

## Lesson 1

# God, Our Creator and Father

### I. Objective

- Students will recognize that God is the eternal Creator of all things. They will understand that God is love, and that He made human beings in His image and likeness, to be His children. Students will identify some of the ways that God reveals Himself to us.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Therese of Lisieux, and discuss how her life relates to the topic of the lesson.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the 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*
  - ◇ How does everything we make depend on God's creation? *We use materials to make things. Every material ultimately comes from something that God made. Only God can make something from nothing.*
  - ◇ Who made God? No one; God is eternal; *He has no beginning and no end*
  - ◇ What name did God tell Moses to give to the people for Him? *I AM*
- 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, Word Search and other printables, 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.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ Today's prayer activity is focused on the Our Father. It is a prayer we all know, but we sometimes say without much thought. Take some time to go through the Our Father slowly, one line at a time, helping students understand what it means, and allowing students some time to quietly reflect before moving on to the next line.
- Encourage students to share with their families what they learned this week.

## Lesson 2

# The Beauty of God's Creation

### I. Objective

- Students will appreciate that all of God's creation is good, and has been given to us as a gift. They will recognize that creation is a reflection of the beauty and goodness of God Himself, and that we have a responsibility to care for God's creation. Students will also understand that we have been made for God Himself, and that our true home is Heaven.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Francis of Assisi, and discuss how his life relates to the topic of the lesson.

#### B. Day Two

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

- ◇ The class will go outside today. Find a safe place where students can wander and observe. Instruct the students that they will be looking for one thing that God has created that reflects His goodness, that they can bring back to share with the class. If they find something that they can not bring back to the classroom, such as an animal, or something they can not carry, or are not allowed to take, they should still be prepared to share what they found with the class.
- ◇ Once the class has returned to the room, each student should have the opportunity to share what he or she found, and how it reflects the goodness or beauty of 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity – Gratitude
  - ◇ For today’s prayer activity, the class will thank God for His gifts of creation. Gather in a circle and allow each student to share some part of creation he or she is thankful for. When each student has shared, lead the class in a prayer of

thanksgiving. You can create your own, or use the following suggested prayer below:

*"God our Father, we thank You for the wonderful gifts of Your creation. We thank You for the beauty of nature, the gift of the animals, the warmth of the sun, the blessings of the rain, for this entire universe that You have given to us as a gift. We thank You for the gift of each other, for giving us life, and for calling us to be Your sons and daughters. Give us the grace to love You each day, and may we live always with a spirit of gratitude. Amen."*

- Encourage students to share with their families what they learned this week.

## **Lesson 3**

# **The Holy Bible**

### **I. Objective**

- Students will identify the Bible as the written Word of God and understand that the human authors of the Bible received the gift of Inspiration from the Holy Spirit. Students will be able to distinguish between the New and Old Testaments, and explain the basic contents of each.

### **II. Materials**

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- 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 the insert about 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:
  - ◇ How is the Bible alive? *It is God’s Word. He still speaks to us through the Bible.*
  - ◇ 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.



**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.
- Prayer Activity
  - ◇ It is important for students to learn to use the Bible as a tool for prayer. They must not read it like they would read any other book. If you have enough Bibles for each student to use one, pass them out. If not, that is okay; they can just pay close attention as you read.
  - ◇ Read a passage aloud to the class from the Bible. If the students have Bibles, they can look it up so that after you read it once, they can re-read it if they choose. If the students do not have Bibles, instruct them to listen closely to the passage. Then allow them some time to reflect on the passage in silence, and talk to God about it. Let the students know that for our prayer today, we are going to let God start the conversation through the Bible. If you have Gregorian chant that you can play softly in the background as they reflect, it may help drown out distractions.
  - ◇ If you have a favorite Bible passage you want to use, do so. Otherwise, you can read the story of Jesus calling the children to come to Him: Mark 10:13-16.
- Encourage students to share with their families what they learned this week.

## Lesson 4

# The Blessed Trinity

### I. Objective

- Students will identify the Trinity as the central mystery of our Faith. They will understand that the Trinity means that there are three divine Persons in one God, and that the Father, the Son, and the Holy Spirit completely possess the divine nature. Students will recognize that Jesus has both a divine and a human nature. Students will be able to explain why it is essentially impossible to find a satisfactory analogy for the Trinity.

### II. Materials

- Adventure Catechism text
- Popsicle sticks, markers, glue
- Printed Trinity diagram from CatholicBrain
- Student religion picture journals
- Bible

### 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 insert about 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.
  - Object lessons for the Blessed Trinity are very difficult. There is simply nothing that truly represents the reality of the Trinity well. We have all heard of the legend of the shamrock, and many use a triangle to explain. But these fall short because they describe one thing made of three parts. They do not demonstrate Persons. And, if you consider only one side of a triangle or one leaf of a shamrock, they are not completely a triangle or a shamrock. Yet each Person of the Blessed Trinity is fully God. They are not pieces of God. Therefore, any object lesson that is done, must also have its limitations clearly explained.
  - For this lesson, we will use the image of a triangle. However, you will have to judge whether it will enhance or inhibit your class's understanding before deciding whether to do it. Give each student three popsicle sticks. Allow them to color them three different colors with markers, perhaps the three primary colors. In black ink, they should write on one, "Father;" on another "Son;" and on the third, "Holy Spirit." Then they will glue all three together at the ends to form a triangle. The three distinct sides will form one triangle.
  - While this may help students grasp the idea of the Trinity a little, the real benefit may come from the explanation of the craft's limitations to represent the Blessed Trinity. After students have completed the craft, consider using the classic diagram of the Trinity, found on CatholicBrain (link below) to help explain those limitations. Check for understanding by having the students explain to you how their craft represents the Trinity, and how it falls short.
- ◇ <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/11/06/07/52/11/819/head/Shield%20Trinity%20Scutum%20Fidei%20English.pdf>

## **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.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

**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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

**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.
- Prayer Activity
  - ◇ Scripture reflection – Read aloud to the students John 14:6-10 – In this passage, Jesus demonstrates the distinctness of Him and the Father, yet also the profound unity.
  - ◇ Read it again. If students have their own Bibles, they can open to the passage. Allow students to sit quietly (perhaps with Gregorian chant quietly playing) and reflect on the passage. Encourage them to talk to God about it in prayer.
  - ◇ Also encourage the students to Trinitize their prayers sometimes. If they only pray to “God,” encourage them to speak occasionally to the Father by Name, and to Jesus, and to the Holy Spirit. God reveals Himself to us as a personal God. The three Persons of the Trinity are a community of love, and we are invited to participate in that love. We must have a loving relationship with God that is personal, not theoretical.
- Encourage students to share with their families what they learned this week.

