

SAMPLER

SCHOOL PROGRAM Grades K-8

Blest Are We



Blest Are We



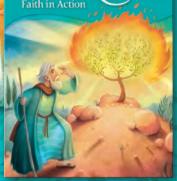


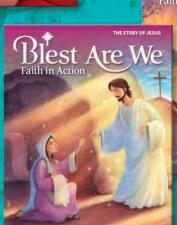
















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RCL Benziger is pleased to present its revision of one of the most beloved elementary religious formation series used in Catholic schools today.

Blest Are We Faith in Action honors the thematic approach, content, and teaching format of RCL Benziger's **Blest Are We Faith and Word** series. Each grade level features cover art that exemplifies a story from Scripture, highlighting that grade level's theme. Visually appealing and theologically sound, **Blest Are We Faith in Action** engages today's learner on the formative journey.

This sampler includes student chapters from Kindergarten, Grade 2, and Grade 6 of *Blest Are We* Faith in Action. Included with Grades 2 and 6 are correlating Chapter Review, Unit Review, and Faith in Action pages. Sample lessons from the Feasts and Seasons sections are also provided.

Corresponding Teacher Guide planning and resource pages are also included with this sampler. The resource pages include:

• Multimedia Resources

Current print and multimedia resources are suggested in each chapter and in the Feasts and Seasons sections throughout the series.

• Family Life Connections

Each *Blest Are We* Faith in Action chapter resource page suggests a correlation to one of the lessons found in RCL Benziger's *Family Life* program.

• Tips for Teaching Children with Special Learning Needs
Every chapter of *Blest Are We* Faith in Action offers a practical teaching tip related to the chapter content or chapter activities.



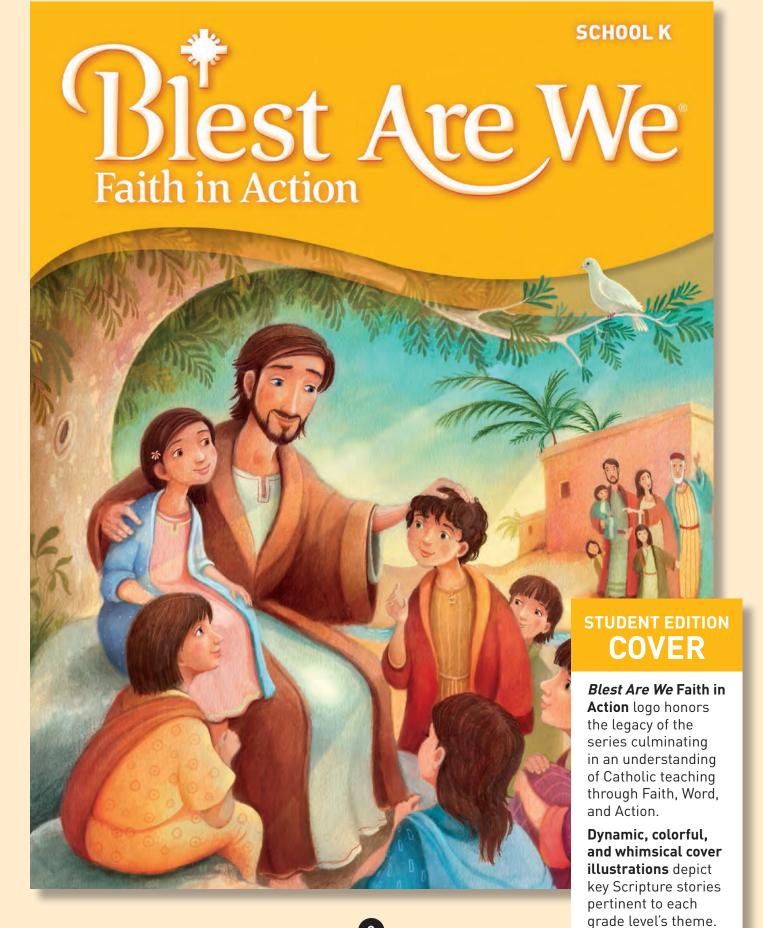


Other features of the *Blest Are We* Faith in Action series include:

- Increasing focus on children with **special needs** through an article in every grade-level Teacher Guide, addressing practical ways to adapt lessons
- Encouraging **family engagement** through the redesigned Take Home pages to support families in the faith formation of their children
- Establishing a strong connection to **Catholic Social Teaching** through the Faith in Action series feature
- Engaging the learner through digital integration with eBooks, music, Web site support, and eAssessment resources

Blest Are We Faith in Action invites all learners to explore and grow in Faith, Word, and Action. Come join the journey on the path to discipleship!





Welcome









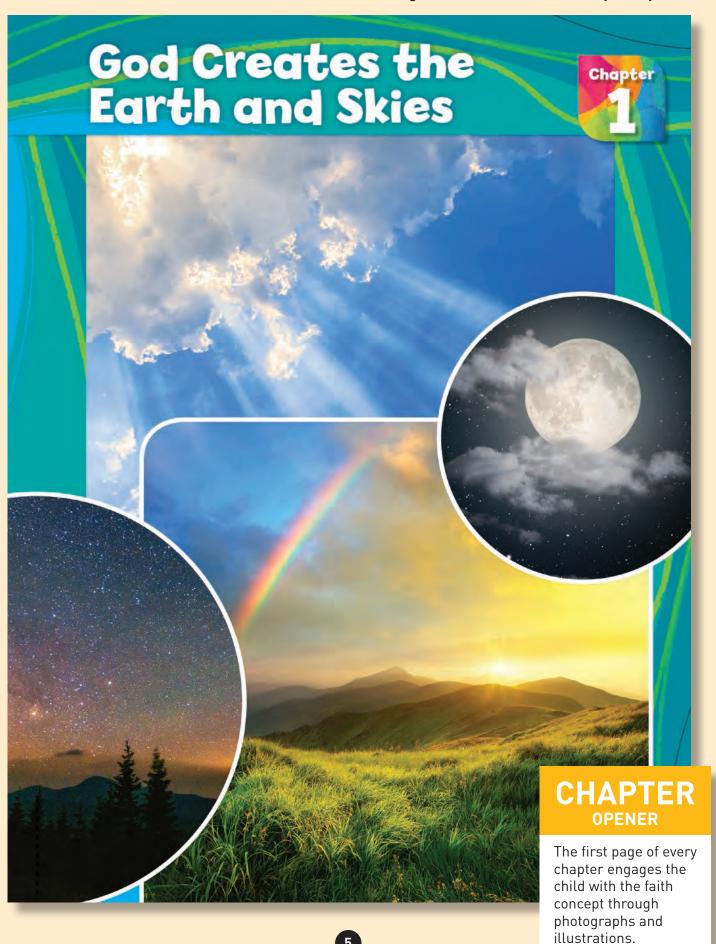


WELCOME LESSON

Begin the year with a Welcome lesson to help introduce the Kindergarten child to the Bible and to the Church family.







God's Gifts of Day and Night

God made the earth.

God gives me daytime and nighttime.

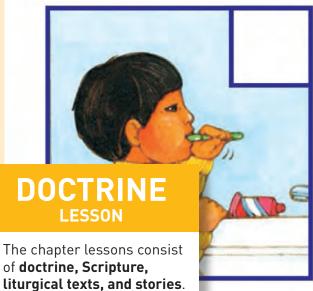




Activity Draw a 🂢 or a 🗋 in each box.







Various activities meet the different learning needs of the child and help the child process the **key**

faith concepts.



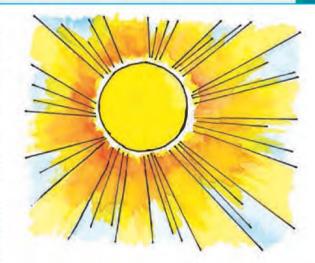
Praise God for Earth and Sky

The Bible gives praise to God. You can praise God, too!



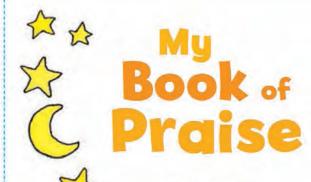
Praise you, God, 6 for the stars at night.

Praise you, God, for . . .



Praise you, God, for the sun.

3



DOCTRINE

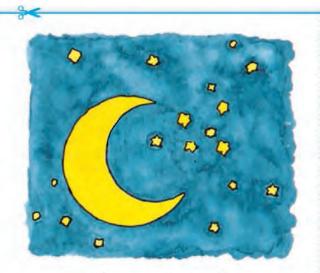
Storytelling is at the heart of the Kindergarten program. The child learns the story of his and her family, God's family, and the Church family.

8 Draw a picture here.

10E

Praise God

Psalm 136 praises God.

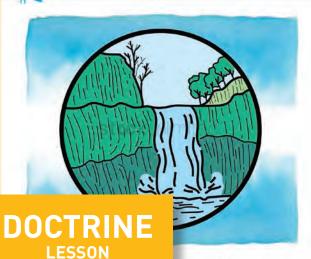


Praise you, God, for the moon.



Praise you, God, for the day.

5



Scripture is taught throughout the Kindergarten program. The child learns about God, Jesus, the friends of Jesus, and the Holy Spirit through Scripture.

God,



Praise you, God, for the earth.

7

FOLD



God's Wonderful Creation

Pray this prayer.

It is from the Bible.

God created the wonderful



Thank you, God, for the



God created the wonderful



Thank you, God, for the



God created the wonderful 🌞



God created the wonderful



Thank you, God, for the

Thank you, God, for the 🔻



The child learns to easily identify Scripture passages by the oil lamp symbol and its blue text.

God created the wonderful



Thank you, God, for the



God created the wonderful



Thank you, God for the



Thank you, God! Alleluia!

Based on Psalm 148:7-10, 14

Dear Family,

Children are natural wonderers. Their enthusiasm helps you see God's world anew. As one young parent says, "I never want Amy to lose her ability to relax and enjoy things, so we go on 'being walks.' I follow Amy's lead, and we stop to pick up leaves, look at bugs, and trudge through fields. Together we celebrate the wonders of God's world." Share your love of God's creation with your child.

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6



Every chapter has a **Family Letter** to invite and engage family participation in the faith formation of their child.

We Celebrate Lent

Lent helps us grow as children of God.

Activity Cut out the flower you like. Glue it in the box.



