

Lesson 1

Man's Desire for God

I. Objective

- Students will understand that all people have a desire for happiness. They will recognize that we can only find true happiness, meaning, and fulfillment in God. Students will identify God as the Creator, who knows and loves them, and calls them to have a relationship with Him. They will begin to develop a consistent prayer life if they do not already have one.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Psalm 42:1-2.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ Why is God the only One who can give us true happiness, meaning, and fulfillment?
 - ◇ Since God is the source of all things, including us, would you expect Him to be the source of our happiness?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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
 - ◇ Many students will have a well-established prayer life, and some will have no prayer life – yet. Today’s prayer activity is simply to have the children talk to God, in their own words. You may do it in a classroom or in a church, or even outside if there won’t be many distractions. It is often helpful during prayer activities, to play Gregorian chant softly. It will calm the students’ spirits, drown out many distractions, and not be a distraction to prayer. Consider playing it in the background as you quiet the class down. Then give them 10–15 minutes to simply talk to God privately. The goal is to make students comfortable with regular conversation with God. Especially for students who do not pray much, or only pray scripted prayers, we want them to develop a personal, intimate, comfortable relationship with God.
- Encourage students to share with their families what they learned this week.

Lesson 2

Revelation

I. Objective

- Students will recognize that God has revealed Himself to us. They will identify the Bible as the inspired Word of God and be able to define the main divisions of the Bible. Students will also understand that God's revelation also comes to us through the sacred Tradition of His Church, and that Jesus is the perfect revelation of God because He is God become man. They will also begin to learn how to pray with Scripture.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion journals
- Copies of 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 and discussing the Scripture passage in the text: Ephesians 1:9-10.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ Why is the Bible an important part of God's revelation?
 - ◇ Why did God also give us the Sacred Tradition of the Church as part of His revelation?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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 – In today’s prayer activity, students are going to pray, using the Bible and an ancient technique called Lectio Divina. Look over the attached sheet describing Lectio Divina, and use it to teach the method to the students. Use Psalm 23. If possible, do this activity in a church. If you are in the classroom, some soft Gregorian chant in the background, with the lights turned down may help. Ideally, each student should have their own Bible to re-read the passage as necessary.
 - ◇ One easy way to think of the four steps to Lectio Divina is:
 - Read
 - Meditate
 - Pray
 - Listen
- 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 3

The Holy Trinity

I. Objective

- Students will identify the Holy Trinity as the central mystery of our Faith and define that there are three divine Persons in one God. They will be able to distinguish between a person and a nature, and they will understand what a mystery is. Students will see some of the biblical evidence for the Trinity and begin to develop the skill of finding passages in the Bible.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Matthew 28:19.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ Why do you think God revealed the mystery of the Trinity to us?
 - ◇ Is it surprising that God's divine nature is so different from ours (3 Persons in 1 God), or would it be more surprising if it was more like ours (1 person to 1 human nature)? Why?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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
 - ◇ Break the students into three groups. Make sure each group has a Bible. Give each group one of the following Bible passages. They should look up the passage and discuss in their small groups how each passage reveals the Trinity. After 5-7 minutes, each of the three groups should read their passage aloud and share what they discussed – how it reveals the Trinity. Fill in any gaps yourself.
 - **Matthew 28:18-20** – In this passage, as Jesus sends His Apostles, He tells them to baptize in the Name of the Father, and of the Son, and of the Holy Spirit. Not only does He mention the three Persons of the Trinity, notice they are to baptize in the “Name,” singular, of the three Persons, showing their unity of nature.
 - **Matthew 3:13-17** – At Jesus’s baptism, we see all three Persons of the Trinity: the Son, Jesus being baptized; the Spirit, coming in the form of a dove; the Father, whose Voice comes from Heaven.
 - **John 14:6-10** – In this passage, Jesus demonstrates the distinctness of Him and the Father, yet also the profound unity.
 - ◇ Be sure to close this activity in prayer.
- Encourage students to share with their families what they learned this week.

Lesson 4

God Is Our Father

I. Objective

- Students will identify that God is their Father and that all people are made in the image and likeness of God. They will understand that we have an intellect and a will, and that the highest use of these faculties is to know and love God. Students will recognize that God has given us commandments for our good and that as His children, we owe Him obedience.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: 1John 3:1–2A.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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 Carlos Caterpillar video "No Prize Surprise".
 - ◇ <https://www.CatholicBrain.com/edu/videos/5631/1/cc03-no-prize-surprise>
- Discuss the following questions:
 - ◇ How does God demonstrate His love for us, as a Father?
 - ◇ Does a good father always give his children everything they ask for? Why?
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different that the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but

it needs not be required.

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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
 - ◇ Intercessions – God is our Father, and we are all brothers and sisters. We should support each other with prayer. Allow students to share prayer requests that the class can pray for together. You can use the model used at Mass (“Lord, hear our prayer” after each intention is mentioned) or any other format that works well with your class.
- Encourage students to share with their families what they learned this week.

