

# Lesson 1

## God and His Creation

### I. Objective

- Students will recognize that God is the eternal Creator of all things. They will identify that creation is good, and that by exploring God's creation, we can learn some things about Him.

### 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 1:1-2:3.

#### 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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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 one or more of the Creation coloring pages, found on CatholicBrain.
    - <https://www.CatholicBrain.com/edu/printables/category/36/tag/460>

- 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

# The Bible

### I. Objective

- Students will identify the Bible as the inspired Word of God. Students will know basic facts about the Bible, recognize the Old and New Testaments as the two main divisions of the Bible, and be encouraged to read the Bible. They will also demonstrate ability to begin finding passages in the Bible.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Colored pencils or crayons
- Bibles

### 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. Jerome, 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 the Bible?"
  - ◇ <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 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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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.
- Practice looking up passages in the Bible. Identify the difference between the Old Testament and the New Testament, and focus especially on helping students find the four Gospels. Find the following passages (or any of your favorites) as a class or in small groups, and read them aloud:
  - ◇ Deuteronomy 4:31
  - ◇ Psalm 33:5
  - ◇ Wisdom 11:23–26
  - ◇ Matthew 19:13–14
  - ◇ Luke 23:33–34
  - ◇ John 3:16
  - ◇ James 5:11
- Encourage the students to share with their families what they learned this week.

## Lesson 3

# The Holy Trinity

### I. Objective

- Students will recognize the Holy Trinity as the central mystery of our Faith. They will define the Trinity as the mystery of three divine Persons in one God. They will identify the Father, the Son, and the Holy Spirit as the Persons of the Trinity, and understand that they each fully possess the one divine nature, making them one God.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Copies of the Holy Trinity diagram
- 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. Thomas Aquinas, 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 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 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
  - ◇ 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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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.
- The students can fill in the classic diagram of the Trinity (attached). Discuss it – what it means, and what it says about the Trinity. When they finish, they can color it. As a challenge, ask them to go home and explain the diagram to a parent or sibling.

**Note:** To correctly complete the diagram, the word “is” should be written on the three lines connecting the Persons of the Trinity to the word “God.” The words “is not” should be written on the outer lines, connecting the three Persons of the Trinity to each other.

- 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

# Made for God

### I. Objective

- Students will recognize that God created them purely out of love, and that their purpose is to know, love, and serve God in return. They will understand that they were made for God, and only God will make them truly happy.

### II. Materials

- Adventure Catechism text
- 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. Augustine, and discuss how his life relates to the topic of the lesson.

#### B. Day Two

- Instruct the students to walk throughout the classroom and find something they can bring back to their desks. It can be anything – a stapler, pencil, paper, a shoe, including something that belongs to them. They can even choose a chair or the desk itself. Once everyone has their item, they should return to their seats.

- Now students should share what they chose. After each student shares his or her item, ask what it is for. For example, if they chose a stapler, it is for securing papers together. Next, ask, “What makes it a good stapler?” If it staples well. Is it a good pencil? No, but it was not made to write, like a pencil. It is good if it fulfills the purpose for which a stapler is made. Do the same with each student’s item.
- After the students have shared, ask them to remember what people are made for. What were they made for? We were made for God. Our purpose is to know, love, and serve God. We are good, if we accomplish the purpose for which we are made – knowing, loving, and serving God.

### **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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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>
- 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

# Sin Hurts Our Relationship with God

### I. Objective

- Students will identify that God has given us commandments for how we should live. They will recognize that God loves us and deserves to be obeyed, and that when we break His commandments, we commit sin, which always has bad consequences.

### II. Materials

- Adventure Catechism text
- Student religion picture journals
- Drawing paper
- 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.
- Break the students into pairs or small groups. Instruct them that they are going to write some rules, some commandments, for the class. Encourage them to develop three rules, and to be ready to share those rules with the class and explain why they are important.
- Once the students have finished creating their rules, allow each group to share its three rules, and why those rules are important. Next, ask the students to consider who has the authority and competence to make rules that we should follow. They should think about rules at school, in their community, and at home. Discuss them. Ask them to consider why we should obey those rules and what happens when we don't.
- Finally, help them recognize that God is perfectly wise and perfectly loving, and He is our Father. He makes the best possible rules, and most deserves to be obeyed. Discuss with students some of the rules and commandments they know, that God has made.