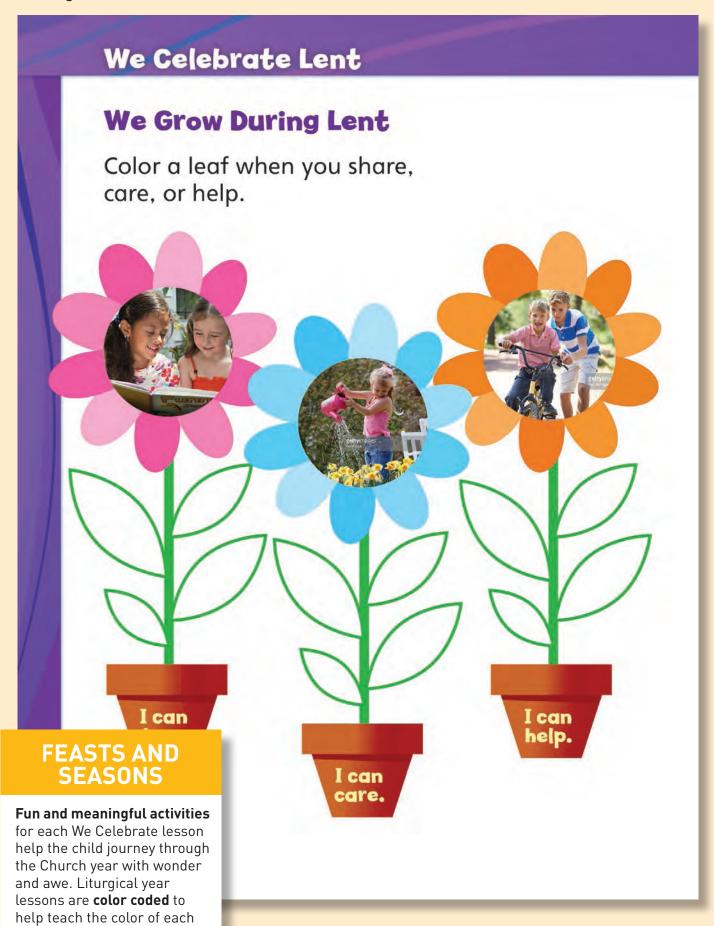
FEASTS AND SEASONS



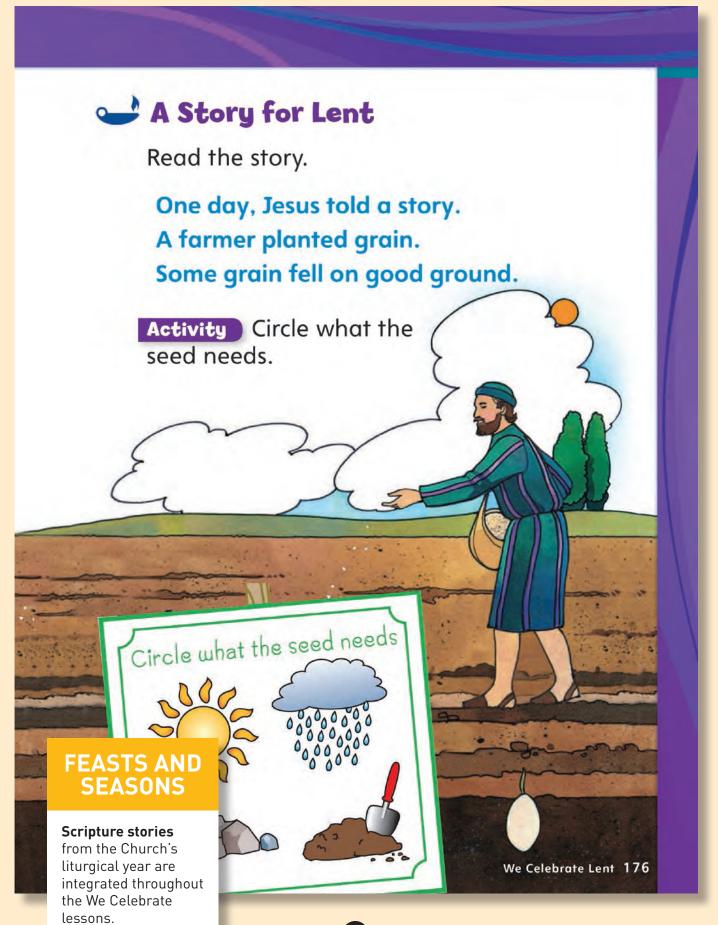




The **We Celebrate section** has special lessons for the child to learn about the Church year and seasonal holidays. Special lessons for Advent, Christmas, Lent, Easter, and Marian feasts help the child learn about God's family and the Church family.



liturgical season.



We Celebrate Lent



The Grain of Wheat Changes

Suddenly, the grain changed and grew. Up, up toward the sun it grew. Soon it popped through the ground.

Based on John 12:24

Activity Show what happened to the grain of wheat.

FEASTS AND

The child processes what he or she learns through discussion, visual arts, and, ageappropriate activities in every chapter and in the We Celebrate lessons.





God Creates the World

Teacher Prayer

Great God, Creator of the world,

I thank you for the gifts of the eath, and water, sun, moon, and sky.

I thank you for the gift of these children I teach,

Open our eyes to see you in the wonders of your creation.

Amen.

Looking Ahead

Unit 1 is based on the Book of Genesis. Through Scripture, God reveals to us that he is the Creator. As the creation story gradually unfolds, the children are challenged to see and to recognize the wonders of creation that surround them. They discover that a generous God creates and loves all things as good. The children also begin to recognize that God has entrusted us to care for creation. As you move through this unit, you and the children will understand the story of creation through a variety of teaching strategies such as pantomime, drawing, and song.

Human beings are called upon to give God thanks and praise for the gift of creation. The children have an opportunity to do this when they learn responses to psalms that praise and thank God for creation. They will sing of oceans roaring, mountains rising to majestic peaks, rivers coursing, and plants growing. Thus, the children learn that all created things reach out in praise to a passionate God who created them out of love.

The children are also called to serve God by appreciating, caring for, and becoming stewards of all that God has made out of a deep and abiding love. As the children's religion teacher, you have the exciting and challenging opportunity to share wonder with them and to help them grow into caring stewards.

The wonder, patience, love, and caring you model this year will prove a powerful influence on the way the children come to know God for years to come. Take your role seriously, but also delight in it. As you embark on this exciting adventure of sharing God's love with the children, make a pact with yourself to enjoy the year. If you enjoy it, so will the children. And, most importantly, you will lead them to God.

For Reflection

What do the stars and the heavens say to me about God's love?

UNITOPENER

On the opening page of each unit, the **Looking Ahead** feature provides inspirational background information for the teacher. It includes an opportunity for the teacher to pray and reflect on questions to prepare for the unit and help form young children in Christ.



Religion Learning Center

Build on the Religion Learning Center created for the Welcome Lesson. Continue to add to and change the center as the focus changes, and as the students grow in faith and in their understanding of the lessons taught.

Make a sign with the quote or Scripture passage at the beginning of each of the chapters in Unit 1. Display the appropriate sign in the Religion Learning Center and refer to it at the start of each lesson in the given chapter. The signs should read:

Chapter 1

God looked at everything he had had made, and found it very good.

Genesis 1:31

Chapter 2

Then God said: Let the earth bring forth every kind of living creature: . .

Genesis 1:24

Chapter 3

God created people in his image.



In addition to the Unit 1 lesson activities, the following suggestions will provide the students with enriching experiences:

- Create a paper-bag village to serve as an environment for nature gifts from God. Have the students decorate empty containers of various sizes and shapes with pre-cut construction paper or fabric shapes. Arrange the village in a large container of soil or sand. Invite the children to continue to add nature gifts to the display. Remind them daily that God made these things because God loves beauty and life. Encourage the children to go to the center to examine these gifts and to quietly thank God for beauty.
- Make some paper plate masks of a few animals to use in your center. Include materials such as paper plates, cotton balls, yarn, glitter, fabric, and glue

r students to make animal masks
The masks can be used for various
he students learn about God's gift of
or creative play together.

s, books, and other information about wed animals, such as Saint Isidore, le la Cabeza, and Saint Francis of center.

- For Chapter 3, post a sign in the Religion Learning Center that reads: God Loves All People. Post pictures of people, and picture books that tell stories about people from around the world. Encourage the children to visit the center and discover the wonderful people that God creates and loves.
- Prior to teaching Chapter 3, have the students bring in a photograph or draw a picture of themselves. Display the children's photographs and drawings underneath their badges.
- If you choose to make the chain suggested on page 17, allow the children to add links to it throughout the year.
- Invite the students to place things they like and pictures of people they love in the Religion Learning Center. When teaching Chapter 3, ask those children who have placed objects in the center to talk about their contributions.

RELIGION LEARNING CENTER

Every unit provides the teacher with ideas to include in the Religion Learning Center. These ideas help the children learn through play and directed activities.

Resources

Books to Enjoy

Putting the World to Sleep

Shelly Moore Thomas, pictures by Bonnie Christensen (Houghton Mifflin Co., 1995) Gentle verses describe how the moon climbs over the mountain each night to put a little girl's outside and inside world to sleep.

Tomorrow on Rocky Pond

Lynn Reiser

(William Morrow & Co., 1993)
A young child narrates every detail of her family's fishing trip—from seeing the morning mist on the lake to watching the stars and moon at night.

How Many Stars in the Sky?

Lenny Hort,
paintings by James E. Ransome
(Tambourine Books, 1991)
A little boy and his dad set out on a
journey to find the best place to count
the stars in the sky.

Country Dawn to Dusk

Riki Levinson, illustrations by Kay Chorao (Penguin USA, 1992) A day in the life of a country child shows her awareness of her surroundings and the sky.

The Deep Blue Sea

Bijou Le Lord
(Bantam Doubleday Dell Books for
Young Readers, 1990)
A simple paraphrase of the creation story
introduces children to the wonders of a
loving God.

Sun Snow Stors Sky

Catherine and Lawrence Anholt (Penguin USA, 1995) Thought-filled questions and childlike illustrations about weather and seasons help children become more aware of the world around them.

RESOURCES

Books, books, and more books! Kindergartners love to learn through story. These resources provide a cross-curricular approach that teachers can integrate with a faith focus.



God Creates the Earth and Skies

God looked at everything he had made, and found it very good. Genesis 1:31

Background For the Teacher

Recognizing God's Gifts of Creation

Christian people recognize that all is gift from a loving God—the world we live in, the family with whom we grow and share, the talents and abilities that are ours to cherish and exercise. God, our loving Creator, freely and generously gives these gifts to us out of love for us. Creation is the completely free gift of divine love. God loves us freely and unconditionally. The writers of the Old Testament recognized this. They knew that God loves first, foremost, and always. God always sees the good. That is why the story of creation is the first experience related in the Bible.

Pope Francis inspires us to joyfully care for God's creation through one of our greatest models, Saint Francis of Assisi. In his encyclical, Laudato Si, Pope Francis wrote, "I believe that Saint Francis is the example par excellence of care for the vulnerable and of an integral ecology lived out joyfully and authentically" (LS 10). What are the ways you can model caring for God's gift of creation? How can you impact your students with this message?

Objectives

To help the students

Lesson 1

Learn that the sun, moon, stars, clouds, day, and night are gifts of God's love.

Lesson 2

Become more aware that the beauty and wonder God created exists everywhere.

Lesson 3

Deepen their appreciation of the beauty of God's world.

Lesson 4

Praise God for the gifts of creation.

Lesson 5

Celebrate God's gifts of earth and sky.

CHAPTER OPENER

The first page of every chapter begins with a **Scripture focus.** It also includes **background information** for the teacher and the **five lesson objectives** for the chapter.

Lesson Planning



LESSON 1

Preparing ahead

Make a Wonderful World Box by decorating a shoebox and filling it with a variety of items (see materials needed).

Prepare a sign where you have either written or printed the Scripture passage for this chapter.

Prepare a prayer mat for each student. Cut heavy fabric into rectangles that are the right size for two child-sized knees.

Materials needed

- decorated shoebox filled with items from nature such as feathers, twig, leaves, pine cones, and pebbles (one item for each child)
- yellow and black paper (cut into squares) or yellow and black plastic cubes – one each per child
- prayer mats (1 for each child)
- crayons or markers
- student pages 2-3

LESSON 2

Preparing ahead

Gather a collection of images of creation to look at together with the class and to display either in video format or as a poster.

Materials needed

- scissors
- crayons or markers
- student pages 4-5
- stickers, glitter, foil paper, etc. to decorate the students' pages
- glue sticks or glue
- children's Bible

LESSONPLANNER

The **five-day lesson planner** provides an overview of everything a teacher will need for each lesson.

LESSON 3

Preparing ahead

Write the students' names on paper bags (one bag per student).

Materials needed

- nature gifts from God, such as rocks, shells, pinecones, flowers, plants, feathers, and water
- paper grocery bags (one per student)
- plastic baggies (one per student)
- student pages 6-7
- children's Bible

LESSON 4

Preparing ahead

Cut paper strips for headbands, one per student.

Materials needed

- one headband for each student
- glue sticks, glue, or tape
- scissors
- materials from nature hike in lesson 3
- crayons
- paint and paint brushes
- tissues

LESSON 5

Preparing ahead

Practice reading the biblical account of creation on page 7B.

Prepare flashcards with names of things in creation.

Materials needed

- One flash card per student, with one of the following objects drawn or written on it: a giant ocean, a flowing river, a still puddle, a deep valley, a high mountain, a huge rock, a tiny pebble, a tall tree, green grass, a berry bush, sweet-smelling flowers, sun in the sky, full moon, rainbow, starry sky
- children's Bible
- container of water
- evergreen branch

LESSON PLANNING

Kindergarten Teacher Guide Lesson Plan

Lesson 1

Objective To help the students understand that change and growth take time

Welcome

Begin by praying together the Sign of the Cross. Then invite the class to proclaim the Scripture passage for Chapter 1.

