.
- Give each child a copy of the handout “Chapter 5 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. T, 2. H, 3. A, 4. N, 5. K. The word in the blanks is THANK. 6. gratitude, 7. temporary, 8. rejoice, 9. permanent or enduring, 10. permanent or enduring*

#### Chapter 5 Review

- Read the sentences below. Write the letter in the box as directed, depending on whether the statement is true or false.
1. We can be joyful and thankful because God loves us. (If this is true, write a T in the box. If this is false, write a F in the box.)
  2. If we have joyful and thankful hearts, we will be grumpy. (If true, write an O in the box. If false, write an H in the box.)
  3. God's love lasts forever. (If true, write an A in the box. If false, write an M in the box.)
  4. A prayer of thanksgiving shows our dependence on God. (If true, write a B in the box. If false, write an N in the box.)
  5. The Mass is our greatest prayer of thanksgiving. (If true, write a K in the box. If false, write a V in the box.)

Read the sentences below. Find the word in the box that best matches each sentence. Write it on the line.

- | temporary | permanent | gratitude | rejoice | enduring |
|-----------|-----------|-----------|---------|----------|
| _____     | _____     | _____     | _____   | _____    |
| _____     | _____     | _____     | _____   | _____    |
| _____     | _____     | _____     | _____   | _____    |
| _____     | _____     | _____     | _____   | _____    |
| _____     | _____     | _____     | _____   | _____    |



## Chapter 5

**Note:** The handout “A Grateful Heart” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

#### A Grateful Heart

Place the following words into the correct boxes. Then use the letters in numbered boxes to write the code and use what we are called to do when we are grateful. Finally, transfer the circled letter in your final answer to the space marked with the number 7 in the box of your folder.

gratitude heart rejoice praise thanksgiving

3 6 8 1 5 2 4 7



### Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint John Bosco and lead the children in saying, “Saint John Bosco, pray for us.” Assure them that they can ask for Saint John Bosco’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “A Grateful Heart.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Thank God!*
- Remind the children to transfer the circled letter in their final answer (A) to the correct locations on their folder.

## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Pray the following prayer with the group by saying each line and then inviting the children to repeat after you.
  - Thank you, loving God,  
for the gift of your Son  
and for the gift of your peace  
that comes from having joyful and thankful hearts.  
As we leave our group today,  
help us to share your peace with others.  
Amen.
- Invite the children to exchange a sign of peace.
- Lead the children in a final Sign of the Cross.

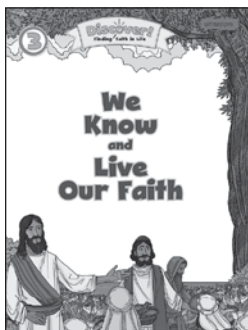


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### *We Know and Live Our Faith*

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Prayer of Thanksgiving” + activity, pages 58–59

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on page 105 not used during any of the lessons to reinforce the core learning goals of the chapter.

## Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 105 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 5 Review,” and the chapter wrap-up.

## Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.



## Additional Activities

### Materials Needed

- a board or poster to write on

### Wants and Needs (15 minutes)

- Ask volunteers to brainstorm things they want. Write their suggestions on the board. Remind the children that there are no wrong answers during brainstorming. Allow the children to suggest ideas for 5 minutes.
- Tell the group to look over everything written on the board. Have them point out which items are needs (circle them), and which items are wants (underline those). Discuss any items that might confuse the children, or items that might qualify as both needs and wants. For example, nutritious food is a need, but certain kinds of foods (such as cookies) might only be wants.
- Explain that when we pray to God, we should understand the difference between what we need and what we want. Tell the children that we feel most at peace when we have what we need and we remember God loves us.

### Materials Needed

- none

### Peace Be with You (15 minutes)

- Explain to the group that when we exchange the Sign of Peace at Mass, we are offering people God's peace and our hopes for them. Invite the children to brainstorm what hopes we are expressing when we offer the Sign of Peace.
- Tell them that when we say "Peace be with you," we are specifically telling people we hope they will know God's peace and know God loves them, and we hope they can feel peaceful no matter what is going on in their lives.
- Have the children practice giving the Sign of Peace to each other. Invite them to turn to a neighbor and offer a nice firm handshake. (You may need to demonstrate a firm, loving handshake—not too tight and not limp.) Then invite them to turn to another neighbor and offer a handshake. Tell them that hugs are also appropriate with friends and loved ones, if both people enjoy hugs.

### Materials Needed

- a computer with internet access
- a computer projector

### Sing and Move Along: Joy, Joy, Joy (15 minutes)

- Prepare in advance by watching the video "(I've Got The Joy) Down In My Heart in ASL & CC by Rock Church Deaf Ministry" (YouTube, 3:49) so you can learn three or four of the basic signs in the song: for example, the signs for *joy*, *Jesus*, and *heart*. If the signs in the song go by too quickly for you to learn them, consider checking individual signs through an internet search.
- Introduce to the children the signs you have learned.
- Show the video to the group. Have them sing along and sign the words you just showed them. Consider watching the video a few times.
- Tell the children that the joy of God's love is deeper than just what we feel at the moment.
- Explain that when we pay attention to the love of God in us, the joy of God becomes part of who we are and how we live.

# Chapter 5

# Review

Read the sentences below. Write the letter in the box as directed, depending on whether the statement is true or false.

1. We can be joyful and thankful because God loves us. (If this is true, write a *T* in the box. If this is false, write a *Z* in the box.)
2. If we have joyful and thankful hearts, we will be grumpy. (If true, write an *O* in the box. If false, write an *H* in the box.)
3. God's love lasts forever. (If true, write an *A* in the box. If false, write an *M* in the box.)
4. A prayer of thanksgiving shows our disrespect to God. (If true, write a *B* in the box. If false, write an *N* in the box.)
5. The Mass is our greatest prayer of thanksgiving. (If true, write a *K* in the box. If false, write a *Y* in the box.)

Read the sentences below. Find the word in the box that best matches each sentence. Write it on the line.

temporary      permanent      gratitude      rejoice      enduring

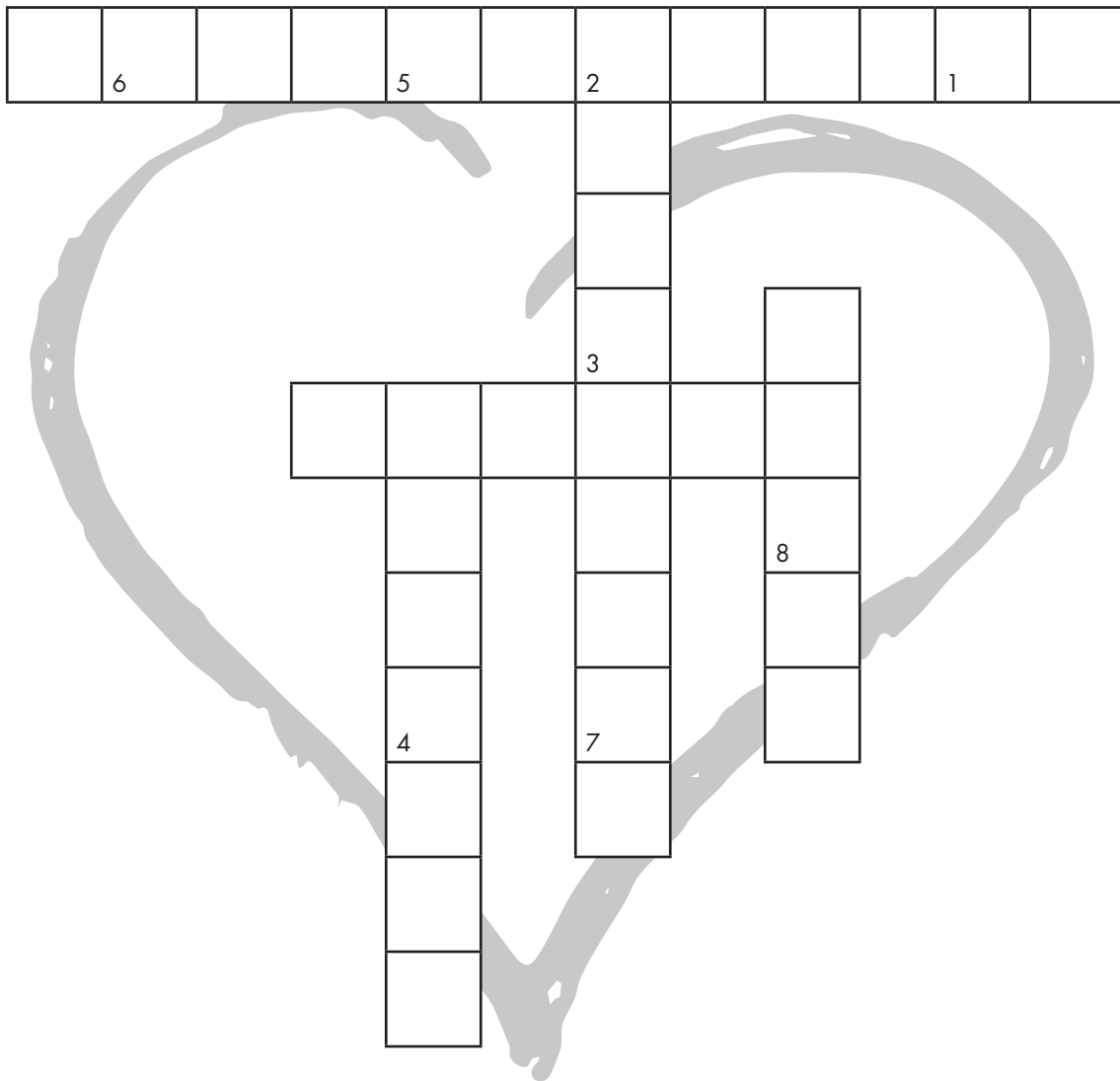
- \_\_\_\_\_ 6. We show our thankfulness for God's love by our good attitude.
- \_\_\_\_\_ 7. Everyday things that bring us joy and happiness do not last forever.
- \_\_\_\_\_ 8. We can celebrate and be happy because God loves us.
- \_\_\_\_\_ 9. Joy and happiness from God's love lasts forever.
- \_\_\_\_\_ 10. God's love does not go away.



# A Grateful Heart

Place the following words into the correct boxes. Then use the letters in numbered boxes to solve the code and see what we are called to do when we are grateful. Finally, transfer the circled letter in your final answer to the spaces marked with the number 5 on the back of your folder.

**gratitude heart rejoice praise thanksgiving**



\_\_\_\_\_    \_\_\_\_\_    ○    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    !  
 3    6    8    1    5                    2    4    7





# Discover!

Finding Faith in Life

## Unit 2

### Our Life in the Church

#### Chapter 6

Jesus Gives Us the Church . . . . . 110

#### Chapter 7

We Celebrate the Church Year . . . . . 124

#### Chapter 8

We Live the Faith of the Apostles . . . 139

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Workers Share Their Gifts . . . . . 151

#### Chapter 10

We Pray for Those in Need . . . . . 165

Chapter

6

# Jesus Gives Us the Church




 Chapter  
**6**

## Chapter at a Glance

### Scripture Focus

Matthew 16:15–19

### Chapter Goals

- to state that Jesus made Peter the first Pope
- to explain that the Pope teaches the Church to follow Jesus
- to recall that we belong to the Church

### Catechism Pillar

Believe

### Catechism References

551–553, 748–752, 781–795

### Key Words

*Messiah, foundation, prohibit, disciple, Apostle, mission, successor*

### Music Suggestions

- “We Are the Church,” by Christopher Walker (OCP)
- “We Are the Church,” by The All People Band (Harmony on the Southside)

### Background Reflection

When you think of the Church, what is the first thing that comes to your mind? your local parish building? Saint Peter’s Basilica in Rome? Our Church abounds with beautiful examples of architecture giving glory to God, but are they the Church? We go to a church building, but we, the baptized members of God’s family, *are* the Church. The Church is not a location. The Church is people.

Our Church was founded with a leadership that began with Peter and passed through the generations from Peter’s first successor to our current Pope. Each pope brings his own humanity to the role and is guided by Christ. And each pope, through his teaching, prayer, and example, helps us to follow Christ more closely.

Through your belief in Jesus and by the grace of Baptism, you became part of the Church, with the Pope as the guide and Jesus Christ as the Head. Everyone is welcome in the Church. It is through the Church’s mission and service as the People of God that we include everyone in our hopes and prayers for God’s Kingdom on Earth.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 6 activity booklet
- extra bookmarks for children who need replacements
- building blocks of various sizes and shapes

### Opening

- Invite the children to turn to page 1 of the chapter 6 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Prepare in advance by deciding whether to conduct this activity as a presentation in front of the entire class (if your group is small) or to adapt it for the children to carry out in small groups (if your group is large).
- Ask the children how many of them liked to build with blocks when they were younger. Encourage them to share what they think is the best way to start building a tower. Invite them to discuss what kind of blocks work best as a foundation, the base that a building is built upon.
- Emphasize that a solid foundation makes something you are building sturdier.
- Invite several volunteers to start building a block tower using blocks of various sizes as the foundation. Tell them that their goal is to create a strong foundation.
- Tell the children that in this chapter they will learn how the Catholic Church began and who Jesus chose as the foundation for the Church.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of Matthew. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Matthew" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Matthew (page 1446). If there is time, read, or have a volunteer read, the introduction to the gospel.



- Invite the children to find Matthew 16:13–20 (page 1486). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1488. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on page 1486. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages in *The Catholic Children’s Bible*, and explain that you will read this Scripture on day 2 to discover what it says.

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 6 activity booklet
- a picture of the current Pope
- a board or poster to write on

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children use their bookmarks to return to pages 1488–1489 in *The Catholic Children’s Bible*. Ask them to look at the artwork and share what they see.
- Explain the difference between a **disciple**—a follower of Jesus—and an **Apostle**—a person chosen by Jesus to be one of his close companions and to continue his work on Earth. Remind the children that the Twelve Apostles traveled everywhere with Jesus, who chose them to help continue his work on Earth after his death, Resurrection, and Ascension.
- Review the key words at the bottom of page 1488 before reading the Scripture passage.

- Read the Scripture passage to the children. Then ask several questions to check for comprehension, such as the following:
  - Who did Peter say Jesus was? (*“the Messiah, the Son of the living God” [verse 16]*)
  - What did Jesus mean by saying Peter is a rock? (*that Peter has a strong faith, and Jesus trusts Peter*)
  - Why did Jesus think Peter would be a good foundation for his Church? (*Peter’s strong faith made him a rock. Peter recognized who Jesus was.*)
  - What did Jesus say he would give to Peter? (*the keys to the Kingdom of Heaven*)
- Explain that Jesus did not literally give Peter a bunch of keys. Explain that a person who has a key to a door can control who can go in the door and who must stay out. Continue by explaining that Jesus was giving Peter the power to make rules about the Kingdom of God, in Heaven and on Earth.
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. prohibit, 2. rock, 3. keys, 4. Church, 5. Messiah*

### Understand It!

- Read aloud the Understand It! on page 1489, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Peter was the first to say that Jesus was the Messiah.
  - Jesus trusted Peter to be the leader of the Church.
  - Peter became our first Pope, or head of the Catholic Church.
  - Jesus gave Peter and all the popes, bishops, and priests who came after him the power to forgive sins and say Mass.
  - Our Church leaders share Jesus’ truth and love with all people.

### Live It!

- Read aloud the Live It! on page 1489, or have a volunteer read it.
- Ask the children who our Pope is now. Show a picture of the Pope, if available. Tell the group that it is important to pray for our Pope because he guides the whole Church. Explain that our Pope frequently asks us all to pray for him.
- Invite the children to brainstorm suggestions to fill out the second and third lines in the prayer. Write the answers on the board. Read the finished prayer aloud together as a class.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1489.
- Invite volunteers to describe what is happening in each image. (*Image 1 shows Jesus talking to Peter. Image 2 shows that the Church is built upon a strong foundation, Peter. Image 3 reminds us that Jesus gave Peter the keys to Heaven.*)

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 6 activity booklet
- a board or poster to write on
- materials for any of the additional activities you choose
- cardstock rectangle “bricks”

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Core Learning Activity

### Building Our Church

- Prepare two cardstock bricks for each child: one blank and one with a Church-related word on it (such as *people, sacraments, Holy Spirit, everyone, Apostles, saints, Jesus Christ, faith, love, Pope, Bible*).
- Remind the children that Jesus asked Peter to be the foundation of the Church and gave Peter the keys to the Kingdom. Explain that Peter was the foundation “stone” for our Church, built on faith.
- Give each child one brick with a Church-related word on it and one blank brick.
- Explain that we think of many different words when we think of Church. Ask the children to show the class some of the words on their bricks. Then invite the group to brainstorm other words that help us understand our Church. Try to steer the group away from words about physical buildings. Write the children’s suggestions on the board, and ask them to choose the ones they like most to write on their blank bricks. (Other words might include *priests, deacons, sisters, teachers, parish helpers, family, kindness, rules or Commandments, Eucharist, faith, love*, and even the children’s individual names.)
- Ask the children to help clear a space on the floor. Gather the group in a circle and invite them to build a church on the floor using their word bricks. Have the children reflect on how each word relates to the Church as you build together.

### Process the Activity

- Remind the children that the Church is made up of many different things, but it is more than just the building. Emphasize again that our Church is made up of all the people who have been baptized.
- Tell the group that our church buildings are places where we gather to pray, celebrate, and help others.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 120–121 in its place.

### Core Teaching

- Tell the children that they became part of the Church when they were baptized, and so they belong to the Church. Explain the following points:
  - We all are followers of Jesus, and the Church helps us and guides us.
  - We share in the **mission** of Jesus Christ because we are baptized. A mission is an important task or purpose that someone must fulfill.
  - Jesus' mission was to share the Good News about God's love and mercy for everyone.
  - Our Church carries on this mission through everyone who is baptized, and we are also guided by the leaders of our Church.
- Remind the group that Jesus handed on to Peter the authority to lead the Church. Tell them that Jesus made Peter the first Pope. Explain that the Pope today is the **successor** of Peter. Tell them that the word *successor* means "someone who follows another." Explain that each Pope and his authority can be traced all the way back to Peter.
- Remind the group that the Pope guides us, the Church, to follow what Jesus taught us.
- Invite the children to suggest ways the pope helps us be followers of Christ, and write their ideas on the board.
- Review the many ways we are Church together, sharing the following examples:
  - Each of us has celebrated sacraments by being baptized, receiving Holy Communion, and going to confession.
  - We praise God and pray for others through our worship at Mass.
  - We try to be kind and play fair in school, at home, and with our friends.
  - We help others by doing good deeds and sharing when we can.
  - We turn to our family and our Church community when we need help.

- Ask the children some questions to check for comprehension, such as the following:
  - Who is the Church? (*We are!*)
  - What main leader of the Church helps guide us to follow what Jesus taught us? (*the Pope*)
  - What are some ways we follow Jesus as the Church? (*by celebrating the sacraments, participating in Mass, and serving others*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 6 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 6 Review,” one for each child
- copies of the handout “Celebrating Our Pope,” one for each child
- numbered slips of paper
- the *Discover!* folder

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Jesus made Peter the first Pope.
  - The Pope teaches the Church to follow Jesus.
  - We belong to the Church.

**Note:** The handout “Chapter 6 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

**Chapter 6 Review**

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.

1. A \_\_\_\_\_ is someone who follows another.

2. An \_\_\_\_\_ is someone Jesus chose to be one of his close companions.

3. A \_\_\_\_\_ is a follower of Jesus.

4. The \_\_\_\_\_ is the Son of the world.

5. A \_\_\_\_\_ is an important job or purpose that someone must fulfill.

Circle the correct word or phrase to complete each sentence.

6. Jesus made the first Pope. **Andrew** **Peter**

7. The Pope teaches the Church to follow \_\_\_\_\_. **Jesus** **himself**

8. We belong to the \_\_\_\_\_. **Charity** **Church**

9. We praise God and follow Jesus by \_\_\_\_\_. **participating in Mass** **not paying attention at Mass**

10. As the Church, we also follow Jesus by \_\_\_\_\_. **doing good deeds and sharing** **taking care of ourselves only**

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- Give each child a copy of the handout “Chapter 6 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. successor, 2. Apostle, 3. disciple, 4. Messiah, 5. mission, 6. Peter, 7. Jesus, 8. Church, 9. participating in Mass, 10. doing good deeds and sharing*

### Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Peter, and lead the children in saying, “Saint Peter, pray for us.” Assure them that they can ask for Saint Peter’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Celebrating Our Pope.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: The head of the Church*
- Remind the children to transfer the circled letter in their final answer (F) to the correct location on their folder.

### Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Pray the following prayer with the class. You can also prepare in advance by printing the lines on four numbered slips of paper and giving them to four volunteers to read:
  - Dear Jesus, thank you for choosing Peter to begin our Church.
  - Help us to remember that we are an important part of the Church.
  - Help us listen with our ears and our heart for ways we can do good things to make the world more like you want it to be.
  - May God bless our Catholic Church and all the people of the world.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

**Note:** The handout “Celebrating Our Pope” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

**Celebrating Our Pope**

Solve the math problems below to reveal the code and to discover who the Pope is. See how fast you can do this! Then transfer the circled letter in your final answer to the space marked with the number 6 on the back of your folder.

$8 + 4 = 12$     $4 + 6 = 10$   
 $5 + 3 = 8$     $8 + 6 = 14$   
 $3 + 4 = 7$     $10 + 3 = 13$

$7 + 3 = R$     $9 - 5 = H$   
 $8 - 7 = A$     $4 + 2 = E$   
 $3 + 7 = D$     $4 + 1 = O$   
 $1 + 2 = F$     $6 - 4 = C$   
 $3 + 4 = U$     $4 + 4 = T$

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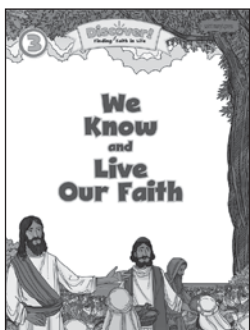


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “We Are Members of the Church,” page 6
- “The Word Church,” page 6
- “The Pope” + activity, pages 17–18

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on pages 120–121 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 120–121 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 6 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- construction paper, two sheets for each child
- several staplers
- markers or crayons

### I Am Catholic (15 minutes)

- Distribute two sheets of construction paper to each child. Instruct the children to stack the pieces together and then fold them in half to create an eight-page booklet. Have them staple the pages together on the fold line.
- Ask the children to write the title "I Am Catholic" on the cover of their booklets (page 1).
- Write the following sentences on the board, and invite the children to copy them on the inside pages:
  - Page 2: I am Catholic, and my name is \_\_\_\_\_.
  - Page 3: I belong to \_\_\_\_\_ Parish.
  - Page 4: My pastor is \_\_\_\_\_.
  - Page 5: We are in the (Arch)Diocese of \_\_\_\_\_.
  - Page 6: Our (arch)bishop is \_\_\_\_\_.
  - Page 7: We are part of the Roman Catholic Church.
  - Page 8 (back cover): Our Pope is \_\_\_\_\_.
- Distribute the markers or crayons. Invite the children to complete the sentences and to draw pictures to illustrate each page.
- Ask the children to take their booklets home and place them in a prominent location to remind them to pray for the Church this week.

### Materials Needed

- cube templates, one for each child
- markers
- several pairs of scissors
- several rolls of clear tape

### Prayer Cube (15 minutes)

- Find a cube template online for the children to use. This is a pattern that can be printed on paper that offers guidelines for how to make a three-dimensional cube.
- Distribute a template and a marker to each child. Ask the children to fill in each side of the block by writing the name of a saint or a prayer they know.
  - For example, one side of the block could read, "Saint Peter, pray for us."
  - You could prefill some squares in the template with standard prayers, such as the Angel of God, the Hail Mary, and the Our Father.
- Have the children cut out their completed template and fold it into a cube, taping the sides as they fold.
- Invite volunteers to roll their cubes like dice and pray aloud the prayer they land on.



**Materials Needed**

- a computer with internet access
- a computer projector
- a copy of *Dear Pope Francis: The Pope Answers Letters from Children Around the World* (Loyola Press, 2016) (optional)
- a world map

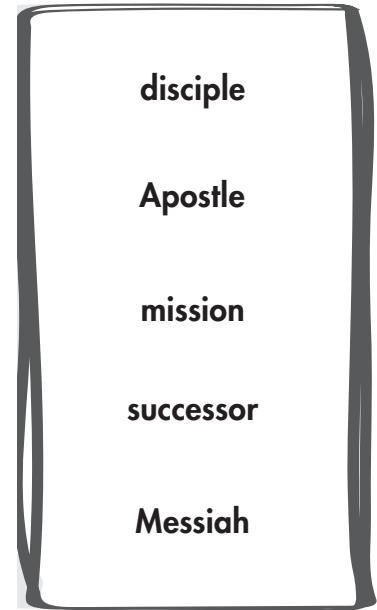
**Letters to the Pope (15 minutes)**

- Show the video “Pope Francis Writes First Children’s Book” (YouTube, 2:14) to the group. If you have access to the book *Dear Pope Francis*, consider following the video by reading some of the questions and answers to the group.
- Ask the children to brainstorm what it must be like to be the Pope.
- Have the children write a letter to the Pope, asking questions they might have. Alternately, write one letter as a class, and have everyone sign it.
- Show the children a world map. Point out where your classroom is located, and then point out where the Vatican is, so they can see how far their letters will travel.
- Mail the letter(s) to His Holiness, Pope Francis, Apostolic Palace, 00120 Vatican City.

# Chapter 6 Review

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.

1. A \_\_\_\_\_ is someone who follows another.
2. An \_\_\_\_\_ is someone Jesus chose to be one of his close companions.
3. A \_\_\_\_\_ is a follower of Jesus.
4. The \_\_\_\_\_ is the Savior of the world.
5. A \_\_\_\_\_ is an important task or purpose that someone must fulfill.



Circle the correct word or phrase to complete each sentence.

- |   |                                     |                                      |
|---|-------------------------------------|--------------------------------------|
| 6. Jesus made _____ the first Pope.               | <b>Andrew</b>                       | <b>Peter</b>                         |
| 7. The Pope teaches the Church to follow _____.   | <b>Jesus</b>                        | <b>himself</b>                       |
| 8. We belong to the _____.                        | <b>Charity</b>                      | <b>Church</b>                        |
| 9. We praise God and follow Jesus by _____.       | <b>participating in Mass</b>        | <b>not paying attention at Mass</b>  |
| 10. As the Church, we also follow Jesus by _____. | <b>doing good deeds and sharing</b> | <b>taking care of ourselves only</b> |



# Celebrating Our Pope

Solve the math problems below to reveal the code and to discover who the Pope is. See how fast you can do this! Then transfer the circled letter in your final answer to the space marked with the number 6 on the back of your folder.

$$\begin{array}{r} \overline{8} \quad \overline{4} \quad \overline{6} \quad \overline{4} \quad \overline{6} \quad \overline{1} \quad \overline{9} \\ \overline{5} \quad \overline{3} \quad \overline{8} \quad \overline{4} \quad \overline{6} \\ \overline{2} \quad \overline{4} \quad \overline{7} \quad \overline{10} \quad \overline{2} \quad \overline{4} \end{array}$$

$7 + 3 = \square = R$

$9 - 5 = \square = H$

$8 - 7 = \square = A$

$4 + 2 = \square = E$

$2 + 7 = \square = D$

$4 + 1 = \square = O$

$1 + 2 = \square = F$

$6 - 4 = \square = C$

$3 + 4 = \square = U$

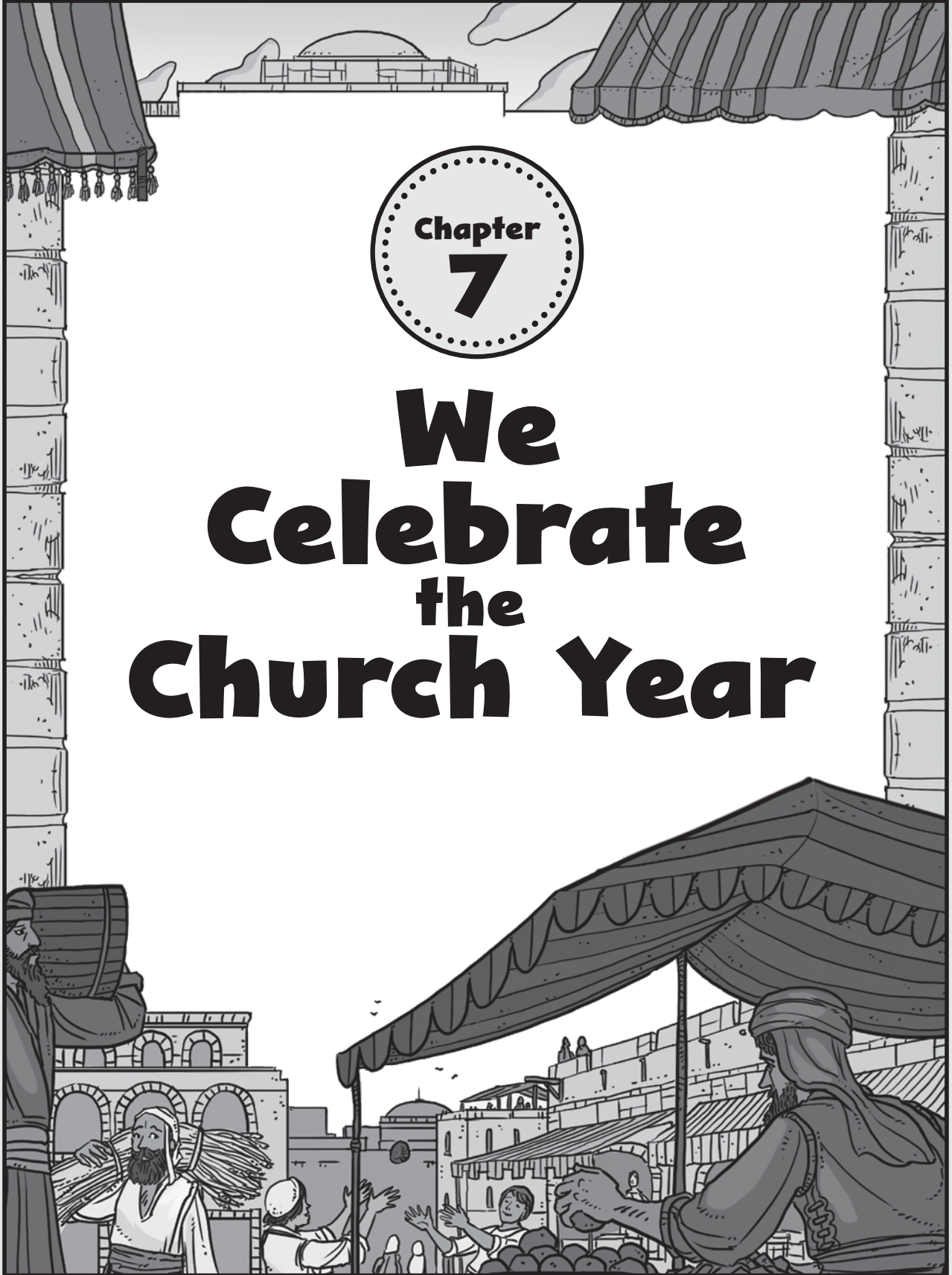
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Chapter

7

# We Celebrate the Church Year



## Chapter

## 7

# Chapter at a Glance

## Scripture Focus

Ecclesiastes 3:1–4

## Chapter Goals

- to identify that God created time and made a time for everything
- to explain that the Church calendar marks important times
- to name the seasons of the Church year and their relationship to Jesus' life

## Catechism Pillar

Celebrate

## Catechism References

1163–1173

## Church Year Calendar

A Church year calendar is available in black-and-white at the end of this book on page 434 and in full-color at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

## Key Words

*mourning*, liturgy, Liturgical Year, vestments

## Music Suggestions

- "He's Got the Whole World," by Cedarment Kids (Cedarment Kids)
- "A Time for Everything," by Dave Godfrey (Elevation Kids)

## Background Reflection

We mark the rhythm of our lives by seasons, birthdays, and holidays. We look forward to the next celebration, and we use calendars to help us remember important dates. The Church, as the Body of Christ, is no different. We mark time by observing Lent, Advent, saints' feast days, and holy days of obligation.

The Church year begins with the season of Advent, when we prepare to celebrate the birth of Christ. In Advent, we also celebrate the presence of Jesus in the sacraments and in the life of the Church today, and we wait for Christ to come again. The Church year then moves through different times of Jesus' life, so that in our liturgies we listen to Scripture passages celebrating Jesus' life, death, and Resurrection.

Looking at the entire Church calendar gives us the bigger picture of our liturgical celebrations so we can better understand what we do each week at Mass. Children may be especially surprised to learn that Christmas and Easter are entire seasons in the Church calendar, not single days. As you prepare this chapter, consider how you incorporate the Church calendar into your own calendar and how you walk with Jesus through the rhythms of your life.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 7 activity booklet
- extra bookmarks for children who need replacements
- a board, poster, or sheet of newsprint to write on

### Opening

- Invite the children to turn to page 1 of the chapter 7 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet to the group. Invite the children to say “Amen,” and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Create a large calendar (a grid of 3-x-4-inch squares) on the board or newsprint. Write the months of the year in the squares. Make sure there is room to write under each month.
- Ask the children when their birthdays are. Write their names in the calendar under the months of their birthdays.
- Explain that holidays are single days on our calendar. Then explain that seasons cover periods of several days or even weeks; so winter and spring are seasons because they last more than one day.
- Ask the children to think of other special times or seasons we celebrate, such as summer and fall, Independence Day, Thanksgiving, and Valentine’s Day. Add those celebrations and seasons under the appropriate months.
- Tell the group that all these celebrations and seasons are ways we mark time in the year.
- Explain that in this chapter the group will talk about the Church’s liturgical calendar, which helps us mark times and seasons to celebrate Jesus’ life, death, and Resurrection as well as important days in the life of the Church.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Book of Ecclesiastes. Invite the children to turn to page 15 in *The Catholic Children’s Bible* and find “Ecclesiastes” on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*Old Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Wisdom Books. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.

- Help the children to use the table of contents to find the first page of Ecclesiastes (page 994). If there is time, read, or have a volunteer read, the introduction to the book.
- Invite the children to find Ecclesiastes 3:1–8 (page 996). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 998. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on page 996. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages in *The Catholic Children's Bible*, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 7 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 998–999 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see.
- Explain that this reading comes from the Old Testament, written before Jesus was born. Tell the children that the author wanted to help us know that we need to trust in God through good times and difficult times.

- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - Who created time? (*God*)
  - Who chooses the time for everything to happen? (*God*)
  - If there is a time for planting, then there also must be a time for what? (*pulling up, or harvesting*)
  - Who sets the times for sorrow and joy? (*God*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: world, God, birth, time, joy, dancing*

### **Understand It!**

- Read aloud the Understand It! on page 999, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Life changes. Some days good things happen. Some days bad things happen.
  - God oversees the world and how it works.
  - We can love life as a gift from God.
  - When things happen that we don't like, we know they won't last forever.

### **Live It!**

- Read aloud the opening line in the Live It! on page 999.
- Invite the class to read the prayer together.

### **Tell It!**

- Ask the children to look at the images in the Tell It! on page 999.
- Invite volunteers to describe what each image shows and how it is related to the Scripture story. (*Image 1 shows that there is a time for birth. Image 2 shows a time for planting. Image 3 shows a time for building. Image 4 shows a time for dancing.*)

### **Closing Prayer**

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.





## Day 3—Discover!

### Materials Needed

- the chapter 7 activity booklet
- a board or poster to write on
- a tray, ten small items, and a cloth to cover the tray
- blank paper, one for each child
- copies of the handout “Church Year Calendar,” one for each child
- sets of purple, yellow or gold, green, and red crayons; one for each child
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Remembering

- Prepare in advance a tray with up to ten items hidden under a cloth. The items should reflect important secular and liturgical dates and seasons, such as a small Nativity, statue of Mary, purple cloth, nails, water, bread, fish, rock, candle, angel, U.S. flag, penny with the Lincoln side up, cross, red heart, or a picture of a pilgrim from the first Thanksgiving.
- Give each child a blank piece of paper.
- Gather the children around a table with the tray of items covered with the cloth. Tell them to leave the paper at their seats. Explain that you will show them what is under the cloth for 30 seconds.
- Lift the cloth for 30 seconds to allow the group to view what is under the cloth. Cover the tray. Ask the children to return to their seats and list everything they remember seeing. Allow 2–3 minutes for the children to write.
- Ask the children to bring their lists back to the tray. Reveal the items again, and ask the children to compare their lists to what is on the tray.

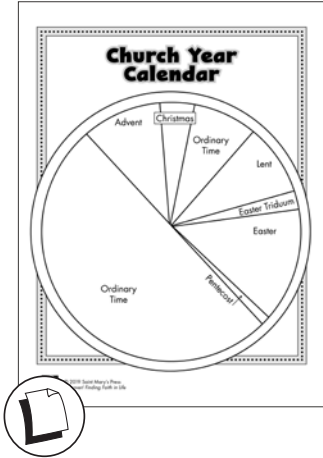
#### Process the Activity

- Ask volunteers to identify which items they forgot. Try to identify which items were most and least memorable for the entire group.
- Ask if the children know what the different items represent. Lead them to notice that the items represent different events or times during the Church year and the secular, or nonreligious, calendar year.
- Tell the group that sometimes we need help remembering things. Explain that a calendar is one tool we use to help us remember important times in our lives.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 135–136 in its place.

**Note:** The handout “Church Year Calendar” can be found on page 434 or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



### Core Teaching

- Tell the group that just as our families use a calendar to mark appointments and important days during the school year, the Church has a calendar.
- Explain that our celebrations as a Church are called **liturgy**, so the Church calendar follows the **Liturgical Year**. Tell the children that *Liturgical Year* refers to the calendar of seasonal celebrations that help us focus on important days in the life of Jesus and in our Church. Explain that it is also called the *Church Year*.
- Point out to the children that the Church also changes colors for different days and seasons. Remind them that we see these colors change in the priest’s **vestments** (clothing the priest wears when celebrating the Eucharist and the other sacraments) and in the decorations in the church. Explain that the colors change to help us know what season we are celebrating in the liturgical calendar.
- Distribute the handout “Church Year Calendar” and the crayon sets, one of each to each child.
- Have the children find Advent and share that the First Sunday of Advent is the Church’s “New Year’s Day” because this is the day the Liturgical Year begins. Explain that purple is the color for the season of Advent because purple represents preparation, and Advent is a season of preparation. Ask the children to color in the Advent section of the calendar with their purple crayons.
- Tell the group that in Advent we joyfully prepare to celebrate Jesus’ birth, we celebrate his presence in the sacraments and in the life of the Church today, and we wait for him to come again.
- Have the children find Christmas. Explain to the children that Christmas comes next and is not a single day on the Church calendar but rather a season. Include some of the following points:
  - White or gold is the color for the Christmas season because white or gold signifies newness, joy, and celebration.
  - The Christmas season begins on Christmas Day and includes the Feast of Epiphany, when we celebrate the Three Kings’ visit to the baby Jesus.
  - The Christmas season ends with the Feast of the Baptism of Jesus (usually about the second week of January), when Jesus is baptized by John and begins his mission.
- Ask the children to color in the Christmas season section of the calendar with their yellow or gold crayons.

- Have the children find the small segment of Ordinary Time and share the following points:
  - Green is the color for Ordinary Time because it is the color of hope.
  - Ordinary Time on the Church calendar is a time when we hear about Jesus' life and ministry.
  - Ordinary Time after the Christmas season is the shorter season of Ordinary Time.
- Ask the children to color in the small Ordinary Time section of the calendar with their green crayons .
- Have the children locate Lent, tell them this is the next season, and share the following points:
  - Purple is the color for Lent because it is also a time of preparation, like Advent. During Lent we prepare for Easter.
  - Purple is also the color for Lent because Lent is a time of penance, a special time of prayer and giving to others.
  - During Lent we think about all that Jesus did for us and remember his last days.
  - We also stop singing the Gloria and the Alleluia during Masses in Lent.
- Ask the children to color in the season of Lent section of the calendar with their purple crayons.
- Point out the Easter Triduum on the circle. Explain that *Triduum* means "three days." During these three days, we remember the Passion, death, and Resurrection of Jesus. These days include Holy Thursday evening, Good Friday, Holy Saturday, and Easter Sunday. Have the children leave this section white.
- Point out Easter and explain that, like Christmas, Easter is not a single day on the Church calendar but rather a season. Include the following points:
  - White or gold is the color for the Easter season because white or gold signifies newness, joy, and celebration.
  - The season of Easter lasts fifty days.
  - We have a lot to celebrate in the Resurrection, so we once again sing the Alleluia and the Gloria during our Masses.
- Ask the children to color in the season of Easter section with their yellow or gold crayons.
- Have the children find Pentecost and explain that red is the color for Pentecost because it reminds us of the fire of the Holy Spirit. *(Optional: You may also wish to explain that the color red marks other important days of the Church involving Christ's Passion and death, as well as the death of martyrs. For example, some children may have noticed that the priest wears red vestments on Good Friday, when we commemorate Jesus' death on the cross.)*
- Tell the group that Pentecost marks the end of the Easter season and the beginning of the Church because it is the day when God the Father and his Son, Jesus, sent the Holy Spirit to the Apostles.
- Ask the children to color Pentecost red on their calendars.

- Point out Ordinary Time a second time on the circle, following Pentecost. Explain this second period of Ordinary Time to the group with the following points:
  - After Pentecost we return to Ordinary Time and to the color green.
  - This is another period on the Church calendar when we learn more about Jesus and his life.
  - Ordinary Time after Pentecost is the longer season of Ordinary Time.
- Ask the children to color this longer Ordinary Time section green on the calendar.
- Explain that we circle back to Advent and begin again. Invite the children to notice that our Church year is like a giant circle or wheel that helps us celebrate the life of Jesus Christ.
- Tell the group that the year includes other celebrations to mark events in the life of Jesus and the Church, including the feasts of different saints and special days for Mary.
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet to the group. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 7 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 7 Review,” one for each child
- copies of the handout “The Church Year,” one for each child
- the *Discover!* folder

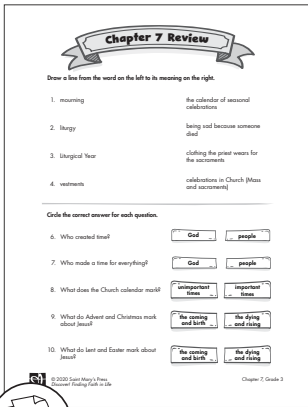
### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.

**Note:** The handout “Chapter 7 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

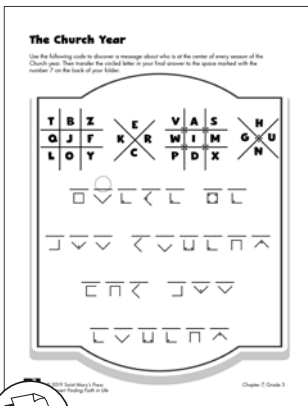


- Ensure that the following points are made, write them on the board, and circle them:
  - God created time and made a time for everything.
  - The purpose of the Church calendar is to mark important times.
  - Each season of the Church year relates to Jesus’ life.
- Give each child a copy of the handout “Chapter 7 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. being sad because someone died, 2. celebrations in Church (Mass and sacraments), 3. the calendar of seasonal celebrations, 4. clothing the priest wears for the sacraments, 5. the calendar of seasonal celebrations, 6. God, 7. God, 8. important times, 9. the coming and birth, 10. the dying and rising*

## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Benedict of Nursia, and lead the children in saying, “Saint Benedict, pray for us.” Assure them that they can ask for Saint Benedict’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “The Church Year.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Jesus is the reason for the season.*
- Remind the children to transfer the circled letter in their final answer (E) to the correct location on the folder.

**Note:** The handout “The Church Year” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Lead the children in the following prayer by reading each line and having the children repeat after you:

➤ Heavenly Father,  
we thank you for the beauty of the seasons  
and the time we have together.

Jesus Christ,  
help us celebrate  
your life with the Church  
in a way that honors you.

Holy Spirit,  
give us strength  
so we can use our time wisely.

- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

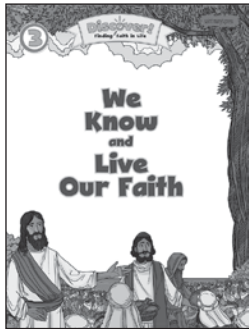


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Year” + activity, pages 28–29

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on pages 135–136 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 135–136 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 7 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

# Additional Activities

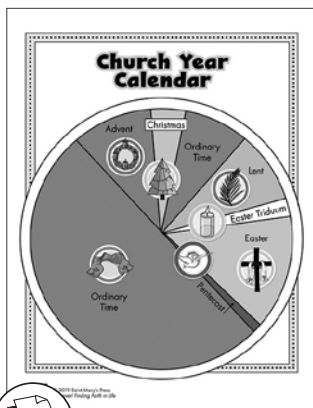
## Materials Needed

- a full-color Church year calendar
- index cards

**Note:** The full-color Church year calendar can be accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

## A Flash Card Calendar Game (15 minutes)

- Prepare a “deck” of index cards to represent the liturgical year. On one side of each card, write a Church season. On the other side, draw a square of the liturgical color of the season. Note that some colors will refer to more than one season, so the color purple would have “Advent or Lent” written on the back. Making more than one deck will allow you to divide the group into smaller groups for the children to use the cards themselves.
- Show the group a copy of the full-color Church year calendar.
- Review each season by discussing its color and meaning.
- Allow the children to look at the calendar and urge them to note what color goes with each season.
- Put the calendar away and invite the children to test their knowledge. Show the flash cards one by one, either by the season or the color of the season, asking the children to name the corresponding season or color.



**Materials Needed**

- 18-inch bundles of four strands of embroidery floss (one strand of green, red, white or gold, and purple), one for each child
- tape

**Materials Needed**

- a computer with internet access
- a computer projector

**Friendship with Jesus Bracelets (15 minutes)**

- Tell the children they will make friendship bracelets using the colors of the liturgical calendar to celebrate their friendship with Jesus.
- Give each child a bundle of embroidery floss made up of one strand each of green, red, white or gold, and purple, knotted together at one end.
- Have the children tape the knotted end of their bundles to their tables or desks to make it easier for the children to braid the string. Demonstrate the braiding technique as needed so the children understand how to braid four strands together. (You may wish to review video tutorials online in preparation for this activity.)
- Discuss the different seasons of the Church and their liturgical colors as the children make their bracelets. Ask the children to brainstorm where we see these colors change in the Mass and other liturgical celebrations (such as the priest's vestments, the altar decorations, wall hangings, and other areas in the sanctuary).
- Ask the children to knot their braids together at one end and then wear them on their wrists. Explain that the bracelets can help them grow in friendship with Jesus by reminding them of important days and seasons in Jesus' life.

**Sing Along: A Time for Everything (15 minutes)**

- Show the video "A Time for Everything," by Steve Wood (YouTube, 3:05), to the group. Play it a few times, and invite the children to sing along with the words in the video.
- Explain to the group that time is a gift from God, and we have a time for everything.
- Remind the children that how we spend our time shows what we think is important.
- Explain that we need to make time for God each day. Ask volunteers to suggest ways to do so (such as praying, going to Mass, and reading the Bible).
- Tell the group that our Church sets aside times during the year to celebrate different parts of Jesus' life and his death and Resurrection.



# Chapter 7 Review

Draw a line from the word on the left to its meaning on the right.

- |                    |  |
|--------------------|--|
| 1. mourning        | the calendar of seasonal celebrations        |
| 2. liturgy         | being sad because someone died               |
| 3. Liturgical Year | clothing the priest wears for the sacraments |
| 4. vestments       | celebrations in Church (Mass and sacraments) |

Circle the correct answer for each question.

6. Who created time?

God

people

7. Who made a time for everything?

God

people

8. What does the Church calendar mark?

unimportant times

important times

9. What do Advent and Christmas mark about Jesus?

the coming and birth

the dying and rising

10. What do Lent and Easter mark about Jesus?

the coming and birth

the dying and rising



# The Church Year

Use the following code to discover a message about who is at the center of every season of the Church year. Then transfer the circled letter in your final answer to the space marked with the number 7 on the back of your folder.

T	B	Z		E	V	A	S		H
Q	J	F		K	W	I	M		G
L	O	Y		C	P	D	X		N

O



Chapter

8

# We Live the Faith of the Apostles




 Chapter  
8

# Chapter at a Glance

## Scripture Focus

1 Timothy 4:11–16

## Chapter Goals

- to state that Paul’s instructions to Timothy apply to each of us as servants of Jesus
- to identify the bishops of the Church as teachers and leaders who help us to follow Jesus
- to explain that the faith has been handed down from the Apostles

## Catechism Pillar

Live

## Catechism References

857–863, 869, 874–896

## Key Words

knowledge, wisdom, bishop, authority, Apostolic

## Music Suggestions

- “Go Out, Go Out,” by Curtis Stephan (OCP)
- “Go Make a Difference,” by Steve Angrisano and Tom Tomaszek (OCP)

## Background Reflection

In this chapter, we read a passage from a letter from Saint Paul to Saint Timothy. We learn that Timothy is a young bishop in the early Church whose guide is Paul. In this letter, Paul encourages Timothy to take care to practice his faith in word and deed. Like Timothy, we also pass on the faith to others in word and deed: studying Scripture, talking about the Gospel, and being a good example. As our faith grows, so does the faith of those around us.

We can trace the authority of our bishops all the way back to Saint Peter. He received his authority from Jesus and in turn laid hands upon the other Apostles to call them to continue to teach and lead people. The Apostles, as the first bishops, continued this tradition, and so each generation of bishops has passed this apostolic authority on to the next, through the power of the Holy Spirit. This is why we say our Church is apostolic. Apostolic Succession gives our bishops the authority to lead and teach us.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 8 activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 8 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Play "Two Truths and a Lie" with the children. Explain that you will list three things: two that are true and one that is not. Use the following example: "Jesus taught the disciples, Jesus ate meals with sinners, and Jesus wrote everything he did in a book." Ask volunteers to guess which item in the group is not true.
- Continue to play the game by listing groups of three things and asking the children to identify which one is not true. Use personal examples or examples from the life of Jesus.
- Invite volunteers to come up with their own examples, time permitting, and have the other children guess which of their items is not true.
- Explain to the group that sometimes we find it hard to know what is true and what is not. Tell the children it is important to listen to people who have **knowledge**, or good information, and **wisdom**, which is a deeper understanding of that knowledge.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the First Letter to Timothy. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "1 Timothy" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of 1 Timothy (page 1877). If there is time, read, or have a volunteer read, the introduction to the First and Second Letters to Timothy.

- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 8 activity booklet
- sticky notes, one for each child

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to page 1880 in *The Catholic Children's Bible*.
- Explain that Timothy was a young **bishop** in the Church. Tell the children that a bishop is the main teacher and shepherd of a diocese. Continue with the following points:
  - A bishop is one Church leader who teaches us how to follow Jesus by setting a good example and guiding priests and parishes.
  - Each bishop works with other bishops to support the work of the Pope and the Church.
- Tell the children that Paul wrote this letter to encourage Timothy because he was young and just learning to be a bishop. Explain that Paul wanted Timothy to remember all that Paul had taught him about Jesus.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - Does it matter that Timothy is young? (*No, it doesn't matter.*)
  - What are some ways Timothy can set a good example? (*by how he talks and lives, by proclaiming the Scriptures, by teaching, and by practicing his faith publicly*)
  - Why is it important for Timothy to be an example for others? (*He is a bishop, so he is supposed to lead the Church.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. T, 2. F, 3. F, 4. T, 5. T*

### Understand It!

- Read aloud the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Timothy is a young bishop, a Church leader.
  - As a Church leader, Timothy should be an example to others, study the Scriptures, and use his gifts to help others.
  - Young people have enthusiasm and gifts to share, and young people can study the Scriptures too.

### Live It!

- Read aloud the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Give the children a minute to think about someone they would like to encourage.
- Hand out sticky notes, at least one for each child. Ask the children to write their encouraging message on their sticky note and then make plans to place it where their intended recipient will see it.

