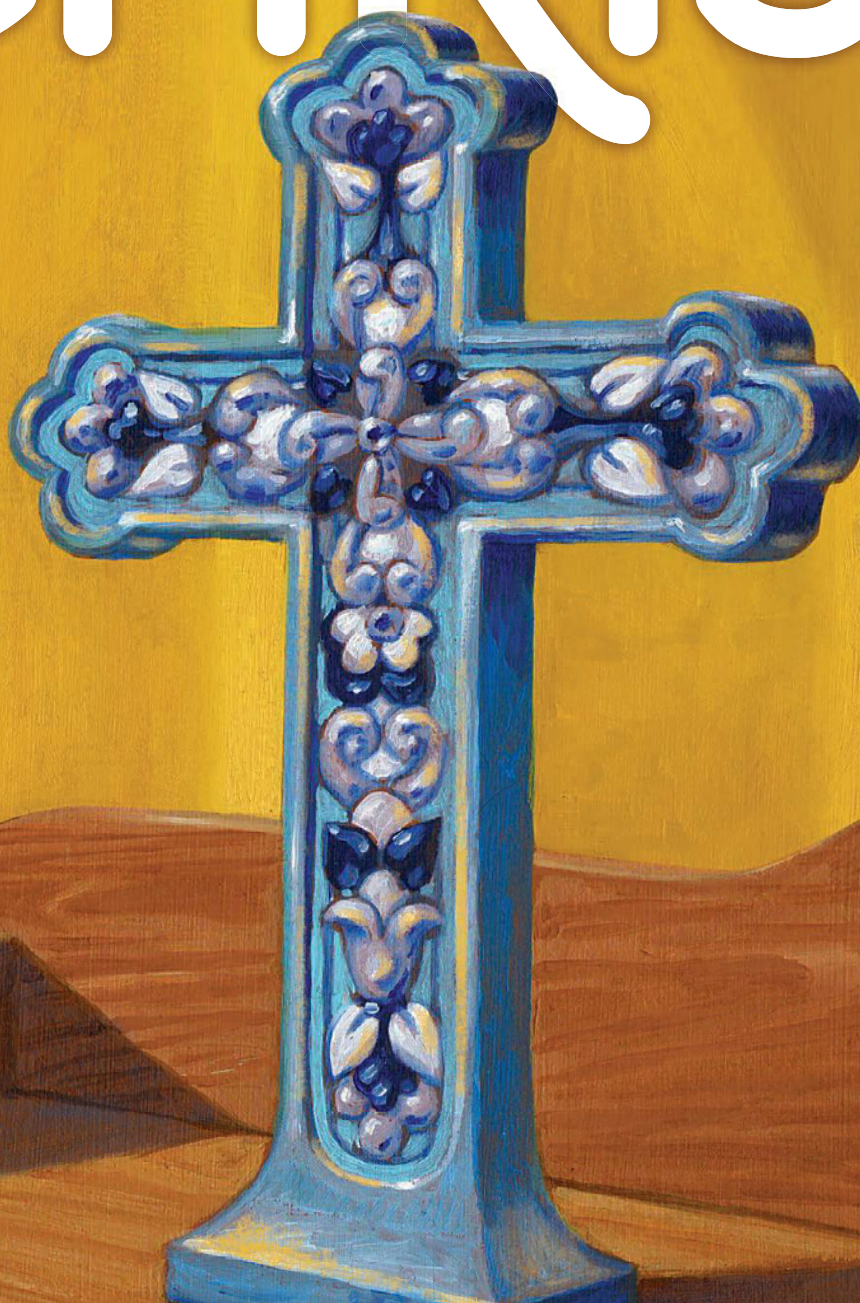


OUR SUNDAY VISITOR

SAMPLER
TEACHER EDITION

ALIVE IN CHRIST



SCHOOL 1

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Nihil Obstat

Rev. Fr. Jeremiah L. Payne, S.Th.L.
Censor Librorum, Diocese of Orlando

Imprimatur

✠ Most Rev. John Noonan
Bishop of Orlando
April 30, 2013

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Endnotes:

1. Cf. CCC 426–429; CT 5–6; DCG (1971) 40.
2. CCC 429.
3. Cf. CT, 31; CT 31 which expounds the integrity and organization of the message; cf. DCG (1971) 39 and 43.
4. Cf. Vatican Council I: DS 3016: *nexus mysteriorum*; LG 25.
5. UR 11.
6. CT 68.

Alive in Christ School Grade 1 Teacher Edition Sampler
Item Number: CU9601

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Vision and Philosophy

“ I am the way and the truth* and the life... I am the resurrection and the life.”

John 14:6, 11:25

“ Jesus Christ not only transmits the word of God: he is the Word of God. Catechesis is therefore completely tied to him. Thus what must characterize the message transmitted by catechesis is, above all, its ‘christocentricity.’ ”

General Directory for Catechesis, 98

Jesus Christ at the Center

Welcome to *Alive in Christ*. Christ is at the center of our faith, our Church, our catechesis. *Alive in Christ* is intentional in its focus on the life, mission, and saving work of Jesus Christ. This lays a foundation for a relationship with Jesus, who continually leads us to his Father’s love and calls us through the Spirit to share in the divine life through his Church (see *Catechism of the Catholic Church*, 426).

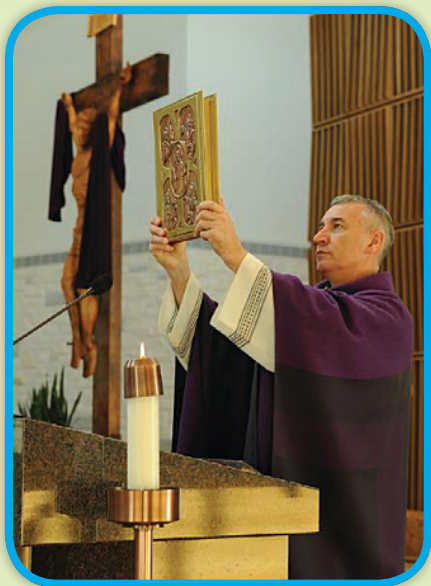
Mirroring the Divine Pedagogy

The catechetical process of *Alive in Christ* mirrors the divine pedagogy—the gradual and relational way God teaches us so that we can know him and his truth, be guided by the Holy Spirit to respond with faith and love, and accept the gift of new life in Christ.

In this unique and effective pedagogy, each lesson encourages a personal and ongoing relationship with God, beginning with God’s invitation through Sacred Scripture and leading children to reflect on his Word, deepen their understanding of our Sacred Tradition, and respond with a lived faith within the home and among friends, within the Church and in the community.

Building Knowledge of, and Reverence for, Sacred Scripture

Sacred Scripture from the *New American Bible Revised Edition* is foundational to every lesson in *Alive in Christ*. Scripture from both the Old Testament and New Testament is presented in a variety of ways that encourage students to listen to the voice of God in his written Word and learn about the people and stories of the Bible. Each lesson offers several distinct encounters with Sacred Scripture, giving students the opportunity to pray with, reflect on, study, and apply God’s Word to their lives and helping form Catholic identity.



Comprehensive Presentation of Catholic Teaching

Alive in Christ provides an authentic and comprehensive presentation of the essentials of the Catholic faith and has been found by the United States Conference of Catholic Bishops' Subcommittee on the Catechism to be in conformity with the *Catechism of the Catholic Church*.

Following a systematically organized scope and sequence, key themes of Catholic teaching are repeated each year, through a grade-level focus, building on the student's knowledge of the faith at each developmental stage. This presentation of Catholic teaching—coupled with a purposeful emphasis on Catholic practices, images, and models of faith—promotes a common language of faith and builds a vibrant Catholic identity.

Developmentally Responsive and Appropriate

Created by a team of experts in catechesis, theology, and child psychology *Alive in Christ* incorporates the most trusted research on how children learn and communicate. Definitions, activities, questions, and reading passages have been reviewed for developmental appropriateness. Targeted on-page interactions help students more effectively learn or reinforce lesson content.

Topics are presented at important developmental “windows”—ages when research in child development tells us that learning about a particular topic would be most effective. Illustrations, Catholic art, and photos emphasize Scripture and visually present the chapter objectives in ways students can understand and relate to.

Complete and Purposeful Approach to Prayer and Worship

Every grade level intentionally incorporates each of the five forms of prayer mentioned in the *Catechism*—blessing and adoration, petition, intercession, thanksgiving, and praise (see CCC, 2626–2643). Students learn about and pray these basic prayer forms and are introduced to traditional prayers and devotions of the Church. They are taught how to talk with God in their own words and listen silently as he speaks to them. Each grade level also presents many opportunities to deepen students' understanding of the feasts and seasons of the Church year and how we celebrate the Paschal Mystery through them.





Putting Faith into Practice

Alive in Christ presents and effectively implements the six fundamental tasks of catechesis (see *General Directory for Catechesis*, 84–85). Exercises, features, and questions throughout the text prompt students to relate knowledge of our Catholic faith with their life experience. Every chapter has on-page activities for immediate application as well as concrete suggestions for students to live out the faith at school, at their parish, and in their homes and communities.

Each lesson's Our Catholic Life section provides practical examples of the ways we worship, live, pray, and serve together as Catholics. It introduces students to Catholic figures who stand as models of heroic virtue in everyday life. Every lesson has connections to the Catholic social tradition, and each grade level provides catechesis on the seven major themes of the Church's Social Teaching.

Practical Ways to Involve Families in Their Children's Faith Formation

The "Family + Faith" page and an extensive website give parents the tools they need to know what their children are learning, talk about the faith, and recognize how they can more consciously live the faith in their daily family life.

On each lesson's take home page, parents will find information about children's developmental understanding, discussion prompts, and resources for family prayer. Taking into consideration the aims of the New Evangelization, each page includes an opportunity for adult reflection on their own relationship with Jesus and the Church.

Online resources offer multimedia tools to foster family interaction and reinforce the lesson at home.

A Commitment to Support Both New and Experienced Catechists

Alive in Christ Teacher Editions empower teachers with easy-to-use and effective tools for lesson planning, teaching and reinforcing faith concepts, and growing in their own relationship with Christ and his Church.

The key concepts and chapter objectives are fully explained and conveniently located at the beginning of each lesson along with background to strengthen teacher understanding and nurture personal faith. A clear, concise, wraparound lesson plan leads the teacher page-by-page through the effective three-step process with integrated background on Sacred Scripture and doctrine, teaching tips, and connections to music, liturgy, and Catholic Social Teaching.

Extensive Online Resources for Teachers and Families

Alive in Christ provides teachers, principals, and religion coordinators comprehensive program level resources and unit, chapter, and seasonal specific tools and activities. Online support includes lesson planning tools, teacher formation for their role as catechist, custom test building and eAssessments, connections to the Sunday readings, and the option to share lesson plans via social media.

This extensive site provides students and families access to web-based assessments, interactive games and reviews, and articles and resources targeted specifically to adults—all to support faith sharing and continued learning in the home.

Age-Appropriate Music that Enhances Learning

With the knowledge that music is a means for forming students in Sacred Scripture, Church teachings, and Catholic identity, *Alive in Christ* integrates multiple music options into every lesson. A variety of music from OCP (Oregon Catholic Press), John Burland, Dr. Jo Ann Paradise, and other sources is tied to chapter objectives and themes.

Music is suggested at point-of-use in the Teacher Edition, with multiple song suggestions for each chapter. Many prayer pages feature a song to be used within the prayer service. Music can be sampled and downloaded.

Also, we now have an all-new music component, *Songs of Scripture: Deepening Children's Understanding of the Word of God*, which features songs that teach, reinforce, and unfold the meaning of Scripture stories presented in the Student Book.



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Alive in Christ Structural Framework

Alive in Christ follows a systematic Scope and Sequence organized around key themes of Catholic teaching that repeat each year within a grade-level focus, building on the student's knowledge of the faith at each developmental stage.

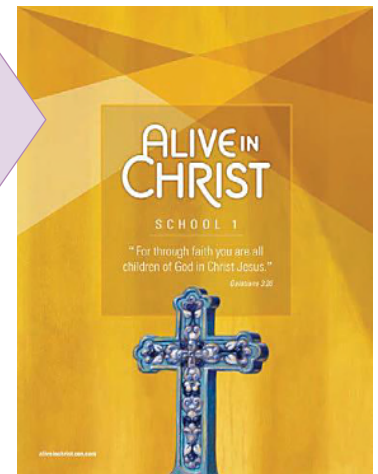
This organizational structure takes into account research in child development that tells us at which age learning about a particular topic is most effective. These developmental “windows” help us to understand when the spiritual, cognitive, emotional, sociological, moral, and physical abilities of a child are “ripe” for learning. Included in the sequence, then, is a sensitivity to when students are ready to learn. A grade level focus based within the structural framework of the seven essential truths allows for optimal learning.

The seven essential, eternal truths of the faith—Revelation, Trinity, Jesus, The Church, Sacraments, Morality, and Kingdom of God—provide the structural framework that organizes the content of the grade. Progressing from first to sixth grade, the student deepens understanding as he or she is presented content that is theologically precise and developmentally appropriate.

As you study the Scope and Sequence, you will see how the objectives across grades move the learner to examine and appropriate a greater knowledge of our Catholic faith and how those objectives help to form a vibrant Catholic identity.

Grade Level Focus

1: Jesus Christ	“For through faith you are all children of God in Christ Jesus.” Galatians 3:26
2: Sacraments of Penance and the Eucharist	“This is my body, which will be given for you; do this in memory of me.” Luke 22:19
3: The Church	“I am the vine, you are the branches. Whoever remains in me and I in him will bear much fruit...” John 15:5
4: The Moral Life	“This is my commandment: love one another as I love you.” John 15:12
5: The Seven Sacraments	“The water I shall give will become in him a spring of water welling up to eternal life.” John 4:14
6: The Word of God in the Old Testament	“Your word is a lamp for my feet, a light for my path.” Psalms 119:105

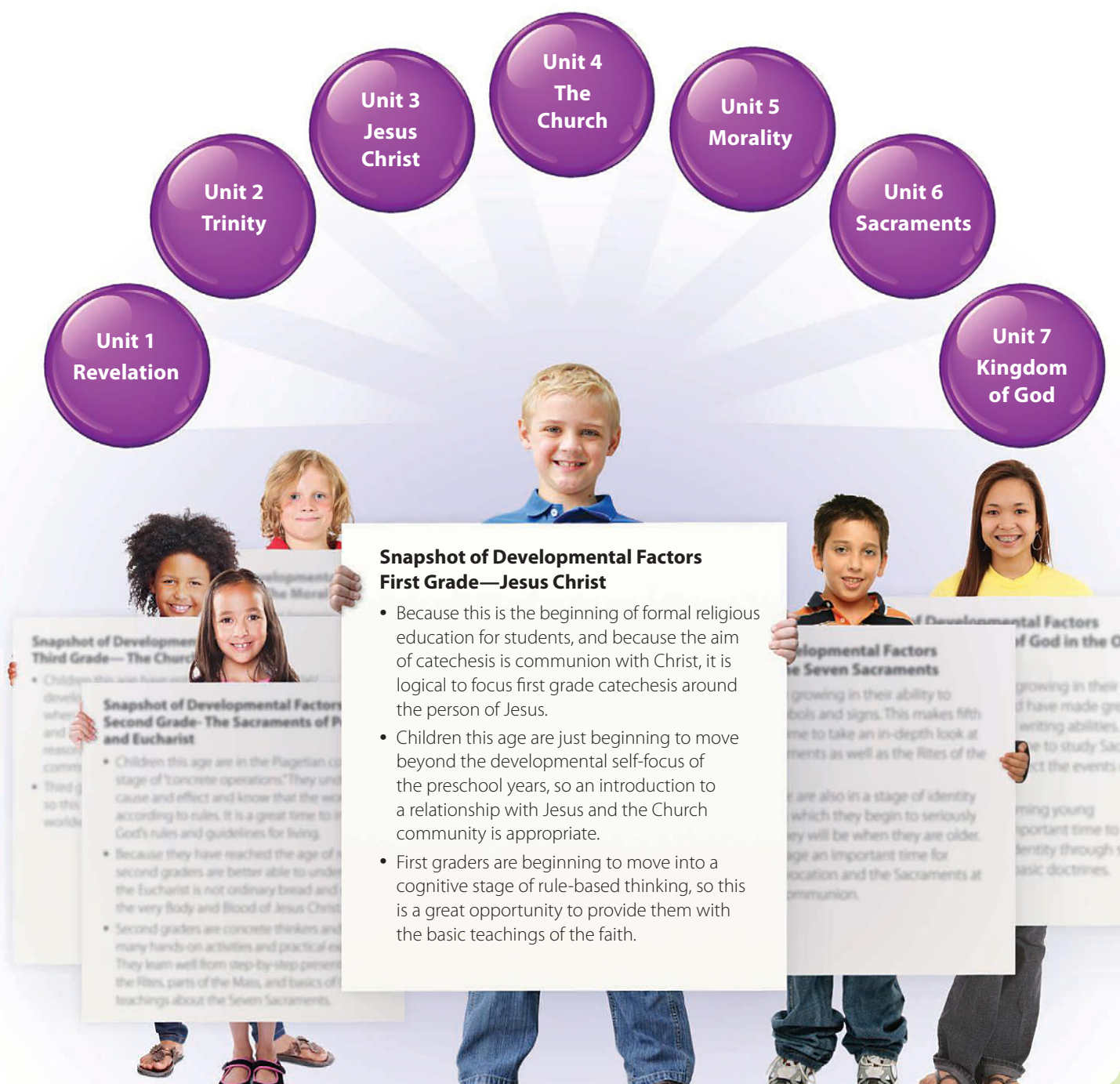


Go to aliveinchrist.osv.com for an overview of the developmental windows for each grade level focus and full program Scope and Sequence.

Program Scope and Sequence

This graphic gives a visual image of the scope and sequence as a first grader in your class will experience it. The circles on the outside name the essential truths that are the framework (unit structure) for every grade level. The student is holding key developmental factors or

“windows” that lead to the grade level focus (for more on this, see page TE35). No matter what unit you are teaching, some component of the grade level focus is being treated.



Student Book Structure

With the systematic Scope and Sequence as the foundation, each grade level's Student Book has four sections:

- **Church Feasts and Seasons, consisting of 8 lessons:**
In these lessons, students learn about special days and times of the Church year that celebrate Jesus and honor Mary and the Saints.
- **Core Chapters:** Each unit begins with a Unit Preview that forecasts main chapter emphases and concludes with a three page Unit Review. Also, each chapter begins with a preview of chapter objectives and pre-assessment activities and concludes with a Chapter Review.
- **Our Catholic Life: Live Your Faith,** Catholic Social Teaching, comprised of seven features connected to both core and seasonal lessons: These pages introduce

students to important teachings of Jesus and the Church that help us live Jesus' New Commandment to love as he loved.

- **Our Catholic Tradition with four sections:** This reference section presents information on our Creeds, Sacraments, prayers, and practices of our Catholic faith.

Within this structure, *Alive in Christ* School Edition offers helpful and important features that support the unique needs of Catholic schools.

Each seasonal lesson has a Fruits of the Holy Spirit feature in the Live step. Each seasonal lesson focuses on one of the Fruits of the Holy Spirit and how that quality is expressed when students allow the grace of the Holy Spirit to work in their hearts. The same **Fruit of the Holy Spirit** is introduced in each of the seasonal lessons across the different grade levels. For example, the Advent seasonal lesson focuses on "Patience" making the students more aware and connected to the gifts that God has offered.

Seasonal Lessons: Seasonal lessons catechize and celebrate the Church year in a liturgically focused way. Eight complete seasonal lessons introduce students to the themes and Scripture of feasts and seasons of the Church year. Each six- to eight-page lesson follows the three-step catechetical process and is intended for a one- or two-day implementation.

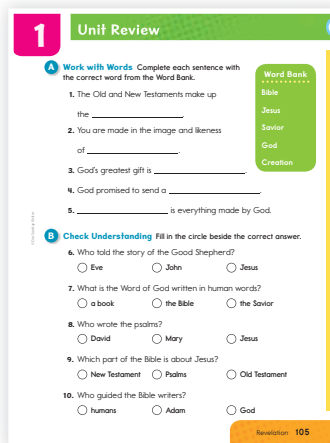
Fruits of the Holy Spirit

The twelve **Fruits of the Holy Spirit** are what others can see in us when we let the Holy Spirit work in our hearts. This season we are focusing on **Patience**.



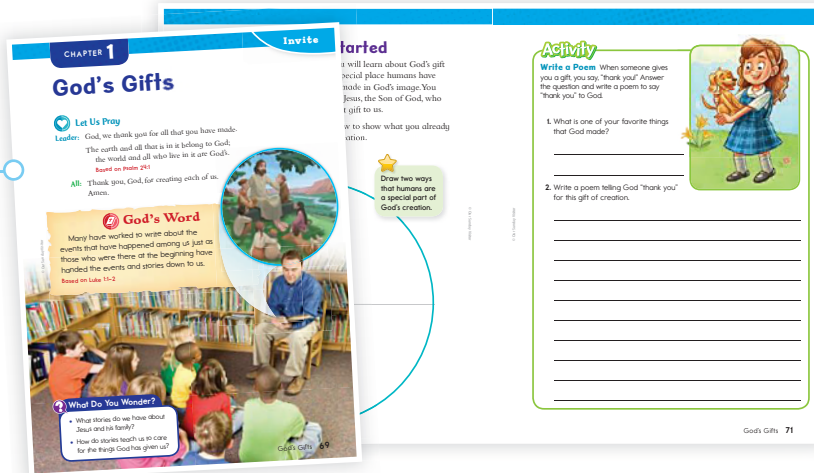
Unit Preview: The Unit Opener includes a bulleted list for both **Our Catholic Tradition** and **Our Catholic Life**, which forecast the fundamental Catholic beliefs, teachings, and practices presented in the chapters of each unit.