God looked at everything he had made, and found it very good.

Genesis 1:31

Engage

Examining God's Gifts of Nature

Have the students sit in a circle. Place the Wonderful World Box in the center of the circle. Explain that the box is filled with wonderful gifts from God's world. Invite each child to choose one gift, tell about it, return it to the box, and say,

"Thank you, God, for your gift of (name of gift)."

Model this with your own chosen gift.

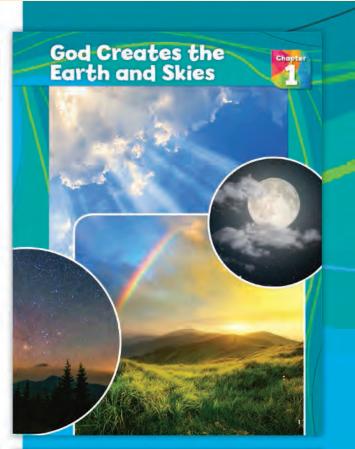
After all children have had a turn, place the box in the Religion Learning Center. Remind the class that the Religion Learning Center is a special place where they can look at and investigate special things.

Enriching the Lesson

Help the students grow cognitively and extend their reasoning abilities. Challenge their thinking by asking the following questions about the objects in the Wonderful World Box: How would you describe (name of object)? What are some of its special features?

LESSON

A two-page easy-to-follow plan is provided for each lesson in a chapter. The lesson begins with Scripture. The reduced student pages help the teacher plan with greater ease to help the children engage with the lesson, explore, and respond.



God's Gifts of Day and Night

God made the earth.

God gives me daytime and nighttime.

Activity Draw a 💢 or a 🗋 in each box.









2

Lesson 1

Explore

Discovering the Night

Student Page 1

Tell the class that they are going to learn about God's wonderful gifts in the sky. Draw attention to page 1 in their book. Ask the students if they have seen any of the things pictured on this page. (Allow them time to share their stories.)

Help the students appreciate that God gives them the beautiful sky and all its wonders. Ask them to describe the differences between the pictures. (Stress the words daytime and nighttime as you talk about the pictures.)

Ask the students to identify the pictures of the day sky and of the night sky. Help the class understand that God gives them the night sky and the day sky with all of its wonders.

Teaching Tip

Young children frequently raise their hands and then fall silent because they cannot remember what they wanted to say in the excitement of being called on. When this happens, wait patiently, then say the child's name and repeat your question. Hearing it a second time often jogs the child's answer into words. Or ask, "Would you like to think for a minute? We can come back to you."

Pantomining Activities

Give each student 2 squares of paper or two small plastic cubes—one black and one yellow. Pantomime something you like to do during the day or night and ask the children to guess what it is and when you could do it. Then invite the students to pantomime things they do during the day or the night. Have the class guess what each activity is, and when it could be done, by holding up black for night or yellow for day.

Some examples include: getting dressed; jumping rope; playing baseball; singing; waking up; talking on the phone; blowing bubbles; praying; playing a triangle; eating a sandwich; and brushing teeth.

Making Choices

Student Page 2

Invite the students to open their books to page 2. Invite volunteers to tell what is happening in each picture on the page. Read the directions. Make sure the students understand that they must decide when they like to do each activity, and then draw a sun in the box if they choose the daytime or a moon if they choose the nighttime. (Accept all answers.)

Respond

A Quiet Prayer of Thanks

Designating a Prayer Center

Designate a prayer center as a space that accommodates the entire class. Make sure there is room for the children to move without bumping into each other.

Praying a Prayer of Thanks

Gather the class in the prayer center. Give each child a prayer mat made simply from heavy fabric, and invite each child to sit on his or her prayer mat. Invite the children to close their eyes, quiet themselves, and listen. Lead the following prayer of reflection:

- Picture your morning. The sun shines through the window. It feels so good! Now thank God quietly for your morning.
- Picture your day at school. You play games!
 You hear happy laughter! Now thank God quietly for your day at school.
- Picture your evening. You eat supper. The food tastes so good! Now thank God quietly for your evening.
- Shhh! Everything is quiet. Night has come, and you are snug in your bed. Now thank God quietly for the night.

After allowing time for continued quiet reflection, have the children put away their prayer mats. Invite the class to form a circle, join hands, and repeat after you the response, "Thank you, God!" Then pray: "For morning, daytime, evening, nighttime, and all the times in between, let us pray." Invite the children to respond, "Thank you, God!"

Conclude by praying the Sign of the Cross and by singing the song you have chosen for today's lesson.

LESSON PLAN

Children learn when responding through ritual prayer. Every lesson concludes in a wide variety of prayer experiences, both spoken and sung, meditative and contemplative prayer.

We Celebrate Lent

Background For the Teacher

During Lent We Change and Grow

Each of the Church's liturgical seasons celebrates a particular expression or moment of a singular event, in the Paschal Mystery—the Passion, Death, Resurrection, and Ascension of Jesus Christ. The season of Lent is a time of growth and preparation leading to the annual Paschal celebration of Easter.

The Catholic community spends the liturgical season of Lent preparing the elect and candidates for welcome and initiation into the faith community. This preparation culminates in the celebration of the Easter Vigil, where the Sacraments of Baptism, Confirmation, and the Eucharist give the elect and candidates a share in the Paschal Mystery.

Lent is also a time for atonement and reparation, a season of penitence leading to a change of heart. It is a season of renewal, a time when the faithful ready themselves for Easter by renewing their own commitment to change and grow as disciples of Jesus.

The Students and Lent

In response to Jesus' invitation to change and grow, the students enter into their Lenten journey, presented in an age-appropriate way in the four lessons of this chapter. They are challenged to do a particular loving action that will show how they are growing in love.

The Church recognizes that young children cannot undertake an adult Lenten pilgrimage, nor can children undertake this journey of growth alone. Your loving guidance can show them that God loves them always. This love does not come because they change and grow. No, God's love precedes the change and growth. The children change and grow because God loves them.

Objectives

To help the students

Lesson 1

Understand that change and growth take time.

Lesson 2

Understand that Jesus invites them to grow in love during Lent.

Lesson 3

Accept Jesus' Lenten invitation to grow in love.

Lesson 4

Celebrate their Lenten resolve to grow in love.

LESSON PLAN

Each We Celebrate lesson plan begins with background information for the teacher and a list of objectives for each lesson.



Lent

Lesson Planning

LESSON 1

Preparing ahead

- Practice the finger play.
- Collect a variety of seeds and their fruit (squash, pumpkin, apple, beans, watermelon, corn, and so on).
- Consider ways the students might choose to change and grow, as a class, during Lent.

Materials needed

- student pages 174 and 175
- scissors (one pair per student)
- glue sticks, glue, or tape
- a variety of seeds and their mature fruit
- crayons

LESSON 2

Preparing ahead

Bring into the classroom or hawve a student bring in a popcorn popper.

Materials needed

- popcorn and popper
- poster board
- student pages 176 and 177
- image of Jesus talking to people

LESSON 3

Preparing ahead

Using Cutout Activity Q, make a sample growth wheel.

Materials needed

- image of Jesus talking to people from Lesson 2
- lemons (one per student)
- cloves
- toothpicks
- cinnamon
- bags
- ribbons
- pins
- Cutout Activity Q
- scissors (one pair per student)
- brads (one per student)
- tag board

LESSON 4

Preparing ahead

Make the moving whale storytelling aid.

Materials needed

- cardboard
- paint
- construction paper
- brad
- craft stick
- tape
- student page 175

LESSON PLANNER

Like the planners for the core chapters, the We Celebrate

lesson planners provide an overview of everything the teacher will need for each lesson.

WE CELEBRATE LENT 174B

Religion Learning Center

Use any or all of these ideas to explore the concepts associated with Lent

■ Post the following sentence in the Religion Learning Center:

to

During Lent, Jesus invites us to change and grow.

- Celebrate the Church's custom of burying the Alleluia during Lent. Invite the students to decorate a banner with the word Alleluia written on it in large block letters. Then, have a special ritual where the class puts the Alleluia banner away in a wrapped box until the Easter season. Display the box on the prayer table for the entire season of Lent. (For further explanation of this ritual, go to RCLBenziger.com > Resources > Lent.)
- Celebrate the Blessing of Seeds (see RCLBenziger.com > Resources > Easter) and invite the students to plant seeds and watch them grow in the next few weeks. Plant seeds that easily germinate (such as grass seeds, radish seeds, or bean seeds). Each day of Lent, encourage the students to tend to their seeds. Tell them that by Easter the seeds will become wonderful plants that they can take home. In the center, place a variety of seeds and pictures of the fruits that come from the seeds they planted.
- Begin to grow a garden of construction-paper or fun foam flowers created by the students. This project will culminate at Easter, when a beautiful garden exists in your classroom. Choose a spot to place the garden—perhaps in window boxes, or in pots arranged in a walk-through garden on the floor. The students can make additional flowers to plant in the garden each time they come to the Religion Learning Center. At Easter, you can use this beautiful garden as you invite the class to enact the Gospel account of the Resurrection, for Jesus' tomb was in a garden.

RELIGION LEARNING CENTER

The integrated learning center approach with a focus on exploration is included in every We Celebrate lesson. Varied activities for different modes of learning are provided with the faith message.



Lent

Resources

Books to Enjoy

The Carrot Seed

Ruth Krauss, illustrations by Crockett Johnson

HarperCollins, 1945 A small boy plants a seed, cares for it, and believes that it will grow, even though his family tells him that it won't.

The Popcorn Book

Tomie de Paola

Holiday House, 1978
From this well-illustrated book, young children can learn the history of popcorn, how it grows, and how it is cooked.
Included are legends and recipes.

Uncle Willie & the Soup Kitchen

DyAnne DiSalvo-Ryan

William Morrow & Co., 1991 A little boy spends a day in a soup kitchen where his uncle prepares and serves food to hungry people.

Where Butterflies Grow

Joanne Ryder, illustrations by Lynne Cherry

E.P. Dutton, 1989

While listening to the poetic description of how it feels to change from a caterpillar into a butterfly, children can search the artist's beautiful flower garden to watch nature's changes taking place.

RESOURCES

Books, books, and more books! Kindergartners love to learn through story. These resources provide a crosscurricular approach that teachers can integrate

with a faith focus.

WE

Kindergarten Teacher Guide We Celebrate Lesson

Lesson 1

Objective To help the students understand that change and growth take time

Engage

Doing a Finger Play About Change

teach the students the following finger play.

This is my garden.

(Extend one hand forward, palm up.)

I'll rake it with care.

of other hand.)

And then I'll plant seeds.

(Make planting motion with fingers.)

I'll put them right there.

(Point to spot on open palm.)

The sun will shine.

(Move hand in a circular motion above head.)

And the rain will fall.

(Let fingers imitate rainfall.)

My garden will blossom.

(Fold hands into flower.)

My plants will grow tall.

(Stretch hands high over head.)

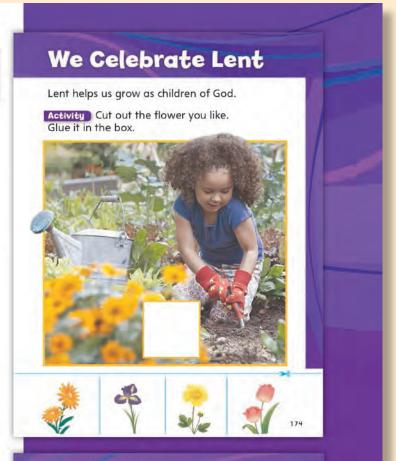
To introduce the concept of change and growth,

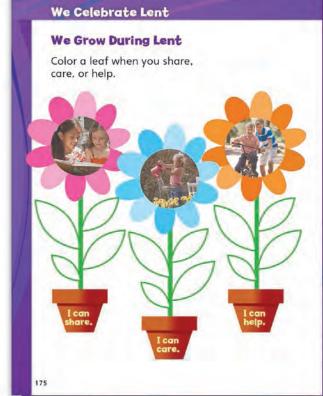
(Make raking motion on palm with three fingers

LESSON

PLAN

Each plan begins with the **lesson** objective and diverse activities to engage Kindergarten children.