Lesson 5

Original Sin

I. Objective

- Students will understand and be able to retell the story of the Fall of Adam and Eve. They will be able to define sin and recognize how we have all been affected by Original Sin. Students will also identify that when sin entered the world, God immediately promised a Savior. Through Bible study, students will gain a deeper understanding of the account of the Fall in the book of Genesis.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Genesis 3:6.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ Why are we affected by Adam and Eve's sin?
 - ◇ What evidence of Original Sin do you see, in the world, and in yourself?
 - ◇ Why did God promise a Savior immediately after sin entered the world?
- If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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
 - ◇ Bible study – Genesis 3:1–21
- Read the story of the Fall with the class and help them understand it. Use the notes provided for this study as a preliminary guide.
- Encourage students to share with their families what they learned this week.

Lesson 5 Bible Study

Genesis 3:1-21

Some notes:

- **Genesis 3:1** – A couple of things to notice here:
 - ◇ The devil comes in the form of a serpent. We tend to think of that as a lizard, but in the Book of Revelation, the devil takes the form of a dragon, referred to as the ancient serpent. So it is reasonable to assume the devil took a terrifying form in the Garden of Eden.
 - ◇ The devil attacks Adam and Eve's covenant with each other. We learn in Genesis 3:6 that Adam is present when this event occurs. God had charged Adam with caring for the garden. He should have driven out the serpent and protected his bride. But the devil goes after Eve first. In fear, Adam does not defend her. So the devil emasculates Adam while tempting Eve.
- **Genesis 3:2-4** – After misrepresenting God's command, the devil lies about God's intentions. The tree served Adam and Eve's holiness as long as they obeyed God; they could grow in virtue. But the devil tells them that God is jealous of them, and that His command is meant to harm or weaken them, rather than for their good.
- **Genesis 3:6** – Eve is tempted by the false good she thinks she will get from the fruit. Then, Adam also gives in. He is afraid to stand up to the serpent and now to his wife.
- **Genesis 3:7** – Adam and Eve have lost their innocence; they cover themselves. Why? Who are they protecting themselves from? Each other. Before sin, they only looked on each other with pure love. Now they have become a threat to each other, a threat of lust and using one another, so they have to cover themselves.
- **Genesis 3:8-13** – A few things to notice here:
 - ◇ God calls out to Adam and Eve, and asks them what they have done. He already knows, of course, but He is calling them to take responsibility, to make the first Confession.
 - ◇ Adam not only blames Eve, he subtly even blames God: "The woman **you** gave me..." He was overjoyed when God first gave Eve to him; now he blames God. He will not take responsibility.
 - ◇ Eve does no better. She blames the serpent for tricking her, but that is not true; she clearly demonstrated that she knew God's command.
- **Genesis 3:14** – God's punishment to the devil is that he shall be a worm, as Jesus describes the creatures of hell (Mark 9:48). God demonstrates His power over the devil, who came into the garden as a dragon and crawls out as a worm.

- **Genesis 3:15** – God promises a woman, whom the devil will be unable to touch. She will be unstained by sin and evil (an allusion to Mary’s Immaculate Conception and sinlessness). This woman’s child (Jesus) will crush the head of the devil. From the first moment sin enters the world, God already promises a Savior.
- **Genesis 3:16–19** – Look at the punishments that God gives Adam and Eve. They are meant to strengthen their weakness, to heal them where they failed.
 - ◇ **Eve** – She sought pleasure through a false good. Now, through childbirth, she will have to undergo pain to obtain a true good – a baby. Through this, her weakness can be healed.
 - ◇ **Adam** – He was afraid to suffer and was not willing to sacrifice to protect his bride. Now he will have to suffer and sacrifice through toil to provide for his family. He, too, will receive healing for his weakness.

Lesson 6

God's Revelation to Israel

I. Objective

- Students will recognize that God had a special relationship with the people of Israel, that Israel received God's law and His prophets, and that Jesus came through the people of Israel. They will also be able to identify the patriarchs Abraham, Isaac, and Jacob, and understand why they are important.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Exodus 19:5-6A.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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 Bugtime Adventures video "You're All Wet".
 - ◇ <https://www.CatholicBrain.com/edu/videos/813654/1/bugtime-adventures---you're-all-wet---the-elijah-story>
- Discuss the following questions:
 - ◇ Why is God's revelation to Israel important to us, as Christians?
 - ◇ How is the story of Elijah relevant to us? How can he be an example for us today?
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different that the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a

written prayer; some students may want to include a drawing with their reflection, but it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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 – The students first practiced Lectio Divina during lesson 2. You will probably want to review the process with them and give them more copies of the handout from that lesson. Once the students are ready, they can pray, using the Lectio Divina technique, and the Scripture passage: Genesis 15:1–6.
- Encourage students to share with their families what they learned this week.