### Tell It!

- Invite several volunteers to retell Paul's message to Timothy in their own words.
- Affirm the points the children remember. Help them with key points they may have left out.

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 8 activity booklet
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Core Learning Activity

### Follow the Leader

- Ask the children to line up behind you. Tell them that you will be the leader, and explain that they must follow your actions.
- Walk around the classroom (or outdoors, if appropriate), and do different actions such as taking giant steps, wiggling your arms, or doing jumping jacks. Ensure the children are following you and imitating your actions.
- Invite volunteers to take turns being the leader, and have the other children follow each leader in turn.

### Process the Activity

- Ask the children what made it easy or hard to follow the leaders.
- Invite the group to discuss what makes a good leader.
- Ask the children what would have happened if someone in the middle of the line had decided to do something different. Lead them to realize that the results might have been confusion, or people following the wrong leader.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 148 in its place.

## Core Teaching

- Explain that the leaders of our Church are the bishops, with the Pope as their head. Tell the children that the bishops are our guides to Church teachings, and that we are supposed to listen when the bishops teach us and guide us.
- Tell the group that the bishops' **authority** goes all the way back to the first Pope, the Apostle Peter. Explain that *authority* is the power and responsibility to teach and guide us.
- Write the word *Apostolic* on the board. Then use the following points:
  - We say the Church is **Apostolic** because Jesus passed his authority to Peter and the Apostles, who then passed on their authority to the bishops who came after them, who then passed on their authority to the next bishops, and so on.
  - This continues today. Our bishops in our Church can trace their authority back to the Apostles.
  - In the Nicene Creed, which we say at Sunday Mass, we proclaim our belief in "one, holy, catholic, and apostolic Church" (*Roman Missal*).
- Name your local bishop (or the bishop whose name will be most familiar to the children, if your diocese has auxiliary bishops). Tell the group that this bishop, and every bishop, reports to the Pope. Explain that a parish priest is the bishop's helper, and the bishop provides guidance to his priests.
- Explain to the children that the bishops are supposed to study, preach, and live by example—all the things that Paul told Timothy to do.



- Tell the children that these instructions also apply to us as servants of Jesus and as part of the Body of Christ:
  - We should be a good example for others.
  - We should pray, study the Bible (as we are doing now), and share what we learn with others.
  - We are never too young or too old to follow Jesus.
- Ask the children some questions to check for comprehension, such as the following:
  - What does a bishop do? (*He leads the people, guides his priests, studies, and sets an example for us.*)
  - Where does a bishop get his authority? (*A bishop ultimately receives his authority from the Apostles and from Jesus himself.*)
  - How can we recognize and follow our bishop's authority? (*We can listen to the bishop's teaching and follow his example.*)
  - What do you think Paul's instructions for Timothy say to you and me? What are we supposed to do? (*We are also called to pray, study Scripture, and lead by example.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

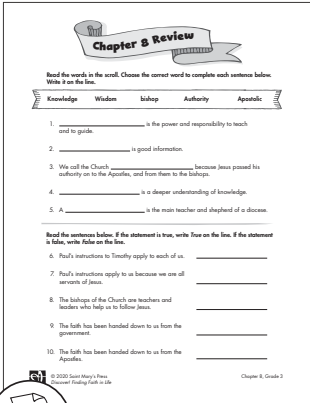
- the chapter 8 activity booklet
- a board or poster to write on
- copies of the handout "Chapter 8 Review," one for each child
- copies of the handout "Living the Faith," one for each child
- the *Discover!* folder

### Opening

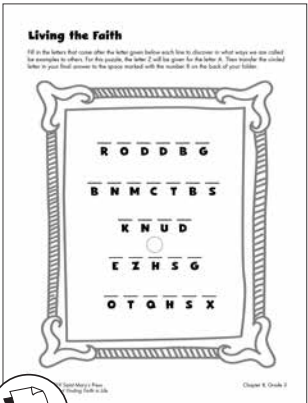
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Chapter 8**

**Note:** The handout “Chapter 8 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).



**Note:** The handout “Living the Faith” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).



**Review**

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Paul’s instructions to Timothy apply to each of us as servants of Jesus.
  - The bishops of the Church are teachers and leaders who help us to follow Jesus.
  - The faith has been handed down from the Apostles.
- Give each child a copy of the handout “Chapter 8 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. Authority, 2. Knowledge, 3. Apostolic, 4. Wisdom, 5. bishop, 6. True, 7. True, 8. True, 9. False, 10. True*

**Chapter Wrap-Up**

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Paul the Apostle, and lead the children in saying, “Saint Paul, pray for us.” Assure them that they can ask for Saint Paul’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Living the Faith.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answers: speech, conduct, love, faith, purity*
- Remind the children to transfer the circled letter in their final answer (I) to the correct location on the folder.

**Closing Prayer**

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the children to repeat the prayer on page 1 of the activity booklet. Consider repeating the prayer as a call-and-response this time, saying each phrase and having the children repeat after you.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

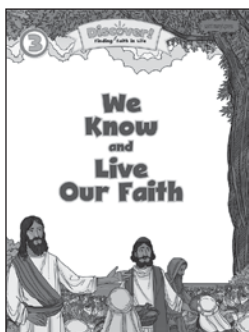


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Ordination of Bishops,” page 35
- “The Laying on of Hands” + activity, pages 36–37

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on pages 148 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 148 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 8 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- a board or poster to write on

### Materials Needed

- photos of bishops' miters (*optional*)
- handouts with miter template, one for each child
- markers or crayons

### Materials Needed

- a computer with internet access
- a computer projector

### Brainstorm (15 minutes)

- Ask the children to work in pairs to discuss the following questions, and make sure someone in each pair records the pair's answers. Allow 5 minutes for the pairs to discuss.
  - What are some qualities of a good leader?
  - How does a person get those qualities?
- Give each pair a chance to share its answers with the larger group. Write the ideas on the board.
- Ask the group to identify which of the qualities they think are needed by the different people who hold positions of leadership in the Church specifically. Circle these items in the list.
- Ask the children to suggest how they think a leader in the Church develops leadership qualities.

### Bishop's Miter (15 minutes)

- Tell the group that a miter is a special hat worn by bishops, who are the leaders of the Church. Show the group some photos of bishop's miters (*optional*).
- Give each child a handout with the outline of a bishop's miter to decorate.
- Distribute the markers or crayons, and have the children decorate their miters with crosses and other symbols of the Church that are meaningful to them.
- Ask the children their thoughts about what it means to be a good leader in the Church, and lead them in this discussion while they decorate their miters.
- Invite volunteers to share their decorated miters with the group and explain their decorating choices.

### Set an Example (15 minutes)

- Show the video "Set An Example | Elementary Worship Song" (YouTube, 1:54) to the group.
- Invite the children to suggest ways they can set an example in what they do and say with each other and in their families. Be sure to ask for specific examples of how they can be an example of following Church teachings.
- Invite volunteers to role-play some ideas the children come up with. Have the volunteers act out an idea, and have the other children identify how they are setting an example.



## Chapter 8 Review

Read the words in the scroll. Choose the correct word to complete each sentence below. Write it on the line.

Knowledge

Wisdom

bishop

Authority

Apostolic

1. \_\_\_\_\_ is the power and responsibility to teach and to guide.
2. \_\_\_\_\_ is good information.
3. We call the Church \_\_\_\_\_ because Jesus passed his authority on to the Apostles, and from them to the bishops.
4. \_\_\_\_\_ is a deeper understanding of knowledge.
5. A \_\_\_\_\_ is the main teacher and shepherd of a diocese.

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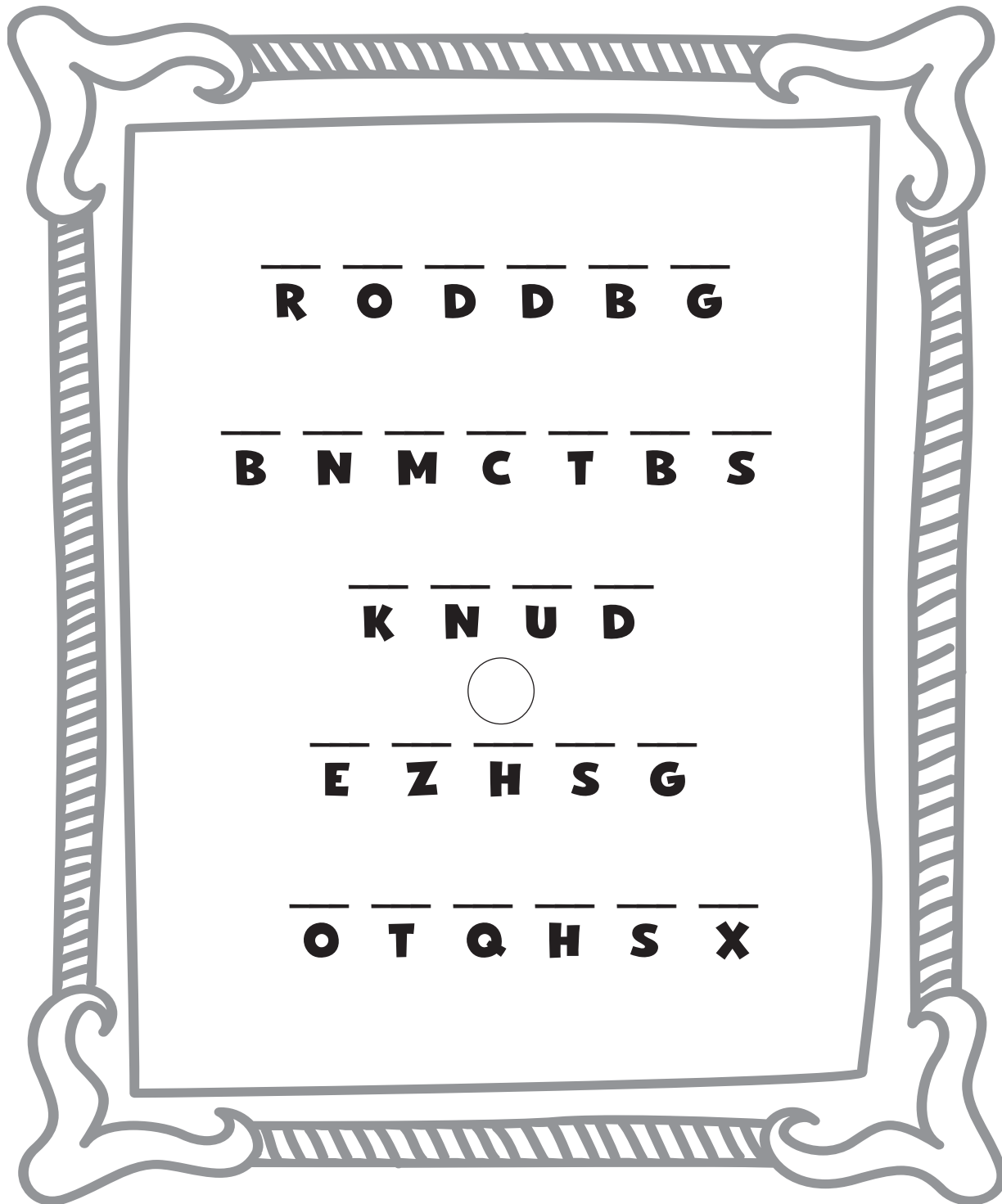
Read the sentences below. If the statement is true, write *True* on the line. If the statement is false, write *False* on the line.

6. Paul's instructions to Timothy apply to each of us. \_\_\_\_\_
7. Paul's instructions apply to us because we are all servants of Jesus. \_\_\_\_\_
8. The bishops of the Church are teachers and leaders who help us to follow Jesus. \_\_\_\_\_
9. The faith has been handed down to us from the government. \_\_\_\_\_
10. The faith has been handed down to us from the Apostles. \_\_\_\_\_



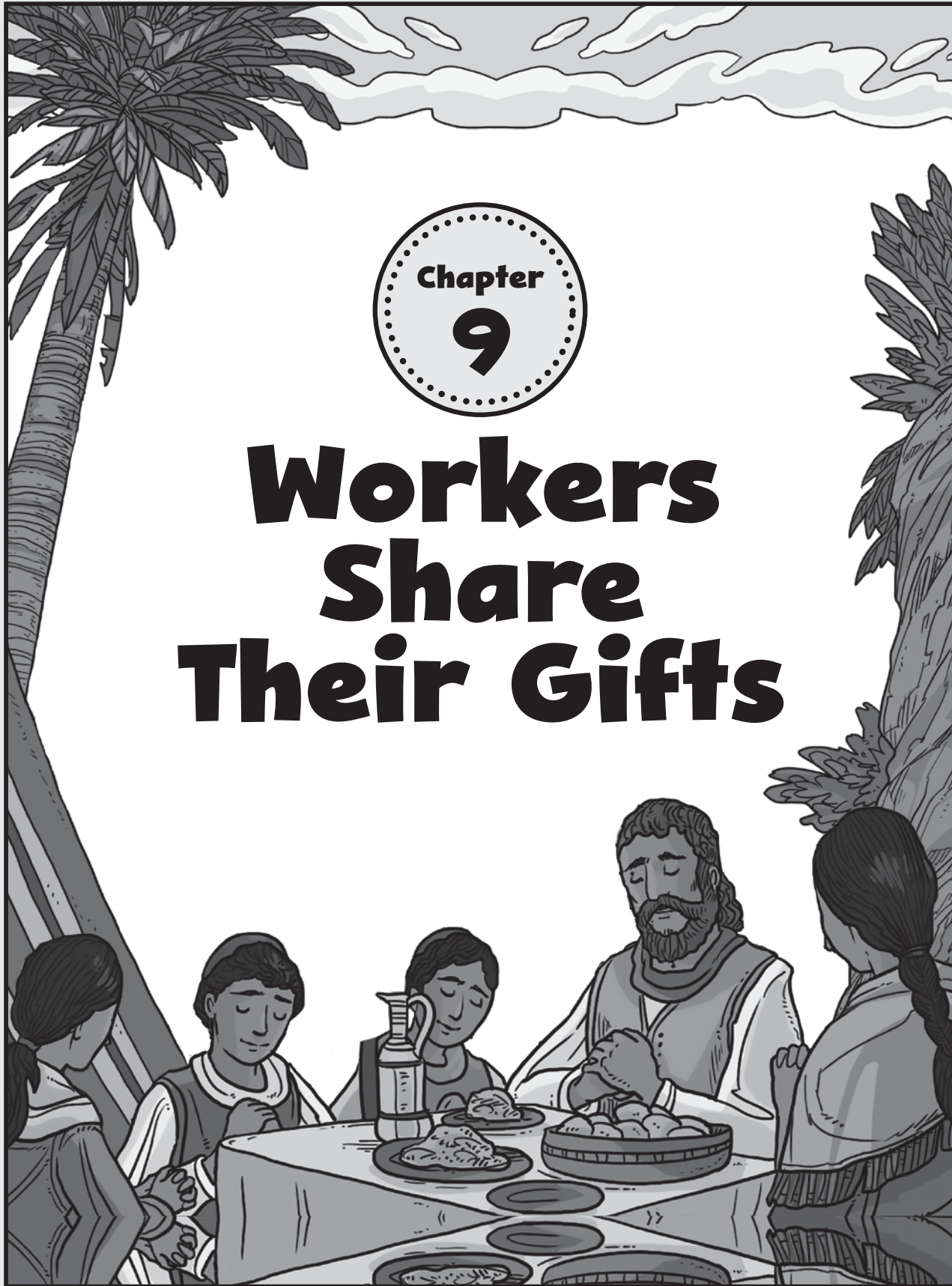
# Living the Faith

Fill in the letters that come after the letter given below each line to discover in what ways we are called to be examples to others. For this puzzle, the letter Z will be given for the letter A. Then transfer the circled letter in your final answer to the space marked with the number 8 on the back of your folder.



Chapter  
**9**

# Workers Share Their Gifts




 Chapter  
**9**

# Chapter at a Glance

## Chapter 9

## Scripture Focus

Colossians 3:15–17

## Chapter Goals

- to recall that everything we have and can do is a gift from God
- to identify that we are called to be thankful to God for all he has given to us
- to explain that using our gifts through our work is the best way to thank God for them

## Catechism Pillar

Live: Catholic Social Teaching

## Catholic Social Teaching Focus

The Dignity of Work and the Rights of Workers

## Catechism References

344, 1936–1937, 2426–2436, 2637–2638

## Key Words

*decision, responsibility*

## Music Suggestions

- “Rise and Shine,” by Wee Sing (Early Bird Recordings)
- “Thank You Lord,” by Shout Praises Kids (Integrity Music)

## Background Reflection

We express gratitude to God not only by praying but also by using our talents to continue the work of creation. Our work for God cannot be separated from what we do in the world. We use our gifts when we are in the workplace, in the classroom, on vacation, and at home.

In the reading for this chapter, Paul tells us, “Everything you do or say, then, should be done in the name of the Lord Jesus, as you give thanks through him to God the Father” (Colossians 3:17). Paul challenges us to see God in all we say and do. He challenges us to recognize that it is through God’s grace, not our own power, that we do good work in the world.

We can help children recognize that all we do is with God’s help, and so we must offer thanks for everything we say and do. We tell children that they can do anything—let’s remember to add, “with God’s help.”





## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 9 activity booklet
- a globe or world map
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 9 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Show the children a globe or world map, and invite a volunteer to point to your location.
- Ask whether any of the children has traveled anywhere else in the world.
- Invite the children to share how to say "thank you" in other languages they might know. Prepare in advance to introduce "thank you" in a few languages, such as American Sign Language (moving your open hand from your chin out toward the person you are thanking), Spanish (*gracias*), French (*merci*), and Japanese (*arigato*).
- Tell them that in this chapter the group will learn about thanking God. Introduce the idea that we can say thank you in any language, but we can also thank God with our actions and in our daily work.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Letter to the Colossians. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Colossians" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Colossians (page 1861). If there is time, read, or have a volunteer read, the introduction to the book.

- Invite the children to find Colossians 3:12–17 (pages 1864–1865). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1866. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous pages. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages in *The Catholic Children's Bible*, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 9 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1866–1867 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see.
- Discuss the meaning of *decision*, the key word in the passage.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What guides us in the decisions we make? (*Christ's peace*)
  - What does Saint Paul say should live in our hearts? (*Christ's message*)
  - In whose name should we do and say everything? (*the name of the Lord Jesus*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers will vary.*

### Understand It!

- Read aloud the Understand It! on page 1867, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Why is important to say thank you? (*We say thank you to show we are grateful.*)
  - Why are we thankful to God? (*He made the world, gave us life, and sent his Son, Jesus.*)
  - When can we say thank you to God? (*whenever something good happens*)

### Live It!

- Read aloud the Live It! on page 1867, or have a volunteer read it.
- Ask each child to think of one way they can take care of God's gifts. Invite the children to share their ideas with the children next to them.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1867.
- Explain that each picture shows ways of thanking God. Invite volunteers to explain how each image shows thanks for God. (*Image 1 shows a family giving thanks for a meal. Image 2 shows people singing hymns. Image 3 shows a child reading Scripture and giving thanks.*)

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 9 activity booklet
- a board or poster to write on
- a potato, beanbag, or other small object to pass
- music and speakers or a sound system (for the Hot Potato game)
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Core Learning Activity

### Hot Potato

- Have the group stand in a circle. Show the children the potato (or other small object) and explain that each child will pass it to the next around the circle while the music plays. Tell them that when the music stops, the person holding the potato needs to name a chore or task that he or she has carried out recently at home, at school, or at some activity.
- Play the music and begin to pass the potato. Stop the music after a few seconds. Ask whoever is holding the potato to name a recent chore or task. If the first child needs help getting started, ask if he or she made the bed, took a test, did homework, helped make dinner, or put equipment away after sports practice.
- Start the music, and have the group continue passing the potato until you stop the music again. Repeat the activity until most children have had a chance to share or you have enough ideas to process.

### Process the Activity

- Explain that even though the children don't have paying jobs, the things they do each day are their work. Point out that studying, going to school, helping around the house, and participating in activities are all their work.
- Ask the children to recall some of the tasks they shared in the game. Ask them to explain how those tasks are part of their work.
- Tell the children that the work they do is their way of making the world a better place and giving thanks to God.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 161–162 in its place.

## Core Teaching

- Remind the children that everything we have and everything we can do are gifts from God. Point out that this means that everything about our life that is good, or good for us, is a gift from God.
- Explain that because we have life through God, we are able to do our work, and our work is what God wants us to do. Continue with the following points:
  - God wants us to grow, learn, care for, and enjoy the world.
  - We have a **responsibility** to use our gifts for the good of all creation. *Responsibility* means we are expected to perform a duty that someone has entrusted to us.

- We have the responsibility to make our best effort or do the best we can.
  - When we take care to do our best, we are showing God, through our actions, that we are thankful. This is the best way we can thank God for our gifts.
  - We can say “Thank you, God,” whenever we do something good ourselves, see something beautiful, or witness anything good happen around us.
- Have the children think about the examples from the Hot Potato game. Point out that everything they do during the day is their work for God. Suggest that they develop a habit of saying, “Thank you, God,” every time they perform a task today and every day.
  - Read Colossians 3:17 on page 1866 again. Point out that Paul tells us to do all things in the name of the Lord Jesus by sharing these points:
    - When we say we do our work “in the name of,” we mean “with the authority of” or “with the help of.”
    - We do all things in the name of the Lord Jesus. It is with Jesus’ help that we are able to do all things.
  - Acknowledge that remembering to do all things in the name of Christ or with gratitude for God can be difficult when we get busy. Explain that it is still important to develop a habit (or practice) of saying thank you to God.
  - Remind the children that our Church’s prayer of thanksgiving is the Mass. Remind them that when we share in the Eucharist and listen to the Scripture readings at Mass, we get the tools and strength we need to bring God into our work in the world.
  - Ask the children some questions to check for comprehension, such as the following:
    - What is our work? *(Answers will vary but can include ideas from housework, schoolwork, relationships, and activities.)*
    - What does it mean to do our work “in the name of the Lord Jesus”? *(It means we are doing everything with the help of God, or with God’s authority.)*
    - What are some ways we can say thank you to God for the ability to work and play? *(We can pray, say “Thank you, God,” and do our best at each task we perform.)*
    - What is the Church’s prayer of thanksgiving? *(the Mass)*
  - Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 9 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 9 Review,” one for each child
- copies of the handout “Thanking God,” one for each child
- the *Discover!* folder

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Everything we have and can do is a gift from God.
  - We are called to be thankful to God for all he has given to us.
  - Using our gifts through our work is the best way to thank God for them.
- Give each child a copy of the handout “Chapter 9 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. is a choice, 2. a duty we are expected to perform, 3. studying at school and helping at home, 4. “with the authority of” or “the help of,” 5. for the ability to work and to play, 6. Yes, 7. Yes, 8. No, 9. Yes, 10. Yes*

**Note:** The handout “Chapter 9 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

**Chapter 9 Review**

Draw a line to match each sentence starter on the left to the correct sentence finisher on the right.

1. A decision	studying at school and helping at home
2. Responsibility is	for the ability to work and to play
3. Examples of work for children include	is a choice
4. “In the name of” means	a duty we are expected to perform
5. We say “thank you” to God	“with the authority of” or “the help of”

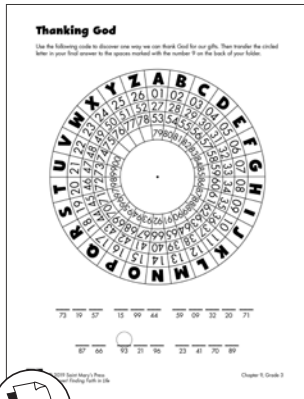
Answer the following questions by circling “Yes” or “No.”

6. Is everything we have a gift from God?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. Is everything we can do a gift from God?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. Are we called to be unhappy with God for all he has given us?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9. Is using our gifts through our work the best way to thank God for them?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Is the Church’s great prayer of thanksgiving the Mass?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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**Note:** The handout “Thanking God” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3/school](http://www.smp.org/discover_grade3/school).



## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Joseph, and lead the children in saying, “Saint Joseph, pray for us.” Assure them that they can ask for Saint Joseph’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Thanking God.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Use our gifts in our work*
- Remind the children to transfer the circled letter in their final answer (O) to the correct locations on the folder.

## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Pray the following prayer:
  - Thank you, God, for the chance to work and play in your name. Help us to remember that we give you glory when we do our best at work and at play. Help us to always keep thanks in our hearts and also in our actions. We ask all this in the name of your Son, our Lord, Jesus Christ.
- Invite the children to respond with “Amen” and close with a final Sign of the Cross.

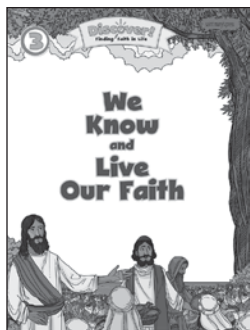


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



## **We Know and Live Our Faith**

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this chapter:

- “The Church Is the Body of Christ,” page 7

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

## **Activity Options**

Use any of the additional activities on pages 161–162 not used during any of the lessons to reinforce the core learning goals of the chapter.

## **Review and Chapter Wrap-Up**

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 161–162 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 9 Review,” and the chapter wrap-up.

## **Liturgical Readings**

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.



## Additional Activities

### Materials Needed

- cleaning wipes, dusters, dustpans and brooms, and any other age-appropriate cleaning supplies suitable to your classroom environment

### Helping at Church (15 minutes)

- Provide the children with cleaning supplies.
- Have your group work to clean the classroom for 10 minutes: wiping down desks, dusting items on shelves, and so on. Remind them to perform the work in a spirit of offering service to God.
- Process the activity afterward for 5 minutes. Share the following points:
  - There are a lot of different ways to work in the world, and they are all valuable.
  - Even though you don't have jobs, you have responsibilities that you can think of as work.
  - Cleaning the room where we study our faith is one way we can give thanks to God by giving back.
- Ask the children to suggest other examples of work for their age (such as going to school, cleaning their rooms, doing homework, playing on a sports team, picking up trash, or helping make meals).
- Help the children to understand that the work they do is their way of making the world a better place, in Jesus' name.

### Materials Needed

- a board or poster to write on
- blank note cards and envelopes
- markers or crayons

### Thank-You Cards (15 minutes)

- Look in your parish bulletin for the names of people involved in ministry (for example, lectors, cantors, and greeters). Write their names and roles on the board, and ask the children to suggest other people around the parish who serve the community, such as altar servers, the parish office staff, and anyone else they think deserves a big thank you. Write the children's suggestions on the board for their reference.
- Distribute the note cards, envelopes, and markers or crayons, and have the children write at least one thank-you note each to someone they choose from the list. Ask the children to write the person's name on the envelope and then seal their notes.
- Collect the notes and distribute them to the recipients after the session.

**Materials Needed**

- a computer with internet access
- a computer projector

**Change the World (15 minutes)**

- Show the video “Sesame Street: Change the World” (YouTube, 1:38) to the group. List on the board the different jobs mentioned in the video.
- Ask the children to brainstorm other jobs people do, and add those to the list. Be sure the list includes work across the socioeconomic spectrum, from lawyers and doctors to administrative support staff to waiters, janitors, and farm laborers.
- Lead a discussion about how all the jobs listed can change the world.
- Discuss what happens when people don’t give their best effort to their work (for example, they make more work for others, or products don’t work as well).
- Tell the children that when we do our work in God’s name, with God’s help, everything we do can be for God’s glory. Explain that this is our way of saying thank you.

## Chapter 9 Review

Draw a line to match each sentence starter on the left to the correct sentence finisher on the right.

- |  |   |
|--|---|
| 1. A decision                            | studying at school and helping at home.   |
| 2. Responsibility is                     | for the ability to work and to play.      |
| 3. Examples of work for children include | is a choice.                              |
| 4. "In the name of" means                | a duty we are expected to perform.        |
| 5. We say "thank you" to God             | "with the authority of" or "the help of." |

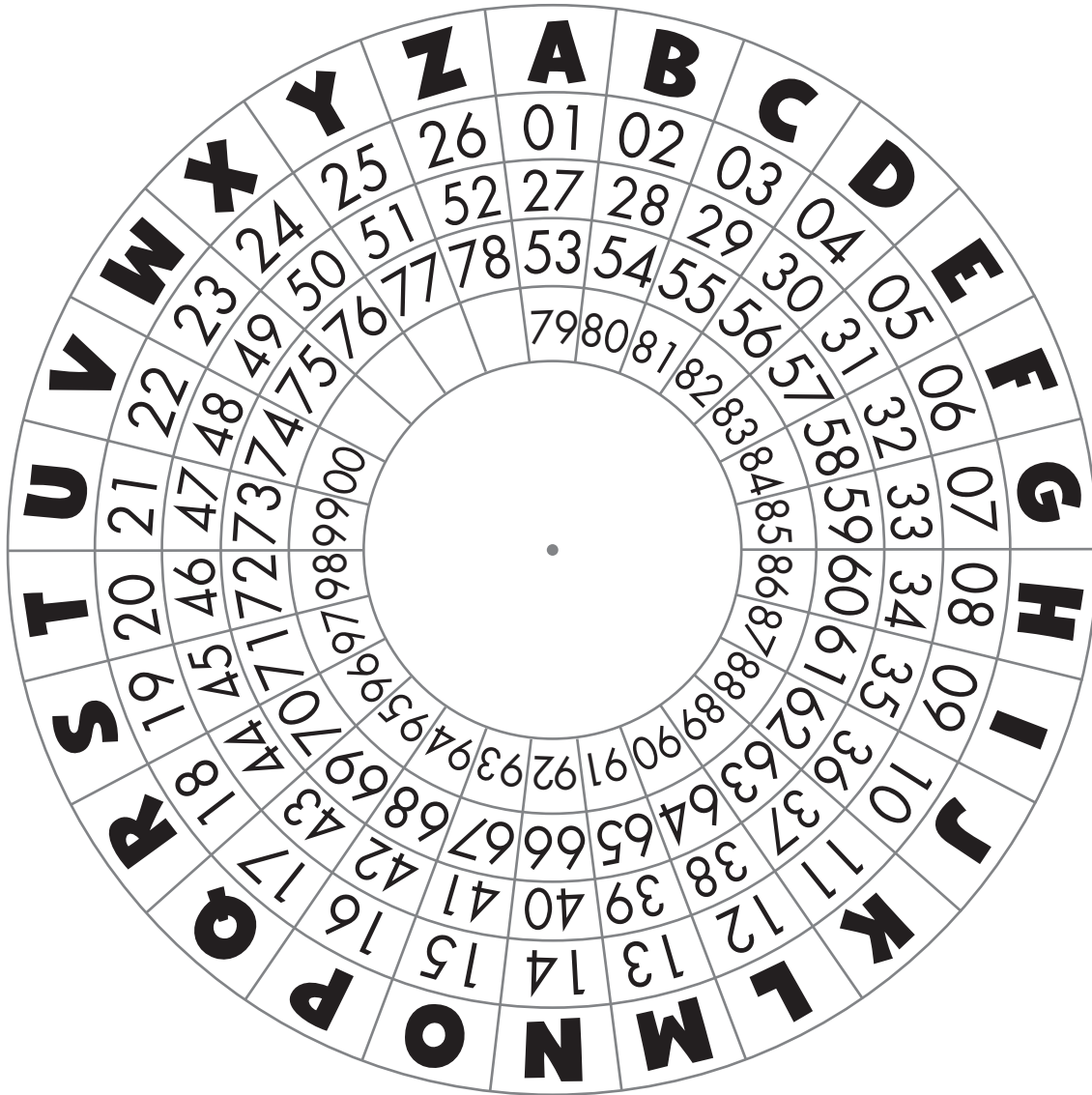
Answer the following questions by circling "Yes" or "No."

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| 6. Is everything we have a gift from God?                                  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Is everything we can do a gift from God?                                | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Are we called to be unhappy with God for all he has given us?           | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Is using our gifts through our work the best way to thank God for them? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. Is the Church's great prayer of thanksgiving the Mass?                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No |



# Thanking God

Use the following code to discover one way we can thank God for our gifts. Then transfer the circled letter in your final answer to the spaces marked with the number 9 on the back of your folder.



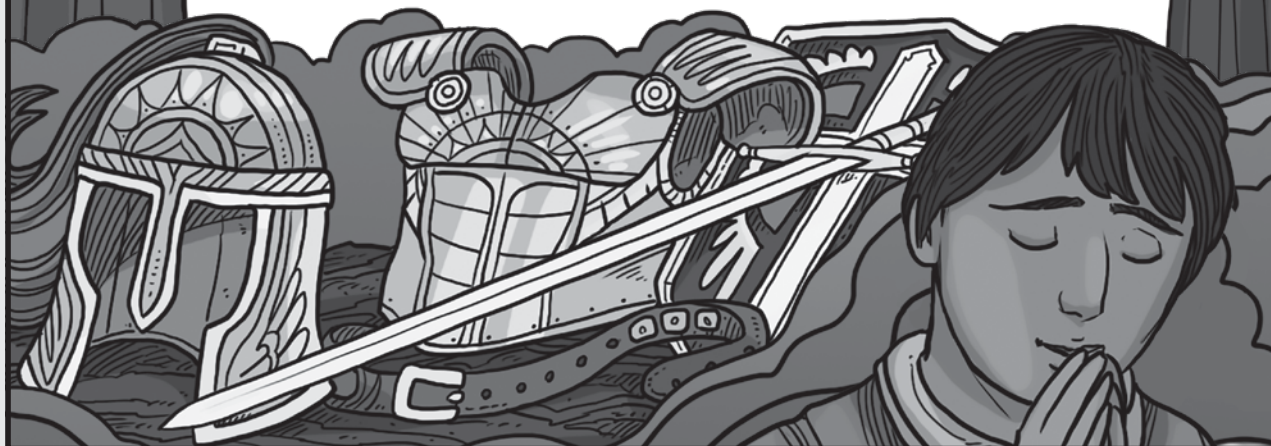
\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_  
 73    19    57            15    99    44            59    09    32    20    71

\_\_\_\_\_    \_\_\_\_\_    ○    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_  
 87    66            93    21    96            23    41    70    89



Chapter  
**10**

**We Pray  
for Those  
in Need**




**Chapter  
10**

## Chapter at a Glance

### Scripture Focus

Ephesians 6:14–18

### Chapter Goals

- to identify that God’s protection is like a suit of armor
- to state that we can pray at all times for God’s help
- to define intercessory prayer as an important way the Church prays

### Catechism Pillar

Pray

### Catechism References

407–409, 2634–2636, 2697

### Key Words

*righteousness, breastplate, Evil One, alert, spiritual armor, intercessory prayer, intercede*

### Music Suggestions

- “God’s Love Is . . . ,” by John Burland (John Burland)
- “St. Patrick’s Breastplate,” by Christ Music Kids (Christ Music Kids)

### Background Reflection

In his Letter to the Ephesians, Saint Paul says that we should wear spiritual armor—protection for our soul. Our protection comes from knowing the truth, being right with God, having faith, sharing the Good News, accepting salvation, studying the Bible, and praying regularly. None of this spiritual armor is passive. It all requires our attention to be strong against temptation.

Prayer protects us spiritually, because through prayer we maintain and strengthen our relationship with God. This chapter concentrates on intercessory prayer: prayer for the needs of others. We ask the saints to intercede for us. We tell people facing difficult situations that we will pray for them. We ask people to pray on our behalf.

As members of the Body of Christ, we are affected by one another’s sufferings, as well as one another’s joys. Intercessory prayer helps us recognize the needs of others and allows others to help us. Developing a habit of prayer, with God’s help, is one way we build our armor, and intercessory prayer is a way we recognize needs beyond our own. Who will you pray for today?



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 10 activity booklet
- an item of safety clothing, such as a hard hat, face mask, goggles, or neon safety jacket
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 10 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Ask the children to discuss the different uniforms they have seen.
- Invite the group to brainstorm what the purpose of a uniform is (for example, to protect a person's clothes or to ensure someone's safety).
- Show the safety gear you brought as an example. Ask the children how each item protects someone.
- Tell the children that in this chapter you will talk about the safety clothing that God gives us. Explain that this is not clothing we can see. Tell the group it is called **spiritual armor**. Explain that spiritual armor refers to the qualities and practices that protect us from bad influences and keep us close to God.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Letter to the Ephesians. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Ephesians" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Ephesians (page 1841). If there is time, read, or have a volunteer read, the introduction to the book.
- Invite the children to find Ephesians 6:10–18 (page 1849). Point out the green leaf at the beginning and end of the passage.

- Have the children turn to the Featured Story on page 1850. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous page. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages in *The Catholic Children's Bible*, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 10 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1850–1851 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see.
- Review some of the difficult words at the bottom of the passage.
- Be prepared to answer questions about the Devil. Explain that bad actions happen in the world, and those are the actions of someone who is not with God. Tell them that the Evil One, or the Devil, tries to work against God.
- Tell them this Scripture passage will help them understand how to protect themselves, just like protective gear does, so we can be strong and be with God.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What does Saint Paul say is like a belt on our waist? (*truth*)
  - What is our breastplate? (*righteousness*)
  - What is our helmet, and what is our sword? (*Salvation is our helmet, and the Word of God is our sword.*)
  - What can help us stay alert and never give up? (*prayer*)



- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: faith—shield, readiness to announce the Good News—shoes, righteousness—breastplate, salvation—helmet, truth—belt, Word of God—sword*

### Understand It!

- Read aloud the Understand It! on page 1851, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - The Devil is God’s enemy and ours. He wants to harm us by making us do wrong things.
  - Spiritual armor from God helps us stand strong against sin.
  - Sharing the Good News is like shoes because we have to move to do it.
  - Along with this spiritual armor, we need prayer to help us have victory over evil in the world.

### Live It!

- Read aloud the Live It! on page 1851, or have a volunteer read it.
- Invite the group to pray the prayer aloud together, or have the children take turns reading each phrase.
- Tell the group that they will spend more time with this prayer later in the chapter.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1851.
- Invite volunteers to explain what each image shows. *(Image 1 shows truth as a belt and righteousness as a breastplate. Image 2 shows faith like a shield. Image 3 shows that salvation is a helmet and the Word of God is a sword. Image 4 reminds us to pray always, armored with our spiritual armor.)*

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children’s Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 10 activity booklet
- a board or poster to write on
- handout divided into quadrants, one for each child
- rubber bands
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Standing in Need of Prayer

- Prepare handouts ahead of time. Divide an 8½-x-11-inch paper into four quadrants. In each quadrant, write, “Please, God, help \_\_\_\_\_. Lord, hear our prayer.” Create one for each child.
- Distribute the handouts.
- Invite the children to take a minute to think about people they know who might need help from God.
- Ask the children to take a minute to think of someone to pray for—perhaps a neighbor, someone at school, a homeless person they see each day, or anyone else they notice who needs help. Reassure them that they don’t need to know that person’s name.
- Have the children write the name or describe the person neatly in the top left quadrant of their handout. Distribute the rubber bands, and ask the children to roll their handout into a tube and place a rubber band around it.
- Have the group toss the paper tubes into the air anywhere in the classroom.
- Tell the children to find a new paper tube (not their original one). Ask them to open their new handouts, say a short prayer for the person in the top left quadrant, and then write another person’s name or description in the blank space in the prayer in the top right quadrant.
- Repeat the sequence, completing the lower left and right quadrants, until all four prayer quadrants have been filled out and each child has prayed for four people.

## Process the Activity

- Explain that we all need to pray for God’s help.
- Tell the group that when we pray to God for others or ask others to pray for us, we are praying an **intercessory prayer**.
- Explain that prayer is how we strengthen our spiritual armor. Remind the children that in the last chapter they learned that we do everything with the help of Jesus, or in the name of Jesus our Lord.
- Tell the children to take home the paper tube they ended the activity with and to pray for the people on it.

## Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 175–176 in its place.

## Core Teaching

- Explain that God’s protection is like a suit of armor and that spiritual armor is like surrounding ourselves with the protection of Jesus Christ. Remind the children that we need to take care of our armor, just like we care for other things that protect us.
- Explain that all the qualities Saint Paul listed require us to build good habits. Say:
  - We have to practice sharing the truth.
  - We have to work on our relationship with God.
  - We have to study the Bible.
  - Good habits help strengthen our faith, so our faith can help us when difficulties come along.
  - Just like firefighters check their equipment, or baseball players care for their gloves, prayer is one way we can care for our spiritual armor.
- Reread Ephesians 6:18 together. Explain that for us to do everything with the help of Jesus, we need to pray as often as we can, and we need to ask others to pray for us. Say:
  - Prayer helps us keep God in our minds and in our hearts. We can pray at all times for God’s help and protection.
  - Saint Paul also tells us to pray for all God’s people. Praying for other people should be a regular part of our prayer.
  - We ask the people around us and also the saints to **intercede** for us, meaning to talk to God on our behalf. We do the same when we pray for others. This is an important way the Church prays.

- Ask the children some questions to check for comprehension, such as the following:
  - Why do we need spiritual armor? (*to protect us and help us be strong in our faith*)
  - How does prayer help us? (*Prayer keeps us close to God. We are stronger with God's help, and prayer helps keep our spiritual armor in good condition.*)
  - What is intercessory prayer? (*praying for others or asking others to pray for us*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check.

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 10 activity booklet
- a board or poster to write on
- copies of the handout "Chapter 10 Review," one for each child
- copies of the handout "Praying for Others," one for each child
- the *Discover!* folder

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

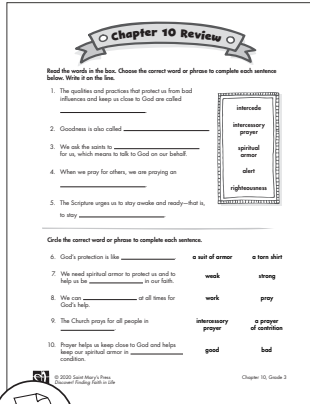
- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - God's protection is like a suit of armor.
  - We can pray at all times for God's help.
  - Intercessory prayer is an important way the Church prays.

**Note:** The handout “Chapter 10 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

- Give each child a copy of the handout “Chapter 10 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. spiritual armor, 2. righteousness, 3. intercede, 4. intercessory prayer, 5. alert, 6. a suit of armor, 7. strong, 8. pray, 9. Intercessory prayer, 10. good*

## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Patrick, and lead the children in saying, “Saint Patrick, pray for us.” Assure them that they can ask for Saint Patrick’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Praying for Others.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: pray*
- Remind the children to transfer the circled letter in their final answer (A) to the correct locations on the folder.



**Note:** The handout “Praying for Others” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Lead the children in the following litany by saying each line and inviting the children to respond: “Lord, hear our prayer.”
  - Father, Son, and Holy Spirit, you are our strength. *(Lord, hear our prayer.)*
  - Surround us with your protection. *(Lord, hear our prayer.)*
  - Help us remember to pray for ourselves each day. *(Lord, hear our prayer.)*
  - Help us remember to pray for one another each day. *(Lord, hear our prayer.)*
  - Help us remember to pray for our family each day. *(Lord, hear our prayer.)*
  - Help us remember to pray for those we don’t know each day. *(Lord, hear our prayer.)*
- Invite the children to close with a final Sign of the Cross.





## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.

### We Know and Live Our Faith

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Prayer of Intercession” + activity, pages 56–57

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

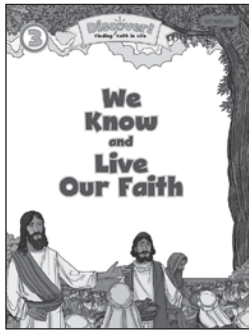
Use any of the additional activities on pages 175–176 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 175–176 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 10 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.



## Additional Activities

### Materials Needed

- music and speakers or a sound system

### Practice Makes Things Better! (15 minutes)

- Prepare in advance by developing and learning hand movements to one of the songs in the music suggestions in this chapter. "God's Love Is . . ." has a tune and words for which you can easily develop hand motions.
- Play the song and demonstrate the hand movements. Invite the children to follow your lead.
- Play the song several times and practice the hand movements until everyone is comfortable with what you are doing.
- Ask the group if they found it easy to follow the hand movements when they first heard the song. Then ask at what point they began to find it easy to follow along.
- Remind the children that we get better at things with practice, just like in sports or dancing or singing.
- Explain that strengthening and wearing spiritual armor is no different. Include the following points:
  - We need to practice telling the truth.
  - We need to practice being faithful and studying the Bible.
  - We need to practice so that we can make better and better choices that bring us closer to God.
  - We need to practice praying always for God's people.

### Materials Needed

- photo(s) or statue(s) of patron saint(s) of your school

### Visit the Saints (15 minutes)

- Explain that the saints are people in our Catholic family who now live with God.
- Tell the children that we can ask the saints to pray for us because they are with God, and God listens to the saints.
- Show a picture(s) or statue(s) of the patron saint(s) of your school.
- Explain that photos and statues of saints are like family pictures: They remind us of loved ones who once lived here on Earth but now live with God in Heaven.
- Allow the children time at each statue or photo to pray, "Saint \_\_\_\_\_, pray for us."
- Tell the group that we call it intercessory prayer when we pray for others and ask others to pray to God for us.

### Materials Needed

- a computer with internet access
- a computer projector
- a battery-powered votive or tea candle
- a small table for the prayer space

### Prayer Walk (15 minutes)

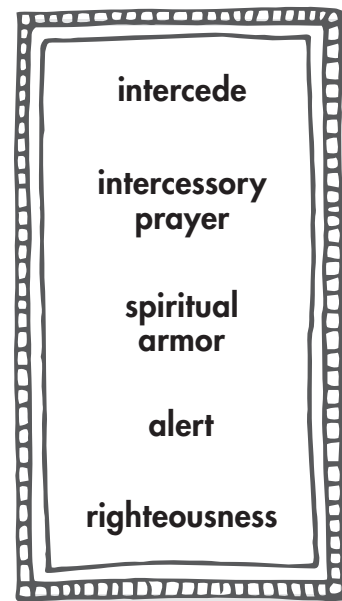
- Prepare in advance by setting up a prayer table with a candle at the front of the classroom.
- Show the video “I Pray—International Day of Prayer for Children” (YouTube, 1:34) to the group.
- Tell the group that they are going to add their own prayers to the prayers the children offer in the video.
- Ask the children to line up. Invite the first child to hold the candle and say what he or she prays for (“I pray for . . .”). Then ask the child to return the candle to the table and go back to his or her seat.
- Invite the next child to do the same. Continue until all the children have offered their prayers and returned to their seats.
- Conclude the prayer by saying, “We offer these prayers in Jesus’ name.” Invite the children to respond with “Amen” and close with a Sign of the Cross.
- Tell the group that praying for others is called *intercessory prayer*. Explain that people all around the world pray. Tell them that our prayers, taken together, build up the goodness in the world.



# Chapter 10 Review

Read the words in the box. Choose the correct word or phrase to complete each sentence below. Write it on the line.

1. The qualities and practices that protect us from bad influences and keep us close to God are called \_\_\_\_\_.
2. Goodness is also called \_\_\_\_\_.
3. We ask the saints to \_\_\_\_\_ for us, which means to talk to God on our behalf.
4. When we pray for others, we are praying an \_\_\_\_\_.
5. The Scripture urges us to stay awake and ready—that is, to stay \_\_\_\_\_.



Circle the correct word or phrase to complete each sentence.

- |  |                            |                               |
|--|----------------------------|-------------------------------|
| 6. God's protection is like _____.   | <b>a suit of armor</b>     | <b>a torn shirt</b>           |
| 7. We need spiritual armor to protect us and to help us be _____ in our faith.               | <b>weak</b>                | <b>strong</b>                 |
| 8. We can _____ at all times for God's help.   | <b>work</b>                | <b>pray</b>                   |
| 9. The Church prays for all people in _____.   | <b>intercessory prayer</b> | <b>a prayer of contrition</b> |
| 10. Prayer helps us keep close to God and helps keep our spiritual armor in _____ condition. | <b>good</b>                | <b>bad</b>                    |



# Praying for Others

Find the following words in the word search. Words may be found running horizontally, vertically, diagonally, or backward. Write the word that appears in the puzzle three times. Then transfer the circled letter in your final answer to the spaces marked with the number 10 on the back of your folder.

**protection**  
**breastplate**

**peace**  
**pray**

**help**  
**others**

**needs**  
**faith**

H D L X A  
 P R I P R A Y F I  
 I G V V C R P W O L Q  
 O O T H E R S U H M B Z P  
 Y K B B D P L B Z R Y X E  
 N E K P R O T E C T I O N A I  
 J O P U I W P N X K R G Q C O  
 S J Y R C V P L A J R G S E Z  
 T H W L A X F A I T H P T J A  
 D B Q A C Y K Q T L T Z C B E  
 E T A L P T S A E R B G Y  
 O X P R A Y H Z M L L O K  
 M V N E E D S T C R Q  
 H E L P X L X M H  
 O H N I N

\_\_\_\_\_ ○ \_\_\_\_\_



# Discover!

Finding Faith in Life

## Unit 3

### We Are One in Faith

#### Chapter 11

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#### Chapter 12

The Church Is One in Love . . . . . 194

#### Chapter 13

We Love God and Others . . . . . 207

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Chapter  
**11**

# The Church Is One and Holy




**Chapter  
11**

## Chapter at a Glance

### Scripture Focus

John 17:20–21, 23

### Chapter Goals

- to identify that Jesus prayed for his followers to be one
- to describe oneness and holiness as made up of love, patience, and kindness
- to name oneness and holiness as two Marks of the Church

### Catechism Pillar

Believe

### Catechism References

813–829, 866–867

### Key Words

Christian, holy, faith, Marks of the Church

### Music Suggestions

- “They’ll Know We Are Christians,” by Peter Scholtes (OCP)
- “Gathered as One,” by John Burland (John Burland)

### Background Reflection

In this chapter’s Scripture passage, we read about Jesus praying for us to be one: united in faith and in our message of God’s love. But if we look around the world, we might wonder how unity can ever happen. The answer is that we must start with our own lives and with what Jesus wanted from his followers. Like Jesus, we continue to pray that all Christians—all people who are baptized in Christ—may be united in faith.

Every week we pray the Nicene Creed, the statement of our beliefs as Catholics. As part of the creed, we profess our belief in the Marks of the Church: One, Holy, Catholic, and Apostolic. This chapter concentrates on the first two Marks (One and Holy) and recognizes that both are made up of love, patience, and kindness. Jesus not only prays that we might become one but also shows us the way to holiness.

As you begin this chapter, ask yourself how you might be a role model of holiness and unity for the children.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 11 activity booklet
- a board or poster to write on
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 11 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Ask whether any of the children has friends who are not Catholic but believe in Jesus. (The children may not know what religion someone follows, but they may simply know their friends go to a different church.)
- Ask volunteers to brainstorm the names of the different religions or Churches they have heard of, and write the answers on the board.
- Suggest denominations of nearby churches (Lutheran, Methodist, etc.) if the children have trouble coming up with answers.
- Tell the children that all people who profess faith in Jesus Christ are **Christian**. Write "Christian" on the board. Explain that each Christian religion has different beliefs and ways of teaching about Jesus.
- Make sure that any children with Jewish friends understand that Jesus was Jewish and followed some of the same practices that Jewish people do today. Explain to any children who mention Muslim friends that Islam considers Jesus to be a prophet and messenger. Tell the group that Jews and Muslims believe in the same God as Christians.
- Explain that in this chapter the children will learn about Jesus' desire for the world to be united by love for and belief in him.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of John. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "John" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.

- Help the children to use the table of contents to find the first page of John (page 1648). If there is time, read, or have a volunteer read, the introduction to the book.
- Invite the children to find John 17:9–23 (pages 1694–1695). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1696. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous pages. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 11 activity booklet

## Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Scripture Focus

- Invite the children to use their bookmarks to return to pages 1696–1697 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see. Point out that everyone in the artwork is working together, getting along, and listening to one another.
- Tell the children that the person holding up his hands in prayer in the central image on page 1696 is Jesus.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - Who is Jesus praying for? (*his followers and for all who believe in his message, shared by his followers*)
  - What does Jesus want for the people who believe in him? (*to be one, or united*)
  - Why does Jesus want us to be one? (*so the world will believe that God sent Jesus and will understand that God loves them*)

- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. message, 2. one, 3. Father, 4. world, 5. believe*

### Understand It!

- Read aloud the Understand It! on page 1697, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - This passage is from the prayer Jesus said at the Last Supper.
  - Jesus wants us to be one with God and with one another.
  - We show we are one by the way we treat one another.
  - When others see our love and joy, they will want to be part of us too and the Church will grow.
  - We should pray for unity.