## Lesson 5

# God Becomes Man

### I. Objective

- Students will be able to retell the story of Original Sin and explain its effects on all of us. They will recognize that God, out of love, promised to send a Savior to free us from the power of sin. Students will know the story of the Annunciation and understand that God the Son took on a human nature in the womb of the Virgin Mary, through the power of the Holy Spirit.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Copies of the USCCB guide how to pray the Rosary
- On Friday, each student should have a Rosary, if possible

### 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 insert about St. John, 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 Original Sin?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/961044/1/lesson-11---what-is-original-sin?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who were the first man and woman? *Adam and Eve*
  - ◇ What did God tell Adam and Eve not to do? *Eat fruit from a certain tree*
  - ◇ Did Adam and Eve obey God's command? *No*
  - ◇ Who tempted Adam and Eve to disobey God? *The devil*
  - ◇ Who is born with Original Sin? *All of us*
  - ◇ Who came to save us from sin? *Jesus*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, 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.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

**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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

**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.
- Prayer Activity – The Rosary
  - ◇ Teach the students how to pray the Rosary. Show them how to use the beads to count the prayers, and focus on the Mysteries of the Rosary. The rhythm of the prayers, and repeating the holy words over and over, without having to try to remember them, helps to quiet our minds so we can meditate on the events in the life of Jesus that make up the twenty Mysteries of the Rosary.
- You can print and use the guide of how to pray the Rosary put out by the USCCB:
  - ◇ <http://www.usccb.org/prayer-and-worship/prayers-and-devotions/rosaries/how-to-pray-the-rosary.cfm>
- It will be difficult for the students to understand, but you can help them. Also, encourage them to take it home, go over it with their parents, and pray the Rosary as a family.
- Today, pray the first Joyful Mystery of the Rosary, The Annunciation, together as a class.
- Encourage students to share with their families what they learned this week.

## Lesson 6

# Jesus Shows the Father's Mercy

### I. Objective

- Students will be able to retell the story of the first Christmas. They will understand that Jesus performed miracles and told parables, and demonstrates God's unending mercy. Students will explain the parable of the Prodigal Son and its significance.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Lectio Divina sheets
- 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 the insert about St. Faustina, 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 "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:
  - ◇ Jesus is completely what? *Human and Divine (God and Man)*
  - ◇ 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, Word Search and other printables, 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.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

**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.
- Prayer Activity – Lectio Divina
  - ◇ Students have had a little experience this year praying with Scripture. Today they will learn how to do it in a more structured way through the practice of Lectio Divina. Using the attached sheet, walk the students through the process of Lectio Divina. You will need to read it ahead of time to decide how to effectively present it to your class.
  - ◇ Then lead them through it, using the parable of the Lost Sheep – Luke 15:1-7.
  - ◇ Encourage the students if they find it difficult. This is a valuable practice, but they should not expect it to come quickly or easily.
- Encourage students to share with their families what they learned this week.

# Lectio Divina

## LECTIO (“reading”):

Read the passage attentively, reverently, slowly. Lectio is a listening kind of reading that patiently waits in trust for the Word (Jesus) to reveal Himself. You might read the passage several times or linger on one particular phrase or even one word. If one word, phrase, or image catches your attention, or seems to speak to you, spend some time with it; don’t rush through it. Take that word, phrase, or image to the second step, meditation.

## MEDITATIO (“meditation”):

Meditation is an act of the mind. Ponder what was read. Consider the part that particularly caught your attention or seemed to speak directly to you. Why did that word, phrase, or image strike you? What might God be trying to say? Is He comforting you, challenging you, answering a question you have?

## ORATIO (“prayer”):

This is the prayer of the heart. It’s unique, personal, honest and spontaneous, specific to the experience of encountering God in His Word. After spending some time considering what the Word of God was saying to you, talk to God about it.

## CONTEMPLATIO (“contemplation”):

Finally, listen. You have spoken to God, now quietly give Him your attention and open yourself to His response. This stage is God’s response to us, so it’s totally beyond our control. We cannot create contemplation by ourselves. It is a divine gift that the Lord in His goodness gives us. In contemplation, one is totally passive, held by the mystery of God. Your whole self becomes focused on the Lord. It is nothing more than a close sharing between friends. It is deep, intimate, intense, sometimes tearful, and often too deep for words.

*“Contemplative prayer is nothing else than a close sharing between friends; it means taking time frequently to be alone with Him who we know loves us.” (St. Teresa of Avila)*

## Lesson 7

# The Perfect Sacrifice

### I. Objective

- Students will understand that Jesus freely chose to give His life as an offering for sin. They will recognize that the Passover lamb is a foreshadowing of Christ, and be able to explain why Jesus is the Lamb of God. Students will identify Jesus's death on the cross as the ultimate expression of God's love for them.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Copies of the USCCB guide how to pray the Chaplet of Divine Mercy
- On Friday, each student should have a Rosary, if possible

### 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 insert about St. Longinus, and discuss how his life relates to the topic of the lesson.

## **B. Day Two**

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Redemption?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/929034/1/lesson-12---what-is-redemption?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who is our Redeemer? *Jesus*
  - ◇ How did Jesus redeem us? *He died to save us*
  - ◇ Why is Jesus the Lamb of God? *He was sacrificed for our sins*
  - ◇ What did Jesus do on the third day from His crucifixion? *He resurrected from the dead*
- 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, Word Search and other printables, 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.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **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-paragraph summary of the chapter. Write it on the board.

- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### 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.
- Prayer Activity – Chaplet of Divine Mercy
  - ◇ Two weeks ago, you learned how to pray the Rosary. This week you will learn the chaplet of Divine Mercy, which is prayed using Rosary beads. Explain to students that when we pray the chaplet, we should contemplate God's great mercy for us. Print the explanation of how to pray the chaplet from the USCCB, and go over it with the students:
    - <https://www.usccb.org/beliefs-and-teachings/how-we-teach/new-evangelization/year-of-faith/how-to-pray-the-chaplet-of-divine-mercy>
  - ◇ If you do not have enough time to introduce the chaplet today, or simply want to reinforce the Rosary, another option for the prayer activity is to pray the fifth Sorrowful Mystery of the Rosary, the Crucifixion.
- Encourage students to share with their families what they learned this week.

## Lesson 8

# Christ Is Risen, Alleluia!

### I. Objective

- Students will identify that on the third day from His Crucifixion, Jesus resurrected from the dead, on the first Easter Sunday. They will understand that by rising from the dead, Jesus defeated death for all of us. Students will recognize that Sunday is our holy day because it is the day of the Resurrection.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Rosaries and/or a Bible on Friday

### 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 insert about St. Mary Magdalene, and discuss how her life relates to the topic of the lesson.

#### B. Day Two

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



- Watch the Brother Francis video “He is Risen.”
  - ◇ <https://www.CatholicBrain.com/edu/videos/966384/1/he-is-risen>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What did Jesus do on the third day from His crucifixion? *He rose from the dead (the Resurrection)*
  - ◇ What holiday celebrates the Resurrection of Jesus? *Easter*
  - ◇ How many of the Gospels tell us about the Resurrection? *All four*
  - ◇ How did Jesus save us from sin? *His suffering and death on the cross*
  - ◇ What did Jesus do for the little girl who had died? *Raised her from the dead*
  - ◇ What did Jesus do to the Apostles before the Last Supper? *Washed their feet*
  - ◇ What did Jesus change bread and wine into, at the Last Supper? *His Body and Blood*
  - ◇ What did Peter do three times, when people asked him if he was a follower of Jesus? *Peter denied knowing Jesus*
  - ◇ Because of Jesus’s death and Resurrection, how long can we live with Him? *Forever*

### **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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.



- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### 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.
- Prayer Activity
  - ◇ Students may pray the first Glorious Mystery of the Rosary, the Resurrection.
  - ◇ You may also have your students write a reflection to Scripture in their religion journals. Read them one of the accounts of the Resurrection, perhaps John 20:1-18, or Luke 24:13-35. Tell the students to imagine that they are one of the people in the story. They should write down how they imagine they would have felt and reacted. Encourage them to write a prayer directly to God in their journals, or take time for silent prayer as they write.
- Encourage students to share with their families what they learned this week.

## Lesson 9

# The Ascension and Second Coming

### I. Objective

- Students will understand that 40 days after His Resurrection, Jesus ascended to Heaven, and that He promised to return again. They will recognize that Jesus established the Catholic Church to continue His work, with the Apostles as the first priests and bishops. Students will also be able to identify the mission that Jesus gave the Apostles to spread the Good News to the entire world, with the help of the Holy Spirit.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Bible

### 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 insert about St. Stephen, 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 Second Coming?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/1055744/1/lesson-40---what-is-the-second-coming?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who appeared to the Apostles after Jesus ascended to Heaven? *Two angels*
  - ◇ What did the angels tell the Apostles that Jesus would do? *Return*
  - ◇ When will Jesus return? *No one knows*
  - ◇ How can we be ready for Jesus's return? *We must be ready at all times, by staying close to Jesus and doing His will*
- 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, Word Search and other printables, 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.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **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-paragraph summary of the chapter. Write it on the board.

- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

#### **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.
- Prayer Activity – Scripture reflection
  - ◇ Read to the students the passage in the Bible about the Judgment of the Nations – Matthew 25:31-46. Tell students to imagine the scene. They should then reflect quietly on it, and pray silently. When the reflection period is over, allow students to offer prayers aloud, or simply close with a Glory Be together.
- Encourage students to share with their families what they learned this week.

## Lesson 10

# Pentecost and the Holy Spirit

### I. Objective

- Students will recall that the Holy Spirit is God, the third Person of the Blessed Trinity. They will recognize that the Holy Spirit came to the Church on Pentecost and continues to guide the Church and protect her teaching from error. Students will understand that they received the Holy Spirit at their Baptism, and that the Spirit can guide and sanctify them.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Peter, 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*
  - ◇ Is the Holy Spirit a bird? *No*
  - ◇ Is the Holy Spirit God? *Yes*
  - ◇ On what day did the Holy Spirit come upon the Apostles? *Pentecost*
  - ◇ How many people joined the Church on Pentecost, at the preaching of St. Peter? *About 3,000*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

**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.
- Prayer Activity
  - ◇ Explore the Come, Holy Spirit prayer (below). You may have been opening your lessons with this prayer. Consider it with the class, line by line, exploring what the prayer says. Then, slowly and thoughtfully, pray the prayer together.

***Come, Holy Spirit***

*Come, Holy Spirit, fill the hearts of Your faithful and kindle in them the fire of Your love. Send forth Your Spirit and they shall be created, and You shall renew the face of the earth. O God, who by the light of the Holy Spirit, did instruct the hearts of the faithful, grant that by the same Holy Spirit, we may be truly wise and ever rejoice in His consolations, through Christ our Lord. Amen.*

- Encourage students to share with their families what they learned this week.

## Lesson 11

# The Catholic Church

### I. Objective

- Students will recognize that Jesus founded the Catholic Church. They will identify and explain how the Church is the people of God, the Body of Christ, and the Bride of Christ. Students will demonstrate an expression of gratitude for the gift of the Catholic Church.