Lesson 7

The Incarnation

I. Objective

- Students will identify the Annunciation as the moment of the Incarnation, and be able to retell what occurred at the Annunciation. They will consider the importance of Mary's Immaculate Conception and be able to define what a covenant is, and explain how the Incarnation relates to the New Covenant. Students will also understand how to pray the Rosary.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Luke 1:35.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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 Immaculate Conception?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/929074/1/lesson-14---what-is-the-immaculate-conception?>
- Discuss the following questions:
 - ◇ Why was the Immaculate Conception a fitting gift for God to give to Mary?
 - ◇ How does the Incarnation relate to the New Covenant?
- If there is extra time, you may watch the Adventure Catechism video "What is the Incarnation?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/929054/1/lesson-13---what-is-the-incarnation?>
- Be sure to leave enough time to explore the Catechism citation.
- If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it needs not be required. Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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
 - ◇ Introduce students to the Rosary. Take time to teach and explain the Rosary to students who may be unfamiliar with it. Emphasize that the most important part of the Rosary is meditating on the Mysteries of the Rosary. Teach them how to use the beads to keep track of the prayers, and let them know that by the repetition of familiar prayers, our goal is not to impress, or “bribe” God with how many prayers we pray. We are creating a rhythm for our minds so that they will be freer to meditate.
 - ◇ Today, pray the first Joyful Mystery – The Annunciation

Note: The U.S. Conference of Catholic Bishops has a useful guide about how to pray the Rosary. It is found at: <http://www.usccb.org/prayer-and-worship/prayers-and-devotions/rosaries/how-to-pray-the-rosary.cfm>

You may want to print copies for your students.

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

Lesson 8

Redemption

I. Objective

- Students will be able to define the term redemption and explain the details of Jesus's suffering and death. They will recognize that Jesus saved us through His sacrifice, and defeated death when He rose from the dead on Easter. Students will also demonstrate an understanding of the Eucharist and be able to recount what occurred at the Last Supper. Students will know how to pray the Stations of the Cross.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion journals
- Stations of the Cross meditations

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 and discussing the Scripture passage in the text: Luke 24:5B-6A.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ Why are Jesus's saving actions referred to as "Redemption"?
 - ◇ Why is the crucifix a perfect symbol of love?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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 – 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>
- 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, 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 9

The Church and the Holy Spirit

I. Objective

- Students will recognize what happened on the first Pentecost, and the lasting presence of the Holy Spirit with the Church. They will be able to define and explain the gift of Infallibility. Students will understand the importance of the Spirit's role in the Church and in their lives.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Acts 2:3-4.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ How does the Church continue the work of Jesus?
 - ◇ Explain what you know about the Holy Spirit's role in the Church.
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different that the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but

it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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 10

The Marks of the Church

I. Objective

- Students will be able to identify and explain the four Marks of the Church. They will recognize that only the Catholic Church has all four Marks, and that they are essential to our identity as the Church that Jesus founded.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Matthew 16:18.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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 Four Marks of the Church?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/1055614/1/lesson-38---what-are-the-four-marks-of-the-church?>
- Discuss the following questions:
 - ◇ Explain the four Marks of the Church.
 - ◇ What is Apostolic Succession? How do the bishops connect us to the Apostles?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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
 - ◇ Find out what the pope's prayer intentions for the month are, and pray for those. Then pray for each other's intentions with intercessory prayer, as you did in lesson 4.
- Encourage students to share with their families what they learned this week.

Lesson 11

Mary, Mother of the Church

I. Objective

- Students will understand that Jesus gave Mary to us as a mother. They will recognize the importance of developing a relationship with Mary. Students will be able to identify and describe some major Marian apparitions.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion journals
- Bible
- 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 and discussing the Scripture passage in the text: John 19:27B.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ Why is the miracle that Jesus performed at the Wedding at Cana important?
 - ◇ How is Mary our mother and our queen?
 - ◇ How is Mary a model for us?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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 Hail Mary prayer. It is important to be familiar with certain prayers, and also to understand them. The first half of the Hail Mary comes directly from the Bible. Read Luke 1:26–28, and Luke 1:41–42. If there is time, read the entire stories of the Annunciation and the Visitation, the first two Joyful Mysteries of the Rosary. Then discuss the last half of the prayer. If there is still time, pray the first two Joyful Mysteries together as a class.
- Encourage students to share with their families what they learned this week.

Lesson 12

Leading Us to Heaven

I. Objective

- Students will recognize that Jesus will return in His Second Coming. They will be able to contrast Heaven, Purgatory, and hell, and identify the importance of being in a state of grace to be always prepared to stand before the Lord. Students will be able to define the Communion of Saints and understand that the saints are powerful intercessors for us.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: 1Thessalonians 4:16.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ How can we be sure we are prepared to stand before Jesus, either at His Second Coming, or our death?
 - ◇ How does the Church help us be prepared for Jesus and lead us to Heaven?
 - ◇ How can we help lead others to Heaven?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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
 - ◇ Practice Lectio Divina, as you did in lessons 2 and 6. Review the process with the students. Then use the Scripture passage Matthew 25:31–46.
- Encourage students to share with their families what they learned this week.