### Live It!

- Have the group read aloud the Live It! prayer on page 1697 in unison.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1697.
- Invite volunteers to explain what each image depicts. (*Image 1 shows Jesus praying. Image 2 shows Jesus praying that we may all be one. Image 3 shows Jesus' followers sharing his message and listening to one another.*)

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 11 activity booklet
- a board or poster to write on
- a bowl of holy water or access to the baptismal font
- copies of the Nicene Creed
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.



## Core Learning Activity

### One Baptism

- Gather the group around a bowl of holy water at your prayer table. *(Optional: Gather the children around the baptismal font in the sanctuary, if you can get to and from it quickly without taking up a lot of lesson time.)*
- Ask the children what it means to be **holy**. Affirm answers that define *holy* as loving God, loving others, and following Jesus and his teachings.
- Have the children dip their fingers in the holy water and mark a cross on the parts of their body that you name as you read the following. You could also consider having them do this activity in pairs, blessing each other instead of themselves.
  - Make a cross on your forehead, so your thoughts may be holy.
  - Make a cross on your lips, so the words you speak may be holy.
  - Make a cross on your hands, so the work you do may be holy.
  - Make a cross on your ears, so you can hear the Word of God.
  - Make a cross on your feet, so the steps you take may be holy.
  - Make a cross on your heart, so your love of God shows.

### Process the Activity

- Ask the children how other parts of our body can show we are holy.
- Ask the group to brainstorm some qualities of a person whose thoughts, actions, and words are holy. *(Answers will vary but might include kindness, patience, loving manner, and helpfulness.)*
- Remind the children that they became part of the Body of Christ at Baptism.
- Explain that when we mark a cross on ourselves, we are asking the Trinity—Father, Son, and Holy Spirit—to make us holy and to remind us that we are holy.
- Tell the group that we want our thoughts, actions, and words to be united to God. Explain that when our thoughts, actions, and words are united to God, we become people who help spread the Good News of Jesus.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 190–191 in its place.

## Core Teaching

- Explain to the group that Jesus wanted us to be one, meaning united in our **faith** in him. Remind the children that *faith* means “strong belief.” Tell the children that Jesus wasn’t just talking about Catholics. He was talking about all Christians.
- Remind the group that Baptism is one example of how we are one in faith with many other Christian Churches, despite other differences. Tell them that many Christian Churches, including the Catholic Church, baptize members in Christ.

- Explain that we are one with all Christians in Baptism; however, we still aren't united in all areas of our faith, like Jesus wants. Point out that many Churches have different beliefs about the Bible, the sacraments, the Church, and other teachings of Jesus.
- Tell the group that some Catholic leaders gather regularly with leaders from other Christian Churches to learn and to try to understand and work out differences.
- Remind the children that Jesus also wants us to be holy—to be united with God and to show our love for God and for one another. Explain that we can show our love for God and for everyone by being kind, showing love, being patient, and being helpful. Help the group understand that patience, kindness, and love are qualities that come from being one with God and being holy.
- Tell the children that unity and holiness are important for each person. Explain that these characteristics are also two of the **Marks of the Church**, which is another way of saying “key qualities of the Church.”
- Show the children a copy of the Nicene Creed, which we pray at Mass. Point out the section where we state our belief in “one, holy, catholic, and apostolic Church” (*Roman Missal*). Continue with the following points:
  - The creed is our statement of what we believe. We are saying that we believe in “one, holy, catholic and apostolic Church” (*Roman Missal*).
  - In a previous chapter, we learned that the word *Apostolic* means we can trace our Catholic Church back to the Apostles.
  - We will learn more in a later chapter about being Catholic and Apostolic.
- Conclude by telling the group that praying for unity and holiness is one way we can show our faith in Jesus.
- Ask the children some questions to check for comprehension, such as the following:
  - What did Jesus want for his followers? (*He wanted us to be one, united in faith.*)
  - What is one way Catholics are united with other Christians? (*through Baptism*)
  - Are we completely united in faith with other Christian Churches? (*No, we are not, but we work toward unity by discussing and praying for unity.*)
  - What are some qualities of a person who is one with God and holy? (*being loving, patient, and kind*)
  - What do we call the four qualities of the Church: One, Holy, Catholic, and Apostolic? (*the Marks of the Church*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 11 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 11 Review,” one for each child
- copies of the handout “Jesus’ Prayer,” one for each child
- the *Discover!* folder

**Note:** The handout “Chapter 11 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

## Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Jesus prayed for his followers to be one.
  - Oneness and holiness are made up of love, patience, and kindness.
  - Oneness and holiness are two of the Marks of the Church.
- Give each child a copy of the handout “Chapter 11 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. faith, 2. Christian, 3. Baptism, 4. Marks of the Church, 5. holy, 6. T, 7. T, 8. F, 9. T, 10. T*

**Chapter 11 Review**

Read the words in the circles. Choose the correct word or phrase to complete each sentence below. Write on the lines.

Christian
holy
faith
Marks of the Church
Baptism

- Jesus wanted us to be united by our \_\_\_\_\_ to him.
- All people who profess their faith in Jesus Christ are called \_\_\_\_\_.
- We are one with all Christians through our \_\_\_\_\_, but we differ in other areas of faith.
- The key qualities of the Church are called the \_\_\_\_\_.
- Being \_\_\_\_\_ means loving God, loving others, and following Jesus and his teachings.

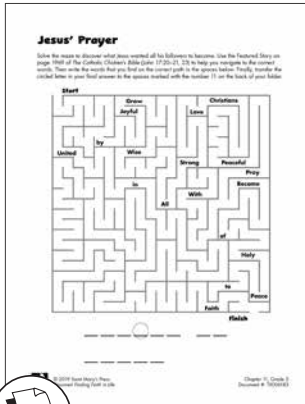
Read the sentences below. If the statement is true, write T in the circle. If the statement is false, write F in the circle.

- Jesus prayed for his followers to be one.
- Someone who is one with God and holy is also loving, patient, and kind.
- All Christians are one through Baptism.
- Oneness and holiness are two Marks of the Church.
- All Christians are also one in every other area of faith.

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**Note:** The handout “Jesus’ Prayer” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Catherine of Siena, and lead the children in saying, “Saint Catherine, pray for us.” Assure them that they can ask for Saint Catherine’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Jesus’ Prayer.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: United in Faith*
- Remind the children to transfer the circled letter in their final answer (T) to the correct locations on the folder.

## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Lead the children in the following prayer. Invite the group to repeat each line after you as a call-and-response.
  - Jesus Christ,
  - We thank you for your message of love.
  - Help us to be holy and work together
  - to share your good news.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.



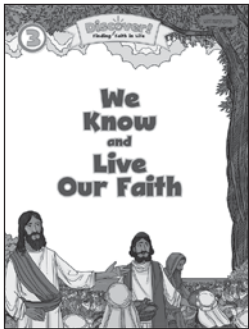


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Is the Bride of Christ,” page 8
- “The Church Is One,” page 15
- “The Church Is Holy,” page 15
- “Other Churches and Faith Communities,” page 24

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on pages 190–191 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 190–191 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 11 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- plastic Easter eggs, one for each child
- four baskets

### Making Things Whole Relay (15 minutes)

- Set up the relay by dividing the plastic eggs into two baskets. Place the baskets at the starting line. Take half of each egg and place it on the floor across the room. Put two empty baskets at the finish line.
- Form the children into two teams. Line up each team at the starting line, behind one basket of egg halves.
- Explain that the children need to take a plastic egg half from their team basket, run across the room, connect it with its other half on the floor, and put the completed egg in the team's basket at the finish line. Then each child must run back to his or her team so the next team member can take a turn.
- Continue the activity until all eggs are in the baskets at the finish line.
- Ask the children what it means to be whole or united. Explain to the group that when we are whole—one with God and with others—we are holy.
- Tell the children that loving God, loving others, and following Jesus are ways we can be holy.

### Materials Needed

- a sheet of newsprint or a flip chart
- a marker

### Picture Together (15 minutes)

- Set up a large sheet of newsprint or a flip chart at the front of the room.
- Explain to the children that the group will create a drawing together.
- Start the drawing yourself by drawing a line or beginning a shape on the paper.
- Hand the marker to the next person. Have that child come forward and add something to the picture. Continue until the entire class has added something to the picture.
- Have the children stand back and look at the entire drawing. Ask the group if they had any idea how it would turn out before they started.
- Remind the children that many things in our lives turn out different from what we expected or even hoped, but they are still good.
- Explain that when Jesus prayed for unity, he was sending us a message to work together. Tell them that working together doesn't always turn out the way we expect it to, but if we follow Jesus, love God, and love others, we are doing what is holy.

**Materials Needed**

- a computer with internet access
- a computer projector

**Jesus Prays (15 minutes)**

- Show the video “Jesus Prays” by Saddleback Kids (YouTube, 2:19) to the group.
- Remind the children that Jesus prayed for us because he wanted us to share his message of God’s love.
- Ask the children to find a partner. Instruct them to work with their partner to decide what message from Jesus they want to share.
- Tell the children that once they decide on a message, they should next decide how to share the message and with whom they will share the message. Allow the pairs a few minutes to work.
- Have each pair share what they discussed: what message they want to share, with whom, and how.
- Explain that we are holy when we share the Good News by following Jesus, loving God, and loving others.

# Chapter 11 Review

Read the words in the circles. Choose the correct word or phrase to complete each sentence below. Write it on the line.

Christian

holy

faith

Marks of the Church

Baptism

1. Jesus wanted us to be united by our \_\_\_\_\_ in him.
2. All people who profess their faith in Jesus Christ are called \_\_\_\_\_.
3. We are one with all Christians through our \_\_\_\_\_, but we differ in other areas of faith.
4. The key qualities of the Church are called the \_\_\_\_\_.
5. Being \_\_\_\_\_ means loving God, loving others, and following Jesus and his teachings.

Read the sentences below. If the statement is true, write *T* in the circle. If the statement is false, write *F* in the circle.

- |  |                       |  |                       |
|--|-----------------------|--|-----------------------|
| 6. Jesus prayed for his followers to be one.                 | <input type="radio"/> | 9. Someone who is one with God and holy is also loving, patient, and kind. | <input type="radio"/> |
| 7. All Christians are one through Baptism.                   | <input type="radio"/> | 10. Oneness and holiness are two Marks of the Church.                      | <input type="radio"/> |
| 8. All Christians are also one in every other area of faith. | <input type="radio"/> |  |                       |





# Jesus' Prayer

Solve the maze to discover what Jesus wanted all his followers to become. Use the Featured Story on page 1696 of *The Catholic Children's Bible* (John 17:20–21, 23) to help you navigate to the correct words. Then write the words that you find on the correct path in the spaces below. Finally, transfer the circled letter in your final answer to the spaces marked with the number 11 on the back of your folder.

**Start**

**Finish**

\_\_\_\_\_ ○ \_\_\_\_\_

\_\_\_\_\_



Chapter

12

# The Church Is One in Love




**Chapter  
12**

## Chapter at a Glance

### Scripture Focus

1 John 3:11, 16–18

### Chapter Goals

- to explain that the Church is a community of love
- to describe the Church as the Communion of Saints
- to identify that we show love to those in our Church family who have died

### Catechism Pillar

Celebrate

### Catechism References

946–962, 1030–1032

### Key Words

*claim*, Purgatory, communion, Communion of Saints

### Music Suggestions

- “When the Saints Go Marching In,” by CedarMont Kids (CedarMont Kids)
- “Saints of God,” by Mark Friedman and Janet Vogt (OCP)

### Background Reflection

The Church reflects God’s love to the world. God loves us, and we pass on that love to others through the lives we lead, the choices we make, and our prayers. This community of love, the Church, is made up of all the holy people living and dead. We call this the Communion of Saints.

Those who have died continue to be part of our Church. In the Liturgy of the Eucharist at Mass, we hear the priest ask the angels and saints to join us in the “Holy, Holy, Holy.” During the Eucharistic Prayer, the priest joins our prayers with those of all faithful people, living and dead. Our family, the saints and angels, is always with us.

In this way, we share God’s love not only with the living but also with the entire Communion of Saints, including those faithful who now live with God or in Purgatory. We honor and remember the saints and ask them to pray for us.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 12 activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 12 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Lead a game of telephone by whispering a statement into one child's ear. Have the child whisper it into the next child's ear, and so on, until the message reaches the last child, who should tell the group what he or she heard.
- Play the game a few times with different messages, but end with the message "We must love one another."
- Explain that Jesus shared his message of love as his most important teaching, but he had to repeat it many times because not everyone heard it.
- Tell the group that in this chapter they will hear a Scripture story that shares Jesus' message of love.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the First Letter of John. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "1 John" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of 1 John (page 1931). If there is time, read, or have a volunteer read, the introduction to 1, 2, and 3 Letters of John.
- Invite the children to find 1 John 3:11–18 (page 1934). Point out the green leaf at the beginning and end of the passage.

- Have the children turn to the Featured Story on page 1936. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on page 1934. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 12 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return pages 1936–1937 in *The Catholic Children's Bible*. Ask them to look at the artwork and discuss what people are doing in the pictures.
- Review the key word at the bottom of the passage on page 1936.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What message does John, the writer of this letter, say has been shared from "the very beginning"? (*The message is that we must love one another.*)
  - How did Jesus show his love for us? (*Jesus gave his life for us.*)
  - How should we show love for others? (*We should also give our lives for others and share what we have.*)
  - What does true love look like? (*Love should be not just words and talk, but actions.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers will vary.*

**Understand It!**

- Read aloud the Understand It! on page 1937, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - The brothers showed their love for each other by thinking about each other's needs and trying to help feed each other, not just themselves.
  - It is not enough to say we love God. We need to show our love by our actions.
  - Because everyone is a child of God, we are all brothers and sisters.

**Live It!**

- Read aloud the Live It! on page 1937, or have a volunteer read it.
- Ask volunteers to share their ideas of how to show love for their families.
- Remind the children that it's not enough to think about great ways to show love. We also need to actually carry out those actions.

**Tell It!**

- Ask the children to look at the images in the Tell It! on page 1937.
- Invite the children to work in pairs to retell the story using the images. *(Image 1 shows Jesus' message of love. Image 2 shows that Jesus died for us. Image 3 shows a rich person giving to the poor. Image 4 shows a child giving what he can.)*

**Closing Prayer**

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 12 activity booklet
- index cards with the names of saints and people in the Bible, one card per child
- masking tape
- Sunday worship aids (*optional*)
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Who Am I?

- Prepare in advance by gathering enough index cards to have one for each child. Write the name of one familiar saint or person from the Bible on each card. Be sure to use names of people with whom the children are familiar, perhaps people mentioned in previous chapters.
- Tape one card on the back of each child.
- Ask the children to guess whose name they have on their back by asking one another yes or no questions for clues. Tell the children that once they guess whose name is on their back, they can remove the card and continue to help other group members by giving them clues.

#### Process the Activity

- Explain that these saints and people from the Bible are part of our Church family.
- Remind the group that when we are baptized, we become part of the larger family of Christ, and we stay in that family always.
- Tell the children that our Church is a community of love. Explain that we must not only talk about Jesus’ message of love but we must also act on his message by doing things for others.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 204 in its place.

## Core Teaching

- Ask the children to recall anyone in their family who has died. Mention deceased members of your own family as an example. Remind the children that loved ones who have died are still part of our families, and they continue to be part of our Church family.
- Explain to the children that our Church family includes more people than just those we see at Mass. Tell them that our Church family includes people who still live on Earth with us and those who have died in Christ.
- Tell the group that our Church includes everyone on Earth, everyone in Heaven, and everyone in **Purgatory**. Explain that Purgatory is a state of purification or cleansing that some people may need to enter following death before entry into Heaven.
- Explain that the Church is a community of love. Point out that we are constantly in **communion** with, or together and in union with, all the faithful both living and dead. Tell the group that our Church family, the Body of Christ, is the **Communion of Saints**: all of Jesus' followers on Earth, in Heaven, and in Purgatory.
- Tell the group that those in our Church family who have died continue to pray with us, and we can ask them to pray for us too.
- Hand out the Sunday worship aids, if you brought copies, and explain that at certain times during the Mass—such as before the “Holy, Holy, Holy” and after the consecration—the priest reminds us that we pray with the saints and all those who have died in the faith.
- Ask the children the following question: If we are a community of love and our community includes all the faithful living and dead, how do we show love for everyone? Explain that we can pray for and show respect for people who have died. We can also pray with the saints and with all who have died and now live with God in Heaven.
- Remind the children that All Saints' Day, November 1, is the day in the Church year when we honor all the saints, known and unknown, and we ask them to pray for us. Tell them that All Souls' Day, November 2, is when we pray for everyone who has died.
- Explain that we honor individual saints on feast days throughout the Church year.
- Tell the children that praying with the whole Church is one way we can share Jesus' message of love.
- Ask the children to brainstorm other ways we can show we are a community of love to everyone, living and dead. (*Examples include helping someone whose family member has recently died, asking the saints to pray for us, and celebrating with the Church on holy days and feast days.*) Note that we especially show our unity in love by receiving the Body and Blood of Christ in Communion.



- Ask the children some questions to check for comprehension, such as the following:
  - Who does our Church family include? (*everyone baptized, living and dead*)
  - What is the Communion of Saints? (*The communion of saints refers to the Church: all who have been baptized in Christ who now live on Earth, in Heaven, and in Purgatory.*)
  - How do we show that we are in communion with one another? (*by praying together at Mass, observing the holy days during the year, and receiving Communion*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check.

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 12 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 12 Review,” one for each child
- copies of the handout “Love One Another,” one for each child
- the *Discover!* folder

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Church is a community of love.
  - The Church is the Communion of Saints.
  - We show love to those in our Church family who have died.

**Note:** The handout “Chapter 12 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

**Chapter 12 Review**

Circle the correct answer for each question.

1. What kind of community is the Church?
  - a community that is not divine
  - a community of love
2. What is another name for the Church?
  - the Communion of the Dead
  - the Communion of Saints
3. What do we show to those who have died?
  - love
  - forgetfulness
4. Who is included in our Church book of prayer?
  - all the baptized, living and dead
  - only those alive today
5. How do we show we are in communion with one another?
  - missing Mass and holy days, not receiving Communion
  - praying together at Mass, observing holy days, and receiving Communion

Read the words in the box. Choose the correct word or phrase to complete each sentence below. Write in the line.

6. We are in union with, or in \_\_\_\_\_ with, all the faithful, both living and dead.
7. When we are \_\_\_\_\_, we become part of the larger family of Christ and we stay in that family always.
8. How can we \_\_\_\_\_ to love God if we do not help those who are in need?
9. Jesus, followed on Earth, in Heaven, and in Purgatory are called the \_\_\_\_\_.
10. The state of purification or cleansing that some people may have before entering Heaven is called \_\_\_\_\_.

Word Bank: claim, Purgatory, communion, Communion of Saints, baptized

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- Give each child a copy of the handout “Chapter 12 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. a community of love, 2. the Communion of Saints, 3. love, 4. all the baptized, etc. 5. praying together at Mass, etc. 6. communion, 7. baptized, 8. claim, 9. Communion of Saints, 10. Purgatory*

## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Invite the children to draw a picture of a saint who is meaningful to them. Encourage the children to make their prayer to their chosen saint, saying, “Saint \_\_\_\_\_, pray for us.” Assure them that they can ask for the saint’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Love One Another.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Christ gave his life for us. We must love one another. Final Answer: Love shows itself in action.*
- Remind the children to transfer the circled letter in their final answer (E) to the correct locations on the folder.

## Closing Prayer

- Ask the children to open the activity booklet to page 3, to the prayer they completed there.
- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite each child to read one of the lines they completed on page 3 of the activity book. Allow all the children to invoke one saint, and then close with the following:
  - For all the living and the dead, we ask for your prayers through Christ our Lord.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

## Chapter 12

**Note:** The handout “Love One Another” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

**Love One Another**

Unscramble each of the words in letters and write them in the boxes to figure out the code. Then use the numbers to discover the final message. Finally, transfer the circled letter in your final answer to the square marked with the number 12 on the back of your folder.

Word Search:

- TICHER
- YAGE
- SIH
- LEFI
- FKD
- SU
- EW
- TUMS
- VOIE
- NDE
- NEHSOR

Final Message: CHRIST GAVE HIS LIFE FOR US. WE MUST LOVE ONE ANOTHER.

Final Answer: Love shows itself in action.

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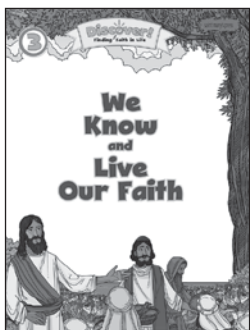


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### *We Know and Live Our Faith*

The following article and activity in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this chapter:

- “The Communion of Saints” + activity, pages 13–14

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on page 204 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 204 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 12 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- prepared information about saints' pictures, statues, and relics at a local parish

### Materials Needed

- the children's full names and birthdays
- research to associate saints with the children's names or birthdays
- a sample word cloud
- markers or crayons
- construction paper
- scratch paper

### Chapter 12

### Materials Needed

- a computer with internet access
- a computer projector

### Our Parish Saints (15 minutes)

- Lead the children on a brief walking tour to visit shrines, stained glass windows, and statues at a local parish. Tell the group who each saint is and why he or she has a statue or window in the parish.
- Tell the children that statues and pictures of saints are like our family photo album, because they help us remember and honor the saints.
- Light a candle in the church sanctuary and invite the group to take a moment to pray for someone who has died.

### All in the Family (15 minutes)

- Prepare in advance by collecting each child's full name and birthday. Use this information to identify a saint associated with each child (either by name or feast day). Assign the name of your school's patron saint to any children for whom you cannot identify another saint.
- Prepare a sample word cloud with your name and the name of your patron saint (or the saint whose feast falls on your birthday).
- Give each child the name of his or her saint to begin this activity.
- Distribute the markers or crayons and the construction paper. Provide scratch paper as needed for the children to practice.
- Show the children the sample word cloud you created. Invite the children to make their own word clouds using their name and their assigned saint. Tell the children to include some qualities of their saint, if they know them, and the words *love* and *pray*.

### We Are a Family (15 minutes)

- Show the video "We Are A Family | Jack Hartmann" (YouTube, 3:50) to the group.
- Help the children review the signs for "We are a family" and "I can feel love grow" from the video.
- Gather the children in a circle. Invite the group to say and sign, "We are a family; I can feel love grow." Ask each child to name a person in their Church family: a saint in Heaven or someone they know who has passed away.
- Repeat "We are a family; I can feel love grow" in signs and words after each child shares as you continue around the circle.

# Chapter 12 Review

Circle the correct answer for each question.

- |   |  |   |
|---|--|---|
| 1. What kind of community is the Church?                | <b>a community that is not diverse</b>                     | <b>a community of love</b>  |
| 2. What is another name for the Church?                 | <b>the Communion of the Dead</b>                           | <b>the Communion of Saints</b>  |
| 3. What do we show to those who have died?              | <b>love</b>  | <b>forgetfulness</b>  |
| 4. Who is included in our Church family?                | <b>all the baptized, living and dead</b>                   | <b>only those alive today</b>   |
| 5. How do we show we are in communion with one another? | <b>missing Mass and holy days, not receiving Communion</b> | <b>praying together at Mass, observing holy days, and receiving Communion</b> |

Read the words in the box. Choose the correct word or phrase to complete each sentence below. Write it on the line.

6. We are in union with, or in \_\_\_\_\_ with, all the faithful, both living and dead.
7. When we are \_\_\_\_\_, we become part of the larger family of Christ, and we stay in that family always.
8. How can we \_\_\_\_\_ to love God if we do not help those who are in need?
9. Jesus' followers on Earth, in Heaven, and in Purgatory are called the \_\_\_\_\_.
10. The state of purification or cleansing that some people may need before entering Heaven is called \_\_\_\_\_.

claim

Purgatory

communion

Communion of Saints

baptized



# Love One Another

Unscramble each of the words below and write them in the boxes to figure out the code. Then use the numbers to discover the final message. Finally, transfer the circled letter in your final answer to the spaces marked with the number 12 on the back of your folder.

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19      6              10

VAGE 

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12      11

VOLE 

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14                      3

NOE 

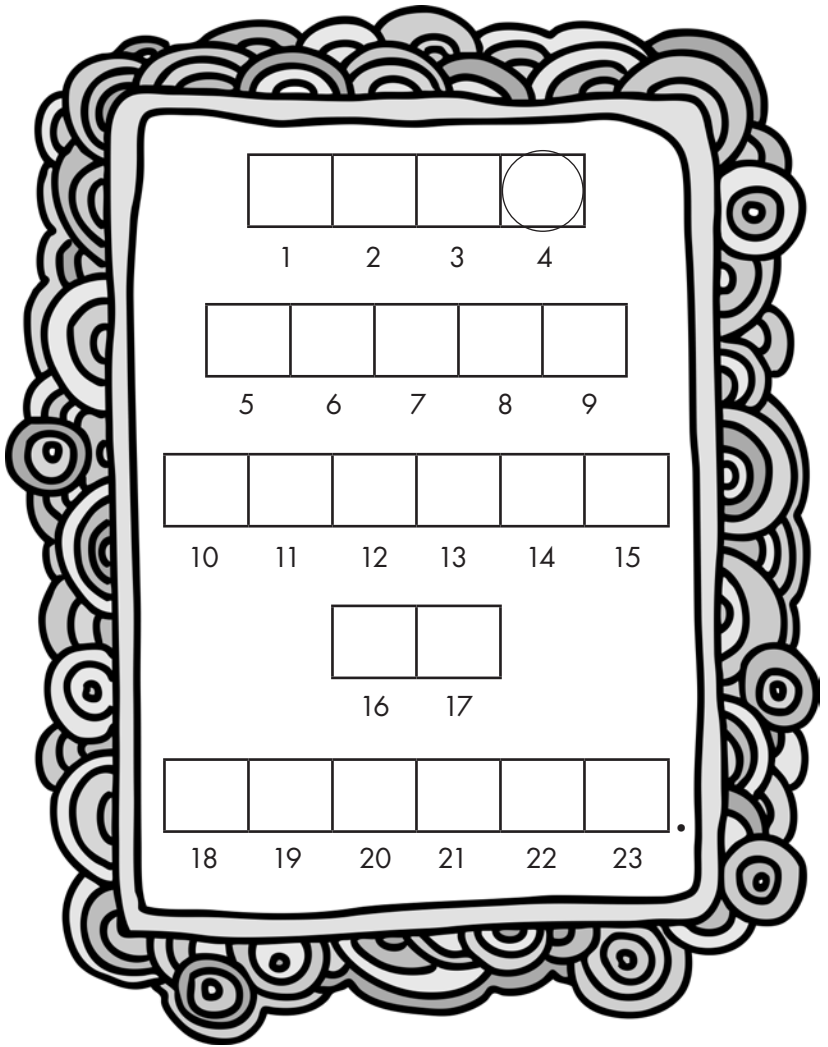
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7      17

NEHTAOR 

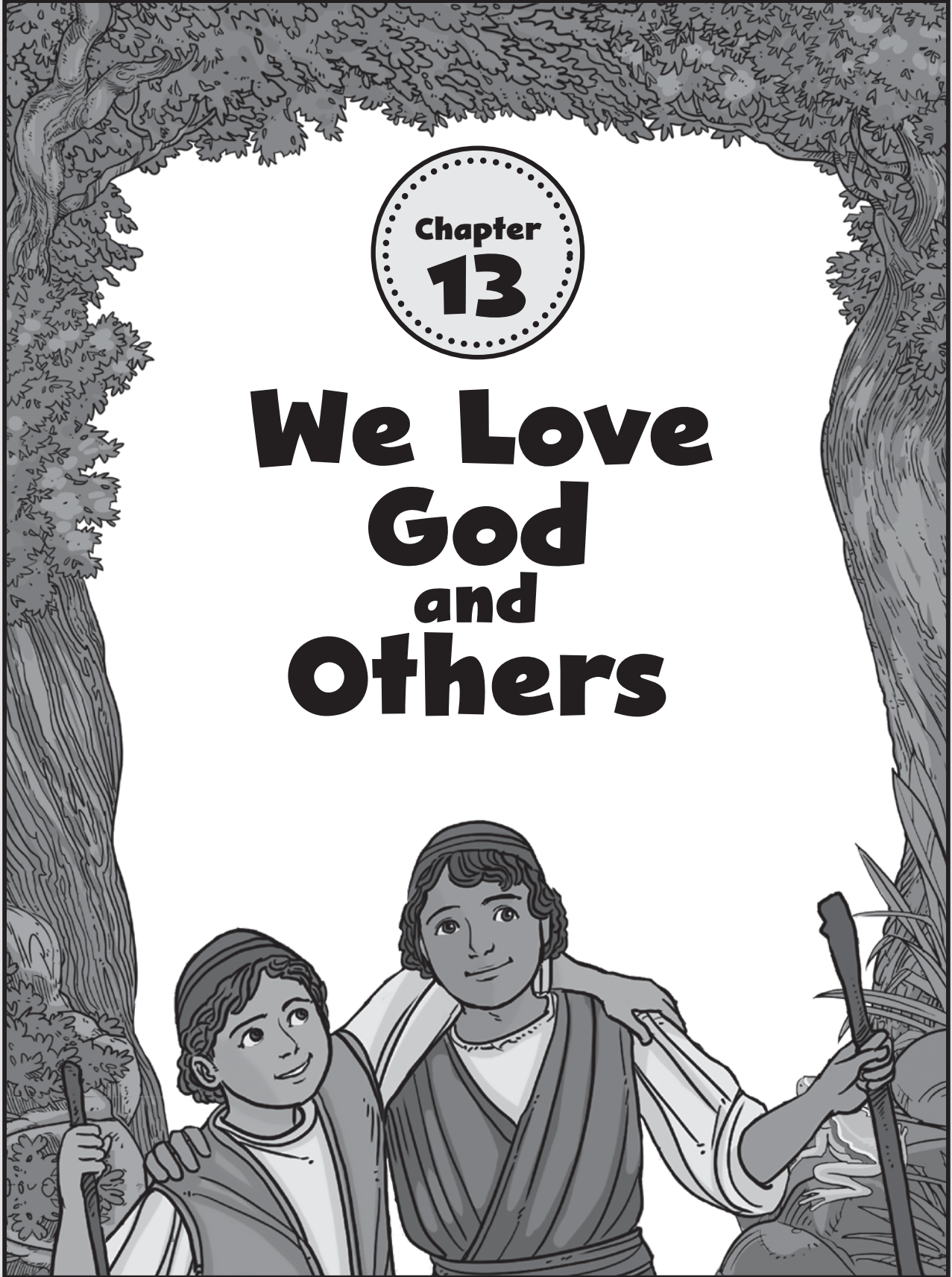
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 .  
23      22      20



Chapter  
**13**

**We Love  
God  
and  
Others**




**Chapter  
13**

## Chapter at a Glance

### Scripture Focus

1 Corinthians 13:4–8

### Chapter Goals

- to recall that Jesus taught us to love God and others
- to describe what it means to be a loving person
- to identify that when we love we are like God

### Catechism Pillar

Live

### Catechism References

1822–1829, 1965–1974

### Key Words

*conceited, irritable, eternal*

### Music Suggestions

- “Love Is Patient and Kind/ 1 Corinthians 13:4,” by Aardvark Kids Music (Twin Sisters IP, LLC)
- “Love Is Patient,” by Kim Beaney (Kim Beaney)

### Background Reflection

Many couples choose the reading from this chapter for their marriage liturgy. The passage lists the qualities of love and how we might extend love to one another. Jesus told us that the Great Commandment is to love God and to love others, and he continually gave us examples and stories of how we might love more fully. In this reading, Saint Paul reminds us, again, of the importance of love.

Love is a virtue that we must nurture through attention, practice, and prayer. We practice the virtue of love through our daily habits: the way we conduct ourselves, treat others, and consider the needs of others. An examination of conscience at the end of each day can help us pay attention to how we have acted in loving ways and how we could have done better.

In prayer before beginning this chapter, reflect on your loving qualities and ask God how you can better reflect his love in the world through your words and actions.





## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 13 activity booklet
- a board or poster to write on
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 13 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Ask the children to brainstorm qualities of love, both what love is and what love is not. Write their ideas on the board. Affirm all reasonable answers.
- Tell the group that *love* means many different things in our world today. Explain that Jesus gave us an example of what love is and that Saint Paul wrote about love in the Scripture they will read in this chapter.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the First Letter to the Corinthians. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "1 Corinthians" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of 1 Corinthians (page 1794). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find 1 Corinthians 13:1–13 (page 1810). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1812. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on page 1810. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 13 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1812–1813 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see.
- Review the bold key words on page 1812. Then read the Scripture passage to the children.
- Have the children reread the last verse together out loud. Then ask the children several questions to check for comprehension, such as the following:
  - What are some qualities of love? (*Love is patient, kind, and happy with the truth.*)
  - What are some qualities that love is not? (*Love is not jealous, conceited, proud, ill-mannered, irritable, selfish, or happy with evil. Love does not keep track of wrongs.*)
  - What is love happy with? (*Love is happy with the truth.*)
  - Does love ever give up? (*No, it is eternal.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: Children should circle "faithful," "kind," "truthful," "hopeful," and "patient." The pink letters are a, t, n, r, l, e, e. The last sentence is "Love is eternal."*

### Understand It!

- Read aloud the Understand It! on page 1813, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.

- Review some of the key points with them:
  - Love is the most important thing in life.
  - Jesus told us that the Great Commandment is to love God and love others.
  - Love means treating people the way we want to be treated: with patience, kindness, and forgiveness, not with jealousy or selfishness.
  - God is love, so when we love we are like God.

### Live It!

- Read aloud the Live It! on page 1813, or have a volunteer read it.
- Ask the group to spend a moment thinking about one way they can practice being more loving.
- Invite volunteers to share their ideas.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1813.
- Invite the children to explain each image by completing the phrase “Love is not . . .” and then saying what quality and action the image shows. *(Image 1 shows that love is not proud or conceited, but is helpful in little things, like tying someone’s shoe. Image 2 shows that love is not selfish but sharing. Image 3 shows that love is not irritable with others; this boy is reading to his little sister. Image 4 shows that love never gives up and lasts forever.)*

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children’s Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 13 activity booklet
- slips of paper, one for every two children
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Core Learning Activity

### Love Is and Love Is Not

- Prepare in advance by creating slips of paper listing qualities to explain either what love is (such as patient, kind, or forgiving) or what it is not (such as jealous, selfish, or conceited). Print one quality on each slip, and create enough slips for every two children to share.
- Split the group into pairs.
- Give each pair one slip, and explain that the slip describes either one way to show love or one way not to show love. Tell each pair to plan a 1-minute skit that depicts the quality on its slip. Allow the partners 5 minutes to work.
- Have each pair share their skit while the group guesses what action or quality the skit depicts and decides whether that action is loving or unloving.

### Process the Activity

- Discuss why each of the actions depicted in the skits is considered loving or unloving.
- Remind the group that we are part of the Body of Christ. Explain that how we treat other people is a reflection of the whole Church.
- Remind the children that our Church is a community of love.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 216–217 in its place.

## Core Teaching

- Explain that when we show love by our words and actions, we are showing others what God’s love is like. Continue with the following points:
  - Showing love by our actions means more than just saying, “I love you.” We must demonstrate love in all our actions.
  - Showing God’s love to everyone is our responsibility because we are part of the Body of Christ, the Church.
  - When we show love by our actions, we make the Body of Christ, our Church, more loving.
- Invite the children to share what it means to be a loving person. Ask them to identify ways they know that someone is a loving person.
- Explain that Jesus taught us to love God and others. Tell the children that when we love others with patience, kindness, and forgiveness, we are loving others just like God loves us.
- Remind the group that Jesus is our most important example of a loving person. He never gave up on us and died for us so that we could be saved.
- Ask volunteers to describe people in their lives who love them no matter what.

- Invite volunteers to describe times when it is hard to be loving. Explain that the Holy Spirit, the helper Jesus sent us, stays by our side to guide and strengthen us as we do our best to be loving people.
- Ask the children some questions to check for comprehension, such as the following:
  - Why is it our responsibility to show God’s love to everyone? (*We are part of the Body of Christ, the Church.*)
  - Who is our most important example of being a loving person? Why? (*Jesus is the most important example of a loving person. He never gave up on us and died for us so that we could be saved.*)
  - Who are we most like when we love the way God wants us to? (*We are like God.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check.

### Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

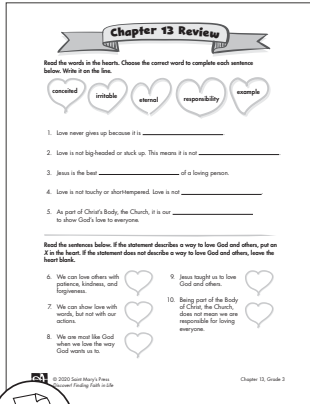
### Materials Needed

- the chapter 13 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 13 Review,” one for each child
- copies of the handout “Love God and Others,” one for each child
- the *Discover!* folder

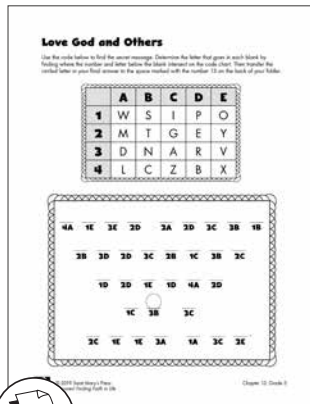
### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Note:** The handout “Chapter 13 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



**Note:** The handout “Love God and Others” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



## Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Jesus taught us to love God and others.
  - To be patient, kind, and forgiving is to be a loving person.
  - When we love, we are like God.
- Give each child a copy of the handout “Chapter 13 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. eternal, 2. conceited, 3. example, 4. irritable, 5. responsibility, 6. mark with an X, 7. blank, 8. mark with an X, 9. mark with an X, 10. blank*

## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint John the Apostle and Evangelist, and lead the children in saying, “Saint John the Apostle, pray for us.” Assure them that they can ask for Saint John the Apostle’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Love God and Others.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Love means treating people in a good way.*
- Remind the children to transfer the circled letter in their final answer (N) to the correct location on the folder.

## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the children to respond to each line with “Lord, hear our prayer.”
  - Dear Jesus, we thank you for all you have done for us.
  - You have shown us what it means to really love someone.
  - Help us to be more loving in our words and actions.
- Invite the children to respond with “Amen” and close with a final Sign of the Cross.

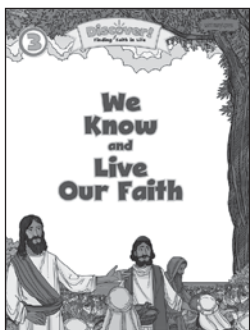


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “Living Close to God,” page 44
- “The Theological Virtues” + activity, pages 44–45

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on pages 216–217 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 216–217 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 13 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- coupon sheets
- markers or crayons
- several pairs of scissors
- several staplers

### Kindness Coupons (15 minutes)

- Prepare in advance by printing coupon sheets. Use dotted lines to create six to eight coupons on letter-size sheets of paper. Print “I love you! Good for . . .” at the top of each coupon. Make enough copies to give each child one sheet.
- Invite the children to brainstorm ways to be loving to people they know.
- Tell the group they will make coupons to give to people in their lives. Tell them that the coupons should offer to do something kind and loving.
- Distribute the coupon sheets and art supplies, and allow 5–10 minutes for the children to work.
- Have the children cut out and staple their coupons into a book they can bring home to give their families.
- Ask the children to discuss how they think their families will respond to the coupon books.

### Materials Needed

- 8-x-12-inch sheets of colored tissue paper, one for each child
- green pipe cleaners, one for each child
- scissors, enough pairs to share
- statue of Mary (optional)

### Flowers for Mary (15 minutes)

- Explain that Jesus’ mother, Mary, was a model of love because of her love for Jesus. Remind the children that we can ask Mary to pray for us as we try to be more loving.
- Tell the children they will make paper flowers to place by a statue of Mary, Jesus’ mother.
- Give each child a piece of colored tissue paper.
- Show the children how to fold the tissue paper accordion-style from the short end. Pass out the scissors and instruct the children to cut around the ends of the folds.
- Pass out the pipe cleaners and show the children how to fasten the pipe cleaner around the middle of the folded paper to make a stem. Show the children how to fluff the folds around the stem.
- Have the children place their tissue paper flowers at the foot of the statue of Mary.
- Conclude by inviting the children to pray the Hail Mary together.



**Materials Needed**

- a computer with internet access
- a computer projector
- a board or poster to write on

**What You Do Matters (15 minutes)**

- Show the video “Life Vest Inside—Kindness Boomerang—‘One Day’” (YouTube, 5:45) to the group.
- Ask the children to think of an experience when someone did something kind for them, and they did something kind in turn for another person. Invite volunteers to describe the experiences they remember.
- Discuss what it feels like to have someone do something kind unexpectedly. Ask the children how these examples show love.
- Invite the class to brainstorm small acts of kindness that they could do for others. Write these on the board. Encourage the children to choose one of these acts of kindness and to do it over the next few days.

## Chapter 13 Review

Read the words in the hearts. Choose the correct word to complete each sentence below. Write it on the line.

conceited

irritable

eternal

responsibility

example

1. Love never gives up because it is \_\_\_\_\_.
2. Love is not big-headed or stuck up. This means it is not \_\_\_\_\_.
3. Jesus is the best \_\_\_\_\_ of a loving person.
4. Love is not touchy or short-tempered. Love is not \_\_\_\_\_.
5. As part of Christ's Body, the Church, it is our \_\_\_\_\_ to show God's love to everyone.

Read the sentences below. If the statement describes a way to love God and others, put an X in the heart. If the statement does not describe a way to love God and others, leave the heart blank.

6. We can love others with patience, kindness, and forgiveness.



9. Jesus taught us to love God and others.



7. We can show love with words, but not with our actions.



10. Being part of the Body of Christ, the Church, does not mean we are responsible for loving everyone.



8. We are most like God when we love the way God wants us to.



# Love God and Others

Use the code below to find the secret message. Determine the letter that goes in each blank by finding where the number and letter below the blank intersect on the code chart. Then transfer the circled letter in your final answer to the space marked with the number 13 on the back of your folder.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>1</b>	W	S	I	P	O
<b>2</b>	M	T	G	E	Y
<b>3</b>	D	N	A	R	V
<b>4</b>	L	C	Z	B	X

<u>4A</u>	<u>1E</u>	<u>3E</u>	<u>2D</u>	<u>2A</u>	<u>2D</u>	<u>3C</u>	<u>3B</u>	<u>1B</u>
<u>2B</u>	<u>3D</u>	<u>2D</u>	<u>3C</u>	<u>2B</u>	<u>1C</u>	<u>3B</u>	<u>2C</u>	
	<u>1D</u>	<u>2D</u>	<u>1E</u>	<u>1D</u>	<u>4A</u>	<u>2D</u>		
			<u>1C</u>	<u>3B</u>	<u>3C</u>			
<u>2C</u>	<u>1E</u>	<u>1E</u>	<u>3A</u>	<u>1A</u>	<u>3C</u>	<u>2E</u>		



Chapter

14

# We Stand with Others




 Chapter  
14

# Chapter at a Glance

## Scripture Focus

James 2:14–17

## Chapter Goals

- to explain that faith is shown through action
- to state that we follow the example of Jesus when we reach out to those in need
- to identify that our faith is alive when we stand with others and help them

## Catechism Pillar

Live: Catholic Social Teaching

## Catholic Social Teaching Focus

Solidarity

## Catechism References

1814–1816, 1939–1948, 2447

## Key Words

*faith, necessities, solidarity*

## Music Suggestions

- “All That God Wants You to Be,” by Carey Landry (OCP)
- “Help Each Other,” by Bob Schneider (Big Round Records)

## Background Reflection

The last several chapters have covered our call to share Jesus’ message of God’s love. In the reading for this chapter, James reminds us that we must show our faith with our actions.

Being a Christian in name only is not enough. Our faith lives and grows when we act on it. Faith creates in us the desire to do more, share more, and give more to those in need. Often we feel insignificant when we see so much need in the world, but that feeling does not excuse us from following Jesus’ call. Our faith requires us to see Jesus in each person and to stand with all people in need. When we stand with our brothers and sisters who are poor or vulnerable, we live in solidarity with them, following Jesus’ example.

Look around to identify what the needs are in your area. Ask yourself, “How do I stand with those in need and live my faith?”



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 14 activity booklet
- a board or poster to write on
- several dice
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 14 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet to the group. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Make a list of six things or ideas that need to be kept alive. List them on the board numbered 1 through 6. (For example: 1—friendship, 2—person, 3—dog, 4—flowers, 5—love, 6—education)
- Tell the children they will brainstorm ideas for how to keep something alive.
- Arrange the children into groups of four or five, and give each group a die.
- Instruct the groups to roll the die. Tell them to look at the number they roll, check it against the numbered list on the board, and answer how to keep that thing alive and thriving. (For example, if they roll a 2, and the list says "person" for item 2, the group could suggest "food.") Allow the groups to work for 5 minutes.
- Gather the full group together and summarize the activity by emphasizing that keeping something alive requires action. Explain to the children that we have to work to keep our friendships, our bodies, our pets, our plants, and even our love alive!

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Letter of James. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "James" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of James (page 1910). If there is time, read, or have a volunteer read, the introduction to the book.

- Invite the children to find James 2:14–24 (pages 1912–1913). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1914. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous pages. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2–Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 14 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1914–1915 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What is faith? (*belief and trust in God*)
  - According to Saint James, can we say we have faith if our actions don't prove it? (*No, faith must be shown through action.*)
  - Is it helpful to say, "Stay warm," but not help someone get what they need to stay warm? (*No, we must help them get what they need.*)
  - What keeps faith alive? (*actions, or good works*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. Answers can vary but should include things like food, water, clothing, shelter, and love. 2. We must show our faith in actions, not just words.*

**Understand It!**

- Read aloud the Understand It! on page 1915, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - To be a Christian, we need to live the way Jesus taught.
  - We must reach out to others with love, especially to those most in need.
  - If we ignore people who are hungry, homeless, or suffering, we are not living as Christians.
  - Our faith is alive when we care for the poor and help make their lives better.

**Live It!**

- Read aloud the Live It! on page 1915, or have a volunteer read it.
- Invite volunteers to share with the class anything their families do to help others.
- Tell the group that when we help others, we are standing with them.

**Tell It!**

- Ask the children to look at the images in the Tell It! on page 1915.
- Ask the children to identify what each image shows, and then suggest what the person in images 1 and 2 should do to demonstrate living faith. (*Image 1 shows a woman telling a homeless person to stay warm. The woman could give an umbrella or blanket to the person instead. Image 2 shows the woman telling a hungry child to eat well. The woman could take the person to the store to buy some food instead. Image 3 is a tombstone saying that faith is dead when we don't act on it.*)

**Closing Prayer**

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.





## Day 3—Discover!

### Materials Needed

- the chapter 14 activity booklet
- index cards cut in half, one half for each child
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Stand with Others

- Prepare in advance by cutting index cards in half. Write a “need” on one half of each card, and write a corresponding “have” on the other half. (For example, a “need” half could say “I’m thirsty.” The “have” half can say “I have water to give.”) Create enough cards for each child to have one half of a card.
- Distribute the index card halves to the children. Explain that they have either a “need” or a “have.” Tell them that they must talk to the other children to find a match: either someone who can meet their need or someone who needs what they have.
- Allow the children to walk around and find their matches. Tell the children to remain standing together when they find their partners. Continue until all the children have found their matches.
- Invite one pair to describe the “need” and “have” on their cards. Have the pair lock arms together when they have finished sharing.
- Invite each pair to share in turn. Have each pair lock arms with the previous pair, forming a chain. Have the final pair lock arms with the first pair so that the whole class forms a circle.

#### Process the Activity

- Point out to the group that some of them had needs. Tell them that their needs were met by someone who had what they needed. Remind them that they then stood together.
- Explain to the children that our actions show how we live our faith and stand with others in need. Continue by stating that when we stand with someone in need, we put our faith into action and are following Jesus’ example.
- Tell the group that as the Church, the Body of Christ, we join our resources to help people all over the world. Tell the group that this is how we stand with other people and let them know that they are not alone.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 230–231 in its place.

### Core Teaching

- Remind the children that over the past few chapters they have been learning that God is love and the Church is a community of love.
- Ask the children to brainstorm examples of how Jesus' life and death showed us God's love. *(Answers could include how he healed people, prayed with people, taught us how to treat people, fed people, forgave sins, and died for us.)*
- Explain that having faith in God means we believe what Jesus told us and showed us about God. Ask the children how faith in God makes a difference in their life. Use the following questions to guide discussion:
  - Do you treat people differently because of your faith?
  - Do you use different words because of your faith?
  - How do you show your faith by your actions?
- Remind the group of what James says at the end of the Featured Story: If we have faith in God, we must keep that faith alive by acting on it, not just talking about it.
- Explain that **solidarity** is an important teaching of our faith. Write the word on the board and circle the "solid" part of the word. Continue with the following points:
  - When we help others in need we stand in solidarity with them. That means we are one with them.
  - "Solid" is part of solidarity because something solid is hard to break apart.
  - When we stand with others in need, we are like a solid support.
  - Jesus stood with others when he healed people, forgave them, and shared God's love.
- Explain that each of us stands with others in a different way because each of us has different ways and gifts to put our faith into action.
- Tell the children that the Church also gathers all our different talents, gifts, and resources to help people in a bigger way than each of us can do alone. *(Optional: Share an outreach program or activity through which your school shows its faith and stands with those in need in your community.)*
- Ask the children some questions to check for comprehension, such as the following:
  - How do we keep our faith alive? *(through our actions)*
  - What does it mean to stand with someone? *(When we stand with others, they are not alone. We stand in solidarity.)*
  - Why does James say that faith needs action? *(Because we must follow Jesus' loving actions to keep our own faith alive.)*

- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 14 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 14 Review,” one for each child
- copies of the handout “Helping Others,” one for each child
- the *Discover!* folder

## Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Note:** The handout “Chapter 14 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

## Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Faith is shown through action.
  - We follow the example of Jesus when we reach out to those in need.
  - Our faith is alive when we stand with others and help them.
- Give each child a copy of the handout “Chapter 14 Review” if you would like to incorporate an assessment on day 4. After some time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any questions they may have answered incorrectly. *Answers: 1. faith, 2. necessities, 3. in solidarity with, 4. alive, 5. love, 6. False, 7. True, 8. True, 9. False, 10. True*

**Chapter 14 Review**

Circle the correct word or phrase to complete each sentence.

- To believe in and to trust in God is to have \_\_\_\_\_ **faith**      **hope**
- Some people are so poor that they do not have the \_\_\_\_\_ of life.      **luxuries**      **necessities**
- When we help others in need, we stand \_\_\_\_\_ with them.      **in solidarity with**      **oppose**
- We keep our faith \_\_\_\_\_ through our actions.      **dead**      **alive**
- Jesus stood with others when he healed people, forgave them, and showed God's \_\_\_\_\_ to them.      **love**      **creation**

Read the sentences below. If the statement is true, write *True* on the line. If the statement is false, write *False* on the line.

- Faith is shown through words only. \_\_\_\_\_
- Faith is shown in actions. \_\_\_\_\_
- When we help those in need, we follow the example of Jesus. \_\_\_\_\_
- When something is solid, it is easy to break apart. \_\_\_\_\_
- Faith is alive when we stand with others and help them. \_\_\_\_\_

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**Note:** The handout “Helping Others” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Servant of God Dorothy Day, and lead the children in saying, “Dorothy Day, pray for us.” Assure them that they can ask for Dorothy Day’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Helping Others.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Faith without action is dead.*
- Remind the children to transfer the circled letter in their final answer (W) to the correct location on the folder.

## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the children to take a quiet moment to think of someone they know who needs help. Tell them that the group will pray for these people.
- Ask volunteers to briefly describe the person they thought of by saying, “For [person and description] . . .” Have the group respond, “Lord, hear our prayer,” to each petition. Have some petitions ready to offer if the children get stuck.
- Conclude by saying, “Father, we pray for these people and all the people in our hearts. We offer these prayers in the name of your Son, Jesus Christ.”
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

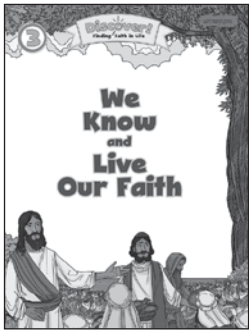


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this chapter:

- “Living with Others in Society,” pages 46–47

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on pages 230–231 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 230–231 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 14 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- materials or supplies for service project

### Class Service Project (15 minutes)

- Prepare a service project in advance by connecting with a service organization in your community. For example, you could have your group assemble toiletry bags for a shelter to distribute, decorate place mats for Meals On Wheels, or fill grocery bags of canned goods to give a local food pantry.
- Introduce the project to your group and speak about the need they are filling. Conduct the activity you have planned.
- Discuss with the children how meeting others' needs is a way to show our faith through works or actions.
- Explain that as the Church, we can join our resources to help people all over the world. Tell the children that this is how we let people know they are not alone.

### Materials Needed

- construction paper
- markers or crayons
- glue sticks or masking tape
- large boxes

### Create Your Own Service Project (15 minutes)

- Have the group brainstorm a collection drive they can launch to show their faith in action. Consider easy things that they could ask other students and teachers to collect and bring in:
  - clean, small stuffed animals for children in homeless shelters
  - jackets, coats, scarves, mittens, and woolen hats
  - nonperishable food items for a local food bank
- Distribute the art supplies. Tell the children to write "Faith in Action" on the top of their pieces of construction paper. Then ask them to write and decorate their fliers to tell the school about their collection drive. They should include the following information:
  - What they are collecting
  - Why they are collecting
  - Who will benefit
  - How people can donate (e.g., boxes in the school entrance and office)
  - When people need to donate (deadline)
- Invite the children to use some of the fliers to decorate the large boxes for collecting the donations. Use the glue sticks or tape to attach signs to the boxes.
- Discuss with the class how filling the needs of others is a way we show our faith through good works. Explain that when we join our resources as a school to help people in the community, we stand with people in a more powerful way than we can by ourselves.
- Collect the fliers and post them around the school. Include local church and parish buildings if possible. Place the collection boxes. Consider also adding a notice to the next school newsletter or parish bulletin. Make arrangements to collect the donations and distribute them as planned by your group.

## Materials Needed

- a computer with internet access
- a computer projector
- jars or small boxes, one for each child
- large labels (about 3" x 4"), one for each child
- markers
- tape

## Thank You (15 minutes)

- Show the video "Thank you for living your faith!" (YouTube, 2:17), published by Catholic Relief Services.
- Ask the children to brainstorm how one person can help someone in a completely different town or village. Affirm all reasonable answers.
- Explain the power of putting our resources together as a Church. Tell the children that when we join our resources to help people all over the world, we stand with them in an even more powerful way than we can do by ourselves.
- Share how organizations like Catholic Relief Services collect donations from people all over the United States. Explain that they are able to use that money to do big things like build schools and hospitals, create access to clean water, and send aid to communities after natural disasters.
- Distribute the jars or boxes to the children. Give each child a label to tape on their container. Tell them they will decorate these containers and take them home to collect spare change from around the house. Ask them to decorate the labels with the words "Faith in Action" and pictures of what they are collecting for.
- Tell the children to bring the money they collect on a specific date. Explain that you will provide the collected funds to the school administration to fund local service projects identified by the school.

# Chapter 14 Review

Circle the correct word or phrase to complete each sentence.

- To believe in and to trust in God is to have \_\_\_\_\_ .      **faith**      **hope**
- Some people are so poor that they do not have the \_\_\_\_\_ of life.      **luxuries**      **necessities**
- When we help others in need, we stand \_\_\_\_\_ them.      **in solidarity with**      **against**
- We keep our faith \_\_\_\_\_ through our actions.      **dead**      **alive**
- Jesus stood with others when he healed people, forgave them, and shared God's \_\_\_\_\_ .      **love**      **creation**

---

Read the sentences below. If the statement is true, write *True* on the line. If the statement is false, write *False* on the line.

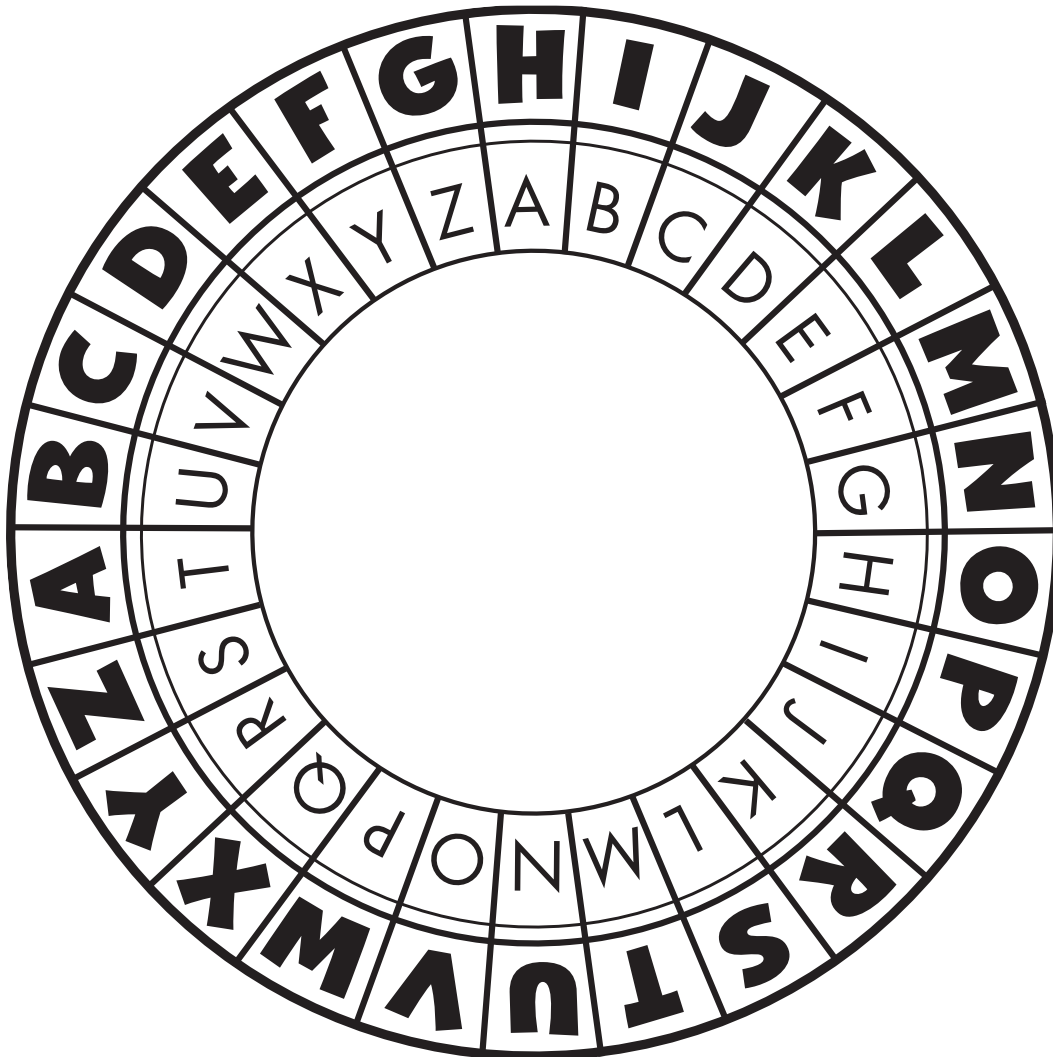
- Faith is shown through words only. \_\_\_\_\_
- Faith is shown in actions. \_\_\_\_\_
- When we help those in need, we follow the example of Jesus. \_\_\_\_\_
- When something is solid, it is easy to break apart. \_\_\_\_\_
- Faith is alive when we stand with others and help them. \_\_\_\_\_





# Helping Others

Discover the important message! Use the letters in the smaller circle to write down the letters in the bigger circle. Then transfer the circled letter in your final answer to the space marked with the number 14 on the back of your folder.



\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_  
 Y    T    B    M    A    **P**    B    M    A    H    N    M

\_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_  
 T    V    M    B    H    G    B    L    W    X    T    W



Chapter

15

# We Pray for What We Need




**Chapter  
15**

# Chapter at a Glance

## Scripture Focus

Matthew 7:7–11

## Chapter Goals

- to state that God is our Father who wants to give us the things we need
- to identify that Jesus encourages us to ask God for what we need
- to explain that asking God for what we need is called a prayer of petition

## Catechism Pillar

Pray

## Catechism References

2629–2633

## Key Words

seek, petition

## Music Suggestions

- “Ask, Seek, Knock,” by DwellSongs Year 2 (Faith Alive Christian Resources)
- “Lord, Hear Our Prayer,” by John Angotti (World Library Publications)

## Background Reflection

People strive for independence, yet independence can make it difficult for us to ask for what we need. We may want to be self-reliant, but in asking God for what we need, we are acknowledging that all things are possible through God and not through our own power. And sometimes we feel that so many people in the world have greater needs and that asking God for something is selfish. But as Jesus tells us, God wants to hear our prayers.

Jesus makes this teaching clear in Matthew 7:7–11. Ask God for what you need and you will receive. Seek, and you will find. Knock, and God will open the door to you. Over and over, Jesus tells us to ask for what we need.

Take a moment to think about your latest requests of God. Did you offer prayers of petition (prayers for yourself) or of intercession (prayers for others)? Did you ask God for what you need, or just something you want? Reflect on how God might have answered your prayers in ways you did or did not expect.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 15 activity booklet
- a poster or board to write on
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 15 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Tell the children to think about being deserted on an island with only a few things to help them. Invite them to brainstorm things they would want to have with them on the island, and write their ideas on the board.
- Review their list and discuss what they would really need as opposed to what they would want. Ask the group to narrow the list down to the five most essential needs.
- Explain that often when we ask God for something, we struggle to see the difference between what we need and what we want.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of Matthew. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Matthew" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Matthew (page 1446). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find Matthew 7:7–11 (page 1462). Point out the green leaf at the beginning and end of the passage.

- Have the children turn to the Featured Story on page 1464. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on page 1462. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 15 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1464–1465 in *The Catholic Children's Bible*. Ask the children to look at the artwork and share what they see.
- Tell the children that in this passage, Jesus teaches us some important things about prayer.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What is Jesus trying to tell us about prayer? (*We have to ask for what we need.*)
  - What does Jesus mean when he says that the door will open when we knock? (*Jesus is saying that when we reach out, God welcomes us.*)
  - What happens when we ask for what we need? (*God gives us what we need.*)
  - Why does God want good things for us? (*He loves us, and he is the best father.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answer: asks, seeks, knock*

**Understand It!**

- Read aloud the Understand It! on page 1465, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Jesus teaches us to ask God for what we need.
  - Jesus says that God loves us and will answer our prayers like a loving father.
  - Jesus wants us to turn to God when we are in need. He says to ask, seek, and knock.
  - God knows what we need, because he knows everything. But we must put our needs into words in prayer.

**Live It!**

- Read aloud the Live It! on page 1465, or have a volunteer read it.
- Invite the children to write their own prayer to God following the three steps.
- Encourage them to take their prayer home and put it in a special place to remind them that they can always come to God with their needs.

**Tell It!**

- Ask the children to look at the images in the Tell It! on page 1465.
- Invite volunteers to share what they see in the images. (*Image 1 shows a boy knocking. Image 2 shows a boy asking for something. Image 3 shows a door being opened and a boy receiving bread.*)

**Closing Prayer**

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.

**Day 3—Discover!****Materials Needed**

- *The Catholic Children's Bible* and the chapter 15 activity booklet
- two lists for *The Catholic Children's Bible* artwork scavenger hunt
- materials for any of the additional activities you choose

**Opening**

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Core Learning Activity

### Asking for What We Need

- Prepare in advance by making two lists of things to find in the artwork throughout *The Catholic Children’s Bible* for a scavenger hunt. For example, “I need to know how many boats are in the picture on page 1468” or “I need to know what treasure the man is holding at the bottom of page 1480.” Keep it simple and include the phrase “I need . . .” and the page number.
- Divide the group into two teams and choose a captain for each team. The captains should be the better readers in your group.
- Have each captain sit at one end of the room, and the rest of each team sit at the other end of the room.
- Give each captain a copy of *The Catholic Children’s Bible*.
- Distribute to each team one of the lists you prepared. Tell the teams to look at the first item on their list. Instruct the teams to have one team member run to the captain, ask for what they need, and report back to the team so they can record the answer on the list.
- Begin the activity and continue until all questions have been asked and answered.
- Run through the list of items, checking for correct answers.

### Process the Activity

- Remind the group that they had to share what they needed with the team captain in order to get the right answers. Explain that this is how it is with prayer to God. Point out that we can’t just expect something to come to us; we have to do our part and express what we need and how we might be helped.
- Explain to the children that God wants us to ask for what we need and to speak to him in prayer.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 244–245 in its place.

## Core Teaching

- Explain that even though God knows everything, Jesus wants us to have a relationship with God. Explain that in a relationship, we grow closer to people as we talk and listen to them. Tell the children that, in the same way, we grow closer to God when we talk with him, even when we just ask for what we need.
- Point out that Jesus taught us how to ask God for something. Share that he did not want us to sit back and do nothing but wanted us to reach out to God when we are in need.
- Tell the group that praying for what we need is different than praying for what we want. Discuss wants versus needs that the children might pray for. Use the following examples and more, if time allows, to develop the idea of wants versus needs:
  - Praying for a new video game is a want.
  - Praying for patience is a need.
  - Praying for candy is a want.
  - Praying for good health is a need.
- Remind the children that God always answers our prayers, but not always in the way we expect. Explain that it is sometimes hard to understand how God is answering a prayer, and he also might not answer in the time we expect.
- Share that when we pay attention to our prayer and look for God in our lives, we can see how our prayer is answered in different ways. Remind the children that God always wants what is good for us.
- Explain that sometimes things happen that we don't understand, but Jesus wants us to know that we can always turn to God, our Father, when we are in need or don't understand. (Be sure that you do not use words that will lead the children to believe that bad things happen because they didn't pray.)
- Remind the children of the difference between a prayer of intercession and a prayer of petition. Tell the children that when we ask God for our own needs, it is called a prayer of **petition**. Explain that a petition is a request. Remind them that when we ask for something on someone else's behalf it is called a *prayer of intercession*.
- Ask the children some questions to check for comprehension, such as the following:
  - What does Jesus want us to do when we need something? (*to ask God*)
  - Why does Jesus want us to ask God? (*God wants good things for us. God loves us and gives us what we need.*)
  - What is the difference between a need and a want? (*A need is something we need to live our life and be with God. A want can be anything we don't need for survival or holiness.*)
  - What do we call our prayers when we pray for ourselves? (*petitions*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers: 1. P, 2. I, 3. I, 4. P, 5. I*



## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4 – Go!

### Materials Needed

- the chapter 15 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 15 Review,” one for each child
- copies of the handout “Asking for What We Need,” one for each child
- the *Discover!* folder

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - God is our Father who wants to give us the things we need.
  - Jesus encourages us to ask God for what we need.
  - Asking God for what we need is called a prayer of petition.
- Give each child a copy of the handout “Chapter 15 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. need, 2. want, 3. seek, 4. intercession, 5. petition, 6. Yes, 7. Yes, 8. No, 9. Yes, 10. Yes*

**Note:** The handout “Chapter 15 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

**Chapter 15 Review**

Choose the word that best completes each sentence and write it on the line.

1. A \_\_\_\_\_ is something that we must have to live our life and be with God.

2. A \_\_\_\_\_ is something "asks" that we do not need for survival or happiness.

3. If we help each other \_\_\_\_\_ we will find \_\_\_\_\_.

4. In the prayer of \_\_\_\_\_ we pray for the needs of others.

5. In the prayer of \_\_\_\_\_ we pray for our own needs.

Answer the following questions by circling "Yes" or "No."

6. Does God our Father want to give us the things we need? Yes  No

7. Does Jesus encourage us to ask God for what we need? Yes  No

8. Is asking God for our own needs called a prayer of intercession? Yes  No

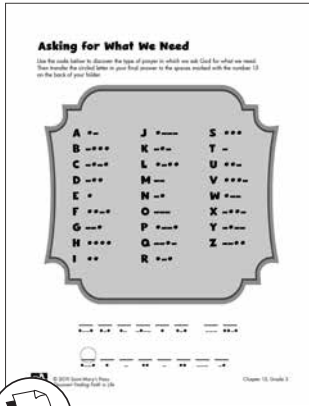
9. Is asking God for our own needs called a prayer of petition? Yes  No

10. Is it a need something we must have for our survival or our happiness? Yes  No

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**Note:** The handout “Asking for What We Need” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Our Lady of Good Counsel, and lead the children in saying, “Our Lady of Good Counsel, pray for us.” Assure them that they can ask for Our Lady of Good Counsel’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Asking for What We Need.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: prayer of petition*
- Remind the children to transfer the circled letter in their final answer (*P*) to the correct locations on the folder.

## Closing Prayer

- Tell the children that the closing prayer today will be prayers of petition, that is, they will be prayers for themselves.
- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Tell the children to take a moment to think in their hearts and minds about what they want to ask God for.
- Ask whether anyone would like to share what they are praying for; or begin with your own petition and then invite volunteers. Do not insist that each child share his or her petition.
- Close the prayer as follows:
  - Heavenly Father, we thank you for listening to our prayers. We know you see all things and know all things. Help us always to turn to you when we are in need.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

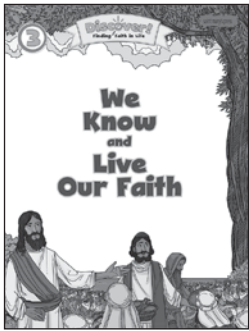


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### *We Know and Live Our Faith*

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Prayer of Petition” + activity, pages 54–55

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on pages 244–245 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 244–245 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 15 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- a small object

### Seek and Find (15 minutes)

- Choose an object that can be concealed within a child's hands, and show the object to the whole group.
- Explain to the children that they will play a game where an object will be hidden in one child's hands, and another person will have to find the object. Tell the group that the person searching can get help locating the hidden object by asking different children if they have the object. Explain that they can also knock on a desk, and you will give them a general direction such as "hot" or "cold" to indicate if they are close to or far from the child with the object.
- Select a volunteer and have the volunteer turn his or her back to the rest of the group. Give the object to another child and have all of the children close their hands as if they have the object.
- Invite the volunteer to turn around and search for the object using the two methods described. Start a timer to see how quickly the child can locate the object.
- Play the game several times, inviting different volunteers to search for the object.
- Remind the children that the Scripture for this chapter tells us to ask, seek, and knock, and God will help us with our needs. Explain that we only need to ask God and bring our needs to him in prayer.

### Materials Needed

- Hail Mary and Our Father prayers, written on slips of paper, one slip for each child

### Prayer in Parts (15 minutes)

- Prepare in advance by printing the lines of the Our Father and the Hail Mary on slips of paper, one line per slip. Make enough slips for each child to have one. Repeat either or both of the prayers as needed.
- Give one slip to each child. Tell the children that they have to ask the other children what prayer they have. Instruct them to group themselves by prayer and then line up in the correct order according to what line is printed on their slips. Allow a few minutes for the children to work.
- Ask each group to say their prayer in order.
- Discuss how the children were able to get themselves in order. Point out that they had to ask one another for help and seek out other parts of the prayer.
- Tell the group that when we need something, we can take action ourselves, but sometimes we have to ask others for help. Remind them that this is the same with God. Explain that we can always share our needs with God and speak to him in prayer. Point out that God will always give us the best answer.

**Materials Needed**

- a computer with internet access
- a computer projector
- a board or poster to write on

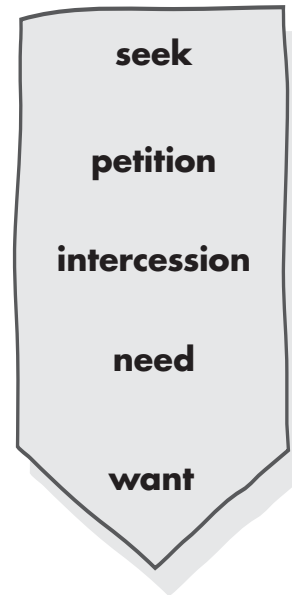
**Sing Along: Ask and You Will Receive (15 minutes)**

- Show the video “Ask Seek and Knock,” published by Peter Smith (YouTube, 2:48), to the group and invite them to sing along.
- Invite the class to brainstorm a list of everything they have asked for during the day, starting with when they got up in the morning. Guide the children through their day as they make their list, and record their answers on the board.
- Ask the group whether they realized they had asked for so many different things throughout the day.
- Explain that sometimes we ask for things we need, and sometimes we ask for things we want.
- Tell the group that we can always pray to God, bringing our needs to him.

# Chapter 15 Review

Read the words in the banner. Choose the correct word to complete each sentence below. Write it on the line.

1. A \_\_\_\_\_ is something that we must have to live our life and be with God.
2. A \_\_\_\_\_ is something "extra" that we do not need for survival or holiness.
3. If we truly ask and \_\_\_\_\_, we will find.
4. In the prayer of \_\_\_\_\_, we pray for the needs of others.
5. In the prayer of \_\_\_\_\_, we pray for our own needs.



Answer the following questions by circling "Yes" or "No."

- |  |     |    |
|--|-----|----|
| 6. Does God our Father want to give us the things we need?             | Yes | No |
| 7. Does Jesus encourage us to ask God for what we need?                | Yes | No |
| 8. Is asking God for our own needs called a prayer of intercession?    | Yes | No |
| 9. Is asking God for our own needs called a prayer of petition?        | Yes | No |
| 10. Is a need something we must have for our survival or our holiness? | Yes | No |



# Asking for What We Need

Use the code below to discover the type of prayer in which we ask God for what we need. Then transfer the circled letter in your final answer to the space marked with the number 15 on the back of your folder.

<b>A</b> •-	<b>J</b> •---	<b>S</b> •••
<b>B</b> -•••	<b>K</b> -•-	<b>T</b> -
<b>C</b> -•-•	<b>L</b> •-••	<b>U</b> ••-
<b>D</b> -••	<b>M</b> --	<b>V</b> •••-
<b>E</b> •	<b>N</b> -•	<b>W</b> •--
<b>F</b> ••-•	<b>O</b> ---	<b>X</b> -••-
<b>G</b> --•	<b>P</b> •-••	<b>Y</b> -•--
<b>H</b> ••••	<b>Q</b> --•-	<b>Z</b> ---••
<b>I</b> ••	<b>R</b> •-•	

\_\_\_\_\_

•-••   •-•   •-   -•-   •   •-•

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# Discover!

Finding Faith in Life

## Unit 4

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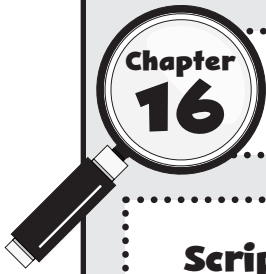
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Chapter

16

# The Church Is Catholic and Apostolic





# Chapter at a Glance

Chapter 16

## Scripture Focus

Acts of the Apostles 1:8–11

## Chapter Goals

- to recall that the Holy Spirit came upon the Apostles at Pentecost
- to identify that the Holy Spirit gave the Apostles the power to go into the whole world to preach the message of Jesus
- to state that the Holy Spirit gives us power to spread God’s Kingdom of peace on Earth

## Catechism Pillar

Believe

## Catechism References

830–870

## Key Words

*Holy Spirit, witness, fixed, Galilean, Catholic, Apostolic*

## Music Suggestions

- “Prayer to the Holy Spirit,” by John Burland (John Burland)
- “Spirit, Come Down,” by Mark Friedman and Janet Vogt (OCP)

## Background Reflection

Just before his Ascension, Jesus commanded the Apostles to go and tell others about his life, death, and Resurrection. But as they watched Jesus ascend into Heaven, they were stunned and had no idea how to even begin. They had to be nudged by two men in white who told them to stop staring at the sky. At Pentecost the Holy Spirit came upon Jesus’ followers, and our Church began to share the Good News in a powerful way.

In chapter 11, the Marks of the Church were introduced, and the chapter focused on how the Church is One and Holy. In this chapter, the other two Marks will be explored: Catholic and Apostolic. We say our Church is “Catholic,” or universal, because the Good News is a message for everyone. The Church is also “Apostolic” because it is founded on the Apostles.

We too are called to share the Good News, and we have the Holy Spirit to help us. Are we still staring at the sky? Do we need a nudge? Let’s pray to the Holy Spirit for the wisdom and grace to share the message of Jesus with everyone we meet.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 16 activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 16 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Ask the children to think about the first time they had to do something alone, such as the first day of school, the first time they performed or played a sport in public, or the first time they rode a bike. Invite them to recall what they expected beforehand. Ask them if they thought it would be hard or easy, and whether they thought they would like it or not.
- Ask what helped them get through the new experience. Ask them how they felt afterward.
- Explain that the followers of Jesus felt the same way when they were first commanded to go out and preach the Good News of Jesus Christ. Point out that they didn't know how to begin, they didn't know how others would react, and they weren't sure they could even do it.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Acts of the Apostles. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Acts of the Apostles" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of the Acts of the Apostles (page 1708). If there is time, read, or have a volunteer read, the introduction to the book.
- Invite the children to find Acts of the Apostles 1:3–11 (page 1709). Point out the green leaf at the beginning and end of the passage.

- Have the children turn to the Featured Story on page 1710. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous page. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmark in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 16 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1710–1711 in *The Catholic Children's Bible*. Ask the children to look at the artwork and share what they see.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - Who did Jesus say he would send to his followers to give them power to preach the Good News? (*the Holy Spirit*)
  - What does it mean to be a witness for Jesus? (*It means to announce the truth about Jesus.*)
  - Where did Jesus go after he spoke to his followers? (*He rose into Heaven and disappeared in a cloud.*)
  - Who spoke to the Apostles while they were still looking up at the sky? What did they say? (*Two men in white spoke to them and told them that Jesus would return in the same way some day.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. power, 2. truth, 3. Holy Spirit, 4. cloud, 5. two, 6. person, 7. fixed*

**Understand It!**

- Read aloud the Understand It! on page 1711, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - We call Jesus' return to Heaven the Ascension.
  - Jesus gave his followers the special mission of telling the whole world about him.
  - Jesus said the Holy Spirit would give his followers the power to carry out this task.
  - The Good News we need to tell people about is the life, death, and Resurrection of Jesus.

**Live It!**

- Read aloud the Live It! on page 1711, or have a volunteer read it.
- Have the children close their eyes. Ask them to imagine the events of the reading as you read it again slowly to them.
- Read the Featured Story once more while the children reflect on the details.
- Tell the children to keep their eyes closed and to pray this brief prayer aloud: "Come, Holy Spirit, come."

**Tell It!**

- Ask the children to look at the images in the Tell It! on page 1711.
- Invite volunteers to take turns retelling the story to the group by describing what each image depicts. (*Image 1 shows Jesus talking to his followers. Image 2 shows Jesus ascending to Heaven. Image 3 shows two men in white telling the group to stop looking at the sky.*)

**Closing Prayer**

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 16 activity booklet
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Freeze and Wait

- Clear an open space in the classroom, or take the children to the gym, multi-purpose room, or playground.
- Tell the children they will play a form of freeze tag. Explain that when you yell “Freeze,” they have to stop and look up at the sky. Tell them they can’t move again until you yell “Go!”
- Allow the children to run around for a minute, and then yell “Freeze!” Make the children wait a little bit longer than is comfortable, checking for movement, and then yell “Go!” Go through several rounds as time allows.

#### Process the Activity

- Tell the children that often we freeze when we panic or when we are not sure we can do something.
- Tell the group that the Apostles felt that way when Jesus left. Explain that his followers had no idea how to tell all people everywhere about Jesus.
- Remind the children that the Apostles had not yet received the Holy Spirit and didn’t understand his power.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 260–261 in its place.

## Core Teaching

- Explain Jesus' final command to share the Good News. Tell the children that he left the disciples behind and asked them to begin their work sharing the Good News. Remind them that the Good News is that God loves us and sent Jesus to us. Share that the Good News is also the fact that Jesus gave his life for us, is risen from the dead, and is with us every day.
- Remind the children that they already learned that the Church is One and Holy—two Marks of the Church. Explain that in this chapter they will learn about the other two Marks: **Catholic** and **Apostolic**.
- Write the word *catholic* on the board (small c). Tell the children that the word *catholic* means “universal.” Explain that *Catholic* with a capital C is the name of our Church. Point out that *catholic* with a small c explains who is welcome in our Church. Share that Jesus wanted all people to hear the Good News, not just certain people. That is why we say our Church is catholic.
- Write the word *Apostolic* on the board. Tell the children why the Church is called Apostolic. (*Optional: Have the group read Acts of the Apostles 2:1–6, the Featured Story about the Holy Spirit on page 1714.*) Explain:
  - We trace our Church all the way back to the Apostles, so we say our Church is Apostolic—that is, based on the Apostles.
  - On Pentecost, the Holy Spirit came to the Apostles to give them strength, courage, and the power to share Jesus' Good News with the whole world.
  - The Apostles began sharing the Good News of Jesus. We consider this to be the beginning, or birthday, of the Church.
  - Peter was an Apostle and was the first Pope. Jesus said he would build his Church on the rock of Peter's faith.
- Have the children say the phrase “Catholic and Apostolic” out loud. Ask whether they have heard this phrase at Mass. Lead them to recall that we profess our faith that the Church is Catholic and Apostolic when we pray the Nicene Creed during Sunday Mass.
- Remind the children that they have now learned about all four Marks, or qualities, of the Church. Write the four Marks of the Church and their definitions on the board:
  - One: united by one faith and one Baptism
  - Holy: loving God and others and following Jesus
  - Catholic: universal
  - Apostolic: based on and descending from the Apostles
- Remind the children that we also meet Jesus through the power of the Holy Spirit in the Sacraments, especially Baptism, Confirmation, and the Eucharist. Discuss how the Holy Spirit empowers us to share Jesus' message by being peacemakers, praying, and helping others.



- Ask the children some questions to check for comprehension, such as the following:
  - Who came to the Apostles at Pentecost? (*the Holy Spirit*)
  - What does the word *catholic* mean? (*universal, applying to everyone*)
  - Why is our Church Apostolic? (*It is based on the Apostles.*)
  - What did the Holy Spirit do for the Apostles? (*The Holy Spirit gave the Apostles the power to share the message of Jesus with the whole world.*)
  - What does the Holy Spirit do for us? (*The Holy Spirit helps us share Jesus' message by being peacemakers, praying, and helping others.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers: 1. peace; 2. kingdom, Good; 3. everyone; 4. Holy; Circled letters: a, n, o, e, l 5: alone*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 16 activity booklet
- a board or poster to write on
- copies of the handout "Chapter 16 Review," one for each child
- copies of the handout "Marks of the Church," one for each child
- the *Discover!* folder

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Note:** The handout “Chapter 16 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

**Chapter 16 Review**

Circle the correct answer for each question.

- Who came upon the Apostles at Pentecost?
 

the Holy Spirit	Jesus
-----------------	-------
- The Apostles were given power to go where?
 

into nearby towns	into the whole world
-------------------	----------------------
- Who gave the Apostles this power?
 

the Holy Spirit	Jesus
-----------------	-------
- Who gives us power to spread God's Kingdom?
 

our pastor	the Holy Spirit
------------	-----------------
- What is God's Kingdom?
 

a Kingdom of peace	a Kingdom of struggle
--------------------	-----------------------

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.

witness	Good	Galilean	Catholic	Apostolic
---------	------	----------	----------	-----------

- A \_\_\_\_\_ is a person from Galilee.
- Someone who announces the truth about someone or something is called a \_\_\_\_\_.
- The Apostles were told to preach the \_\_\_\_\_ News.
- This word means “universal” and is a Mark of the Church: \_\_\_\_\_.
- The word \_\_\_\_\_ means “based on the Apostles.”

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Answer: Finding Faith in Life Chapter 16, Grade 3



## Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Holy Spirit came upon the Apostles at Pentecost.
  - The Holy Spirit gave the Apostles the power to go into the whole world to preach the message of Jesus.
  - The Holy Spirit gives us power to spread God’s Kingdom of peace on Earth.
- Give each child a copy of the handout “Chapter 16 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. the Holy Spirit, 2. into the whole world, 3. the Holy Spirit, 4. the Holy Spirit, 5. a Kingdom of peace, 6. Galilean, 7. witness, 8. Good, 9. Catholic, 10. Apostolic*

## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet, and invite a volunteer to read the “People of Faith” section aloud. Add any other information you know about Pope Saint John XXIII, and lead the children in saying, “Pope Saint John XXIII, pray for us.” Assure them that they can ask for Pope Saint John XXIII’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Marks of the Church.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Catholic and Apostolic*
- Remind the children to transfer the circled letter in their final answer (N) to the correct location on the folder.

**Note:** The handout “Marks of the Church” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

**Marks of the Church**

Unscramble the letters to reveal two of the four Marks of the Church. Write your final answer on the puzzle below. Then transfer the correct letter to your final answer to the space marked with the number. Use the back of your folder.

Q	T	I	C	A	T
A	P	C	H	O	L
O	S	T	A	N	D

\_\_\_\_\_

\_\_\_\_\_

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Answer: Finding Faith in Life Chapter 16, Grade 3



## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the children to respond, “Come, Holy Spirit,” to each line in the following prayer:
  - Holy Spirit, strengthen me so I may spread God’s peace on Earth.
  - Holy Spirit, give me the power to share Jesus’ message of God’s love.
  - Holy Spirit, guide me today and always.
- Invite the children to say “Amen,” and close with a final Sign of the Cross.

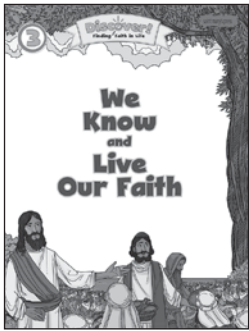


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Is Catholic,” page 16
- “The Church Is Apostolic,” page 16

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on pages 260–261 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 260–261 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 16 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- a votive or tea candle or a battery-powered candle
  - red and orange construction paper
  - several pairs of scissors
  - markers or crayons
  - safety pins
- ### Holy Spirit Flames (15 minutes)
- Light a candle on a table where all the children can see it but where they are safely away from it. If live flames are not allowed, use a battery-powered candle and have the children use their imaginations or play a video of a candle flame, such as “meditation candle flame no sound 1 hour” (YouTube, 1:00:00).
  - Invite them to discuss the qualities of the flame, such as heat and light. Lead them to understand that flames need to be nurtured so they don’t go out, yet we must handle fire with care because it is so powerful.
  - Remind the children that a flame is one of the symbols of the Holy Spirit.
  - Explain that just like the Apostles who kept looking into the sky after Jesus ascended, we all need a little reminder sometimes to know that we are not alone and that God is always with us.
  - Distribute the construction paper, scissors, and markers or crayons. Instruct the children to cut out flame shapes from their paper. Have them write “I have the Spirit” on their shapes, followed by their names.
  - Distribute the safety pins, and invite the children to pin their flames on their shirts using safety pins.
  - Tell the children that when we panic or feel frozen, we can remember that we also have received the Holy Spirit at our Baptism.

**Materials Needed**

- a list of awkward actions
- masking tape

**You Can Do It (15 minutes)**

- Prepare in advance a list of slightly awkward tasks for the children to do such as walking backwards or sideways, pretending to jump rope, walking while patting their head or rubbing their tummy, or jumping forward while clapping. Mark a starting line with the masking tape on one side of the room.
- Arrange the children into two teams. Have the teams line up behind the starting line while you stand at the other side of the room.
- Explain that you will give the first member of each team instructions that they have to follow to cross the room. Tell them that before they move they have to say, "I can't do this by myself!"
- Tell the group that the rest of the team has to respond, "You can do it!" Then the first team member can move across the room, following your instruction. Explain that this will then continue with the next person in line, and so on. Invite the children to cheer as their team members move to the other side of the room.
- Conduct the activity using the list of actions you prepared. Continue until all team members have crossed the room.
- Tell the children that often we are not sure we can do something by ourselves.
- Explain that the Apostles felt that way when Jesus left. They had no idea how they would tell all people about Jesus, and they felt very alone. Tell the children that the Apostles had one another, but more important, they had the power of the Holy Spirit.

**Materials Needed**

- a computer with internet access
- a computer projector
- red heart cutouts
- markers or crayons

**Holy Spirit with Me (15 minutes)**

- Prepare in advance by cutting red heart shapes from construction paper, one for each child.
- Show the video "The Kissing Hand read by Barbara Bain" (YouTube, 4:46) to the group.
- Invite the children to discuss how a kiss from the mom in the book is like the coming of the Holy Spirit:
  - The mom's kiss stayed with the little raccoon all day.
  - The Holy Spirit comes to us from God and stays with us always to help us do good things.
- Tell the children that often we are not sure we can do something by ourselves.
- Explain that the Apostles felt that way when Jesus left. They had no idea how they would tell all people about Jesus, and they felt very alone. Tell the children that the Apostles had one another, but more important, they had the power of the Holy Spirit.
- Distribute the red hearts and markers or crayons. Invite the children to write on their hearts one way they feel God is with them today by writing "God is with me when . . ." and completing the sentence.

# Chapter 16 Review

Circle the correct answer for each question.

1. Who came upon the Apostles at Pentecost?

the Holy Spirit

Jesus

2. The Apostles were given power to go where?

into nearby towns

into the whole world

3. Who gave the Apostles this power?

the Holy Spirit

Jesus

4. Who gives us power to spread God's Kingdom?

our patron saints

the Holy Spirit

5. What is God's Kingdom?

a Kingdom of peace

a Kingdom of struggle

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.

witness

Good

Galilean

Catholic

Apostolic

6. A \_\_\_\_\_ is a person from Galilee.

7. Someone who announces the truth about someone or something is called a \_\_\_\_\_.

8. The Apostles were told to preach the \_\_\_\_\_ News.

9. This word means "universal" and is a Mark of the Church:  
\_\_\_\_\_.

10. The word \_\_\_\_\_ means "based on the Apostles."



# Marks of the Church

Unscramble the tiles to reveal two of the four Marks of the Church. Write your final answer on the spaces below. Then transfer the circled letter in your final answer to the space marked with the number 16 on the back of your folder.

OLI IC CAT

AP C HOL OST AND

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ ○ \_\_\_\_\_

\_\_\_\_\_



Chapter

17

# The Church Cares for the Sick






**Chapter  
17**

## Chapter at a Glance

### Scripture Focus

James 5:13–16

### Chapter Goals

- to recall that a sacrament is a meeting with Jesus
- to state that the Sacrament of Anointing of the Sick is a Sacrament of Healing
- to explain that the Sacrament of Anointing of the Sick strengthens the sick and, if God wills, brings healing

### Catechism Pillar

Celebrate

### Catechism References

1499–1532

### Key Words

*elders, restore, effect, ambry*

### Music Suggestions

- “Heal Us Lord,” by John Burland (John Burland)
- “Meditation,” by Grayson Warren Brown (OCP)

### Background Reflection

In the Anointing of the Sick—a Sacrament of Healing—someone who is ill or elderly receives God’s grace. This Sacrament strengthens the sick and, if God wills, brings healing.

In the Anointing of the Sick, the priest lays hands on the sick or elderly person, forgives their sins, and anoints their forehead and hands with holy oil. The prayers of the Sacrament ask for the Holy Spirit to give the person courage, strength, and peace to deal with their illness.

The Sacrament is a meeting with Jesus. It connects the ill person with Christ’s suffering on the cross, so that the person knows they are not alone. Imagine the peace this Sacrament offers to those facing serious illness or surgery: knowing that they are not alone, that their sins are forgiven, and that the Church is praying for them in their time of need.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 17 activity booklet
- a first aid kit
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 17 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Show the children a first aid kit. Ask the children if they know what it is for. Affirm all reasonable answers.
- Tell the group that we have a lot of medicine to help someone who is sick or hurt. Explain that our Church has been praying over sick people since the beginning of the Church, asking God to strengthen them physically, emotionally, and spiritually—long before modern medicine.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Letter of James. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "James" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Letters. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of James (page 1910). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find James 5:13–16 (page 1917). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1918. Explain that the green leaves on this page mark that this is the same Scripture passage found on the previous page. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 17 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1918–1919 in *The Catholic Children's Bible*. Ask the children to look at the artwork, and invite volunteers to suggest what the people in the artwork are doing.
- Explain that the Scripture passage they will read is advice that James, one of Jesus' followers, offered to the people who began our Church.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What should those who are sick do, according to James? (*They should call for the elders, the leaders of the local church.*)
  - What will the elders do? (*The elders will pray for them and rub oil on them.*)
  - What will God do when the leaders offer their prayers in good faith? (*God will forgive the sins of the sick person and help him or her feel better.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. pray for them, 2. rub oil on them, 3. heal the sick*

### Understand It!

- Read aloud the Understand It! on page 1919, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.

- Review some of the key points with them:
  - Jesus cured many people when he lived on Earth.
  - The Sacrament of Anointing of the Sick continues Jesus' healing work today.
  - The Sacrament comforts people who are sick or in danger of dying.
  - The priest anoints the sick person with oil and offers prayers. Other Christians pray for the sick person too.
  - The letter from James tells us that the Church has anointed the sick from the days of the earliest Christians.

### Live It!

- Read aloud the Live It! on page 1919, or have a volunteer read it.
- Explain that many different people benefit from our prayers for those who are sick or suffering. Explain that we will include them in the closing prayer.
- Invite the children to spend a few minutes of silence thinking of someone they know who is sick, injured, elderly, or otherwise suffering. Tell them the person can be someone they know personally or someone they have just heard of.
- Ask the children to write their person's name down in their activity book to remember during prayer. Explain that the children can simply pray "for all who are sick in our community" if they cannot think of specific people.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1919.
- Invite a volunteer to reread the Scripture passage as the rest of the children look at the images. (*Image 1 shows people singing praise. Image 2 shows a Church leader anointing a sick person with oil. Image 3 shows a sick person feeling better. Image 4 shows elders praying over a person.*)

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 17 activity booklet
- picture of an ambry with the holy oils (*optional*, if you do not have access to the church sanctuary)
- olive oil in a small bowl
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Holy Oils

- Take the children to the church sanctuary to view the **ambry**, and explain that this is the name for the special cabinet in the church that contains the holy oils for the Sacraments. If you do not have access to an ambry, have the children gather around a picture of a similar cabinet with holy oils so they can see the three cruets. Images may be found online.)
- Point out the Sacred Chrism (labeled *S.C.*, for *Sanctum Chrisma*), used for the Sacraments of Baptism, Holy Orders, and Confirmation.
- Point out the Oil of the Catechumens (labeled *O.S.*, for *Oleum Sacram*, or *O.C.*, for *Oleum Catechumenorum*), used for the Baptism of those who are welcomed into the Church at the Easter Vigil.
- Point out the Oil of the Sick (labeled *O.I.*, for *Oleum Infirmorum*), used during the Sacrament of Anointing of the Sick.
- Return to the classroom, or invite the group to return to their seats.
- Have the children hold out their hands, palms facing up. Offer each child the bowl of olive oil. Explain that you are using regular oil, not holy oil.
- Have the children dip a thumb in the oil and then make a cross over the palm of their other hand. Invite them to rub their hands together to rub the oil into their skin.

#### Process the Activity

- Ask the children to notice how their skin feels soft after rubbing in the olive oil. Point out that people have long valued olive oil for its ability to strengthen, soothe, and heal.
- Tell the children that the priest uses the Oil of the Sick to anoint the sick person receiving the Sacrament. Explain that the Oil of the Sick is pure olive oil that has been blessed by the bishop at a special Mass on Holy Thursday. Point out that this blessed oil, through the power of the Holy Spirit, brings strength, healing, cleansing, and comfort.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 274–275 in its place.

## Core Teaching

- Remind the children that Jesus spent much of his earthly life with sick people, healing them and comforting them. Point out that every sacrament is a meeting with Jesus.
- Recall the two Sacraments of Healing: Reconciliation and Anointing of the Sick. Make the following points:
  - Healing can mean more than just physical healing.
  - The Sacrament of Penance and Reconciliation heals our relationships with God and others by encouraging our repentance and forgiving our sins.
  - The Sacrament of Anointing of the Sick seeks to heal and strengthen our minds and our hearts. It can also heal our relationships with God and others.
- Explain that Anointing of the Sick is for people who are gravely (seriously) ill. Tell the children that serious illness can include disease or injury that needs a lot of attention from a doctor.
- Point out that the sacrament is also for older people, who often deal with more illness and physical struggles.
- Explain what happens in the Anointing of the Sick:
  - The priest takes some of the Oil of the Sick and makes a cross on the forehead and on the palm of each hand of the person receiving the sacrament.
  - When the priest anoints the head and hands, he asks Jesus to send his love and mercy to the sick person with the grace of the Holy Spirit.
  - The priest prays over the sick person, asking the Holy Spirit to send the sick person courage and strength to handle the illness, as well as the peace of knowing they are not alone.
  - The priest hears the person's confession, if the person is awake, and forgives the person's sins to heal their soul and the person's relationship with God.
  - The sacrament does not miraculously heal the sick person, although it can if that is God's will. But it does offer spiritual and emotional healing and strengthening.
- Remind the children that Jesus sent the Holy Spirit to the Apostles to give them power to help others. Explain that the Sacrament of Anointing of the Sick is one way that priests and bishops—the successors of the Apostles—use the power of the Holy Spirit to bring us God's healing love.

- Ask the children some questions to check for comprehension, such as the following:
  - What kind of Sacrament is Anointing of the Sick? (*a Sacrament of Healing*)
  - What does the priest use to anoint the sick person? (*holy oil, the Oil of the Sick, which is olive oil that has been blessed by the bishop*)
  - What does this sacrament do for a sick person? (*It offers the sick person healing, strength, forgiveness, and peace through the power of the Holy Spirit.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 17 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 17 Review,” one for each child
- copies of the handout “Prayers for Healing,” one for each child
- the *Discover!* folder

## Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - A sacrament is a meeting with Jesus.
  - The Sacrament of Anointing of the Sick is a Sacrament of Healing.
  - The Sacrament of Anointing of the Sick strengthens the sick and, if God wills, brings healing.





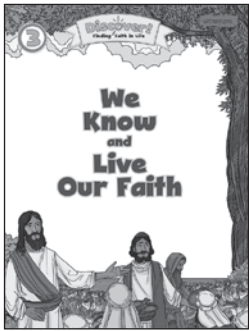


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this chapter:

- “The Sacrament of Anointing of the Sick,” pages 38–39

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on pages 274–275 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 274–275 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 17 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- construction paper
- markers or crayons
- stickers

### Get-Well Cards (15 minutes)

- Tell the group that they will make cards to distribute to the sick and those who cannot leave their homes because of illness.
- Distribute the art supplies. Write the following words on the board: “May God’s strength, courage, and peace be with you.” Invite the children to write the phrase somewhere on their cards and then decorate the cards using the art supplies provided.
- Invite the children to work while they discuss the comfort that comes from knowing someone cares and is praying for you. Ask them to make the cards cheerful so that they can lift the spirits of those who receive the cards.
- Remind the group that Jesus spent a lot of time with sick people, healing them and comforting them.
- Connect with the local parish and ask one of the parishioners who takes Holy Communion to the sick to deliver the cards when they make visits. Address some cards to specific people if you know of anyone in need.

### Materials Needed

- chicken soup preheated in a slow cooker (adjust as needed for food allergies or sensitivities)
- a serving spoon or ladle
- bowls, napkins, and spoons for all the children

### Chicken Soup (15 minutes)

- Prepare in advance by warming chicken soup (homemade or canned) in a slow cooker. Bring the slow cooker to the classroom and plug it in to keep it warm. (Adjust this activity as needed if anyone in your class has food allergies or sensitivities.)
- Tell the children that some people think chicken soup has healing qualities because of its comforting warmth and because of its nutritional ingredients, such as garlic, herbs, olive oil, and chicken broth.
- Invite volunteers to pass out napkins and spoons. Ladle out bowls of soup and pass them around until all the children have a bowl.
- Invite the children to eat their soup while they discuss why chicken soup might help us feel better when we have a cold or flu. Invite them to brainstorm other ways to help someone who is sick. Affirm all reasonable answers.

## Materials Needed

- a computer with internet access
- a computer projector
- prayer cards for the sick, one for each child
- construction paper and art supplies (optional)

## Anointing of the Sick (15 minutes)

- Show the video “The beauty of Anointing of the Sick” (YouTube, 1:32) to the group.
- Explain that the Anointing of the Sick, as a sacrament, is a meeting with Jesus. Tell the group that is why Pope Francis says in the video that it is Jesus himself who visits the sick when a priest comes to anoint someone.
- Ask the children to brainstorm ways their parents take care of them when they are sick or injured. Invite them to think of other ways we can comfort those who are sick or suffering—not just physically, but mentally and emotionally also. Affirm all reasonable answers and write them on the board.
- Give each child a prayer card. *(Optional: Distribute construction paper and art supplies, and have the children write their own prayer cards for the sick.)*
- Tell the children to include prayers for the sick in their daily prayers.

# Chapter 17 Review

Read the words in the oil droplets. Choose the correct word to complete each sentence below. Write it on the line.



1. In the Sacrament of the Sick, we pray that God will \_\_\_\_\_ (bring back to normal) the sick person, forgive sins, and give that person strength.
2. The \_\_\_\_\_ were the leaders of the early Church.
3. Every sacrament is a meeting with \_\_\_\_\_.
4. We know that the prayers of a good person have a powerful result, or \_\_\_\_\_.
5. The Sacred Chrism, the Oil of Catechumens, and the Oil of the Sick are kept in a special place in the church called an \_\_\_\_\_.