### 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 the insert about St. Rita, 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 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, Word Search and other printables, 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.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

## **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

**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.
- Prayer Activity
  - ◇ Today students will make a drawing of the Church. It can be anything that represents the Church to them. For example, they may draw their home parish or their priest; or they may draw something that represents the images of the Church we learned about this week – the people of God, the Body of Christ, or the Bride of Christ. Somewhere on their picture, they should write a simple prayer of gratitude, thanking God for the Church in some way. Allow students to share their pictures and, as a class, pray the prayers of gratitude together.
- Encourage students to share with their families what they learned this week.

## Lesson 12

# Service in the Church

### I. Objective

- Students will identify a vocation as a call from God. They will recognize that God calls some people to religious vocations. They will be able to explain the Sacrament of Holy Orders, and describe vocations to the priesthood and religious life. Students will demonstrate an understanding of the importance of Apostolic Succession to the Church.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Callistus, 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ If possible, invite a priest to come to your class. Ask him to share his vocation story and his experiences and reflections regarding the priesthood. Prepare students by encouraging them to write down some questions they have that they would like to ask a priest. At the end of the session, ask the priest to lead you in prayer. If you can not get a priest, but you can get a sister or a deacon, that would also be good.
  - ◇ If you are not able to have a guest come to your class, lead the students in intercessory prayer, praying for each other's needs. You choose to use the form that is used at Mass (announcing each intention and responding, "Lord, hear our prayer") or any other form that works with your group. Be sure to include prayers for our priests and religious, and prayers for religious vocations. Stress with the students how important those intentions are for us to be praying for.
- Encourage students to share with their families what they learned this week.

## Lesson 13

# The Domestic Church

### I. Objective

- Students will recognize that marriage is a vocation and that it is very important to God. They will understand how a Catholic family is meant to be a domestic church. Students will identify the Holy Family as an important model for all families, and they will reflect on the role they can play to support their family as a domestic church.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Joseph, 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 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**
- If there is time, you may also watch the Adventure Catechism video “What is the Domestic Church?”
  - ◇ <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, Word Search and other printables, 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.

- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

**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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

**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.
- Prayer Activity
  - ◇ Begin with a reflection; students should write notes. Ask the students how they can support their family being a domestic church. Can they bring more harmony to their family by being kinder to their siblings or obeying their parents more? Does someone in their family have a need that they can be attentive to? Can they encourage their family to pray more together, or talk about God and the Church at the dinner table? Encourage students to keep the notes they write of their ideas, and to refer to them and add to them from time to time.
  - ◇ Next, the class should pray for their families. It is important for students to remember that they should pray for their parents, grandparents, siblings, and other family members. If any students have special needs they want to share with the class, allow them to, and support each other’s families in prayer. Be an example for the students by praying for your family with them, too.
- Encourage students to share with their families what they learned this week.



## Lesson 14

# Mary, Mother of the Church

### I. Objective

- Students will recognize that Jesus gave Mary to us as our spiritual mother. They will define Mary's Immaculate Conception and her Assumption. Students will understand the importance of developing a relationship with Mary, and will develop their own relationships with her.

### 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 the insert about 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*
- If there is time, you may also watch the Adventure Catechism video "What is the Immaculate Conception?"
  - ◇ <https://www.CatholicBrain.com/edu/videos/929074/1/lesson-14---what-is-the-immaculate-conception?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ What title did the angel Gabriel call Mary when he appeared to her? *Full of Grace*
  - ◇ Who is known as the Ark of the New Covenant? *Mary*
  - ◇ What gift that God gave to Mary kept her pure from the first moment of her life, in the womb of her mother? *Her Immaculate Conception*
- 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

#### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

#### **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.
- Prayer Activity
  - ✦ It is probably not close to Mothers’ Day, but have the students write a Mothers’ Day card to Mary. We want them to really understand that Mary is their mother. Remind them that it is a card to Mary, and they can read it to her as a prayer. Allow them to draw and color it after they have finished writing.
  - ✦ If time allows, pray the first Joyful Mystery of the Rosary, the Annunciation, together.
- Encourage students to share with their families what they learned this week.

## Lesson 15

# The Communion of Saints

### I. Objective

- Students will be able to define the Communion of Saints. They will turn to the saints in Heaven and ask for their prayers, and they will pray for the souls in Purgatory. Students will also understand that their prayers are powerful and appreciate the importance of praying for each other.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Litany of the Saints

### 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 insert about St. Joan of Arc, 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 Communion of Saints?”
  - ◇ <https://www.CatholicBrain.com/edu/videos/1055354/1/lesson-36---what-is-the-communion-of-saints?>
- Ask the students a few questions to check for understanding, such as:
  - ◇ Who make up the cloud of witnesses spoken about in the Book of Hebrews? *The saints*
  - ◇ Where can the Communion of Saints be found? *On earth, in Purgatory, and in Heaven*
  - ◇ True/False: The saints in Heaven pray for us. *True*
- 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ Begin by reading the story of a saint. Either choose the saint of the day on which the class takes place, or choose a young saint, like St. Maria Goretti, or St. Dominic Savio. Remind the students that the saints in Heaven support us with their prayers. As part of the Communion of Saints, we should support each other with prayer. Lead the class in a session of intercessory prayer for each other's intentions. Be sure to include a prayer for the souls in Purgatory. Close with the Litany of the Saints (attached).
- Encourage students to share with their families what they learned this week.

# Litany of the Saints

Lord, have mercy on us. Christ have mercy on us.

Lord, have mercy on us. Christ, hear us, Christ, graciously hear us.

God, the Father of heaven, Have mercy on us.

God the Son, Redeemer of the world, Have mercy on us.

God, the Holy Spirit, Have mercy on us. Holy Trinity, One God, Have mercy on us.

Holy Mary, Pray for us.

Holy Mother of God, Pray for us.

Holy Virgin of virgins, Pray for us.

Saint Michael, Pray for us.

Saint Gabriel, Pray for us.

Saint Raphael, Pray for us.

All you holy angels and archangels, Pray for us.

All you holy orders of blessed spirits, Pray for us.

Saint John the Baptist, Pray for us.

Saint Joseph, Pray for us.

All you holy patriarchs and prophets. Pray for us.

Saint Peter, Pray for us.

Saint Paul, Pray for us.

Saint Andrew, Pray for us.

Saint James, Pray for us.

Saint John, Pray for us.