Lent

Planting a Flower

Student Page 174

Distribute copies of page 174. Discuss why the girl is digging a hole. Talk about the seeds she could plant in the hole. Afterward, read the direction line. Distribute safety scissors and glue sticks, glue, or tape and invite the students to cut out the flower they like best and "plant" it in the hole. Help the class appreciate that flowers come from seeds.

Explore

Seeing How a Seed Grows

Give the students some seeds and their fruit to handle, such as squash, pumpkin, apple, watermelon, beans, and corn. (Choose what is available to you.) Help the students appreciate the changes that take place from seed to fruit by matching the seeds to their fruits. Compare the seeds and the fruits. Invite the students to name the differences. Talk about what might cause the changes from seed to fruit.

Enriching the Lession

Follow the illustrations below to help the students pretend to be tiny seeds, sprouting forth and growing into tall beautiful flowers.

- How to be seeds Curl up tightly, as if buried in the
- How to be sprouts Kneel up straight, as if the body were a tiny stem and the hands were tiny green leaves extending just above the earth.
- How to be buds Stand, extending the arms over the head to become a fully-grown plant with buds.
- How to be fully-blooming plants Rotate the body to imitate a flower turning toward the sun.

Choosing Ways to Grow in Love

Student Page 175

Draw the attention of the students to the page and read it with the them. Write the word Lent on the board and explain that Lent is a time for us to grow and change. Talk about concrete ways to share, care, and help others during Lent. Tell the students that each time they do an action that shows sharing, caring, or helping, they may color a leaf on the appropriate flower's stems.

Tell the children that during Lent the Church remembers that Jesus died for us. We prepare to celebrate Easter. Point out that during Lent we do special things that show we are children of God and are growing in God's love.

Music

Use "Here We Go 'Round the Mulberry Bush" to teach the Lenten words on page 233 of this guide.

Respond

With An Action

Choosing a Way to Change and Grow

Gather the students in the prayer center and lead them in the following prayer.

Dear God,

you give us Lent as a time to change and grow.

Help us to change and grow by . . .

(Encourage the students to mention a Lenten action they will do today.)

Thank you, God, for Lent.

Thank you for your love.

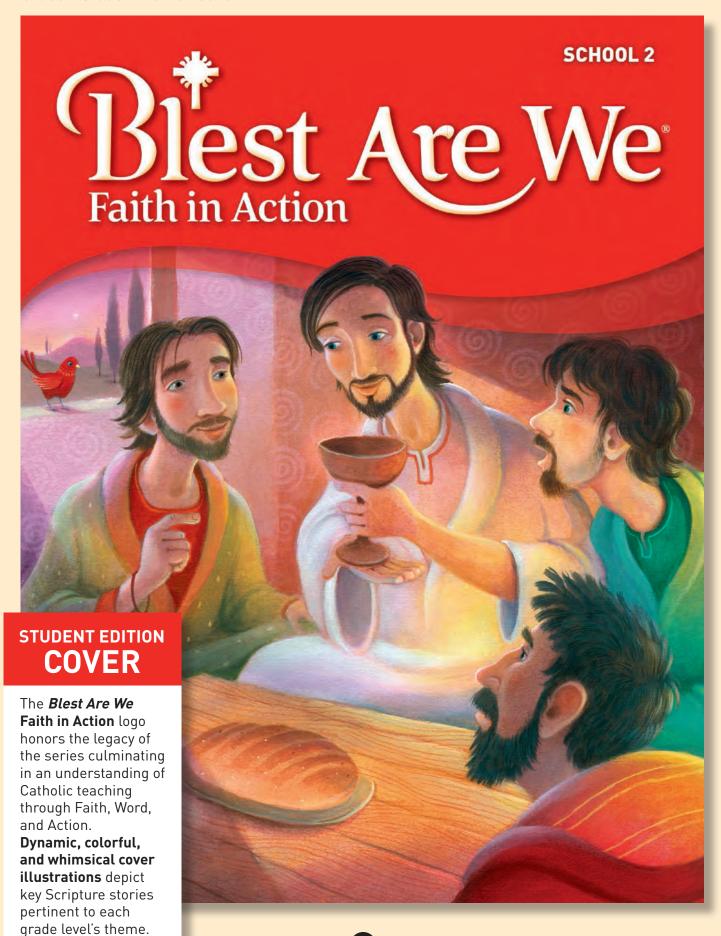
Amen.



LESSON PLAN

The lesson plan prepares the teacher to help children explore the faith concept through a variety of learning opportunities.

Then the children are invited to respond through prayer, providing a foundation to grow as a disciples of Jesus.



Getting ready for Chapter 4

Take Home

We Praise and Thank God

Saint Augustine said those who sing pray twice. He was telling us that raising our voices in song pleases God. This chapter presents the value of song as a form of prayer and the value of prayers of thanks and praise.

ACTIVITY Name That Hymn

Play "Name That Hymn!" with your family. You can hum, play a musical instrument, or sing "la-la-la" to the tune of a favorite hymn. Let the others guess the title. Then invite them to sing along, if they know the words.

THROUGH THE WEEK



A PRAYER FOR THE WEEK Thank you, Lord, for giving us life.

ON SUNDAY

Singing is a key way we e in the Mass. Be

TAKE HOME PAGE ho sings! As Saint said, when we sing for FAMILIES

Tear out **Take Home** page with activities and info helps families explore the **chapter** before students learn it in class.

Includes a profile of a saint, a prayer for the week, and online resources for students and families.

WEB e.com onary.com ource.com

Pope Saint Gregory the Great (c. 540-604)

As pope, Gregory the Great reformed the Church and gave generously to the poor.

Pope Gregory I helped bring Christianity to England. He is credited with initiating a solemn form of singing called Gregorian chant.

Patron Saint of:

singers and musicians

Feast Day: September 3



Getting ready for Chapter 4

Take Home



Scripture Background

Before the Time of Jesus

Psalms The Book of Psalms is an Old Testament collection of 150 songs, laments, and other types of prayers. Psalms have varied intentions: some glorify God, some offer praise and thanksgiving, some are wisdom psalms, others are petitions or laments, and still others are historical. David is considered to be the author of many of the psalms. Because some of the psalms were also written after David's death, they can be considered a record of the Israelites' existence over time.



You can read Psalms 92 and 149 as examples of psalms of thanksgiving and praise.

Our Catholic Tradition in Music

Gregorian Chant Since the sixth century the Church has been expressing its praise of God musically through Gregorian chant. Named after Pope Gregory I, chant is a solemn form of singing that creates a harmony between words and melody. Because in some pagan religions music was used to stir up people, Christians were encouraged to have a kind of music that

was prayerful. Gregorian chant met that standard. There were other kinds of chants before Gregorian

chant, but it was more beautiful and developed than sor

the others.

Contemporary recording Gregorian chant have be appreciation of this prate a wider audience.

TAKE HOME PAGE for FAMILIES

Each chapter's
Take Home page
includes a **Scripture Background** focus as
well as interesting
points about **Catholic Tradition** in various
disciplines.



We Praise and Thank God

Chapter

Sing to the LORD a new song, ... Psalm 149:1

Share

Celebrations are important times. People come together to give thanks. They say thank you for special people or gifts.



On the Fourth of July we give thanks for freedom.



On birthdays we give thanks for life.



On Thanksgiving we give thanks for all our blessings.



On Christmas we give thanks for the birth of Jesus.

1.	Write	the	name	of	a	ce	lebr	atio	n you	ı enj	oyed.	

2. Write why you gave thanks.



OPENER

.....

The first page of every chapter introduces the chapter theme with a verse from Scripture or a passage from the liturgy, personal sharing, and an activity.

Hear and Believe Scripture

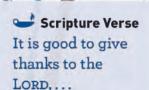
King David Gives Thanks

King David loved God. He liked to lead the Jewish people in prayer. David liked to play the harp, dance, and sing. He sang about God's goodness. He thanked God for giving the people many gifts.

One day Jewish leaders brought the Ark that held God's laws into David's city. David ordered musicians to play on their harps, lyres, and cymbals. Then David sang out,

"How good it is to give God thanks and glory! I sing praise to your name, O God. Every morning you are kind to me. You are with me all day and all night. Your goodness fills me with gladness. I am happy because of the gifts you give to me."

Based on 1 Chronicles 15 and Psalm 92:1-5



Psalm 92:2

DOCTRINE

PAGES

The next four pages consist of doctrine. Scripture, liturgical texts. saints' biographies, and inspirational stories.



We Give Praise and Thanks

At Mass our parish community celebrates in prayer and song. We offer God **praise** for his goodness. We also give God thanks.

ACTIVITY

Circle the words you could use to praise God.

Faith Words

praise

Praise is a joyful type of prayer. It celebrates God's goodness.

goodness mean gladness loving songs

rejoice glory praise

selfish

SPECIAL FEATURES

The **Faith Words side bar box** provides definitions of key faith terms that are boldfaced and highlighted in yellow in the text.

Engaging Scripture illustrations by a single artist in each grade level provide continuity for studying Scripture.





Hear and Believe Scripture



The Songs of King David

King David wrote many song-prayers called psalms. A psalm of praise is happy and joyful. David praised God because God is good, kind, and loving.

Praise the LORD from the heavens; ...

Praise him, all you his angels; ...

Praise the LORD from the earth, ...

Psalm 148:1, 2, 7

A psalm of thanks shows gratitude for something God has done.

Give thanks to the LORD, for he is good, his mercy endures forever.

I thank you for you answered me; ... you have been my savior.

Psalm 118:1, 21

SPECIAL

The oil lamp symbol and text in Scripture **blue** help students quickly identify Scripture passages.

We can praise and thank God by singing the psalms.

Our Church Teaches

Prayer is talking to and listening to God. There are many kinds of prayer. Some prayers give thanks to God. Some prayers give praise for God's goodness. We can pray alone. We can pray with others. We can sing or play music as we pray.

ACTIVITY

Think of something you are thankful for that begins with each letter in the word *thanks*. Write the words on the line. The first one has been done for you.

rains

a

n

S

We Believe

We can pray through songs or dancing, or by listening to holy music. Holy music helps us give praise and thanks to God.

Faith Words

psalms

Psalms are prayers from the Bible that are often sung.

prayer

Prayer is talking to and listening to God.



SPECIAL FEATURES

The **We Believe** side bar box contains a concise statement of the chapter's doctrine.

Respond Glory to God

In the first part of the Mass we usually sing "Glory to God." This special song is called the Gloria. It is a prayer of praise and thanks. This is how it begins.

Glory to God in the highest, and on earth peace to people of good will.

We praise you,
we bless you,
we adore you,
we glorify you,
we give you thanks for your great glory,
Lord God, heavenly King,
O God, almighty Father.

Roman Missal

What songs do you sing at Mass?

RESPOND PAGES

The **Respond pages** provide stories of saints and other holy people who have lived their faith in accordance with the doctrine of the Church. These pages also contain activities to reinforce what has been learned in the chapter.

ACTIVITY 1. Write your own prayer of praise. O God, I praise you for being 2. Write your own prayer of thanks. O God, I thank you for You will use these prayers In what way can I praise and thank in the prayer celebration. God with song? 67

Prayer

A Prayer of Praise and Thanks

As members of our parish community, we give praise and thanks to God. We can say and sing our prayers.

Leader: Heavenly Father, we praise you.

We give thanks to you in song.

All (sing): "Glory to God ..."

Leader: Let us share our prayers of

praise and thanks.

All (sing): "Glory to God ..."

O God, I praise you for being

kind and forgiving.

O God, I thank you for

keeping grandpa

healthy.

