

Lesson 1

God Made Everything

I. Objective

- Students will identify God as the Creator of all things. They will understand that God is perfect and eternal, and that He knows them.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Francis of Assisi, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “Who Made the World and Everything in it?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/868724/1/lesson-01---who-made-the-world?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Who made the world and everything in it? *God*
 - ◇ Who made God? *No one; God is eternal*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.

- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Creation, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/12/19/05/35/43/517/head/Creation-Day%205.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 2

God Is Our Father

I. Objective

- Students will understand that God made them to love them. They will recognize that God is their Father; He loves them, and He shares His life with them.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Therese of Lisieux, and discuss how her life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Storyteller Cafe video “The Selfish Brother.”
 - ◇ <https://www.CatholicBrain.com/edu/videos/814204/1/storyteller-cafe---the-selfish-brother>
- Ask the students a few questions to check for understanding, such as:
 - ◇ In the story, how many of the shepherd’s 100 sheep were missing? *One*
 - ◇ What did the shepherd do, when he found out one of his sheep was missing? *Searched for it*
 - ◇ What happens in Heaven, when one lost person comes back to God? *A celebration*
 - ◇ What did the farmer’s younger son decide to do? *Take his father’s money and leave home*
 - ◇ What did the father do, when his son returned? *He celebrated and had a feast*
 - ◇ Who did not want to celebrate? *The older brother*
 - ◇ Why did the father say they must celebrate? *His son was lost, and has been found; He had come home safely*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of God the Father, found on CatholicBrain. Be sure to point out to the students that this picture is not really what God the Father looks like, but is a way that we represent Him, to help us imagine Him. But really He is God, not an old man with a beard.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/11/17/01/58/42/874/head/god-the-father.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson’s theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 3

People Walked Away from God

I. Objective

- Students will identify Adam and Eve as the first people that God made. They will recognize that Adam and Eve disobeyed God and committed Original Sin. Students will understand that Original Sin affects all of us, but that God has sent us a Savior.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading the Scripture passage in the text: Genesis 3:1-8.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Original Sin?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/961044/1/lesson-11---what-is-original-sin?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What did God tell Adam and Eve not to do? *Eat fruit from a certain tree*
 - ◇ Did Adam and Eve obey God's command? *No*
 - ◇ Who is born with Original Sin? *All of us*
 - ◇ Who came to save us from sin? *Jesus*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board. Write it on the board.

- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Adam and Eve hiding from God, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2018/05/28/02/09/42/212/head/God%20Questions%20Adam%20and%20Eve%20coloring%20page.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 4

Jesus, the Son of God

I. Objective

- Students will identify Jesus as the Savior that God promised. They will understand that Jesus is God the Son, the Second Person of the Blessed Trinity, and that He became human to save us.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Patrick, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “Who is Jesus?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/878544/1/lesson-02---who-is-jesus?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What are some titles of Jesus from the video? *Son of God, Son of Mary, Miracle Worker, Lamb of God, Our Savior, The Fountain of Life, The Living Water, The Bread of Life, A Judge, The King of Kings, The Alpha and Omega*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.

- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Jesus and the Divine Mercy, found on CatholicBrain. If you have a Divine Mercy image, you may want to show it to the children.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/09/02/08/59/00/154/head/divine-mercy.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 5

The First Christmas

I. Objective

- Students will recognize that God prepared Mary to be the mother of Jesus by preserving her from Original Sin. They will understand what happened at the Annunciation and be able to describe Jesus's birth in a stable in Bethlehem on the first Christmas.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Nicholas, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Lukas Storyteller video "The True Meaning of Christmas."
 - ◇ <https://www.CatholicBrain.com/edu/videos/1046564/1/lukas-storyteller---the-true-meaning-of-christmas>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Which archangel visited Mary? Gabriel
 - ◇ What message did the angel have for Mary? She would give birth to the Son of God
 - ◇ Where did Mary and Joseph have to go, to register? Bethlehem
 - ◇ Whose birthday is celebrated on Christmas? Jesus
 - ◇ What did the children learn is the true Gift of Christmas? Jesus
 - ◇ What did Mary ask the children to do? Help other children, pray, offer their sufferings, and keep a pure heart
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the Baby Jesus puzzle, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/08/16/12/57/32/488/head/Christmas-Puzzle-Craft.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson’s theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 6

Jesus the Teacher

I. Objective

- Students will identify Jesus as both God and man. They will recognize that He performed miracles and taught with parables. Students will understand that Jesus loves all people, and that He calls children to Himself.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading the Scripture passage in the text: Mark 10:13-16.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What is the Incarnation?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/929054/1/lesson-13---what-is-the-incarnation?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Jesus is completely what? *God and Man*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.