Note: Before the next class period, instruct the students to learn details about their Baptism – when and where they were baptized, who baptized them, and who their godparents are. Ask them to bring in pictures if they can.

Lesson 13

Baptism and Confirmation

I. Objective

- Students will be able to define what a sacrament is and identify Baptism and Confirmation as Sacraments of Initiation. They will understand the importance and effects of these sacraments. Students will be able to list and explain the seven Gifts of the Holy Spirit. They will celebrate their own Baptism days, and recognize why it is so important for people to be baptized.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion journals
- Information and pictures of students' Baptisms (brought in by the students)

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 and discussing the Scripture passage in the text: Galatians 3:26-28.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Watch the Adventure Catechism video "What is Confirmation?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/953274/1/lesson-17---what-is-baptism?>
- Discuss the following questions:
 - ◇ Why is Baptism so important?
 - ◇ In what ways does Confirmation complete what was begun in Baptism?
 - ◇ Why are Baptism and Confirmation called Sacraments of Initiation?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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.
- Activity
 - ◇ Prior to this lesson, students should have been instructed to gather information about their Baptism. Give them time to share where and when they were baptized, who baptized them, and who their godparents are. If they brought pictures in, allow them to share those, as well.
 - ◇ If any of the students have been confirmed, allow them to do the same thing. If there is time, students can share experiences or ask questions about other people’s Baptisms or Confirmations they have witnessed.
 - ◇ Be sure to close in prayer.
- Encourage students to share with their families what they learned this week.

Lesson 14

The Holy Eucharist

I. Objective

- Students will identify the Eucharist as a Sacrament of Initiation. They will understand that the Eucharist is truly the Body and Blood of Jesus, and recognize the importance of Apostolic Succession in allowing us to receive the Eucharist today. They will identify the Passover Lamb as an Old Testament image of Jesus, and understand why Jesus is the Lamb of God. Students will explain why we worship the Holy Eucharist and demonstrate the proper way to receive it with reverence.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: John 6:54–56.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ Why do you think Jesus gave us the Holy Eucharist?
 - ◇ In your experience, do you think most Catholics do a good job showing the proper honor and respect to Jesus in the Eucharist? Do you?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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
 - ◇ Although we are only obligated to go to Mass on Sundays and Holy Days of Obligation, we are invited to go anytime. On days we cannot go, we can make a spiritual communion. This is a prayer in which we tell God of our desire to receive Him and ask Him to come into our hearts. Write your own prayer of spiritual communion.
- If possible, go before Jesus in the tabernacle or Eucharistic Adoration and pray the prayer you have written.
- Encourage students to share with their families what they learned this week.

Lesson 15

The Holy Sacrifice of the Mass

I. Objective

- Students will recognize that the Mass is the highest form of worship. They will understand and explain how the Mass is both a sacrifice and a feast. Students will identify and describe the different parts of the Mass.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Luke 22:19–20.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ What makes the Mass the highest form of prayer and worship?
 - ◇ Why is it important to remember that the Mass is about worshiping God in His way, not our own preferences?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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
 - ◇ Do some Bible reflection today. This will not be Lectio Divina, but a prayerful study. Look up the Mass readings for the upcoming Sunday’s Mass. They can be found at the USCCB’s website: <https://bible.usccb.org>
 - ◇ Read through the readings together and discuss them. Hopefully this will help the students have a deeper experience of the Liturgy of the Word at the upcoming Sunday’s Mass. Encourage them to make this a regular practice to prepare for Sunday Mass.
 - ◇ Be sure to close in prayer.
- Encourage students to share with their families what they learned this week.

Lesson 16

The Sacraments of Healing – Confession and the Anointing of the Sick

I. Objective

- Students will identify Confession and the Anointing of the Sick as Sacraments of Healing. They will understand what happens in these sacraments and recognize their beauty and power. Students will be prepared to receive the Sacrament of Confession and encouraged to do so often.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Luke 15:4-5.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Watch the Adventure Catechism video "What is the Anointing of the Sick and the Four Last Things?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/1022794/1/lesson-28---what-is-the-anointing-of-the-sick-and-the-four-last-things?>
- Discuss the following questions:
 - ◇ How does frequently going to Confession help us become holy?
 - ◇ Why should we pray to have a priest present when we die?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.

- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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 – Use the Scripture passage Luke 15:11-32
- Encourage students to share with their families what they learned this week.