The **Big Question** ties directly to chapter objectives and demonstrates the intentionality of the *Alive in Christ* scope and sequence. The students will be able to answer this question by the time they complete the three chapters of the unit.



Unit Review: Using the closing points from Days 2–4 in each chapter, each Unit Review highlights the lesson concepts taught in a particular unit.

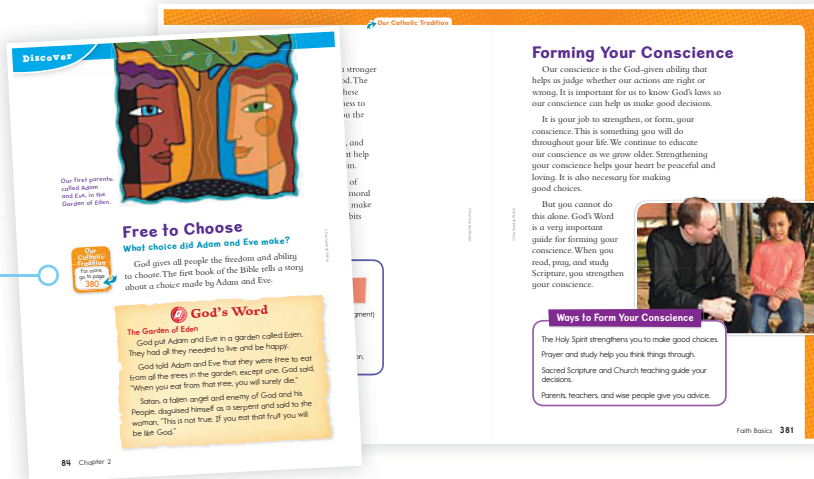
Pre-assessment: Within the Invite Step (Day 1 of a 5-day lesson plan, see page TE21), after the opening Scripture reflection, a two-page spread previews the main topics and vocabulary of the chapter, and helps teachers gauge the students' prior knowledge and exposure to concepts. This "pre-assessment" is done using developmentally appropriate graphic organizers that the students complete.



Our Catholic Tradition: Every chapter and every seasonal lesson has a link that sends the students to the **Our Catholic Tradition** section to learn more. This is designed to help students connect the content of the chapter to other aspects of faith and discipleship.

The Teacher Edition also follows this link and provides more activity and processing for the students.

Our Catholic Tradition
For more,
go to page
380



Alive in Christ School Edition Program Components

Student Books Grades 1–8

Student Books follow a seven-unit structure with a grade level focus on a foundational topic in our Catholic faith. They are the perfect tool to teach students to know, love, and live their Catholic faith through Sacred Scripture, doctrine, prayer, practices of the faith, and seasonal celebrations.

Teacher Editions Grades 1–8

The Teacher Editions help to build confident, capable, and successful teachers with comprehensive background and lesson preparation pages, timed wrap around lesson plans, optional activities, and point of use information. They are spiral bound and conveniently sized to match the Student Book.

People of Faith Collection Grades 1–6

This beautifully illustrated collection of Saints, Blesseds, and Venerables are connected to specific chapters. Students will learn

about models of our Catholic faith while deepening their relationship with God and the Church.

Music Resources

Teachers are provided options for developmentally appropriate music that enhances learning. *Alive in Christ* integrates music for grades 1–6 into each step of the lesson. A variety of music from Oregon Catholic Press is tied to chapter objectives and themes.

A unique, all new music component, *Songs of Scripture: Deepening Children's Understanding of God's Word*, features songs by John Burland and Dr. Jo Ann Paradise that teach, reinforce, and unfold the meaning of Scripture stories presented in the Student Book.



Go to aliveinchrist.osv.com to download hands-on activities related to *Songs of Scripture*.





Online Resources for the Teacher

- Online lesson planning helps teachers to plan using chapter, seasonal, or Catholic Social Teaching lessons
- Share lesson plans via social media such as Facebook & Twitter
- Unit- and chapter-specific tools, assessments, activities, and multimedia resources
- Build a Custom Test allows teachers to build, print, and distribute tests using a bank of multiple choice, matching, fill in the blank, and long answer questions
- Assign eAssessments to students for completion online
- Catechetical formation and professional development tools are designed to help teachers hone their skills and grow in the knowledge of God's love
- Sample and download chapter-specific music to enhance catechetical learning or for prayer
- Download chapter- or unit-specific activities that reinforce the chapter objectives of *Alive in Christ* in the instruction of other disciplines.

Online Resources for the Student & Family

- Interactive Reviews offer students an opportunity for web-based assessment, preparation, and practice
- At-home faith formation resources for all ages help reinforce Catholic identity
- Faith-sharing features and resources geared to parents, students, and families encourage continued learning at home via games, multimedia activities, Lectionary-connected resources, social media interaction, and topical articles
- Sample and download chapter-specific music to enhance catechetical learning or for prayer

Online Resources for the Religion Coordinator

- Program-level tools and resources provide principals, administrators, and religion coordinators with higher-level materials from correlations to in-service models
- Sample and download chapter-specific music to enhance catechetical learning or for prayer

Responding to Your Vocation

“We must remember that teachers and educators fulfill a specific Christian vocation and share an equally specific participation in the mission of the Church, to the extent that ‘it depends chiefly on them whether the Catholic school achieves its purpose.’(25) ”

— *The Catholic School on the Threshold of the Third Millennium*, 19

Teachers and administrators play an important role in enhancing the Catholic identity of Catholic schools.

Do you reflect on why you have chosen to teach in a Catholic school? Why did the added responsibilities of being a Catholic school teacher stir your heart? Who are the teachers and catechists in your life that were role models for you? Catholic schools are vital to the life of the Church, and a vibrant school can be the lifeblood of a parish. They foster Catholic identity in their students and can help make Christ the center of their family life. For it is through education and formation that schools form future Church leaders and laypeople.

No matter the circumstances regarding how you became a religion teacher, it was Christ who called you. And by the power of the Holy Spirit, you, like Mary, responded, “Yes!” The vocation to catechesis, like all vocations, first comes from the grace of Baptism, is strengthened in Confirmation, and is sustained by the Eucharist and Penance. “The person of each individual human being, in his or her material and spiritual needs, is at the heart of Christ’s teaching: this is why the promotion of the human person is the goal of the Catholic school” (Pope Saint John Paul II, *Address to the National Meeting of the Catholic School in Italy*, “*L’Osservatore Romano*,” 24 November 1991, p. 4)

You have been called by Christ and been given the mission by his Church to be instruments of his work.

Take a moment and ponder that statement. With so many responsibilities and demands on our time, we might sometimes lose sight of this and being a catechist becomes just one of the many things we must do each week. This cannot be so. Every time you gather with your students, you take your place in the long line of those who have for 2,000 years held the sacred duty of bringing others into “communion, in intimacy, with Jesus Christ” (*Catechesi Tradendae*, 5).





Your Role as Catechist

To support and nurture your students in their baptismal call to a lifetime of growing closer to and more like Jesus, the Church sets out some essential instructions. In order to provide a presentation of the “entire treasure of the Christian message” while adapting it to the “capacity of those being catechized” (GDC, 112), a teacher must do several things.

Teach the comprehensive course of study outlined by the United States Conference of Catholic Bishops’ Subcommittee on the Catechism. In *Alive in Christ*, you find these doctrines and practices presented in the objectives of the lesson. (See GDC, 112)

Respect the developmental level of your students by understanding how they learn. (See GDC, 112)

Use various methods as they are a “sign of life and richness” that will address multiple learning styles and special needs (GDC, 148).

As you accept this sacred and challenging vocation, be assured that the Holy Spirit will lead and guide you in handing on our Catholic faith to the next generation. Let the love of God pour through so that they see in you the image and heart of our loving God.

Model a Catholic life through your own behaviors and practices, for the “charism given to [the teacher] by the Spirit, a solid spirituality and transparent witness of life constitutes the soul of every method” (GDC, 156).

Proclaim with joy and enthusiasm that “God so loved the world he sent his only Son.” In the words of Pope Benedict XVI, “Today too, there is a need... to rediscover the joy of believing and the enthusiasm for communicating the faith” (*Porta Fidei*, 7).

As Jesus Formed His Disciples

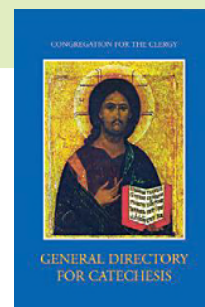
There are six fundamental tasks in the ministry of catechesis. These six tasks are named and treated in the *General Directory for Catechesis* (GDC, 85), and later in the *National Directory for Catechesis* (NDC, 20). Each of these tasks corresponds to an aspect of faith in Jesus. The following are the six tasks of catechesis.

Promoting Knowledge of the Faith

We cannot live a faith we do not know. For this reason, studying the teachings of Jesus and his Church is an essential task of catechesis. The U.S. Bishops' Subcommittee on the Catechism and the conformity review process direct what is to be contained in this comprehensive presentation of the faith. According to the *National Directory for Catechesis*, this task of catechesis is a response to the individual's desire that God plants in the heart of every person to know. This desire comes naturally when individuals have had opportunities to encounter Christ and his message and have experienced an initial conversion. *Alive in Christ* begins each lesson by giving students an opportunity to meet God in his Word and to wonder about his life and love, followed by a process of helping them to know more about him through Sacred Tradition—the teaching of the Church. In this way, we help students frame questions that drive their desire to know more.

Liturgical Education

This task relates to learning about the ways in which the Church worships and celebrates, including the Seven Sacraments, the Order of Mass, and the liturgical year. According to the *General Directory for Catechesis*, liturgical education includes teaching about the form and the meaning of liturgical celebrations, but also means helping individuals prepare their minds and hearts to enter into these mysteries of our faith. As you use *Alive in Christ*, you will teach your students about the liturgy both through the doctrine presented in the core chapters as well as through seasonal activities and prayerful experiences that echo the words and rhythms of our liturgical celebrations.



General
Directory
for Catechesis

Moral Formation

This task of catechesis involves forming the consciences of learners through the moral teachings of Jesus and his Church and fostering understanding of what it means to live these teachings in one's daily life. Morality in the Christian life involves standards and guidelines, but it is more than learning a list of rules. Morality is about discipleship. As you use *Alive in Christ*, you will find opportunities to challenge students to apply what they have learned about the Ten Commandments, Jesus' command to love as he has loved, and the Beatitudes to situations at home and school and in the community.





Teaching to Pray

“When catechesis is permeated by a climate of prayer, the assimilation of the entire Christian life reaches its summit” (GDC, 85). The “climate of prayer” in catechesis invites individuals into an ever deeper relationship with God. Teaching to pray is more than merely “teaching prayers”; it involves fostering an understanding of prayer as conversation with God—helping students learn how to talk with God in their own words as well as how to listen to God.

This task of catechesis involves teaching the traditional prayers of the Church and the various forms and expressions of prayer mentioned in the *Catechism of the Catholic Church*. *Alive in Christ* incorporates experiences of all six forms of prayer. You will also have opportunities to help students speak to God in their own words.

Education for Community Life

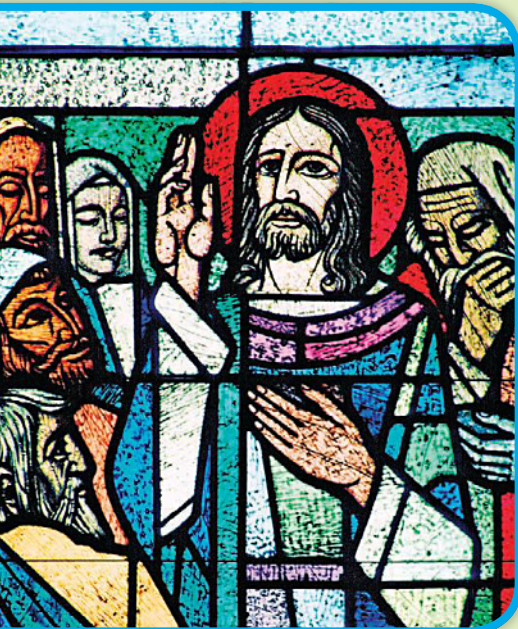
This task of catechesis relates to developing an understanding of what it means to be a part of the Christian community, including respecting the authority and structure of the Church, as well as living out Jesus’ New Commandment to love one another as he has loved us. “Catechesis prepares the Christian to live in community and to participate actively in the life and mission of the Church” (GDC, 86). Catechesis should prepare us to live and work with one another, both within the Church and in society as a whole. The

bishops write that catechesis “should encourage a spirit of simplicity and humility, a special concern for the poor, particular care for the alienated, a sense of fraternal correction, common prayer, mutual forgiveness, and a fraternal love that embraces all these attitudes.” Various chapter features, as well as the Live Your Faith sections on Catholic Social Teaching will assist you in this task of catechesis.

Missionary Initiation

While only some may be called to other lands to minister in Christ’s name, by Baptism, all are called to live in such a way that we serve as witnesses of the faith to those who are around us. This task of catechesis prepares the learner to share his or her faith with others. *Alive in Christ* helps to form students in the language of the Catholic faith and the behaviors and practices of the faith. Forming them in a vibrant Catholic identity gives them the skills necessary to be strong witnesses of the faith. This is reinforced in the tools we provide the parents in the Family + Faith page, as it equips the parents to talk about faith with their children.

Our bishops state, “all efforts in evangelization and catechesis should incorporate these tasks” (NDC, 20). In this way, we pay attention to several different dimensions of faith, with the ultimate goal of helping students grow into deeper communion with Christ so that they live as disciples in faith, word, and deed.



Jesus the Teacher

The Divine Pedagogy

As teachers, we always hold two realities: the “what” and the “how” of catechesis. What do we want our students to know and love about our faith and how do we best communicate the treasure of our faith?

We use the word *pedagogy* to speak about the art, science, or profession of teaching. In other words, pedagogy is the “how” of faith formation. We are called to hand on the truths of our faith by echoing God’s own way of teaching us his truths. The *General Directory for Catechesis* tells us that,

“Catechesis, as communication of divine Revelation, is radically inspired by the pedagogy of God, as displayed in Christ and in the Church... It is the Church’s mission to be a visible and actual continuation of the pedagogy of the Father and of the Son.”

GDC, 143, 141

Each lesson in *Alive in Christ* mirrors the divine pedagogy—the gradual and relational way God teaches us so that we can know him and his truth, be guided by the Holy Spirit to respond with faith and love, and accept the gift of new life in Christ. Even as we teach others, God remains active in their hearts, bringing growth to the seeds of faith that are planted there.

Here are five important characteristics of the divine pedagogy that are at the heart of each lesson of *Alive in Christ*.

The pedagogy of God is invitational and person-centered.

God initiates a relationship with each person. He does so by first creating us with a desire to know him and the capacity to respond to him. The ultimate invitation to relationship comes in Jesus. Pope Saint John Paul II tells us that the purpose of all catechesis is to bring people into intimacy with Jesus.

As God enters into dialogue with us, we are called to follow this example by providing catechesis that it is rooted in interpersonal relationships and involves a process of dialogue (see GDC, 143). God also meets us where we are and accommodates for our particular needs. Therefore, effective catechesis should be developmentally appropriate and should make allowances for adapting to special needs.

God’s pedagogy is incarnational.

Dei Verbum points out the “inner unity” of deeds and words in God’s plan of revelation: “the deeds wrought by God in the history of salvation manifest and confirm the teaching and realities signified by the words, while the words proclaim the deeds and clarify the mystery contained in them” (2). From speaking the universe into existence, to his promise to Noah and his

covenants with Abraham and Moses, to the Word made flesh in Jesus Christ, it is evident that God's Word becomes action.

An effective pedagogy should make the faith come to life through hands-on activities and applications and multisensory teaching methodologies. It should give learners clear ways to go out and live the Gospel they have received.



The pedagogy of God is familial and communal.

God reveals himself as a communion of persons—Father, Son, and Holy Spirit—and creates human beings to be in communion with one another.

Effective catechesis should build community among the students, involve parents and families as primary catechists, and connect students to the larger parish community. Connecting the families to the life of the parish, particularly through participation in the Sunday Eucharist, is vital in building up the Body of Christ.

God's pedagogy is structured and comprehensive.

In salvation history, God reveals himself to humanity gradually as people are able to understand. One revelation builds upon the next, until Revelation reaches its fullness in the Person of Jesus Christ. Effective catechesis also presents key truths of the faith gradually as the learner is able to receive them.

The pedagogy of God is perpetual.

We read in **Isaiah 55:11**, "So shall my word be that goes forth from my mouth; It shall not return to me empty, but shall do what pleases me, achieving the end for which I sent it." God's truths are handed on through the generations in the forms of Sacred Scripture and Sacred Tradition, which is the living memory of the Church. God's covenants do not end, but come to greater fulfillment and realization.

A catechesis based on the divine pedagogy prepares the learner to share the Gospel with others, in word and deed, so that the Good News of salvation is handed on to others and to future generations.

The Catechetical Process and the Five-Day Lesson Plan

Alive in Christ's catechetical methodology mirrors the divine pedagogy by following a three-step process of **Invite**, **Discover**, and **Live**. Unfolding over a five-day lesson plan, this process encourages a personal and ongoing relationship with the Holy Trinity.

Catechetical Process

1. **Day 1: The Invite Step** begins the lesson with God's invitation through Sacred Scripture. Students open their minds and hearts to what God is saying to them in Scripture and reflect on it. Uniquely created for the *Alive in Christ* School Edition, pre-assessment of Catholic Faith Words and chapter concepts are then presented and serve as a transition to the Discover step and chapter objectives.
2. **Days 2–3: The Discover Step** helps form Catholic identity through the study of Scripture, knowledge of Church teaching, and an understanding of Catholic practices. It presents the doctrine of the lesson in developmentally appropriate language and images. Charts, on-page questions, and gold star activities prompt students to interact directly with the page, and aid in understanding and retention. With large on-page activities, students are given the opportunity to process and reinforce what they have learned and apply it to their own lives and the experience of the Church.
3. **Days 4–5: The Live Step** helps students relate knowledge of the faith and the ways we worship, live, pray, and serve together as Catholics. Students are given the tools to connect their faith to everyday life and to deepen their relationship with God and the Church through the prayer experiences at the end of each lesson.

Teaching Method

The three-step catechetical process unfolds over five sessions of approximately 30–40 minutes each. Each session's self-contained structure **Open, Build, Close** provides teachers with a natural daily lesson arc while keeping the three-step catechetical process intact.

Open: Includes an introduction, prayer, and discussion questions.

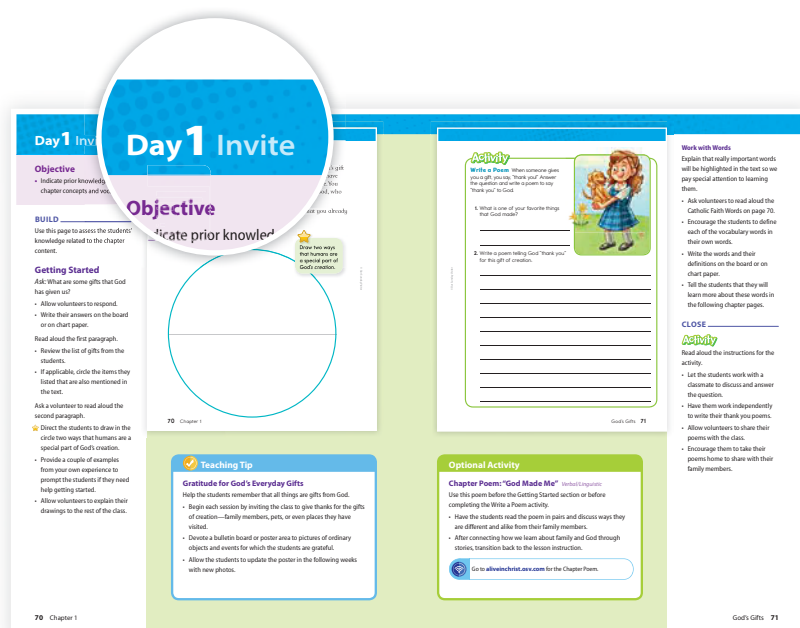
Build: Provides the instruction for the heart of the day's lesson and includes Scripture, activities, and Catholic Faith Words.

Close: May include an activity or a song, but always wraps up each day's lesson by reinforcing the day's objectives.

If you follow this three-step process, you will in fact mirror the divine pedagogy by offering your students the opportunity to know God and his truth through Sacred Scripture and Sacred Tradition. You will inspire them to be open to the Holy Spirit so that they will respond in faith and love and accept the gift of new life in Christ!

As a teacher, during the **Invite** step you:

- Call the students together to begin in **prayer**.
- Prepare the students to hear the Word of God.
- Guide the students through the **Scripture reflection** process, proclaiming God's Word and inviting quiet thought. (See TE28 for a full description of the Scripture reflection process.)
- After proclamation of the Scripture, allow time (governed by what is developmentally appropriate) for sacred **silence**.
- Invite the students to **share** what they have experienced, what they felt God was saying to them or what he wanted them to know in a special way today. Assure them sharing is voluntary.
- Prompt continued thought about God's Word and move to chapter objectives by using the "What Do You Wonder" questions.



Present chapter highlights by indicating prior knowledge of chapter concepts and vocabulary.

- Opening Paragraph: Introduces the main points of the chapter.
- Graphic Organizer: This chapter preview feature includes cluster diagrams, basic timelines, Venn diagrams, and more.
- Pre-assessment Activity: Provides activities that focus on pre-assessment rather than teaching.
- Preview of the Catholic Faith Words: Assesses a student's prior knowledge of the terms presented in a chapter.