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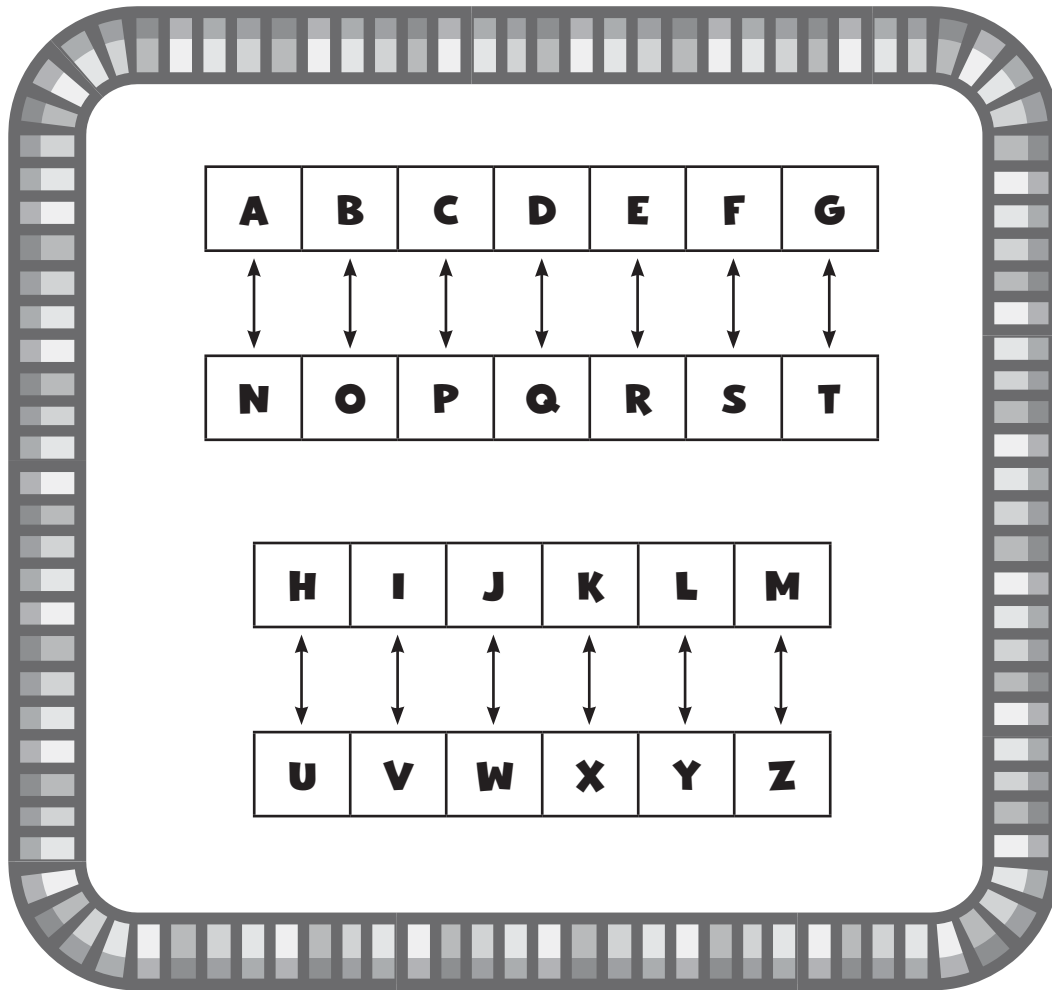
Read the descriptions below. If the sentence describes the Sacrament of Penance and Reconciliation, write *SPR* on the line. If it describes the Sacrament of the Sick, write *SS* on the line. *Hint: One of the sentences describes both sacraments.*

- |  |  |
|--|--|
| _____ 6. heals our relationship with God and others by encouraging repentance and forgiving our sins | _____ 8. for those who are elderly and dealing with physical struggles |
| _____ 7. for all those who are gravely and seriously ill   | _____ 9. a Sacrament of Healing  |
|  | _____ 10. uses the Oil of the Sick to anoint the sick person           |



# Prayers for Healing

Use the code below to recall what we call the Sacrament of Penance and Reconciliation and the Sacrament of Anointing of the Sick. Then transfer the circled letter in your final answer to the space marked with the number 17 on the back of your folder.



○

**F N P E N Z R A G F B S**

**U R N Y V A T**

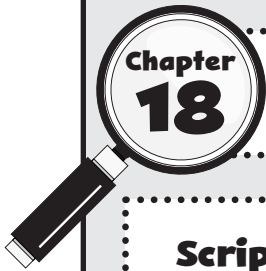


Chapter

**18**

# **We Are Called to Spread the Good News**





# Chapter at a Glance

## Scripture Focus

Matthew 28:16–20

## Chapter Goals

- to explain that Jesus sent his disciples to spread the Good News
- to state that we spread the Good News by talking about Jesus and living his teachings
- to affirm that Jesus is with us always as we live as his disciples and lead other people to him

## Catechism Pillar

Live

## Catechism References

849–856, 904–906, 1122, 2044, 2472

## Key Words

*disciple, doubted, authority, Gospel, missionary, home missions*

## Music Suggestions

- “Tell the World (Live),” by Hillsong Kids (Hillsong Church T/A Hillsong Music Australia)
- “Building God’s Kingdom,” by John Burland (John Burland)

## Background Reflection

The word *gospel* means “good news,” and the Gospels of Matthew, Mark, Luke, and John tell us the Good News of Jesus. They tell us of his life, death, and Resurrection; of God’s amazing love for us; and that the Holy Spirit is there to help us. These are all messages of Good News. What Jesus desired of us, as his disciples, is that we share this Good News with others.

There are many different ways to spread the Good News through our words and actions. There may be someone who needs to hear about God’s forgiveness. Someone else might need to know about the courage and awe we gain from the Holy Spirit. Yet another person might benefit from unconditional love being shown to them, mirroring the way that God loves us.

What good news are you sharing with others? How can you be more intentional about sharing the Good News of Jesus Christ?



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 18 activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 18 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say “Amen,” and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Ask the children to think of some good news they’d like to share with the group. Tell them the good news doesn’t have to be huge or dramatic. It could be as simple as, “It’s warm outside!” “We’re alive!” or “People care for us!”
- Take turns going around the room and allowing each child to share some good news.
- Ask the group to discuss how thinking about good news makes them feel.
- Tell the children that good news gives us joy and is often something we want to share with others.
- Explain that in this chapter they will learn that we are called to share the Good News about Jesus with other people.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of Matthew. Invite the children to turn to page 15 in *The Catholic Children’s Bible* and find “Matthew” on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Matthew (page 1446). If there is time, read, or have a volunteer read, the introduction to the book if it hasn’t yet been read to the group.
- Invite the children to find Matthew 28:1–20 (pages 1519 and 1522). Point out the green leaf at the beginning and end of the passage.



- Have the children turn to the Featured Story on page 1520. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the surrounding pages. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 18 activity booklet
- blank note cards and envelopes

## Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Scripture Focus

- Invite the children to use their bookmarks to return to pages 1520–1521 in *The Catholic Children's Bible*. Ask the children to look at the artwork and share what they see.
- Explain that this story comes from the end of Matthew's Gospel, after Jesus rose from the dead.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What is a disciple? (*a close follower of Jesus*)
  - What did Jesus tell the disciples to do? (*He told them to go and spread the Good News: tell people about him, make them into his followers, baptize them, and teach people what Jesus had taught them.*)
  - How should they baptize people? (*"in the name of the Father, the Son, and the Holy Spirit" [verse 19]*)
  - How long will Jesus be with them? (*"always, to the end of the age" [verse 20], meaning forever*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: everywhere, disciples, baptize, Father, Spirit, obey*

**Understand It!**

- Read aloud the Understand It! on page 1521, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Two thousand years ago, during his earthly life, Jesus gave his disciples important instructions to tell everyone about him.
  - The disciples did go out and share the Good News about Jesus, and they made more followers of Jesus as a result.
  - Today we are Jesus' followers, his disciples. We are also called to learn more about him and share his Good News with others. We do this by talking about him and living as he taught us to live.
  - Jesus promised to always be with us to help us live as his disciples.

**Live It!**

- Read aloud the Live It! on page 1521, or have a volunteer read it.
- Give each child a note card to write a thank-you note. Invite them to complete their notes at home, if time is short. Remind them to give or mail the notes to their intended recipients, if possible.

**Tell It!**

- Ask the children to look at the images in the Tell It! on page 1521.
- Invite volunteers to share what each image box shows and how it relates to the Scripture story. (*Image 1 shows disciples climbing the hill in Galilee. Image 2 shows Jesus standing before the disciples. Image 3 shows Jesus telling his disciples to go make more disciples. Image 4 shows Jesus telling the disciples that he will be with them always.*)

**Closing Prayer**

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 18 activity booklet
- a board or poster to write on
- information on a sister parish, if applicable
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Good News Tag

- Clear a large open space in the classroom, or bring the group to the gym, multipurpose room, or playground. Have the children spread out around the space.
- Tell them that they will be playing a type of tag that requires them to shout out Good News about Jesus. Explain that you will be the first “It.” Tell them the rules:
  - If I try to tag you, you can avoid being tagged by crouching and shouting a specific story in the Bible about Jesus or shouting something that Jesus taught us that we can share with others.
  - If you do this, you are safe for the moment. I cannot tag you and must try to tag someone else.
  - You cannot repeat a piece of good news someone has already shared.
  - If you don’t crouch or if you repeat something that was already said, then I can tag you. You become “It,” and the game continues the same way.
  - Everyone needs to pay attention to know when someone new becomes “It.”
- Give the children 30 seconds to think of at least one thing about Jesus they can share, or brainstorm a few examples with the children.
- Begin the game of tag. Stop and ask for a new volunteer “It” after a few minutes if the children successfully avoid being tagged. Continue for several minutes.

### Process the Activity

- Invite the children to return to their seats and take some deep breaths to calm down.
- Ask the group whether it was easy or hard to think of something to share, especially as the game progressed.
- Ask the children to brainstorm where they learn the Good News about Jesus. Lead them to realize they learn the Good News from the Bible, from their family, during Mass, and from you and other teachers.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 288 in its place.

### Core Teaching

- Explain that the word **gospel** means “good news.” Ask the children to name the four books of the Bible that we call the Gospels (*Matthew, Mark, Luke and John*).
- Remind the children that it is in the four Gospels that we read the Good News about the life, death, and Resurrection of Jesus and all he came to teach us. Recall that as we learn about Jesus and his message, we are called to share that with others through both our words and actions.
- Explain to the children that the Holy Spirit came to give the Apostles the power to share the Good News and make new followers of Christ. Tell them that the Holy Spirit remains with us today to give us the courage and the words to share the Good News of Jesus Christ.
- Encourage the children to think of ways they might share the Good News. Write their answers on the board. Examples might include the following:
  - Learning more about Jesus as a group
  - Sharing what we learn about Jesus
  - Living the way Jesus taught us
  - Being loving to other people
  - Talking to friends about Jesus
  - Supporting groups that share Jesus’ message and live out his teachings
- Explain that someone who shares the Good News of Jesus Christ is called a **missionary**. Point out that missionaries retell the story of Jesus, share his love, and pass on his message to others. Tell the children that many missionaries travel the world, sharing the Good News and bringing Christ’s love to people in need.
- Share with the children that other missionaries live here in the United States in areas that have few parishes or priests to support them. Explain that we call these areas **home missions** because they are located right here in our country.

- Tell the group that we can support missionaries everywhere by donating money and praying for the missionaries and the people they serve. *(Optional: If your parish supports a sister parish, tell the group about the sister parish and its history.)*
- Ask the children some questions to check for comprehension, such as the following:
  - What is the Good News of Jesus Christ? *(Jesus' life, death, and Resurrection, and all that Jesus came to teach us)*
  - How does the Holy Spirit help us today? *(The Holy Spirit gives us the courage and the words to share the Good News.)*
  - What are some ways we can share the Good News? *(Answers will vary.)*
  - What is a missionary? *(someone who shares the Good News, sometimes in faraway places and sometimes closer to home)*
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

### Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.



## Day 4—Go!

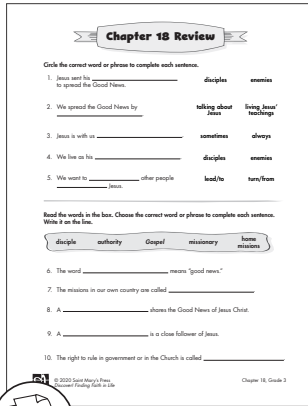
### Materials Needed

- the chapter 18 activity booklet
- a board or poster to write on
- copies of the handout "Chapter 18 Review," one for each child
- copies of the handout "Jesus Sends Us Out," one for each child
- the *Discover!* folder

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Note:** The hand-out “Chapter 18 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).



## Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Jesus sent his disciples to spread the Good News.
  - We spread the Good News by talking about Jesus and living his teachings.
  - Jesus is with us always as we live as his disciples and lead other people to him.
- Give each child a copy of the handout “Chapter 18 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. disciples, 2. Both: talking about Jesus and living Jesus’ teachings, 3. always, 4. disciples, 5. lead/to, 6. Gospel, 7. home missions, 8. missionary, 9. disciple, 10. authority*

## Chapter Wrap-Up

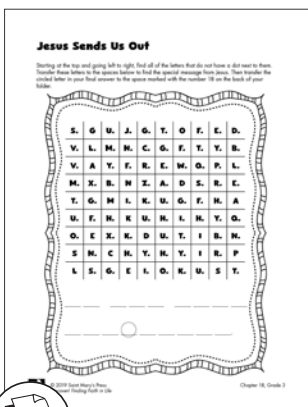
- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Gabriel the Archangel, and lead the children in saying, “Saint Gabriel, pray for us.” Assure them that they can ask for Saint Gabriel’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “Jesus Sends Us Out.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Go and make disciples.*
- Remind the children to transfer the circled letter in their final answer (C) to the correct location on the folder.

## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Lead the children in the following prayer:
  - Jesus Christ, we thank you for your life here on Earth.
  - We thank you for the gift of the Holy Spirit, who helps us spread the Good News.
  - We ask you to bless us as we share your message with the people we meet.
  - We ask you to bless those around the world who share your message.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

Chapter 18

**Note:** The handout “Jesus Sends Us Out” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).



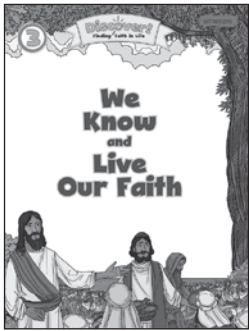


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### *We Know and Live Our Faith*

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Holy Spirit,” page 11
- “The Church Is Catholic,” page 16

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on page 288 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 288 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 18 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- cardstock paper, one sheet for each child
- masking tape or staplers
- markers or crayons

### Shout It Out! (15 minutes)

- Tell the children that they will make megaphones to share the Good News of Jesus.
- Ask the children what they think we mean when we say that we are called to share the “Good News.” Affirm all reasonable answers.
- Give each child a piece of cardstock paper. Distribute the markers or crayons, and ask the children to decorate their cardstock with messages of Good News about Jesus.
- Show the children how to roll their cardstock into a cone and then fasten the cone with staples or tape.
- Have the children take turns sharing the Good News by shouting it through their megaphones.

### Materials Needed

- music and speakers or a sound system

### Happy Dance Freeze (15 minutes)

- Decide on a suitable song to use for a freeze dance game.
- Tell the group that they will play a freeze dance game. Explain to them that they should start dancing when you start to play a song. Point out that when you stop the song, the children have to share something they know about Jesus with the child closest to them. Tell them that you will then restart the music, and they can begin dancing again.
- Play the song, stopping it several times. Ensure all the children have shared a story or detail about Jesus before you begin playing the music again.
- Invite the children to return to their seats and take some deep breaths to calm down.
- Invite volunteers to review some of the things they heard from the other children during the song.
- Ask the group whether it was easy or hard to share something about Jesus.

### Materials Needed

- a computer with internet access
- a computer projector
- a plate
- a small carton of milk
- food coloring (four colors)
- four cotton swabs
- a small bowl of dish detergent

### Sharing the Good News (15 minutes)

- Show the video “Object Lesson on Sharing the Gospel” (YouTube, 2:31).
- Check with the children to make sure they understood what each part of the object lesson represents.
- Gather the children around a central table, and invite four volunteers to follow the steps in the video to recreate the message using the supplies.
- Highlight the different points about spreading the Good News and knowing that the Holy Spirit is always there to help us.
- Invite the children to share ideas for simple ways that they might share the Good News with others through their words and actions. Encourage them to do these things over the next week.



# Chapter 18 Review

Circle the correct word or phrase to complete each sentence.

1. Jesus sent his \_\_\_\_\_ to spread the Good News.      **disciples**      **enemies**
2. We spread the Good News by \_\_\_\_\_.      **talking about Jesus**      **living Jesus' teachings**
3. Jesus is with us \_\_\_\_\_.      **sometimes**      **always**
4. We live as his \_\_\_\_\_.      **disciples**      **enemies**
5. We want to \_\_\_\_\_ other people \_\_\_\_\_ Jesus.      **lead/to**      **turn/from**

Read the words in the box. Choose the correct word or phrase to complete each sentence. Write it on the line.

disciple

authority

*Gospel*

missionary

home missions

6. The word \_\_\_\_\_ means "good news."
7. The missions in our own country are called \_\_\_\_\_.
8. A \_\_\_\_\_ shares the Good News of Jesus Christ.
9. A \_\_\_\_\_ is a close follower of Jesus.
10. The right to rule in government or in the Church is called \_\_\_\_\_.



# Jesus Sends Us Out

Starting at the top and going left to right, find all of the letters that do not have a dot next to them. Transfer these letters to the spaces below to find the special message from Jesus. Then transfer the circled letter in your final answer to the space marked with the number 18 on the back of your folder.

<b>S.</b>	<b>G</b>	<b>U.</b>	<b>J.</b>	<b>G.</b>	<b>T.</b>	<b>O</b>	<b>F.</b>	<b>E.</b>	<b>D.</b>
<b>V.</b>	<b>L.</b>	<b>M.</b>	<b>N.</b>	<b>C.</b>	<b>G.</b>	<b>F.</b>	<b>T.</b>	<b>Y.</b>	<b>B.</b>
<b>V.</b>	<b>A</b>	<b>Y.</b>	<b>F.</b>	<b>R.</b>	<b>E.</b>	<b>W.</b>	<b>Q.</b>	<b>P.</b>	<b>L.</b>
<b>M.</b>	<b>X.</b>	<b>B.</b>	<b>N</b>	<b>Z.</b>	<b>A.</b>	<b>D</b>	<b>S.</b>	<b>R.</b>	<b>E.</b>
<b>T.</b>	<b>G.</b>	<b>M</b>	<b>I.</b>	<b>K.</b>	<b>U.</b>	<b>G.</b>	<b>F.</b>	<b>H.</b>	<b>A</b>
<b>U.</b>	<b>F.</b>	<b>H.</b>	<b>K</b>	<b>U.</b>	<b>H.</b>	<b>I.</b>	<b>H.</b>	<b>Y.</b>	<b>Q.</b>
<b>O.</b>	<b>E</b>	<b>X.</b>	<b>K.</b>	<b>D</b>	<b>U.</b>	<b>T.</b>	<b>I</b>	<b>B.</b>	<b>N.</b>
<b>S</b>	<b>N.</b>	<b>C</b>	<b>H.</b>	<b>Y.</b>	<b>H.</b>	<b>Y.</b>	<b>I</b>	<b>R.</b>	<b>P</b>
<b>L</b>	<b>S.</b>	<b>G.</b>	<b>E</b>	<b>I.</b>	<b>O.</b>	<b>K.</b>	<b>U.</b>	<b>S</b>	<b>T.</b>

\_\_\_\_\_

\_\_\_\_\_ ○ \_\_\_\_\_



Chapter

19

# We Share God's Mercy and Love




**Chapter  
19**

## Chapter at a Glance

### Scripture Focus

Matthew 5:6–9

### Chapter Goals

- to explain that God wants us to be happy
- to identify that Jesus taught us how to be happy by living the Beatitudes
- to state that sharing God's mercy with the poor and vulnerable will bring happiness

### Catechism Pillar

Live: Catholic Social Teaching

### Catholic Social Teaching Focus

Option for the Poor and Vulnerable

### Catechism References

1716–1729

### Key Words

*merciful, pure in heart, Beatitudes*

### Music Suggestions

- "The Beatitudes," by The Wonder Kids (Wonder Workshop)
- "Down in My Heart," by Cedararmont Kids (Benson Records)

### Background Reflection

Jesus gave us the Beatitudes to get to the heart of who we should be as disciples: merciful, reliant upon God, peacemakers, and so on. God wants us to be happy, and in the Beatitudes Jesus teaches us that lasting happiness comes from the intent of our heart and actions.

But the Beatitudes can be confusing. Should mourning and feeling sad for others makes us happy? being poor in spirit? being persecuted for upholding justice? Indeed, Jesus says, we are happiest when our relationship with God moves in the right direction. When we are in harmony with others, when we show mercy and kindness to those who have less, when we are building the Kingdom of God, we are happiest.

As we teach children about the Beatitudes, it is helpful to stress the contrast between temporary happiness and permanent happiness. We know that happiness will last only when it is connected to God and to one another—not to things. As you teach this chapter, think about how each beatitude can bring you closer to God and show the way to lasting happiness.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 19 activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 19 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Invite the children to take a minute to think about what makes them happy.
- Have each child complete this sentence starter out loud: "Happiness is . . ."
- Ask the children if the things they shared make them happy all the time or some of the time. Invite the children to discuss how things that make us happy when we are five might not make us happy when we are eight.
- Tell the children that in this chapter they will learn what Jesus taught about lasting happiness that comes from what kind of person we are and from the relationships we build with God and others—not from our "stuff."

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of Matthew. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Matthew" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Matthew (page 1446). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find Matthew 5:1–12 (pages 1454–1455). Point out the green leaf at the beginning and end of the passage.

- Have the children turn to the Featured Story on page 1456. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous pages. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 19 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1456–1457 in *The Catholic Children's Bible*. Ask the children to look at the artwork. Invite volunteers to explain what they see Jesus and the people doing in the pictures.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - If our greatest desire is to do what God wants, what will happen? (*God will satisfy us fully.*)
  - What does it mean to be merciful? (*being kind to someone who needs help or asks forgiveness*)
  - What does it mean to be pure of heart? (*being without sin*)
  - Why does working for peace make us happy? (*God will call us his children.*)

- Have the children turn to the activity on page 2 of the activity booklet and complete it. Tell the children you are going to time them and see how quickly someone can find all of the words. *Solution:*



### Understand It!

- Read aloud the Understand It! on page 1457, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - God made us to be happy, and we show we care for others by wanting them to be happy.
  - Jesus taught us the ways to act if we want to be happy: have mercy, avoid sin, and work for peace.
  - When we do these things, we are following Jesus' example.

### Live It!

- Read aloud the Live It! on page 1457, or have a volunteer read it.
- Invite volunteers to suggest concrete ideas to live each way to be happy that Jesus taught us. Affirm all reasonable answers.
- Tell the children that they will draw their own picture in the activity booklet later in the chapter.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1457.
- Ask volunteers to suggest what each box shows. (*Image 1 shows a child being merciful by giving bread to a hungry person. Image 2 shows a child praying, being pure in heart. Image 3 shows a child making peace between two children who are fighting.*)

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children’s Bible*.



## Day 3—Discover!

### Materials Needed

- *The Catholic Children’s Bible* and the chapter 19 activity booklet
- a board or poster to write on
- sidewalk chalk
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### “Be” Attitudes

- Bring the children outside to a sidewalk or parking lot. (Make the area safe for the children with cones or other barriers, if needed.) If this is not possible or practical for your situation, you can have the children do the same activity on a board or poster in your classroom.
- Tell the children that they will decorate the sidewalk with positive drawings and phrases to encourage others who read them. Explain that the children should begin each phrase with “Be,” followed by a role or quality. Give them examples such as “Be a peacemaker” alongside a peace sign, or “Be kind” accompanied by a smiley face.
- Give each child a piece of sidewalk chalk. Allow several minutes for the children to work.

#### Process the Activity

- Invite the children to tour all the phrases and drawings. Invite comments and questions.
- Explain that many times we think material things will make us happy, but lasting happiness comes from inside: who we are and how we treat others.
- Explain that Jesus gave us ways to live that will make us happy in a lasting way.



### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 301–302 in its place.

### Core Teaching

- Explain that the verses in this chapter's Featured Story come from a longer text of Jesus' teachings called the **Beatitudes**. Explain that God wants us to be happy. Tell the children that the Beatitudes are Jesus' teaching of eight attitudes and behaviors about who we are and how we treat others, especially the poor and vulnerable, that will make us happy in a permanent way.
- Tell the children that the Scripture for this chapter covered four of the eight Beatitudes. Direct them to the longer Scripture passage or the list of the Beatitudes on page 1988 of *The Catholic Children's Bible*.
- Emphasize that this kind of happiness has more to do with the kind of person we are than with what we have.
- Ask the children whether the toys they enjoyed when they were younger still give them happiness today. Make the following points:
  - For many of you, the toy you just had to have when you were in kindergarten, for example, does not appeal to you now that you are a bigger kid.
  - Happiness that comes from most things is only temporary.
  - We change, we grow, and we always want something more.
- Explain that we are happiest when we live in friendship, love, and harmony with others and with God.
- List on the board the three ways to "be" highlighted in the Live It! on page 1457 of *The Catholic Children's Bible*: have mercy, be pure of heart, and work for peace.
- Tell the children to spend a few minutes imagining a world where everyone follows these Beatitudes that Jesus taught us. Allow a minute for them to think, and then ask the group to brainstorm answers to the following questions. Write their answers on the board.
  - If everyone were merciful (kind), how would the world be different?
  - If everyone were pure of heart (avoided sin), how would the world be different?
  - If everyone were a peacemaker, how would the world be different?
- Tell the children that sometimes we can't change the whole world, but we can change who we are and our own attitudes.
- Remind the children about the discussion in chapter 15 about needs and wants. Explain to the children that some people don't have what they need to live. Share that some people can't even think about what they want, because they are poor or vulnerable and have to focus on their needs. Point out that when we open our hearts and share God's mercy and peace with others, especially the poor and vulnerable, we can be happy knowing we have helped someone in need.

- Ask the children some questions to check for comprehension, such as the following:
  - What did Jesus teach us about lasting happiness? (*He gave us teachings called the Beatitudes, ways of loving God and our neighbor that bring us permanent happiness.*)
  - Why do toys and things give us happiness that is often temporary? (*We grow, we change, and we always want more.*)
  - How does being kind to people who have less help us be happy? (*We know we are living the way Jesus taught, and we come closer to God's Kingdom on Earth.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 19 activity booklet
- a board or poster to write on
- copies of the handout "Chapter 19 Review," one for each child
- copies of the handout "The Beatitudes," one for each child
- the *Discover!* folder

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

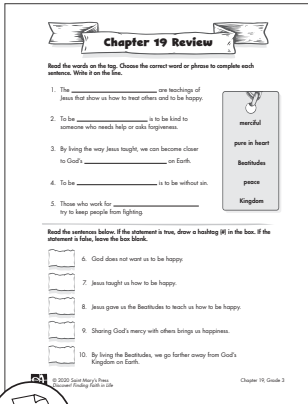
- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - God wants us to be happy.
  - Jesus taught us how to be happy by living the Beatitudes.
  - Sharing God's mercy with the poor and vulnerable will bring happiness.

**Note:** The handout "Chapter 19 Review" can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

- Give each child a copy of the handout "Chapter 19 Review" if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. Beatitudes, 2. merciful, 3. Kingdom, 4. pure of heart, 5. peace, 6. blank, 7. hashtag, 8. hashtag, 9. hashtag, 10. blank*

## Chapter Wrap-Up

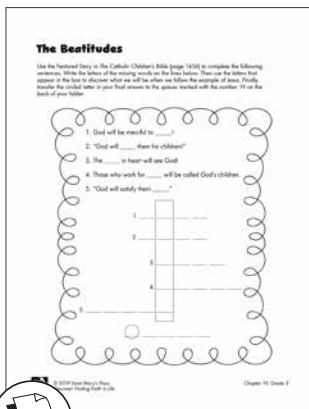
- Have the children turn to page 4 of the activity booklet. Read the "People of Faith" section aloud. Add any other information you know about Saint Gemma Galgani, and lead the children in saying, "Saint Gemma, pray for us." Assure them that they can ask for Saint Gemma's help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout "The Beatitudes." Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answers: 1. them, 2. call, 3. pure, 4. peace, 5. fully. Final answer: Happy*
- Remind the children to transfer the circled letter in their final answer (H) to the correct locations on the folder.



**Note:** The handout "The Beatitudes" can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

## Closing Prayer

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God," followed by a few seconds of silence.
- Invite the children to pray the prayer on page 4 of the activity booklet together.
- Close with a final Sign of the Cross.



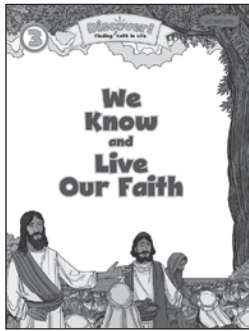


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following articles in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “Living Like the Blessed Trinity,” page 46
- “The Common Good,” page 47

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on pages 301–302 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 301–302 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 19 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- toys and playthings for a range of ages, one item per child
- music and speakers or a sound system

### Lasting Happiness (15 minutes)

- Prepare in advance by gathering a variety of toys and playthings for a range of ages, one item per child: for example, rattles, books, trucks, dolls, building blocks, and video games.
- Have the children sit in a circle, and give each child a toy.
- Tell the children that you will play music. Explain that they need to pass their toy to the child on their right and keep passing as long as the music plays. Explain that when you stop the music, they must keep the toy they currently hold.
- Play the music and let the children pass toys for several seconds. Then stop the music.
- Tell the children to look at the toy they have. Invite them to share whether they like the toy they are holding and why or why not. Ask them if they ever liked that toy and, if so, for how long this toy made them happy.
- Repeat the sequence several times to give the children a chance to consider different toys.
- Explain to the group that often we think that things will make us happy, that the more stuff or the better stuff we have, the happier we will be. Point out that happiness that lasts comes from inside us. Share that it has more to do with the kind of person we are than with what we have.
- Remind them that Jesus gave us ways to live that will make us happy in a lasting way.

### Materials Needed

- worksheets of paper divided into four quadrants, one for each child
- markers or crayons

### What Made You Happy? (15 minutes)

- Prepare worksheets in advance. Use a marker to divide a piece of paper into four quadrants. Write the following headings, one at the top of each quadrant: "1–2 Years Old," "3–4 Years Old," "5–6 Years Old," and "7 Years Old to Now." Make enough copies of this worksheet to give one to each child.
- Give each child a worksheet and markers or crayons.
- Tell the children to either draw or write what made them happy during the ages given in each section. Allow them a few minutes to work.
- Give the children a chance to share with the group what made them happy at each stage.
- Invite them to discuss whether the happiness they felt when they were one or two years old is the same now.
- Explore how some of the things that made them happy are lasting (love from parents, a kind sibling, a special memory, etc.), and other things (material things) made them happy for a moment, but that kind of happiness is changing and does not last.
- Remind them that Jesus taught about some attitudes and behaviors we can have that will make us truly happy.

**Materials Needed**

- a computer with internet access
- a computer projector
- stickers, one for each child

**Generous Heart (15 minutes)**

- Show the video “Young Baseball Fan’s Act of Generosity | World News Tonight with David Muir | ABC News” (YouTube, 2:11) to the group.
- Invite the group to share their reactions to the video. Emphasize that the boy gave the other boy the baseball out of the kindness of his heart. Point out that he didn’t expect anything in return except the knowledge that he did something kind.
- Give one child enough stickers for the whole class. Tell that child that he or she can keep all the stickers or choose to give one to each child in the group.
- Talk about how the child’s choice, whatever it is, makes the rest of the group feel.
- Tell the group that when we act with kindness and think about our actions and other people, we bring happiness not just to ourselves but also to others. Point out that getting to keep the stickers might have made the child happy for a short time, but it wouldn’t last.
- Share that giving away the stickers brought happiness to each person who got to have one, and the happiness of the child who gave away the stickers lasts longer.
- Remind the children that happiness that lasts comes from inside us. Explain that it has more to do with the kind of person we are than with what we have. Recall that Jesus gave us ways to live that will make us happy in a lasting way.

# Chapter 19 Review

Read the words on the tag. Choose the correct word or phrase to complete each sentence. Write it on the line.

1. The \_\_\_\_\_ are teachings of Jesus that show us how to treat others and to be happy.
2. To be \_\_\_\_\_ is to be kind to someone who needs help or asks forgiveness.
3. By living the way Jesus taught, we can become closer to God's \_\_\_\_\_ on Earth.
4. To be \_\_\_\_\_ is to be without sin.
5. Those who work for \_\_\_\_\_ try to keep people from fighting.



Read the sentences below. If the statement is true, draw a hashtag (#) in the box. If the statement is false, leave the box blank.



6. God does not want us to be happy.



7. Jesus taught us how to be happy.



8. Jesus gave us the Beatitudes to teach us how to be happy.



9. Sharing God's mercy with others brings us happiness.



10. By living the Beatitudes, we go farther away from God's Kingdom on Earth.



# The Beatitudes

Use the Featured Story in *The Catholic Children's Bible* (page 1456) to complete the following sentences. Write the letters of the missing words on the lines below. Then use the letters that appear in the box to discover what we will be when we follow the example of Jesus. Finally, transfer the circled letter in your final answer to the spaces marked with the number 19 on the back of your folder.

1. God will be merciful to \_\_\_\_\_!
2. "God will \_\_\_\_\_ them his children!"
3. The \_\_\_\_\_ in heart will see God!
4. Those who work for \_\_\_\_\_ will be called God's children.
5. "God will satisfy them \_\_\_\_\_."

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

○ \_\_\_\_\_





Chapter  
**20**

# We Praise and Bless God




**Chapter  
20**

## Chapter at a Glance

### Scripture Focus

Psalms 103:1–5

### Chapter Goals

- to state that we are blessed by God and that we can bless God
- to identify that we bless and praise God for the gifts he has given to us
- to define a prayer of blessing as a prayer of praise to God

### Catechism Pillar

Pray

### Catechism References

2639–2643, 2649

### Key Word

Alleluia

### Music Suggestions

- “Malo! Malo! Thanks Be to God,” by Jesse Manibusan (OCP)
- “Halle, Halle, Halle,” by Marty Haugen (GIA Publications, Inc.)

### Background Reflection

The Book of Psalms in the Old Testament contains prayers to God covering every emotion. This chapter explores a psalm of praise to God. In gratitude and thanks, we praise God for all our gifts and good things. Praising God is how we bless God and give God all glory. We are blessed by God in many ways, and we praise or bless God in return through our prayers and our lives.

The great community prayer of praise and thanksgiving is the Mass. When we gather to pray at Mass, we give glory to God, sing Alleluia, and bless him by our time, attention, and participation. In the Eucharist, Jesus unites us to himself, so that our very lives are prayers of praise to God as well. We have endless opportunities to bless God through our gratitude for all that God has given us. Reflect upon what you are thankful for in your life. How does your life offer praise to God?



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 20 activity booklet
- sheets of 8½-x-11-inch cardstock, one for each child
- markers
- masking tape
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the chapter 20 activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Tape a piece of cardstock on each child's back. Tell the children to walk around and write on other children's papers. Explain that they should write positive words describing something they like about the person, like "good listener" or "nice smile" or "kind to others."
- Allow the children to mingle, and make sure that everyone has at least five things written on their backs.
- Ask the children to take the papers off and read their words of praise. Remind them that to praise means to say good things about something or someone.
- Ask the group to discuss how it feels to know their classmates think these things about them. Tell the children that when we offer praise to others, we show those people we respect them.
- Direct them to look at the title of the chapter 20 activity booklet. Explain that when we say, "Praise and bless God," we are talking about giving honor to God.
- Tell the group that this chapter will examine ways we praise and bless God for all the good things we have.

## Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Book of Psalms. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Psalms" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*Old Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Wisdom Books. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Psalms (page 836). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't already been read to the group.
- Invite the children to find Psalm 103:1–5 (page 920).
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the chapter 20 activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to page 920 in *The Catholic Children's Bible*.
- Explain that the Psalms are poems written to God and collected into a book of the Old Testament. Tell the children that the Psalms cover all occasions and emotions: praise, thanks, sorrow, frustration, and joy.

- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What should we not forget about God? (*how kind God is*)
  - What does the passage say God blesses us with? (*love and mercy*)
  - What does the passage say God fills our life with? (*good things*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. Praise his holy name. 2. God forgives me. 3. God heals me. 4. God keeps me. 5. God blesses me. 6. God fills my life. Final unscrambled phrase: Praise the Lord.*

### **Understand It!**

- Read aloud the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - We praise God for his kindness and forgiveness, for our life and health, and for all the good things we have.
  - Eagles remind us of being close to God because they are very strong and fly higher than other birds, closer to Heaven.
  - We can pray that our spirits will be as strong as an eagle so we have the strength to do the right thing and to be close to God.

### **Live It!**

- Read aloud the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Ask the children to share specific gifts for which they want to praise God. Affirm all reasonable answers.
- Tell the children that they will return to the Live It! to write their prayer of praise at the end of the chapter.

### **Tell It!**

- Invite several volunteers to retell in their own words some ways this psalm praises God.
- Affirm the children for the points they remember and help them with any key points they leave out.

### **Closing Prayer**

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the chapter 20 activity booklet
- musical instruments like shakers, tambourines, and bells
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Dancing for Joy

- Tell the children that they will learn a song that praises God.
- Teach the children the chorus to “Halle, Halle, Halle,” by Marty Haugen (GIA Publications, Inc.), or another appropriate hymn or song with *Alleluia* in the lyrics. Have the children repeat the chorus a few times with you.
- Have the children stand, and give them musical instruments to shake or tap to the music while they dance. (*Optional: If you are unable to provide musical instruments, have the children line up with their hands on the shoulders of the person in front of them to make a conga line.*)
- Lead the children in singing the chorus over and over as they play instruments and dance around the classroom.

#### Process the Activity

- Remind the group that **Alleluia** means “Praise the Lord!”
- Remind them that *bless* is also another word for *praise*.
- Explain that making joyful noise, singing, and expressing ourselves through words and art can all be ways of blessing, praising, and thanking God.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 315 in its place.

## Core Teaching

- Explain to the children that we are blessed by God and that we can also bless God.
- Tell the children that we bless and praise God for many different reasons and in many different ways, both in prayer and also in the way we live.
- Draw a line down the middle of the board to create two columns. Write “What” and “How” at the top of the columns.
- Ask the children to brainstorm things they want to praise God for. Affirm all reasonable answers and list them in the “What” column. Help the group see that we can praise God for anything and everything that is good and loving in creation, in our lives, and in other people’s lives.
- Tell the children to reread all the things in the “What” column, and then have them brainstorm ways to praise God for things on that list. Affirm all reasonable answers and list them in the “How” column.
- Help the children understand that we can praise God by shouting or saying praise, or we can praise God through our actions, such as by helping others, by praying for other people, or by being kind.
- Share that when we pray to God, we show him we are his children. We should include blessings or praise for God in every prayer.
- A prayer of blessing, like the psalm we read, is a prayer of praise to God.
- Have the children repeat the following lines after you:
  - Praise to God for the sun in the sky.
  - Bless God for the sun in the sky.
  - Alleluia for the sun in the sky.
  - Glory to God for the sun in the sky.
- Tell the children that *praise*, *bless*, *Alleluia*, and *glory* in these phrases are all words of praise we can use in our prayers.
- Explain to the children that we praise and give glory to God through all our prayers and songs during the Mass. Point out that participating in Mass is one of our most important ways to praise God. Tell them that the whole Mass is a prayer of praise and thanksgiving when we gather together to sing, listen, and join in prayer.
- Ask the children some questions to check for comprehension, such as the following:
  - What are some words we use to praise God? (*bless, praise, Alleluia, glory*)
  - What is a prayer of blessing? (*a prayer of praise to God*)
  - How is the Mass a prayer of praise? (*It includes many different prayers and songs of praise.*)
- Invite the children to turn to the activity on page 3 of the activity booklet and complete it. If there is not enough time, have the children complete the activity at home and bring it back the next day to check. *Answers will vary.*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the chapter 20 activity booklet
- a board or poster to write on
- copies of the handout “Chapter 20 Review,” one for each child
- copies of the handout “The Love of God,” one for each child
- the *Discover!* folder

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - We are blessed by God, and we can bless God.
  - We bless and praise God for the gifts he has given to us.
  - A prayer of blessing is a prayer of praise to God.
- Give each child a copy of the handout “Chapter 20 Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. T, 2. T, 3. T, 4. F, 5. T, 6. pray, 7. praise or bless, 8. bless, 9. alleluia, 10. glory or praise*

**Note:** The handout “Chapter 20 Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

**Chapter 20 Review**

Read the sentences below. If the statement is true, write T in the circle. If the statement is false, write F in the circle.

1. We are blessed by God, and we can bless God. <input type="radio"/>	4. A prayer of blessing is a prayer of praise. <input type="radio"/>
2. We bless God for the gifts he has given us. <input type="radio"/>	5. A prayer of blessing is a prayer of praise to God. <input type="radio"/>
3. We praise God for the gifts he has given us. <input type="radio"/>	

Read the words in the box. Choose the correct word to complete each sentence below. Write in on the line.

alleluia    praise    bless    glory    pray

6. When we \_\_\_\_\_ to God, we show him we care for children.

7. We \_\_\_\_\_ God in prayer and in the way we live our lives.

8. To \_\_\_\_\_ God is the same as praising him.

9. The word \_\_\_\_\_ means “Praise the Lord!”

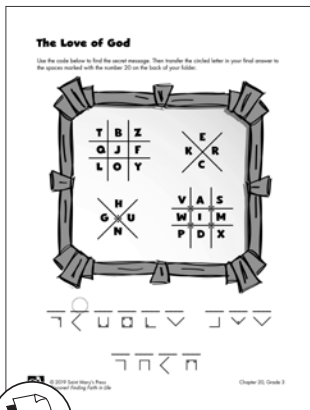
10. We give \_\_\_\_\_ to God through all our prayers and songs during the Mass.

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**Note:** The handout “The Love of God” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3/school](http://www.smp.org/discover_grade3/school).



## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Philip Neri, and lead the children in saying, “Saint Philip Neri, pray for us.” Assure them that they can ask for Saint Philip Neri’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.
- Distribute the handout “The Love of God.” Invite the children to complete the puzzle right away or have them complete it at home, depending on time availability. *Answer: Praise the Lord.*
- Remind the children to transfer the circled letter in their final answer (R) to the correct locations on the folder.
- Invite the children to share what the completed master puzzle on their folders says. *Answer: We are an important part of the Church!*

## Closing Prayer

- Ask the children to think of one thing they would like to thank God for in the closing prayer.
- Tell them that after each child shares, all should respond, “We praise you. We bless your holy name!”
- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Say, “Thank you, God, for” and have each child share. Lead the children in the response.
- Invite the children to respond with “Amen,” and close with a final Sign of the Cross.

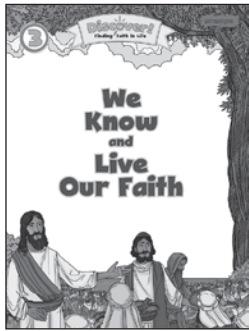


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Prayer of Blessing” + activity, pages 52–53

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on page 315 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 315 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Chapter 20 Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

## Additional Activities

### Materials Needed

- missals or worship aids, if your parish uses them
- a thank-you card

### Responsorial Psalm (15 minutes)

- Invite a music minister from a local parish to speak to your class (preferably one who can relate well with children). Ask the music minister to be ready to speak about music ministry and help the children practice the Responsorial Psalm for the coming Sunday's Mass.
- Tell the children that the Responsorial Psalm is our response to God after we have listened to his Word in the First Reading. Show them in the Sunday missal or worship aid where the psalm falls in the Order of Mass.
- Introduce the music minister and ask him or her to talk about how our music and singing during Mass praise God. Ask the music minister to share why he or she joined the parish's music ministry.
- Have the music minister teach the children the refrain for the upcoming Sunday's Responsorial Psalm.
- Explain that making joyful noise, singing, and expressing ourselves through words and art can all be ways of thanking God.
- Tell the children that when we thank God we are praising and blessing God.
- Invite the children to sign a thank-you card for the music minister, and give it to him or her.

### Materials Needed

- a long sheet of newsprint, with at least 2 feet allotted per child
- markers or crayons

### A Mural Praising God (15 minutes)

- Roll out the newsprint and invite the children to choose a spot to sit along its length. Make sure the children are evenly spaced and have room to work. Hand out the markers or crayons.
- Ask the children to draw pictures of what they want to praise and thank God for. Tell the group that they can write words of praise and thanks if they don't want to draw pictures. Allow several minutes for the children to work.
- Ask the children to stand, and invite them to walk around and look at what everyone drew or wrote.
- Hang the mural in a prominent place so all can see their wonderful work and notice what they are thankful to God for.

### Materials Needed

- a computer with internet access
- a computer projector
- blank paper
- markers

### Sing Along: Praise Him (15 minutes)

- Show the video "Praise Him | Hay Day VBS | Group Publishing" (YouTube, 2:57) to the group. Prepare in advance by watching the video and learning the hand movements shown in the video so you can demonstrate them to the group.
- Play the video a few times so the children can learn the hand movements.
- Distribute the blank paper and markers, and have the children write down reasons to praise God that they can share with their families.
- Conclude by singing the song once more and encouraging the children to share their papers with their parents.

# Chapter 20 Review

Read the sentences below. If the statement is true, write *T* in the circle. If the statement is false, write *F* in the circle.

1. We are blessed by God, and we can bless God.
2. We bless God for the gifts he has given us.
3. We praise God for the gifts he has given us.
4. A prayer of blessing is not the same as a prayer of praise.
5. A prayer of blessing is a prayer of praise to God.

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.

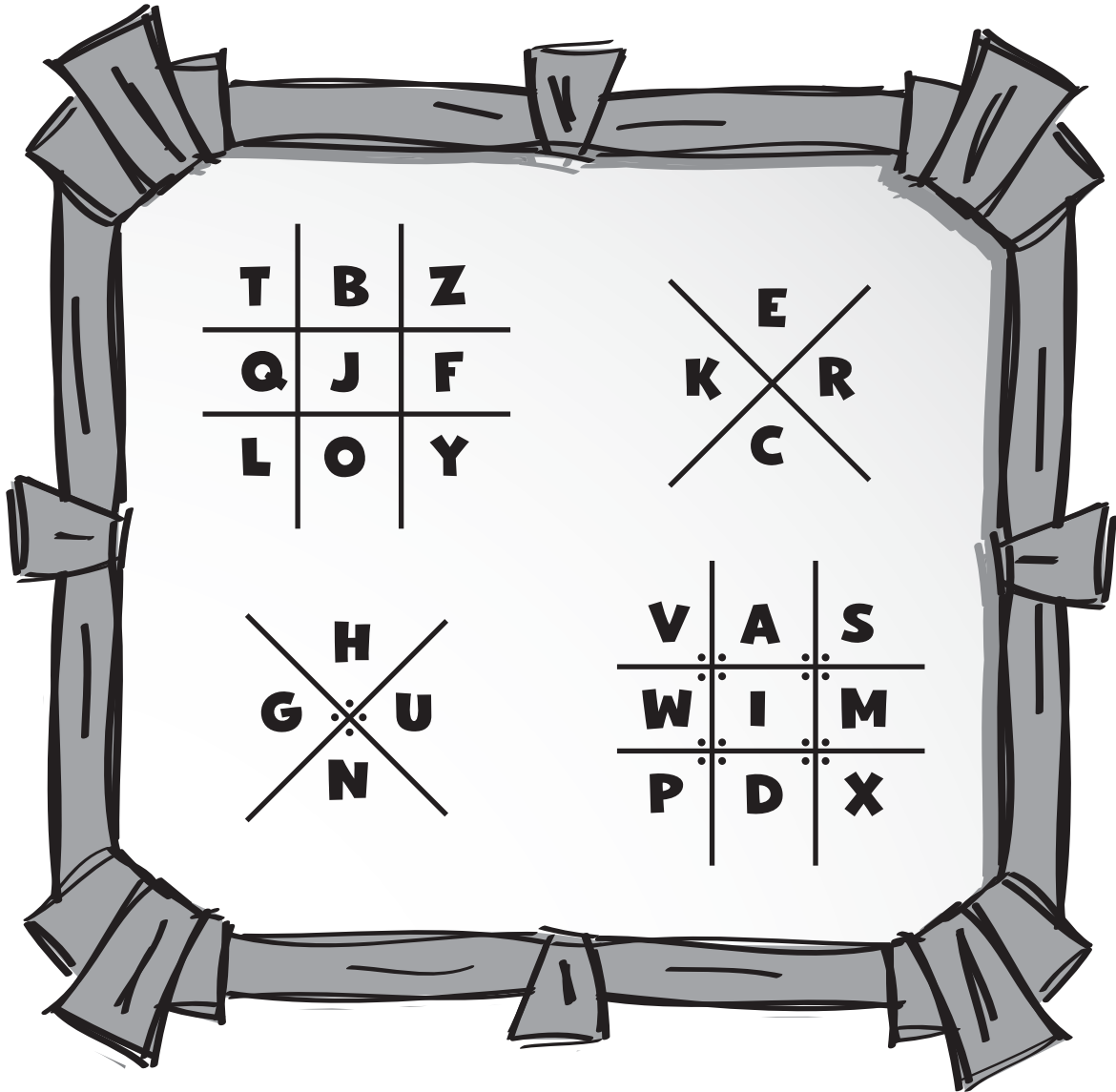
*alleluia*      *praise*      *bless*      *glory*      *pray*

6. When we \_\_\_\_\_ to God, we show him we are his children.
7. We \_\_\_\_\_ God in prayer and in the way we live our lives.
8. To \_\_\_\_\_ God is the same as praising him.
9. The word \_\_\_\_\_ means "Praise the Lord!"
10. We give \_\_\_\_\_ to God through all our prayers and songs during the Mass.



# The Love of God

Use the code below to find the secret message. Then transfer the circled letter in your final answer to the spaces marked with the number 20 on the back of your folder.



O

\_\_\_\_\_

7 < □ □ L V J ∇ ∇

\_\_\_\_\_

7 □ < □





# Discover!

Finding Faith in Life

## Liturgical Season Chapters

### All Saints' Day

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### Advent

The King Is Coming . . . . . 335

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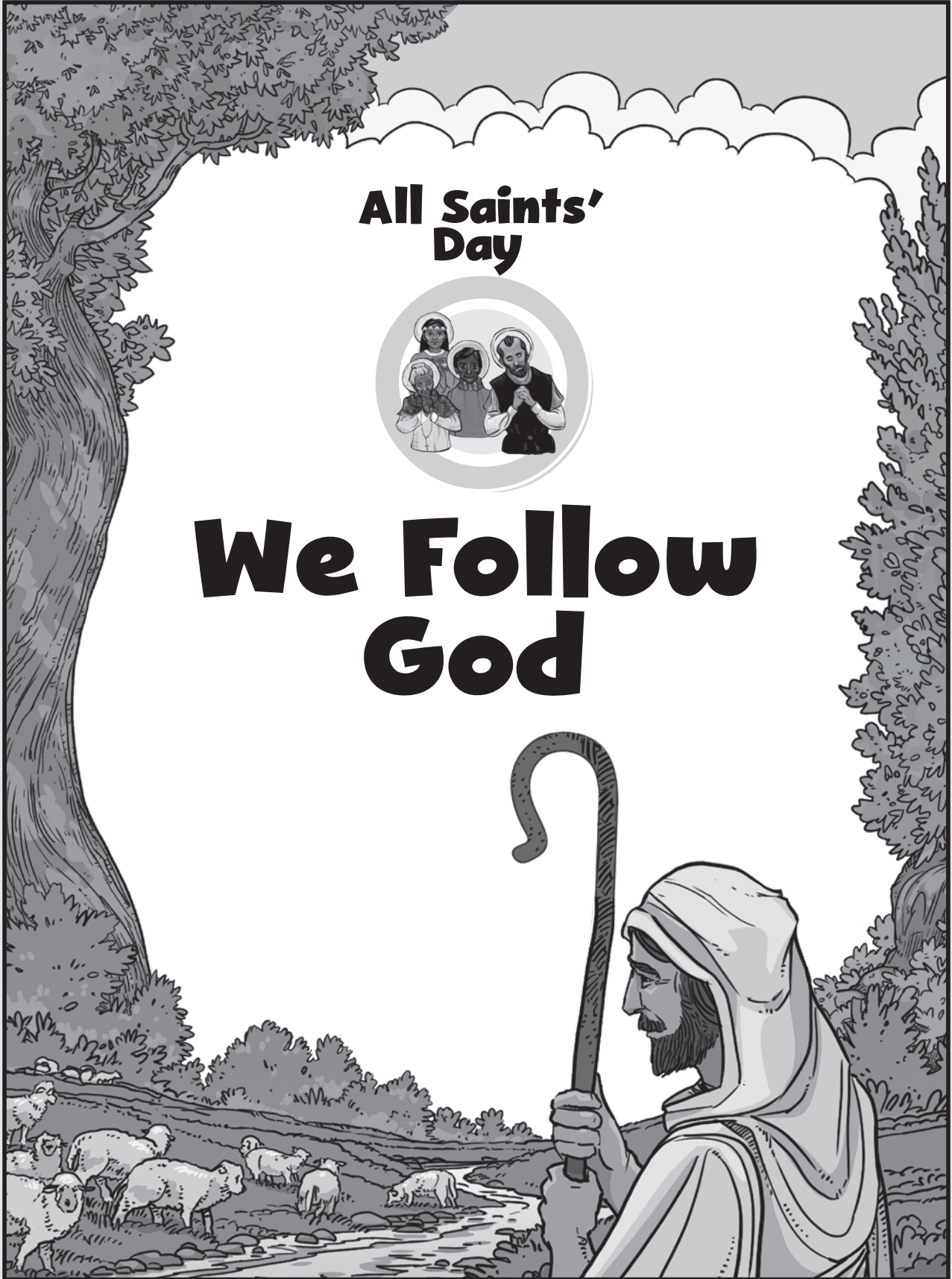
### Ordinary Time

The Life and Teachings of Jesus . . . . . 420

# All Saints' Day



# We Follow God







## Chapter at a Glance

### Scripture Focus

Psalms 23:1–6

### Chapter Goals

- to define the Feast of All Saints as the day we honor all the saints in Heaven
- to identify the saints as those people who followed God closely in their lives
- to state that we too can become saints if we follow God our shepherd

### Catechism References

956, 1195, 2013, 2030

### Key Words

*shepherd, rod, staff, banquet*

### Music Suggestions

- “Psalm 23,” by Songtime Kids (Spring Hill Music Group)
- “When the Saints Go Marching In,” by Kidsongs (Kidsongs Video Music)

### Background Reflection

On All Saints’ Day, we honor all the saints of the Church, known and unknown. These people of great faith lived lives of holiness and can help us through their example and through their prayers for us.