Saint Thomas, Pray for us.

Saint James, Pray for us.

Saint Philip, Pray for us.

Saint Bartholomew, Pray for us.

Saint Matthew, Pray for us.

Saint Simon, Pray for us.

Saint Thaddeus, Pray for us.

Saint Matthias, Pray for us.

Saint Barnabas, Pray for us.

Saint Luke, Pray for us.

Saint Mark, Pray for us.

All you holy apostles and evangelists, Pray for us.

All you holy disciples of our Lord. Pray for us.

All you holy Innocents, Pray for us.

Saint Stephen, Pray for us.

Saint Lawrence, Pray for us.

Saint Vincent, Pray for us.

Saints Fabian and Sebastian, Pray for us.

Saints John and Paul, Pray for us.

Saints Cosmas and Damian, Pray for us.

Saints Gervase and Protase, Pray for us.

All you holy martyrs, Pray for us.

Saint Sylvester, Pray for us.

Saint Gregory, Pray for us.

Saint Ambrose, Pray for us.

Saint Augustine. Pray for us.

Saint Jerome, Pray for us.

Saint Martin, Pray for us.

Saint Nicolas, Pray for us.

All you holy bishops and confessors, Pray for us.

All you holy doctors, Pray for us.

Saint Anthony, Pray for us.

Saint Benedict, Pray for us.

Saint Bernard, Pray for us.



Saint Dominic, Pray for us.

Saint Francis, Pray for us.

All you holy priests and levites, Pray for us.

All you holy monks and hermits. Pray for us.

Saint Mary Magdalen, Pray for us.

Saint Agatha, Pray for us.

Saint Lucy, Pray for us.

Saint Agnes, Pray for us.

Saint Cecily, Pray for us.

Saint Catherine, Pray for us.

Saint Anastasia, Pray for us.

All you holy virgins and widows, Pray for us.

All you holy men and women, Saints of God, Make intercession for us.

Be merciful, Spare us, O Lord.

Be merciful, Graciously hear us, O Lord.

Lamb of God, Who takes away the sins of the world, Spare us, O Lord.

Lamb of God, Who takes away the sins of the world, Graciously hear us, O Lord.

Lamb of God, Who takes away the sins of the world, Have mercy on us.

Christ hear us. Christ, graciously hear us.

Lord, have mercy on us. Christ, have mercy on us.

Lord, have mercy on us.

Our Father... And lead us not into temptation, But deliver us from evil. Amen.

# Lesson 16

## Angels

### I. Objective

- Students will identify angels as pure spirits that serve as messengers for God, and who serve His plans for salvation. They will understand that they each have a guardian angel and begin to pray to their guardian angel. Students will be able to tell basic facts about certain archangels, such as Michael and Gabriel.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Michael, and discuss how he relates to the topic of the lesson.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What are Angels?"

◇ <https://www.CatholicBrain.com/edu/videos/929114/1/lesson-15---what-are-angels?>

- Ask the students a few questions to check for understanding, such as:
  - ◇ What did the angels say to the people they appeared to in the Bible? *Do not be afraid*
  - ◇ What kind of bodies do angels have? *Angels do not have bodies, but they can appear to us as if they have one*
  - ◇ What does the word angel mean? *Messenger*
  - ◇ What special angel is in charge of caring for you? *Your guardian angel*
  - ◇ What names of archangels do you know? *Michael, Gabriel, Raphael*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

**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.
- Prayer Activity
  - ◇ Explore the Guardian Angel prayer (below). Consider it with the class, exploring what the prayer says. Pray the prayer together. Then ask the students to write their own prayer to their guardian angel. If there is time, they can illustrate it. Encourage the students to speak to their guardian angel daily.

***Guardian Angel Prayer***

*Angel of God, my Guardian dear, to whom God's love commits me here. Ever this day be at my side, to light and guard, to rule and guide. Amen.*

- Encourage students to share with their families what they learned this week.

## Lesson 17

# Saved by Grace through Faith

### I. Objective

- Students will be able to define the words faith and grace. They will recognize that salvation is a gift from God that they can not earn, but that they accept or reject through their response to God. Students will be able to distinguish between sanctifying grace and actual grace, and will be able to explain the importance of being in a state of grace.

### II. Materials

- Adventure Catechism text
- Small treat for each student
- Student religion picture journals
- Sacred art image

### 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 insert about St. Paul, 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.

- Today's activity is not a video, but an object lesson about this week's topic. We want the students to understand that Jesus paid the price of their sins; He offers salvation to them as a gift. They did not earn it, but it cost Him. He paid for all of our sins, and salvation is offered to all, but we have the choice of whether to accept the gift or to reject it. We accept the gift of salvation through our faith, charity, and participation in the sacraments; we reject it through our lack of faith and our unrepented sin.
- For this activity, you will need a small treat for all the students – donuts, candy, a little toy, whatever. This will be offered to them as a gift. But it will cost you something. Gauge ahead of time the price you are able to pay – perhaps it will be five pushups per student, or ten jumping jacks; it should be something they see you paying. Put the price on the board; for example, "one Hershey's kiss = 5 pushups." Offer the first student the gift. If he accepts, give it to him, and then pay the price. Do the same with each student. If a student does not want the gift, do not give it to him, but pay the price anyway.
- After everyone has been offered the gift, discuss the lesson. You paid the price for each student's gift. They were able to receive it undeserved, but they still had to accept it. Even if they rejected the gift, however, you still paid the price. Be sure to connect this to Jesus.

**Note:** If students later change their mind and want the treat, you may decide to give it to them, as we all have the chance to repent and accept the gift of salvation. However, set a limit; for example, they can not come back after class and get it. Just as if we reject God until we die, our chance for receiving the gift of salvation is over.

### **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.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

#### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

#### **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.
- Prayer Activity
  - ◇ Look closely at the sacred art attached to this week’s lesson. Encourage the students to take in the big picture of the scene, and also to explore some of its details. Ask them some questions, such as:
    - Who is the central figure of this picture?
    - Who else do you see in it?
    - What role does the cross play in this image?
    - What do you think Jesus is doing?
    - How does this image tie in to the theme of our lesson this week?
  - ◇ Be sure to close in prayer, thanking God for His gift of salvation.
- Encourage students to share with their families what they learned this week.