**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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

**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 one or two-sentence summary of the chapter. 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 should choose one of God's rules that you have discussed this week, and make a drawing of it. They can draw someone obeying that rule, or someone breaking it. If there is time, they can follow up with a second scene of the consequence – the good consequence of the person obeying God, or the bad consequence of the person disobeying Him. Encourage them to take it home and share them with their families, explaining what they learned in class this week.
- 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, God Made Man, Came to Save Us

### I. Objective

- Students will define Original Sin and understand that sin separated people from God. They will identify Jesus as the Son of God, who was born in Bethlehem on the first Christmas, and recognize that He is the Savior who came to save us from sin, so we could be with God 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 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 "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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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 with the children, found on CatholicBrain:



- ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/09/02/09/03/38/391/head/jesus-children.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 recall from the previous lesson that Jesus came to save us from our sins. They will understand that He did this through His crucifixion. Students will recognize how much Jesus suffered for them, and that His crucifixion is an expression of God's perfect love. Students should understand that Jesus died for 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 23:33-47.

### **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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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/2019/06/27/08/12/50/269/head/Sorrowful%20Mystery%2005%20-%20The%20Crucifixion.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 Rose from the Dead

### I. Objective

- Students will explain why Easter is the greatest feast of the Church year. They will recognize that Jesus rose from the dead on Easter Sunday, and understand that He has defeated death forever, and that they, too, will one day 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 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.

- 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*

### **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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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 risen Jesus, found on CatholicBrain:
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2017/08/17/12/42/06/782/head/Catholic-brain-John-11-25-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 9

# The Church

### I. Objective

- Students will recognize that when Jesus ascended to Heaven, He left the Apostles to lead the Catholic Church as its first bishops. Students will understand that on Pentecost, the Holy Spirit came to the Apostles, and will remain with the Church forever. They will identify the Catholic Church as God's family, and recognize that they became members of the Church when they were baptized.

### 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 2:1-12.



## **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 Catholic Church?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/887644/1/lesson-05---what-is-the-catholic-church?>
- 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*
- 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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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 one of the pictures of the Descent of the Holy Spirit, found on CatholicBrain:
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2018/05/04/12/42/11/041/head/Descent%20Of%20the%20Holy%20Spirit%20Coloring%20Page.pdf>
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/06/27/08/57/39/119/head/Glorious%20Mystery%2003%20-%20Descent%20of%20the%20Holy%20Spirit.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

# Mary Is Our Mother

### I. Objective

- Students will be able to define the Immaculate Conception and explain that Mary is sinless. They will understand that through her Assumption, Mary was taken to Heaven, body and soul. Students will recognize that Jesus gave Mary to us as our mother, and that she helps us to follow Him.

### 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. Maximilian Kolbe, 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 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 - Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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, found on CatholicBrain:
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/07/23/09/17/34/456/head/immaculate-heart-of-mary.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

# The Sacraments

### I. Objective

- Students will understand what sacraments are, and define what grace is. They will distinguish between sanctifying grace and actual grace. Students will begin to memorize the seven sacraments.

### 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.
- Before you close in prayer today, review the text insert of the seven sacraments. Encourage the students to begin to memorize them, and from time to time, in future classes, take a few minutes to orally quiz them and practice learning all seven.

## **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 Sacraments?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/945404/1/lesson-16---what-are-the-sacraments?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who gave us the sacraments? *Jesus*
  - ◇ How many sacraments are there? *Seven*
  - ◇ Name as many sacraments as you can. *Baptism, Confirmation, Holy Communion (Eucharist), Reconciliation (Confession), Matrimony, Holy Orders, Anointing of the Sick*
- 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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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.
  - ◇ Review the coloring pages of the sacraments, found on CatholicBrain.
    - <https://www.CatholicBrain.com/edu/printables/category/36/tag/447>
- Allow students to color one or two, and encourage them to take them home and share them with their families, explaining which sacraments they have pictures of, and what they learned in class today.
- 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

## Baptism

### I. Objective

- Students will identify Baptism as the first sacrament that everyone receives, which makes them members of the Catholic Church. Students will understand the effects of Baptism, its relation to Original Sin, and that they were born into God's family when they were baptized. They will be encouraged to learn about and celebrate their own Baptisms.