- Students can color the picture of Jesus and the children, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/08/17/12/33/04/672/head/Catholic-brain-Help-me-to-walk-with-you-everyday.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 7

Jesus Died for Us

I. Objective

- Students will recognize that some people were jealous of Jesus and had Him crucified. They will understand that Jesus freely chose to die for love of us, to save us from sin.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. John the Apostle, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What is Redemption?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/929034/1/lesson-12---what-is-redemption?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ How did Jesus redeem us? *He died to save us*
 - ◇ Why is Jesus the Lamb of God? *He was sacrificed for our sins*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.

- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Jesus on the Cross, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/08/02/05/00/16/399/head/stations-12-v3.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 8

Jesus Is Alive!

I. Objective

- Students will recognize that on the third day after His crucifixion, Jesus rose from the dead. They will understand that Jesus defeated death forever, and that one day they will also rise from the dead.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Mary Magdalene, and discuss how her life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Brother Francis video “He is Risen.”
 - ◇ <https://www.CatholicBrain.com/edu/videos/966384/1/he-is-risen>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What did Jesus do for the little girl who had died? *Raised her from the dead*
 - ◇ How did Jesus save us from sin? *His suffering and death on the cross*
 - ◇ What did Jesus do on the third day from His crucifixion? *He rose from the dead*
 - ◇ What holiday celebrates the Resurrection of Jesus? *Easter*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Resurrection, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/08/16/01/08/51/793/head/After-three-days-I-will-rise-again.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 9

Mary Is Our Mother

I. Objective

- Students will understand that Jesus gave Mary to us as our mother. They will recognize that she is the perfect model of a follower of Jesus, and that she loves us and prays for us.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading the Scripture passage in the text: John 19:25-27.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “Who is Mary?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/885114/1/lesson-03---who-is-mary?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What did the angel Gabriel ask Mary to do? *Be the mother of God’s Son, Jesus*
 - ◇ When was Mary’s heart pierced, like Simeon said? *When Jesus died on the cross*
 - ◇ What miracle did Jesus do, at Mary’s request? *Changed water into wine at a wedding*
 - ◇ Whom did Jesus give Mary to, as a mother? *All of us*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Mary and Baby Jesus, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/12/04/11/08/43/148/head/Catholic-brain-advent-Virgin-Mary-And-Baby-Jesus.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 10

Made for Heaven

I. Objective

- Students will recognize that they were made to know, love, and serve God, and to live with Him forever in Heaven. They will understand that in Heaven they will experience God's perfect love and be completely happy forever.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Ignatius of Antioch, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Bedbug Bible Gang video “Heading to Heaven!”
 - ◇ <https://www.CatholicBrain.com/edu/videos/814464/1/bedbug-bible-gang---heading-to-heaven!>
- Ask the students a few questions to check for understanding, such as:
 - ◇ How did Elisha see Elijah going to Heaven? *In a whirlwind on a chariot of fire*
 - ◇ What did the rich man give to the beggar? *Nothing*
 - ◇ Where did the beggar go when he died? *To Heaven*
 - ◇ What did Jesus ask His friends to do, before He rose to Heaven? *Spread God’s love to everyone and tell them about Jesus*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture H is for Heaven, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/12/17/11/23/32/618/head/H%20-%20Heaven.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 11

A Heavenly Friend

I. Objective

- Students will understand what angels are. They will recognize that each person has a guardian angel, and be encouraged to begin praying to their guardian angel.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Pio, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What are Angels?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/929114/1/lesson-15---what-are-angels?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What did the angels say to the people they appeared to in the Bible? Do not be afraid
 - ◇ What kind of bodies do angels have? Angels do not have bodies, but they can appear to us as if they have one
 - ◇ What does the word angel mean? Messenger
 - ◇ What special angel is in charge of caring for you? Your guardian angel
 - ◇ What names of archangels do you know? Michael, Gabriel, Raphael
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.

- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Guardian Angel, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/08/17/01/33/24/923/head/Catholic-Brain-The-Guardian-Angel.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 12

God Speaks to Us

I. Objective

- Students will understand that God speaks to us, primarily through the Bible and the Catholic Church. They will also recognize that God can speak to them personally, in prayer, but that they must be listening with an open heart.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Matthew, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- There are two Adventure Catechism videos related to the lesson today: “What is the Catholic Church?” and “What is the Bible?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/887644/1/lesson-05---what-is-the-catholic-church?>
 - ◇ <https://www.CatholicBrain.com/edu/videos/922474/1/lesson-06---what-is-the-bible?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What does Catholic Church mean? *A universal community of the faithful*
 - ◇ Who founded the Catholic Church? *Jesus*
 - ◇ Whom did the Apostles receive, that helped them spread the Catholic Faith? *The Holy Spirit*
 - ◇ What is the main division of the Bible? *The New Testament and the Old Testament*
 - ◇ How is the Bible inspired by God? *1) The Holy Spirit inspired the people who wrote the Bible; 2) The Holy Spirit inspired the Church to decide correctly which books should be included in the Bible*
 - ◇ How many books are in the Bible? *73*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Bible and the Rosary, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/03/02/33/15/342/head/rosary-bible.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson’s theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 13

The Holy Spirit

I. Objective

- Students will identify the Holy Spirit as God, the Third Person of the Blessed Trinity. They will understand that the Holy Spirit guides the Church, and that because of their Baptism, the Holy Spirit can guide them, as well. They will recognize that there are various symbols used for the Holy Spirit.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading the Scripture passage in the text: Acts 2:1-41.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "Who is the Holy Spirit?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/886174/1/lesson-04---who-is-the-holy-spirit?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What appearance did the Holy Spirit take, at Jesus's Baptism? *A dove*
 - ◇ What word means one God in three Persons? *The Trinity*
 - ◇ Who are the three Persons of the Holy Trinity? *The Father, the Son, and the Holy Spirit*
 - ◇ Are all three Persons of the Trinity God? *Yes*
 - ◇ What are some titles for the Holy Spirit? *Counselor, Spirit of Wisdom and Understanding, Advocate*
 - ◇ When were the Apostles filled with the Holy Spirit? *Pentecost*
 - ◇ How many people joined the Church when Peter preached on Pentecost? *3,000*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Trinity, found on CatholicBrain. Be sure to remind the students that a dove is used as a symbol of the Holy Spirit; the Spirit is not a bird, He is God.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/16/02/09/49/538/head/Vol.1%20page%2020.pdf.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson’s theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 14

A Child of God

I. Objective

- Students will be able to identify what happens when a person is baptized: Original Sin is washed away, they receive sanctifying grace, they become a child of God and part of the Catholic Church. Students will be encouraged to learn the date of their Baptism, and to celebrate it.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Junipero Serra, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Baptism?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/953274/1/lesson-17---what-is-baptism?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What does Baptism wash us free of? *Original Sin*
 - ◇ What do we become part of, when we are baptized? *The family of God (the Church)*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Baptism, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/08/07/01/11/02/318/head/baptism.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 15

The Eucharist

I. Objective

- Students will understand that Jesus is truly present in the Holy Eucharist. They will be able to retell the account of the institution of the Eucharist, and recognize that the power to consecrate the Holy Eucharist has been passed down from the Apostles to every Catholic priest.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, Bl. Imelda Lambertini, and discuss how her life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Eucharist?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/954234/1/lesson-18---what-is-the-eucharist?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What does the word Eucharist mean? *Thanksgiving*
 - ◇ How long did Jesus promise to be with us? *Always*
 - ◇ In the Holy Eucharist, what does the bread become? *The Body of Christ*
 - ◇ In the Holy Eucharist, what does the wine become? *The Blood of Christ*
 - ◇ Is the Eucharist truly the Body and Blood of Jesus? *Yes*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class,

create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.

- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Institution of the Eucharist, found on CatholicBrain.
 - ◇ https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/08/11/02/46/42/759/head/Catholic-brain-BrotherFrancisOnline_The_Last_Supper1.pdf
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 16

The Mass

I. Objective

- Students will recognize that the Mass is the highest form of prayer and worship, and that we receive Holy Communion at Mass. They will identify and describe the Liturgy of the Word and the Liturgy of the Eucharist. Students will understand that at Holy Communion, we receive Jesus, truly present in the Eucharist.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading the Scripture passage in the text: Luke 22:19–20.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Mass?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/1054344/1/lesson-31---what-is-the-mass?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What Person is the Mass about? *Jesus*
 - ◇ What are the two main parts the Mass is divided into? *Liturgy of the Word and Liturgy of the Eucharist*
 - ◇ At Mass, which reading do we stand for? *The Gospel*
 - ◇ What do the bread and wine become, at the Mass? *The Body and Blood of Christ – the Eucharist*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class,

create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.

- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Consecration, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/05/15/03/35/30/204/head/communion%20v2.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 17

Reconciliation

I. Objective

- Students will recognize that our sins offend God and that we must take responsibility for them. They will also identify Reconciliation as the sacrament Jesus gave us for the forgiveness of our sins. They will understand that Jesus died for our sins, and that God is always willing to forgive us of every sin in the sacrament of Reconciliation.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. John Vianney, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Confession?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/957354/1/lesson-19---what-is-confession?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What do we confess in Confession? *Our sins*
 - ◇ What can we use to help us examine our conscience? *The Ten Commandments*
 - ◇ Whom do we confess our sins to, in the sacrament of Confession? *A priest*
 - ◇ What does God do, when we come to Confession? *Forgives us*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.

- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Reconciliation, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/08/07/01/12/14/628/head/confession.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 18

Marriage and Family

I. Objective

- Students will recognize that Jesus came into the world through a family and that marriage and family are very important to God. They will identify Holy Matrimony as the sacrament of marriage. Students will understand that the Holy Family is a model for all families.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. John the Baptist, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- There are two Adventure Catechism videos related to the lesson today: "What is Matrimony?" and "What is the Domestic Church?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/978174/1/lesson-26---what-is-matrimony?>
 - ◇ <https://www.CatholicBrain.com/edu/videos/1055494/1/lesson-37---what-is-the-domestic-church?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Who created Matrimony? *God*
 - ◇ How long is Matrimony for? *For life*
 - ◇ Does God call all people to get married? *No*
 - ◇ What is the domestic church? *A Catholic family (A Christian home)*
 - ◇ How can a family become a domestic church? *Answers will vary, but should include prayer, going to Mass, trusting and obeying God, teaching the children to love and worship God, sharing God's love with one another*
 - ◇ Was Jesus obedient to Mary and Joseph? *Yes*
 - ◇ Who must parents be obedient to? *God*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Holy Family, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/08/17/01/35/36/324/head/Catholic-Brain-The-King-is-Born.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson’s theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 19

The Liturgical Year – Advent and Christmas

I. Objective

- Students will be able to define the Liturgical Calendar. They will identify Advent as the four weeks before Christmas when we prepare to celebrate the birth of Jesus. Students will understand that December 25 is the first day of the Christmas season, and they will explore some of the ways we celebrate these holy seasons.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Boniface, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- There are two Adventure Catechism videos related to the lesson today: "What is Advent?" and "What is the Christmas Season?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/1055174/1/lesson-35---what-is-advent?>
 - ◇ <https://www.CatholicBrain.com/edu/videos/1131604/1/lesson-39---what-is-the-christmas-season?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ When is Advent? *Before Christmas*
 - ◇ What can we use to prepare for Christmas, by lighting candles each week on it during Advent? *An Advent wreath*
 - ◇ Is Advent a season of repentance? *Yes*
 - ◇ What color does the Church use for the Christmas season? *White*
 - ◇ Does the Christmas season start or end on Christmas day? *Start*
 - ◇ Who was the first person to die for his Catholic Faith? *St. Stephen*
 - ◇ What feast (solemnity) do we celebrate on January 1? *Mary, the Mother of God*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Christmas tree, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/08/16/01/03/57/285/head/Christmas-tree-coloring-page.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson’s theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 20