PRAYER

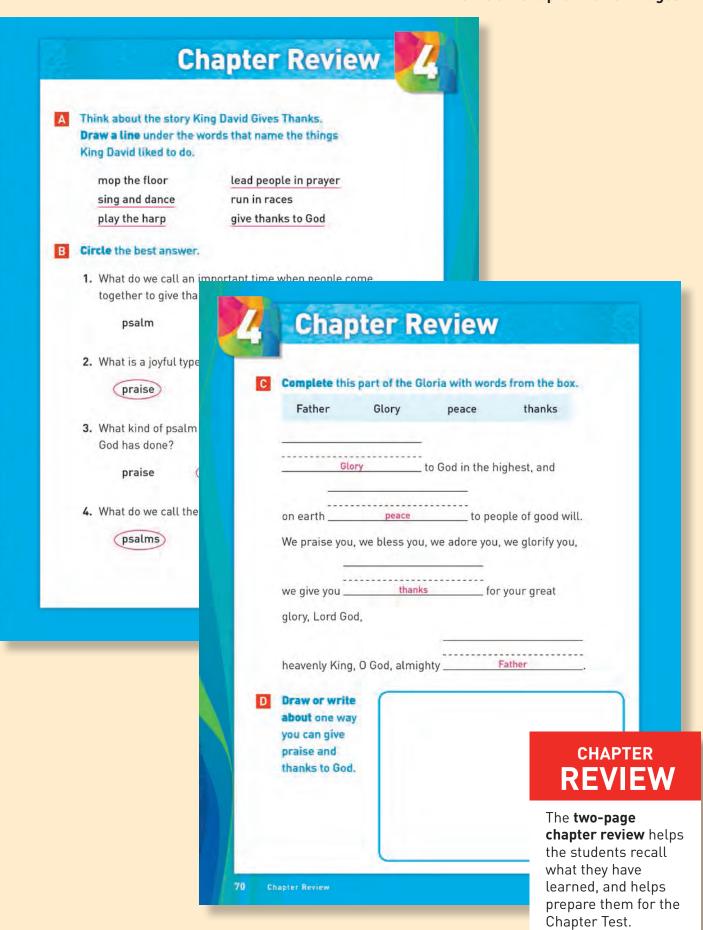
PAGES

Every chapter concludes with a **prayer page** providing students with a wide variety of experiences with prayer (both spoken and sung), meditative prayer, and contemplative prayer.

Leader: Heavenly Father, we give you

thanks. We praise you in song.

All (sing): "Glory to God ..."



Faith in Action

School Choir Some boys and girls who like to sing belong to a school choir. They join to share their musical gifts. It takes a lot of practice to prepare for leading the singing at Mass or for a special concert. When the choir sings holy songs, they are praising God.

In Everyday Life

ACTIVITY Think about holy songs you like to sing. Which song is your favorite? Write down the words you remember.

FAI	TH	IN	AC1	[0	N
	F	Δί	es.		

Each chapter includes a Faith in Action page that highlights a parish or school ministry and makes the everyday and parish life connection between that ministry and one of the seven principles of Catholic Social Teaching.

In Your Parish

ACTIVITY Circle the musical instruments used in your parish.



School Choir

Unit Review



D	-				
D	uraw a	une to	complete	each	sentence.

- 1. Saint Brigid helped the _____.
- 2. Saint Peter baptized _____.
- 3. Saint ____ cared for people no one else did.
- 4. Saint Jerome helped people learn to read the _____.

1	Peter Claver
X	Bible
·//	poor

Cornelius

Complete the sentences with words from the box.

God Sacraments prayer
Original Sin saints

- 1. We are the People of God
- 2. We call signs of God's love _______.
- 3. The Church has many ______saints _____, people who showed great love for God and others.
- 4. Baptism takes away ______Original Sin

5. Talking to and listening to God is _____prayer

REVIEW

Unit Review pages contain various review exercises to help the students remember the content of the chapters in each unit.

Un

Easter

"I have seen the Lord. He is alive!"

Based on John 20: 18



Alleluia! Jesus Is Risen!

On Holy Saturday night, it is dark and quiet in the church. This time before the great feast of Easter is called the Easter Vigil. It is the first celebration of Easter each year.

We light candles. Slowly, the whole church becomes filled with light. This is a sign of the Resurrection of Jesus from the dead. On Easter we celebrate the Good News that Jesus is risen. He is alive and with us!

At every Easter Mass we sing songs filled with joy. We listen to readings from Scripture about the Resurrection of Jesus and the early Church. We thank God for the new life he gave to Jesus and shares with us.

FEASTS AND SEASONS

The Feasts and Seasons section

contains lessons about every liturgical season, and includes Scripture, stories, prayers, and activities. **Color coding by season** makes for easy reference. During Lent the Church does not sing "Alleluia." But now it is Easter, the most important feast of the Church year. Jesus has been raised to new life! We pray and sing "Alleluia," our Easter word of joy.

Jesus, you
are risen from
the dead.
Alleluia! Alleluia!
Amen.

Easter	risen	Jesus	celebra
Use each wo	rd in the wo	ord bank at l	east once.
a sentence t	hat tells sor	mething abo	ut Easter.
-			

Easter 351

At-a-Glance Planner

Faith Focus

When we gather to pray we lift our minds, hearts, and voices in praise, thanksgiving, and song.

Day 1

Share

Objective

To explore celebrations in which we give thanks

SPECIAL PREPARATIONS

 For the Curriculum Connection, gather various colors of tempera paint, crayons, colored markers, brushes, and paper.

Day 2

Hear and Believe

Objective

To recognize prayers of praise and thanks



Make a new poster for the prayer center. Draw the outline of a church. Around the outside of the church, print the following: Sing to the Lord a New Song.

Day 3

Hear and Believe

Objective

To value various types of prayer, including sacred music



Day 4

Respond

Objective

To compose prayers of praise and thanks



AT-A-GLANCE PLANNER

The At-a-Glance
Planner presents
an overview of the
chapter focus and
learning goals, special
preparations needed,
teaching steps, and
materials needed for
the lesson.

er and Review

a prayer of praise and in word and song



EACHING STEPS	MATERIALS
Pray the Scripture verse. Read the text. Discuss blessings in the children's lives. Complete the writing activity. Complete classroom activity master 4a. Additional Activity Name our blessings.	 materials for prayer center as listed on page 59 Additional Activity basket with child-friendly stickers or tokens
Share experiences. Discuss the illustration. Read and discuss the Scripture story about David. Review the Faith Word: praise. Complete the praise activity. Additional Activity Role-play the Scripture passage.	Additional Activity □ rhythm instruments for role-playing
Share experiences and discuss the illustration. Read and discuss The Songs of David. Explore the doctrine in Our Church Teaches. Discuss the We Believe statement. Review the Faith Word: prayer. Review the definition of psalm. Complete the acrostic. Additional Activity Learn a religious song.	Additional Activity □ CD player
Share experiences. Discuss the photograph. Read and discuss the text. Write a prayer of praise. Write a prayer of thanksgiving. Complete classroom activity master 4b. Additional Activity Learn to sing the Gloria.	□ materials for prayer center as listed on page 59 □ colored markers or crayons
Prepare for prayer. Pray A Prayer of Praise and Thanks. Distribute the Family Time pages for the next chapter. Complete the Chapter Review. Complete the Unit Review. Catholic Social Teaching Plan a time to teach the Faith in Action page for this chapter.	

Resources

BOOKS

■ A Picnic in October Eve Bunting; illustrated by Nancy Carpenter (Harcourt Brace & Co., 1999) Tony learns what the Statue of Liberty means to his grandma.

Use with Day 1.

Thankful Eileen Spinelli (Zonderkidz, 2015) This resource conveys the importance of being thankful for everyday blessings.

Use with Day 2.

Come On, Rain Karen Hesse; pictures by Jon J. Muth (Scholastic, Inc., 1999) In this prose poem, a little girl prays for rain.

Use with Day 2 or 3.

DVDS/VIDEOS

The Story of David (23 min.) (Vision Video) This animated video retells the story of King David.

Use with Day 2 or 4.

■ The Angel's Prayer Lesson
(12 min.) (Twenty-Third
Publications, 1998)
Angel Callista enthusiastically
teaches children about prayer and
the many forms it can take.

Use with Day 2 or 4.

AUDIO/MUSIC

"You Have Put On Christ" (Unit 1 song, page 24)

Use with Day 1.

■ "Psalm 92: Lord, It Is Good" (M. Guimont/GIA Publications)

Use with Day 3.

"All You Works of God" (M. Haugen/GIA Publications)

Use with Day 4.

"Gloria" (use a setting sung in your parish)

Use with Days 4 and 5.

CATECHISM CONNECTION



The Catechism of the Catholic Church (CCC) links the singing of the psalms to the liturgical celebrations of the Jewish people in the Old Testament.

CCC references: 1156-1158, 1191, 2559, 2590, 2637-2639

TEACHER RESOURCES

The **resource pages** provide multimedia resource suggestions and chapter content references to the *Catechism of the Catholic Church*, the *National Directory for Catechesis*, and the *General Directory for Catechesis*. In addition, the chapters are correlated to RCL Benziger's *Family Life* series.

GDC AND NDC CONNECTIONS

The General Directory for Catechesis (GDC) reminds us that an important task of catechesis is teaching prayer. GDC references: 84, 85, 137

The National Directory for Catechesis (NDC) presents the application of catechetical principles associated with teaching about music and prayers of praise and thanksgiving. NDC reference: 38B





FAMILY LIFE CONNECTION

Connect this chapter's concepts to the moral catechesis found in Lesson 9: Family Connections of the RCL Benziger Family Life program. Encourage the children to make a personal commitment to daily prayer (see Teaching Tip: Daily Habit of Prayer on page 49 in the Family Life Teacher's Guide).

VISIT BlestAreWe.com

Access your online resources now:

- interactive and printable activities
- calendar for liturgical events
- tools for planning lessons
- and much more!

Chapter

The Prayer Center

Gather the following materials for your classroom prayer center.

- Bible and Bible stand
- crucifix or cross
- large candle, taper, and snuffer
- prayer cloth (color of liturgical season)
- Blest Are We Music CD 2 and songbook
- CD player

Arrange the items on the prayer table, placing the candle near the enthroned Bible. Make sure to begin and end each lesson with prayer.

Faith in Action

School Choir

The Catholic Social Teaching highlighted in this chapter is **Respect for all Life**, formally known as **Life and Dignity of the Human Person**. To reinforce Catholic identity and present opportunities for evangelization invite the students to turn to page 74 and complete the Faith in Action lesson as a way of putting into practice the principles of Catholic Social Teaching.



Special Needs

Use a wide variety of pictures of families celebrating special days in order to help the children identify what they are thankful for.

The role-playing activity suggested in this chapter is a wonderful opportunity to include those children who have difficulty speaking.

The use of rhythm instruments may cause distress to those with auditory sensitivities. Try using them, but have other options (such as waving pennants or ribbons attached to a straw or a stick) in mind.

Assessment

Reviewing and Testing

You may wish to review the **Objectives** covered in the chapter. To assess the students' understanding of the chapter, choose from among the following.

Student Book

- Chapter Review pages 69 and 70
- Write-In Glossary pages 390-397

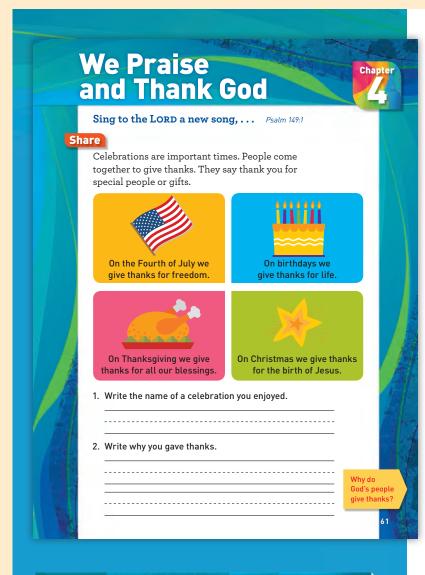
Assessments Book

Chapter Test pages 7 and 8

SPECIAL NEEDS FEATURE

The **special needs box** offers tips specific to the chapter content for working with children who have special learning needs.





ADDITIONAL ACTIVITY

Giving Thanks for Blessings

- Place an assortment of child-friendly stickers or tokens in a basket. Seat everyone in a circle. Then give each student an item from the basket.
- Each child is to name something to be thankful for while putting the item back into the basket. Encourage each child to mention his or her individual gifts and talents.

s the basket to the person on

WRAPAROUND PLAN

the blessings in the students' lives. stributing the items.