### 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.
- Encourage students to ask their parents to see pictures of, or watch video of, their own Baptism. They should find out the date of their Baptism. Invite them to bring a picture or two to the next class session to share with the group. Remember to give them some time in class this week to share.

### **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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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.

- There are two coloring pages of Baptism on CatholicBrain. Choose the one that you did not use last week, and allow students to color it.
  - ◇ <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>
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/03/02/39/30/764/head/bishop-baptizing.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 Eucharist

### I. Objective

- Students will understand and explain that Jesus is truly present in the Holy Eucharist. They will be familiar with the Biblical account of the Institution of the Eucharist, and recognize that Jesus gave the Apostles the power to consecrate the Holy Eucharist, which has been passed down 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 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 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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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 instituting the Eucharist, found on CatholicBrain:
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/06/27/08/33/05/671/head/Luminous%20Mystery%2005%20-%20The%20Institution%20of%20the%20Eucharist.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

## The Mass

### I. Objective

- Students will recognize that the Mass is the perfect form of worship, and be able to explain why this is true. They will be able to distinguish between the Liturgy of the Word and the Liturgy of the Eucharist, and will understand how the Mass is a sacrifice.

### 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 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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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 Eucharist, found on CatholicBrain:
  - ◇ <https://www.CatholicBrain.com/edu-printables/1123154/1/what-is-the-eucharist?-coloring-page3>
- 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

# Receiving the Holy Eucharist

### I. Objective

- Students will understand that we must be prepared to receive Holy Communion. They will identify that we must be baptized, believe in the Holy Eucharist, and fast for one hour before receiving Communion. We must also not be in a state of serious sin. Students will be able to explain why it is important to receive with reverence, and why we should not leave Mass early, right after Holy Communion.

### II. Materials

- Adventure Catechism text
- 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.

- Although we are only obligated to go to Mass on Sundays and holy days, we are invited to go anytime. On days we can not go, or if we have not made our First Holy Communion, we can make a spiritual communion. This is a prayer in which we tell God of our desire to receive Him and ask Him to come into our hearts. Write your own prayer of spiritual communion.

### **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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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 reception of the Eucharist, found on CatholicBrain:
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/17/07/16/58/389/head/Vol.4%20page16.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

# Reconciliation

### I. Objective

- Students will understand that we are forgiven of sins committed after Baptism through the sacrament of Reconciliation. They will recognize that Jesus gave the Apostles the power to absolve from sin, and that this power has been passed down 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 through the prayer included in the insert of the text. Note that this is the prayer of Absolution that the priest prays during Reconciliation. Consider the words of the prayer, and their meaning.

## **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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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 or (if they did this one during the sacraments lesson) the image of Jesus and Divine Mercy, 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>
  - ◇ <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 17

# Contrition

### I. Objective

- Students will identify contrition as an essential part of the sacrament of Reconciliation. They will define contrition and distinguish between perfect and imperfect contrition. Students will also understand why a purpose of amendment is an important part of contrition.

### 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. Dismas, and discuss how his life relates to the topic of this 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 Act of Contrition?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/974274/1/lesson-22---what-is-the-act-of-contrition?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What are we telling God, when we pray the Act of Contrition? *That we are sorry for our sins*
  - ◇ Which sacrament includes the Act of Contrition? *Reconciliation (Confession)*
  - ◇ How should we pray the Act of Contrition? *With honesty, respect, and 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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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 with the Act of Contrition, found on CatholicBrain:
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/17/07/29/17/099/head/Vol.4%20page19.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 18

## Confession

### I. Objective

- Students will recognize that in Reconciliation, we confess our sins to a priest. They will distinguish between mortal and venial sins, and understand that we must confess all mortal sins. Students will also learn how to make an examination of conscience and be encouraged to receive this sacrament often.