## Lesson 18

# The Seven Sacraments

### I. Objective

- Students will be able to repeat and explain the basic definition of a sacrament. They will categorize the seven sacraments as Sacraments of Initiation, Healing, and Service. Students will be able to give a brief definition of each of the seven sacraments.

### 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 the insert about St. Margaret Clitherow, and discuss how her life relates to the topic of the lesson.

#### B. Day Two

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



- Watch the Adventure Catechism video “What are the 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ Today students will make a drawing of the sacraments. It can be anything that represents the sacraments to them. For example, they may draw a specific sacrament being celebrated, or perhaps something that represents the gift and blessing that the sacraments are to the Church. Somewhere on their picture, they should write a simple prayer of gratitude, thanking God for the sacraments in some way. Allow students to share their pictures and, as a class, pray the prayers of gratitude together.
- Encourage students to share with their families what they learned this week.

# Lesson 19

## Baptism

### I. Objective

- Students will recognize that Baptism is a rebirth as a child of God. They will identify the main effects of Baptism. They will understand the role of water in Baptism, as well as chrism oil, the lighted candle, and the white garment. Students will be encouraged to learn about and celebrate their own Baptism day.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Lectio Divina Sheets
- 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 the insert about St. John the Baptist, and discuss how his life relates to the topic of the lesson.

#### B. Day Two

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

- 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.

- Prayer Activity
  - ◇ Today you will practice Lectio Divina, as you did for lesson 6. You may want to go back and print out copies of the Lectio Divina sheet from lesson 6. The students will definitely need a refresher on this prayer practice.
  - ◇ For today's Lectio, use the account of Jesus's baptism in the Gospel according to Matthew: Matthew 3:13-17.
- Encourage students to share with their families what they learned this week.

## Lesson 20

# The Holy Eucharist

### I. Objective

- Students will know the story of the Last Supper and the Institution of the Eucharist and be able to retell it. They will identify the Eucharist as truly the Body and Blood of Jesus. They will understand why we adore Jesus in the Blessed Sacrament, and how to properly prepare for the reception of Holy Communion.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Bible

### 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 insert about St. Tarcisus, 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 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

**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.
- Prayer Activity
  - ◇ If possible, take the students to the church for Adoration of the Blessed Sacrament. You will have to ask your priest to expose the Eucharist for you, and hopefully lead you in prayer. If you can not do that, bring the students to the church for prayer before the tabernacle. Remind them that the Eucharist is Jesus, so when we come before Him, we show adoration and honor because we are truly in His Eucharistic presence.
  - ◇ If you do not have access to a church, read John 6:51-58 with the class. Discuss it with them. Ask them what is happening, and highlight the parts where Jesus makes clear that the bread that He will give (the Eucharist) truly is His Body and Blood. Be sure to end in prayer.
- Encourage students to share with their families what they learned this week.



## Lesson 21

# The Holy Mass

### I. Objective

- Students will recognize that the Mass was given to us by Jesus, and that it is the greatest form of prayer. They will identify and explain the different parts of the Mass, and understand how to be properly disposed to celebrate the Mass well.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ For today's prayer activity, students are going to reflect on some quotes by the saints about the Mass. Read through the following quotes one at a time; give students time to quietly think about what each quote means and then briefly discuss it. Hopefully, they will encourage students to think about the Mass in a new and deeper way. Be sure to end in prayer, and express gratitude to God for the great gift of the Mass.
    - "The Mass is the most perfect form of prayer" – Pope St. Paul VI
    - "The angels surround and help the priest when he is celebrating Mass" – St. Augustine
    - "I begin each day with holy Mass, receiving Jesus hidden under the appearance of a simple piece of bread. Then I go out into the streets, and I find the same Jesus hidden in the dying...the abandoned children...and the homeless" – St. Teresa of Calcutta
    - "If we really understood the Mass, we would die of joy" – St. John Vianney
    - "It would be easier for the world to survive without the sun than to do without the Holy Mass" – St. Pio
- Encourage students to share with their families what they learned this week.

## Lesson 22

# Reconciliation

### I. Objective

- Students will recognize and appreciate the effects of the Sacrament of Reconciliation. They will understand how to participate in the sacrament and commit to receiving it regularly. They will express the importance and beauty of the sacrament.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Pio, and discuss how his life relates to the topic of the lesson.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What 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*
- If there is time, you can also 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](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*
  - ◇ Whom 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, Word Search and other printables, 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.

- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

#### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

#### **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.
- Prayer Activity
  - ◇ Write a letter to someone who hasn’t been to Reconciliation in a long time. It does not have to be to a specific person; just think about what you would say to someone in that situation. Be sure to include the beauty and power of the sacrament, what gifts we receive from it, and why it is so important. If there is time, students can share their letters with the class.
  - ◇ Be sure to end in prayer, thanking God for the great gift of His mercy, and the Sacrament of Reconciliation. If there is time, you may even pray the chaplet of Divine Mercy to close, as you did in lesson 7.
- Encourage students to share with their families what they learned this week.

## Lesson 23

# The Ten Commandments

### I. Objective

- Students will recognize that God gave the Ten Commandments to Moses for our good and that we must still follow them today. They will begin to memorize the Ten Commandments and understand what each of them means. Students will use the Ten Commandments to examine their consciences.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Examination of Conscience sheet

### 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 insert about 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ 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. Close by praying the Act of Contrition.
- Encourage students to share with their families 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?
- Recklessly 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 24

# The Greatest Commandment

### I. Objective

- Students will recognize that the two Great Commandments encompass the Ten Commandments. They will be able to give a proper Catholic definition for love, and explain why we must love God first, and love our neighbor as ourselves.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Teresa of Calcutta, and discuss how her life relates to the topic of the lesson.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What are the Two Great Commandments?"