Discover

As a teacher, during the **Discover** step you:

- Teach the **objectives** of the lesson, which are identified in the Teacher Edition in several places: the overview Lesson Plan in the teacher background section and in the top left-hand corner of each Discover spread.
- Follow the **instruction** in the vertical side columns, which walks you through the entire lesson. Note that the activities are an integral part of the lesson. They emphasize the essential elements of Church teaching and help the students apply those truths to worship, prayer, and daily life.

Day 2 Discover

Objectives

- Identify human beings as God's special creation.
- Understand the special role humans have in all of God's creation.

OPEN

Ask the students to stand or gather in the proper space to pray the Glory Be, page 383.

Direct a student to read about the question at the top of the page.

Tell the class they will discuss the answer in the text on pages 72 and 73.

BUILD

Praise and Thanks

Read about the first paragraph.

- Discuss why it's important to give thanks to God and to thank other people.

Ask a volunteer to read about the second paragraph.

Read about the third paragraph.

- Ask: What was David most grateful for?

Have the students underline the things that make people different from the rest of God's creation.

Activity

Draw a picture of a sheep. Write or draw one way you know about creation.

Teaching Tip

Add Variety

As you know, when young students are faced with a long list of things to learn, many of them tend to get restless, especially when the material is challenging.

- Remember to break up the lessons with brief opportunities for the students to move around or change positions several times during each session.
- Try to include various activities to keep the students' minds stimulated: writing on the board, drawing, brainstorming, praying, reflecting, creating craft projects, etc.

In God's Image

Humans are the most special part of God's creation. God wants you to take care of the many gifts of creation. Here is one of God's gifts: your body.

God's Word

"To show our love and devotion to your name through all the earth... You have given [people] the power of your hands, just as they are at the heart. All sheep and men, even the beasts of the field, the birds of the air, the fish of the sea, and whatever walks the paths of the earth." — Psalm 134:3-4

Catholic Faith Words

Activity

Draw a picture of a sheep. Write or draw one way you know about creation.

Songs of Scripture

How Awesome Is Your Name

The words of the psalms in this song are taken directly from Scripture. While the students are probably very familiar with the word awesome, you may need to explain the word *awesome* and the phrase "Awesome the heavens."

- Encourage the students to draw a throne in the clouds and write the word *God* on the throne.
- Teach them the song "How Awesome Is Your Name."

Use Songs of Scripture, Grades 1-3 CD, track 11

Close

Wrap up with these points: God created all things, and humans are special because we are made in His image. We praise and thank God for His gifts of creation and take care of what He has made.

Day 3 Discover

Objectives

- Appreciate Jesus as God's gift, the Son of God who came to earth.
- Remember that Jesus was always faithful to God the Father.

OPEN

Ask the students to stand. Together, read about Psalm 26:1, page 68.

Ask a volunteer to read about the question at the top of the page. List the students' answers on the board or on chart paper.

BUILD

The Son of God

Read about the first two paragraphs. Discuss with the students how Jesus is different from humans.

Ask a volunteer to read about the last paragraph.

- Remember that Jesus is the Son of God. He is God's precious gift to us, and He is both human and Divine.
- Discuss the question at the end of the page.

Our Catholic Tradition

Point out that when Jesus grew up, He shared stories to help people better understand God the Father. Invite the students to turn to page 383 to read about parables and to review titles for Jesus.

Activity

Find the Hidden Word: Color the Hidden Word. The Hidden Word is Jesus. Write the word Jesus in the space provided.

Teacher Background

Cultural Awareness: Diversity

One of the unique things about our planet is that the harmony, which exists in the natural world, results from the diversity of beings and from their relationships.

- Help the students understand that diversity in our world is good and intended by God. Just as all flowers are not the same, all people are different, but all are beautiful.
- To reinforce, invite the students to name some examples of diversity in nature (e.g., ocean creatures, insects, and plants).

Alike But Different

Explain that Jesus lived a very long time ago and that He was human just like us except for one thing: Jesus never committed sin.

Have two volunteers read about the first and second paragraphs, respectively.

- To help them, use the board or chart paper to illustrate with two columns: "How He Was Like Us" and "How He Was Different from Us."
- Be sure that the main difference between us and Jesus is mentioned: **He did not sin.**
- Encourage the students to study the illustration and photos on these two pages and share with the group what they see.
- Ask: How are they the same? How are they different?

Close

Read about the directions.

- Provide the students with colored pencils to complete the activity.
- After everyone is through, share with the class what the picture reveals.

Review the following points with the class: Jesus is the Son of God. He is both God and man. He is like us in all ways except that He did not sin.

- Present the **Catholic Faith Words**, which are highlighted in the text and called out in separate boxes. These words build a common language of faith and are explained with precise theological language that is developmentally appropriate.
- Use the **boxes** at the bottom of the page that provide additional Scripture and doctrinal background, optional activities, teaching tips, ways to adapt lessons for special needs, suggestions for including music, and more.

As a teacher, during the **Live** step you:

- Guide the students through a graphic organizer, chart, or reflection activity to **synthesize** what they have learned in the chapter.
- Hold up the Communion of Saints, and introduce the students to a **Saint, Blessed, or Venerable** whose life exemplifies the content of the lesson. What better way to encourage faith-filled living than through Catholic heroines and heroes?
- Give the students the opportunity through a closing **activity** to relate their knowledge of the faith to their lives, and invite them to commit themselves more deeply to what it means to be Catholic with concrete action and future steps.

Day 4 Live

Objectives

- Explain how people who have created
- Explore the faith life of Blessed Virgin Mary and learn about her faithfulness

OPEN

Ask the students to gather in the prayer space to remind them that all gifts come from God, pray together the Act of Faith, Hope, and Love on page 386.

BUILD

Our Catholic Life
Summarize the question at the top of the page and the introductory paragraph.

Making Use of God's Gifts
Direct the students' attention to the chart.

Read about the heading and the first row in both columns.

Instruct the students to fill in the blanks with things that can be made from the gifts of God's creation.

Point out that some answers have already been provided.

Allow time for the students to complete the activity.

As a group, go over the chart. Ask volunteers to share their responses.

Remind the students that everything is made by God. God's creation is always the source.

Optional Activity

Creation Walk
If possible, take the class outside. Give each student a twelve-inch circle of paper or string.

- Have them place their circles of paper on the ground, and look carefully at all the things within their circle. They may use leaves, grass, bugs, and rocks.
- Invite volunteers to name all the things inside their circles that God created.
- Then, ask them to step inside their circles.
- Ask: What else, inside the circle, did God make? *Hint!*

Catholic Social Teaching

Chapter Connections
To integrate Catholic Social Teaching into your lesson, choose one of the following features: Life and Dignity, pages 348-349; or Care for Creation, pages 360-361.

- Start the Live step of the process by talking about Mary on page 77. Then move directly to the Catholic Social Teaching feature.
- To expand the lesson, complete both pages 76 and 77, then move to the Catholic Social Teaching feature.
- Return to Chapter 1 for the prayer on page 78.

People of Faith

Blessed Virgin Mary, first century
Mary was a special gift from God. God chose Mary to be the Mother of His Son, Jesus. Mary was the Mother of Jesus, the one "born of the Spirit and of the flesh." Mary was the Mother of the Church. The name Mary is the most used name proper about the Mother of God. We pray the Rosary when we pray the Rosary.

Activity

Tell: What gift of God's creation do you use the most? How do you use it?

A fish. We feed it and give it clean water.

Write: the name of one person or thing that you can take care of

People of Faith

Tell the students about the Blessed Virgin Mary.

- Point out that God the Father chose Mary to be the Mother of His Son. Mary raised Jesus with her husband Joseph. She was a very faithful woman and followed Jesus and cared for him for his whole life.
- Explain that Mary is the Mother of God. She is our Mother, too. She is also the Mother of the Church.
- Tell the class that we pray the Hail Mary and the Rosary about the Mother of God.

Discuss with the students the question at the bottom of the box.

CLOSE

Activity

Discuss the "fill" part of the activity as a group.

- Have the students determine how they would take care of this gift of creation.

Read about the "fill" part of the activity.

- Have the students write about one person or thing they can take care of.
- If time allows, have the students draw themselves taking care of the part of creation they named. Provide separate paper, crayons, and markers.

Day 5 Live

Let Us Pray

Tell the class that today they are praying a prayer of blessing. Life, that blessings can either pray for, or ask for God's care for a person, a place, a thing, or an action.

Prepare

You will be the leader:

- Behave with the students "Catholic" as they pray. Download from www.catholic.com.

Gather

Lead the students into the prayer space with their books.

Pray

Begin by leading the class in the Sign of the Cross.

Follow the order of prayer on the student page.

Conclude by processing with the students around the room, engaging the reflection for "God is a Part of My Life."

Chapter Review

Use the closing points from Days 2-4 to highlight lesson concepts.

Work with Words
Direct the students to fill in the blanks with the correct answers from the Word Bank.

Check Understanding
Have the students draw a line from the words in Column A to the best ending in Column B.

Family + Faith

At the end of the chapter, distribute the Family + Faith page to the students. Instruct them to add the page to their binder/home folders to give to their parents. Point out that the page will give their family members an overview of what the students learned in religion class and ways they might continue to grow in faith and pray together as a family.

- Offer the **prayer celebration**. If the prayer calls for it, you may want to assign parts ahead of time.
- Use the closing points from Days 2-4 to highlight lesson concepts and have the students complete the **Chapter Review**.
- Send home the **Family + Faith** page. As the students live their faith primarily in the circle of their families, this page is an excellent resource to connect the students' learning with their home and to form their parents in faith.

Chapter Background

Alive in Christ Teacher Editions give you everything you need for lesson planning, teaching and reinforcing faith concepts, and growing in your own relationship with Christ and his Church.

Each chapter has teacher-specific content provided in the planning and background pages. These are the seven pages that provide scriptural, doctrinal, and methodological background and formation. You will also find pages that address the different ways students process, understand, and learn lesson content at any given grade level.

Key Concept for each lesson is clearly stated at the start of each chapter. **Doctrinal Content** correlates to paragraphs from the *Catechism of the Catholic Church*.

Teacher Background easy-to-understand theological background on the chapter content. The Reflect questions help connect faith concepts with the teacher's own life experience.

How Grade Level Children Understand offers insight on the relationship between the lesson objectives and the student's developmental level of understanding of those topics.

Chapter 1 God's Gifts

KEY CONCEPT
God is the Creator of all that is good. Jesus is God's greatest gift. Jesus is the Son of God.

DOCTRINAL CONTENT

- God created human beings in his own image. (CCC 355)
- Humans have a special role in all of God's creation. (CCC 373, 357)
- Jesus is God's greatest gift, the Son of God who became man. (CCC 464)
- Jesus was always faithful to God the Father. (CCC 606)

TASKS OF CATECHESIS
Helping students grow in a faith that is "known, celebrated, lived, and expressed in prayer" (NDC 20). This chapter focuses on the following tasks of catechesis:

- Promoting Knowledge of the Faith
- Moral Formation

Teacher Background

Many have undertaken to compile a narrative of the events that have been fulfilled among us, just as those who were eyewitnesses from the beginning and ministers of the word have handed them down to us.... **Luke 1:1-2**

→ **Reflect** How do the stories in Scripture help you hand on the faith?

To have dominion means to have power over or to dominate. For many, these words may immediately conjure up images of oppression, corruption, and even distrust. Guns, money, and success are all images of power that most people have experienced. However, when the word dominion is used in the Bible, it communicates a message that is very different from images of power that are familiar to us.

The Hebrew word for *dominion* expresses a reality different from the one that is lived out in the world today. By giving humanity dominion over the animals and creatures of the Earth, God shares the responsibility and care of the Earth with humankind. He calls each person to be a good steward of creation. As our first parents were given the task to care for the Garden of Eden, so you are given the task of caring for the fish of the sea, the birds of the air, and the people with whom you relate every day.

The creation account in Genesis speaks eloquently of the relationship between God, creation, and humanity. Creation, including humanity, is always seen in relationship to the Creator. This story affirms the unity and the goodness of God's creation, of which you are a part.

→ **Reflect** How do you show respect for God's gifts?

Teacher's Prayer

Lord, God of all creation, bless my efforts in helping the students in my class grow closer to you by appreciating your many gifts. Amen.

How Second Graders Understand

God's Creation Most second graders have a strong sense of cause and effect. This makes it natural for them to believe in a Creator when they see the created world. They also have a strong sense that everything has a purpose. For this reason, it is an excellent time for them to learn that everything in the natural world is a gift from God and has a God-given role or meaning.

Teaching Tip: When the students talk about favorite creations of God, encourage them to think about the place of that creation in the natural order (e.g., "Why do you think God made dogs?").

Sharing the Message with Second Graders

- Find opportunities to help second graders learn how to determine right from wrong.
- When conflict erupts, help students understand that others may have feelings and opinions that are different from theirs.
- Many children this age are tactile learners who understand and retain concepts when they are doing things, not just listening or reading.

Online Resources

Go to aliveinchrist.osv.com

You will find:

- Interactive lesson planning with PowerPoints, video and music enhancements, additional activities, and ideas for classroom environment
- Step by step lesson instruction from printed Teacher Edition for integrated lesson planning
- Custom-built assessments to download and eAssessment links
- Interactive reviews that provide scores and the option to review answers
- Chapter-specific Lectorary connections and a complete correlation ordered by the Sundays of the year, with suggestions for how to integrate the Scripture readings into chapter lessons

Go to osvparish.com for Ask the Experts Q and A, Community Connections, and Blogs.

Tasks of Catechesis relate lesson components to one of the six Tasks of Catechesis as outlined in the *National Directory for Catechesis*.

Teacher's Prayer offers a moment of reflection for the teacher before planning each lesson.

Sharing the Message provides general background on where students this age typically are with cognitive, social, spiritual, and emotional development.

Online Resources are clearly labeled throughout the Teacher Edition and direct you to downloads, lesson planning tools, interactive reviews, eAssessments, and more.

Chapter Planner

The Chapter Planner presents objectives and step-by-step instructions for a five-day lesson plan, with flexibility for alliterative pacing and inclusion of review and multiple options for assessment.

Open Column points out the Invite Scripture, prayers, and discussion questions for each session.

Build Column provides Scripture, activities, instructions, and Catholic Faith Words for the lesson.

Close Column indicates activities, closing points, and songs that complete each day's session.

Chapter 1 Planner				
Objectives	Open	Build	Close	Materials & Resources
DAY 1—Invite/Preview, Pages 69–71				
<ul style="list-style-type: none"> Reflect on God's personal invitation through Scripture Indicate prior knowledge of chapter concepts and vocabulary 	<ul style="list-style-type: none"> Psalm 24:1 Pray the opening prayer. Luke 1:1–2 Proclaim "Handing Down the Stories." Guide the students through the process of Scripture reflection. Discuss What Do You Wonder questions. 	<ul style="list-style-type: none"> Present lesson highlights. Preview Catholic Faith Words. Draw ways humans are a special part of God's creation. Optional Activity Chapter Poem: "God Made Me" 	<ul style="list-style-type: none"> Activity Write a poem to say "thank you" to God. 	<ul style="list-style-type: none"> Songs of Scripture CD, "Mantia," for Scripture Reflection Chapter Poem: "God Made Me" board or chart paper
DAY 2—Discover, Pages 72–73				
<ul style="list-style-type: none"> Identify human beings as made in God's own image Understand the special role humans have in all of God's creation 	<ul style="list-style-type: none"> Pray the Glory Be, page 383. Recall God's gifts of creation. 	<ul style="list-style-type: none"> Catholic Faith Words psalms, creation Discuss being thankful. Underline what is unique about people. Psalm 8:2, 7–9 Proclaim "The Creator and Humans." Activity Write or draw one way to take care of creation. 	<ul style="list-style-type: none"> Conclude with a review of key concepts and objectives. 	<ul style="list-style-type: none"> pencils, pens, or markers pictures of sheep, oxen, birds, and fish
DAY 3—Discover, Pages 74–75				
<ul style="list-style-type: none"> Appreciate Jesus as God's greatest gift, the Son of God who became man Recognize that Jesus was always faithful to God the Father 	<ul style="list-style-type: none"> Pray Psalm 24:1, page 69. Discuss the opening question. 	<ul style="list-style-type: none"> Catholic Faith Words sin, Son of God Explain that Jesus is God's greatest gift. Discuss things Jesus did and ways we are alike and different from him. Optional Activity All Creation Is Good (Activity Master 1) For more, go to page 363. 	<ul style="list-style-type: none"> Activity Find the hidden name for Jesus. Conclude with a review of key concepts and objectives. 	<ul style="list-style-type: none"> colored pencils board or chart paper Activity Master 1 (Page 69G)
DAY 4—Live, Pages 76–77				
<ul style="list-style-type: none"> Explain how people use what God has created Explore the faith life of the Blessed Virgin Mary and learn about her faithfulness 	<ul style="list-style-type: none"> Pray the Act of Faith, Hope, and Love, page 386. 	<ul style="list-style-type: none"> Discuss ways to use what God created. Fill in the blanks with things that can be made from the gifts of God's creation. People of Faith Learn about the Blessed Virgin Mary. Optional Activity Creation Walk 	<ul style="list-style-type: none"> Activity Write the name of one person or thing to take care of. 	<ul style="list-style-type: none"> pencils or pens paper crayons and markers
DAY 5—Live/Review, Pages 78–79				
<ul style="list-style-type: none"> Offer the Blessing Prayer Evaluate the understanding of concepts using the Chapter Review 	<ul style="list-style-type: none"> Explain blessing as a prayer form. Rehearse "God Is a Part of My Life." 	<ul style="list-style-type: none"> Follow the order of prayer. 	<ul style="list-style-type: none"> Process with the students around the room singing the song's refrain. 	<ul style="list-style-type: none"> "God Is a Part of My Life"

Assessment Options
Page 69F

- aliveinchrist.osv.com
- Customize and Download Assessments
- Email Links to eAssessments
- Interactive Student Reviews



Family + Faith Page 80
Point out that the Catholic Families page provides chapter highlights, information on how second graders understand faith concepts, and family prayer.



Objectives Column clearly presents specific and measurable learner outcomes for each day.

Materials & Resources Column notes materials and online resources needed for the lesson.

Chapter Connections

This page references ways to connect the chapter content to other sections of the Student Book, as with one of the features on Catholic Social Teaching, as well as to web-specific content, such as cross-curricular activities and music. It also highlights the correlation between chapter content and independent assessment tools from NCEA.

Chapter Connections

FORMING CATHOLIC IDENTITY ACROSS THE CURRICULUM
To imagine the Catholic faith in all aspects of curriculum, this chapter's objectives can be realized, and applied in the instruction of other disciplines.

Go to aliveinchrist.org to find ideas for Chapter 1 content and/or projects in the following areas:

- Social Studies—Geography, Regions and Places
- Language Arts—Communication

NCEA IFG: ACRE Edition
Knowledge of the Faith
• Objective: To know and understand basic Catholic teaching about the Incarnate Word Jesus Christ as the way, truth, and life

Moral Formation
• Objective: To be aware of the importance of a well-formed conscience for decision making

Catholic Faith Literacy
• Creator: God the Son, Mary, Psalm, sin, thanksgiving

Catholic Social Teaching
Use one of these Live Your Faith features to introduce a principle and engage the students with an activity:

- Life and Dignity, Pages 348–349
- Care for Creation, Pages 360–361

Chapter Poem
"God Made Me"
Use this poem to expand the chapter introduction.

- The students will relate the poem to their own lives, reflecting on how God made them different and alike from family members.
- Explain that stories help us learn more about family and about our God who made and loves us.

Go to aliveinchrist.org Lesson Planning section for this poem.

Music Options
Use one or more of the following songs to enhance catechetical learning or for prayer.

- "For the Fruits of this Creation," Day 2, Page 73
- "God is a Part of My Life," Day 5, Page 78

69E Chapter 1

NCEA IFG: ACRE Edition correlates the lesson objectives to the domains of *NCEA Information for Growth: Assessment of Children/Youth Religious Education* (2013) and helps teachers measure students' understanding and appropriation of lesson content.



Catholic Social Teaching identifies which principles of Catholic Social Teaching/Live Your Faith pieces connect to this chapter and provide direction for how to integrate them into the Live step of the process. These connections are also noted at point of use in the bottom box of the Day 4 lesson.



Chapter Story or poem provides an opportunity to extend the Invite step of the process with additional life experience connections.



Music Options are provided to enhance catechetical learning and to be used in the prayer celebration. These options are also called out at point of use in the wraparound lesson plan.



Forming Catholic Identity across the Curriculum

Each chapter contains a unique feature for forming Catholic identity across the curriculum. This feature identifies the connection between chapter objectives and other disciplines. These are designed to reinforce the learning in other disciplines and help make a connection to what is being taught in religion class.



Chapter Reproducibles

Each chapter of the Teacher Edition includes a reproducible Chapter Test and Chapter Activity Master for assessment and extension opportunities.

CHAPTER 1 Test Name _____ Date _____

Use the words in the Word Bank to answer the questions.

- Who is Jesus? _____
- What do we call everything made by God? _____
- What is the word that means "choosing to disobey God"? _____
- What name for God tells us that he made all things? _____

Circle the word or words that best completes each sentence.

- David wrote _____ of praise and thanks to God.
psalms sins books
- Jesus learned to pray from his _____.
friends family disciples
- God wants us to take care of the many gifts of _____.
others creation the Holy Spirit
- God's greatest gift is _____.
creation Jesus humans
- _____ were made in God's own image.
Animals Human beings Angels
- God is the _____ of Jesus.
Father creation Son

God's Gifts 69F

Chapter Test provides an assessment of key themes and Catholic Faith Words for each lesson (answers are located in the back of the Teacher's Edition).