### II. Materials

- Adventure Catechism text
- Examination of Conscience for children
- 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 Nepomucene, 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.
- Students will practice making an Examination of Conscience. Teach them that this process is used for reflection before the sacrament of Reconciliation, to help them know what to confess. Use the attached Examination of Conscience for children, based on the Ten Commandments, to guide them through some reflection.

**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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

**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 one or two-sentence summary of the chapter. 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 about using the Ten Commandments to make an examination of conscience, found on CatholicBrain.
  - ♦ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/17/07/22/38/552/head/Vol.4%20page18.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.

# An Examination of Conscience Based on the Ten Commandments

## First Commandment

*I am the LORD your God. You shall worship the Lord your God and Him only shall you serve.*

Have I...

- Disobeyed the commandments of the Church?
- Deliberately misled others about the Faith?
- Made anything or anyone else in my life more important than God?

## Second Commandment

*You shall not take the name of the Lord your God in vain.*

Have I...

- Used the name of God inappropriately?
- Watched television or movies, or listened to music that treated God, the Church, the saints, or sacred things disrespectfully?
- Used foul language?

## Third Commandment

*Remember to keep holy the Lord's day.*

Have I...

- Missed Mass on Sunday or Holy Days through my own fault?
- Paid attention and been respectful in church?

**Fourth Commandment**

*Honor your father and your mother.*

- Have I...
- Obeyed all that my parents reasonably asked of me?
- Talked back to, or spoken badly about, my parents?
- Obeyed my teachers?
- Tried to be a good influence on my siblings or other members of my family?

**Fifth Commandment**

*You shall not kill.*

Have I...

- Intentionally hurt someone?
- Bullied or made fun of someone?
- Tried to get revenge on someone?
- Seriously risked my own safety?
- Helped another person to commit a sin?

**Sixth Commandment**

*You shall not commit adultery.*

Have I...

- Watched anything on television, the Internet, or in print that was inappropriate?
- Dressed inappropriately?

**Seventh Commandment**

*You shall not steal.*

Have I...

- Stolen anything?
- Been generous?
- Broken something that didn't belong to me and not been willing to make amends?

### **Eighth Commandment**

*You shall not bear false witness against your neighbor.*

Have I...

- Lied?
- Talked about someone behind their back?
- Cheated in school?

### **Ninth & Tenth Commandments**

*You shall not covet your neighbor's spouse.*

*You shall not covet your neighbor's goods.*

Have I...

- Intentionally focused on inappropriate thoughts?
- Intentionally desired something that belongs to someone else?

# Lesson 19

## Penance

### I. Objective

- Students will recognize that as part of the sacrament of Reconciliation, the priest gives us a penance. They will demonstrate that they understand that offering a penance to God is just, and that it helps heal the damage that sin does.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- 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 de Sales, 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 Penance?"

◇ <https://www.CatholicBrain.com/edu/videos/966544/1/lesson-21---what-is-penance>

- Ask the students a few questions to check for understanding, such as:
  - ◇ What do we read about people using for penance in the Old Testament? *Sackcloth and ashes*
  - ◇ How is our penance good for us? *It can help us learn from our mistakes and repair the damage that sin does to us*
  - ◇ Does our penance completely repay God for our sins? *No; Jesus paid for our sins*
  - ◇ What is a season of penance? *Lent and Advent*
- 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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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.
- Skits – Break students into groups and have them plan and act out skits. They should come up with a scene in which someone does something wrong and then has to



perform an act to begin to repair the damage. In their skits, encourage them to demonstrate that there was justice in having a consequence for bad behavior, and to show the lesson that the sinner learned.

- 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

# God and His Creation

### I. Objective

- Students will understand how to make a good Confession, and the steps to participating in the sacrament. They will express their understanding of Absolution and demonstrate their readiness to regularly receive the sacrament of Reconciliation.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Printed 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.
- Close in prayer.