◇ <https://www.CatholicBrain.com/edu/videos/924374/1/lesson-08---what-are-the-two-great-commandments?>

- Ask the students a few questions to check for understanding, such as:
  - ◇ The first three Commandments teach us to love Whom? *God*
  - ◇ The next seven Commandments teach us to love whom? *Other people*
  - ◇ How does Jesus command us to love God? *With all our heart, soul, and mind*
  - ◇ How does Jesus command us to love our neighbor? *As ourselves*
  - ◇ What does the Church give us to guide us in loving others? *The Corporal and Spiritual Works of Mercy*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ As Catholics, one of the ways we express our love for and trust in God is through prayer; and one of the ways we love each other is praying for each other. So it is important that we often stress the need for and practice of intercessory prayer.
  - ◇ Stress this point as you lead the students in intercessory prayer, as you have done a few times already in this program, to close today's lesson.
- Encourage students to share with their families what they learned this week.

## Lesson 25

# The Beatitudes

### I. Objective

- Students will identify that Jesus taught the Beatitudes during His Sermon on the Mount. They will begin to memorize the Beatitudes and understand what each of them means. Students will recognize that the Beatitudes are a path to true happiness and ultimately, to Heaven.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Bakhita, and discuss how her life relates to the topic of the lesson.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What are the Beatitudes?"



◇ <https://www.CatholicBrain.com/edu/videos/1022954/1/lesson-29---what-are-the-beatitudes?>

- Ask the students a few questions to check for understanding, such as:
  - ◇ Who gave us the Beatitudes? *Jesus*
  - ◇ What do the Beatitudes teach us? *How to be supremely blessed (truly happy, and holy)*
  - ◇ How many of the Beatitudes can you remember? *See how many the class can get*
  - ◇ Where do the Beatitudes lead us? *Heaven*
- 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ It is important for students, even at this age, to begin to set spiritual goals. God's goal for each of us is that we become saints – that we are holy, and that we are with Him forever in Heaven.
  - ◇ Ask students to imagine themselves in 20 years. What are they like? What do they want to be like? Have them reflect, and then write a description of what kind of person they want to be in 20 years. They should not describe what kind of job they have, or what kind of house or car. They should focus on spiritual things, on their personality. Begin by reviewing the Beatitudes with them, so they can think along those lines. Encourage them to be specific. If there is time, students may share, but because this may be personal, reassure them that they will not be required to share. Be sure to end in prayer.
- Encourage students to share with their families what they learned this week.

## Lesson 26

# A Life of Virtue

### I. Objective

- Students will be able to define what a virtue is. They will begin to memorize the theological and cardinal virtues, and understand what they are. Students will identify ways that they can grow in virtue.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- 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 the insert about St. Vincent de Paul, 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 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ Today you will practice Lectio Divina, as you did for lessons 6 and 19. You may want to go back and print out copies of the Lectio Divina sheet from lesson 6. The students will probably need a refresher on this prayer practice.
  - ◇ For today's Lectio, use 1 Corinthians 13:1-13.
- Encourage students to share with their families what they learned this week.

# Lesson 27

## Prayer

### I. Objective

- Students will be able to distinguish between mental and vocal prayer. They will be able to define liturgical prayer. Students will explain why prayer is so important and commit to developing their own prayer life. Students will begin to learn new prayers.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Monica, and discuss how her life relates to the topic of the lesson.

#### B. Day Two

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember, and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is Prayer?"

◇ <https://www.CatholicBrain.com/edu/videos/924394/1/lesson-09---what-is-prayer?>

- Ask the students a few questions to check for understanding, such as:
  - ◇ What is it called, when we talk to God or spend time with Him? *Prayer*
  - ◇ How can we pray? *Answers will vary, but the students should suggest many different ways*
  - ◇ What attitude should we have, when we pray? *Humility*
- As time allows, do some of the activities on the CatholicBrain site, connected to the video, such as the Memory Match, Fill in the Blank, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.

- Prayer Activity
  - ◇ Using the appendix of the text, pray together some of the prayers that you have not prayed as a class. Take your time to pray them slowly and discuss them with the class, so the students understand what the prayers mean. Encourage the students to choose one prayer that they do not often pray, and pray it regularly during the upcoming week.
- Encourage students to share with their families what they learned this week.



## Lesson 28

# Learning to Pray

### I. Objective

- Students will identify ways that they can develop their prayer life. They will recognize that the family is the first school of prayer, and that they can ask their guardian angel and the Holy Spirit to help them with prayer. They will understand how to use tools such as the Bible and sacramentals to help them pray, and they will explain the attitude we must have when we pray.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Stations of the Cross pages
- 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 insert about St. Catherine of Siena, 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.
- We have learned many different ways to pray this year; this week we will focus on a new one: the Stations of the Cross – Go over the 14 Stations of the Cross with the class. If you have access to a church, take the class there, and go through each of the Stations of the Cross, explaining them to the kids. There is good information about the Stations of the Cross on CatholicBrain at <https://www.CatholicBrain.com/edu-lesson/27204/1/stations-of-the-cross>
- Next, assign each student one of the 14 Stations of the Cross. Using the sheets provided, have the students draw and color the Stations. They can be posted this week as a visual reminder of what each of the Stations means.

**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.
- Before ending class today, students should copy the "Question to consider" in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

**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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

**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.
- Prayer Activity

- ◇ The Stations of the Cross – Review the 14 Stations of the Cross with the class. It is important that students have the opportunity to experience praying the Stations of the Cross. Find a version of the Stations that is age appropriate for your students. The parish may have pamphlets with prayers and meditations, or you can find your favorite version online, or use the one attached to this lesson. If you don't have access to a church in which you can pray the Stations of the Cross, you may want to go out and find a place you can prayerfully meditate on the Stations.
- Encourage students to share with their families what they learned this week.

# The Stations of the Cross

Catholics prayerfully meditate on fourteen stops, or stations, as Jesus carried His cross to His Crucifixion. We use each of these stations to stop and think about Jesus and how much He suffered and died for us.

These stations are usually found along the walls of a church, or they can also be found displayed on an outside path. Traditionally, Catholics would walk the stations just as Jesus did, stopping at each event and meditating on Jesus's suffering; however, the Stations of the Cross can be prayed anywhere and at any time.