God calls each of us to be a saint, whoever and wherever we are. This may seem to be a daunting prospect until we understand saints as normal people who struggled with many of the same things we do today. We often think of saints as always having perfect faith, but they were all human beings like us. They just grew to great faith and holiness by their reliance on and trust in God.

The saints knew God as the loving shepherd described in Psalm 23—the shepherd who loves, protects, and provides for us. This image reminds us too that if we ever feel weak or lost, God is always there to guide, care for, or carry us with his love and protection. May we ask the saints to pray that we may also follow the Good Shepherd, listen to his voice, trust in his care and love, and one day be called saints ourselves.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and All Saints' Day activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the All Saints' Day activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Invite the children to share what a hero is. Then invite them to list some of the heroes they have and why. Explain that we all have heroes we look up to.
- Tell the group that we have heroes in the Church. Ask the children if they know what we call the heroes in our Church (*saints*). Point out that the saints often did really brave things and lived very good and holy lives.
- Explain to the children that all of us are called to become saints. Tell them that we are all called to live faithful lives, living as Jesus taught us to live.
- Tell the children that in this chapter's Scripture we learn how much God cares for us and watches over us, like a good shepherd who takes care of his sheep, as we learn to be saints, or holy people.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Book of Psalms. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Psalms" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*Old Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Wisdom Books. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Psalms (page 836). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find Psalm 23:1–6 (page 852). Point out the green leaf at the beginning and end of the passage.

- Have the children turn to the Featured Story on page 854. Explain that the green leaves on this page mark that this is the same Scripture passage found on page 852. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the All Saints' Day activity booklet

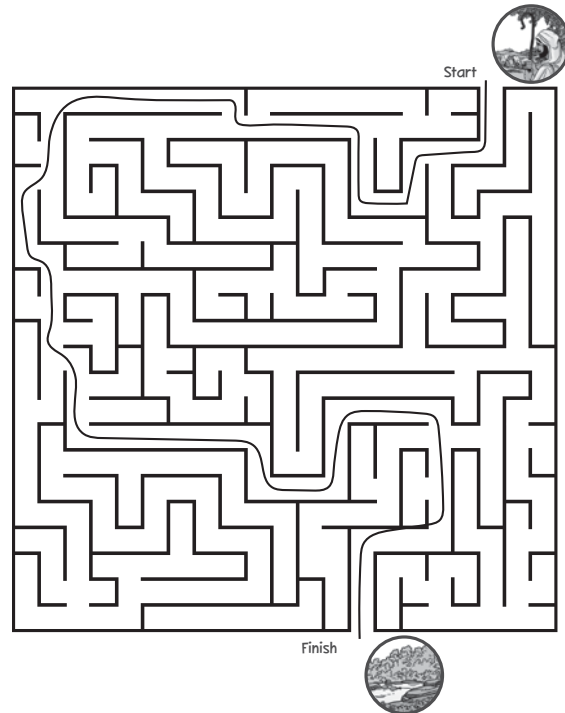
### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 854–855 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - How does the shepherd take care of his sheep? (*by leading them to food, water, and safety*)
  - What does he help them with? (*keeping danger away, protecting them*)

- How does God act like a good shepherd? (*by guiding us and providing us with all we need*)
- How does God protect us? (*Accept all reasonable responses, such as by surrounding us with friends and family, teachers, and helpers, and by always listening to our prayers.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Solution:*



### Understand It!

- Read aloud the Understand It! on page 855, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - A shepherd takes care of his sheep by guiding them to food and water.
  - He protects them from dangers like cliffs, thorns, and wolves and other dangerous animals.
  - He counts his sheep at night to make sure none of them is missing.
  - We call God our shepherd because he guides us, protects us, and gives us all we need to live.

### Live It!

- Read aloud the Live It! on page 855, or have a volunteer read it.
- Tell the children that they will not be doing this activity during this chapter, but that they should complete it at home.
- Ask the children to share where they might put their posters, once they are complete, to remind themselves and their family that God is our shepherd who guides us and cares for us.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 855.
- Invite one or two volunteers to retell the Scripture story by looking at the images. (*Image 1 shows a shepherd watching the sheep eating grass by a stream. Image 2 shows the shepherd using his staff to guide the sheep on the path. Image 3 shows the shepherd leading the sheep through darkness and rain. Image 4 shows a banquet that shows us how welcome God want us to feel.*)

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the All Saints' Day activity booklet
- a computer with internet access
- a computer projector
- small plastic baggies, one for each child
- key rings, one for each child
- colored pony beads (white, green, blue, red, gray, black, brown, gold), one set for each child
- small jingle bells, one for each child,
- 18- to 24-inch lengths of plastic lanyard or elastic cord, one for each child
- copies of Psalm 23 and the color bead code, one for each child
- a pair of scissors
- a sample completed key chain
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Core Learning Activity (Craft)

### Good Shepherd Beaded Key Chain

- Prepare ahead of time a plastic baggie with eight beads (one of each color), a small jingle bell, and an 18- to 24-inch length of plastic lanyard or elastic cord, one for each child.
- Prepare for each child a preprinted copy of Psalm 23, with a list of the bead colors and the bell and what they represent:
  - White: shepherd
  - Green: green grass
  - Blue: quiet pools of fresh water
  - Red: strength that the shepherd gives
  - Gray: right paths
  - Black: deepest darkness
  - Brown: shepherd's rod and staff
  - Gold: goodness and love of God
  - Jingle bell: joy that God is our shepherd
- Show the video "Custom Keychains," published by Artists Serving Others (YouTube, 5:31), for a simple beading tutorial in preparation for making the key chains with the group.
- Distribute the plastic baggies, the key rings, and the copies of Psalm 23.
- Explain to the children that they will be making a beaded key chain to remind them that God the shepherd is always guiding them.
- Explain that each bead represents a part of the psalm.
- Show the children how to string the bell on the string. Then have them fold the cord in half so the bell falls to the middle and the ends meet.
- Help the children tie a single knot to hold the bell in place. The bell marks the bottom of the beaded key chain.
- Show the group how to hold the two ends together and put the rest of the beads onto the doubled cord, starting with the gold, in the reverse order of the psalm.
- Instruct the children to tie a few knots to secure the beads in place after they have put all the beads on.
- Show the children how to tie the key ring to the cord and tie a couple of knots around it. Help them trim the excess string.

### Process the Activity

- Invite a volunteer to read the psalm slowly, and invite the children to hold the color bead that relates to the part of the Scripture that is being read. You might wish to call the colors out to help the children know which bead to hold at what time.
- Tell them that this key chain can help them remember that God is their shepherd. Point out that this can be particularly helpful when they are feeling "lost" or experiencing "deep darkness" like sadness, fear, or worry.
- Encourage the children to remember the first verse and use it as a prayer.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 332–333 in its place.

### Core Teaching

- Remind the children that they started the chapter by talking about heroes we have in the Church. Ask them if they remember what we call these heroes (*saints*) and who these people were. Highlight that saints are people who have lived good lives, following God and helping others.
- Invite the children to share the names and stories of any saints they are familiar with. Provide some prompts to see if they can guess well-known saints, such as Saint Francis, Saint Joseph, Mary, and Saint Peter. If your school is named after a saint, have some information about that saint you can offer to the children.
- Tell the group that saints love God because they know God provides for them and cares for them like a shepherd. Point out that we too can become saints if we follow God our shepherd.
- Explain that we can look up to the saints, like other heroes, and use their lives as examples for our own. Note that saints' lives show us how to be good people, how to help others, how to pray, and how to love God. Tell the children that in doing these things, we can one day become saints as well. Point out that God wants all of us to be saints.
- Explain to the children that we can always ask the saints to pray for us. Tell them that we can pray to specific saints by name or we can ask all the saints, together, to pray that we can be happy, healthy, and faithful.
- Tell the children that we celebrate the saints in a special way on All Saints' Day. Explain that the Feast of All Saints is November 1, the day the Church honors all saints, even those we don't know by name.
- Ask the children some questions to check for comprehension, such as the following:
  - Why is it important to remember saints? (*They are an example for us. They show us how to be good people, how to help others, how to pray, and how to love God.*)
  - When do we celebrate the Feast of All Saints? (*November 1*)
  - Do we remember only famous saints on All Saints' Day? (*No, we remember even those we don't know by name. We remember all good and holy people who are with God.*)

### Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- *The Catholic Children’s Bible* and the All Saints’ Day activity booklet
- a board or poster to write on
- copies of the handout “All Saints’ Day Review,” one for each child
- saints’ pictures or medals for prayer table
- an image of the Good Shepherd for the prayer space
- the children’s key chains from day 4

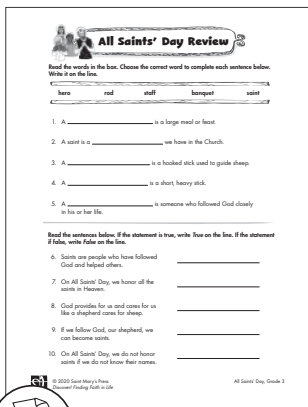
### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Feast of All Saints is the day when we honor all the saints in Heaven.
  - The saints are people who followed God closely in their lives.
  - We too can become saints if we follow God our shepherd.
- Give each child a copy of the handout “All Saints’ Day Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: banquet, 2. hero, 3. staff, 4. rod, 5. saint, 6. True, 7. True, 8. True, 9. True, 10. False*

**Note:** The handout “All Saints’ Day Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



### Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Lead the children in saying, “All the saints of God, pray for us.” Assure them that they can ask for the saints’ help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.





## Short Closing Prayer (optional)

**Note:** Use this prayer if you do not intend to use the longer prayer service on page 331 to close this lesson.

- Begin prayer by leading the group in the Sign of the Cross, and saying, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the children to turn to page 1995 in *The Catholic Children’s Bible*. Explain that this prayer is the prayer of a saint. Explain that by praying in the same way as Saint Francis did, we can learn about his goodness and seek to be the same in our lives.
- Pray the prayer, either by reading it for the group or reading it together.
- Close with a final Sign of the Cross.

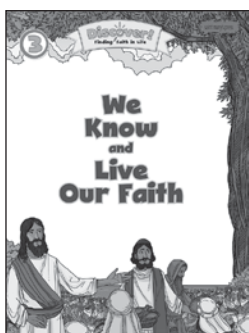


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following articles and activities in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Has Two Parts,” page 12
- “The Communion of Saints” + activity, pages 13–14
- “Saints and the Church Year” + activity, pages 30–32
- “The Prayer of Intercession” + activity, pages 56–57

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activities, or have them complete the activities with their families at home.

## Activity Options

Use any of the additional activities on pages 332–333 not used during any of the lessons to reinforce the core learning goals of the chapter.

## Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 332–333 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “All Saints’ Day Review,” and the chapter wrap-up.

## Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

# Prayer Service

## All Saints' Litany

Prepare a focal point or prayer table with a picture or statue of the Good Shepherd, and as many pictures or medals of the saints in this litany as you can find. Place the saints' pictures and medals around the picture of the Good Shepherd. Choose a reader for each saint in the litany, and choose a helper for each saint, asking that child to hold up the picture or medal of the saint as that saint's name is read.

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence.)*

**Leader:** Each of us has gifts that we can use to serve God and other people. The saints show us many different ways of following God, our shepherd. We ask the saints to pray to God for us. Our response is: Pray for us.

**Reader 1:** Saint Peter, fisherman and Apostle of Jesus,

**All: Pray for us.**

**Reader 2:** Saint Mary, Mother of Jesus,

**All: Pray for us.**

**Reader 3:** Saint Francis, follower of the Gospel,

**All: Pray for us.**

**Reader 4:** Saint Mother Teresa of Kolkata, loving servant of the poor,

**All: Pray for us.**

**Reader 5:** Saint Isidore, patron of farmers,

**All: Pray for us.**

**Reader 6:** Saint Catherine of Siena, teacher and Doctor of the Church,

**All: Pray for us.**

**Reader 7:** Saint Elizabeth Ann Seton, teacher of children,

**All: Pray for us.**

**Reader 8:** Saint Ignatius Loyola, who saw God in all things,

**All: Pray for us.**

**Reader 9:** All holy men, women, and children, models of faith,

**All: Pray for us.**

*Add your school saint and other favorite saints. Ask the children to add the names of their patron saints or other saints they know. After each name, lead the group in responding, "Pray for us."*

**Leader:** We ask this in the name of Jesus. Amen.

*Play and sing "When the Saints Go Marching In" or another appropriate song about the saints. Invite the children to march around the room and to shake their key chains in celebration during the song. End the prayer with the Sign of the Cross.*

## Additional Activities

### Materials Needed

- a board or poster to write on
- 8½-x-11-inch sheets of medium grade sandpaper, one for each child
- crayons
- one or two blow dryers
- one or two adult helpers

### Sandpaper Art (15 minutes)

- Give each child a piece of sandpaper and crayons. Draw a sample of a shepherd's staff on the board that the children can use to copy onto their sandpaper. Tell them that it should be big enough to fill the sandpaper.
- Tell the children that they should press down while they draw so the colors will be brighter.
- Invite the children to draw the following symbols on the staff:
  - a white sheep
  - green grass
  - a blue pond
  - a red heart
- Have them color in the rest of the staff with other colors and print the citation "Psalm 23:1–3" on the bottom of their paper.
- Invite the children to take their completed coloring to you or an adult helper. Ask this person to lightly melt the crayon marks with a blow dryer to give a stained glass or painted look.
- Lay the artwork in a safe place to dry, cool, and harden. Recall with the children that these are like stained-glass windows. Tell the children that the stained-glass windows in church show us stories about the Bible, the saints, and the life of Jesus.

### Materials Needed

- large marshmallows
- an edible ink marker
- stick pretzels
- small plastic baggies

### Marshmallow Sheep (15 minutes)

- Check for any food allergies before using this activity. If any of the children have allergies, select another activity.
- Explain to the children that today they are going to make sheep out of some edible items. Distribute two marshmallows and a handful of stick pretzels to each child. These break easily so it is best to give the children extras.
- Show the children how to push the stick pretzels into the marshmallows to become the legs. Tell them that they should use one or two more to attach the head (one marshmallow) to the body (the second marshmallow).
- Use an edible ink marker from a craft or cooking store to mark the eyes and a nose on each sheep.
- Tell the children that these sheep remind us that we follow God, our shepherd, who is always watching us, guiding us, and taking care of us.
- Distribute baggies so the children can take their sheep home. Invite them to tell their family about the Scripture passage they read today.

**Materials Needed**

- a computer with internet access
- a computer projector

**Saint Francis (15 minutes)**

- Watch the video “A Day in the Life of St. Francis” (YouTube, 3:52). Make sure to watch it until the very end.
- Invite the children to share what they saw in the video. Ask them to share what Francis did in the video and how he helped other people.
- Watch the video a second time and see what new things the children notice. Invite them to share their favorite parts.
- Point out the line, “What people need most is to see an example.” Explain to the children that Saint Francis is known for encouraging people to live their faith by doing good things for others.
- Invite the children to brainstorm things they could do today that would show their faith through actions. Encourage them to select one or two things and do them during the next week.



# All Saints' Day Review

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.

hero

rod

staff

banquet

saint

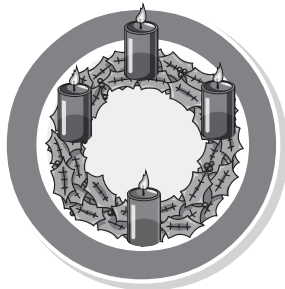
1. A \_\_\_\_\_ is a large meal or feast.
2. A saint is a \_\_\_\_\_ we have in the Church.
3. A \_\_\_\_\_ is a hooked stick used to guide sheep.
4. A \_\_\_\_\_ is a short, heavy stick.
5. A \_\_\_\_\_ is someone who followed God closely in his or her life.

Read the sentences below. If the statement is true, write *True* on the line. If the statement is false, write *False* on the line.

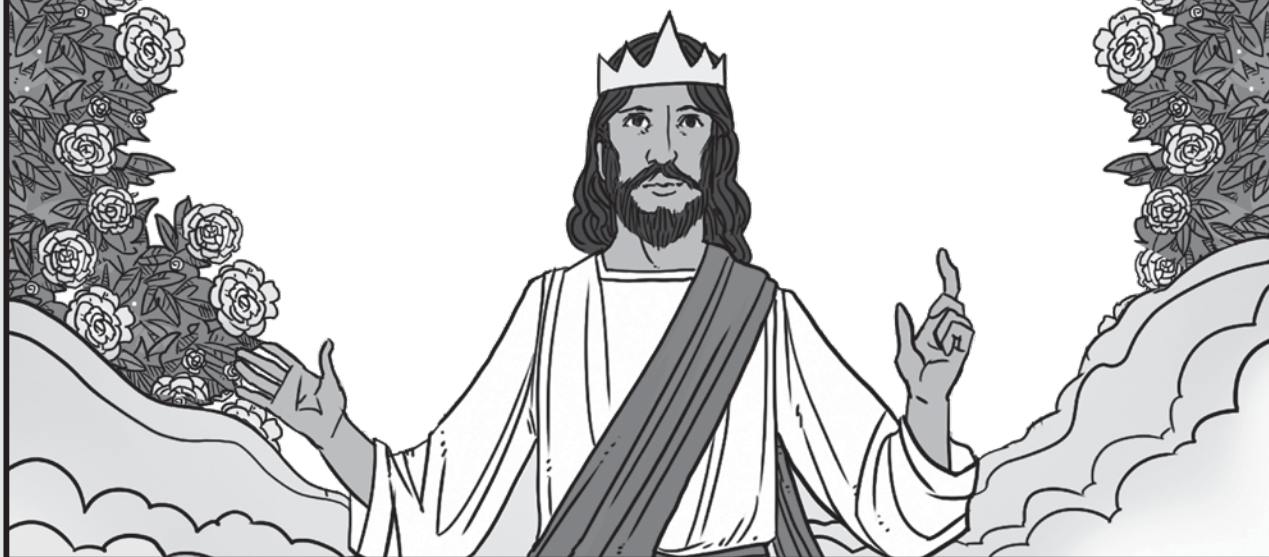
6. Saints are people who have followed God and helped others. \_\_\_\_\_
7. On All Saints' Day, we honor all the saints in Heaven. \_\_\_\_\_
8. God provides for us and cares for us like a shepherd cares for sheep. \_\_\_\_\_
9. If we follow God, our shepherd, we can become saints. \_\_\_\_\_
10. On All Saints' Day, we do not honor saints if we do not know their names. \_\_\_\_\_



**Advent**



**The King  
Is  
Coming**





## Chapter at a Glance

### Scripture Focus

Isaiah 9:6–7

### Chapter Goals

- to recall that Advent is a time of preparation for the celebration of the birth of Christ
- to identify Jesus Christ as the special king that Isaiah promised
- to name the special titles and characteristics of Jesus our King

### Catechism References

522–524, 2816–2817

### Church Year Calendar

A Church year calendar is available in black-and-white at the end of this book on page 434 and in full-color at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

### Key Words

*counselor, eternal, successor, determined*

### Music Suggestions

- “O Come, O Come Emmanuel,” by Bethel Music Kids Christmas Party (Bethel Music)
- “Come, Thou Long-Expected Jesus,” by Fernando Ortega (Curb Records, Inc.)

### Background Reflection

In the midst of busy Christmas preparations, the season of Advent calls us to a different preparation—one of reflection, excitement, and growing joy! Waiting for Christmas can be difficult for the best of us, and can be even harder for children. The first Advent wreaths and calendars were an attempt to help children count the passing days, focus their impatience, and build anticipation and joy. These traditional practices also help adults focus our longing and place our hope on the coming of the Messiah, in Bethlehem, in our lives now and at the end of time.

The people of Israel were also impatient, enduring years of hardship and exile. The prophet Isaiah promised a great king and named him Prince of Peace, Eternal Father, Wonderful Counselor, Mighty God. What do we name that king? We name him Jesus! The birth of a king in an obscure, small, and humble place was not at all expected. So we are reminded that greatness often hides in the ordinary fabric of our lives and in the hidden corners of our world. The King of Kings is Emmanuel: God with us.





## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the Advent activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the Advent activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet to the group. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Begin by asking questions about the four seasons of the natural year, such as the following:
  - Who can tell me what season of the year we are in?
  - How many seasons are there?
  - Can you name all four seasons?
  - What do you like best about each one?
- Continue by asking some specific questions about waiting:
  - What is something that you have to wait for?
  - Have you ever had to wait a long time for something special (a birthday, trip, vacation, present, or baby brother or sister)?
  - Do you like waiting? Why or why not?
  - Are you waiting for Christmas?
- Tell the children that in this chapter they will learn about the time of waiting and preparation for Christmas, called the season of Advent.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Book of Isaiah. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Isaiah" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*Old Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Books of the Prophets. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.

- Help the children to use the table of contents to find the first page of Isaiah (page 1092). If there is time, read, or have a volunteer read, the introduction to the book.
- Invite the children to find Isaiah 9:2–7 (page 1101). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1102. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous page. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the Advent activity booklet
- blank paper
- crayons

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1102–1103 in *The Catholic Children's Bible*. Tell them to look at the artwork. Ask who the king pictured on this page is (*Jesus*).
- Explain that the lion and the lamb lying together is a sign of peace and a sign of the Kingdom of God.
- Draw the children's attention to the key words on page 1102. Ask a volunteer to read each word, and another volunteer to read the definitions.

- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What kind of child will be born? (*a son and a ruler*)
  - Does Isaiah know his name? (*no*)
  - What does he call the new king? (*Wonderful Counselor, Mighty God, Eternal Father, Prince of Peace*)
  - How long will he rule? (*from now until the end of time*)
- Explain that now, years and years later, we know that the king that Isaiah was telling us about is Jesus, the Son of God.
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. Wonderful Counselor; 2. Mighty God; 3. Eternal Father; 4. Prince of Peace; 5. peace; 6. right, justice; 7. end, time*

### Understand It!

- Read aloud the Understand It! on page 1103, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Kings are often given names that describe them in some way.
  - When Isaiah told the Israelites about the king to come, Isaiah described him with special names.
  - Isaiah called this king wonderful and a counselor, which means he gives good advice.
  - This king would be the Prince of Peace.
  - The king Isaiah was describing is Jesus.
  - He will be our King forever.

### Live It!

- Read aloud the Live It! on page 1103, or have a volunteer read it.
- Distribute blank paper and crayons to the group.
- Have the children draw a picture of Jesus as a king. Ask them to pick one of the four titles and write it on their drawing.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1103. (*Image 1 shows the child Jesus with Mary and Joseph. Image 2 shows Jesus as a king. Image 3 shows Jesus the King teaching about the Kingdom of God.*)
- Have the children join a partner to retell the story in their own words.

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the Advent activity booklet
- white paper plates, 8- to 10-inch size, one for each child
- large paper cups, one for each child
- several pairs of scissors
- green crayons or markers
- four 1-x-5-inch paper strips for each child, three purple and one pink
- several bottles of glue
- small plastic baggies with four yellow paper flames in each, one for each child
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity (Craft)

#### A Paper Advent Wreath

- Prepare the materials ahead of time by cutting out enough purple and pink paper candles for the wreaths in your group, as well as four yellow paper flames for each child.
- Introduce the activity by explaining to the children that they will make Advent wreaths to mark the time of waiting before Christmas that we call the season of Advent.
- Distribute a paper plate and cup to each child, and have several pairs of scissors available. Invite the children to write their names on the bottom of the plate, on the rim.
- Instruct the children to hold the cup in the center of the plate and then trace around it with a pencil. (You might want to ask them to work in pairs so that one child can hold the cup while the other traces around it.)
- Explain that they are to cut out the circle they traced, so that the plate has a hole in the center.
- Distribute green crayons or markers, and ask the children to color the plate to look like a wreath.
- Distribute the paper strip candles and glue. Direct the children to create a 1-inch tab at the bottom of each candle by making a fold. Then instruct them to glue their candles to their wreath.
- Distribute the baggies of paper flames. Explain that the children may take the flames home to "light" the candles on the Sundays of Advent. If appropriate, have the children glue a flame to the first candle at the top of the wreath during the activity.

### Process the Activity

- Explain that the Advent wreath is a way to help us count the weeks until the celebration of the birthday of Jesus on Christmas.
- Tell the children that each Sunday for four weeks before Christmas we light a candle on the wreath. Explain that the green wreath is a symbol of God's never-ending love and care, always alive and fresh.
- Point out that three of the candles are purple and one of the candles is pink.
- Explain that purple is the color of Advent. Tell them that it is the color of waiting, not in a sad way but in a way that reminds us to prepare for the coming of the birthday of Jesus.
- Explain that the pink candle is for the Third Sunday of Advent. Tell them that this candle reminds us to be joyful and happy because Christmas is almost here.
- Tell the children that all of the candles remind us that Jesus is the Light of the World. Explain that when we follow Jesus, we share his light and his love with others.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 346–347 in its place.

### Core Teaching

- Remind the children that Advent is a season in the Church year. Explain that it is a time of preparation and waiting for the birth of Jesus on Christmas Day. Tell the group that during Advent, we follow Jesus more closely and do special things for others to share the love of Jesus.
- Remind the group that in Advent we use the color purple to show that we are waiting. Tell them that we are not sad, but we are sorry for our sins and we look for special ways to help others as we prepare for Christmas. Explain that we use the color pink to show that we are waiting joyfully and hopefully for Jesus to come.
- Remind the children that the Advent candles remind us that Jesus is the Light of the World. Help them understand that when we follow him, we will not wander around in the darkness. Explain that we follow him because he shows us the way through our lives.
- Explain that we use the Advent wreath to count the weeks before Christmas. Tell them that as more candles are lighted closer to Christmas, it's a wonderful reminder that the light of Christ is coming soon.
- Tell the children that sometimes we count the days too, using an Advent calendar. (If possible, have an example of an Advent calendar to show the children.)

- Ask the children some questions to check for comprehension, such as the following:
  - What season of the Church year are we currently in? (*Advent*)
  - What do we do during Advent? (*We prepare for the coming of Jesus at Christmas.*)
  - What do we do for others during Advent? (*We do special things to help others and to share the love of Jesus with others.*)
  - What do the candles of the Advent wreath teach us? (*That Jesus is the Light of the World. We are lights, too, when we share his light and love.*)
  - Why do we use the color purple during Advent? (*It shows we are sorry for our sins and we are waiting for Jesus.*)
  - Why do we use the color pink during Advent? (*It shows we are waiting with joy for Jesus to come.*)
  - How do we count the weeks before Christmas? (*with an Advent wreath*)
  - How do we count the days before Christmas? (*with an Advent calendar*)

### Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

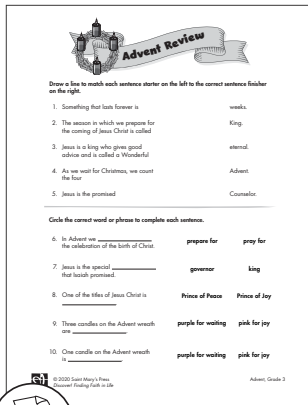
### Materials Needed

- the Advent activity booklet
- an Advent wreath with four candles for the prayer service (*candles optional*)
- a board or poster to write on
- copies of the handout “Advent Review,” one for each child

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Note:** The handout “Advent Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



## Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Advent is a time to prepare for the celebration of the birth of Christ.
  - Jesus Christ is the special king that Isaiah promised.
  - Jesus is called by many special names: Wonderful Counselor, Mighty God, Eternal Father, Prince of Peace.
- Give each child a copy of the handout “Advent Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. eternal, 2. Advent, 3. Counselor, 4. weeks, 5. king, 6. prepare for, 7. king, 8. Prince of Peace, 9. purple for waiting, 10. pink for joy*

## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Lucy, and lead the children in saying, “Saint Lucy, pray for us.” Assure them that they can ask for Saint Lucy’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.

## Short Closing Prayer (optional)

**Note:** Use this prayer if you do not intend to use the longer prayer service on page 345 to close this lesson.

- Begin prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Explain that they will pray using the names of Jesus that were in our Scripture passage. Tell them that after each name, they should respond, “Come, Lord Jesus.”
- Pray using the following:
  - Jesus, Wonderful Counselor, help us and guide us always.
  - Jesus, Mighty God, uphold us all our lives with your mighty power.
  - Jesus, Eternal Father, care for us and love us as your own family.
  - Jesus, Prince of Peace, bring us peace in our hearts and in our world.
- End by reading this prayer:
  - Lord Jesus, we thank you for being our Wonderful Counselor, our Mighty God, our Eternal Father, and our Prince of Peace. We look forward to celebrating your birthday on Christmas!
- Invite the class to respond “Amen,” and close with a final Sign of the Cross.

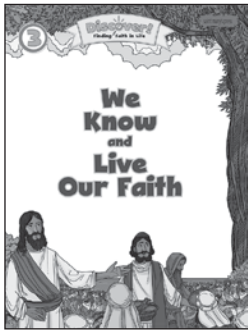


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Year” + activity, pages 28–29

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on pages 346–347 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 346–347 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Advent Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.



# Prayer Service

## Come, Lord Jesus!

Have the children gather around an Advent wreath. Sing or play the first verse of "O Come, O Come, Emmanuel," and practice it with the children. Explain that the word *Emmanuel* means "God with us." Tell them that Jesus came to the world to be with us. Explain the word *ransom* means "to give back, to rescue, or to save," and that Jesus came to the world to save us.

**Leader:** Let us begin our prayer with the Sign of the Cross. (*All make Sign of the Cross.*) Let us remember that we are in the holy presence of God. (*Allow about 10 seconds of silence.*)

**Leader:** Let us sing "O Come, O Come, Emmanuel."

**All: O come, O come, Emmanuel,  
And ransom captive Israel  
That mourns in lonely exile here  
Until the Son of God appear.  
Rejoice, rejoice, Emmanuel  
Shall come to thee, O Israel.**

**Leader:** Dear God, we are getting ready to celebrate the birthday of your Son, Jesus. We ask your help to prepare our hearts for his coming. Fill us with joy. Come, Lord Jesus!

**All: Come, Lord Jesus, come soon!**

**Leader:** Bless us with patience to wait as the people of Israel waited for their promised king. Come, Lord Jesus!

**All: Come, Lord Jesus, come soon!**

**Leader:** Bless our Advent wreaths and help us to reach out to those who need our help. Come, Lord Jesus!

**All: Come, Lord Jesus, come soon!**

**Leader:** Help us to make this world a better place by the light we bring into it. Come, Lord Jesus!

**All: Come, Lord Jesus, come soon!**

*Close by singing the first verse of "O Come, O Come, Emmanuel" again.*

## Additional Activities

### Materials Needed

- none

### Advent Prayer in Sign (15 minutes)

- Explain that the prayer “Come, Lord Jesus” was prayed often by the early Christians. Tell the children that it is a good prayer for Advent, when we prepare to celebrate the coming of the Lord at Christmas.
- Teach the children the following words and signs by saying the word and demonstrating the action. Then ask the children to do it with you as you repeat the word and the action.
  - COME: Hold arms out, index fingers pointing at each other, and circle and bring arms in toward body.
  - LORD: Make a backward L shape with thumb and forefinger of right hand. Start at left shoulder and move hand out away from body and down to right hip (to imitate a sash for a king).
  - JESUS: Point to the center of one palm with middle finger of other hand, then repeat with the other hand. (Explain that we are pointing to the nail marks in Jesus’ hands.)
- Ask, “Who or what should we pray for?” (Pray each intention one by one.)
- Remind the children to add, “Come, Lord Jesus,” to each petition (or you may add it).
- Lead the group to respond silently with just the hand motions for “Come, Lord Jesus.”
- Encourage the children to share the words and signs with their families.

### Materials Needed

- handout of twelve Christmas ball ornaments of various designs printed on white cardstock paper, two copies for each child
- several pairs of scissors
- markers or crayons
- 4–5-inch lengths of yarn or ribbon, one for each child

### Christmas Ornament Countdown (15 minutes)

- Design a handout with twelve Christmas ball ornaments in varied designs. Print two copies on cardstock paper for each child.
- Distribute the ornament handouts, the markers or crayons, and the yarn or ribbon. Explain that each Christmas ornament counts for one day from December 1 to December 24.
- Instruct the children to color and cut out one ornament each day. (They will do the first one in class today and the rest on their own at home.) Invite them to write a kind or loving thing they can do on the back of the ornament. (*Some suggestions:* Be thankful. Share my light. Be gentle. Pick up my toys. Pet my dog or cat. Help my mom with a chore. Pray for a soldier. Pray for someone who is sick.)
- Tell the children they will poke a hole in the ornament with a pencil or a hole punch, then put yarn, ribbon, or string through the hole to hang their ornament on their Christmas tree or in another special place.
- Invite them to begin the first ornament now by coloring it and cutting it out.

## Materials Needed

- a computer with internet access
- a computer projector

## All about Advent (15 minutes)

- Invite the children to form groups of three or four. Explain that you are going to show a video and that the goal is for their group to pay close attention to remember as many things as they can about the video.
- Play the video “Advent in 2 Minutes (NEW!)” (YouTube, 2:09).
- Encourage each group to discuss all the different things they saw in the video. Invite them to write these things down if they would like.
- Ask the different groups to share as many things as they can remember about the video.
- Play the video a second time and see if the groups can pull out any additional points.
- Identify any key points that have still not been mentioned.
- Summarize the message of the video by introducing the phrase, “Jesus is the reason for the season.” Explain that no matter what we do during the Advent season—shopping, baking, cleaning—we are doing it because of Jesus.
- Remind the children that sometimes they will need to be extra patient because everyone is extra busy during Advent. Encourage them to find ways to give their love to others this season, in their helpfulness and cheerfulness. Explain that this is the best way to prepare for Christmas!



Draw a line to match each sentence starter on the left to the correct sentence finisher on the right.

- |  |            |
|--|------------|
| 1. Something that lasts forever is   | weeks.     |
| 2. The season in which we prepare for the coming of Jesus Christ is called | King.      |
| 3. Jesus is a king who gives good advice and is called a Wonderful         | eternal.   |
| 4. As we wait for Christmas, we count the four                             | Advent.    |
| 5. Jesus is the promised   | Counselor. |

Circle the correct word or phrase to complete each sentence.

- |   |                           |                      |
|---|---------------------------|----------------------|
| 6. In Advent we _____ the celebration of the birth of Christ. | <b>prepare for</b>        | <b>pray for</b>      |
| 7. Jesus is the special _____ that Isaiah promised.           | <b>governor</b>           | <b>king</b>          |
| 8. One of the titles of Jesus Christ is _____.                | <b>Prince of Peace</b>    | <b>Prince of Joy</b> |
| 9. Three candles on the Advent wreath are _____.              | <b>purple for waiting</b> | <b>pink for joy</b>  |
| 10. One candle on the Advent wreath is _____.                 | <b>purple for waiting</b> | <b>pink for joy</b>  |



**Christmas/  
Epiphany**



# **The Gift of Jesus**





## Chapter at a Glance

### Scripture Focus

Isaiah 60:1–3, 6

### Chapter Goals

- to recall that the Christmas season celebrates the coming of Christ as God and man to us
- to identify Jesus as the light that shines in the darkness
- to state that we celebrate the Three Kings coming to see Jesus on the Feast of the Epiphany

### Catechism References

430–483, 528, 748

### Church Year Calendar

A Church year calendar is available in black-and-white at the end of this book on page 434 and in full-color at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

### Key Words

caravan, incense

### Music Suggestions

- “We Three Kings,” by Thing-a-ma-kid (Thingamakid)
- “We Are Marching in the Light of God,” by Invitation Music (Invitation Publishing)

### Background Reflection

When days are the shortest, the Church celebrates the coming of the Light of the World, the birth of Jesus Christ, our God living among us. The Christmas season begins on December 25 and continues until the Feast of the Baptism of Jesus in January.

The Solemnity of the Epiphany is officially celebrated on the first Sunday after January 1, but many families still mark Epiphany on the traditional day, January 6, with gifts and special treats. Epiphany reminds us that we are to follow the light of Jesus’ star and to seek him out, just as the Three Kings did, even if he seems hidden from us at times. We are to search for him in our lives, bringing our own precious gifts.

This season of gift giving reminds us that God has given us the greatest gift: the gift of his only Son, Jesus. The Christmas season encourages us to accept this gift, to appreciate it, and to allow it to change our lives.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the Christmas/Epiphany activity booklet
- a flashlight with a star-shaped cutout
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the Christmas/Epiphany activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Prepare by covering the end of a flashlight with a star-shaped cutout so that when the flashlight is turned on, a star shape is projected.
- Ask the children some questions about this time of the year, such as the following:
  - Why do we celebrate Christmas? (*to celebrate the birth of Jesus*)
  - Does your family decorate with special Christmas lights? What are they? (*candles in windows, outdoor lights, Christmas trees, lighted wreaths, etc.*)
  - During this time of year, the days get shorter and it gets darker earlier. What do you do when it gets dark? (*Turn on the lights.*)
- Explain to the children that around Christmas, it starts staying light out a little longer each day. Tell them that this can be a sign for us that Jesus, the Light of the World, is with us!
- Ask the children if they have flashlights in their homes. Invite them to share what they use flashlights for (*to see in the dark, to look into dark places*).
- Bring out the flashlight you have prepared. Have someone turn out the lights. Then turn on the flashlight and shine the star around the room and on the wall. Ask the children what they see.
- Move the star to different parts of the room, and ask the children to move to where the star is. Do this a few times, asking the group to follow the star.
- Ask the children if they know of anyone who followed a star (*sailors, travelers, astronomers who look at the sky through telescopes, the Three Kings*).
- Tell them that in this chapter they will read a special Bible story about light.

## Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Book of Isaiah. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Isaiah" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*Old Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Books of the Prophets. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Isaiah (page 1092). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find Isaiah 60:1–3, 6 (page 1164).
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the Christmas/Epiphany activity booklet
- blank paper and crayons

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to page 1164 in *The Catholic Children's Bible*.
- Read the Scripture passage to the children. Explain that a **caravan** is a group of animals or vehicles that moves or travels together. Explain that **incense** is a gum or spice that is burned for its sweet smell.



- Ask the children several questions to check for comprehension, such as the following:
  - Who is talking to the people of Jerusalem? (*Isaiah; we know this because this passage is in the Book of Isaiah.*)
  - Why does he say they should arise? (*because the glory of the Lord is shining on them; the light of the Lord will shine on them*)
  - What presents will those coming with the great caravans of camels bring? (*gold and incense*)
  - What is the good news they will share? (“what the LORD has done” [verse 6])
- Explain that now we know that the way God came to us is through the birth of his Son, Jesus. Tell the children that Jesus is the light that Isaiah was talking about that would come and be celebrated.
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: Jerusalem, sun, Lord, Nations, kings, caravans, camels, good news*

### Understand It!

- Read aloud the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Through the words of the prophet Isaiah, God promises a special gift of light and hope to his people.
  - All people will be drawn to this light.
  - This light is God’s Son, Jesus.
  - Christmas lights remind us that Jesus is the Light of the World.

### Live It!

- Read aloud the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Distribute blank paper and crayons to the group. Ask the group to follow the directions given in the Live It!
- After most have finished, invite the group to quiet themselves for prayer. Ask the children to pray along with you as you read the prayer.

### Tell It!

- Choose a volunteer or volunteers to read the first three verses of Isaiah, chapter 60.
- Invite the children to act out the reading as follows:
  - Have the group kneel and bend over, to “be covered” in darkness.
  - At the words “on you the light of the \_\_\_\_\_ will shine,” have the group stand up and spread their arms wide.
  - At the words “Nations will be drawn to your light,” have the group keep their arms up and sway back and forth.
- Conclude by reading aloud verse 6 to the group.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the Christmas/Epiphany activity booklet
- a sample completed eight-pointed star
- yellow craft sticks (enough for each child to have four)
- several bottles of glue
- small poster boards or cardstock
- a board or poster to write on
- a calendar (preferably one with the Christmas season marked)
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity (Craft)

#### By the Light of a Star

- Prepare an example of the craft ahead of time to show to the children.
- Explain to the children that they will make eight-pointed stars to celebrate the season of Christmas.
- Give each child four yellow wooden craft sticks. Distribute glue to the children.
- Invite the children to glue the sticks together one by one. Explain that they should make a cross with the first two sticks. Then tell them that the following two sticks should be glued diagonally in both directions.
- Have them glue the star to poster board or cardstock.
- Write the following on the board for the children to copy: "May the Christmas star lead you to Jesus, the Light of the World."
- Direct the children to write the blessing on their paper.

## Process the Activity

- Congratulate the children on their hard work.
- Ask them to share what they think of when they see the Christmas star. (*Jesus, the Light of the World; the star over the manger; the lights of Christmas, etc.*)
- Encourage them to place the star somewhere in their home where the whole family can be reminded of Jesus, the Light of the World, during the Christmas season.

## Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 360–361 in its place.

## Core Teaching

- Explain to the children that Christmas is more than one day: it is a whole season. Show the season of Christmas (from December 25 to the Feast of the Baptism of the Lord) on a calendar.
- Explain that during the season of Christmas we also celebrate the Feast of the Epiphany, or the coming of the Three Kings to the child Jesus.
- Recall briefly the story of the Three Kings. Explain that in ancient times, a new star in the sky was a sign that a king had been born. Continue with some of the following points:
  - The Three Kings studied the stars. When they saw a special new star in the East, they decided to follow it and to bring gifts to the new king. The star guided the Three Kings on their journey.
  - It took a long time for them to get to where Jesus was, because they traveled by camel in a caravan.
  - Finally, the star stopped over the house where Jesus, Mary, and the child Jesus were. The Three Kings offered their precious gifts of gold, frankincense, and myrrh to the child Jesus.
- Explain that the Scripture passage we read in this chapter from the prophet Isaiah foretells the coming of the Savior among us, and the coming of all peoples to Jesus Christ, the Light of the World. Remind the children that Jesus is the true light that shines in the darkness of the world.
- Recall for the children that Jesus is both God and a human being. Explain that his birth was very special because it shows God's love for us. Tell the children that God loves us so much he wants to share everything with us, so he became one of us, even becoming a baby!
- Remind the children that we received God's light at Baptism. Explain that because of Baptism, we have the light of Jesus within us.
- Remind the children that we need to put this light into action by being the best people we can be, by bringing the light of love to the world.

- Ask the children some questions to check for comprehension, such as the following:
  - Why did the Three Kings come? (*They saw a star in the East.*)
  - Who were they looking for? (*a new king*)
  - How did they find him? (*The star stopped over the house where Jesus was with Mary and Joseph.*)
  - What did they bring? (*gold, frankincense, and myrrh*)
  - Why is Jesus called the Light of the World? (*He came to share God's light and love for us.*)
  - How can you let your light shine? (*by being your best self and by bringing love into the world*)

### Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say "Amen," and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the Christmas/Epiphany activity booklet
- a board or poster to write on
- copies of the handout "Christmas/Epiphany Review," one for each child
- copies of the words to "We Three Kings"
- chalk, a step stool, a branch to sprinkle water, a bowl, holy water

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Christmas season celebrates the coming of Christ as God and man.
  - Jesus is the light that shines in the darkness.
  - We celebrate the Three Kings coming to see Jesus on the Feast of the Epiphany.

**Note:** The handout “Christmas/Epiphany Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

- Give each child a copy of the handout “Christmas/Epiphany Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. Christmas, 2. Epiphany, 3. star, 4. caravan, 5. frankincense, 6. T, 7. F, 8. T, 9. T, 10. F*

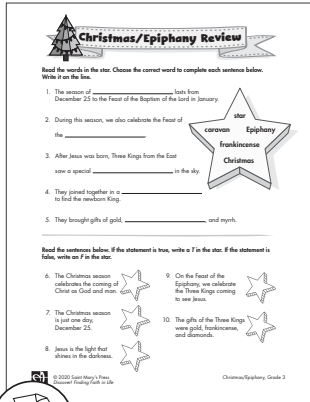
## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet, and invite a volunteer to read the “People of Faith” section aloud. Add any other information you know about Saint Wenceslaus, and lead the children in saying, “Saint Wenceslaus, pray for us.” Assure them that they can ask Saint Wenceslaus for help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.

## Short Closing Prayer (optional)

**Note:** Use this prayer if you do not intend to use the longer prayer service on page 359 to close this lesson.

- Begin prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Ask the children to stand and to respond “Amen” to each of the following:
  - Isaiah promised that the light would come. Jesus is our light.
  - The Three Kings brought gifts to Jesus. Jesus is our King.
  - Jesus asked us to be light for the world. We will follow Jesus.
  - May Jesus, our Light and our King, bless you and be with you always.
- Close with a final Sign of the Cross.





## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

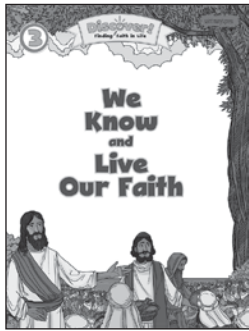
Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.

### We Know and Live Our Faith

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Year” + activity, pages 28–29

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.



### Activity Options

Use any of the additional activities on pages 360–361 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 360–361 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Christmas/Epiphany Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

# Prayer Service

## Epiphany Blessing

Choose four children to be the readers, and have them stand at each of the four corners of the room. Show them their lines and practice reading with them. Distribute copies of the words to "We Three Kings" to the group. Direct the rest of the group to move to each corner of the room as the blessing is read.

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence.)*

**Leader:** It is the time of Epiphany. We remember the Three Kings who followed a star to find a new king, Jesus. Listen again to the words of Isaiah:

"Great caravans of camels will come,  
from Midian and Ephah.  
They will come from Sheba, bringing  
gold and incense.  
People will tell the good news of what  
the Lord has done!"  
(Isaiah 60:6)

*Lead the children in singing the chorus of "We Three Kings."*

**Leader:** Marking the front door of a house is a custom that many people follow at Epiphany. We will mark our door today. As we mark the door of our room, let us remember the Three Kings, who set out on a long journey to find a new king, Jesus. Tradition tells us their names were Caspar, Melchior, and Balthazar. So we place their initials on the doorway to bless all who enter this room.

*Mark the doorway or write the blessing formula on the board, as follows: first two digits of the year + C + M + B + last two digits of the new year. As you write, explain that the C stands for Caspar, the M for*

*Melchior, and the B for Balthazar, the traditional names of the Three Kings. Then move the group to the first corner of the room.*

**Reader 1:** Lord God, fill this room with kindness for one another.

**All: Help us to seek Jesus our King always.**

*(Group moves to the second corner.)*

**Reader 2:** Bless every corner of our world with safety, peace, and love.

**All: Help us to seek Jesus our King always.**

*(Group moves to the third corner.)*

**Reader 3:** Teach us to welcome everyone and fill our hearts with Christmas joy.

**All: Help us to seek Jesus our King always.**

*(Group moves to the fourth corner.)*

**Reader 4:** Teach us to respect others and be open to adventures and surprises.

**All: Help us to seek Jesus our King always.**

**Leader:** During this year of 20 \_\_\_\_ *(name the year)*, may the Lord bless you and keep you. May God's face shine upon you and bring you peace. Amen.

**All: Amen.**

## Additional Activities

### Materials Needed

- plastic table-covers or newspaper
- 11-x-17-inch sheets of drawing paper
- sponge paint-brushes
- several aluminum pie pans
- washable craft or finger paint (brown)
- wipes and paper towels
- markers or crayons

### Three Kings Hand Painting (15 minutes)

- Set aside a separate table for all the art supplies. Prepare aluminum pie pans with brown paint for every two or three children. Set aside another table for cleanup supplies.
- Cover the children's desks or tables with protective covers (newspaper or plastic).
- Explain to the children that today they will be making special drawings of the Three Kings, using their hands and paint.
- Distribute a large sheet of drawing paper to each child. Distribute the brown paint and sponge paintbrushes among the children. Ask the children to paint the palm of their dominant hand with the brown paint. Help each child press the painted hand on the paper three times in a row.
- Ask the children to turn their papers around so that the prints of their fingers are hanging down. Explain that the three handprints become the three camels: the fingers are the camel's legs and the thumb is its head. Help the children add a king to ride each camel by painting one index finger and carefully pressing it to "sit" on the back of the camel.
- Move the paint and brushes out of the way while the children clean their hands.
- Distribute the markers or crayons so that the children can add arms, legs, and colorful crowns or turbans to the kings after the paint dries. Remind them to draw a star in the top corner for their Three Kings to follow.



### Materials Needed

- a paper or cardboard star (yellow or gold)
- a ruler or stick
- tape
- three paper crowns
- gifts for Jesus (toy or chocolate gold coins, a sprig of rosemary or lavender, a scented candle)
- a Nativity scene with Jesus in the manger

### Materials Needed

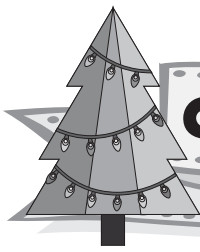
- a computer with internet access
- a computer projector

### Three Kings Procession (15 minutes)

- Celebrate the visit of the Three Kings by organizing a procession. Have in mind three “stops” for the procession: one about a third of the way, another two-thirds of the way, and the last stop at the Nativity scene, either in school or in your classroom.
- Prepare a large gold paper or cardboard star taped to a ruler or stick, three construction paper crowns (yellow or gold), and gifts for Jesus (gold coins, rosemary or lavender sprigs, and a scented candle).
- Select one child to carry the star. Explain that you will lead the procession so that the children know where to walk. Choose three children to be the kings and to carry the gifts. Give a gold paper crown and a gift to each “king.”
- Begin the procession by saying, “Come, let us search for the newborn King by following the star,” and lead the procession to the first stop. Sing the refrain of “We Three Kings.” Continue to the second stop and sing the refrain again.
- Find the child Jesus in the manger at the third stop. Say, “Dear Jesus, we have come with our gifts of gold, frankincense, and myrrh. Thank you for coming to us and being with us always.” Ask the children to bow their heads before the Nativity scene and say their own silent prayer to Jesus.
- Remind the children to celebrate Epiphany on Epiphany Sunday at Mass with their families.

### Sing Along: Celebrating Christmas (15 minutes)

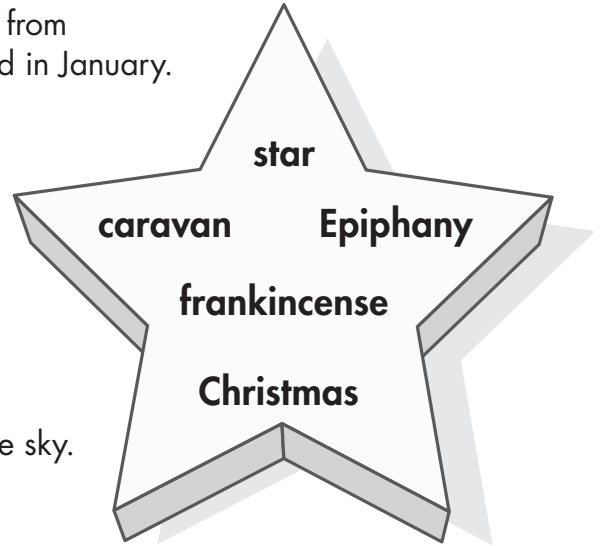
- Show the video “Born Is the King Hillsong Live Lyrics Video” (YouTube, 3:23).
- Play the video a second time and ask the children to read the words and sing along. If time permits, play the video a third time and allow the children to move to the music.
- Remind the children that the Christmas season lasts from December 25 until the Feast of the Baptism of the Lord.
- Ask volunteers to share how they will celebrate the Christmas season this year.
- Remind the children that the “Christmas spirit” is love and giving, and it can last all year.