Chapter Activity Master provides an additional activity that can be completed in class or at home (when applicable, answers are located in the back of the Teacher's Edition).


Chapter 1 Activity Master Name _____ Date _____

All Creation Is Good
Color the pictures of God's creation. Write the name of the gift on the lines below the pictures.









69G Chapter 1

http://www.aliveinchrist.osv.com

Our Sunday Visitor ALIVE IN CHRIST

PARISH HOME LESSON PLANNING PROGRAM RESOURCES CATECHIST FORMATION PARISH CONNECTION

Lesson Planning - Build a Custom Test

Build a Test - Grade 2 - Unit 1 - Chapter 3 back

1 Select your required question type 2 Browse, select and add questions to your test 3 Order questions and then preview your test

Browse and Select Questions Below

Multiple Choice Matching Long Answer Fill in the Blanks

Select: All / Name

☐ A _____ is where Jewish people studied and prayed.

☐ The _____ Testament tells about God and his people before Jesus was born.

☐ There are four _____ in the New Testament.

☐ The Bible, or _____ of God, tells us about God's love.

☒ _____ wrote one of the Gospels and was also a doctor.

☐ The Bible is made up of the Old and New _____.

☐ Whenever Jesus met sick people, he _____ them right away.

☐ God told Noah to build a large _____ because a great flood was coming.

Add Selected Questions

Selected Test Questions

0 0 1 1 2 Questions in test:

Select: All / Name / Remove Selected

☐ A rainbow is a sign of God's promise to _____.

☐ What are the two big parts of the Bible?

Preview Test

Chapter Tests and online assessment:

Chapter Tests appear in the Teacher Edition at point of use. In addition, teachers can prepare customized and downloadable assessments, send eAssessments, and assign interactive reviews.

Sacred Scripture

“For in the sacred books, the Father who is in heaven meets His children with great love and speaks with them; and the force and power in the word of God is so great that it stands as the support and energy of the Church....”

Dei Verbum, 21

Sacred Scripture from both the Old Testament and New Testament is at the heart of *Alive in Christ*. The students are invited to understand the importance of Sacred Scripture, as a font of Divine Revelation and the guide for their lives. The Word is always given prominent visual importance to highlight its significance, with a parchment background, an icon, and a logo. Students are led to know, love, and be formed by God's Word.

Scripture in the Catechetical Process

The students always **pray** with Scripture in the opening prayer of the Invite step and often in the prayer experience in the Live step.

The practice of Scripture **reflection** is an essential element in the Invite step of every lesson and the means by which we enter into the divine pedagogy.

Catholic
Bible



NABRE

New American
Bible Revised
Edition

Students are formed by this practice of reflecting on Scripture and being open to the Word of God personally speaking to them. Listening with the ear of the heart and reflecting on Scripture prepares students for practices such as *Lectio Divina*.

Sacred Scripture is **studied** in the Discover step as students learn about God's action throughout salvation history and see how Scripture is a source of Church teaching. Key Scripture accounts are presented in multiple grade levels to encourage biblical literacy, familiarity, and understanding.

Throughout the Discover and Live steps, the students **apply** the Word of God to their lived experience and acquire the behaviors and practices of a Catholic life.

Scripture Reflection

Invite

CHAPTER 3

The Word of God



Let Us Pray

Leader: Your Word, O God, teaches us each day.

"Your word, LORD, stands forever,
it is firm as the heavens." Psalm 119:89

All: Thank you, God, for your Word. Amen.

God's Word

"And he came down with them and stood on a stretch of level ground. A great crowd of his disciples and a large number of the people ... came to hear him and to be healed of their diseases." Luke 6:17-18

Day 1 Invite

Objective

- Reflect on God's personal invitation through Scripture

OPEN



Let Us Pray

Invite the students to gather in prayer space and make the Sign of the Cross. Ask a volunteer to read aloud the leader's prayer and the Psalm verse. Prompt the group response. Have the students return from the prayer space back to their seats.

Explain that God's Word is what we hear and read in the Bible.

Say: Let's listen to hear how people followed Jesus.



God's Word

Guide the students through the process of Scripture reflection

Step 1: Begin by using the directions provided on the Invite page of the lesson or you may use the recorded preparation entitled "Mantra," included in both the *Songs of Scripture* CDs.

Step 2: Help the students enter into sacred space by prominently displaying the Bible, lighting or turning on a candle, and guiding them to become quiet and still.

Step 3: Read the passage in a slow and steady voice, one complete sentence at a time.

Step 4: Ask the question, "What did you hear God say to you today?" This reflection is critical in providing the students an opportunity to encounter God through his Word. It prepares the student to receive and respond in faith to God's personal invitation.

TE28

Alive in Christ

What Do You Wonder?

- What does Jesus say to you?
- What does Jesus say to you?

Sacred Tradition

What is necessary for the students to know so that they will develop a vibrant Catholic identity and be able to express their faith with competence, understanding, and love?

The Church guides us, teaching that the catechetical message has “a ‘comprehensive hierarchical character,’³ which constitutes a vital synthesis of the faith” (GDC, 114). The truths of the faith are organized in a hierarchy around the mystery of the most Holy Trinity, in a Christ-centered (or *Christocentric*) perspective.

“The mutual connections between dogmas, and their coherence, can be found in the whole of the Revelation of the mystery of Christ.⁴ In Catholic doctrine there exists an order or “hierarchy” of truths, since they vary in their relation to the foundation of the Christian faith.”⁵”

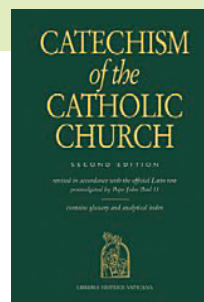
CCC, 90

In other words, some truths are so basic and foundational to what we believe as Catholics that they must be presented first, and then other related truths can be better understood.

To help us know what is basic and foundational, the USCCB’s Subcommittee on the Catechism has identified the truths of the faith deemed essential to the formation of students. *Alive in Christ* has been found to be in conformity with the *Catechism of the Catholic Church*.

In salvation history, God has revealed himself to people in a systematic and gradual way, showing us more of himself as we are capable of understanding. (See GDC, 38 and CCC 54–65.) Our catechesis models this divine pedagogy and includes all of the essential elements of the faith, presenting them in a gradual and systematic way as the learner is ready to hear them.

Alive in Christ organizes the essential truths around seven key themes of Catholic teaching that repeat each year within a grade level focus.



Catechism of the Catholic Church

Systematic and Comprehensive

The content of Sacred Scripture and Sacred Tradition are systematically presented in precise theological language in the **lesson objectives** of each lesson. The objectives are found on your Lesson Planner and at point of use where they are presented to the students.

Important **Catholic Faith Words** are highlighted in every chapter with definitions that grow as students’ understanding does, and their repetition across grades helps to promote the common language of faith.

Each **Unit Opener** summarizes key concepts being presented and references these faith statements to the *Catechism of the Catholic Church*. A Big Question allows for discussion around an essential aspect of each unit.

At the back of each Student Book, the **Our Catholic Tradition** reference section reinforces the faith basics presented in the lessons. It is referenced in your lesson plan with specific instruction on how to integrate the content into the lesson.



The Theory Behind It

At one point or another in your family life and your ministry as a teacher, you've likely found yourself explaining to a student, "It's not just what you say, it's how you say it." The message is as important as the delivery. You can't separate the *what* from the *how*. Similarly, doctrine and method are not two ends of a spectrum. They are interdependent. In catechesis, you can't have one without the other. And it goes a step further, for it's not just *what* we teach, and how we teach it, but *how* the learner receives it.

"Consequently catechesis starts out with...the integral structure of the Christian message, and proceeds to explain it in a manner adapted to the capacity of those being catechized" (GDC, 112).

When we teach things in a theologically accurate way, and in a manner sensitive to where the students are developmentally, we provide the best chance that they will appropriate the content—process and understand it in a way that has meaning to them—and then apply it to their own lives.

According to the National Association for the Education of Young Children (NAEYC), *developmental appropriateness* includes multiple components.

1. It is important to know how children develop and learn at particular ages and stages and to create learning environments that are responsive to these general needs.
2. Because every child is unique, knowing the individual children and how they learn best is essential.
3. It is important to know what is culturally appropriate for different ages and stages of development.

The Practice of It

Alive in Christ provides you with carefully selected topics and activities that meet the developmental level of the students you are teaching as well as tips for addressing individual needs. The program includes prayers, Saints, activities, and stories that represent the

Presentation of Text

Discover

A Savior Is Born

What did the angel tell Mary?

All names have special meanings. Long ago, God sent his only Son to Earth. God sent him to show all people how they should live. God chose **Mary** to be his Son's Mother. His Son had a special name.

God sent the Angel Gabriel to Mary in the town of Nazareth. The **angel** told Mary that she would give birth to a son and that she would name him Jesus, which means, "God saves."

Catholic Faith Words

Mary the Mother of Jesus, the Mother of God. She is also called "Our Lady" because she is our Mother and the Mother of the Church.

angel a type of spiritual being that does God's work, such as delivering messages from God or helping to keep people safe from harm

★ 1. Draw a square around the Angel Gabriel on the left.

2. Draw a circle around Mary and Jesus on the right.

124 Chapter 5

- Information is sequenced and organized in smaller "chunks" to make reading and understanding faster and easier.
- Sentences are shorter in length for younger grades.
- Fonts and type sizes are set with consideration given to the reading level of the child.
- Words are defined consistently at point-of-use and highlighted for easy identification.
- Terms and concepts are introduced, reinforced, and then further defined in advanced ways as they develop across grades.

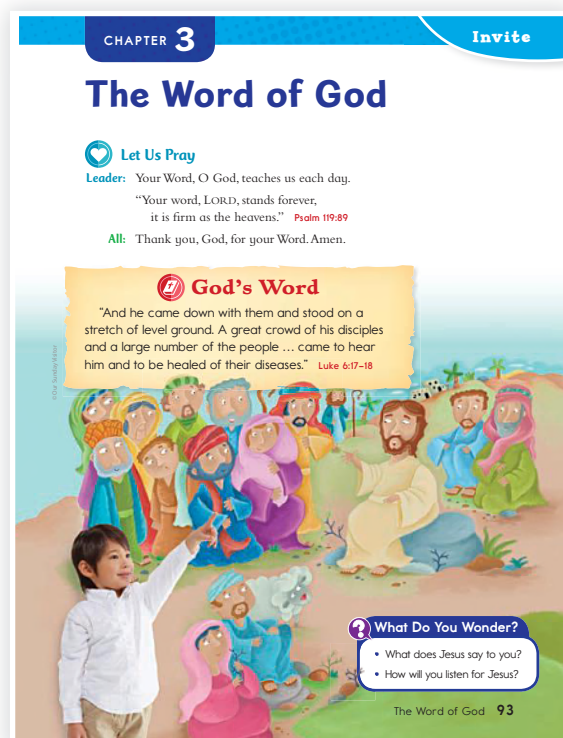
diversity of cultures found in our Church and introduces these traditions at developmentally appropriate times.

Alive in Christ takes into account the experience level of today's students with various topics and how they are used to receiving and processing those topics. So, the series is developmentally appropriate not just in what

students learn at particular ages, but how they learn it.

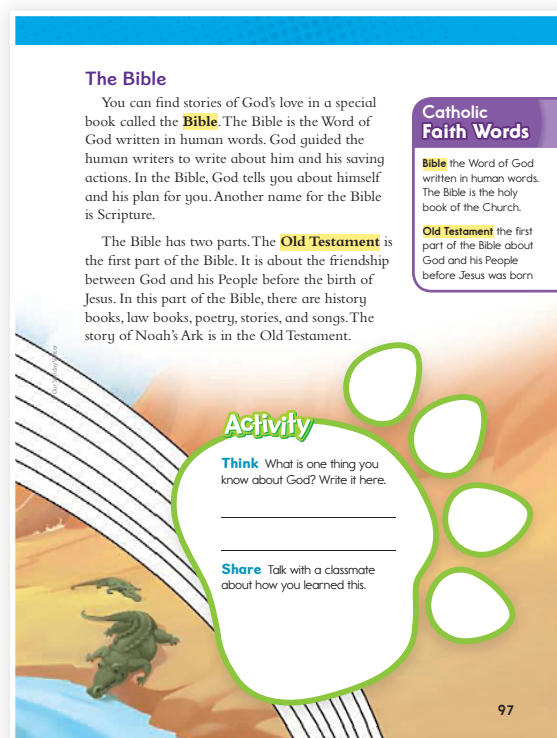
As a teacher, you can feel confident that you are giving the students the most precise presentation of Church teaching in the most developmentally appropriate way. That's what excellent catechesis is all about.

Use of Visuals



- Fine art, illustrations, and photos advance in detail and sophistication as grades progress.
- Graphic organizers, charts, and callouts are used to present content in easy to track and access formats.
- Captions are used to aid in learning, and the content and purpose of captions advance as the grades do.
- The text-to-art ratio is intentional and customized for each grade level.

Teaching Strategies



- Questions focus reading, prompt reflection, and reinforce learning.
- On-page activities and teaching strategies incorporate dynamic, interactive learning methods.
- Chapter Reviews use multiple formats to accommodate different learning styles.
- The Teacher Edition includes a "Teaching This Grade" page that gives details on how students at this age might understand lesson objectives.
- Ideas for customizing content are found in the "Reaching All Learners" boxes in some chapters.

The Use of Images

“In order to communicate the message entrusted to her by Christ, the Church needs art.”

—Letter of Pope Saint John Paul II to Artists (1999), 12

While educational research assures us that students make meaning through the interplay of text and images (Carney and Levine, 2002), any adult who has spent time with a young child knows that verbal and visual both tell the story. For hundreds of years, the Church has used sacred art and stained glass windows to teach Catholic doctrine and provide a physical presentation of the truths of our faith. Jesus often used images when he preached, giving his disciples a glimpse into his Father’s mystery and the Kingdom.

Its use of fine art, stained glass, and Scripture illustrations created specifically for this program is another way that *Alive in Christ* mirrors the divine pedagogy.

Educational research (Carney and Levine, 2002) and our own experience tell us that photos, illustrations, and art closely tied to text

- improve the reader’s learning and recall
- direct the child’s attention to what’s most important on the page
- make the text more understandable and memorable
- help the child connect and apply what’s been learned to their lived experience.

In *Alive in Christ* lessons, developmentally appropriate visuals—Scripture illustration, fine art, stained glass, statues, icons, photos, and accompanying captions—meet lesson objectives and build Catholic identity.

You will find historically accurate, child-friendly Scripture and Saint illustrations that grow in sophistication and detail as grades advance. This promotes a common visual language of faith and builds a vibrant Catholic identity.



Grade 1

Saints Thérèse of Lisieux and Teresa of Ávila

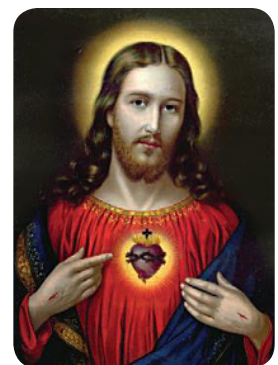


Grade 6



Grade 1

The Sacred Heart of Jesus in statue and fine art

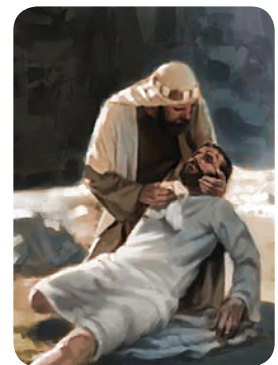


Grade 3



Grade 2

The Parable of the Good Samaritan



Grade 5

The Role of Music

The use of music in *Alive in Christ* is both intentional and purposeful. The music has been chosen to form students in the lesson content and Catholic identity. It is age appropriate and includes children's voices. It has both a formative and an informative purpose.

Long-term Retention

It has been demonstrated that the repeated rehearsal of information has a positive effect on long-term retention. Activities from the arts, such as music integrated into classroom content, can be used as prompts to recall information. Combining music with movement further enhances a child's learning. We "encode" information through both verbal and motor activity. In other words, when we sing and move, we are learning in both our bodies and our minds.

Sustain Attention

Music and movement also sustain attention. Translating material into actions (role-playing a song) helps learners not only recall a story but can also help them connect that story to a concept they have learned. Besides, moving to music is a universal response, and, with the proper disposition, can enhance prayer.

Emotional and Spiritual Connection

Music can also affect us on an emotional level. Who of us has not been moved by a song to feel something deep within our hearts? Music has helped form us as Catholics throughout the ages and has enabled us to both experience God's presence and respond to him from the depths of our being.

Songs of Scripture Music CDs

To support the commitment to Sacred Scripture, an all-new, original resource, *Songs of Scripture Deepening Children's Understanding of God's Word*, by John Burland and Jo Ann Paradise, unfolds one of the Scripture passages in each unit. Activities for these songs are found in bottom-band boxes in the Teacher Edition. Hands-on activities related to *Songs of Scripture* can also be found online at aliveinchrist.osv.com.

Use this poem to expand the chapter introduction.

- The students will relate the poem to their own lives, reflecting on how God made them different and alike from family members.
- Explain that stories help us learn more about family and about our God who made and loves us.



Go to aliveinchrist.osv.com Lesson Planning section for this poem.

Music Options



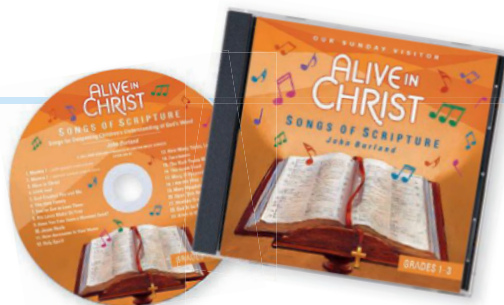
Use one or more of the following songs to enhance catechetical learning or for prayer.

- "For the Fruits of this Creation," Day 2, Page 73
- "God Is a Part of My Life," Day 5, Page 78

Music options are integrated into every lesson and can be used to celebrate prayer or enhance learning. You will find these options both at point of use in the wraparound and on the Chapter Connections page in the box titled "Music Options."



Play chapter-specific music to enhance catechetical learning or for prayer. Go to aliveinchrist.osv.com to sample and download.



Go to aliveinchrist.osv.com to order the *Songs of Scripture* CDs and for more information.

Reaching All Learners

“Growth in faith is related to human development and passes through stages. Individuals develop as human beings and faithful followers of Christ in different ways according to their own pace...The Church’s catechesis—and even more so, the catechist—must take into consideration all the human factors of a particular age level in order to present the gospel message in a vital and compelling way.”

NDC, 48

Benefitting from the work of educators in the past decades, religious educators now have new tools in providing children the fullness of the faith in developmentally appropriate ways.

Not only must we teach the faith related to children’s level of human development, we must meet the individual needs of our students. When working with any group of students, it does not take long to realize that they learn in different ways. Many have written about how to best provide strategies to address different learning styles. Dr. Howard Gardner’s research on Multiple Intelligences provides particular insight. His theory looks at eight different ways people learn. Applying his theory to your planning will help you reach each student with the Good News of salvation.

Using varying strategies to meet the learning styles of the students is not the only consideration when preparing a lesson. Learning is also affected by learning or emotional disorders and mental or physical challenges. A special feature in your Teacher Edition, called “Reaching All Learners,” will provide you with tips, suggestions, and proven ways to include students with different learning styles and abilities in your lessons.



Go to aliveinchrist.osv.com for additional resources on meeting the challenges of providing for special needs in your religion classroom.

Multiple Intelligences

Verbal/ Linguistic	This learning occurs best through reading, writing, telling stories, and discussing ideas.
Logical/ Mathematical	This learning occurs best through problem solving, analyzing, and applying logic.
Musical	This learning occurs best through singing, listening to music, and remembering melodies.
Bodily/ Kinesthetic	This learning occurs best through physically moving, dancing, acting, and making things.
Visual/Spatial	This learning occurs best through looking at pictures, drawing, and creating.
Interpersonal	This learning occurs best through sharing about one’s feelings, talking with others, and collaborating with others on tasks.
Intrapersonal	This learning occurs best through working alone and reflecting.
Naturalist	This learning occurs best through exploring nature and living things.

Teaching First Graders

Getting to Know Jesus

For some students, the first grade is their first experience of learning about God in a group of peers. It's important that we create an atmosphere of welcome and excitement. Because this may be the beginning of formal religious education for many students, and because the aim of catechesis is to help others develop a relationship with Jesus Christ (see GDC, 80), it is logical to focus first grade catechesis around the person of Jesus.

We want first graders to get to know Jesus, as Lord and King but also as a friend who knows and loves each person. The teacher is essential in this understanding of the relational nature of our faith. Your first graders need to see you as a friend of Jesus and also as a friend of theirs.

Moving Beyond the Self

First graders are just beginning to move beyond the developmental self-focus of the preschool years, so an introduction to a relationship with Jesus and the Church community is appropriate as they begin to gain more perspective about the world around them. They are still growing in their understanding that other people might have different ideas and experiences than they do.

Sometimes students this age will need help to understand someone else's opinions or feelings. The teacher can serve as a "coach" in these situations, encouraging students to dialogue with one another and asking relevant questions of one student so that another student can listen and understand (e.g., "How did you feel when Matthew said that to you?").

Organizing Their Understanding of the World

Intellectually, first graders are beginning to understand that the world works according to certain "rules." This can make them notorious "tattletales." Because they organize their understanding of the world according to

the rules they learn, when someone isn't following the rules (even when it doesn't seem to directly affect them), they can feel threatened. If someone isn't following the rules, they may feel like their own world is coming apart!

First graders are concrete thinkers. They learn best when they can see, hear, and touch what they are learning about. Be sure to give them multisensory, active learning experiences to make lessons come alive.