Lesson 17

Holy Matrimony

I. Objective

- Students will be able to define what a vocation is and how to discern a vocation. They will understand important details about Matrimony and that a Catholic family is supposed to be a domestic church. They will recognize that God has a plan for them.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Matthew 19:5–6.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ How can we discern what God may be calling us to?
 - ◇ How should a Catholic marriage be a sign of Jesus's relationship with the Church?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different that the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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 recipe for a successful marriage. Imagine you are a baker creating a recipe, but instead of making a cake, you are making a marriage. For example, instead of flour, you might add three cups of patience. Get creative!
 - ◇ Close in prayer, and in particular, encourage students to pray for their future spouse. This will feel very awkward for fifth graders, but remind them that if God calls them to marriage, they will be spiritually united to their spouse, and their prayers for that person are very powerful, even now. God knows who that person is. Tell them not to worry if they are not called to marriage. Some of them probably are not. God knows, and will use their prayers to bless whatever their vocation is.
- Encourage students to share with their families what they learned this week.

Lesson 18

Holy Orders

I. Objective

- Students will define the three levels of the Sacrament of Holy Orders and be able to compare and contrast them. They will understand how a priest can act in Persona Christi. Students will recognize the consecrated religious life as a vocation that God calls both men and women to.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Matthew 28:19-20A.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ How is the ordained priesthood different from the common priesthood of the faithful?
 - ◇ How does Apostolic Succession guarantee that the Catholic Church has the valid priesthood, as Jesus established it?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different that the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a

written prayer; some students may want to include a drawing with their reflection, but it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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.
- Activity
 - ◇ Invite a priest to the class. Allow the students to ask questions about religious vocations, the priesthood, the Catholic Faith, or anything else (reasonable and respectful) that they have always wanted to ask a priest.
 - ◇ After Father finishes speaking with the class, ask him to lead the class in a prayer for their vocation. If you cannot get a priest to come and visit, help students write their own prayer, asking God to help them discern their vocation. Encourage them to pray the prayer often.
- Encourage students to share with their families what they learned this week.

Lesson 19

The Liturgical Year

I. Objective

- Students will define and describe the different seasons of the liturgical year. They will identify major feasts on the liturgical calendar. Students will create a liturgical calendar and be able to read it.

II. Materials

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

III. Procedure

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

A. Day One

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

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Liturgical Calendar?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/1053044/1/lesson-32---what-is-the-liturgical-calendar?>
- Discuss the following questions:
 - ◇ Why is it important for us to celebrate different feasts and seasons?
 - ◇ Why is it helpful to have specific times throughout the day set aside and scheduled for prayer?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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.
- Activity
 - ◇ Students can color the liturgical calendar diagram, found on CatholicBrain.
 - <https://s3.us-east-1.amazonaws.com/catholic-brain/prod/dc/cbrain-app/files/doc-lib/2019/11/15/03/58/31/223/head/Liturgical%20Calendar%20Coloring.pdf>
 - ◇ Be sure they understand what it means and how to color it properly. And be sure to close in prayer.
- Encourage students to share with their families what they learned this week.

Lesson 20

A Properly Formed Conscience

I. Objective

- Students will define what a conscience is. They will recognize the importance of forming their consciences properly and describe how to do so. Students will practice making an examination of conscience.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: John 8:31-32.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember and ask any questions they may have thought of.
- Watch the Lukas Storyteller video "St. Joseph and Obedience".
 - ◇ <https://www.CatholicBrain.com/edu/videos/1057804/1/lukas-storyteller---saint-joseph-and-obedience>
- Discuss the following questions:
 - ◇ What makes obedience such an important virtue for the proper formation of our conscience?
 - ◇ When are we tempted to follow a law other than God's?
 - ◇ Why is St. Joseph such a powerful example when it comes to properly forming our conscience?
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

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

- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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.
 - ◇ Be sure to end in prayer, perhaps an 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 21

Mortal and Venial Sin

I. Objective

- Students will recognize the difference between mortal and venial sins, and identify the conditions necessary for something to be a mortal sin. They will consider ways that we might sin through thought, word, deed, and omission, and demonstrate the difference. Students will also explain the importance of forgiving others, as God gives us His forgiveness so generously.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: John 8:34.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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 Jesus Stories video "The Unforgiving Servant".
 - ◇ <https://www.CatholicBrain.com/edu/videos/10770/1/02---the-unforgiving-servant>
- Discuss the following questions:
 - ◇ What does the parable of the Unforgiving Servant teach us about forgiveness?
 - ◇ Jesus tells us that God never runs out of forgiveness for us, but we must repent of our sin, and forgive others. Why are these two things necessary for our own forgiveness?
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

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

- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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.
- Activity
 - ◇ Skits – Break the students into groups and allow them to develop a scenario that they will present to the class. This chapter, they learned about sins of thought, word, action, and omission. It will be very difficult for them to present sins of thought, but encourage the groups to present the other three. Perhaps privately assign one to each group, and see if the rest of the class can identify it. You may even assign some groups to display a venial sin and others a mortal sin, and again, see if the class can distinguish between the two.