#### 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 “How to Make a Good Confession?”
  - ◇ <https://www.CatholicBrain.com/edu/videos/961494/1/lesson-20---how-to-make-a-good-confession>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What should we do before going to Confession? *Examine our conscience*
  - ◇ Who do we confess our sins to, in the sacrament? *A priest*
  - ◇ What prayer do we pray, expressing that we are sorry? *The Act of Contrition*
  - ◇ What will the priest give us, to do after our Confession? *A penance*
  - ◇ What do we receive from the priest, as our sins are forgiven? *Absolution*
- 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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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 solve and color the maze about Confession. They can also complete the worksheet about the steps to the sacrament of Reconciliation:
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/09/17/07/21/05/493/head/Vol.4%20page17.pdf.pdf>
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/04/30/11/44/59/552/head/Lesson%2020%20Opening%20Activity.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

# Sacraments of Service: Matrimony

### I. Objective

- Students will define what a vocation is, and recognize that marriage is a vocation that God calls many people to. They will identify Holy Matrimony as the sacrament of marriage, and that it was created by God. Students will be able to identify the purposes of marriage and understand that Holy Matrimony is an important sign of Christ's relationship with the Church.

### 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 Saints, Sts. Louis and Zelie Martin, 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 Adventure Catechism video "What is Matrimony?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/978174/1/lesson-26---what-is-matrimony?>
- 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**
- 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 - Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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/2019/09/02/09/00/25/331/head/holy-family.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

# Sacraments of Service: Holy Orders

### I. Objective

- Students will recognize that some people have religious vocations and identify Holy Orders as the sacrament by which a man becomes a priest. Students will understand that priests receive special gifts from God that allow them to do things like preach the Gospel and administer the sacraments. They will also recognize that there are beautiful religious vocations for women.

### 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. Damien of Molokai, 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 the Sacrament of Holy Orders?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/1022344/1/lesson-27---what-is-the-sacrament-of-holy-orders?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who did Jesus make the first leaders in His Church? *The Apostles*
  - ◇ Where does the Church exist today? *All over the world*
  - ◇ Who has the role of the Apostles in the Church today? *Bishops*
  - ◇ Who work with the bishops, called by God to serve as leaders in the Church and representatives of Jesus? *Priests*
  - ◇ In what sacrament does a man become a bishop, priest, or deacon? *Holy Orders*
- 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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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. Damien:
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/08/03/02/29/19/975/head/saint-damien-molokai.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

# Free Will and Virtues

### I. Objective

- Students will define free will and virtues. They will recognize that the most important choices they make are moral choices. Students will display a basic understanding of the theological and cardinal virtues.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Drawing paper
- 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.
- Close in prayer.

#### 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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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.

- Take some time to explore the text insert about the theological and cardinal virtues. Help the students understand what each of the virtues are. Then students can choose one of the virtues and make a drawing representing it.
- 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

# Our Conscience

### I. Objective

- Students will identify their conscience as the “little voice” that tells them what they should and should not do. They will recognize that their conscience must be properly formed, and identify the Bible and the Church as gifts God has given us to help us properly form our conscience. Students will understand that they must always obey their properly-formed conscience.

### 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. Thomas More, 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.
- This week, the students can watch the Carlos Caterpillar video "Bug A Boo."
  - ◇ <https://www.CatholicBrain.com/edu/videos/5635/1/cc07-bug-a-boo>
- After the video, students can answer the following questions:
  - ◇ Did Carlos know he wasn't supposed to watch the DVD?
  - ◇ How did he know that?
  - ◇ Why did he do it anyway?
  - ◇ Why didn't Antonio watch it?
  - ◇ Was Carlos following his conscience?
  - ◇ Was Antonio following his?
  - ◇ What did Carlos learn?

### **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 - Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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. Thomas More:
  - ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/08/03/02/43/54/215/head/saint-thomas-more.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

# The Ten Commandments

### I. Objective

- Students will understand what the Ten Commandments are and where they came from. They will understand what each Commandment means, and begin to 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 about this week's Saint, Moses, 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 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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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.
- There are three pages for students to color or complete, relating to the Ten Commandments:

- ◇ <https://www.CatholicBrain.com/edu-printables/1118554/1/what-are-the-ten-commandments?-coloring-page5>
  - ◇ <https://www.CatholicBrain.com/edu-printables/1118494/1/what-are-the-ten-commandments?-coloring-page2>
  - ◇ <https://www.CatholicBrain.com/edu-printables/1118514/1/what-are-the-ten-commandments?-coloring-page3>
- Be sure to correct the third one together, and encourage students to keep it for review. It is important that they begin to memorize the Ten Commandments. From time to time, in future classes, take a few minutes to orally quiz them, and help them to memorize all ten.
  - 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

# The New Commandment

### I. Objective

- Students will understand that Jesus gives us the command to love as He loves. They will identify Jesus's love as unselfish and sacrificial, and extending even to His enemies. Students will explore ways they can love as Jesus loves.