# Christmas/Epiphany Review

Read the words in the star. Choose the correct word to complete each sentence below. Write it on the line.

- The season of \_\_\_\_\_ lasts from December 25 to the Feast of the Baptism of the Lord in January.
- During this season, we also celebrate the Feast of the \_\_\_\_\_.
- After Jesus was born, Three Kings from the East saw a special \_\_\_\_\_ in the sky.
- They joined together in a \_\_\_\_\_ to find the newborn King.
- They brought gifts of gold, \_\_\_\_\_, and myrrh.



Read the sentences below. If the statement is true, write a *T* in the star. If the statement is false, write an *F* in the star.

6. The Christmas season celebrates the coming of Christ as God and man.



9. On the Feast of the Epiphany, we celebrate the Three Kings coming to see Jesus.



7. The Christmas season is just one day, December 25.



10. The gifts of the Three Kings were gold, frankincense, and diamonds.



8. Jesus is the light that shines in the darkness.



# Presentation of the Lord



# Mary, Model of Faith





## Chapter at a Glance

### Scripture Focus

Luke 2:22–38

### Chapter Goals

- to state that the Feast of the Presentation of the Lord celebrates the day Mary and Joseph took Jesus to the Temple to be offered to God
- to explain that Simeon told Mary and Joseph that Jesus is the light and salvation of the world
- to identify that Mary's life was not easy, and she will help us in our own difficulties as we follow the light of Christ

### Catechism References

529, 963–975, 2675–2679, 2682

### Key Words

Temple, sacrifice

### Music Suggestions

- "Immaculate One," by Cat.Chat (Cat.Chat Productions)
- "Hail Mary-Echo," by John Burland (John Burland)

### Background Reflection

In art, statues, and holy cards, Mary is often pictured as beautiful and peaceful. We can often forget that she lived a very human and sometimes difficult life. Mary did not always understand what was happening, but she kept her faith and her focus on God's will. By saying yes to God, Mary brought the light of Christ into the world.

In Luke 2:22–38, Mary and Joseph are following the prescribed Jewish custom of presenting their child in the Temple. How surprised they must have been when Simeon approached them and proclaimed that their baby would be the Savior of the world! He cautioned Mary that it would not be easy. Mary must have felt wonder, joy, and a taste of fear and dread.

Mary is a model for us because of her great yes, but also because of the way she carried her joy and her sorrow with dignity and grace. Mary intercedes for us and is a great model of faith.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the Presentation of the Lord activity booklet
- a board or poster to write on
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the Presentation of the Lord activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Ask the children if they remember anything about their birth or their Baptism (they likely will not because they were too young). Ask them if anyone from their family has ever shared stories with them about when they were a baby.
- Invite the children to recall the story of Jesus' birth. Encourage them to find Luke 2:1–20 in *The Catholic Children's Bible* for help. Write key points on the board.
- Explain to the children that today they will read a Scripture passage about a very early time in Jesus' life when he was still a baby. Point out that it is a story of when Mary and Joseph took Jesus to the **Temple** to present him to the priests according to Jewish Law. Tell them that the Temple is the main Jewish place of worship and **sacrifice**. Explain that a sacrifice is an offering of something to God.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of Luke. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Luke" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Luke (page 1570). If there is time, read, or have a volunteer read, the introduction to the book.

- Invite the children to find Luke 2:22–38 (pages 1576–1577).
- Have the children place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the Presentation of the Lord activity booklet
- a board or poster to write on

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1576–1577 in *The Catholic Children's Bible*.
- Ask volunteers to read the Scripture passage, or read it aloud to the group. Then ask the children several questions to check for comprehension, such as the following:
  - Why did Mary and Joseph take baby Jesus to the Temple? (*It was the custom to present and dedicate a firstborn son to God.*)
  - Who was Simeon? (*a good man who listened to the Holy Spirit*)
  - What did Simeon do when Mary and Joseph brought Jesus into the Temple? (*He held Jesus and gave thanks to God.*)
  - What was Mary and Joseph's reaction to what Simeon said? (*They were amazed.*)
  - What did Anna do and say when she saw Jesus? (*She gave thanks to God and spoke about Jesus.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. purification, 2. present, 3. sacrifice, 4. Simeon, 5. break, 6. Anna*
- Explain to the children that it was Jewish custom at the time of Jesus to offer a sacrifice to mark special occasions.

- Point out to the children that Mary and Joseph offered a pair of doves or two young pigeons as a sacrifice to God. Explain that often people offered a lamb in sacrifice, but Mary and Joseph likely only had enough money for a small sacrifice.
- Tell the children that we no longer offer animals to God, but that we can honor and thank God with our own sacrifices or gifts, no matter how big or small.

### Understand It!

- Read aloud the Understand It! on page 1 of the activity booklet, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - Mary and Joseph took Jesus to the Temple to follow Jewish Law.
  - A holy man named Simeon recognized Jesus as the light and salvation for all the world.
  - Simeon told Mary that her life would not be easy.
  - Candles remind us of Jesus, the Light of the World.
- Ask the children what Simeon might have been talking about when he warned Mary that her life would not be easy, and sorrow would break her heart. (*that Jesus would die on the cross*)
- Remind the children that Anna also recognized that Jesus was special.

### Live It!

- Read aloud the Live It! on page 1 of the activity booklet, or have a volunteer read it.
- Encourage the children to list all the good things about light they can think of. (*Accept all reasonable responses, such as it helps us see, it brings us out of darkness, it brightens our path, it helps things grow.*)
- Help the children make the connection between the benefits of light and Jesus as the Light of the World.
- Have the group brainstorm ways they can be light for others, and write these on the board.

### Tell It!

- Invite volunteers to retell the Scripture passage in their own words.
- Help the children remember details by asking them questions and giving them helpful prompts.

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the Presentation of the Lord activity booklet
- a sample completed candle
- paper towel cardboard tubes, one for each child
- precut yellow paper flames, one for each child
- blank paper
- several rolls of clear tape
- black markers
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity (Craft)

#### Jesus, the Light of the World

- Prepare by cutting out yellow paper flames, one for each child. The flame should have a tab at the bottom that will be tucked into the top of the cardboard roll and taped to the inside, leaving only the flame to be seen.
- Make a sample candle to show to the children.
- Show a sample cardboard candle to the children. Explain that candles remind us that Jesus is the Light of the World. Remind the children that on the Feast of the Presentation of the Lord, when Mary and Joseph took Jesus to the Temple, we celebrate that Jesus is the Light of the World.
- Distribute a cardboard tube, a paper flame, and a piece of blank paper to each child. Make clear tape available to every two children.
- Show the children how to tape the tab of the flame to the inside of the tube.
- Demonstrate how to roll the white paper around the candle and then tape it in three places—bottom, middle, and top. Suggest that the group work in pairs to help each other hold the paper around the cardboard and use the tape.
- Distribute black markers. Ask the children to write their names or initials at the very bottom of the candle, on the inside of the cardboard if possible. Ask them to write these words lengthwise along the candle: “Rejoice! Jesus, the Light, has come!”



### Process the Activity

- Congratulate the children on their beautiful candles. Remind the children that the Scripture story in this chapter proclaims that Jesus is “a light to the Gentiles” (which means all nations, including us).
- Collect the children’s candles and store them for use again during the closing prayer at the end of day 4.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 374–375 in its place.

### Core Teaching

- Explain to the children that we celebrate the Feast of the Presentation of the Lord each year to celebrate the day Mary and Joseph took Jesus to the Temple to be dedicated to God.
- Tell the group that this feast is also called “Candlemas” because parishes often hold a candle procession while singing Simeon’s prophecy about “a light to the Gentiles” in this Gospel passage. Explain that sometimes on this day, people bring candles to Mass to be blessed and used for the rest of the year. Remind them that candles are a symbol of Jesus, the Light of the World.
- Point out that this feast day used to be called the Purification of Mary because Joseph and Mary fulfilled the Jewish Law that a woman had to wait forty days after giving birth and then she must bring her child to the Temple and offer a sacrifice for her purification.
- Remind the children about the part in the story where Simeon tells Mary that her life would not be easy and that sorrow would break her heart. Explain that, prepared by this warning, she trusted God and followed the path laid out for her.
- Tell the children that Mary is a model of faith and trust for us. Explain that she can also help us when we are experiencing difficulties in our own lives. Remind the children that Mary experienced the joy and the pain of being the mother of Jesus, so she understands our own moments of happiness and times of challenge.
- Point out that we can ask Mary to pray for us so that we might be able to bear our own difficulties and stay faithful to the will of God.

- Ask the children some questions to check for comprehension, such as the following:
  - What is the Feast of the Presentation of the Lord? *(It is an annual feast in the Church, marking the moment Mary and Joseph brought Jesus to the Temple to be dedicated to God.)*
  - Why is this feast also called “Candlemas”? *(because it recalls Simeon’s prophecy about Jesus being a light to the Gentiles, to all people)*
  - What did Mary do after Simeon’s warning? *(She continued to trust God and follow the path God laid out for her.)*
  - What does Mary model for us? *(faith and trust in God)*
  - How can Mary help us today? *(She prays for us in our difficulties and prays that we may stay faithful to God’s will.)*

### Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- *The Catholic Children’s Bible* and the Presentation of the Lord activity booklet
- a board or poster to write on
- copies of the handout “Presentation of the Lord Review,” one for each child
- an image of Mary with the child Jesus for the prayer table
- student candles from day 3

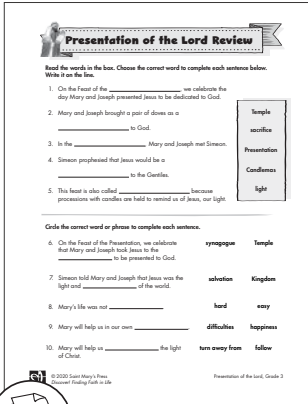
### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Note:** The handout “Presentation of the Lord Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

## Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Feast of the Presentation of the Lord celebrates the day Mary and Joseph took Jesus to the Temple to be offered to God.
  - Simeon told Mary and Joseph that Jesus is the light and salvation of the world.
  - Mary’s life was not easy, and she will help us in our own difficulties as we follow the light of Christ.
- Give each child a copy of the handout “Presentation of the Lord Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. Presentation, 2. sacrifice, 3. Temple, 4. light, 5. Candlemas, 6. Temple, 7. Salvation, 8. easy, 9. difficulties, 10. follow*



## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Our Lady of the Presentation, and lead the children in saying, “Our Lady of the Presentation, pray for us.” Assure them that they can ask for Our Lady of the Presentation’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.

## Short Closing Prayer (optional)

**Note:** Use this prayer if you do not intend to use the longer prayer service on page 373 to close this lesson.

- Distribute the candles the students made on day 3.
- Begin prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the children to hold their candles as you read the Song of Simeon (Luke 2:29–32).
- Close with a final Sign of the Cross.

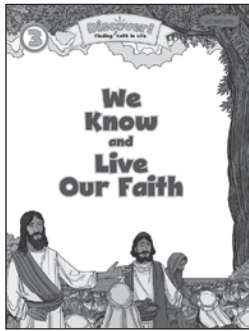


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following article in the *We Know and Live Our Faith* resource corresponds to concepts introduced in this chapter:

- “Saints and the Church Year,” pages 30–31

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on pages 374–375 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 374–375 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Presentation of the Lord Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

# Prayer Service

## Rejoice! Jesus, the Light, Has Come!

Ask for five volunteers to be readers. Have on the prayer table an image of Mary holding the child Jesus. Invite the children to bring their candles and stand around the prayer space. Remind the children that the response to the prayers is written on their candles. Ask them to respond with the words and by holding their candles high each time they respond.

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence.)*

**Leader:** We ask Mary for her prayers that she may help us to follow the light of Christ. Our response is: Rejoice! Jesus, the Light, has come!

**Reader 1:** Mary is the mother of Jesus. Mary brought the Light into the world. May we also bring Jesus into the world for others.

**All: Rejoice! Jesus, the Light, has come!**

**Reader 2:** Mary followed God's Laws and taught her Son, Jesus, to do the same. May we try to do all that God asks us to do.

**All: Rejoice! Jesus, the Light, has come!**

**Reader 3:** Mary trusted in God, even when times were hard or she was sad. Teach us to always rely on God, in good times and bad times.

**All: Rejoice! Jesus, the Light, has come!**

**Reader 4:** Mary praised God throughout her life. She was thankful for the many gifts God gave her. May we thank God every day for the good things in our life.

**All: Rejoice! Jesus, the Light, has come!**

**Reader 5:** Mary was a brave person, who followed Jesus with the other disciples. Help us to be disciples like her and follow the way of Jesus, the way of light.

**All: Rejoice! Jesus, the Light, has come!**

**Leader:** In honor of Mary, Mother of God, bearer of light to the world, let us pray the Hail Mary together.

**All: Hail Mary, full of grace, the Lord is with thee. Blessed art thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen.**

*Play one of the music suggestions for this chapter or another appropriate song.*

## Additional Activities

### Materials Needed

- long strips of paper
- markers or crayons

### Folded Presentation Comic Strip (15 minutes)

- Give each child a 5½-x-17-inch strip of paper (11-x-17-inch paper cut in half lengthwise) and markers or crayons.
- Show the children how to accordion-fold the strip into three sections, first over and then under, to create a "Z." You may want to fold the strips beforehand to save time.
- Explain to the children that they will be drawing the story like the Tell It! sections on the Featured Story pages in *The Catholic Children's Bible*. Show them how they now have three panels on the front and three panels on the back of the paper strip. Tell them that they will draw something on each panel to tell the story of the Presentation of the Lord.
- Direct the children to draw the following things in the panels:
  - the words "The Presentation of Jesus"
  - a picture of Mary and Joseph with the baby Jesus
  - a picture of Simeon holding the baby Jesus in the Temple
  - the words "The Light of Christ!"
  - a picture of Anna giving thanks to God
  - a candle lighting up the dark

### Materials Needed

- *The Catholic Children's Bible*
- precut strips of colored paper to make a chain, five per child
- markers or crayons
- tape

### Rosary Paper Chain (15 minutes)

- Invite the children to turn to pages 1996 and 1997 in *The Catholic Children's Bible*.
- Read or have a volunteer read the text on page 1996 to explain how we pray the Rosary.
- Explain that when we pray the Rosary we think about various mysteries, or things we are amazed by, in our faith. Point out that the Joyful Mysteries are all about Mary and the early life of Jesus. Briefly explain each mystery or invite the children to share what they recall.
- Give each child five strips of paper to make a chain of the Joyful Mysteries. Distribute the markers or crayons, and have the children write the name of one mystery on each strip of paper.
- Show the children how to make a chain by looping the ends together around another strip and fastening them with tape.
- Tell the group that the chain can remind them how Mary was strong in her faith and continued to trust God through everything.

**Materials Needed**

- *The Catholic Children's Bible*
- a computer with internet access
- a computer projector

**Simeon Praises the Lord (15 minutes)**

- Play the video "Simeon Praises the Lord" (YouTube, 2:14).
- Have the children find Luke 2:22–38 in *The Catholic Children's Bible* (pages 1576–1577). Select a strong reader to be the narrator, and select children to play the parts of Simeon, Joseph, Mary, and Anna.
- Invite the volunteers to act out the Scripture passage while the narrator reads. Have the child playing Simeon read his words.
- Select new volunteers and repeat the process as time allows.



# Presentation of the Lord Review

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.

1. On the Feast of the \_\_\_\_\_, we celebrate the day Mary and Joseph presented Jesus to be dedicated to God.
2. Mary and Joseph brought a pair of doves as a \_\_\_\_\_ to God.
3. In the \_\_\_\_\_, Mary and Joseph met Simeon.
4. Simeon prophesied that Jesus would be a \_\_\_\_\_ to the Gentiles.
5. This feast is also called \_\_\_\_\_ because processions with candles are held to remind us of Jesus, our Light.

Temple  
sacrifice  
Presentation  
Candlemas  
light

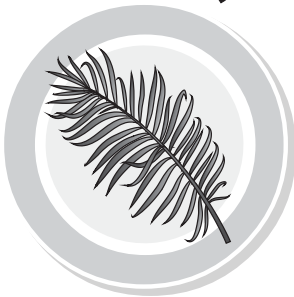
Circle the correct word or phrase to complete each sentence.

6. On the Feast of the Presentation, we celebrate that Mary and Joseph took Jesus to the \_\_\_\_\_ to be presented to God. **synagogue** **Temple**
7. Simeon told Mary and Joseph that Jesus was the light and \_\_\_\_\_ of the world. **salvation** **Kingdom**
8. Mary's life was not \_\_\_\_\_. **hard** **easy**
9. Mary will help us in our own \_\_\_\_\_. **difficulties** **happiness**
10. Mary will help us \_\_\_\_\_ the light of Christ. **turn away from** **follow**



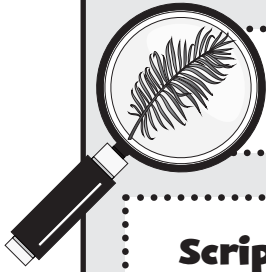


**Palm  
Sunday**



# **A New Kind of King**





## Chapter at a Glance

### Scripture Focus

Matthew 21:6–9

### Chapter Goals

- to state that Palm Sunday is the day we celebrate Jesus' coming to Jerusalem before his Passion
- to name Palm Sunday as the beginning of Holy Week
- to identify Jesus as the King who saved us by giving up his life

### Catechism References

559–560, 570, 1674

### Key Words

*disciple, cloak, Passion, hosanna, humble*

### Music Suggestions

- "Hosanna (Praise Is Rising)," by Worship For Kids (Integrity Music)
- "Hosanna," by Spring Harvest (Elevation Kids)

### Background Reflection

Palm Sunday begins Holy Week on a high note. Jesus rides into Jerusalem and is greeted by cheers and waving palm branches. He knows this week will end in his death, yet he sits serenely on a donkey. This Sunday welcomes the King of Kings, triumphant and glorious. Here indeed is the promised king, but a king who is not quite like what anyone was expecting.

The glorious ride on the donkey into Jerusalem amid the cheering crowds flows into the crushing defeat of Good Friday, the stark emptiness of Holy Saturday, and the glory of the Resurrection on Easter. This is the paradigm of our lives and of our spiritual journeys as well.

On this Sunday, we receive a palm to take home. This palm is a symbol that Jesus is truly the King, the King of eternal life, triumphant over death, who brings us with him to Easter life, now and always.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the Palm Sunday activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the Palm Sunday activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Invite the children to share times they have been to a big parade or a football or baseball game where people waved flags. Explore with them the feelings of excitement at these events and help them understand that we cheer to offer people encouragement, to celebrate our happiness, and to show our support as a group.
- Explain that on the first Palm Sunday, Jesus came to Jerusalem and the people had a parade for him. Tell the group that the people did not wave flags, but they waved something else. Explain that when the children read this chapter's Bible passage, they will find out more about this parade.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of Matthew. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Matthew" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Matthew (page 1446). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find Matthew 21:1–17 (pages 1498–1499). Point out the green leaf at the beginning and end of the passage.

- Have the children turn to the Featured Story on page 1500. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous pages. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the Palm Sunday activity booklet

### Opening

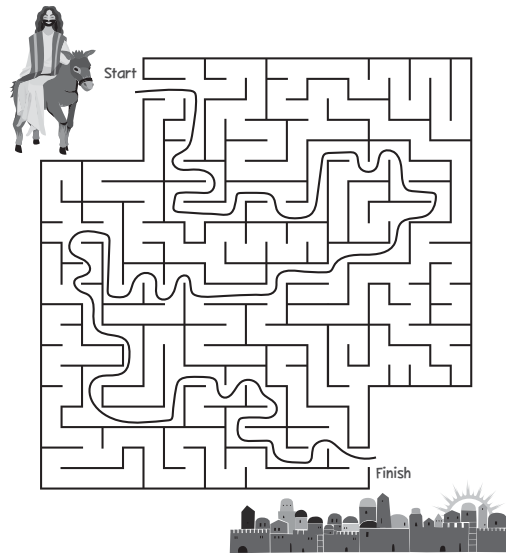
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1500–1501 in *The Catholic Children's Bible*. Ask for a volunteer to name the green branches that are shown on these pages (*palm branches*). Encourage the children to listen for the way these branches are used.
- Read the Scripture passage to the children. Ask the children several questions to check for comprehension, such as the following:
  - What animals did the disciples of Jesus bring to him? (*a donkey and a colt*)
  - What did they put on the donkey's back? (*their cloaks*)
  - What did Jesus do? (*He got on and rode into the city.*)
  - What did the people spread on the road for Jesus to ride on? (*their cloaks and branches they cut from the trees*)
  - What were they shouting? (*"Praise to David's Son! God bless him who comes in the name of the Lord! Praise be to God!"*)
  - Why were they so excited? (*They were happy because their King was here.*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Solution:*

## Understand It!

- Read aloud the Understand It! on page 1501, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:



- The Sunday before Easter is called Passion Sunday, or Palm Sunday. On this day, we remember when Jesus entered Jerusalem as a king.
- At church we receive blessed palm branches.
- When Jesus came into Jerusalem, the people cut palm branches, waved them, and lay them down to cover the dusty road.
- The people thought Jesus was a king who would lead them in battle against their enemies. But Jesus was not that kind of king. He rode a lowly donkey, not a warhorse.
- Jesus saved us by giving up his own life.
- Explain to the children that sometimes they might even hear this Sunday called by its long name, which is Palm Sunday of the **Passion** of the Lord. Explain that the *Passion* is another word we use for the suffering of Jesus.

## Live It!

- Read aloud the Live It! on page 1501, or have a volunteer read it.
- Explain to them that we say “Praise be to God!” to show our thankfulness for all that God has done for us. Recall that the people in the Scripture passage were praising God for sending Jesus, and we can praise God for the same reason.
- Encourage the children to show the Live It! activity to their parents and to create the bookmark at home. Tell them that they can use this bookmark in their Bibles.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1501. (*Image 1 shows the disciples throwing their cloaks on the donkey. Image 2 shows Jesus riding into Jerusalem and palm branches waving. Image 3 shows the people spreading palm branches and cloaks before Jesus. Image 4 shows the people praising God.*)
- Invite volunteers to tell the story in their own words using the pictures in this section.
- Discuss the fourth image and explain that another way to say “Praise be to God” is to say “**Hosanna**” (which means “Salvation is here!”). Remind the children that we sing or say, “Blessed is he who comes in the name of the Lord” and “Hosanna in the highest,” at every Mass, during the “Holy, Holy, Holy” prayer.

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children’s Bible*.



## Day 3—Discover!

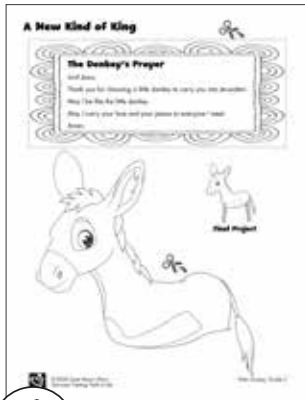
### Materials Needed

- the Palm Sunday activity booklet
- a sample completed donkey
- copies of the handout “A New Kind of King,” one for each child
- clothespins with springs, two for each child
- scissors, crayons, and pencils
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Note:** The hand-out “A New Kind of King” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



## Core Learning Activity (Craft)

### A Palm Sunday Donkey

- Prepare by making a sample donkey to show to the children.
- Give each child a copy of the handout “A New Kind of King.”
- Distribute scissors and instruct the children to cut out the figure of the donkey. Ask them to cut out the prayer and set it aside for now.
- Direct them to color the donkey’s body gray or brown and the mane and tail black. Explain that they should color both sides of the donkey and add an eye and a smile to the other side of the donkey’s head.
- Distribute two clothespins to each child. Show them how to add legs to the donkey by clipping the clothespins onto the bottom of its body so it can stand on the ends.
- Close the activity by praying “The Donkey’s Prayer” together. (*Note:* This prayer may be used again on day 4 in place of the longer prayer service. If you plan to reuse it, gather the prayers for safekeeping.)

### Process the Activity

- Ask the children to stand their donkeys in front of them. Congratulate the group on their good work.
- Explain that a donkey, even today, is considered a hardworking but lowly animal. Ask the children why Jesus chose a donkey to carry him to Jerusalem. (*Jesus wanted to show that he was not a warlike king but a humble and lowly king. He wanted his followers to be humble too.*)
- Explain that the word *humble* means being down-to-earth and not thinking you are better than everyone else.
- Point out that the donkey is smiling, and ask the children why they think this might be. (*The donkey is happy to be chosen to carry Jesus. He knew Jesus would be kind to him. Accept other reasonable responses.*)
- Explain that we will learn more about this happy day when a donkey carried Jesus into Jerusalem, a day we still celebrate in our Church and in our parish each year.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 389 in its place.

## Core Teaching

- Explain to the children that Palm Sunday is the Sunday before Easter and it begins Holy Week, when we remember the Passion, or suffering, of Jesus, our Lord.
- Remind the children that during Holy Week we remember that Jesus is our King who saved us, not by fighting, but by giving up his life on the cross.
- Explain that Palm Sunday is our celebration of the day Jesus came into Jerusalem and the people cheered and greeted him like a king, waving branches and laying their cloaks on the ground.
- Tell the children that on Palm Sunday we receive palm branches in church. Explain that the priest blesses the palms so they become a holy reminder to us of all that Jesus did for us. Remind the children that Jesus is our King, and we honor him and praise him with palm branches on Palm Sunday, just like the people in the Bible did. Explain that we take the palm branches home and put them in a special place where we can see them.
- Explain that palms are signs of victory. Mention to the children that they might see palms in stained-glass windows to show that a saint died for their faith in Christ and is now victorious with him in Heaven. Continue by explaining that the palm branch can remind us to be strong and victorious in times of trouble and to remember that God loves us so much that he sent his Son, Jesus, to save us.
- Ask the children some questions to check for comprehension, such as the following:
  - What is the Sunday before Easter called? (*Palm Sunday*)
  - What week begins with this Sunday? (*Holy Week*)
  - Why is Holy Week important to us? (*We remember the Passion of Jesus during this week. We remember that Jesus gave his life to save us.*)
  - What happened on the first Palm Sunday? (*The people honored and praised Jesus with palm branches. They praised God for giving Jesus to us as our Savior.*)
  - Why do we get palms in church on Palm Sunday? (*We honor and praise Jesus with palms like the people in the Bible did. We keep the palms at home as a reminder that Jesus is our King who came to save us.*)

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.





## Day 4—Go!

### Materials Needed

- the Palm Sunday activity booklet
- a board or poster to write on
- copies of the handout “Palm Sunday Review,” one for each child
- a prayer table, a red cloth, palm branches (one for each child)
- a bowl of sand, holy water (*optional*)
- the children’s craft donkeys from day 3

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Palm Sunday is the day we celebrate Jesus’ coming to Jerusalem before his Passion.
  - Palm Sunday is the beginning of Holy Week.
  - Jesus is the King who saved us by giving up his life.
- Give each child a copy of the handout “Palm Sunday Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. the coming of Jesus to Jerusalem, 2. Holy Week, 3. saves us by giving up his life, 4. we remember the Passion of Jesus during this week, 5. as a reminder of Jesus, our King, 6. Passion, 7. disciples, 8. cloaks, 9. Hosanna, 10. humble*

**Note:** The hand-out “Palm Sunday Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

**Palm Sunday Review**

Draw a line to match each sentence starter on the left to the correct sentence finisher on the right.

1. Palm Sunday is the day we celebrate _____	we remember the Passion of Jesus during the week _____
2. Palm Sunday is the beginning of _____	as a reminder of the victory of Jesus, our King _____
3. Jesus is the King who _____	Holy Week _____
4. Holy Week is important because _____	the coming of Jesus to Jerusalem _____
5. We receive a palm in church _____	saves us by giving up his life _____

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.

disciples   cloaks   Passion   Hosanna   humble

- Palm Sunday is the beginning of Holy Week, when we remember the \_\_\_\_\_ of our Lord Jesus Christ.
- On that day, the close followers of Jesus, the \_\_\_\_\_, found a donkey for Jesus to ride.
- The people spread their \_\_\_\_\_ or loose-fitting coats, along the path.
- The people waved palm branches and shouted, “\_\_\_\_\_.”
- Jesus allowed that he was a \_\_\_\_\_ and lowly king, not a worldly king.

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Palm Sunday, Grade 3



### Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Cecilia, and lead the children in saying, “Saint Cecilia, pray for us.” Assure them that they can ask for Saint Cecilia’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.

## Short Closing Prayer (optional)

**Note:** Use this prayer if you do not intend to use the longer prayer service on page 388 to close this lesson.

- Begin prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Ask the children to stand their donkey crafts from day 3 in front of them. Distribute copies of the prayer from day 3, “The Donkey’s Prayer.” Ask the group to read the prayer together.
- Close with a final Sign of the Cross.



## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.

### We Know and Live Our Faith

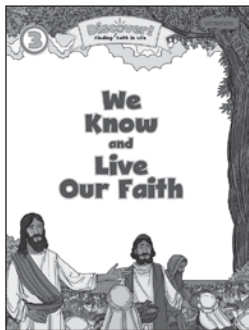
The following articles and activities in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Year” + activity, pages 28–29
- “The Prayer of Praise” + activity, pages 60–61

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activities, or have them complete the activities with their families at home.

### Activity Options

Use any of the additional activities on page 389 not used during any of the lessons to reinforce the core learning goals of the chapter.



## Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 389 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Palm Sunday Review,” and the chapter wrap-up.

## Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

# Prayer Service

## Following Jesus to Jerusalem

Set up a prayer table at the front of the room, covered with a red cloth. Place a sign on the prayer table with "Jerusalem" written on it. Choose three readers and mark or circle their parts for them. Ask the children to form a line across the back of the room, carrying their donkeys.

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence.)*

**Leader:** Loving God, as we enter into Holy Week, bless us and bless the donkeys that we have made. Today, as we follow Jesus to Jerusalem, may we continue to follow him all the days of our lives.

**All: Amen.**

**Reader 1:** Lord Jesus, a donkey carried you to Jerusalem. Help us to carry your peace and love to all we meet.

**All: Hosanna!** *(Have the children move one or two steps toward "Jerusalem.")*

**Reader 2:** Lord Jesus, you chose a donkey as a sign of your peaceful and humble kingship. Help us to be peaceful and humble in our relationships with others.

**All: Hosanna!** *(Have the children move one or two steps toward "Jerusalem.")*

**Reader 3:** Lord Jesus, you rode into Jerusalem in peace and love. Help us to follow you always.

**All: Hosanna!** *(Have the children move one or two steps toward "Jerusalem.")*

**Leader:** Lord Jesus, you came as a peaceful and loving king.

**All: Hosanna!** *(Have the children move one or two steps toward "Jerusalem.")*

**Leader:** Let us place our donkeys in "Jerusalem." *(Have the children move the rest of the way and place their donkeys on the prayer table.)* Like Jesus, we have made it to Jerusalem! We have followed our King. Let us pray together: Hosanna in the highest!

**All: Hosanna in the highest!**

**Leader:** Let us go now and be a people of peace and love, hope and joy. Hosanna in the highest!

**All: Hosanna in the highest!**

*Close with one of the music suggestions or another appropriate song.*

## Additional Activities

### Materials Needed

- scarves and towels
- a stick horse
- green construction paper
- a pair of scissors
- a video recording device (optional)

### Materials Needed

- plastic Easter eggs, one for each child
- small pieces of green paper to represent palm branches, one for each egg
- small brown crosses, one for each egg
- small rocks, one for each egg
- small strips of white cloth, one for each egg

### Materials Needed

- a computer with internet access
- a computer projector

### Palm Sunday Play (15 minutes)

- Prepare by gathering scarves, towels, and a stick horse. If a stick horse is not available, designate a chair or stool as “the donkey.”
- Cut out palm branch outlines from green construction paper. Lines can be added if desired.
- Explain to the children that they will act out the entry of Jesus into Jerusalem.
- Give everyone a part as townspeople, disciples, and Jesus.
- Distribute towels, scarves, and palm branches.
- Have the children decide how best to act out the scene. Give them direction and guidance as needed.
- Videotape, if possible, the completed effort. Show the video to the children and parents at an appropriate time.

### The Holy Week Egg (15 minutes)

- Prepare by gathering enough plastic Easter eggs for each child to have one. Fill each egg with the following small items: a small palm made from green construction paper, a small brown cross, a small rock, and a small piece of white cloth.
- Distribute the eggs, and explain to the children that the story of Holy Week and Easter can be told using this egg.
- Ask the children to open up their eggs and to take out the pieces with you, one at a time. Explain what each item represents.
  - On Palm Sunday Jesus rode into Jerusalem on a donkey. (Hold up the small palm.)
  - On Good Friday Jesus died on the cross. (Hold up the cross.)
  - His friends buried him. They closed the tomb with a large rock. (Hold up the rock.)
  - On Easter Sunday, when the women came to the tomb, the stone was moved away. All they found was the white cloth that had been wrapped around him. (Hold up the white cloth.)

### Shout Hosanna (15 minutes)

- Show the video “Shout Hosanna from the ‘On Tour’ DVD on Donutman.com—Rob Evans is The Donut Man” (YouTube, 1:35).
- Ask the children to watch and listen to the video.
- Repeat the video and ask the children to imitate the gestures of the children in the video as they watch.
- Remind the children that part of the song comes from the Scripture passage we read today.
- Explain that the last verse of the song, about Jesus rising, is a verse about what we celebrate at Easter: Jesus is alive and risen from the dead!

# A New Kind of King



## The Donkey's Prayer

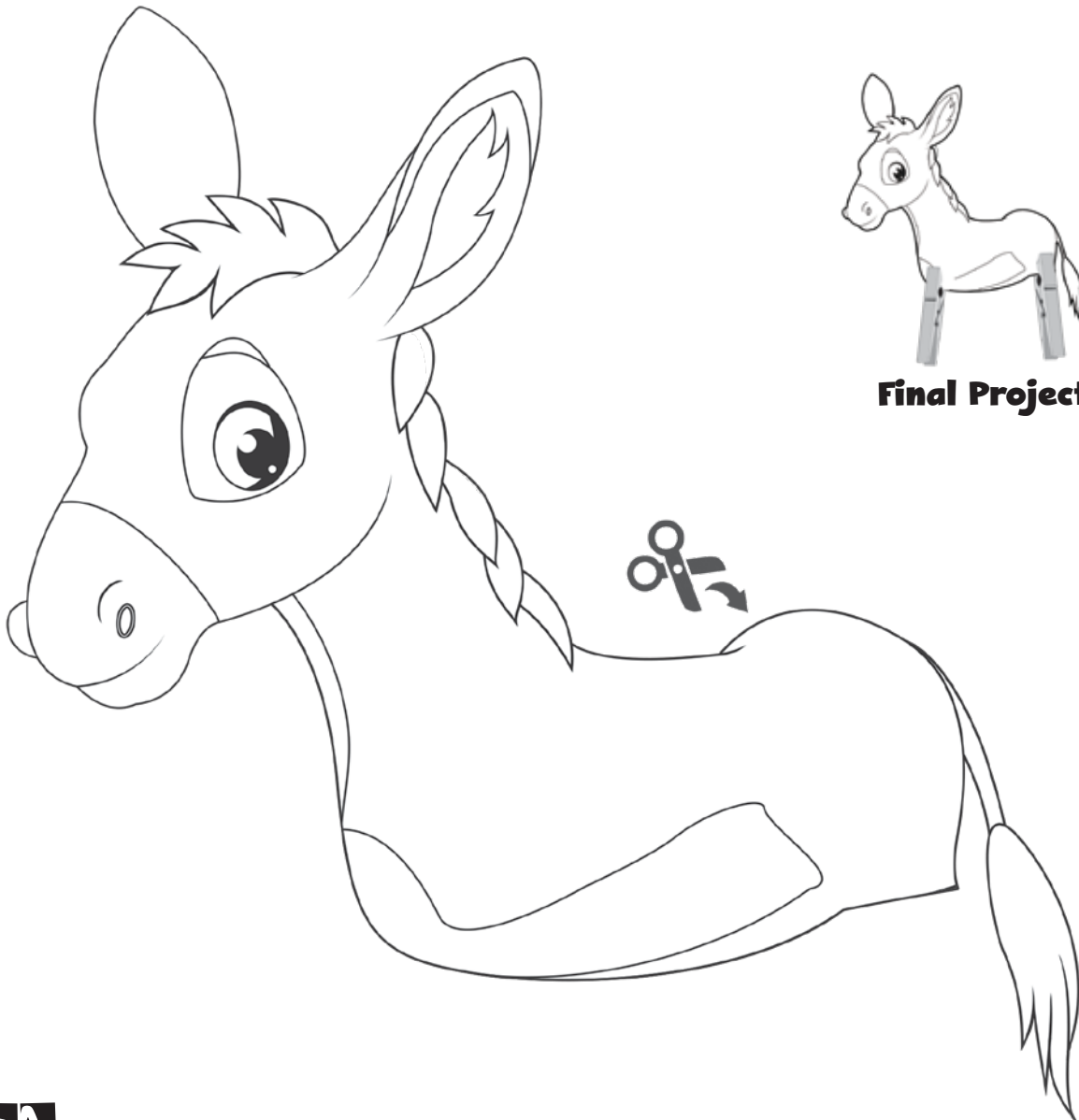
Lord Jesus,

Thank you for choosing a little donkey to carry you into Jerusalem.

May I be like the little donkey.

May I carry your love and your peace to everyone I meet.

Amen.



**Final Project**





# Palm Sunday Review

Draw a line to match each sentence starter on the left to the correct sentence finisher on the right.

- |  |  |
|--|--|
| 1. Palm Sunday is the day we celebrate | we remember the Passion of Jesus during this week. |
| 2. Palm Sunday is the beginning of     | as a reminder of the victory of Jesus, our King.   |
| 3. Jesus is the King who               | Holy Week.   |
| 4. Holy Week is important because      | the coming of Jesus to Jerusalem.                  |
| 5. We receive a palm in church         | saves us by giving up his life.                    |

---

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.



6. Palm Sunday is the beginning of Holy Week, when we remember the \_\_\_\_\_ of our Lord Jesus Christ.
7. On that day, the close followers of Jesus, the \_\_\_\_\_, found a donkey for Jesus to ride.
8. The people spread their \_\_\_\_\_, or loose-fitting coats, along the path.
9. The people waved palm branches and shouted, "\_\_\_\_\_."
10. Jesus showed that he was a \_\_\_\_\_ and lowly king, not a warlike king.



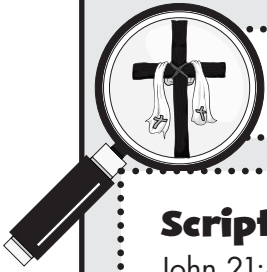
**Easter**



**Celebrating  
the  
Resurrection**







# Chapter at a Glance

Easter

## Scripture Focus

John 21:4–7

## Chapter Goals

- to recall that the Easter season celebrates the Resurrection of Jesus from the dead
- to identify the time after the Resurrection as a time Jesus spent with his disciples and continued to teach them
- to state that as followers of Jesus who celebrate the Resurrection, we too can “catch” people for God through our words and actions

## Catechism References

638–658, 1163, 1169

## Church Year Calendar

A Church year calendar is available in black-and-white at the end of this book on page 434 and in full-color at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

## Key Words

*disciples, Lord, Resurrection, Alleluia*

## Music Suggestions

- “Christ the Lord Is Risen Today,” by The Wonder Kids (Wonder Workshop)
- “Alle, Alle,” by John Angotti (World Library Publications)

## Background Reflection

Today’s Scripture passage takes place after the death and Resurrection of Jesus. In these verses, the disciples have returned to what they know: fishing. When early light begins to show, a man on the shore tells them to cast their nets a different way. They follow the advice, and the nets are filled to overflowing. This is the moment they recognize Jesus and rush to greet him.

In a similar story in Luke 5:1–11, Jesus tells his disciples that they—a group of ordinary fishermen—will become fishers of people, “catching” others for God through their teaching and healing. We are reminded that we too are called to bring people to God. And we know that we have Jesus by our side, guiding us in how best to cast our nets.

On Easter, we baptize people into our Catholic faith. Jesus the fisherman pulls them wet and dripping from the baptismal waters into a new life of community, service, and joy. May we celebrate the Good News of the Resurrection and continue to respond to our own call to make a difference in the lives of others through our gift of faith.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the Easter activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the Easter activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Tell the children that you are going to act something out. Ask them to guess what you are doing, but tell them they have to wait until you have finished to make their guesses.
- Pretend to open a tackle box, put bait on a hook, cast a fishing rod, reel it in, and then hold up a fish.
- Allow the children to guess, then ask if any of them have ever gone fishing. Invite them to share some brief stories.
- Explain to the group that in the time of Jesus fishermen used poles too, but they also used big casting nets that they would throw out on the water and then pull in.
- Tell the children that fishing by casting nets was hard work because the nets would get heavy and they would get caught and tear. Point out that the fishermen would spend a lot of time fixing their nets after they went fishing in this way.
- Explain that in this chapter the group will hear about a time when the friends of Jesus went fishing, and how we are called to fish in a special way too.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of John. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "John" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.

- Help the children to use the table of contents to find the first page of John (page 1648). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find John 21:1–14 (pages 1704–1705). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1706. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the previous pages. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the Easter activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1706–1707 in *The Catholic Children's Bible*. Ask them to look at the artwork and point out the nets that you mentioned in the previous lesson.
- Read the Scripture passage to the children. Then ask them several questions to check for comprehension, such as the following:
  - What time of day was it? (*sunrise, dawn*)
  - Who was in the boat fishing? (*the disciples*)
  - What did Jesus ask them? ("*Haven't you caught anything?*" [verse 5].)
  - How did Jesus help them catch fish? (*He told them to cast their nets on the right side of the boat.*)
  - Who recognized Jesus? (*the disciple whom Jesus loved*)
- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers will vary.*

### Understand It!

- Read aloud the Understand It! on page 1707, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - The events in this Bible story happened after Jesus rose from the dead.
  - There is another story in the Bible where Jesus told the disciples that they would be fishers of people.
  - Jesus helped the disciples “catch” people for God by sending them out to teach and heal.
- Ask the children if they know the name of the special day we celebrate Jesus’ **Resurrection**, or rising from the dead. (*Easter*)

### Live It!

- Read aloud the Live It! on page 1707, or have a volunteer read it.
- Have the children find Luke 5:1–11, and select volunteers to read it for the group.
- Encourage the children to share how the two stories are similar and different. Ask them if they know what Jesus meant when he told the disciples they would be catching people. Affirm all reasonable responses.
- Have the children turn to Matthew 4:19 and Mark 1:16–18. Point out the references to “catching” people found in these verses.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1707.
- Invite volunteers to retell the story using the images. (*Image 1 shows the disciples fishing and noticing a man at the water’s edge. Image 2 shows Jesus telling the disciples to throw the net out on the right side of the boat. Image 3 shows the disciples struggling to pull the net in because they had caught so many fish. Image 4 shows a disciple recognizing Jesus.*)

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children’s Bible*.



## Day 3—Discover!

### Materials Needed

- the Easter activity booklet
- light blue construction paper or cardstock cut in long strips
- five 2- to 3-inch fish cutouts for each child
- several pairs of scissors
- several bottles of glue
- markers or crayons
- string
- a hole punch
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity

#### Fish Mobile

- Prepare by cutting out five brightly colored paper fish shapes for each child, preferably of five different colors.
- Give each child a strip of light blue cardstock or heavy construction paper and instruct them to cut along one long side to make "waves." Then invite them to use a crayon or marker to draw a net on top of the blue paper. Encourage them to draw some fish on or in the net.
- Show them how to attach the two short ends of the blue paper with glue to make a round shape, with the cut, wavy part of the paper on top.
- Help the children, as needed, to punch five holes spaced around the bottom of the tube. Then give each child five brightly colored fish.
- Write these four Scripture references on the board: Matthew 4:19, Mark 1:17, Luke 5:10, and John 21:6. Point to each and offer the following points:
  - In Matthew and Mark's Gospels we hear, "Come with me and I will teach you to catch people."
  - In Luke's Gospel we hear, "Don't be afraid; from now on you will be catching people."
  - In John's Gospel we hear, "Throw your net on the right side and you will catch some."
- Ask the children to write a different Scripture reference (the reference only, not the words) on each one of four of their fish.

- Explain that they should leave one fish blank to represent all the people they might bring to Jesus through their words and actions.
- Help the children punch a hole in the top of each fish and then tie a piece of string to each one to attach it to the holes in the water shape.
- Show them how to finish the mobile by punching three holes in the top of the tube and tying string to each hole. Have them join the three strings together at the top and make a knot in order to hang their mobiles.

### Process the Activity

- Tell the children that their mobile can help them remember that Jesus wants them to be fishers of people too. Encourage them to put their mobile in a place at home where they see it daily.
- Explain to the group that Jesus showed us the best way to live our lives. Tell them that when we follow Jesus, our words and actions will help us spread the joy that we have in our hearts. Point out that this is what others will be attracted to.
- Remind the children that we celebrate other people coming to Jesus and becoming part of the Church at the Easter Vigil each year.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 403–404 in its place.

### Core Teaching

- Explore with the children some practical examples of what it means to be “fishers of people.” Ask them to share how we can spread the Good News of God’s love and our faith in Jesus to others through our everyday words and actions. Affirm all reasonable responses.
- Remind the children that the events in this chapter’s Scripture passage took place after the Resurrection of Jesus. Explain that after the Resurrection, Jesus spent time with his disciples and continued to teach them.
- Tell the group that we celebrate the Resurrection of Jesus from the dead in a special way during the Easter season. Explain that this season in the Church lasts for fifty days. The fiftieth day is Pentecost Sunday.
- Point out that in the northern hemisphere, the season of spring takes place during the Easter season. Tell the children that all the budding trees and flowers and the birth of new animals can remind us of Jesus’ Resurrection as they bring new life into the world.
- Explain that the colors white and gold are the colors used in the Church during the Easter season. Tell the group that we use these colors because they are the colors of kingship and victory. Remind them that Jesus is our King and has won us eternal life through his death and Resurrection.
- Tell the children that we say a special word during Easter that we stopped saying during the season of Lent. Ask the children if they might know what this word is. Tell them the word is **Alleluia**, which means “Praise the Lord!” Explain that this word shows how joyful we are.

- Ask the children some questions to check for comprehension, such as the following:
  - What did Jesus want his followers to do? *(to teach others, to love one another, to be kind, and to share the Good News that Jesus is alive)*
  - What did Jesus do after the Resurrection? *(He spent some time with his disciples and continued to teach them.)*
  - What is Easter? *(the celebration of Jesus rising from the dead)*
  - Is Easter just one day? *(No, it includes the fifty days from Easter to Pentecost.)*
  - How does the season of spring remind us of Easter? *(There is new life everywhere.)*

### Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the Easter activity booklet
- a board or poster to write on
- copies of the handout “Easter Review,” one for each child
- images or objects that show new life

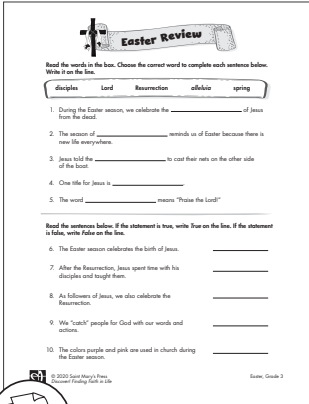
### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Easter season celebrates the Resurrection of Jesus from the dead.
  - Jesus spent time with his disciples and continued to teach them after the Resurrection.
  - As followers of Jesus who celebrate the Resurrection, we too can “catch” people for God through our words and actions.

**Note:** The handout “Easter Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



- Give each child a copy of the handout “Easter Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. Resurrection, 2. spring, 3. disciples, 4. Lord, 5. Alleluia, 6. False, 7. True, 8. True, 9. True, 10. False*

### Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Andrew the Apostle, and lead the children in saying, “Saint Andrew the Apostle, pray for us.” Assure them that they can ask for Saint Andrew the Apostle’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.

### Short Closing Prayer (optional)

**Note:** Use this prayer if you do not intend to use the longer prayer service on page 402 to close this lesson.

- Begin prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the children to turn to page 4 of the activity booklet and to pray the prayer together.
- Close with a final Sign of the Cross.



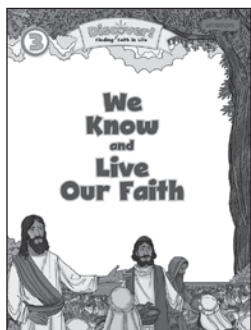


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### We Know and Live Our Faith

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Year” + activity, pages 28–29

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on pages 403–404 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 403–404 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Easter Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

# Prayer Service

## The Gift of Easter Hope and Joy!

Prepare in advance a prayer space with images or objects of spring and new life, such as flowers, eggs, and pictures of baby animals. Choose six readers. Ask the children to crouch down on the floor with their arms over their heads. Ask them to pretend that they are seeds underground. Explain that, after each prayer statement, they will burst forth as Easter flowers, spread their arms and legs, and respond, "Alleluia!" Ask them to return to their "seed" positions and listen to the next prayer statement before jumping up and responding, "Alleluia!"

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence.)*

**Leader:** Loving God, we celebrate this Easter season because Jesus is alive.

**All: Alleluia!**

**Reader 1:** Help us to live as an Easter people, trusting in you and your generous love.

**All: Alleluia!**

**Reader 2:** Teach us to follow you and to help others when they need us.

**All: Alleluia!**

**Reader 3:** Help us to spread your love by using kind words and actions.

**All: Alleluia!**

**Reader 4:** Thank you for the gift of hope and the resurrection to new life.

**All: Alleluia!**

**Reader 5:** Help us to find the Alleluia in our everyday lives.

**All: Alleluia!**

**Reader 6:** Alleluia! Alleluia! Jesus is alive! Alleluia!

**All: Alleluia! Alleluia! Jesus is alive! Alleluia!**

*End the prayer with one of the music suggestions or another appropriate song.*

## Additional Activities

### Materials Needed

- markers or crayons
- paper lunch bags
- a bowl of candy worms
- a bowl of fish-shaped crackers
- a bowl of circular candies with a hole in the middle
- a bowl of square and rod-shaped pretzels
- a bowl of blank slips of paper
- Easter-themed music and speakers or a sound system

### A Tackle Box (15 minutes)

- Check with the group about allergies before using this activity. If anyone has food allergies, select a different activity.
- Distribute the markers or crayons and the paper lunch bags, and have the children decorate the bag with the words “My Tackle Box.” Tell the children that a tackle box is what holds the supplies for people who fish.
- Create five stations throughout the room with the following items in bowls:
  - Station 1: candy worms
  - Station 2: fish-shaped crackers
  - Station 3: circular candies with a hole in the middle
  - Station 4: square and rod-shaped pretzels
  - Station 5: blank slips of paper
- Play some Easter-themed music as you invite the children to go from station to station, putting several of the items at each one in their bags. Remind the children to take only a small amount at each station and to touch only the food they take.
- Have the children return to their seats when they are finished, and explain each station item:
  - Candy worms remind us that we are called to be fishers of people because worms are often used as bait.
  - Fish-shaped crackers remind us that the disciples’ nets were full when they followed Jesus.
  - Circular, hard candies remind us of life preservers that are thrown into the water to help people who are drowning. They remind us that Jesus always helps us.
  - Square pretzels remind us of nets and the rod-shaped pretzels remind us of fishing rods.
  - The blank slip of paper is to write one word that will remind us to help others.
- Have the children write a word on the slip of paper and put it back in the bag.
- Tell the children that they can enjoy these snacks later, but they should remember what each item stands for and how it reminds us of today’s Scripture passage.