The Liturgical Year – Lent and Easter

I. Objective

- Students will identify Lent as the penitential season beginning on Ash Wednesday and leading up to Easter. They will recognize that we celebrate the Resurrection of Jesus at Easter. Students will understand that Sunday is the Lord's Day because Jesus rose from the dead on Easter Sunday.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading the Scripture passage in the text: Matthew 28:1-10.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- There are two Adventure Catechism videos related to the lesson today: "What is Lent?" and "What is the Easter Season?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/1054514/1/lesson-33---what-is-lent?>
 - ◇ <https://www.CatholicBrain.com/edu/videos/1054654/1/lesson-34---what-is-the-easter-season?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Why do we give things up during Lent? *To grow closer to Jesus*
 - ◇ When does Lent begin? *Ash Wednesday*
 - ◇ What do we celebrate at Easter? *The Resurrection of Jesus*
 - ◇ What week leads up to Easter? *Holy Week*
 - ◇ What day do we celebrate Jesus's entry into Jerusalem with palm branches? *Palm Sunday*
 - ◇ What day do we remember the Last Supper? *Holy Thursday*
 - ◇ What day do we remember Jesus's death on the cross? *Good Friday*
 - ◇ What do we celebrate the night before Easter Sunday? *The Easter Vigil*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Agony in the Garden, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/08/16/01/18/32/089/head/easter-coloring-page3.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson’s theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 21

The Liturgical Year – Ordinary Time

I. Objective

- Students will recognize that most of the liturgical year is spent in Ordinary Time, but that Ordinary Time still has special feasts. They will understand that most of their lives are spent in “ordinary time,” and that they must seek and serve God in their ordinary daily lives.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter’s vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week’s Saint, Bl. Chiara Badano, and discuss how her life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Liturgical Calendar?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/1053044/1/lesson-32---what-is-the-liturgical-calendar?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Which day of the week may we go to Mass? *Any day*
 - ◇ Which day of the week must we go to Mass? *Sunday (or Saturday night – vigil)*
 - ◇ What are the prayers called, that people can pray at different hours throughout the day? *The Liturgy of the Hours*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.

- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture God is Wonderful, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/17/07/35/26/481/head/Vol.4%20page22.pdf.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 22

Made in God's Image and Likeness

I. Objective

- Students will understand that human beings are made in God's image and likeness, and have been created to be His children. They will recognize that we must treat all people with dignity and respect, and try to bring people to God.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Martin of Tours, and discuss how his life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Lukas Storyteller video "Mother Teresa and the Love of Others."
 - ◇ <https://www.CatholicBrain.com/edu/videos/1046634/1/lukas-storyteller---mother-teresa-and-the-love-of-others>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Why did Lukas want to go to the dark reef? *To share toys and medicine with the creatures there*
 - ◇ Why were the children afraid to go to the dark reef? *They thought it was dangerous and they might get sick*
 - ◇ What was Mother Teresa's secret for fitting so many people into her heart? *She asked Jesus to borrow His Heart*
 - ◇ Whom did Mother Teresa see in every person? *Jesus*
 - ◇ What was the big prize the children won? *Their hearts became bigger and more like Jesus's*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of St. Martin, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/05/20/05/15/43/721/head/saint-martin-of-tours.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson’s theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 23

God Has Given Us Laws

I. Objective

- Students will identify the Ten Commandments as laws that God gave to Moses to teach His people how to live. They will understand that we must follow the Ten Commandments, and that they are guides to help us be happy and holy.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading the Ten Commandments, from Exodus 20.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What are the 10 Commandments?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/922984/1/lesson-07---what-are-the-10-commandments?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Who gave us the Ten Commandments? *God*
 - ◇ How many of the Ten Commandments can you remember? *See how many out of 10 the class can get*
 - ◇ What does covet mean? *To want something that belongs to someone else*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color both pictures, the maze and the path, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/16/04/53/08/773/head/Vol.2%20page%2011.pdf.pdf>
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/16/05/07/19/119/head/Vol.2%20page%2014.pdf.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 24

God's Law of Love

I. Objective

- Students will identify the Greatest Commandment as loving God with all our mind, heart, soul, and strength; and the second as loving our neighbor as ourselves. They will understand that these laws of love summarize the Ten Commandments.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Teresa of Calcutta, and discuss how her life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What are the Two Great Commandments?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/924374/1/lesson-08---what-are-the-two-great-commandments?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ The first three Commandments teach us to love Whom? *God*
 - ◇ The next seven Commandments teach us to love whom? *Other people*
 - ◇ How does Jesus command us to love God? *With all our heart, soul, and mind*
 - ◇ How does Jesus command us to love our neighbor? *As ourselves*
 - ◇ What does the Church give us to guide us in loving others? *The Corporal and Spiritual Works of Mercy*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.

- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Jesus washing the Apostles' feet, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/08/03/12/50/36/602/head/jesus-washes-feet.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 25

Honesty

I. Objective

- Students will understand that honesty is very important to Jesus, who said, “I am the Truth.” They will recognize that being dishonest is sinful, and that Jesus will give us the grace to do the right thing, even when it is hard.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter’s vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week’s Saint, Sts. Perpetua and Felicity, and discuss how their lives relate to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday’s lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Lukas Storyteller video “St. Anthony and Telling the Truth.”
 - ◇ <https://www.CatholicBrain.com/edu/videos/1046614/1/lukas-storyteller---saint-anthony-of-padua-and-telling-the-truth>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What did Peter lie about? *Earning a starfish at school*
 - ◇ How did Peter get a star? *He found Paul’s*
 - ◇ What animals did St. Anthony preach to, when the people wouldn’t listen? *The fish*
 - ◇ What did Peter do that made everyone proud of him? *Told the truth*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Jesus speaking to the woman at the well, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/08/02/03/49/53/868/head/jesus-and-the-woman-at-the-well-v2.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 26

Virtues

I. Objective

- Students will be able to define virtues as good habits that help us be holy. They will distinguish between theological and cardinal virtues, and recognize that we must practice and pray for virtues.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Maria Goretti, and discuss how her life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What are the Virtues?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/969994/1/lesson-25---what-are-the-virtues>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Virtues are habits that help us do what? *Good*
 - ◇ There are many virtues, more than just the seven special ones mentioned in the video. Four of the virtues are called cardinal virtues. How many can you name? *Prudence, justice, fortitude, temperance*
 - ◇ There are many virtues. Three of them are theological virtues. How many can you name? *Faith, hope, charity (love)*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Sacred Heart of Jesus, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/06/28/06/08/37/451/head/sacred-heart.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 27

What Is Prayer?

I. Objective

- Students will understand that to know God, we must spend time with Him in prayer. They will recognize that there are many good ways to pray, and begin to explore some of them.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Teresa of Avila, and discuss how her life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Adventure Catechism video “What is Prayer?”
 - ◇ <https://www.CatholicBrain.com/edu/videos/924394/1/lesson-09---what-is-prayer?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What is it called, when we talk to God or spend time with Him? *Prayer*
 - ◇ How can we pray? *Answers will vary, but the students should suggest many different ways*
 - ◇ What attitude should we have, when we pray? *Humility*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Prayer Hands, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/11/17/02/36/45/777/head/rosary-hands.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 28

We Adore

I. Objective

- Students will recognize that adoration is a necessary and appropriate attitude toward God. They will define Eucharistic Adoration and recognize its importance. Students will understand that Jesus is always present in the church in the Blessed Sacrament.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about this week's Saint, St. Clare, and discuss how her life relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.

- Watch the Brother Francis video “The Bread of Life.”
 - ◇ <https://www.CatholicBrain.com/edu/videos/966424/1/the-bread-of-life>
- Ask the students a few questions to check for understanding, such as:
 - ◇ At Mass, who does what Jesus did at the Last Supper? *The priest*
 - ◇ What do the bread and wine become at Mass? *The Body and Blood of Jesus*
 - ◇ What did Jesus say people would receive, who eat His Flesh? *Everlasting life*
 - ◇ What did Imelda want more than anything? *To receive Holy Communion*
 - ◇ Whom do we receive, at Holy Communion? *Jesus*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the “Question to consider” from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the “Question to consider” in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the “Question to consider,” as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.” Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.
- Students should now draw a picture in their religion journals representing the chapter, using the class’s summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of Eucharistic Adoration, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/11/17/02/22/14/434/head/adoration.pdf>
- Consider putting some of them up in the classroom as a visual reminder of this lesson's theme, or encourage students to take them home and share them with their families, explaining what they learned this week.