The rule-based thinking of first graders presents us with a great opportunity to provide them with the basic teachings of the faith. Their memory and understanding of these basics will be better than before, and an overview of the faith will lay the foundation for faith formation in the years to come.



Living and Learning Together

In the *General Directory for Catechesis* we are told that the “childhood religious awakening which takes place in the family is irreplaceable”⁶ (226). The role of the principal, religion coordinator, and the teacher in the school is to help form and support families in this sacred journey.

The Family + Faith page gives families the tools they need to talk about faith and more consciously live the faith in their homes and daily lives. The resources on this page are invaluable in providing adults the practical help they need to grow in faith themselves and to nurture the faith of their children.



Your Child Learned

This section summarizes key Catholic teaching covered in the chapter and introduces families to the Scripture and Person of Faith presented.

Children at This Age

This feature helps families understand the relationship between the content presented and the child's developmental level of understanding. It provides a look at the content through the eyes of the child and equips parents with a perspective that is necessary in order to nurture their child's faith.

FAMILY + FAITH

LIVING AND LEARNING TOGETHER

OUR CHILD LEARNED >>>

This chapter introduces our need for Jesus, our Savior, who shows us the way to his Father.

God's Word
Read **Luke 15:7** to see how God rejoices when people turn to him.

Catholics Believe

- God sent his beloved Son, Jesus, to bring all people back into his friendship.
- Jesus is the Savior and the Good Shepherd.

To learn more, go to the *Catechism of the Catholic Church* #457–458 at usccb.org.

People of Faith
This week, your child met Saint Cristóbal Magallanes Jara, a Mexican priest who was martyred on false charges of encouraging a revolt.

CHILDREN AT THIS AGE >>>

How They Understand God's Plan Just as there is a purpose for everything God made, there is a plan for each of our lives. God gives each of us free will because actions cannot truly be good or loving if they are not done freely. As your child learns about God's plan for his or her life, he or she will also understand that there are times when we stray from God's plan. It's important for children to know that God will help them become what he made them to be and that God always provides us a way back to himself.

CONSIDER THIS >>>

When have you ever regretted something you've said or done?

At times, we all do things that are insensitive or downright hurtful. We sin and need to be redeemed. "In our churches, we behold Jesus nailed to the Cross, an image that reminds us of his painful sacrifice to bring about the forgiveness of all our sins and guilt. ... Each time we see the crucifix, we can reflect on the infinite mercy of God, who saves us through the reconciling act of Jesus" (USCCA, p. 243).

LET'S TALK >>>

- Ask your child what he or she thinks it means to be responsible for your choices.
- Talk about how to react when someone thinks you have done something you didn't.

LET'S PRAY >>>

Saint Cristóbal, ask Jesus to watch over our family as a shepherd watches over his sheep. Amen.

For a multimedia glossary of Catholic Faith Words, Sunday readings, seasonal and Saint resources, and chapter activities go to aliveinchrist.osv.com.

92 *Alive in Christ, Grade 2 Chapter 2*

Consider This Through the use of targeted questions that encourage reflection, adults are given the opportunity to reflect on their experience and inform that experience with the teaching of the Church.

Let's Talk Adult-specific questions or directions help to facilitate discussion with the child about the lesson content.

Let's Pray This provides families with a short prayer that incorporates the key concept of the lesson.

Go to aliveinchrist.osv.com. The Family + Faith page sends adults to aliveinchrist.osv.com so that families can reinforce and assess their learning, as well as find suggestions for family discussions and ways to apply faith to family life.



The aliveinchrist.osv.com Student/Family pages extend learning, foster family faith sharing, and provide session plans and tools for home-based catechesis.

Catholic Social Teaching

Pope Saint John Paul II reminded us that one of the fundamental tasks of the Christian family is to remember that the family is always at the service of God's Kingdom. While the family is to "guard, reveal, and communicate love," it does so knowing that their love is not only to be shared within itself, but meant to be shared with the world (*Familiaris Consortio*, 17). We are called to reach out past our family to build relationships of love and justice in our neighborhoods, communities, and beyond.

Each grade level of *Alive in Christ*, presents the seven principles of Catholic Social Teaching, articulated by the United States Conference of Catholic Bishops. In this **Live Your Faith** component, the scriptural and doctrinal foundations of the principles help the students connect their faith to a life of peace and justice. While peace and justice are taught in some of the core chapters, the seven principles are intentionally treated in Live Your Faith.

You can use these Catholic Social Teaching features in a variety of ways. Every core chapter and seasonal lesson has a Catholic Social Teaching connection integrated into the lesson plan. A **bottom-band box** will provide you with suggestions on how to incorporate the Live Your Faith component with the lesson. Combining these components with the seasonal lessons can help your students connect how Catholics worship with how Catholics live.

Your principal or religion coordinator may choose to schedule these components so that all the students will be focusing on the same principle at the same time. If you schedule your own lessons, you may choose to combine several of the principles and present them at one time.

This presentation of Catholic teaching builds a vibrant Catholic identity and prepares us to evangelize the world through faith and action as we work in service of God's Kingdom.

Live Your Faith
Catholic Social Teaching

Life and Dignity
We read in the Bible that God knew us before we were even born: "Before I formed you, I knew you" (Jeremiah 1:5). God created each one of us. He has a plan for our lives. He knows what he made us to be.
Every life is valuable to God. Because God made each person, we should be kind and fair to everyone. We should take care of the bodies and minds God gave us and use them to do good things.
God wants us to be nice to others, and talk about problems instead of fighting. If we see someone else being mean, we should speak up, and get help if necessary. We should try to protect others because every life is important to God.

Respect Each Person
God created you in his own image. There is no one else exactly like you. God blessed you with many gifts and talents. God did this for everyone!
Sometimes it is easy to forget this good news. You might think of the things you can't do, or the things you don't like about someone else. But God calls you to treat all people, yourself included, with respect. You are wonderfully made!
➤ How can you show respect for yourself and others?

Share the Good News
Write the name of someone you want to share the Good News with.
1. Write one reason why you care for him or her.
2. Name some of the gifts and talents that make this person special.

Life and Dignity 349

Using This Feature

Chapter/Lesson Connection
Use this feature to enhance, or in place of, the Live section in the following chapters:

Chapter 1 , page 69	Chapter 5 , page 121
Chapter 3 , page 93	Chapter 12 , page 213
Chapter 4 , page 109	Chapter 20 , page 321

Use this feature to enhance the Live section in the following seasonal lessons:

Ordinary Time: All Saints , page 17	
Christmas , page 31	Easter , page 55

Grade 1 Scope and Sequence

Unit	Chapter	Lesson Concepts
REVELATION 1	CHAPTER 1 Created by God	<ul style="list-style-type: none"> The Bible is God's Word written by humans. We learn about God from the Bible. God made humans to be his friends, to know and love him. God made everything. All of his creation is good.
	CHAPTER 2 God's Gifts for Us	<ul style="list-style-type: none"> God created the world to show his love. All of creation is God's gift to us, and his Son, Jesus, is his greatest gift. People use God's gifts in the world to make things we need. Thanksgiving is showing God we are grateful for all that he's given us.
	CHAPTER 3 Made to Care	<ul style="list-style-type: none"> The image of God is the likeness of God that is in all human beings because we are created by him. Humans are the most special part of creation. God gave us the ability to think and make choices. God gave Adam and Eve the responsibility to be caretakers of his creation. Each of us is responsible for treating all of creation with care and respect.
TRINITY 2	CHAPTER 4 The Holy Trinity	<ul style="list-style-type: none"> God asks us to be friends with one another, to be nice, and to help each other when in need. Jesus is the Son of God who shows us the way to his Father. God the Father loves us so much he sent his only Son to be with us. The Holy Trinity is God the Father, God the Son, and God the Holy Spirit, the one God in three Divine Persons.
	CHAPTER 5 The Holy Family	<ul style="list-style-type: none"> Signs of love are expressed in families. Jesus is the Son of God and a human being. The Holy Family is the name of the human family of Jesus, Mary, and Joseph. Jesus grew up with Mary and Joseph in Nazareth, praying and learning.
	CHAPTER 6 About the Bible	<ul style="list-style-type: none"> Jesus told stories like the Lost Sheep to show us how God watches over and guides us, always welcoming us back. A parable is a short story Jesus told about everyday life to teach something about God. The Bible is the Church's holy book. The two parts of the Bible are the Old Testament and the New Testament.
JESUS CHRIST 3	CHAPTER 7 Jesus the Healer	<ul style="list-style-type: none"> Blessed Mother Teresa is an example of how we are to share God's love by caring for the sick. Jesus' healings showed God the Father's power and love. Faith is the gift of believing and trusting in God so much that we do what he asks us to do.
	CHAPTER 8 Jesus Teaches Love	<ul style="list-style-type: none"> A Commandment is a law that God made for people to obey. Jesus taught the Great Commandment to love God above all else and to love others the way you love yourself.
	CHAPTER 9 Jesus Teaches Us to Pray	<ul style="list-style-type: none"> Prayer is talking to and listening to God. We need prayer to get close to God. The Lord's Prayer is the prayer Jesus taught his followers to pray to God the Father.
THE CHURCH 4	CHAPTER 10 Responding to God	<ul style="list-style-type: none"> Noah said "yes" to God, and God promised to always keep him safe. The rainbow is a sign of that promise. Jesus invites everyone to God's Kingdom—the world of love, peace, and justice that is in Heaven and is still being built on Earth. The Church shares Jesus' message about God's love. The Church is a community of baptized people who believe in God and follow Jesus.
	CHAPTER 11 The Church's Guide	<ul style="list-style-type: none"> A guide helps us and shows us the way. The Holy Spirit is the Third Divine Person of the Holy Trinity. Jesus promised us that the Holy Spirit would guide the Church. Saint Thérèse loved God very much and worked for him through her little jobs. She called this "The Little Way."



Go to aliveinchrist.osv.com for complete program Scope and Sequence.

Sacred Scripture	Catechism of the Catholic Church	Tasks of Catechesis	Catholic Faith Words	People of Faith	Catholic Social Teaching
You Created Me Psalm 139:13–15; The Garden of Eden Genesis 2:7–22	105–106, 355, 299	Promoting Knowledge of the Faith, Education for Community Life	Bible, creation	Bl. Fra Angelico	Life and Dignity, Care for Creation
God Was Pleased Genesis 1:11–31; The Story of Creation Genesis 1:6–25	293–294, 299, 312, 2402, 2637	Promoting Knowledge of the Faith, Teaching to Pray	Jesus, praise, thanksgiving	St. Nicholas	Dignity of Work, Care for Creation
Humans in Charge Genesis 1:27–31; Take Care of What I've Given You Genesis 1:26–30	357, 356, 373, 2415	Promoting Knowledge of the Faith, Education for Community Life	image of God	St. Albert the Great	Life and Dignity, Care for Creation
Go and Make Disciples Matthew 28:19–20; The Way to the Father John 14:8–9	1822, 1844, 426, 1698, 422, 253–254	Promoting Knowledge of the Faith, Education for Community Life	God the Father, Son of God, Holy Trinity	St. Patrick	Life and Dignity, Rights and Responsibilities
Joseph's Dream Matthew 2:19–23; The Boy Jesus Luke 2:51–52	1656–1657, 423, 1655, 532–533	Promoting Knowledge of the Faith, Education for Community Life	Mary, Holy Family	Sts. Zechariah, Elizabeth, and John	Life and Dignity, Call to Community
Jesus' Parables Matthew 13:34–35; The Parable of the Lost Sheep Luke 15:3–6; The Good Shepherd John 10:14–15	605, 546, 104, 138, 120	Promoting Knowledge of the Faith, Moral Formation	Old Testament, New Testament	St. Paul of the Cross	Life and Dignity, Option for the Poor
Jesus Preached and Healed Matthew 9:35; Have Faith Luke 8:40–56	2447, 1503, 1814	Promoting Knowledge of the Faith, Education for Community Life	faith	St. Louise de Marillac	Option for the Poor, Human Solidarity
The Most Important Commandment Mark 12:28–31; The Greatest Commandment Luke 10:25–28	2056, 2055	Moral Formation, Education for Community Life	Commandment, Great Commandment	St. Thomas of Villanova	Life and Dignity, Dignity of Work
When You Pray Matthew 6:6–8; How to Pray Ephesians 5:18–20	2559, 2565, 2759	Promoting Knowledge of the Faith, Teaching to Pray	prayer, Lord's Prayer	St. Ephrem the Hymnist	Life and Dignity, Call to Community
Noah Built an Ark Hebrews 11:7; Noah Says "Yes" Genesis 6:14–22, 7:1–10, 9:17; The Parable of the Great Feast Luke 14:16–23	2569, 543, 737, 782	Promoting Knowledge of the Faith, Education for Community Life	Kingdom of God, Church	Bl. Mary Theresa of Jesus	Call to Community, Rights and Responsibilities
Live in and Follow the Spirit Galatians 5:22–23, 25; Jesus Promises the Holy Spirit John 14:26	729, 243, 747, 1477	Promoting Knowledge of the Faith, Education for Community Life	Holy Spirit	St. Rose of Lima	Rights and Responsibilities, Dignity of Work

Grade 1 Scope and Sequence

Unit	Chapter	Lesson Concepts
4	CHAPTER 12 Friends of God	<ul style="list-style-type: none"> Saints are heroes of the Church who loved God very much, did his work on Earth, and are now with him in Heaven. Holy means unique and pure; set apart for God and his purposes. We are part of the family of Saints, connected to the Saints who lived before us and to those who believe in Jesus now.
	CHAPTER 13 Disciples Serve	<ul style="list-style-type: none"> Jesus washed his disciples' feet to show us how to serve and love one another. Jesus asks us to have a kind, giving heart when we serve and help others. A disciple is a follower of Jesus who believes in him and lives by his teachings. Serving others is a way to serve God.
	CHAPTER 14 Making Choices	<ul style="list-style-type: none"> The Ten Commandments are God's laws that tell people how to love him and others. Free will is being able to choose whether to obey God or disobey God. God created us with free will because he wants us to make good choices. All choices have consequences, or results, that can show love and respect or hurt others.
5 MORALITY	CHAPTER 15 Showing Sorrow	<ul style="list-style-type: none"> Sin is the choice to disobey God on purpose and do what you know is wrong. It is not an accident or a mistake. The consequences of sin are hurting your friendship with God and others. God wants us to be close to him and will always forgive us when we say we are sorry. Jesus wants us to be sorry for our sins and turn to God our forgiving Father.
	CHAPTER 16 Jesus the Savior	<ul style="list-style-type: none"> Adam and Eve chose to bring sin into the world. Their disobedience is called Original Sin. God did not stop loving people because of their sin. God sent his Son, Jesus, to be our Savior and bring people back to him. Jesus died for all people to save them, giving his life so that people could have new life with God.
	CHAPTER 17 Holy Signs	<ul style="list-style-type: none"> The Seven Sacraments are special signs and celebrations that Jesus gave his Church. The Sacraments celebrate that Jesus is still with us, sharing his life and love. Every Sacrament has words and actions we do and things God does that we can't see that bring us life.
6 SACRAMENTS	CHAPTER 18 We Are Welcomed	<ul style="list-style-type: none"> Baptism is the Sacrament that brings new life in God and makes the person a member of the Church. Grace is God's gift of sharing in his life and help. In Baptism, a person is immersed, or has water poured over him or her in the name of the Father, Son, and Holy Spirit. The baptized person is anointed, receives a white garment, and is given the light of Christ.
	CHAPTER 19 We Give Thanks	<ul style="list-style-type: none"> The Last Supper is the meal Jesus shared with his disciples the night before he died. The Eucharist is the Sacrament in which Jesus himself, and the bread and wine become his Body and Blood. The Mass is the gathering of Catholics to worship God and celebrate the Eucharist. In the Mass we hear God's Word, give thanks for his gifts, and receive Jesus in Holy Communion.
	CHAPTER 20 Forever with God	<ul style="list-style-type: none"> Heaven is living and being happy with God forever. God desires for everyone to be happy with him forever. Following Jesus and obeying God's laws are how we live in love now and forever.
7 KINGDOM OF GOD	CHAPTER 21 God's Kingdom	<ul style="list-style-type: none"> We pray for the coming of God's Kingdom, working together with God as he builds his Kingdom. By being forgiving, treating others with respect, and helping those who are hungry and in need, Jesus showed us how to work for the Kingdom. When we are kind, share, play fair, and include others, we are spreading peace.



Go to aliveinchrist.osv.com for complete program Scope and Sequence.

Sacred Scripture	Catechism of the Catholic Church	Tasks of Catechesis	Catholic Faith Words	People of Faith	Catholic Social Teaching
Love Your Enemies Matthew 5:44–45; Martha and Mary Luke 10:38–42	823, 228, 825, 946–948	Promoting Knowledge of the Faith, Missionary Initiation	Saint, angel, holy	St. Dominic	Call to Community, Rights and Responsibilities
The Greatest Among You Matthew 23:11–12; The Washing of the Disciples' Feet John 13:2–17	1337, 1823, 618, 1816	Education for Community Life, Missionary Initiation	serve, disciple	V. Fr. Solanus Casey	Option for the Poor, The Dignity of Work
Do This and You Will Live Luke 10:25–28; God's Commandments Deuteronomy 10:12–13	2067, 1731, 1743, 1739	Promoting Knowledge of the Faith, Moral Formation	Ten Commandments, obey, free will	St. Frances Cabrini	Call to Community, Rights and Responsibilities
Seventy-Seven Times Matthew 18:21–22; The Forgiving Father Luke 15:11–32	1850, 1849, 1431–1432, 1427	Promoting Knowledge of the Faith, Moral Formation	sin	St. Dismas	Rights and Responsibilities, Option for the Poor
Do Not Be Afraid Matthew 28:5–6; Jesus Lives Luke 23–24	402–404, 410, 457, 613	Promoting Knowledge of the Faith, Moral Formation	Original Sin, Resurrection	St. Josephine Bakhita	Option for the Poor, Human Solidarity
I Am in My Father John 14:20; The Advocate John 14:18–19	1084, 1131, 1123	Promoting Knowledge of the Faith, Liturgical Education	Seven Sacraments	Mary	Human Solidarity, Care for Creation
Go Into the Whole World Mark 16:15–16; People Everywhere Believe Acts 8:4–12	1213, 1996, 1239, 1241	Promoting Knowledge of the Faith, Liturgical Education	Baptism, grace, godparents	St. Moses the Black	Rights and Responsibilities, Human Solidarity
For the Forgiveness of Sins Matthew 26:26–28; The Last Supper 1 Corinthians 11:23–25	610, 1333, 1329–1330, 1346–1347	Promoting Knowledge of the Faith, Liturgical Education	Last Supper, Eucharist, Mass, Holy Communion	Pope Saint John XXIII	Call to Community, Human Solidarity
God's Kingdom Is Not Something You Can See Luke 17:20–21; Together Always John 14:1–3	1024, 1045, 1693	Moral Formation, Teaching to Pray	Heaven	St. Emily de Vialar	Option for the Poor, Human Solidarity
Do Justice, Love Goodness, and Walk Humbly Micah 6:8; Starting Small Matthew 13:31–32	2818, 2831–2832, 2304	Moral Formation, Education for Community Life	peace	St. Pedro Calungsod	Call to Community, Option for the Poor

Lent: Time for Change

LESSON OBJECTIVES

- Recognize that Lent is a time to turn to God
- Explore ways to put God first

ENVIRONMENT

Purple cloth
Prayer table
Bible
Crucifix
Markers or crayons

- Place the prayer table in a central location.
- Set the prayer table with the purple cloth, Bible, and crucifix.
- Allow plenty of space around the prayer table for the students.



MUSIC OPTIONS

Go to aliveinchrist.osv.com to sample and download, “God of Mercy”
“Lord, Throughout These Holy Days”



CATHOLIC SOCIAL TEACHING

- **Rights and Responsibilities**, Pages 346–347
- **Option for the Poor**, Pages 348–349

Teacher Background



You shall not have other gods beside me. You shall not invoke the name of the Lord, your God in vain.... Remember the Sabbath day—keep it holy. **Exodus 20:3, 7–8**

➔ **Reflect** What can take you away from the idea of putting God first?

Lent is a forty-day journey toward conversion and change of heart. The journey includes fasting, prayer, and penance. These practices open you to the presence of God in your life as well as the areas in your life that are in need of conversion. They prepare you to more fully enter into the celebration of Easter when we celebrate that Christ wins our salvation through his Resurrection.

The Church celebrates the forty days of Lent beginning with Ash Wednesday. The signing of a person with ashes with the words “Repent, and believe in the Gospel” is done in the spirit of atonement. The spirit of atonement is reflected in the use of the color purple for church vestments and the stark, desert-like environment created for the liturgy. The “Alleluia” is neither said nor sung during the Lenten season. This practice reminds the community of both their constant need for God and their hunger for the joy of the Risen Christ.

Lent is also a time of intense preparation for those who will receive the Sacraments of Initiation at the Easter Vigil and for the baptized to reflect on their baptismal promises which they will renew at Easter time.

➔ **Reflect** How will you practice atonement during Lent?

Teacher's Prayer



Loving God, bless my journey through the desert of Lent to the font of rebirth. Help me to share the importance and meaning of this season with the students. Amen.

Time for Change



Let Us Pray

Leader: Lord, God, send your Holy Spirit to guide us to right and loving actions.

“Make known to me your ways, LORD;
teach me your paths.” **Psalm 25:4**

All: Amen.



God's Word

“Then God spoke all these words: I am the LORD your God, who brought you out of the land of Egypt, out of the house of slavery. You shall not have other gods beside me.... You shall not invoke the name of the LORD, your God, in vain.... Remember the sabbath day—keep it holy.”