**Materials Needed**

- construction paper precut into strips for a chain, seven per child
- markers or crayons
- a stapler or tape
- fish stickers (*optional*)

**Materials Needed**

- a computer with internet access
- a computer projector

**Paper Chain (15 minutes)**

- Distribute seven strips of paper and markers or crayons to each child. Invite them to write the following seven words, one word on each strip: I will make you fishers of people.
- Encourage the children to decorate the strips of paper with images from the Scripture passage, such as boats, nets, fish, and Jesus.
- Show the children how to connect the seven links together using a stapler or tape.
- Invite them to display this paper chain at home to remind them that they are called to follow Jesus and to help others through their words and actions.

**Fishers of Men (15 minutes)**

- Play the video "Children's Worship Take Out Jesus-Great Catch of Fish lesson-John 21" (YouTube, 3:08). Tell the children that this video is based on the Scripture passage for today.
- Invite the children to form small groups.
- Ask each group to brainstorm some ways that we can help others. Encourage them to write their ideas on a piece of paper. Then have the group choose one of the ideas and create a skit showing the way to help others.
- Tell the groups that they cannot use words and must act out their scenes in silence.
- Invite each group to perform its skit, and have the rest of the class guess what happens in the actions. Continue until each group has had a chance to perform.
- Remind the children that we can help others in many different ways, and we should think every day about how we can be of service to others.



# Easter Review

Read the words in the box. Choose the correct word to complete each sentence below. Write it on the line.

disciples

Lord

Resurrection

alleluia

spring

1. During the Easter season, we celebrate the \_\_\_\_\_ of Jesus from the dead.
2. The season of \_\_\_\_\_ reminds us of Easter because there is new life everywhere.
3. Jesus told the \_\_\_\_\_ to cast their nets on the other side of the boat.
4. One title for Jesus is \_\_\_\_\_.
5. The word \_\_\_\_\_ means "Praise the Lord!"

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Read the sentences below. If the statement is true, write *True* on the line. If the statement is false, write *False* on the line.

6. The Easter season celebrates the birth of Jesus. \_\_\_\_\_
7. After the Resurrection, Jesus spent time with his disciples and taught them. \_\_\_\_\_
8. As followers of Jesus, we also celebrate the Resurrection. \_\_\_\_\_
9. We "catch" people for God with our words and actions. \_\_\_\_\_
10. The colors purple and pink are used in church during the Easter season. \_\_\_\_\_





## Pentecost



# Our Helper and Guide





## Chapter at a Glance

### Scripture Focus

John 14:16–17, 26–27

### Chapter Goals

- to explain the Feast of Pentecost as the day we celebrate the coming of the Holy Spirit upon Mary and the disciples
- to define the Feast of Pentecost as the beginning of the Church's mission under the guidance of the Holy Spirit
- to name the Holy Spirit as the Third Person of the Blessed Trinity, sent to help us understand what Jesus taught

### Catechism References

683–747, 1287, 2623

### Church Year Calendar

A Church year calendar is available in black-and-white at the end of this book on page 434 and in full-color at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

### Key Words

*reveals, Holy Spirit, kindle, Pentecost*

### Music Suggestions

- "Holy Spirit Come," by Spring Harvest (Elevation Kids)
- "Send Down the Fire," by Marty Haugen (GIA Publications, Inc.)

### Background Reflection

Something astonishing happens when the Spirit comes! Where the disciples were once afraid and in hiding, they now burst forth brave and enlivened. People from every nation hear their proclamations as they speak boldly of Jesus and of the greatness of God. With the coming of the Spirit, the early disciples find a voice and a call to do what Jesus instructed them to do. And the Church is born!

Jesus promised he would send a "Helper" to guide and instruct us after he was gone. He tells us that this promised Spirit will bring peace. This peace is a deep contentment and a confidence that God can bring good out of any suffering or evil.

At Pentecost, we remember the promise of Jesus to send the Holy Spirit. The Spirit is always there to help, guide, encourage, and inspire us to do great things and to be the disciples we are called to be. All we need do is to be open, aware, and willing to listen.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the Pentecost activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the Pentecost activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Invite the children to share what peace means to them. Encourage them to describe what a peaceful world would look like and what it might mean to have peace-filled hearts.
- Remind them that at Mass we offer a sign of peace to one another. Ask them to share different ways they might offer a sign of peace to someone. Affirm all reasonable responses.
- Invite the children to offer each other a sign of peace.
- Tell them that in this chapter they are going to read a Scripture passage in which Jesus promises to leave his peace with his followers. Explain that in this same passage, Jesus talks about sending a helper and a guide to always be with us.
- Ask the children if they know who this helper and guide is (*the Holy Spirit*). If they don't recall, tell them that they will find out in the Scripture passage.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of John. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "John" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.



- Help the children to use the table of contents to find the first page of John (page 1648). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find John 14:15–31 (pages 1689 and 1692). Point out the green leaf at the beginning and end of the passage.
- Have the children turn to the Featured Story on page 1690. Explain that the green leaves on this page mark that this is a shortened version of the same Scripture passage found on the surrounding pages. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmarks in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the Pentecost activity booklet
- paper strips for bookmarks

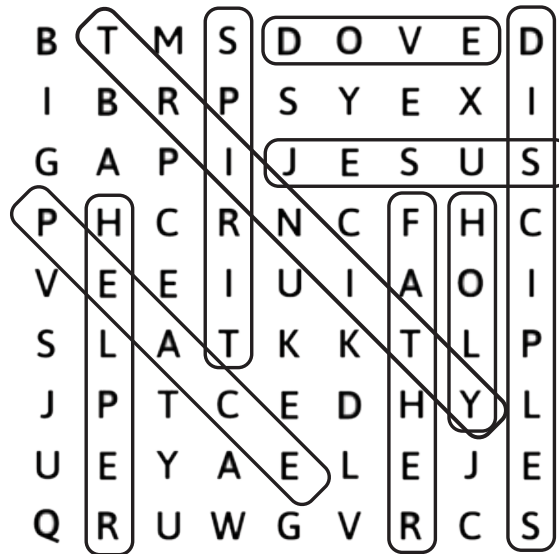
### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1690–1691 in *The Catholic Children's Bible*. Ask them to look at the artwork and share what they see.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - What will Jesus ask his Father? (*to give his followers a Helper*)
  - Who is this Helper? (*the Holy Spirit*)
  - What does the Holy Spirit do? (*The Holy Spirit reveals the truth about God; teaches us and helps us remember all that Jesus told us.*)
  - What else does Jesus leave his friends? (*peace*)

- Have the children turn to the activity on page 2 of the activity booklet and complete it. *Solution:*



### Understand It!

- Read aloud the Understand It! on page 1691, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.
- Review some of the key points with them:
  - The Father, the Son, and the Holy Spirit are one God.
  - They are the three Persons of the Holy Trinity.
  - We received the Holy Spirit at Baptism.
  - We cannot see the Spirit, but we can feel the work of the Spirit in us when we get a sudden idea or feel brave or do something good.
  - We can ask the Holy Spirit to help and guide us each day.

### Live It!

- Read aloud the Live It! on page 1691, or have a volunteer read it.
- Give each child a small slip of paper and have them write the prayer to the Holy Spirit on it to put in their Bibles as a bookmark. If time is short, encourage them to do this activity at home.
- Explain that **kindle** means “to set on fire.” Ask the children to share times that they have been “fired up” about something special.
- Invite them to draw a flame or a dove on the other side of their bookmark.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1691.
- Invite them to share what is happening in each of the images. (*Image 1 shows Jesus speaking to the disciples. Image 2 shows the Holy Spirit in the form of a dove, whom Jesus promised to the disciples. Image 3 shows Jesus offering his peace.*)

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children's Bible*.



## Day 3—Discover!

### Materials Needed

- the Pentecost activity booklet
- copies of the handout “Holy Spirit Flame Stencil,” one for each child
- red, orange, and yellow construction paper, one of each for each child
- paper strips for headbands
- scissors, one pair for each child
- several bottles of glue
- several staplers
- markers
- a board or poster to write on
- materials for any of the additional activities you choose

**Note:** The handout “Holy Spirit Flame Stencil” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

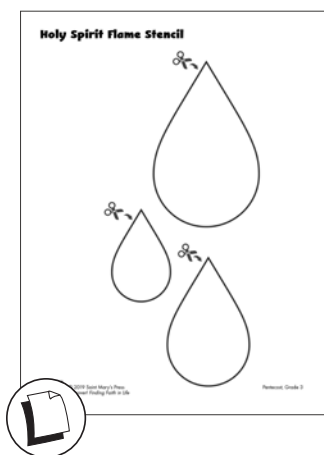
## Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

## Core Learning Activity (Craft)

### Pentecost Headband

- Distribute the handout “Holy Spirit Flame Stencil” and three pieces of construction paper to each child: one red, one orange, and one yellow.
- Give each child a strip of paper long enough to make a headband.
- Distribute the scissors and have the children cut the three flames from the handout and use them as stencils to trace the pattern onto their construction paper. Explain that the smallest stencil will be for the red construction paper, the middle-sized stencil will be for the orange construction paper, and the largest stencil will be for the yellow construction paper.
- Tell them to cut the construction paper once they have completed tracing the flame stencils.
- Distribute the glue, and invite the children to glue the flames on top of each other with red on the bottom, orange in the middle, and yellow on top. Help them attach the flames to the center of the headband strip with a stapler.



- Distribute markers, and invite the children to write “Come, Holy Spirit” on the headband.
- Assist each child in adjusting the band to fit comfortably around his or her head. Then have them staple the ends together. (*Note:* You may want to collect the headbands if you plan to use them in the closing prayer service on day 4.)

### Process the Activity

- Tell the children that when the Holy Spirit came upon the disciples as Jesus promised in this chapter’s Scripture, there was a sound of a great wind blowing, and the disciples saw what looked like tongues of fire that touched each person.
- Remind the children that the Holy Spirit helps us to be brave, kind, and loving even when we don’t feel like it or are afraid or unsure. Tell them that these flames will help them remember that the Holy Spirit is with them and will help them to be “fired up” with the love of Jesus and love for others.
- Remind them that they received the Holy Spirit’s power at Baptism and will be strengthened with the Holy Spirit at Confirmation.

### Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on page 417 in its place.

### Core Teaching

- Explain to the children that the promise Jesus made in this chapter’s Scripture passage was fulfilled by the coming of the Holy Spirit on **Pentecost**. Tell them that *Pentecost* comes from a Greek word that means “fifty,” and we celebrate the Feast of Pentecost fifty days after Easter. Explain that this recalls the day Mary and the disciples were gathered together and were filled with the Holy Spirit.
- Tell the children that Pentecost is a special Sunday because we celebrate that Jesus kept his promise and sent us the Holy Spirit. Tell them that, after the Holy Spirit came at Pentecost, the disciples were brave and wanted to share the Good News and the way that Jesus taught them to live.
- Remind the group that the Holy Spirit is always with us and within us and connects us to God the Father and God the Son (Jesus). Explain that the Holy Spirit guides us and helps us understand what Jesus taught.
- Remind the children that the Holy Trinity is three Persons in one God: Father, Son, and Holy Spirit. Point out that the Holy Spirit is the Third Person of the Blessed Trinity.

- Tell the group that often we call Pentecost the birthday of the Church, because this was the beginning of the Church’s mission under the guidance of the Holy Spirit.
- Ask the children some questions to check for comprehension, such as the following:
  - What is Pentecost? *(It is the feast that celebrates the coming of the Holy Spirit.)*
  - Why is it a special day? *(It is special because Jesus kept his promise; it was the beginning of the Church’s mission under the guidance of the Holy Spirit.)*
  - What happened on the first Pentecost? *(The Holy Spirit filled Mary and the disciples with courage, and they started telling people about God and Jesus.)*
  - How does the Holy Spirit help us today? *(The Holy Spirit is always with us and within us and connects us to God the Father and God the Son; the Holy Spirit guides us and helps us understand what Jesus taught.)*
  - Who are the three Persons of the Holy Trinity? *(the Father, the Son, and the Holy Spirit)*

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

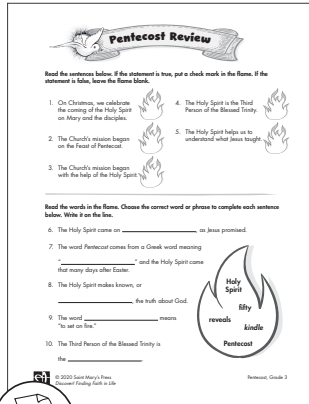
### Materials Needed

- *The Catholic Children’s Bible* and the Pentecost activity booklet
- a board or poster to write on
- copies of the handout “Pentecost Review,” one for each child
- Pentecost headbands from day 1
- a candle (real or battery-powered)

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

**Note:** The handout “Pentecost Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).



## Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - The Feast of Pentecost is the day we celebrate the coming of the Holy Spirit upon Mary and the disciples.
  - The Feast of Pentecost is the beginning of the Church's mission under the guidance of the Holy Spirit.
  - The Holy Spirit is the Third Person of the Blessed Trinity, sent to help us understand what Jesus taught.
- Give each child a copy of the handout “Pentecost Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. blank, 2–5. flames should be marked with a check mark, 6. Pentecost, 7. fifty, 8. reveals, 9. kindle, 10. Holy Spirit*

## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Mary, Mother of the Church, and lead the children in saying, “Mary, Mother of the Church, pray for us.” Assure them that they can ask for Mary's help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.

## Short Closing Prayer (optional)

**Note:** Use this prayer if you do not intend to use the longer prayer service on page 416 to close this lesson.

- Begin prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the children to turn to the Live It! on page 1691 of *The Catholic Children's Bible* and to read together the prayer to the Holy Spirit.
- Close with a final Sign of the Cross.



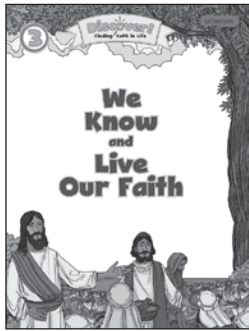
## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.

Pentecost



### We Know and Live Our Faith

The following articles and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Beginnings of the Church,” pages 10–11
- “The Holy Spirit,” page 11
- “The Church Year” + activity, pages 28–29
- “Many Ways to Pray,” page 50
- “The Holy Spirit Teaches Us to Pray,” page 51

Read the selections aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children.

### Activity Options

Use any of the additional activities on page 417 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on page 417 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Pentecost Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

# Prayer Service

## Come, Holy Spirit, Come!

Invite the children to wear their Pentecost headbands and gather around the prayer space. Light a candle (real or battery-powered). Ask the children to stand almost shoulder to shoulder in a tight circle. Explain that the Holy Spirit brings peace to our hearts and unity to us as Church. Explain that after each prayer statement, the response will be in both words and actions: "Come, Holy Spirit" (raise arms up high), and "come!" (bring arms down and cross hands over heart). Explain that expressing unity means that the children should raise arms straight up and not bump others, and bring arms straight down to cross hands over hearts.

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence.)*

**Leader:** We celebrate that Jesus' promise was fulfilled on Pentecost with the coming of the Holy Spirit upon Mary and the disciples.

**All: Come, Holy Spirit, come!**  
*(Arms raised up, down, and hands over hearts.)*

**Leader:** We are grateful for receiving the Holy Spirit's power at Baptism and look forward to being strengthened with the Spirit at Confirmation.

**All: Come, Holy Spirit, come!**  
*(Response as above.)*

**Leader:** We remember Pentecost as the beginning of the Church's mission with the help and guidance of the Holy Spirit.

**All: Come, Holy Spirit, come!**  
*(Response as above.)*

**Leader:** We know that we can ask the Holy Spirit to help us, guide us, and inspire us each day.

**All: Come, Holy Spirit, come!**  
*(Response as above.)*

**Leader:** Come, Holy Spirit, be with us each day. Guide our path to love and truth. Bring peace to our hearts. Help us follow Jesus as his disciples, and help us bring his love and peace to all we meet.

**All: Amen.**

*Close with one of the music suggestions or another appropriate song.*



## Additional Activities

### Materials Needed

- smooth river rocks
- bright colors of craft paint in small cups or containers
- paintbrushes
- tablecover for protection
- markers *(optional)*

### Materials Needed

- a large poster board
- construction and blank paper
- several pairs of scissors
- markers or crayons
- glue, glue sticks, or tape

### Materials Needed

- a computer with internet access
- a computer projector
- *The Catholic Children's Bible*

### Spirit Prayer Rocks (15 minutes)

- Prepare by setting up a station with the supplies needed for this activity. Invite each child to choose a rock and to decorate it with craft paint.
- Invite them to draw a symbol of the Holy Spirit on the rock, such as a dove or a flame. Provide simple symbols that the children can use as examples.
- Encourage them to add other decorations to the rock. Then have them set their rocks aside so that they can dry.
- Tell the children that they can keep these prayer rocks to remind them that the Holy Spirit is always with them, and they can ask the Holy Spirit to help and guide them each day.

### Pentecost Poster (15 minutes)

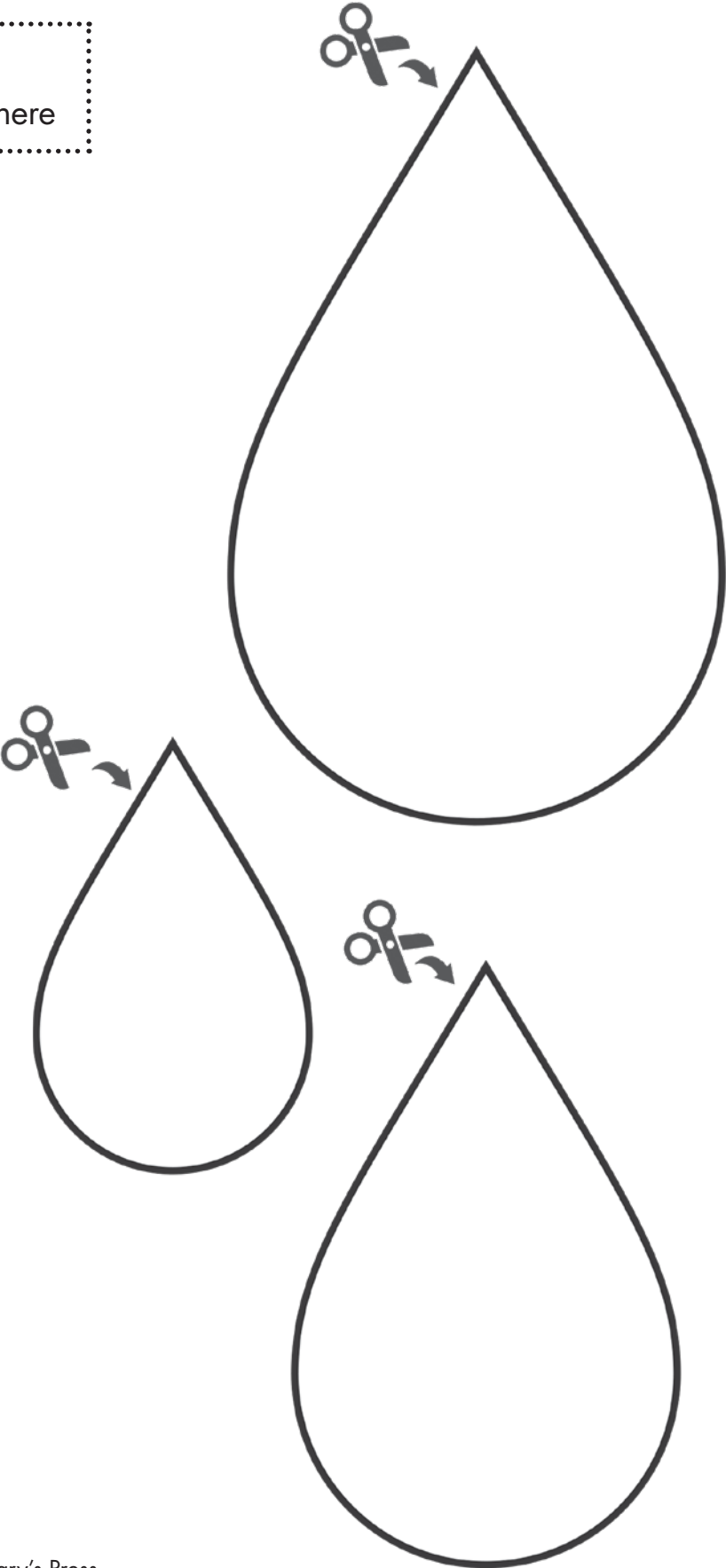
- Show the children the large poster board and tell them that the goal is to create a poster that celebrates the gift of the Holy Spirit that Jesus promised the disciples.
- Give each child some construction paper or blank paper and markers or crayons and explain that they each need to each come up with a symbol, word, or Scripture verse they can add to the poster.
- Offer some ideas they could use, and help the children individually if they get stuck.
- Invite them to cut out their symbol or cut around the word or words they wrote.
- Write "Come, Holy Spirit!" on the poster board as the children are working. Then have each child come forward and add their piece to the poster board with glue or tape.

### Sing Along: Holy Spirit Action Dance (15 minutes)

- Play the video "Holy Spirit Fills Me Up" (YouTube, 2:40).
- Invite the children to watch the video and to sing along to the words.
- Show the video several times, encouraging the children to mimic the motions that are being used in the video.
- Invite the children to find the Featured Story on page 1714 and tell them that this is the story of Pentecost. Read the passage to the group and then explain that this is the day that Jesus' promise to send the Holy Spirit was fulfilled.

# Holy Spirit Flame Stencil






**Key**  
— = Cut here





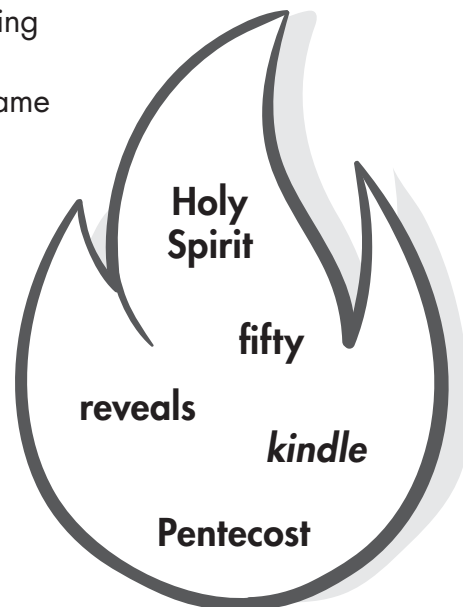
# Pentecost Review

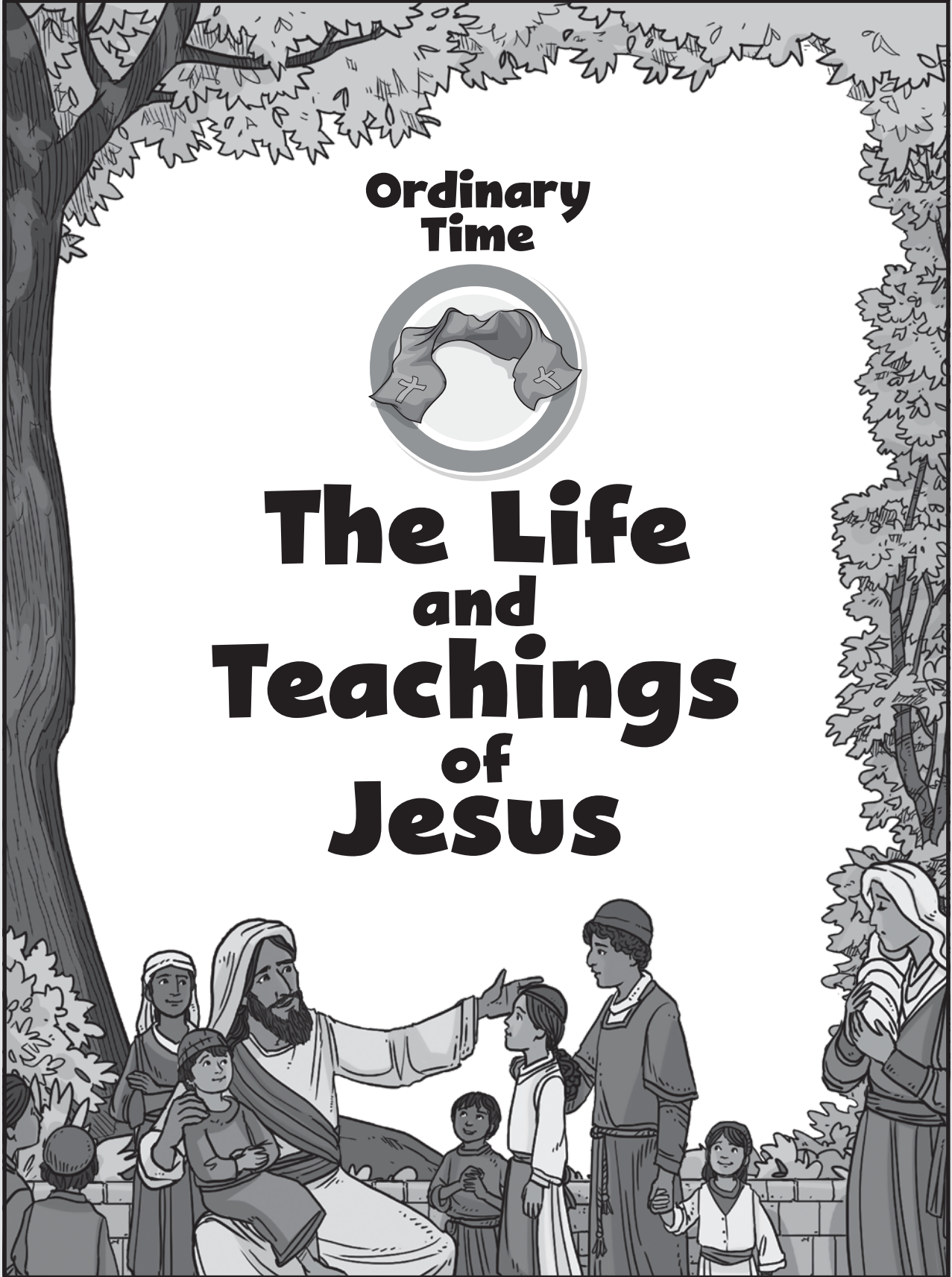
Read the sentences below. If the statement is true, put a check mark in the flame. If the statement is false, leave the flame blank.

- |  |   |  |   |
|--|---|--|---|
| 1. On Christmas, we celebrate the coming of the Holy Spirit on Mary and the disciples. |  | 4. The Holy Spirit is the Third Person of the Blessed Trinity. |  |
| 2. The Church's mission began on the Feast of Pentecost.                               |  | 5. The Holy Spirit helps us to understand what Jesus taught.   |  |
| 3. The Church's mission began with the help of the Holy Spirit.                        |  |  |   |

Read the words in the flame. Choose the correct word or phrase to complete each sentence below. Write it on the line.

- The Holy Spirit came on \_\_\_\_\_, as Jesus promised.
- The word *Pentecost* comes from a Greek word meaning "\_\_\_\_\_." and the Holy Spirit came that many days after Easter.
- The Holy Spirit makes known, or \_\_\_\_\_, the truth about God.
- The word \_\_\_\_\_ means "to set on fire."
- The Third Person of the Blessed Trinity is the \_\_\_\_\_.

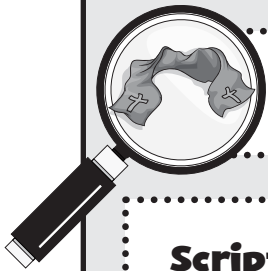




**Ordinary  
Time**



**The Life  
and  
Teachings  
of  
Jesus**



## Chapter at a Glance

### Scripture Focus

Matthew 19:13–15

### Chapter Goals

- to state that Ordinary Time is when we learn more about the life of Jesus and his teachings
- to identify Ordinary Time as the time when Sundays are named by ordinal numbers
- to explain that this Scripture passage shows that Jesus loves children and that the passage is an example of a story we would read in Ordinary Time

### Catechism References

543, 561, 1167, 1171, 1194

### Church Year Calendar

A Church year calendar is available in black-and-white at the end of this book on page 434 and in full-color at [www.smp.org/discover\\_grade3school](http://www.smp.org/discover_grade3school).

### Key Words

meditation, Ordinary Time

### Music Suggestions

- “Hey! Jesus Loves Me!” by Shout Praises Kids (Integrity Music)
- “My Best Friend,” by Shout Praises Kids (Integrity Music)

### Background Reflection

The longest Church season, which occurs twice in the Church year, is Ordinary Time. It does not mean this is just everyday Church time that isn't very special, but refers to the fact that these weeks are “counted time” and are marked by *ordinal* numbers (first, second, third, and so on). This sacred time focuses on the teaching and active ministry of Jesus.

Ordinary Time is when we come to know Jesus and learn about his vision of the Kingdom of God where all are welcomed and blessed. This enriches our everyday lives, our work, our relationships, our fears, and our joys by showing us the words and actions of the One who shows us the way to the Father's love and to freedom.

One goal of this time is to help the children understand that this Church season is a wonderful opportunity to get to know Jesus and his teachings even better. It may be Ordinary Time, but it is not “ordinary” time.



## Day 1—Get Ready!

### Materials Needed

- *The Catholic Children's Bible* and the Ordinary Time activity booklet
- extra bookmarks for children who need replacements

### Opening

- Invite the children to turn to page 1 of the Ordinary Time activity booklet.
- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Read aloud the prayer on page 1 of the activity booklet. Invite the children to say "Amen," and then close with another Sign of the Cross.
- Encourage the children to look at the image on the front of the activity booklet. Invite them to share what they see and to predict what the chapter might be about. Read the chapter title, or invite a volunteer to read it.

### Engage Activity

- Remind the children that the Gospels are Matthew, Mark, Luke, and John. Invite the children to find the beginning of Matthew in the New Testament.
- Ask the children to flip through the four Gospels and to look at the different Featured Stories throughout. Tell them to note some of their favorite stories about Jesus.
- Encourage volunteers to share some of their favorite Gospel stories.
- Tell the children that in this chapter they will learn about a special season in the Church year in which we learn more about Jesus and his teachings. Ask the children if they happen to know what this season is called (*Ordinary Time*). If they do not know, tell them that they will discover this later in the chapter.

### Bible Background

- Tell the children that the Scripture passage for this chapter comes from the Gospel of Matthew. Invite the children to turn to page 15 in *The Catholic Children's Bible* and find "Matthew" on the bookshelf. Ask them to share whether the book is found in the Old or the New Testament (*New Testament*). Invite them to note the color of the book and that this book is part of a collection of books called the Gospels and Acts. Encourage them to find this color on the bottom pages of the Bible to get a general sense for where these books are found.
- Help the children to use the table of contents to find the first page of Matthew (page 1446). If there is time, read, or have a volunteer read, the introduction to the book if it hasn't yet been read to the group.
- Invite the children to find Matthew 19:13–15 (page 1494). Point out the green leaf at the beginning and end of the passage.

- Have the children turn to the Featured Story on page 1496. Explain that the green leaves on this page mark that this is the same Scripture passage as on the previous pages. Point out that the Scripture citation of the Featured Story matches the citation on the front of the activity booklet.
- Invite the children to place their bookmark in these pages, and explain that you will read this Scripture on day 2 to discover what it says.

## Closing Prayer

- Close the day by leading the children in the Sign of the Cross and a brief, spontaneous prayer or by playing one of the music suggestions for the chapter.



## Day 2—Dive In!

### Materials Needed

- *The Catholic Children's Bible* and the Ordinary Time activity booklet

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, "Let us remember that we are in the holy presence of God." Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Scripture Focus

- Invite the children to use their bookmarks to return to pages 1496–1497 in *The Catholic Children's Bible*. Ask the children to look at the artwork and share what they see.
- Read the Scripture passage to the children. Then ask the children several questions to check for comprehension, such as the following:
  - Why did some people bring their children to meet Jesus? (*They wanted him to place his hands on them and pray for them.*)
  - What did Jesus say when he saw his disciples scolding the people? (*"Let the children come to me" [verse 14].*)
  - What did Jesus say about the Kingdom of Heaven? (*It belongs to people such as the children.*)
  - Have the children turn to the activity on page 2 of the activity booklet and complete it. *Answers: 1. children, 2. Jesus, 3. Kingdom, 4. disciples, 5. people, 6. Heaven, 7. hands*

### Understand It!

- Read aloud the Understand It! on page 1497, or have a volunteer read it.
- Invite the children to summarize what they just heard, asking them key questions about the reading to check for comprehension.

- Review some of the key points with them:
  - Jesus loves and welcomes children.
  - The disciples thought they were protecting Jesus.
  - Jesus blessed the children and made them an example for everyone.
  - Jesus said people who are like children will enter Heaven.
  - To Jesus every person is important, even the smallest, youngest ones.
- Emphasize the point that Jesus wants everyone to trust God the way a child trusts his or her parents. Tell them that this is what Jesus meant when he said, “The Kingdom of heaven belongs to such as these” (Matthew 19:14). Explain that he was telling everyone that trusting God is the way to Heaven.

### Live It!

- Read aloud the Live It! on page 1497 slowly and meditatively, pausing after each sentence so the children have some time to use their imaginations.
- Explain to the children that this is called **meditation**. Explain that meditation is a form of prayer in which we reflect and try to understand what God is telling us.
- Tell them that they can always use this method at home to pray and talk to Jesus. Remind them that they should always listen quietly to Jesus’ response in their heart.

### Tell It!

- Ask the children to look at the images in the Tell It! on page 1497.
- Invite a few volunteers to tell the story in their own words. (*Image 1 shows a disciple telling children to go away. Image 2 shows Jesus telling the disciple not to stop the children. Image 3 shows Jesus blessing a child.*)

### Closing Prayer

- Close the day by leading the children in the Sign of the Cross and an appropriate prayer from pages 1990–1995 of *The Catholic Children’s Bible*.





## Day 3—Discover!

### Materials Needed

- the Ordinary Time activity booklet
- pictures of children cut from magazines, about ten for each child
- sheets of 11-x-17-inch paper or poster board, one for each child
- premade sample collage
- markers or crayons
- several pairs of scissors
- several bottles of glue
- a full-color liturgical season calendar
- a board or poster to write on
- materials for any of the additional activities you choose

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Core Learning Activity (Craft)

#### Heart Collage

- Prepare by cutting out a variety of pictures of children from magazines, about ten for each child. Display the pictures on a separate desk or worktable.
- Explain to the children that today they will make a poster for their room or home to remind them of this chapter’s Scripture story.
- Distribute a sheet of 11-x-17-inch paper or poster board to each child and have them write their name on the back.
- Have them write the following on the front of the poster at the top: “Let the children come to me!”
- Invite them to draw a large outline of a heart in pencil. Explain to them that they will be filling the heart with pictures of all kinds of children.
- Hold up a sample collage. Then show the children the table (or workspace) with the precut pictures of children for them to choose from.
- Ask the children to choose about ten different pictures, encouraging them to select a diverse group of children.
- Tell the children to glue their pictures in the heart, overlapping to make a collage.
- Let them know they may want to trim or cut some pictures to make them fit in the heart shape. If there is extra time, the children can further decorate their posters.

## Process the Activity

- Invite the children to trade their hearts with a partner and to share with their partner what they like about the pictures on the other's heart collage.
- Remind the children that they just heard in the Bible that Jesus wanted to talk and pray with children. Explain that Jesus loves children because they love with their whole hearts and believe in him.
- Tell the group that Jesus invites us to come to him in prayer. Remind the children that we can always talk to Jesus as we did in our meditation. Point out that we can also come to Jesus in the Eucharist, where he is really and truly present to us in his Body and Blood.

## Additional Activity Options

If the core activity would not work for your group for any reason, you may choose to use any of the additional activities on pages 431–432 in its place.

## Core Teaching

- Explain to the children that this chapter's Scripture is an example of a Scripture story that we would read in a special Church season called **Ordinary Time**.
- Tell them that even though we use the word *ordinary*, it does not mean this season in the Church year isn't very special. Explain that the word *ordinary* refers to the fact that these weeks are "counted time" and are marked by *ordinal* numbers (like first, second, and third), such as "First Sunday in Ordinary Time."
- Point out to the children that Ordinary Time occurs twice in the Church year, once between the Church seasons of Christmas and Lent and then again after Pentecost until the beginning of Advent. Explain that the liturgical color for this season is green.
- Show the children a liturgical season calendar and point out the spaces that are green.
- Tell the group that this time in the Church year focuses on the teaching and active ministry of Jesus. Tell them that it is where we come to know Jesus and learn about many of his teachings, such as this chapter's story about Jesus welcoming children and teaching people that they should have trust like children do.
- Ask the children some questions to check for comprehension, such as the following:
  - What does Ordinary Time in the Church mean? (*These are Sundays and weeks in the Church year that are counted by their ordinal numbers: first, second, third, and so on.*)
  - When does this Church season occur? (*twice in a year—once between Christmas and Lent and again after Pentecost until the beginning of Advent*)

- What is the liturgical color of this season? (*green*)
- What do we learn about during Ordinary time? (*We learn about the teaching and ministry of Jesus.*)

## Closing Prayer

- Close the day by reading aloud the prayer on page 1 of the activity booklet, or have a volunteer read it. Invite the children to say “Amen,” and then close with another Sign of the Cross.



## Day 4—Go!

### Materials Needed

- the Ordinary Time activity booklet
- a board or poster to write on
- copies of the handout “Ordinary Time Review,” one for each child

Ordinary Time

### Opening

- Begin prayer by leading the children in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God.” Allow about 10 seconds of silence.
- Close with another Sign of the Cross.

### Review

- Invite the children to think back over all the different things they did in this chapter, and invite volunteers to share some of the key things they learned.
- Take time to get input from the group, and write their answers on the board.
- Ensure that the following points are made, write them on the board, and circle them:
  - Ordinary Time is when we learn more about the life of Jesus and his teachings.
  - Ordinary Time is when Sundays are named by ordinal numbers.
  - Matthew 19:13–15 shows that Jesus loves children, and it is an example of a story we would read in Ordinary Time.
- Give each child a copy of the handout “Ordinary Time Review” if you would like to incorporate an assessment on day 4. After allowing time for completion, correct the handout together, going over any answers that need reinforcement. Invite the children to correct any items they may have answered incorrectly. *Answers: 1. Ordinary Time, 2. twice, 3. green, 4. teaching, 5. meditation, 6. Yes, 7. Yes, 8. Yes, 9. Yes, 10. No*

**Note:** The handout “Ordinary Time Review” can be found at the end of this chapter or accessed online at [www.smp.org/discover\\_grade3\\_school](http://www.smp.org/discover_grade3_school).

**Ordinary Time Review**

Read the words in the box. Choose the correct word or phrase to complete each sentence below. Write it on the line.

meditation	Ordinary Time	green	teachings	twice
------------	---------------	-------	-----------	-------

1. The season of the Church year when Sundays are counted by numbers like second, third, fourth is called \_\_\_\_\_.
2. Ordinary Time occurs \_\_\_\_\_ in the Church year.
3. The special color for this season is \_\_\_\_\_.
4. During this season, we learn more about the life and \_\_\_\_\_ of Jesus.
5. Thinking about and reflecting on God's Word is called \_\_\_\_\_.

Answer the following questions by circling “Yes” or “No.”

6. Is Ordinary Time when we learn more about Jesus and his teachings?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is Ordinary Time when Sundays are named by ordinal numbers, like second, third, and so on?	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the Bible tell us that Jesus loves children?	<input type="checkbox"/>	<input type="checkbox"/>
9. Is this chapter's Scripture passage an example of a story we would read in Ordinary Time?	<input type="checkbox"/>	<input type="checkbox"/>
10. Is the color for Ordinary Time purple?	<input type="checkbox"/>	<input type="checkbox"/>

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Ordinary Time, Grade 3



## Chapter Wrap-Up

- Have the children turn to page 4 of the activity booklet. Read the “People of Faith” section aloud. Add any other information you know about Saint Mother Théodore Guérin, and lead the children in saying, “Saint Mother Théodore, pray for us.” Assure them that they can ask for Saint Mother Théodore’s help at any time.
- Encourage the children to remind their parents to read through the family page on the back of the activity booklet.

## Short Closing Prayer (*optional*)

**Note:** Use this prayer if you do not intend to use the longer prayer service on page 430 to close this lesson.

- Begin prayer by leading the group in the Sign of the Cross. Then say, “Let us remember that we are in the holy presence of God,” followed by a few seconds of silence.
- Invite the children to pray together the prayer on page 1 of the activity booklet.
- Close with a final Sign of the Cross.

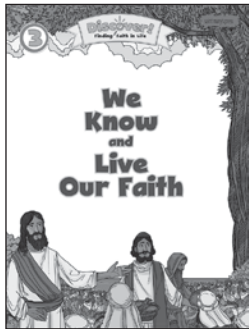


## Day 5—Discover More! (optional)

The following suggestions can be used alone or in some combination to create an additional lesson for day 5. Choose the suggestions that best fit in with your particular schedule or any specific objectives you might have.

### Journal or Artistic Reflection

Invite the children to use a journal to write about the key learnings from the chapter. Encourage them to recall the things they found most interesting or helpful and what they might do differently because of what they learned. Alternatively, you might encourage the children to share their significant learnings through art, skits, or other forms of creative expression.



### *We Know and Live Our Faith*

The following article and activity in the *We Know and Live Our Faith* resource correspond to concepts introduced in this chapter:

- “The Church Year” + activity, pages 28–29

Read the selection aloud, or invite a volunteer to read. Check for understanding by asking several questions. You may want to summarize the key concepts for the children. Invite the children to begin the activity, or have them complete it with their families at home.

### Activity Options

Use any of the additional activities on pages 431–432 not used during any of the lessons to reinforce the core learning goals of the chapter.

### Review and Chapter Wrap-Up

If you have a full class period for day 5, you could consider using day 4 to incorporate one of the additional activities on pages 431–432 or the *We Know and Live Our Faith* resource to reinforce the core concepts of the chapter. Then day 5 can include the verbal recall of the key learnings of the chapter, the “Ordinary Time Review,” and the chapter wrap-up.

### Liturgical Readings

Read through the Gospel (or all of the readings) for the upcoming Sunday liturgy—a list of readings can be found by using the calendar on the USCCB website ([www.usccb.org](http://www.usccb.org))—and invite the children to share what they hear as the message. You do not need to provide lengthy background or explanation of the reading(s) or look for specific answers. Rather, encourage the children to open their ears and hearts to what the reading(s) might be saying to them and use this as a time of preparation for Sunday liturgy.

# Prayer Service

## Closer to Jesus

Choose readers in advance for the different parts. Explain to the children that during this prayer, they will process to the prayer space, step by step. Ask the children to form a line across the room, facing the prayer space. Tell them that they will take one small step closer to the prayer space each time they respond, "We come to you, Jesus!"

Ordinary Time

**Leader:** Let us begin our prayer with the Sign of the Cross. *(All make Sign of the Cross.)* Let us remember that we are in the holy presence of God. *(Allow about 10 seconds of silence.)*

**Leader:** Jesus, you came to Earth to teach us and show us the way to new life. We bring our prayers before you. We want to come closer to you each day.

**Reader 1:** Jesus, you love and welcome everyone, even the smallest, youngest ones. May we welcome others as you welcome us. We pray:

**All: We come to you, Jesus!** *(Invite the children to take one step forward.)*

**Reader 2:** Jesus, may we always trust you as we trust those who care for us. We pray:

**All: We come to you, Jesus!** *(Invite the children to take one step forward.)*

**Reader 3:** Jesus, may we learn more and more what it means to be your disciples. We pray:

**All: We come to you, Jesus!** *(Invite the children to take one step forward.)*

**Reader 4:** Jesus, show us how to follow you along right paths. We pray:

**All: We come to you, Jesus!** *(Invite the children to take one step forward.)*

**Reader 5:** Jesus, bless our teachers who help us know you and love you. May we all live our faith in you. We pray:

**All: We come to you, Jesus!** *(Invite the children to take one step forward.)*

**Reader 6:** Jesus, thank you for the gifts of your Church and of Ordinary Time. May we learn to know you better, follow your teachings, and grow in your love. We pray:

**All: We come to you, Jesus!** *(Invite the children to take one step forward.)*

*Invite the children to come the rest of the way into and around the prayer space if they haven't already done so. Lead the children in praying the Our Father. Close by playing one of the music suggestions or another appropriate song.*

## Additional Activities

### Materials Needed

- *The Catholic Children's Bible*

### Materials Needed

- copies of the black-and-white handout "Church Year Calendar," one for each child
- markers or crayons

**Note:** The handout "Church Year Calendar" can be found on page 434 or accessed online at [www.smp.org/discover\\_grade3/school](http://www.smp.org/discover_grade3/school).



### Stories of Jesus (15 minutes)

- Invite the children to form small groups and to choose a Featured Story from one of the Gospels in *The Catholic Children's Bible*. Review their selections and help them avoid passages that pertain to other liturgical seasons.
- Explain to the groups that they will act out the story they choose without using any words. Tell them that their goal is to get the rest of the class to guess what story they are acting out.
- Allow the groups several minutes to plan their actions. Then invite the groups forward one by one to act out their stories.
- Ask the rest of the groups to guess which story is being acted out. If they don't guess correctly after a few guesses, invite the group performing to reveal their story.
- Continue this process until all groups have had a chance.

### Liturgical Calendar (15 minutes)

- Give each child a copy of the black-and-white handout "Church Year Calendar" and markers or crayons.
- Note the following Church seasons and ask the children if they know what the liturgical color is for that season. Invite the children to color in the different segments with the appropriate liturgical color.
  - Advent: purple
  - Christmas: gold or white
  - Ordinary Time: green
  - Lent: purple
  - Easter Triduum: white
  - Easter: gold or white
  - Pentecost: red
  - Ordinary Time: green
- Draw the children's attention to the green segments, and tell the children that the season of Ordinary Time is the season when we learn more about the life of Jesus and his teachings.
- Explain that a story such as the one they read today would be part of Ordinary Time because it gives us an understanding of who Jesus is and what he taught.

### **Materials Needed**

- a computer with internet access
- a computer projector
- *The Catholic Children's Bible*

### **Sing Along: Jesus Loves Children (15 minutes)**

- Play the video "Hillsong Kids Let the Children Come" (YouTube, 3:30). Invite the children to sing along as they follow the words.
- Have the children form groups of five and plan actions that depict Matthew 19:13–15. Tell them that you will read the story, and each group will act it out as you read.
- Select each group one by one to come to the front of the room. Read the Scripture passage as the children act it out.
- Affirm that this Scripture passage shows us that Jesus loves children and those who have a childlike willingness to trust him.



# Ordinary Time Review

Read the words in the box. Choose the correct word or phrase to complete each sentence below. Write it on the line.

**meditation**      **Ordinary Time**      **green**      **teachings**      **twice**

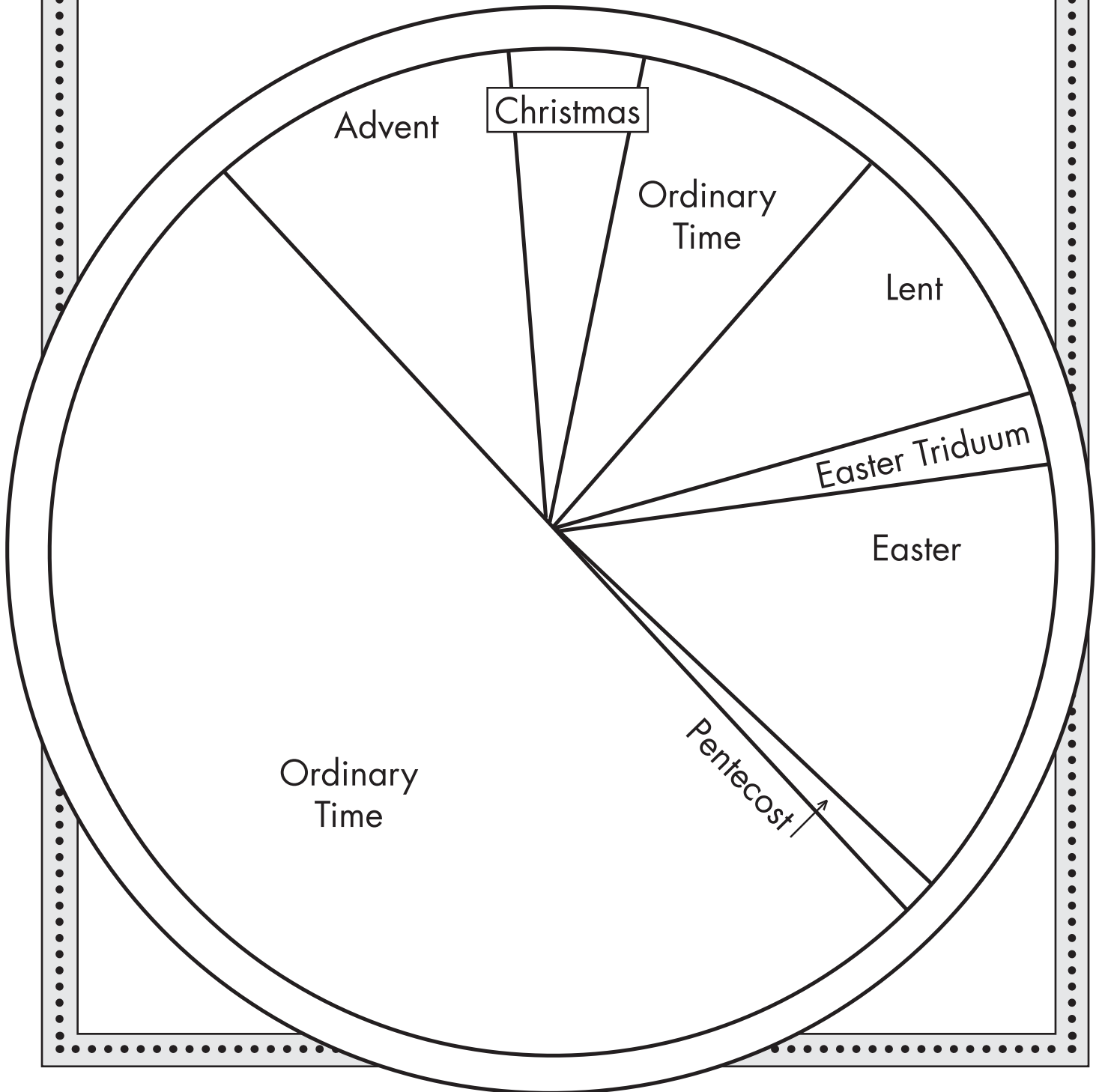
- The season of the Church year when Sundays are counted by numbers like second, third, fourth is called \_\_\_\_\_.
- Ordinary Time occurs \_\_\_\_\_ in the Church year.
- The special color for this season is \_\_\_\_\_.
- During this season, we learn more about the life and \_\_\_\_\_ of Jesus.
- Thinking about and reflecting on God's Word is called \_\_\_\_\_.

Answer the following questions by circling "Yes" or "No."

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| 6. Is Ordinary Time when we learn more about Jesus and his teachings?                         | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7. Is Ordinary Time when Sundays are named by ordinal numbers, like second, third, and so on? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8. Does the Bible tell us that Jesus loves children?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 9. Is this chapter's Scripture passage an example of a story we would read in Ordinary Time?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10. Is the color for Ordinary Time purple?  | <input type="checkbox"/> Yes | <input type="checkbox"/> No |



# Church Year Calendar



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The second excerpts on page 31 and the excerpt on page 35 are from *Dogmatic Constitution on Divine Revelation (Dei Verbum, 1965)*, numbers 25 and 12, in *Vatican Council II: Constitutions, Decrees, Declarations*, Austin Flannery, general editor (Northport, NY: Costello Publishing Company, 1996). Copyright © 1996 by Reverend Austin Flannery.

The quotation on page 39 is from "The Word of the Lord" ("*Verbum Domini*"), number 42, at [www.vatican.va/holy\\_father/benedict\\_xvi/apost\\_exhortations/documents/hf\\_ben-xvi\\_exh\\_20100930\\_verbum-domini\\_en.html](http://www.vatican.va/holy_father/benedict_xvi/apost_exhortations/documents/hf_ben-xvi_exh_20100930_verbum-domini_en.html). Copyright © 2010 LEV.

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## Endnote cited in excerpt from "The Word of the Lord"

1. *Propositio* 29.