### II. Materials

- Adventure Catechism text
- Activity sheets
- Student religion picture journals
- Bible
- 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 13:34-35.

### **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.
- Using the attached activity sheets, students will consider four different situations. They should think about how they could react in each situation, loving as Jesus loves. Allow students to write their answers on the papers, and then share as a class.

### **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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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.
- Before the coloring page, read and discuss John 13:1-20; Jesus washing the Apostles' feet.
- Then 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 26 Activity

Read the following scenarios. Honoring the fifth Commandment means being life-affirming. What are some life-affirming ways you could respond to the situations below?

- After school you see a classmate, who you know does not have many friends, sitting by himself on a bench crying. At school today you heard people telling embarrassing stories about him.
- Your best friend has met some new people recently and has been ignoring you. She hasn't even been returning your phone calls. You just found out that her dog, which was very special to her, just died, and she asks if she can come over to your house to talk.
- This morning you and your mother went to the grocery store, and you saw the homeless man that is usually out front. He usually says hello and asks for change. It makes you uncomfortable, but he's always been polite. This morning, as you walk by him, he looks depressed and just stares at his feet.
- It's your birthday, and your parents are throwing you a party. They want to invite your whole class, but there is one girl you've never gotten along with, and you don't really want to ask her to your party.

## Lesson 27

# Loving God and Loving Others

### I. Objective

- Students will understand how the Ten Commandments are summed up in the commands to love God and love our neighbor. They will recognize that we must love God first; He is most deserving of our love. They will also understand that loving our neighbor is also essential. Students will consider specific ways they can love God and their neighbors.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Drawing paper
- 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 Saints, 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 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 – Divide students into partners or small groups, and have them 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, the students should discuss the "Question to consider" in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

## **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 one or two-sentence summary of the chapter. 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 will draw two pictures – one that shows a person loving God, and the other that shows a person loving other people. If there is time, allow students to share their pictures with the class.
- 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

# What Is Prayer?

### I. Objective

- Students will understand that prayer is their conversation with God, and that daily prayer is essential for their relationship with Him. They will explore different ways to pray and be encouraged to commit to daily 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 this week's Saint, St. Alphonsus Liguori, 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 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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### **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 one or two-sentence summary of the chapter. 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.
- The coloring pages for the next three lessons are all based on a prayer the students should learn. Today, students can color the picture with the Glory Be:

- ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/07/24/12/10/06/291/head/glory-be.pdf>
- Students should take it home and keep it somewhere that they can use it to pray the Glory Be often, and memorize it.

## Lesson 29

# Learning to Pray

### I. Objective

- Students will consider the ways we learn to pray. They will identify people and tools that can help them learn to pray. Students will understand how to turn their entire day into a prayer by making a Morning Offering.

### 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 Paul II, 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 the Domestic Church?”

Note: The Adventure Catechism this week is about the domestic church to stress that the family should be the first school of prayer.

◇ <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:
  - ◇ 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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.
- 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.

### 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 one or two-sentence summary of the chapter. 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 with the Hail Mary: <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2020/07/24/12/14/00/922/head/hail-mary-2.pdf>
- Students should take it home and keep it somewhere that they can use it to pray the Hail Mary often, and memorize it.



# Lesson 30

## Prayer Focus

### I. Objective

- Students will explore specific prayers, such as the Our Father and the creeds. They will understand these prayers and recognize their value. Students will consider how to make these prayers a part of their prayer life.

### 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 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 – Divide students into partners or small groups, and have them 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, the students should discuss the “Question to consider” in their groups, and each student should write a short answer to the question on a slip of paper or note card, which you may choose to use as an exit ticket for the class.

- 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.

### **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 one or two-sentence summary of the chapter. 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.

- Today, students can color the picture with the Our Father: <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.