Exodus 20:1–3; 7–8



What Do You Wonder?

- What can take us away from God?
- How can we put God first?



Scripture Background

Scripture Reflection Process

Invite the students to be still, close their eyes, and focus on their breathing. Encourage them to open their minds and hearts to what God is saying to them.

- Proclaim the Scripture and have the students sit in silence.
- *Ask:* What did you hear God say to you today?
- Allow volunteers to share.



You may use “Mantra” from *Songs of Scripture*, Track 1, to begin the reflection.

Invite



Let Us Pray

Invite the students to gather in the prayer space and make the Sign of the Cross. Have one volunteer read aloud the leader prayer and another read the Psalm verse.

Have the students move out of the prayer space and back to their seats.

Say: We ask God to send the Holy Spirit to help us know and remember what God wants us to do. Many years ago God told the Chosen People something very important. Let's read what that was.



God's Word

Guide the students through the process of Scripture reflection (see the Scripture Background box below).



What Do You Wonder

Say: God tells us that he wants us to remember he comes first before anything else. He wants us to honor him always.

Invite the students to respond to the questions.

Lent

Ask: What do we celebrate during Lent?

- Write the students' responses on the board or on chart paper.

Invite the students to imagine they are going on a trip.

- Ask what they will need to take with them. **Possible responses:** clothing, water, food
- Brainstorm with the students other things one does to prepare for a trip.
- Compare the journey of Lent to the discussion of the imaginary trip. You may make a chart comparing the two on the board or on chart paper.

Read aloud the text.

- Ask: On what day does Lent begin? **Ash Wednesday**

Draw attention to the pictures on page 36.

- Invite the students to describe what they see happening in each picture.
- Ask: How are these people celebrating Lent? **Possible responses:** they are receiving ashes on Ash Wednesday, they are praying
- Discuss the significance of ashes. Point out that they mark the beginning of our Lenten journey. They remind us that we are on a journey to Easter.

Lent

What do we celebrate during Lent?

Lent is a special time. It lasts forty days. The Church is getting ready for Easter!

Lent starts on Ash Wednesday. The ashes on your forehead remind you that Jesus came to save us.

The priest wears purple as a sign of our sorrow for the things that take us away from God.



36 The Church Year



Teacher Background

History of Ashes

The Old Testament includes references to people covering themselves with ashes as a sign of repentance. (See Jonah 3:6 and Daniel 9:3.)

- In the early Church, sinners seeking reconciliation were signed with ashes at the beginning of Lent.
- In the 11th century, ashes were used for everyone at the beginning of Lent.

Showing Love

Lent is a time when you pay special attention to putting God first. You put God first when you show love to God and others.

You can show love for God by listening to God's Word.

You can show love for God by praying at a special time every day.

You can show love for others by helping out at home.

You can show love for others by saying kind words to them.

➔ What else can you do to show love during Lent?



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Draw one way you put God first during Lent.

Lent 37

Showing Love

Tell the students that Lent is a time of year when we pay special attention to putting God first in our lives. Invite them to respond to your questions on the contents of this page.

Read aloud the first two paragraphs.

- Ask: When do you listen to God's Word?

Read aloud the third paragraph.

- Ask: When do you pray each day?

Our Catholic Tradition

Remind the students that they can find several Catholic prayers beginning on page 378.

Read aloud the fourth paragraph.

- Ask: What do you do at home to be helpful?

Read aloud the fifth paragraph.

- Ask: What are some kind words you can say?

Ask: What else can you do to show love during Lent?

- ★ Invite the students to draw one way they put God first during Lent.

- Encourage volunteers to share their drawings.

Optional Activity

Make Crosses *Visual/Spatial*

Provide a variety of art supplies and have the students make crosses.

- Possible art supplies might include craft sticks, paints, glitter, construction paper, glue, scissors, and sequins. Use whatever materials are available.
- Encourage the students to hang their cross somewhere at home where it can remind them to put God first and show love to God and others.

Put God First

Ask the students to share times that they have been so busy with something they were doing that they forgot about what was going on around them.

- Explain that sometimes we do that to God and others who need our love and attention. During Lent, the Church helps us practice paying attention.

Read the paragraph aloud.

Activity

Look at the pictures in the activity together. Talk about what is happening in each one.

- Read aloud the directions.
- Have the students work with a classmate to complete the activity.



Music Option: Have the students sing "Lord, Throughout These Holy Days," downloaded from aliveinchrist.osv.com.

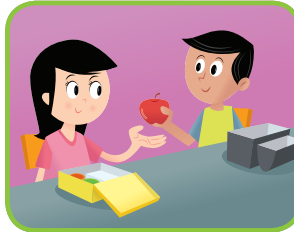
Put God First

Jesus always put his Father first. We put God first in our lives when we show love in our words and actions.

Activity

How can you put God first?

Draw a circle around the things you can do to put God first.



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Lectionary Connection

Exodus 20:1–3, 7–8

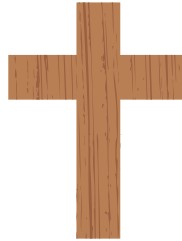
The Old Testament passage from Exodus on page 35 is part of a larger passage of God speaking the Ten Commandments, which is proclaimed on the Third Sunday of Lent, Year B of the Lectionary cycle.

- The entire passage is Exodus 20:1–17.
- The form of the Commandments is significant. They are written as laws that impose a command directly on a person obliging that person to perform or not perform a particular action.
- The very first Commandment tells us to put God first.

Activity

Signs of Lent During Lent, the color purple is used to remind us that we are preparing for Easter. Below are some others signs of Lent. Look at each of the signs and write what you think each one might mean.







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Lent 39

Activity

This activity is meant to help the students recognize or become familiar with some of the signs and symbols of Lent.

- Read aloud the introduction and the directions.
- Ask volunteers to name each symbol.
- Allow the students to work independently to write down what that symbol might mean.
- Review the answers as a class.



Catholic Social Teaching

Chapter Connections

To integrate Catholic Social Teaching into your lesson, choose one of the following features: Rights and Responsibilities, pages 346–347; or Option for the Poor, pages 348–349.

- To expand the lesson, complete pages 38–40, then move to the Catholic Social Teaching feature.
- Return to the prayer on page 41.

Our Catholic Life

Read aloud the content of the Fruits of the Holy Spirit circle.

- Point out that the focus for this season is on self-control.

Read aloud the first paragraph.

- Ask: Why was it important for Leah to practice self-control?

Possible response: To give other students a chance to answer the question.

Read aloud the next two paragraphs.

- Emphasize the importance of calling on the Holy Spirit for help.

Activity

Ask a strong reader to read aloud the directions.

- Write the class suggestions for right actions on the board or on chart paper.
- Provide the students with strips of paper in various colors.
- Have them write the various actions on the strips of paper.
- Show them how to loop the strips of paper around one another to form chains.
- Use glue or staples to close the loops.

Fruits of the Holy Spirit

The twelve **Fruits of the Holy Spirit** are what others can see in us when we let the Holy Spirit work in our hearts. This season we are focusing on **Self-Control**.

Our Catholic Life

Leah talks out of turn in class. Today her teacher asked the class a question. Several children raised their hands. Leah wanted to answer the question. She was about to call out the answer but she stopped. She put her hand up too. Leah practiced self-control.

Self-control is one of the Fruits of the Holy Spirit. Self-control is doing the right thing even when it's hard. The Holy Spirit guides you to do the right thing. When it's hard to do the right thing pray to the Holy Spirit to help you.

During the season of Lent we act to put God first. We practice self-control.

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Activity

Right Action Chains

Think about right actions you can do during Lent.

As a class, make a list of right actions. Follow your teacher's directions and make a class right action chain.



40 The Church Year



Fruits of the Holy Spirit

Self-Control: Wait For It

This activity is an effective way to demonstrate the value of self-control to young children.

- Give each student a small eatable treat such as a marshmallow or five M&Ms™. Explain that they can eat the treat right now, but if they wait for five minutes, they can have twice as much.
- Allow each student to make the choice. Talk about how exercising self-control often means that we might get more of a good thing.
- Be sure to stress that eating the treat right away isn't wrong! It is always a choice.



Let Us Pray

Celebrate Lent

Gather and begin with the Sign of the Cross.

Leader: Blessed be God.

All: Blessed be God forever.

Leader: Let us pray.

Bow your head as the leader prays.

All: Amen.

Listen to God's Word

Leader: A new heart, create for me, O God.
Give me a heart that loves only you.

Based on Psalm 51:12

All: A new heart, create for me, O God.
Give me a heart that loves only you.



Sing "God of Mercy"

God of mercy, you are with us.
Fill our hearts with your kindness.
God of patience, strong and gentle,
fill our hearts with your kindness.
Lord, have mercy. Lord, have mercy.
Lord, have mercy upon us.

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Let Us Pray

Celebrate Lent

Invite the students to process to the prayer space. Have each student bring his or her book.



Rehearse with the students "God of Mercy," downloaded from aliveinchrist.osv.com.

Follow the order of prayer on the student page.

Leader's prayer: God, our Father, sometimes we do not act as your children. (Pause.) We ask your forgiveness and mercy. (Pause.) Lord have mercy, (pause) Christ have mercy, (pause) Lord have mercy.



Conclude by singing together "God of Mercy."



Liturgy Link

Lord Have Mercy

This prayer is often prayed at the beginning of the Mass, during the Penitential Act.

- The Lord Have Mercy unites those worshipping in asking for God's mercy.
- The Lord Have Mercy may be done as a call and response. As you pray "Lord have mercy" or "Christ have mercy," have the students repeat the phrases after you.

Distribute this page to the students to take home and share with parents/adult family members.

FAMILY + FAITH

LIVING AND LEARNING TOGETHER

TALKING ABOUT LENT >>>

Lent is a forty-day journey that begins on Ash Wednesday. The receiving of ashes on one's forehead marks one's promise to repent or change to grow closer to God and the Church. It includes the Lenten practices of fasting, prayer, and penance. During Lent the Church uses the color purple for Church vestments as a sign of repentance.

God's Word

Read Exodus 20:1-3, 7-8, to hear God's command to put nothing else before him.

HELPING YOUR CHILD UNDERSTAND >>>

Lent

- At this age children can usually be drawn very easily into an understanding of Lent as a time to grow closer to God.
- Most children at this age will find that the music associated with Lent will draw them into the spirit of the season.
- Children at this age are ready to learn that forgiveness and being sorry are more than just the words but need actions to follow.

FEASTS OF THE SEASON >>>

Saint Patrick's Day

March 17th

Use a shamrock plant and talk with your child about how Saint Patrick used to teach the Irish people about the Trinity. The three leaves of the shamrock plant remind us of the three Divine Persons in one God.

FAMILY PRAYER >>>

Say this prayer together as a mealtime prayer during Lent.

Dear God, we thank you for all your gifts, for this food we are about to eat and for all of our family members. We know we have not always loved you or one another as you want us to. Help us to change and grow closer to you. Amen.

For a multimedia glossary of Catholic faith words, Sunday readings, seasonal and Lent resources, and chapter activities go to aliveinchrist.osv.com

42 Alive in Christ, Grade 1, Lent

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Revelation

Our Catholic Tradition

- God the Father is the Creator. (CCC, 317)
- God tells us about himself in the wonderful world that he made. (CCC, 319)
- We are God's children, made in his image and likeness. (CCC, 239, 353)
- God gave us life. He wants to be our friend. He wants us to be friends with others. (CCC, 356)
- God asks us to share his love with all people and to take care of his creation. (CCC, 357–358)

Our Catholic Life

- God's gifts of creation, most especially people, help us in many ways. (CCC, 306)
- We use the things God created to make things we need. (CCC, 307)
- We take care of ourselves because God loves us. (CCC, 2288)

What do we know about God?



Unit 1 Preview

Chapter 1

Created by God. 63

The students will:

- identify the Bible as God’s Word written by humans
- appreciate that God made everything and all of creation is good
- understand that God made humans to be his friends, to know him and love him
- recall some of the ways God’s gifts of creation help us



Songs of Scripture

- “God Created You and Me”



Catholic Social Teaching: Live Your Faith

- Life and Dignity, Pages 342–343
- Care for Creation, Pages 354–355

Chapter 2

God’s Gifts for Us 75

The students will:

- appreciate that all of creation is God’s gift to us, and his Son, Jesus, is his greatest gift
- discover that God created the world to show his love
- describe ways that people use God’s gifts in the world to make things we need
- explain that thanksgiving is showing God we are grateful for all that he’s given us
- review some of the ways we use God’s gifts



Catholic Social Teaching: Live Your Faith

- The Dignity of Work, Pages 350–351
- Care for Creation, Pages 354–355

Chapter 3

Made to Care 87

The students will:

- define *image of God* as the likeness of God that is in all humans
- recognize that with the ability to think and make choices, humans are the most special part of creation
- understand that God gave Adam and Eve the responsibility to be caretakers of his creation
- appreciate that each of us is responsible for treating all of creation with care and respect
- review ways we can take care of ourselves



Catholic Social Teaching: Live Your Faith

- Life and Dignity, Pages 342–343
- Care for Creation, Pages 354–355

Introduce Unit Theme

Point out that the unit focus is on Revelation.

Read aloud the bullets in the Our Catholic Tradition and Our Catholic Life sections.

Have the students study the photos and line art. Invite volunteers to describe what they see.

Explain to the students that they will be learning about Revelation and more about the copy on this page in the next three chapters.

Ask the unit’s Big Question found on page 62.

Allow time for discussion. Explain to the students that this is the essential or most important question for the unit. They will be working to fully answer it as they complete the three chapters in the unit.

KEY CONCEPT

God created everything. All that he made is good. God knows and loves everyone.

DOCTRINAL CONTENT

- The Bible is God’s Word written by humans. We learn about God from the Bible. (CCC, 105–106)
- God made everything. All of his creation is good. (CCC, 299)
- God made humans to be his friends, to know and love him. (CCC, 355)

TASKS OF CATECHESIS

Helping children grow in a faith that is “known, celebrated, lived, and expressed in prayer” (NDC, 20).

This chapter focuses on the following tasks of catechesis:

- Promoting Knowledge of the Faith
- Education for Community Life

Teacher Background



You formed my inmost being; you knit me in my mother’s womb. I praise you, because I am wonderfully made; wonderful are your works! **Psalm 139:13–14**

➔ **Reflect** How did God make every person so unique?

You have had an argument with a friend or spouse; your kids are yelling at one another. When you have one of those days, you may sometimes forget God’s infinite love for you. Your path through life can become cluttered with distractions and overshadowed by feelings of resentment, guilt, and loneliness. It can be a difficult task to stay on the path at all.

Focus on the thought that, as a human being, you are created in the image of God. You possess the dignity of a being that mirrors something of God’s splendor and his goodness. Remember, too, that no matter what your faults, no matter how difficult your life may be, God’s love for you, his child, created in his image, can never fail.

Gazing upon a newborn baby for the first time, a parent falls in love—each tiny feature is an image of himself or herself. With this love comes a parent’s great desire to shower this child with tokens of love. A parent wants to give this tiny infant everything needed for survival. So it is with God, the Father of us all. When we were lost, he held out his hand to us, sending us the Savior to show us the way home.

➔ **Reflect** How do you see God’s love working in your life right now?

Teacher’s Prayer



God our Creator, I praise you! Thank you for calling me to share my faith with these students. May they know and see you in the kindness and care I show them. Amen.

How First Graders Understand

Our Creation by God Many first graders have not yet asked themselves how they came to be. They know from photos and stories that they used to be babies, but it is difficult for them to conceive of a time that they did not exist. For this reason, when they are taught that God made them, they might accept this idea without much thought. As they grow and learn more about how new life comes about, they will integrate this information through an understanding that people, like their parents, cooperate with God to bring new life into the world.

Teaching Tip: Create a birthday calendar at the beginning of the school year. Throughout the year, recognize birthdays, talking about how glad you are that God made the birthday boy or birthday girl.

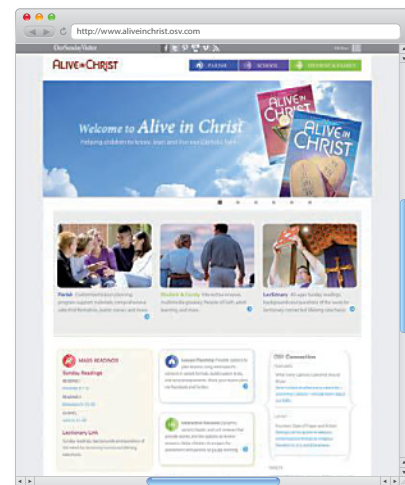
Sharing the Message with First Graders

- Remember that like most people, first graders tend to like being acknowledged. Learn the names of the students in your class as quickly as possible.
- Most of the time, stories will captivate the imagination of six-year-olds. Tell the students to listen for something specific in the story, and they will be actively learning.
- As you know, first graders are usually interested in knowing the rules. Be sure to make rules clear.

"I have a vivid imagination.
Help me use it to learn."



ONLINE RESOURCES




 Go to aliveinchrist.osv.com

You will find:

- Interactive lesson planning with PowerPoints®, video and music enhancements, additional activities, and ideas for classroom environment
- Step by step lesson instruction from printed Teacher Edition for integrated lesson planning
- Custom-built assessments to download and eAssessment links
- Interactive reviews that provide scores and the option to review answers
- Chapter-specific Lectionary connections and a complete correlation ordered by the Sundays of the year, with suggestions for how to integrate the Scripture readings into chapter lessons



 Go to osvparish.com for Ask the Experts Q and A, Community Connections, and Blogs.

Chapter 1 Planner




Objectives


Open

Build

DAY 1—Invite/Preview, Pages 63–65

- Reflect on God's personal invitation through Scripture
- Indicate prior knowledge of chapter concepts and vocabulary



-  **Psalm 139:1–3** Pray the opening prayer.
-  **Psalm 139:13–15** Proclaim "You Created Me." Guide the students through the process of Scripture reflection.
-  Discuss What Do You Wonder questions.

- Present lesson highlights.
- Preview **Catholic Faith Words**.
- ★ Draw four things that God made.
-  **Optional Activity** Chapter Poem: "Who Made Everyone?"

DAY 2—Discover, Pages 66–67


- Identify the Bible as God's Word written by humans
- Appreciate that God made everything and all of creation is good

-  Pray the **Sign of the Cross**, page 378.
- Discuss the opening question.

- **Catholic Faith Words** Bible, creation
- Explain that the Bible has stories about God's love for us.
-  **Genesis 2:7–22** Proclaim "The Garden of Eden."
- ★ The students will draw themselves into the creation line art.
- **Activity** Name a favorite thing in God's creation.
-  For more, go to page 356.

DAY 3—Discover, Pages 68–69


- Understand that God made humans to be his friends, to know him and love him


-  Pray a **Morning Prayer**, page 380.
- Discuss prayer as a great way to begin each day.

- Explain that we cannot see God but we can know about him from creation and from the Bible.
- ★ Circle two favorite things in the picture that God made.
- Explain that God created a wonderful world with lots of good things.
- **Optional Activity** Sounds of Creation

DAY 4—Live, Pages 70–71


- Recall some of the ways God's gifts of creation help us
- Explore the faith life of Blessed Fra Angelico and learn how he connected faith and art

-  Pray an **Evening Prayer**, page 380.
- Explain how we can thank God nightly for his many gifts.

- Talk about what God created.
- ★ Match the pictures of God's gifts to the words.
- **People of Faith** Learn about Blessed Fra Angelico.
-  For more, go to page 358.

DAY 5—Live/Review, Pages 72–73

- Offer the Prayer of Praise
- Evaluate the understanding of concepts using the Chapter Review



- Teach ASL for *praise*.
-  Rehearse "I Believe."

- Follow the order of prayer.

Close

Materials & Resources

- **Activity** Trace the answers to questions to show some things God made.

-  Songs of Scripture CD, "Mantra," for Scripture Reflection
-  Chapter Poem: "Who Made Everyone?"
- ☐ pencils
- ☐ board or chart paper

- Conclude with a review of key concepts and objectives.
- **Optional Activity** Wonderful Me! (Activity Master 1)


- ☐ pencils
- ☐ board or chart paper
- ☐ index cards
- ☐ crayons or markers
- ☐ Activity Master 1 (Page 63G)


- **Activity** Trace the word.
- Conclude with a review of key concepts and objectives.

- ☐ pencils

- **Activity** Name gifts of creation in the line art.

- ☐ pencils
- ☐ crayons or markers

-  Conclude by singing together "God Is a Part of My Life."

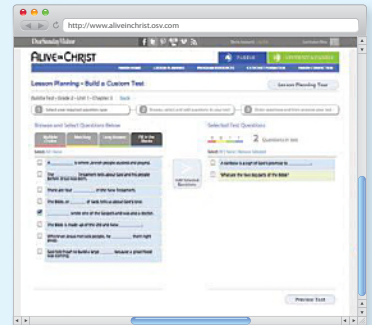
-  "God Is a Part of My Life"

Assessment Options

Page 63F

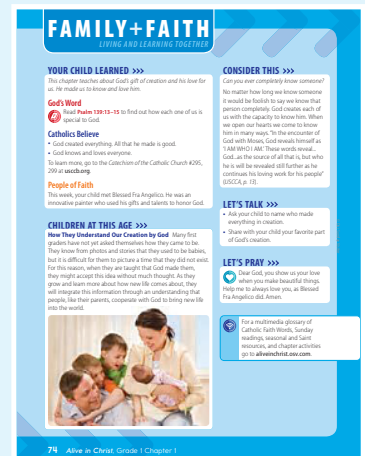
 aliveinchrist.osv.com

- Customize and Download Assessments
- Email Links to eAssessments
- Interactive Student Reviews



Family + Faith Page 74

Point out that the Catholic Families page provides chapter highlights, information on how first graders understand faith concepts, and family prayer.