A concise wraparound plan leads teachers through a creative teaching process following the three steps: Share, Hear and Believe, and Respond. Includes boxes with enrichment activities.

Day 1

Share

Objective To explore celebrations in which we give thanks



1 Introduce

Praying with Scripture

- Print the Scripture verse from the top of the children's page on the board.
- Light the candle near the Bible in the prayer center. Gather the children there. Then invite them to praise God by chanting the Scripture verse (singing the words at one pitch and in one musical key). Or sing the unit song on page 22.

2 Develop

Personal Experience

- Invite a volunteer to read aloud the first three sentences.
- Discuss with the students some of the things they are thankful for. (Answers will vary.)
- Have volunteers read aloud the text accompanying the illustrations.
- Have the students circle the word *thanks* each time they see it.

Doing the Activity

- Invite the students to complete the activity.
- Provide time for them to share their responses about a celebration they enjoyed and why they gave thanks.

3 Conclude

- Point out that every blessing we have comes from God, our Father.
- Close by praying together the Scripture verse at the top of page 61.

LOOKING AHEAD Have the children reflect on the question in the arrow and explain that they will learn the answer in the next day's lesson.

Chapter 4 61

Chapter 4

Faith in Action

Ministry

School Choir

- "Those who sing pray twice" (based on the words of Saint Augustine). The children in a school choir serve by sharing their musical talents. They can contribute to school liturgies and lead others in joyful praise of God.
- Explain to the students that at school liturgies and Sunday Mass alike, the assembly participates not only by praying the responses, but by singing the hymns and psalms. Such participation further unites the community in worship.
- Have the children share what they know about choirs and whether they have any interest in joining a school choir.
- Explain to the class that when they sing in cooperation with others in the ministry described, they are living the Catholic Social Teaching of **Respect** for all Life.

Doing the Activities

1. In Everyday Life

- Have a volunteer read aloud the introduction
- Encourage the students to identify holy songs they like. List them on the board. Encourage the students to write some of the words to the songs they remember in the space provided. It may be helpful to have volunteers sing or hum parts of their favorite songs to help jog their memory.

2. In Your Parish

- Read aloud the directions and have the children identify and circle the musical instruments used in their parish.
- Ask the children if any of them plays a musical instrument or enjoys singing. Perhaps they could perform for the class in the future.

School Choir Some boys and girls who like to sing belong to a school choir. They join to share their musical gifts. It takes a lot of practice to prepare for leading the singing at Mass or for a special concert. When the choir sings holy songs, they are praising God. In Your Parish In Everyday Life ACTIVITY Circle the musical ACTIVITY Think about holy songs you like to sing. Which song instruments used in your parish. is your favorite? Write down the words vou remember. Chapter 4 School Choir

Catholic Social Teaching

Respect for All Life (Life and Dignity of the Human Person)

- The Church emphasizes the importance of respect for all life. In God's kingdom all people are important. The Church calls on all members to respect others by enhancing their lives, advocating for just public policies, and organizing for safer and better communities. Social laws must protect life from conception through natural death.
- Focus on the positive with the students. to join in song with refrains from Psalm 126. You might also include songs from the FAITH IN ACTION Music CD, Grade Level 2.

LESSON PLAN

Lesson plans for the Faith in Action pages provide guidance in putting into action the seven basic themes of Catholic Social Teaching.

74 Chapter 4 Faith in Action



Getting ready for Chapter 7

Take Home

Commandment and Fulfillment

The Israelites traveling in the desert toward what would become their homeland were hungry, thirsty, and angry at Moses. Their complaints were met with miracles from God that filled their physical needs: food falling to the ground each morning and water bursting forth from a rock. God also tended to their spiritual needs by giving them the Ten Commandments. The Commandments helped the Israelites remain in a faithful, rewarding relationship with God.

ACTIVITY House Rules

What are your family rules? List them, remembering to include rules that family members follow every day without even thinking about them. Post your family rules. Invite family members to add to the list throughout the coming week.



House Rules

- I. All digital devices off by 10 PM.
- 2. No texting during dinner.
- 3. Put all dirty clothes in hampers.
- 4. Don't waste water.
- 5. Keep the front door locked.
- 6. Wipe your feet when you come
- 7. Be ready on time for Sunday Mass.

THROUGH THE WEEK



A Prayer for the Week Lord, through the ages you have sent us holy people to

TAKE HOME PAGE for FAMILIES

Tear out **Take Home** page with activities and info **helps** families explore the **chapter** before students learn it in class.

Saint profiles include illustrations in a wide variety of artistic styles.

ngs are proclaimed at for God's promises and kept those promises.

WEB com ce.com

Saint Teresa of Jesus

(Saint Teresa of Ávila, 1515-1582)

Saint Teresa was born in Spain, the daughter of nobles. Although her father strongly objected, Teresa joined the Carmelite order. Teresa spent much of her life writing about prayer, including how she overcame her difficulties with praying.

Patron Saint of: Spain

Feast Day: October 15



Getting ready for Chapter 7

Take Home



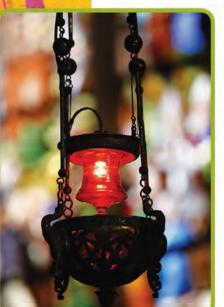
Scripture Background

In the Time of Jesus

TEACHING FROM THE MOUNTAINTOP

On their journey to the Promised Land, God revealed to the Israelites the Ten Commandments, which Moses received on Mount Sinai (see Exodus 19—20). In the New Testament, Jesus delivered the Sermon on the Mount, where he taught his followers the Beatitudes and the Golden Rule, from a mountain (see Matthew 5—7). At Mount Sinai, God gave his people laws to guide their relationship with him and with others. In the Sermon on the Mount, Jesus revealed to us the fullness of God's law in the Gospel, the new law of love that finds its home in our hearts and our lives through the power of the Holy Spirit.





108

Our Catholic Tradition in Sacramentals

ETERNAL LIGHT The Israelites regularly kept oil lamps burning outside the Ark of the Covenant, the sacred box containing the stone tablets of the Ten Commandments. When the Ark was moved to the Temple in Jerusalem, the ritual continued. After their Temple was destroyed, the Israelites began to worship in synagogues, where a continuously burning light called *Ner Tamid* ("eternal light"), representing God's eternal covenant, shines above the Ark, now holding the Torah.

In our churches, at least one oil lamp or car continually shines near the tabernacle hold Blessed Sacrament. The light signifies the divinity of Christ, the Light of the World.

TAKE HOME PAGE for FAMILIES

Each chapter's
Take Home page
includes a **Scripture Background** focus as
well as interesting
points about **Catholic Tradition** in various
disciplines.

Commandment and Fulfillment

Chapter

"...I will place my law within them, and write it upon their hearts; ..."

Jeremiah 31:33

Share

You follow rules every day—in school, clubs, sports, and your home. These rules usually keep things running smoothly. Many rules help keep people safe. Try to think of some rules you follow each day that keep people from physical or emotional harm.

ACTIVITY

What do you remember about the rules called the Ten Commandments? In the first column, list everything you already know about the Commandments. In the second column, write a few questions you have about them. Complete the third column when you finish this chapter.



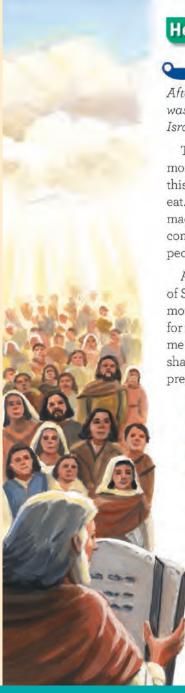
What I Know Wh

What I Want to Know

What I Have Learned

CHAPTER OPENER

The first page of every chapter **introduces the chapter theme** with a verse from Scripture or a passage from the liturgy, personal sharing, and an activity.



Hear and Believe Scripture



The Covenant at Sinai

After the Israelites left Egypt, God led them through the desert. The journey was rough, and the Israelites grumbled against Moses. But God protected the Israelites and eased their hardships.

The Israelites complained to Moses that they were starving. The next morning, breadlike flakes covered the desert. The Israelites asked, "What is this?" Moses told them, "This is the bread which the Lord has given you to eat." The Israelites called this food manna. It was white and tasted like wafers made with honey. The people complained that they were thirsty. At the Lord's command, Moses struck a rock with his staff, and water flowed out for the people to drink.

About three months after they left Egypt, the Israelites came to the desert of Sinai. They camped at the foot of Mount Sinai. Moses went up the mountain to speak to God. The Lord said, "Tell the Israelites: You have seen for yourselves how I brought you here safely to me. Therefore, if you listen to me and keep my covenant, you shall be dearer to me than all other people. You shall be to me a holy nation." Then the Lord told Moses to have the people prepare to meet the Lord in three days.

On the morning of the third day there were peals of thunder and lightning, and a heavy cloud over the mountain, and a very loud blast of the shofar, so that all the people in the camp trembled. But Moses led the people out of the camp to meet God, and they stationed themselves at the foot of the mountain. . . .

Then God spoke all these words:

I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall not have other gods beside me.

- ... You shall not invoke the name of the LORD, your God, in vain.
- ... Remember the sabbath day-keep it holy.

Honor your father and your mother, ...

You shall not kill.

You shall not commit adultery.

You shall not steal.

You shall not bear false witness against your neighbor. ou shall not covet your neighbor's wife . . . or anything that longs to your neighbor.

Exodus 19:16-17; 20:1,2,7-8,12-17

DOCTRINE PAGES

The next four pages consist of doctrine, Scripture, liturgical texts, saints' biographies, and inspirational stories.

The oil lamp symbol and Scripture blue text denote Scripture for easy identification. Moses told the Israelites God's Commandments. They offered sacrifices to the Lord. Then Moses went up the mountain again. When Moses came down the mountain, he was carrying stone tablets upon which God had written the Ten Commandments. But the Israelites were dancing, drinking, and worshiping a golden calf.

Moses angrily threw the tablets and broke them. He went back to the Lord to ask the Lord to forgive the Israelites. The Lord commanded Moses to cut two new stone tablets.

"Here is the covenant I will make," said the Lord. "Before your people's eyes I will work wonders that have never been seen in any nation on Earth. People will see the power of the Lord. But you must keep my Commandments. Write down these words, for with them I have made a covenant with you and Israel."

Faith Words

Ark of the Covenant
The Ark of the Covenant
was a special box that
held the stone tablets of
the Ten Commandments.

manna

Manna is the breadlike food that God gave the Israelites in the desert.

Moses wrote the Commandments on the tablets. Then skillful Israelites created a gold and wood box and a special tent. Moses brought the tablets down the mountain and placed them in the box, called the **Ark of the Covenant**. After that, the Israelites carried the Ark of the Covenant in the tent wherever they traveled.

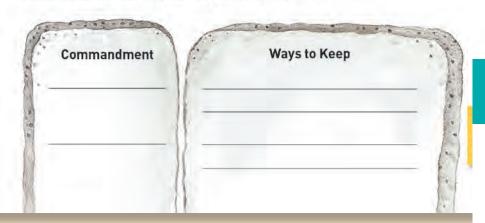
To read the complete account in Scripture see Exodus 16:13–15,31; 17:5–6;19–20; 32; 34:1–4,10–11,27–29; 35; 40.

God's Love and Laws

The covenant God made with Abraham and his descendants was a two-way relationship. God loved his people, and he would work wonders before their eyes, just as he had done when he fed them **manna**. The people loved God and would keep his Commandments, which he revealed through Moses. The Ten Commandments express the way we all want to live: without offending God or harming other people and ourselves. Because we are created in God's image, we have a natural desire for goodness. We also have a special dignity, as well as rights and duties, such as the right to practice our faith and the duty to love and care for one another.

ACTIVITY

Read the Ten Commandments. Choose two of the Commandments and describe ways you might keep them.



SPECIAL FEATURES

The **Faith Words side bar box** provides
definitions of key
faith terms that are
boldfaced and
highlighted in yellow
in the text.