Note: This activity may take more than one day, so you may want to assign it the day before you plan to have them present, so they can begin to plan, and in case they want to bring props from home.

- ◇ Be sure to end in prayer, and conclude your prayer time with the Act of Contrition.
- Encourage students to share with their families what they learned this week.

Lesson 22

The Life of Virtue

I. Objective

- Students will identify and define the theological and cardinal virtues. They will recognize that we can grow in virtues by practicing them and by praying for them.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Proverbs 11:3–4.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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>

- Discuss the following questions:

- ◇ How many of the theological and cardinal virtues do you remember? See how many the class can get
- ◇ What is the main difference between the theological and cardinal virtues?

Note: The answers should focus on the theological virtues being ordered toward God directly, while the cardinal virtues are the primary moral virtues, that guide our actions, mainly toward others.

- ◇ The video focused on the three theological and four cardinal virtues, but there are many more virtues than that. Do you know any?
- ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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.
- Activity
 - ◇ Skits – Last week, the students presented skits that demonstrated different sins. This week, they will demonstrate virtues. If you can create enough groups, see if you can get one presentation on each of the theological and cardinal virtues. Again, if possible, allow the rest of the class to identify the virtues being presented.
 - ◇ Pay close attention to the students’ presentations and if they misrepresent one of the virtues, gently correct them or add to what they presented.
 - ◇ As always, end in prayer. Be sure to pray for the virtues. Remind the students that we grow in virtue by both practicing them and praying for them.
- Encourage students to share with their families what they learned this week.

Lesson 23

The Ten Commandments

I. Objective

- Students will recognize where the Ten Commandments come from, and that God has given them to us for our good. They will begin to memorize the Ten Commandments and understand what each of them means. Students will practice using the Ten Commandments to examine their consciences.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion journals
- Nerf ball
- 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 and discussing the Scripture passage in the text: Exodus 24:12.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ How do the first three Commandments help us love God well?
 - ◇ How would the world be different if everyone allowed the Ten Commandments to guide the way they treat each other? How would our school be different? Be specific.
 - ◇ How is the Fourth Commandment a transition from the Commandments about loving God and those about loving others?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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.
- Activity
 - ◇ Game – To help students begin to memorize the Ten Commandments, you can play the “ball game.” For this game, you will need a soft, fuzzy ball, like a Nerf ball. Allow the students to toss the ball to each other. Whenever someone gets the ball, they must recite one of the Ten Commandments. They can receive the ball a second time, but no one can give more than two answers on the list. See if they can get all ten without missing one and without dropping the ball.
 - ◇ Come back to this game in future classes, especially the next few weeks, as you study the Ten Commandments in detail. We want students to memorize the Ten Commandments and understand what they mean.
 - ◇ After playing the game, review the attached Examination of Conscience sheet. The students practiced using it to examine their consciences in lesson 20, but this time talk through it together, and help the students see how the questions relate to the Ten Commandments. Help them become comfortable using the Ten Commandments to examine their consciences; it is a very important spiritual practice to do a nightly examen, which the students will learn over the next few weeks.
- 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 First Three Commandments

I. Objective

- Students will explore the first three Commandments more deeply and understand how they help us to love God. They will also begin learning the process of making a daily examen, and reflect on how to use the first three Commandments to examine their consciences well.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Mark 12:33.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember and ask any questions they may have thought of.
- Watch the Lukas Storyteller video "St. Therese of the Child Jesus and Prayer".
 - ◇ <https://www.CatholicBrain.com/edu/videos/1057864/1/lukas-storyteller---saint-therese-of-the-child-of-jesus-and-prayer>
- Discuss the following questions:
 - ◇ What can the life of St. Therese teach us about loving God?
 - ◇ Why is prayer so essential to keeping the first three Commandments?
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different that the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a

written prayer; some students may want to include a drawing with their reflection, but it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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.
- Activity
 - ◇ Begin by playing the ball game from last week, allowing the kids to practice memorizing the Ten Commandments.
 - ◇ Next, continue to guide the students in making a good examination of conscience. It is very important that the students develop the habit of making an examen every night, and learn how to properly examine their conscience before the Sacrament of Reconciliation. Focus on the first three Commandments today. You do not have to use the Examination of Conscience sheet that you used last week, but you may want to have it handy for reference. Guide the students through the first three Commandments one at a time. Encourage them to reflect on the past week. How have they failed to keep those Commandments? Can they think of ways they have been faithful to them?
- Close in prayer and encourage students to share with their families what they learned this week.