Now let us together follow Jesus along His Way of the Cross, stopping to pray and reflect on the events that are happening to Jesus at each station.

## **Station 1 – Jesus is Condemned to Death**

- Jesus, they are lying about You. You have done nothing wrong, but You remain silent.
- They yell, "Crucify Him, Crucify Him!" Pilate finally gives in and condemns You to death. You know You must die to make up for our sins.
- Jesus, help me to bear the wrongdoings against me with patience, just like You.

## **Station 2 – Jesus Takes His Cross**

- The heavy cross is laid on Your shoulders. Your Body is already sore from the scourging, but You take the cross willingly. Now You begin Your hard journey of carrying Your cross to Calvary.
- Jesus, help me to carry my cross every day without complaint, just like You.

## **Station 3 – Jesus Falls the First Time**

- The cross is heavy, and You fall from its weight. The soldiers whip You, trying to keep You moving. You get up and struggle on.
- Jesus, help me when I fall into sin to get up again, just like You.

## **Station 4 – Jesus Meets His Mother**

- Jesus, You meet Your mother, and You are both sad to see each other suffering. You love each other so much, but sadly You must leave her and continue on Your way.
- Jesus, help me to love my parents and always obey them, just like You.

**Station 5 – Simon Helps Jesus to Carry His Cross**

- Jesus, You are very tired. The soldiers force Simon of Cyrene to help You carry Your cross.
- Jesus, help me to understand that when I help others, I am actually helping You.

**Station 6 – Veronica Wipes the Face of Jesus**

- Veronica steps out from the crowd to wipe Your bloody face. She is not afraid of the soldiers. You leave behind the image of Your face on her cloth.
- Jesus, like Veronica, help me to be brave and loving to others in need.

**Station 7 – Jesus Falls the Second Time**

- Jesus, Your back and shoulders ache, and the journey to Calvary is long and hard. You fall again. It is harder this time, but You get up and keep moving.
- Jesus, help me to stay strong when I am weak and do not feel like doing my work.

**Station 8 – Jesus Meets the Women of Jerusalem**

- Jesus, these women were crying as they saw You carry Your cross. It was hard for them to see You in such pain. You console them and tell them to cry tears for their sins.
- Jesus, help me to have true sorrow for all my sins because they offend You.

**Station 9 – Jesus Falls the Third Time**

- Jesus, You are almost to the top of the hill, but it is too much for You. You fall very hard this time. The soldiers beat You, but You show no anger. You are so weak, but You know You must go on.
- Jesus, help me not to get angry when someone does something to hurt me.

**Station 10 – Jesus is Stripped of His Clothes**

- Jesus, You made it to Calvary, but now Your clothes are being ripped off of Your Body by the soldiers. Your wounds are now bleeding again. Your suffering continues.
- Jesus, help me to see the good that can come out of suffering.

**Station 11 – Jesus is Nailed to the Cross**

- Jesus, the nails being driven into Your hands and feet must have been very painful. You never fought the soldiers. The cross is now raised up for all to see, and now they laugh at You.
- Jesus, help me to endure the pains in my life without complaint, just like You.

**Station 12 – Jesus Dies on the Cross**

- Jesus, You hung suffering on the cross for three long hours. You prayed to Your Father in Heaven as You were dying on the cross. You asked Him to forgive those who had done this to You. You suffered very much because You love us.
- Jesus, help me to turn to You in prayer when I am hurting and to forgive those who hurt me.

**Station 13 – Jesus is Taken Down From the Cross**

- Jesus, Your Body is taken down and placed in the arms of Your mother. Your suffering is over, but Your mother is still filled with much sorrow.
- Jesus, You gave us Your mother as our own; help me to love her as You do.

**Station 14 – Jesus is Laid in the Tomb**

- Jesus, the day is almost over. Now Your Body is wrapped and laid in a cold, dark tomb. The tomb is a borrowed one, for You did not have one of Your own.
- Jesus, help me to understand that You had to die and then rise again in order for me to live with You in Heaven.

## Lesson 29

# Prayer Focus: The Our Father, Hail Mary, Apostles' Creed

### I. Objective

- Students will explore more deeply the Our Father, the Hail Mary, and the Apostles' Creed. They will recognize the importance of these prayers and how they can deepen the students' own prayer lives.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals

### 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 insert about St. Elizabeth Ann Seton, 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, Word Search and other printables, 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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.



**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.
- Prayer Activity
  - ◇ In week one, you did a prayer activity focused on the Our Father. Today, you will do the same thing with the Hail Mary. It is a prayer we all know, but we sometimes say without much thought. Take some time to go through the Hail Mary slowly, one line at a time, helping students understand what it means, and allowing students some time to quietly reflect before moving on to the next line.
- Encourage students to share with their families what they learned this week.

## Lesson 30

# The Rosary

### I. Objective

- Students will explore the Rosary more deeply and recognize where the prayer came from. They will begin to memorize and understand the Mysteries of the Rosary, and they will teach the Rosary to younger students.

### II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion picture journals
- Rosaries

### 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 insert about St. Dominic, 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.
- Review with the students how to pray the Rosary. Then allow the students to teach it to younger students. You will need to coordinate ahead of time with a first or second

grade teacher, so your classes can meet together. Supervise as your third graders teach the younger students how to pray the Rosary and why it is important. Close by praying a decade of the Rosary together.

### **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.
- Before ending class today, students should copy the “Question to consider” in their religion journals and write their response in it. They should use the response they wrote earlier in class as a starting point, but may revise it based on the class discussion.

### **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-paragraph summary of the chapter. Write it on the board.
- Students should now copy the summary in their religion journals and draw an image that represents the chapter.

### **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.
- Prayer Activity
  - ◇ You and your students have prayed the Rosary numerous times throughout the year, but usually just one decade at a time. Today, pray a five-decade Rosary together. You can choose whichever Mysteries – Joyful, Luminous, Sorrowful, or Glorious – that you want. Consider using the Glorious if it is still the Easter season. If possible, go to a church and pray before the tabernacle.
- Encourage students to share with their families what they learned this week.