Chapter Connections

FORMING CATHOLIC IDENTITY ACROSS THE CURRICULUM



To integrate the Catholic faith in all aspects of curriculum, this chapter's objectives can be reinforced and applied in the instruction of other disciplines.



Go to aliveinchrist.osv.com to find ideas for Chapter 1 centers and/or projects in the following areas:

- Science—Life Science/Needs of Organisms
- Language Arts—Literacy/Visual Display

NCEA IFG: ACRE Edition

Knowledge of the Faith

- **Objective:** To know and understand basic Catholic teaching about the Incarnate Word Jesus Christ as the way, truth, and life

Communal Life

- **Objective:** To know the rights and responsibilities of the Christian faithful

Catholic Faith Literacy

Bible, Creator, God

Catholic Social Teaching



Use one of these Live Your Faith features to introduce a principle and engage the students with an activity.

- Life and Dignity, Pages 342–343
- Care for Creation, Pages 354–355

Chapter Poem

"Who Made Everyone?"

Use this poem to expand the chapter introduction.

- The students will relate the poem to their own lives, reflecting on God creating each person.
- Connect to how we learn about God through his creation of people.



Go to aliveinchrist.osv.com Lesson Planning section for this poem.

Music Options



Use one or more of the following songs to enhance catechetical learning or for prayer.

- "Wonderfully Made Parade," Day 3, Page 68
- "God Is a Part of My Life," Day 5, Page 72

Name _____

Date _____

Circle the word that best completes each statement.

1. God made Adam and ____.

Jesus

Eve

2. A title for God, who made everything is ____.

Creator

King

3. We read stories about God in the ____.

newspaper

Bible

Draw a line to the best ending to each sentence.

Column A

4. God's Word written down by humans is called
5. God created humans to be his
6. Everything God made is called

Column B

creation.

friends.

the Bible.

Name _____

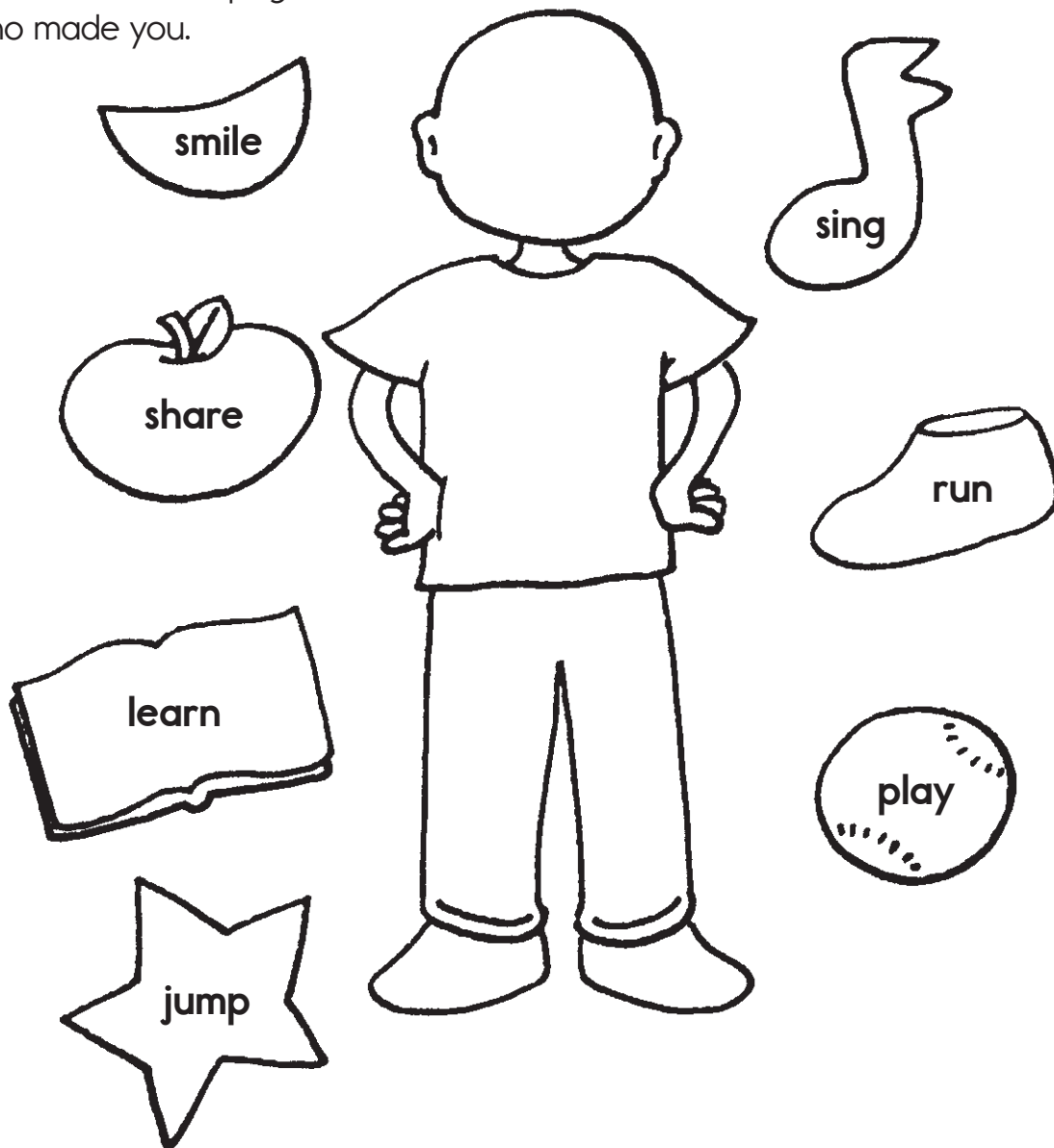
Date _____

Wonderful Me!

Make the drawing look like you.

Color the things that tell what you can do.

At the bottom of the page,
tell who made you.



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God made me.

Created by God



Let Us Pray

Leader: Thank you, God, for making each one of us special.

You have examined me and you know me. You know everything I do.

You see me and you know all my actions.

Based on Psalm 139:1-3

All: God, help us know and love you. Amen.



God's Word

God, you created every part of me: you put me together...I praise you...everything you do is wonderful...you saw me before I was born.

Based on Psalm 139:13-15



What Do You Wonder?

- Why did God create everything?
- How did God make everyone so different?



Created by God 63



Scripture Background

Scripture Reflection Process

Invite the students to be still, close their eyes, and focus on their breathing. Encourage them to open their minds and hearts to what God is saying to them.

- Proclaim the Scripture and have the students sit in silence.
- **Ask:** What did you hear God say to you today?
- Allow volunteers to share.



You may use "Mantra" from *Songs of Scripture*, Track 1, to begin the reflection.

Day 1 Invite

Objective

- Reflect on God's personal invitation through Scripture

OPEN



Let Us Pray

Invite the class to gather in the prayer space and make the Sign of the Cross. Invite a student to read the first leader line. Read aloud the verses based on a Psalm. Prompt the group's response. Have the students return to their seats.

Explain that God created the world and everything in it, including people.

Say: Each one of us is different and special because God made us that way. Now, let's hear how wonderful God is to us.



God's Word

Guide the students through the process of Scripture reflection (see the Scripture Background box below).

- Remember, this is a spiritual discipline that takes practice. The students will grow in their capacity to sit in silence. Throughout the year, build to one minute.



What Do You Wonder

Say: Each one of us is created by God to be who we are. God lives in us and asks us to do things that only we can do.

Invite the students to respond to the questions.

Objective

- Indicate prior knowledge of chapter concepts and vocabulary

BUILD

Use this page to assess the students' knowledge related to the chapter content.

Getting Started

Ask: Who created the world and everything in it? **God**

Read aloud the first paragraph.

Ask a volunteer to read the sentence above the circle.

- Point out the four empty spaces within the circle.

- ★ Have the students draw four things that God made that they like.
- Allow the students to share their drawings with a classmate.

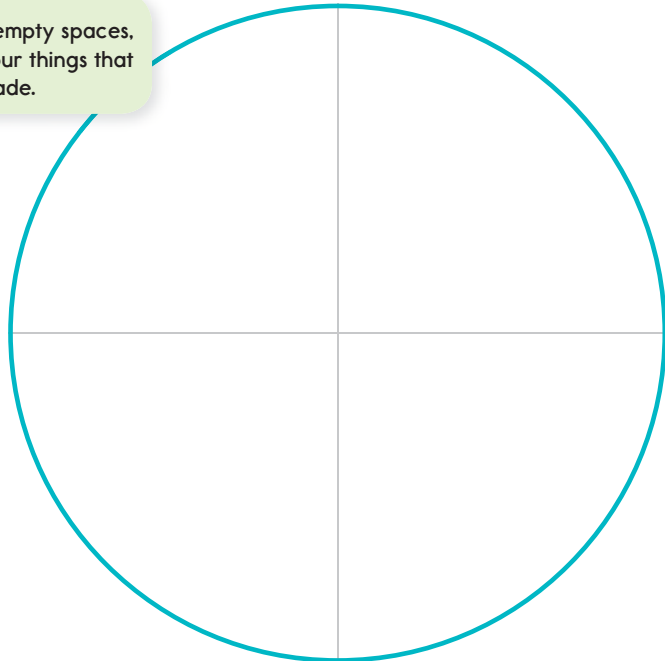
Catholic Faith Words

Here are the vocabulary words for this chapter:

- Bible
- creation



In the empty spaces, draw four things that God made.



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Getting Started

In this chapter you will learn how God created everything. You will also learn that God made humans to be his friends and wants us to know and love him.

Use the circle below to show some of the things you like in God's world.



Teaching Tip

In God's Image

God created humans "in our image, after our likeness" (Genesis 1:26). We show respect for other people by addressing them by name.

- To help the students learn one another's names, play the name game.
- Have each student use an adjective in front of his or her name that begins with the same letter as their name.
- Go around the circle, with each student repeating all the adjectives and names of the people before him/her and then adding his or her adjective and name.

Activity

Show What God Made Trace the answers to the questions below to show some more of the things God made.

1. What shines in the sky?



the sun

2. What grows big and tall and gives homes to birds?



trees

3. What grows from seeds and often smells good?



flowers

4. Who will God love forever and ever?



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Created by God 65

Work with Words

Explain that throughout the student book, the really important words will be highlighted in the text so we know to pay special attention to them.

Point out the Catholic Faith Words box on page 64.

- Invite a volunteer to read aloud both vocabulary words.
- Ask the students to tell what they know about the words *Bible* and *creation*.
- Write down their comments on the board or on chart paper.
- Tell the class that they might learn some new things about these words as they go through the rest of the chapter.

CLOSE

Activity

Ask a volunteer to read aloud the directions for the activity.

- Have the students work quietly as they trace each of the answers.
- When everyone is done, read aloud each question and allow the students to call out the answers.

Optional Activity

Chapter Poem: "Who Made Everyone?" *Verbal/Linguistic*

Use this poem before the Getting Started section or before completing the Show What God Made activity.

- Read aloud the poem as the students follow along.
- Ask each student to stand. One by one, invite each to say his or her name. After every fourth student, lead everyone in saying, "God made us all!"
- Say: Thank you, God, for everyone!



Go to aliveinchrist.osv.com for the Chapter Poem.

Objectives

- Identify the Bible as God's Word written by humans
- Appreciate that God made everything and all of creation is good

OPEN



Ask the students to stand and pray the Sign of the Cross, page 378.

Ask: Who is the Creator of all things?

- Allow the class to respond.

BUILD

God's Creation

Read aloud the first paragraph.

- Remind the students that God knows and loves them. Emphasize that the Bible has many stories and teachings about God's love for all people.

Our Catholic Tradition

Invite the students to turn to page 356. Show them a Bible. Tell them it is God's book. Read aloud the introductory paragraph about the Bible.



God's Word

Proclaim the Scripture story.

- Invite volunteers to share the names of the first man and first woman that God created.
- Ask: What else did God create?
- Try to elicit the response: Me.

- ★ Provide time for the students to draw themselves into the picture of things that God made.

Discover

God's Creation

Who is the Creator of all things?



You are God's child. God knows you and loves you. The **Bible** is God's Word and has many stories about God's love for all of us.

Listen to this Bible story. It is about God and how he made Adam and Eve.

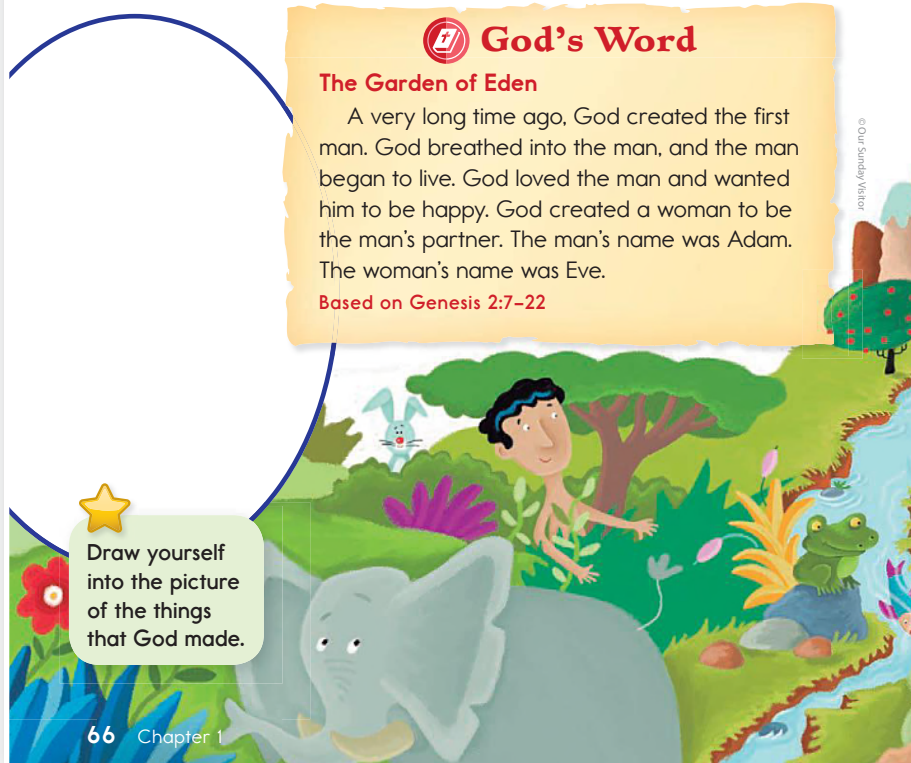


God's Word

The Garden of Eden

A very long time ago, God created the first man. God breathed into the man, and the man began to live. God loved the man and wanted him to be happy. God created a woman to be the man's partner. The man's name was Adam. The woman's name was Eve.

Based on Genesis 2:7-22



★ Draw yourself into the picture of the things that God made.

66 Chapter 1

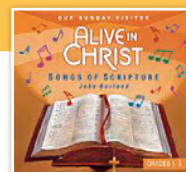


Songs of Scripture

God Created You and Me

The Scriptures tell us that praising God is such a joy-filled experience that our ancestors in faith both sang and danced to honor God.

- Teach the chorus of the song "God Created You and Me."
- Have the students form a circle.
- When the chorus is sung, have the students skip together around the circle and sing.



Use *Songs of Scripture*, Grades 1-3 CD, Track 5

God Gives Life

God made everything. All his **creation** is good. God is our Father and the Creator. He gave you life.

Activity

Think Trace the word that tells what everything that God made is called.

creation

Share Share your answer with a classmate.

Catholic Faith Words

Bible the Word of God written in human words. The Bible is the holy book of the Church.

creation everything made by God



Created by God 67

God Gives Life

Share the information in the paragraph.

- Point to several students at once and ask: "Who made you?"
- Affirm the response of "God."

Work with Words

Hold up an index card showing the word *creation* and explain that creation includes everything made by God.

- Say the word and have the students repeat it after you.

Activity

Read aloud the directions for the activity.

- Have the students work independently to trace the word.
- After a short time, have them share their answer with a classmate.

CLOSE

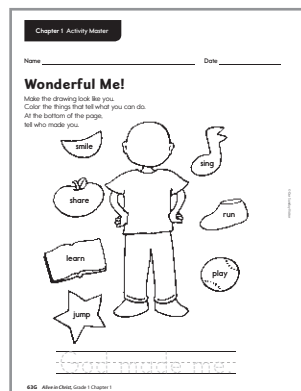
Quick Review Wrap up with the following points: One place Catholics learn about God is from the Bible. One thing the Bible tells us is that God is the Creator of everything.

Optional Activity

Activity Master 1: Wonderful Me!

Distribute copies of the activity found on teacher page 63G.

- Read aloud the directions. Point out the letter tracing portion of the activity at the bottom of the page.
- As an alternative, you may wish to send this activity home with the students.



Objective

- Understand that God made humans to be his friends, to know him and love him

OPEN



Ask the students to move to the prayer space. Together pray a Morning Prayer, page 380.

Although, at this point, the students have already been up for a while, remind them that a morning prayer helps them begin their day with thankfulness for God's creation.

BUILD

God Loves You

Read aloud both paragraphs.

- Explain that humans cannot see God, but they know what he is like from the things that he has made and from the Bible. Explain that God is greater and more wonderful than anything people can imagine about him.

Ask: What is one thing you know about God?

- Emphasize that God loves us very much and that he is our friend.

Point out the picture of creation. Encourage the students to name what they see.

- ★ Invite the students to look at the picture and circle two of their favorite things that God made.



Music Option: Have the students sing "Wonderfully Made Parade," downloaded from aliveinchrist.osv.com.

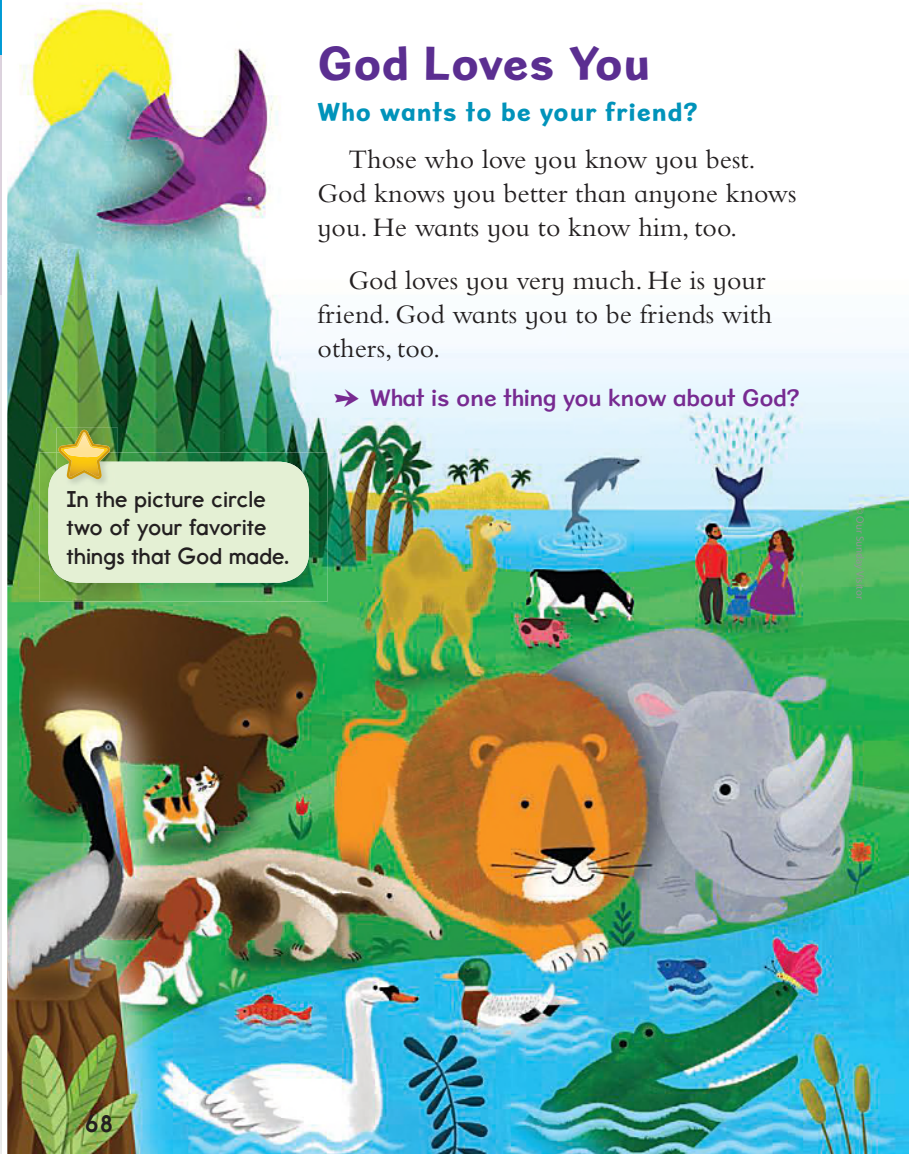
God Loves You

Who wants to be your friend?

Those who love you know you best. God knows you better than anyone knows you. He wants you to know him, too.

God loves you very much. He is your friend. God wants you to be friends with others, too.

➔ What is one thing you know about God?



Teacher Background

Teaching Tip

Help first graders understand how they can be friends with God by talking about the friendships they enjoy with their peers.

- Explain that the qualities that make them a good friend to others—loyalty and love, for example—can be applied to their friendship with God.
- They can show their loyalty and love to God by praying, treating others with kindness, and making good choices at home, school, and church.

God's World

God created a wonderful world. It is filled with lots of good things.

There are mountains and rivers,
and fish in the stream,

Birds soaring high and
good things to dream.