Lesson 25

The Fourth, Sixth, and Ninth Commandments

I. Objective

- Students will explore the Fourth, Sixth, and Ninth Commandments more deeply and understand how they benefit the family. They will continue learning the process of making a daily examen, and reflect on how to use these three Commandments to examine their consciences well.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Ephesians 5:28-29.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember and ask any questions they may have thought of.
- Watch the Adventure Catechism video "What is the Domestic Church?"
 - ◇ <https://www.CatholicBrain.com/edu/videos/1055494/1/lesson-37---what-is-the-domestic-church?>
- Discuss the following questions:
 - ◇ What do the Fourth, Sixth, and Ninth Commandments have in common? Students should see their connection to the family
 - ◇ How do these Commandments help us make our families a domestic church?
 - ◇ How does being serious about creating a domestic church help us remain faithful to these three Commandments?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it does not need to be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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.
- Activity
 - ◇ Begin by playing the ball game from last two weeks, allowing the kids to practice memorizing the Ten Commandments.
 - ◇ Next, continue to guide the students in making a good examination of conscience. It is very important that the students develop the habit of making an examen every night, and learn how to properly examine their conscience before the Sacrament of Reconciliation. Focus on the Fourth, Sixth, and Ninth Commandments today. You do not have to use the Examination of Conscience sheet, but you may want to have it handy for reference, particularly for the Sixth and Ninth Commandments, which many children overlook because they are too young to marry, but which still apply to them in other ways. Guide the students through each Commandment one at a time. Encourage them to reflect on the past week. How have they failed to keep these Commandments? Can they think of ways they have been faithful to them?
- Close in prayer and encourage students to share with their families what they learned this week.

Lesson 26

The Fifth Commandment

I. Objective

- Students will explore the Fifth Commandment more deeply and reflect on ways we break this Commandment through sins of commission, as well as sins of omission. They will continue learning the process of making a daily examen, and reflect on how to use the Fifth Commandment to examine their consciences well.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: 1John 4:20–21.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember and ask any questions they may have thought of.
- Watch the Lukas Storyteller video "Mother Teresa and the Love of Others".
 - ◇ <https://www.CatholicBrain.com/edu/videos/1046634/1/lukas-storyteller---mother-teresa-and-the-love-of-others>
- Discuss the following questions:
 - ◇ This video reminds us that the Fifth Commandment not only forbids certain actions, it also calls us to action. We can break the Fifth Commandment through omission.
 - ◇ What are some ways we may be tempted to break the Fifth Commandment through sins of commission (actively doing things to hurt others)?
 - ◇ When do we sometimes break the Fifth Commandment through sins of omission (failing to help others when we have a duty to do so)?
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but

it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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.
- Activity
 - ◇ Begin by playing the ball game from last few weeks, allowing the kids to practice memorizing the Ten Commandments.
 - ◇ Next, continue to guide the students in making a good examination of conscience. It is very important that the students develop the habit of making an examen every night, and learn how to properly examine their conscience before the Sacrament of Reconciliation. Focus on the Fifth Commandment today. You do not have to use the Examination of Conscience sheet, but you may want to have it handy. Remind the students that we often break the Fifth Commandment by intentionally hurting someone, but we also break it when we have the opportunity to treat people in ways that are loving or life-affirming and we fail to do so. How have they broken or failed to live up to the call of the Fifth Commandment? Can they think of ways they have been faithful to it?

Note: Because they are only reflecting on one Commandment this week, there may be extra time. If so, you may choose to have them do the worksheet at the link below, as a Ten Commandments review activity:

<https://www.CatholicBrain.com/edu-printables/1118514/1/what-are-the-ten-commandments?-coloring-page3>

- Close in prayer and encourage students to share with their families what they learned this week.

Lesson 27

The Seventh, Eighth, and Tenth Commandments

I. Objective

- Students will explore the Seventh, Eighth, and Tenth Commandments more deeply and reflect on the importance of honesty. They will continue learning the process of making a daily examen, and reflect on how to use these three Commandments to examine their consciences well.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: John 8:31-32.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- Begin by reviewing the Big Ideas from yesterday's lesson. Allow students to share what they remember and ask any questions they may have thought of.
- Watch the Lukas Storyteller video "St. Anthony of Padua and Telling the Truth".
 - ◇ <https://www.CatholicBrain.com/edu/videos/1046614/1/lukas-storyteller---saint-anthony-of-padua-and-telling-the-truth>
- Discuss the following questions:
 - ◇ Why is it so important to tell the truth?
 - ◇ How are the Seventh, Eighth, and Tenth Commandments related?
 - ◇ How does St. Anthony's life testify to the importance of the truth?
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the

“Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students’ parents, however.

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.
- Activity
 - ◇ Begin by playing the ball game from last few weeks, allowing the kids to practice memorizing the Ten Commandments.
 - ◇ Next, continue to guide the students in making a good examination of conscience. It is very important that the students develop the habit of making an examen every night, and learn how to properly examine their conscience before the Sacrament of Reconciliation. Focus on the Seventh, Eighth, and Tenth Commandments today. You do not have to use the Examination of Conscience sheet, but you may want to have it handy for reference. Guide the students through each Commandment one at a time. Encourage them to reflect on the past week. How have they failed to keep these Commandments? Can they think of ways they have been faithful to them?
- Close in prayer and encourage students to share with their families what they learned this week.