[The Pharisees] gathered together, and one of them [a scholar of the law] tested [Jesus] by asking, "Teacher, which commandment in the law is the greatest?" [Jesus] said to him, "You shall love the Lord, your God, with all your heart, with all your soul, and with all your mind. This is the greatest and the first commandment. The second is like it: You shall love your neighbor as yourself. The whole law and the prophets depend on these two commandments."

Matthew 22:34-40

Later, Jesus told his disciples, "As for your religious leaders, who have taken the place of Moses as teachers of the law, observe all things they tell you, but do not follow their example. For they preach but they do not practice." Jesus said that such leaders liked to perform their good deeds in public so that everyone could see how great they were.

[Jesus told his disciples,] As for you, do not be called 'Rabbi.' You have but one teacher, and you are all brothers. Call no one on earth your father; you have but one Father in heaven.

Matthew 23:8-9

To read the complete account in Scripture see Matthew 22:34-40; 23:1-9.

SPECIAL FEATURES

Engaging Scripture illustrations by a single artist in each grade level provide continuity for studying Scripture.

Our Church Teaches

God is the ultimate authority for our society. God revealed the Ten Commandments. By following them, we show love for God and choose good over evil. God's law from the Old Testament prepares us for the Gospel. Jesus taught us how important it is to keep God's Commandments. He also said, . . . "You shall love the Lord, your God, with all your heart, with all your soul, and with all your mind. This is the greatest and the first commandment. The second is like it: You shall love your neighbor as yourself" (Matthew 22:37–39).

We Believe

Jesus revealed the ultimate meaning of the Ten Commandments and taught us to keep God's laws in the spirit of love.

ACTIVITY

Look at each of the photographs. In the box within each photograph, write the letter of the Commandment that corresponds to it.

- a. You shall love the Lord, your God, with all your heart, with all your soul, and with all your mind.
- b. Honor your father and your mother.
- c. Remember to keep holy the Sabbath day.





SPECIAL FEATURES

The **We Believe side bar box** contains a concise statement of the chapter's doctrine.

Fresh and current lifestyle photos reflect life as the students experience it in today's society.



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the chapter content to

their daily lives.

Respond Saint Teresa of Jesus (Saint Teresa of Avila) As a teenager in Spain in the 1500s, Teresa shared many of the concerns of modern teenagers. She worried about her appearance and what boys thought of her, and she liked to flirt. The last thing on her mind was spending her life in a convent! But Teresa's strict father was worried about his daughter's behavior. When she was sixteen he sent her to a convent. Teresa soon wanted to spend the rest of her life in service to the Lord. She became a Carmelite nun. Teresa tried to keep Jesus present within her through prayer, which she described as a mental sharing between friends. She believed that prayer should be time spent alone, reflecting only on God. When Teresa prayed, she felt God's presence overwhelm her. People who watched her pray said that her whole body would lift off the ground. But there was a time in Teresa's life when praying was a struggle. She found it very hard to concentrate. She worked hard to overcome this difficulty. Teresa realized that there were others who also had trouble praying. She wanted to help them experience the beauty of prayer. So she spent much of her life writing and teaching others how to pray. **RESPOND PAGES** The **Respond pages** include stories. activities, and prayers to help the students respond to and apply

As an adult, Teresa founded a religious order called the Discalced Carmelites. Members of this order show their love for God by living a simple life of poverty, devoted to prayer. Teresa helped others discover that one finds inner peace through prayer. The Church recognized Teresa for her life of holiness and her contributions to the Church. She was canonized in 1622. In 1970, Saint Teresa of Jesus (Teresa of Ávila) was named a Doctor of the Church. Her feast day is October 15.

ACTIVITY For each of the Ten Commandments, tell the meaning of the Commandment for today. Four have been done for you. Meaning for Today Bible I, the LORD, am your God. You shall not have other gods besides me. You shall not take the name of the LORD, your God, in vain. Remember to keep holy the sabbath day. Honor your father and your mother. You shall not kill. Respect life. Take care of your health. Work to protect unborn children, the sick, and the elderly. You shall not commit adultery. Avoid situations that might lead to sexual sins. You shall not steal. Keep promises and agreements. Do not purposely keep things that you have borrowed or things that people have lost. You shall not bear false witness against your neighbor. You shall not covet your neighbor's wife. Keep your heart pure and your thoughts focused on God. Respect people's marriage vows. You shall not covet anything that belongs to your neighbor. Based on Exodus 20:2-17 How can the Scriptures help us pray? GO TO page 379 for more information about the Ten Commandments.

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Praying with Scripture

Saint Teresa of Jesus (Teresa of Ávila) said that she often started praying by reading Scripture and reflecting upon it. Try her method of prayer. Silently read the following Scripture passage. In it, Moses is speaking to the Israelites.

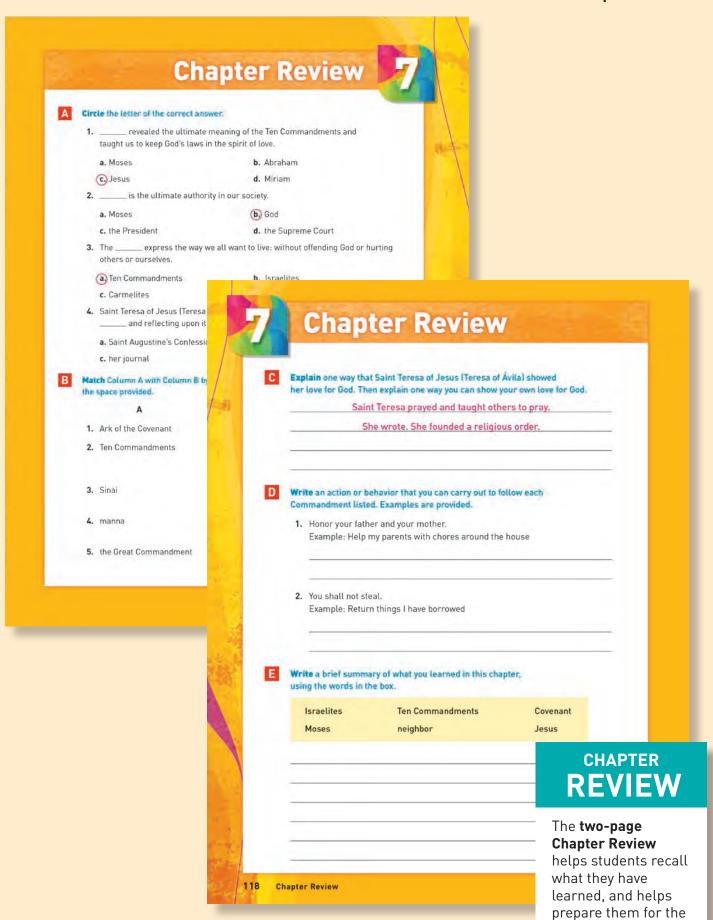
"Hear, O Israel! The LORD is our God, the LORD alone! Therefore, you shall love the LORD, your God, with your whole heart, and with your whole being, and with your whole strength. Take to heart these words which I command you today. Keep repeating them to your children. Recite them when you are at home and when you are away, when you lie down and when you get up."

Deuteronomy 6:4-7

Quietly reflect on what these words mean for you today. Then write a prayer telling God how you will love him "with all your heart, and with your whole being, and with your whole strength."

the end of each chapter provide students with a wide variety of experiences with prayer (both spoken and sung), meditative prayer, and contemplative prayer.

Chapter Test.



Faith in Action

COACHES AND ATHLETIC INSTRUCTORS The development of students involves more than instruction in academic subjects. It involves opportunities to develop intellectually, emotionally, spiritually, and physically. A Catholic school's athletic instructor or coach helps students develop a spirit of teamwork, sportsmanship, and a commitment to living a physically healthy lifestyle. In doing so, athletic instructors encourage students to respect the gifts and talents God has given them. Through their efforts, they model what it means to live out the Catholic Social Teaching on The Dignity of Work and the Rights of Workers.

In Everyday Life

ACTIVITY Julia wants to try out for her school's softball team. Her older sister Angela is giving her encouraging advice, saying, "Be sure to get plenty of rest the night before tryouts." What other advice might Angela give Julia?

PAGES

Each chapter includes a Faith in Action page that highlights a parish or school ministry and makes the everyday and parish life connection between that ministry and one of the seven principles of Catholic Social Teaching.

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ACTIVITY In the space provided, write an announcement for your parish bulletin or parish Web site describing your school's athletics program. Be sure to tell members of your parish how the program helps students develop healthy attitudes about physical fitness. Also tell what you like about the program and the instructors.

FAITH IN ACTION

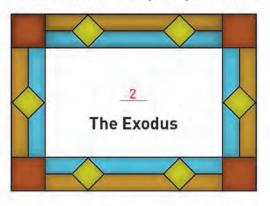
Chapter 7 Coaches and Athletic Instructors

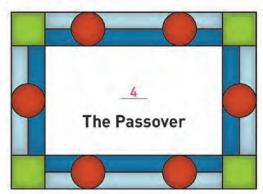
133

Unit Wrap-up

2

Each chapter in Unit 2 taught a story about the Hebrews' journey of faith. Match each Scripture quote to the story from which it came.





 "Prepare to cross the Jordan River here, with all the people, into the land I will give the Israelites. Do not fear. The Lord, your God, is with you wherever you go."

Based on Joshua 1:9, 11

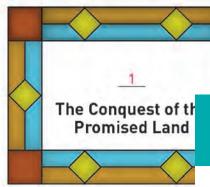
- God replied to Moses: I am who I am. Then he added: This
 is what you will tell the Israelites: I AM has sent me to you.
 Exodus 3:14
- "Write down these words, for with them I have made a covenant with you and Israel."

Based on Exodus 34:27

4. This day will be a day of remembrance for you, which your future generations will celebrate with pilgrimage to the LORD; you will celebrate it as a statute forever.

Exodus 12:14





UNIT WRAP-UP

Unit 2

The **Unit Wrap-up pages** help students recall what they learned in the previous four chapters.

Christmas

Solemnity of Mary, the Holy Mother of God

Every year on January 1, the Church celebrates the Solemnity of Mary, the Holy Mother of God. This is an important feast day honoring Mary. In the United States, it is a holy day of obligation. On this day U.S. Catholics are required to go to Mass.

Although the Solemnity of Mary, the Holy Mother of God, is one of many holy days that Catholics celebrate to honor Mary, a solemnity is an especially important holy day. This particular solemnity honors the special role Mary plays in the story of

human salvation because she is the Mother of God. This holy day is celebrated one week after Christmas because it is only right that we celebrate Mary's motherhood in the season when we honor the birth of Jesus.

On this solemnity of Mary, we remember who Mary is and what she has done for us. Of her own free will, Mary chose to accept the difficult challenge of being the mother of our Savior, Jesus Christ. The angel Gabriel came to her and let her know God's will for her. Mary did not hesitate. Of course, at the time, she did not know everything that God would ask of her. But she loved and trusted God and was eager to do his will for her.

Mary said yes to God and, in this way, showed how much she loved us. By becoming the Mother of God, Mary was giving us the chance to get to know her son. She was making it possible for

salvation to enter the world. At a wedding in Cana, as described in John 2:1–12, Mary urged her son to make himself known through the miracle of turning water into wine. She helped encourage him to begin his public ministry.

Throughout her life, Mary continued Gospel of John tells us that she was when Jesus was crucified in Jerusal Scriptures, Jesus entrusted Mary to doing so, he was also giving Mary to

FEASTS AND SEASONS

The Feasts and Seasons section contains lessons about every liturgical season, and includes Scripture, stories, prayers, and activities. Color coding by season makes for easy reference.