Lesson 29

Prayer Focus – Our Father, Glory Be, Sign of the Cross

I. Objective

- Students will explore the Our Father, the Glory Be, and the Sign of the Cross. They will understand the meaning of these prayers and memorize them.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading the Scripture passage in the text: Luke 11:5-13.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Lord's Prayer?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/924414/1/lesson-10---what-is-the-lord's-prayer?>
- Ask the students a few questions to check for understanding, such as:
 - ◇ Why is the Our Father called the Lord's Prayer? *Because Jesus taught it to us*
 - ◇ What does the Lord's Prayer teach us to call God? *Our Father*
 - ◇ What do we declare that God's Name is? *Holy*
 - ◇ After we ask God to forgive us, what do we say that we will do? *Forgive others*
 - ◇ What does Amen mean? *So be it*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class,

create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.

- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Lord's Prayer, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/07/24/12/28/12/335/head/the-lords-prayer.pdf>
- Students should take it home and keep it somewhere that they can use it to pray the Our Father often, and memorize it.

Lesson 30

Prayer Focus – Hail Mary, Guardian Angel Prayer

I. Objective

- Students will recognize that the saints and angels pray for us. They will understand the importance of talking to Mary and their guardian angels. Students will explore and memorize the Hail Mary and the Guardian Angel prayer.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed coloring pages from CatholicBrain
- Colored pencils or crayons

III. Procedure

- Open the lesson each day with prayer. You may choose the Come Holy Spirit prayer, asking the Holy Spirit to guide your lesson. Or, if you are learning a particular prayer as a class, this is an excellent time to practice and reinforce that. As the school year progresses, you may consider asking students to lead the prayer.
- Be sure to close each day in prayer, as well, and encourage students to share with their families what they are learning.

A. Day One

- Introduce students to the Big Ideas for this chapter (the In Brief section of the chapter preview). Write the chapter's vocabulary words on the board.
- Read the chapter in the text as a class. Stop frequently to answer student questions, and to check for comprehension. Highlight the vocabulary words when you read them, and be sure that students understand them.
- As you close in prayer today, begin by reading about St. Gabriel, and discuss how he relates to the topic of the lesson.

B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Lukas Storyteller video "St. Luke and the Call to be a Saint."
 - ◇ <https://www.CatholicBrain.com/edu/videos/1097364/1/lukas-storyteller---saint-luke-and-the-call-to-be-a-saint>
- Ask the students a few questions to check for understanding, such as:
 - ◇ What were the children learning about? *What their names mean*
 - ◇ Who were all the children named after? *Saints*
 - ◇ What was Jesus walking on, when Lukas saw Him? *Water*
 - ◇ What can the Saints do for us? *Pray for us and help us be like Jesus*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, or the quiz.

C. Day Three

- Today, write the "Question to consider" from the chapter on the board. Let students know that they should keep this question in mind as they re-read the chapter, and you will be discussing it later in the class.
- Guided Reading – If you can have enough parent volunteers, divide students into small groups, and re-read the chapter. This would be a wonderful activity to invite parent volunteers to help with, to read with the students and facilitate small group discussions.
- When they finish reading, adult leaders should help the students discuss the "Question to consider" in their groups.
- After students have had a chance to discuss in their small groups, invite students to share their ideas, and a facilitate a large-group discussion about the question.

Note: If you do not have adult volunteers, re-read the class again as a large group. Then, break the students into partners so they can discuss the "Question to consider," as you circulate throughout the room. After students have had time to discuss with their partners, facilitate a large-group discussion about the question.

D. Day Four

- Today students will work in their religion picture journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider." Then, as a class, create a simple one-sentence summary of the chapter that students will be able to copy. Write it on the board.

- Students should now draw a picture in their religion journals representing the chapter, using the class's summary as a caption.

E. Day Five

- Students should complete the chapter review page at the end of the chapter.
- When students have completed the chapter review, correct it as a class. Be sure to check for any questions students may still have.
- Students can color the picture of the Hail Mary, found on CatholicBrain.
 - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/07/24/12/12/31/974/head/hail-mary.pdf>
- Encourage them to take it home and share them with their families, explaining what they are learning in class. Also encourage them to post it somewhere they will see it often, pray, and memorize the prayer.