Lesson 28

The Necessity of Prayer

I. Objective

- Students will explore many ways to pray and recognize that it is essential to pray every day. They will finish the process of learning the daily examen and commit to doing it every day for a week.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Philippians 4:6.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ Why is it so essential to pray every day?
 - ◇ What are some tools that have been helpful to you when you pray?
 - ◇ Why is spending time in silence important to our prayer lives?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different than the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but

it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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 past month or so, the students have been working on making an examination of conscience using the Ten Commandments. Today, we will complete the practice of making an examen, which is an essential prayer practice that we would like all our students to adopt. At the end of the day, our examen consists of an examination of conscience, by which we examine our day and where we may have failed to live up to our call as children of God. That should lead to prayer of contrition and also asking God for His grace to do better tomorrow. We should consider specific challenges we may face the next day, and ask God for His help to rise to them.
 - ◇ The other thing we must do during our examen is consider our day, and where God was active. How did He bless us? Where did we see Him in others? In what ways did He help us to grow? We want to be very aware of God's presence throughout our day, and close with a prayer of thanksgiving.
 - ◇ Lead the students in this last part of the examen today. Also, encourage them to commit to making a nightly examen during the upcoming week, and have them pay attention to how it blesses them. It does not need to take long, maybe only five minutes, but it must be deliberate; it can not just be something we devote 30 seconds to as we drift off to sleep.
- Encourage students to share with their families what they learned this week.

Lesson 29

The Our Father and the Creeds

I. Objective

- Students will explore more deeply the Our Father and the Creeds. They will recognize the importance of these prayers and understand how they can help deepen the students' own prayer lives.

II. Materials

- Adventure Catechism text
- CatholicBrain website with ability to show video
- Student religion 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 and discussing the Scripture passage in the text: Luke 11:1.

B. Day Two

Note: Students will watch a video today. Often, it will be from the Adventure Catechism video series. If they have been using this program, they will likely have seen these videos before, but in the fifth grade, we will be asking them to reflect on them at a different level.

- 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?>
- Discuss the following questions:
 - ◇ Why is the Our Father such an important prayer?
 - ◇ How can prayers that we learn, such as the Our Father and the Creeds, enrich our prayer life?
 - ◇ If time allows, you may 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. Be sure to leave enough time to explore the Catechism citation.
- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week's lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and "Question to consider."
- Students should now individually write a personal reflection about the chapter. This is different that the summary they wrote yesterday, and even their answer to the "Question to consider." This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but

it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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 30

The Rosary

I. Objective

- Students will be able to explain the history of the Rosary and St. Dominic's role in its promulgation. They will understand the Mysteries of the Rosary and begin to memorize them. Students will demonstrate that they know how to pray the Rosary.

II. Materials

- Adventure Catechism text
- USCCB guide to praying the Rosary
- Student religion 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 and discussing the Scripture passage in the text: Luke 2:19.

B. Day Two

- Activity
 - ◇ Introduce students to the Rosary. You first learned the Rosary back in lesson 7. You may have been praying it since, but if not, review the Rosary.

- ◇ Take time to teach and explain the Rosary to students who may be unfamiliar with it. Emphasize that the most important part of the Rosary is meditating on the Mysteries of the Rosary. Go over all 20 Mysteries of the Rosary. Teach the students how to use the beads to keep track of the prayers, and let them know that by the repetition of familiar prayers, our goal is not to impress, or “bribe” God with how many prayers we pray. We are creating a rhythm for our minds so that they will be freer to meditate.
- ◇ Today, pray one decade of the Rosary together.

Note: The U.S. Conference of Catholic Bishops has a useful guide about how to pray the Rosary. It is found at: <http://www.usccb.org/prayer-and-worship/prayers-and-devotions/rosaries/how-to-pray-the-rosary.cfm>

You may want to print copies for your students.

- Read the Catechism citation included in the chapter together. Be sure the students understand it and can connect it to the topic of this week’s lessons.

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 summary of the chapter, which they can share in their small groups.
- After students have had a chance to discuss in their small groups, invite students to share their summaries, 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.

D. Day Four

- Today students will work in their religion journals. Begin the lesson, after prayer, by reviewing the Big Ideas, vocabulary, and “Question to consider.”
- Students should now individually write a personal reflection about the chapter. This is different that the summary they wrote yesterday, and even their answer to the “Question to consider.” This is a personal reflection on the chapter. It may include a written prayer; some students may want to include a drawing with their reflection, but it needs not be required.

Note: the drawing can not replace the reflection, only accompany it. If time permits, allow students to share their reflections in small groups or as a large group. These reflections should be personal, so do not pressure students to share them with other students. They may need to be available to you or the students' parents, however.

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, 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.