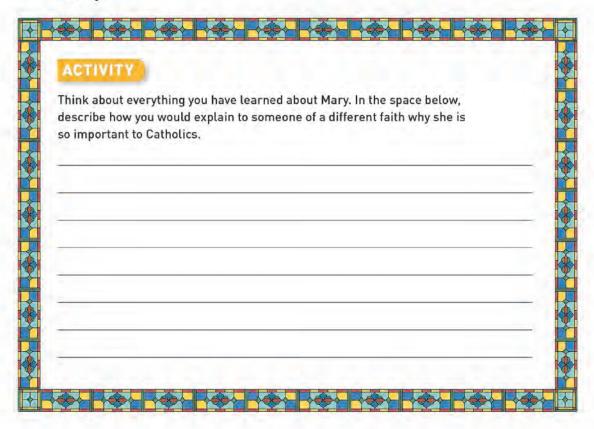
330 Christmas

Through the centuries, Christians of every culture have looked to Mary and thanked her for being the Mother of God. They have prayed to her and devoted their lives to her. Mary is still with the Church today. She wants us to turn to her and ask her for help, strength, guidance, or anything else we need. As Jesus' mother, Mary continues to love us and take care of us.

Mary, the Mother of God, brought hope into the world when she gave birth to Jesus. This is why we celebrate a special holy day in her honor. On January 1, we recall that because Mary chose to say yes to God, we enjoy Jesus' love, peace, and joy in our lives. Mary, thank you
for saying yes to bringing
God's Son into the world.
May we find the strength
and courage to say yes
to God in our own lives.
Remember us, O Mother
of God, and take care of
us, for we love you.
Amen.

Getting to Know Mary

Mary was probably about twelve years old when she told the angel Gabriel that she would do whatever God wanted. While none of us has such big challenges to face, there are many difficult situations that we face every day. For what kinds of problems can someone turn to Mary for help?



Christmas

At-a-Glance Planner

SPECIAL PREPARATIONS

Faith Focus

The Ten Commandments tell us how to live as Covenant people who love God and each other.

Day 1

Share

Objective

To recall the importance of rules, especially the Ten Commandments

For the Additional Activity, you may wish to obtain costumes and prepare a script in advance for the role-play.

Day 2

Hear and Believe

Objective

To learn why God gave Moses the Ten Commandments



For the Special Needs activity, prepare index cards showing each Commandment's meaning for today.

Day 3

Hear and Believe

Objective

To identify ways Jesus Christ was the fulfillment of the Covenant at Sinai and taught us how to live the Ten Commandments



Day 4

Respond

Objective

To discover how Saint Teresa of Jesus (Saint Teresa of Ávila) showed her love for God



AT-A-GLANCE **PLANNER**

The At-a-Glance **Planner** presents an overview of the chapter focus and learning goals, special preparations needed, teaching steps, and materials needed for the lesson.

ver and Review

ticipate in prayer by g with a Scripture passage



Grade 6 Teacher Guide At-a-Glance Planner

TEACHING STEPS	MATERIALS
 Pray the Scripture verses. Read the text and discuss personal experiences. Complete the chart activity. Complete classroom activity master 7a. 	☐ materials for the prayer center as listed on page 107
 Additional Activity ■ Discuss the necessity for rules. ■ Share experiences. ■ Discuss the illustration. ■ Read and discuss the Scripture story about the Covenant at Sinai. ■ Review the Faith Words: Ark of the Covenant, manna. ■ Complete the Commandments activity. 	☐ Bibles Additional Activity ☐ prepared script (optional) ☐ props and costumes (optional)
Additional Activity Role-play the Exodus journey. Share experiences and discuss the illustration. Read and discuss the Scripture passage. Explore the doctrine in Our Church Teaches. Discuss the We Believe statement. Complete the activity. Complete classroom activity master 7b.	Additional Activity □ poster board □ crayons or markers
Additional Activity Create Commandment posters. Share experiences. Discuss the illustration and the photograph. Read and discuss the story about Saint Teresa of Jesus (Teresa of Ávila). Do the activity.	Additional Activity drawing paper crayons or markers
Additional Activity Apply the Commandments to everyday life. Prepare for prayer. Pray Praying with Scripture. Distribute the Family Time pages for the next chapter. Complete the Chapter Review. Catholic Social Teaching Plan a time to teach the Faith in Action page for this chapter.	□ materials for prayer center as listed on page 107

Resources

BOOKS

 The Ten Commandments Explained Silvia Vecchini (Pauline Books and Media, 2015)
 This book examines each Commandment, showing the purpose of each.

Use with Day 2.

The Rumor
 "I Witness" series
 Carol Gorman (Concordia
 Publishing House, 1994)
 The sin of bearing false witness
 hurts the lives of a group of friends.

Use with Days 2 and 3.

Holes
Louis Sachar (Farrar Straus &
Giroux Books for Younger
Readers, 1998)
This Newbery Medal-winning
story deals with crime, unbearable
punishment, and injustice. It reveals
the strength of the human spirit in
a young boy whose struggles are
rewarded with redemption.

DVDS/VIDEOS

The Exodus
"In the Beginning" series (30 min.)
(CCC of America, Inc.)
This video focuses on how God led his people from Pharaoh's armies through the perils of the desert to the Promised Land.

Use with Day 2.

The Call: Tracing the Covenant Through Scripture (18 min.) (Franciscan Media) This video shows how many biblical figures, including Abraham, Moses, John the Baptizer, and Mary, were challenged to respond to the call of God.

Use with Day 2.

AUDIO/MUSIC

"Wade in the Water" (Unit 2 song, page 82)

Use with Day 1.

- "This Holy Covenant Was Made" (S. Dunstan/GIA Publications)
 - Use with Day 2.
- "We Are Your People" (B. Wren/Hope Publishing)

Use with Day 3.

 "We Sing of the Saints"
 (A. Hommerding/World Library Publications)

Use with Day 4.

"God Be in My Head"
 (B. Sexton/GIA Publications)
 Use with Day 5.

CATECHISM CONNECTION

Use with Day 3.



The Catechism of the Catholic Church (CCC) explains that the Ten Commandments figure into our daily lives as "social" people. It discusses

natural law and the desire for goodness.

CCC references: 72, 73, 228, 592,

GDC AND NDC CONNECTIONS

The General Directory for Catechesis (GDC) refers to the importance of moral education. GDC references: 85, 87, 117

The National Directory for Catechesis (NDC) presents the catechetical principles associated with teaching the Ten Commandments. NDC reference: 45





FAMILY LIFE CONNECTION

Connect this chapter's concepts to the moral catechesis found in Lesson 7: Respect Thyself of the RCL Benziger Family Life program. Help the young people understand how the Ten Commandments, which they study in this chapter, teach us to respect God, ourselves, and others.

VISIT BlestAreWe.com

Access your online resources now:

- interactive and printable activities
- calendar for liturgical events
- tools for planning lessons
- and much more!

TEACHER RESOURCES

The **resource pages** provide multimedia resource suggestions and chapter content references to the *Catechism of the Catholic Church*, the *National Directory for Catechesis*, and the *General Directory for Catechesis*. In addition, the chapters are correlated to RCL Benziger's *Family Life* series.

Chapte

The Prayer Center

Gather the following materials for your classroom prayer center.

- Bible and Bible stand
- crucifix or cross
- large candle, taper, and snuffer
- prayer cloth (color of liturgical season)
- Blest Are We Music CD 6 and songbook
- CD player

Arrange the items on the prayer table, placing the candle near the enthroned Bible. Make sure to begin and end each lesson with prayer.

Faith in Action

Coaches and Athletic Instructors

To reinforce Catholic identity and present opportunities for evangelization and putting into practice the principles of Catholic Social Teaching, invite the students to turn to page 133 and complete the Faith in Action lesson for this chapter.



Special Needs

Many students will have difficulty remembering the Ten Commandments. Provide a list of the Commandments (page 379) or continue to refer to the Scripture passage on page 110 throughout this session.

Assessment

Reviewing and Testing

You may wish to review the Objectives covered in the chapter. To assess the students' understanding of the chapter, choose from among the following.

Student Book

Chapter Review pages 117 and 118

Assessments Book

Chapter Test pages 13 and 14

SPECIAL NEEDS FEATURE

The **special needs box** offers tips specific to the chapter content for working with young people who have special learning needs.



ADDITIONAL ACTIVITY

Discussing the Boardwalk Pier Rules Sign

- Direct the students' attention to the photograph on page 109.
- Discuss the rules—why they are necessary and what might happen if people violate them. (The rules are necessary to protect people, property, and the environment. When people violate them, drownings, the environment, and disorder

WRAPAROUND PLAN

A concise wraparound plan leads teachers through a creative teaching process following the three steps: Share, Hear and Believe, and Respond. Includes boxes with enrichment activities.

Day 1

Share

Objective To recall the importance of rules, especially the Ten Commandments



1 Introduce

Praying with Scripture

- Write the Scripture verse on the board or write it on poster board and place it in the prayer center.
- Explain to the class that a covenant involves cooperation and faithfulness. Ask volunteers to suggest why this is so.
- Light the candle near the Bible in the prayer center. Invite a volunteer to proclaim the opening Scripture verse at the top of the page.
- Sing the unit song on page 82.

2 Develop

Personal Experience

- Read the Share paragraph on page 109.
- Invite partners to brainstorm a list of rules they follow in their daily lives. Have volunteers share some of the rules with the class. (Encourage discussion about rules that promote cooperation and respect for others.)

Doing the Activity

- Invite the students to do the activity.
- Ask volunteers to share responses from the What I Know column.
 Gently correct any misconceptions.
 Tell the students they will have a better understanding of the Commandments at the end of the chapter.

3 Conclude

- Invite the students to reflect on what would happen if there were no rules at school, on the road, and at home. Remind the class that God's rules must be in our hearts.
- Conclude with a prayer that we may respect rules that help us live in peace and harmony.

LOOKING AHEAD Have the students reflect on the question in the arrow, and explain that they will learn the answer in the next day's lesson.

Chapter 7 109

Faith in Action COACHES AND ATHLETIC INSTRUCTORS The development of students involves more than instruction in academic subjects. It involves opportunities to develop intellectually, emotionally, spiritually, and physically. A Catholic school's athletic instructor or coach helps students develop a spirit of teamwork, sportsmanship, and a commitment to living a physically healthy lifestyle. In doing so, athletic instructors encourage students to respect the gifts and talents God has given them. Through their efforts, they model what it means to live out the Catholic Social Teaching on The Dignity of Work and the Rights of Workers In Your Parish In Everyday Life ACTIVITY Julia wants to try out for her ACTIVITY In the space provided, write an school's softball team. Her older sister Angela announcement for your parish bulletin or is giving her encouraging advice, saying, "Be parish Web site describing your school's sure to get plenty of rest the night before athletics program. Be sure to tell members tryouts." What other advice might Angela of your parish how the program helps students develop healthy attitudes about physical fitness. Also tell what you like about the program and the instructors.

Chapter 7 Coaches and Athletic Instructors 133

Catholic Social Teaching

The Dignity of Work and the Rights of Workers

- Work is more than a way to make a living; it is being a part of the continuation of God's creation. Workers must be respected. One way to show respect is to pay them a decent wage. Because of the important roles they play in the development of the whole person, coaches and athletics instructors should be paid a decent wage, with all of the benefits connected to their position as teachers.
- Have a physical education teacher speak to the class about his or her necessary schooling and training to become an athletics instructor.

Chapter 7

Faith in Action

Ministry

Coaches and Athletics Instructors

- Invite a volunteer to read aloud the introductory paragraph. Remind the students that within the school community, coaches and athletics instructors play a large part in educating the whole person. While academic teachers of math, science, social studies, and language arts contribute to the students' growth in knowledge, physical education teachers aid in the students' growth in strength and health, and coaches teach the qualities of fair competition, teamwork, and sportsmanship.
- Athletics instructors and coaches, like all teachers, deserve a salary that is fair and enables them to pay for the things they need for themselves and their families. Where coaches are volunteers, and not being paid, they should be especially respected and praised for their contribution of time and talent to strengthening the whole person within God's creation. By working hard and being paid justly, coaches and athletics instructors live out Catholic Social Teaching on The Dignity of Work and the Rights of Workers.

Doing the Activities

1. In Everyday Life

Invite the students to complete the activity. Have volunteers share their responses.

2. In Your Parish

Have the students write their announcements. Have volunteers share their ideas.

FAITH IN ACTION LESSON PLAN

Chapter 7

Lesson plans for the Faith in Action pages provide greater connection with specific principles of Catholic Social Teaching.