There are flowers and
forests and puppy dogs, too,

But the best thing of all is
that God made people, too.

Activity

Trace the Word

God loves you!

69

God's World

Ask the students to stand to celebrate God's wonderful world.

- Invite the students to close their eyes as you read the poem. Tell them to picture in their minds all the wonderful gifts of creation.
- Read aloud the poem.
- Afterwards, ask the students to raise their hands if they imagined mountains, rivers, fish, birds, flowers, a puppy, or people.
- As a class, work together to invent gestures to go with each line of the poem.
- Read the poem a second time while the students use the gestures.
- If possible, show the poem with gestures to another class or invite the parents to come and watch.

CLOSE

Activity

Point out the tracing activity.

- Have the students trace the letters to write the word that completes the sentence.
- Ask a volunteer to read aloud the sentence.

Quick Review Remind the students of the following: No one can see God, but we know a lot about him through his creation.

Optional Activity

Sounds of Creation *Musical*

Bring in a nature CD or downloads of the sounds of nature—birds singing, wind blowing, thunder booming, etc.

- Play the sounds and have the students guess what they are.
- Tell them God made all of these things.
- Or, demonstrate the sounds, with the help of the students, using wind chimes, drums, or cymbals.

Objectives

- Review some of the ways God's gifts of creation help us
- Explore the faith life of Blessed Fra Angelico and learn how he connected faith and art

OPEN



Ask the students to stand or gather in the prayer space to pray an Evening Prayer, page 380.

Although the day has not yet come to an end, explain how we can thank God nightly for his many gifts.

BUILD

Our Catholic Life

Read aloud the first paragraph.

Ask: How do we use some of the things God created? **Possible responses:** We use trees to build homes; we use plants and animals for food.

Our Catholic Tradition

Have the students turn to page 358. Point out the description of God as the Creator.

Gifts God Gives Us

Review the box at the bottom of the page with the students.

- ★ Tell them to draw a line from the sentences to the words that match the pictures.
- Encourage them to work on their own to complete the activity.
- When everyone has finished, read through the puzzle and share the answers together.

Our Catholic Life

How do we use some of the things God created?

God made so many wonderful things. God's gifts are all around you. They help you in many ways.



Draw a line from the pictures to the matching words.

Gifts God Gives Us

God made the sun and the  for us.

God gave us flowers and .

God made trees that grow .

God gave you other  to play with.

Best of all, he made  to love you.

birds

moon

friends

families

fruit



Teaching Tip

Giving Thanks for Ordinary Things

Young children sometimes define a "gift" as something extravagant or costly, given on a rare occasion.

- Help the students see that their everyday lives are full of simple gifts—the wonders of nature, the joys of time shared with friends, the love shown by family members.
- Invite them, one by one, to name a simple blessing. After each one, have the class pray together, "We thank you, God."
- Remind the students to thank God for these "ordinary blessings" in their nightly prayers.

People of Faith

Blessed Fra Angelico, 1387–145

Blessed Fra Angelico was an artist who painted pictures of Jesus, Mary, the Saints, and the angels. One of his most famous paintings shows the Angel Gabriel visiting Mary. Fra Angelico was asked by the Pope to decorate a special little chapel in the Vatican. Even today, many people come to see his paintings.



February 18

Discuss: Where do you see pictures of Jesus?

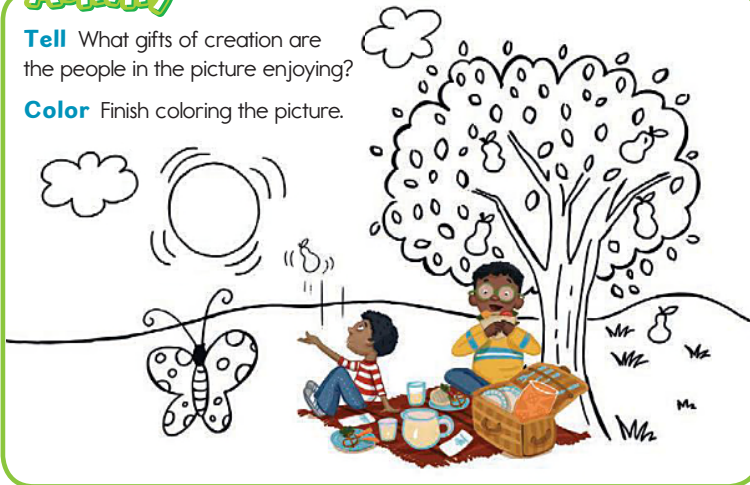


Learn more about
Blessed Fra Angelico at
aliveinchrist.osv.com

Activity

Tell What gifts of creation are the people in the picture enjoying?

Color Finish coloring the picture.



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People of Faith

Tell the students about Blessed Fra Angelico.

- Read aloud the People of Faith story.
- Explain that Fra Angelico was born in Italy more than 600 years ago. He was a religious painter even before he joined the Dominican Order as a friar and became a famous religious artist.
- Share that it was said that he never handled a paint brush without prayer first.
- **Say:** During his life, he was known as Fra Giovanni. It wasn't until after he died that he came to be known as Fra Angelico, the "Angelic Painter."

Ask: Where do you see pictures of Jesus? **Possible responses:** at home or at church



Encourage the students to go to aliveinchrist.osv.com at home to learn more about Blessed Fra Angelico.

CLOSE

Activity

Read aloud the Tell part of the activity.

- Discuss responses as a class.
- Encourage the students to color the rest of the picture.
- Invite volunteers to share their pictures.



Catholic Social Teaching

Chapter Connections

To integrate Catholic Social Teaching into your lesson, choose one of the following features: Life and Dignity, pages 342–343; or Care for Creation, page 354–355.

- Start the Live step of the process by talking about Blessed Fra Angelico on page 71. Then move directly to the Catholic Social Teaching feature.
- Or, to expand the lesson, complete both pages 70 and 71, then move to the Catholic Social Teaching feature.
- Return to Chapter 1 for the prayer on page 72.

Let Us Pray

Prayer of Praise

Explain to the students that *praise* means honoring God for his great kindness and love.

Prepare

Teach the students the American Sign Language (ASL) sign for *praise*—point upward then clap hands twice.

- Have the students practice saying their response while making the sign for praise.



Rehearse with the students "God Is a Part of My Life," downloaded from aliveinchrist.osv.com.

Gather

Invite the students to process to the prayer space with their books.

- Have the class sit in a circle and place their open books on their laps.
- Encourage the students to quiet themselves for prayer.

Pray

Follow the order of prayer on the student page.



Conclude by singing together "God Is a Part of My Life."

Let Us Pray

Prayer of Praise

Gather and begin with the Sign of the Cross.

Leader: For the sun and the moon way up in the sky,

All: Praise God!

Leader: For flowers that grow, for birds flying by,

All: Praise God!

Leader: For trees and for fruit that is yummy to share,

All: Praise God!

Leader: For children and families who show love and care,

All: Praise God!

Leader: For all the great things God's love made to be,

All: Praise God!

Leader: For all of creation and that includes me,

All: Praise God!



Sing "God Is a Part of My Life"



Liturgy Link

Get Ready to Pray

Explain to the students what they should do whenever the class gathers for a prayer celebration.

- Show them where the prayer space is and how they should gather (sit, stand, kneel). Tell them to move quietly to that area when you indicate that it is time for prayer.
- Demonstrate how they should fold their hands and bow their heads or close their eyes when praying.



Go to aliveinchrist.osv.com for Sunday readings, Scripture background, questions of the week, and seasonal resources.

Chapter 1 Review

A Work with Words Trace the letters to tell about God's gifts.

1. God made

Adam
and Eve

2. God created

everything

3. God loves

me

B Check Understanding Circle the word that finishes the sentence.

4. God is our ____.

Creator

pet

5. The ____ is God's Word.

Bible

Garden

Go to aliveinchrist.osv.com
for an interactive review.

Created by God 73

CHAPTER REVIEW

Use the closing points from Days 2–4 to highlight lesson concepts.

A Work with Words

Have the students trace the letters to tell about God's gifts.

B Check Understanding

Instruct the students to circle the word that finishes each sentence.



Go to aliveinchrist.osv.com to prepare customized and downloadable assessments, send eAssessments, and assign interactive reviews.

FAMILY+FAITH

LIVING AND LEARNING TOGETHER

YOUR CHILD LEARNED >>>

This chapter teaches about God's gift of creation and his love for us. He made us to know and love him.

God's Word

Read **Psalm 139:13–15** to find out how each one of us is special to God.

Catholics Believe

- God created everything. All that he made is good.
- God knows and loves everyone.

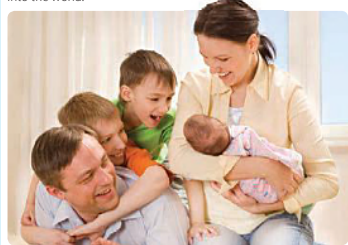
To learn more, go to the *Catechism of the Catholic Church* #295, 299 at usccb.org.

People of Faith

This week, your child met Blessed Fra Angelico. He was an innovative painter who used his gifts and talents to honor God.

CHILDREN AT THIS AGE >>>

How They Understand Our Creation by God Many first graders have not yet asked themselves how they came to be. They know from photos and stories that they used to be babies, but it is difficult for them to picture a time that they did not exist. For this reason, when they are taught that God made them, they might accept this idea without much thought. As they grow and learn more about how new life comes about, they will integrate this information through an understanding that people, like their parents, cooperate with God to bring new life into the world.



CONSIDER THIS >>>

Can you ever completely know someone?

No matter how long we know someone it would be foolish to say we know that person completely. God creates each of us with the capacity to know him. When we open our hearts we come to know him in many ways. "In the encounter of God with Moses, God reveals himself as 'I AM WHO I AM.' These words reveal... God...as the source of all that is, but who he is will be revealed still further as he continues his loving work for his people" (*USCCA*, p. 13).

LET'S TALK >>>

- Ask your child to name who made everything in creation.
- Share with your child your favorite part of God's creation.

LET'S PRAY >>>

Dear God, you show us your love when you make beautiful things. Help me to always love you, as Blessed Fra Angelico did. Amen.



For a multimedia glossary of Catholic Faith Words, Sunday readings, seasonal and Saint resources, and chapter activities go to aliveinchrist.osv.com.

FAMILY + FAITH

At the end of the chapter, distribute the Family + Faith page to the students. Instruct them to add the page to their binders/home folders to give to their parents. Point out that this page will give their family members an overview of what the students learned in religion class and ways they might continue to grow in faith and pray together as a family.

KEY CONCEPT

God's world is a gift to you. You can learn about God and his love by looking at the world he made.

DOCTRINAL CONTENT

- God created the world to show his love. (CCC, 293–294)
- All creation is God's gift to us, and his Son, Jesus, is his greatest gift. (CCC, 299, 312)
- People use God's gifts in the world to make things we need. (CCC, 2402)
- Thanksgiving is showing God we are grateful for all that he's given us. (CCC, 2637)

TASKS OF CATECHESIS

Helping children grow in a faith that is “known, celebrated, lived, and expressed in prayer” (NDC, 20).

This chapter focuses on the following tasks of catechesis:

- Promoting Knowledge of the Faith
- Teaching to Pray

Teacher Background



God made every kind of wild animal, every kind of tame animal, and every kind of thing that crawls on the ground.

God saw that it was good. **Genesis 1:25**

➔ **Reflect** How did God create such a diverse universe?

Genesis actually begins with two creation accounts. The first creation account (Genesis 1:1–2:4) represents the creation of humanity as the climax of all God's works. According to the second creation account, the first man was created before all the plants and animals, which God subsequently produced for his sustenance, comfort, and delight (Genesis 2:4–25). Common to both stories is the idea that all the other wonders of creation are gifts from God to humanity, gifts that humans have a responsibility to cherish.

Belief in the goodness of creation was one of the most important convictions that the people of ancient Israel bequeathed to the Catholic Church. The Church has defended this doctrine against false teachers who claimed that the physical world was intrinsically evil. Gratitude for creation is a central theme of all Christian prayer. The Seven Sacraments that Christ instituted in his Church employ the good things of the Earth—water, wine, oil, and grain—to bring about human salvation.

When you are working or taking care of children, you may easily overlook the glories of creation. Yet God bestows new gifts on us every day.

➔ **Reflect** Where have you seen the Creator's glory today?

Teacher's Prayer



God our Father and Creator, the world abounds with your wonders. I thank you for the colors, aromas, textures, and tastes that enrich my life. Amen.

How First Graders Understand

God's Creation First graders are very concrete thinkers—they know and understand the things they perceive with their senses. For this reason, many children understand God in the context of what he has made. Knowing that God made the trees, flowers, animals, oceans, people and everything in the world teaches them that God is very big and powerful. God's identity is still a mystery for them, but Creation becomes for them the "evidence" that God is real.

Teaching Tip: Make your study of God’s creation as concrete as possible. If it’s practical to do so, teach a portion of this session outside so the students can look around and observe things God has made. If not, be sure to have lots of photos that provide rich visuals of God’s creation.

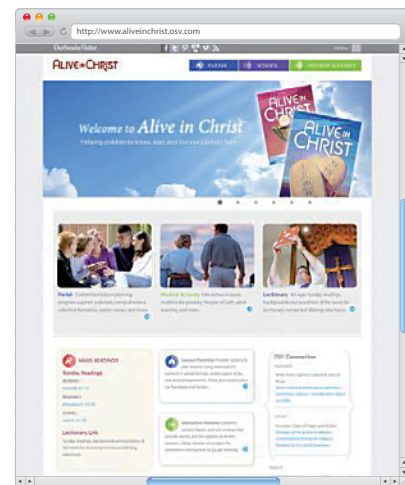
Sharing the Message with First Graders

- Lead the students in discovering that they are surrounded by gifts from God—in the sky, in the water, on the ground.
- Remember that praise helps first graders learn what is expected of them. Be generous in your praise.
- First graders usually like using their whole body—eyes, ears, nose, mouth, and hands—to learn. Provide them with opportunities to use all their senses.

"I like to explore
God's world. Help
me to appreciate
what I find."



ONLINE RESOURCES




 Go to aliveinchrist.osv.com

You will find:

- Interactive lesson planning with PowerPoints®, video and music enhancements, additional activities, and ideas for classroom environment
- Step by step lesson instruction from printed Teacher Edition for integrated lesson planning
- Custom-built assessments to download and eAssessment links
- Interactive reviews that provide scores and the option to review answers
- Chapter-specific Lectionary connections and a complete correlation ordered by the Sundays of the year, with suggestions for how to integrate the Scripture readings into chapter lessons



 Go to osvparish.com for Ask the Experts Q and A, Community Connections, and Blogs.

Chapter 2 Planner




Objectives



Open

Build

DAY 1—Invite/Preview, Pages 75–77

- Reflect on God’s personal invitation through Scripture
- Indicate prior knowledge of chapter concepts and vocabulary



-  **Psalm 8:2** Pray the opening prayer.
-  **Genesis 1:11–31** Proclaim “God Was Pleased.” Guide the students through the process of Scripture reflection.
-  Discuss What Do You Wonder questions.

- Present lesson highlights.
- Preview **Catholic Faith Words**.
-  Match pictures with ways to thank God for his gifts.
-  **Optional Activity** Chapter Poem: “Spring Is Here”

DAY 2—Discover, Pages 78–79


- Appreciate that all of creation is God’s gift to us, and his Son, Jesus, is his greatest gift
- Discover that God created the world to show his love


-  Pray the **Glory Be**, page 378.

- **Catholic Faith Words** Jesus, praise
- Explain that God gave us a very big gift.
-  Circle some favorite gifts in God’s world.
-  **Genesis 1:6–25** Proclaim “The Story of Creation.”
- Recall that God made many good things in the world.

DAY 3—Discover, Pages 80–81


- Describe ways that people use God’s gifts in the world to make things we need
- Explain that thanksgiving is showing God we are grateful for all that he’s given us


-  Pray the **Act of Faith, Hope, and Love**, page 380.
- Point out the opening question.

- **Catholic Faith Words** thanksgiving
- Explain that God gave us everything we need to be happy.
-  Trace words showing how God’s gift of people helps the world.
- Share ways to show God we are grateful for all he’s given us.

DAY 4—Live, Pages 82–83


- Review some of the ways we use God’s gifts
- Explore the faith life of Saint Nicholas and read about his secret gifts

-  Pray **Psalm 8:2**, page 75.
- Explain the topic for discussion.

- Discuss the gifts that God gave us.
- **People of Faith** Learn about Saint Nicholas.
-  For more, go to page 380.

DAY 5—Live/Review, Pages 84–85

- Offer the Prayer of Thanksgiving
- Evaluate the understanding of concepts using the Chapter Review

- Teach ASL for *thank you*.
-  Rehearse “And It Was Good.”

- Follow the order of prayer.

Close

Materials & Resources

- **Activity** Draw one of God's gifts.

- **Songs of Scripture** CD, "Mantra," for Scripture Reflection
- **Chapter Poem:** "Spring Is Here"
 - ☐ pencils
 - ☐ board or chart paper
 - ☐ crayons or markers

- **Activity** Name some of God's gifts to bring to class.
- Conclude with a review of key concepts and objectives.

- ☐ pencils
- ☐ index cards

- **Activity** Reveal a message for God.
- Conclude with a review of key concepts and objectives.
- **Optional Activity** Gifts from God (Activity Master 2)

- ☐ pencils
- ☐ board or chart paper
- ☐ crayons or markers
- ☐ index card
- ☐ Activity Master 2 (Page 75G)

- **Activity** Identify places to say thank you to God.

- ☐ pencils
- ☐ board or chart paper
- ☐ crayons or markers

- **Sing together** "And It Was Good."

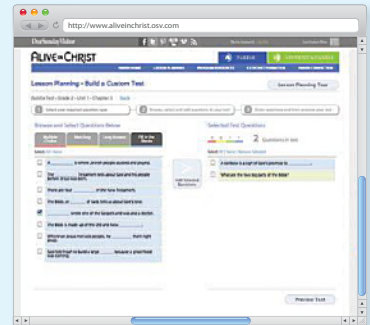
- **"And It Was Good"**

Assessment Options

Page 75F

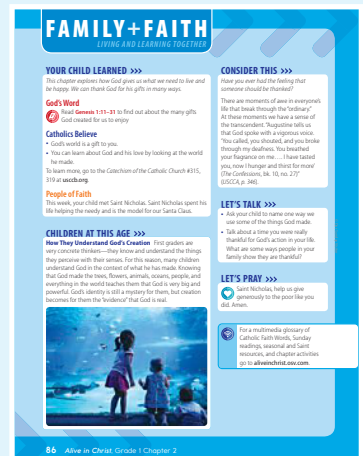
[aliveinchrist.osv.com](http://www.aliveinchrist.osv.com)

- Customize and Download Assessments
- Email Links to eAssessments
- Interactive Student Reviews



Family + Faith Page 86

Point out that the Catholic Families page provides chapter highlights, information on how first graders understand faith concepts, and family prayer.



Chapter Connections

FORMING CATHOLIC IDENTITY ACROSS THE CURRICULUM



To integrate the Catholic faith in all aspects of curriculum, this chapter's objectives can be reinforced and applied in the instruction of other disciplines.



Go to aliveinchrist.osv.com to find ideas for Chapter 2 centers and/or projects in the following areas:

- Language Arts—Literacy/
Drawing
- Social Studies—History/Choice

NCEA IFG: ACRE Edition

Knowledge of the Faith

- **Objective:** To know and understand basic Catholic teaching about the Incarnate Word Jesus Christ as the way, truth, and life

Prayer

- **Objective:** To recognize and learn how to engage in Catholic forms of personal and communal prayer and ways of deepening one's spiritual life

Catholic Faith Literacy

Creator, Jesus, thanksgiving

Catholic Social Teaching



Use one of these Live Your Faith features to introduce a principle and engage the students with an activity.

- The Dignity of Work, Pages 350–351
- Care for Creation, Pages 354–355

Chapter Poem

"Spring Is Here"

Use this poem to expand the chapter introduction.

- The students will relate the poem to their own lives, reflecting on God's creation of all things.
- Connect how we learn about God to the diversity of his creation.



Go to aliveinchrist.osv.com Lesson Planning section for this poem.

Music Option



Use the following song to enhance catechetical learning or for prayer.

- "And It Was Good," Day 5, Page 84

Name _____ Date _____

Write in the word from the Word Bank that best completes each sentence.

Word Bank

.....

thanksgiving

Jesus

gift

1. Showing God we are grateful for what he has

given us is called _____

_____.

2. Jesus is God's greatest _____

to us.

3. _____ is the name of the

Son of God who became man.

Draw a line to the best ending for each sentence.

Column A

4. God created the world to
show his
5. Giving God honor and thanks
because he is good is called

Column B

praise.

love.

Name _____

Date _____

Gifts from God

God gives us a world full of gifts. Circle the hidden food and animals that are gifts from God.



Word Bank

feather
duck
loaf of bread
cat
snake
rabbit
crab
bird
apple
frog
octopus
cow
carrot
turtle
flower

God's Gifts for Us



Let Us Pray

Leader: God, we thank you for all the wonderful gifts you give to us.

“O LORD our Lord,
how awesome is your name through
all the earth!” **Psalm 8:2**

All: Help us to see all your gifts. Amen.



God's Word

God created all the plants and flowers, all the animals that walk on the earth, fly in the sky, and swim in the waters. He said, “I created all kinds of food for you to eat.” And God was pleased with what he saw.

Based on **Genesis 1:11–31**



What Do You Wonder?

- How did God think of all the things he made?
- Why did God make bugs?

God's Gifts for Us 75



Scripture Background

Scripture Reflection Process

Invite the students to be still, close their eyes, and focus on their breathing. Encourage them to open their minds and hearts to what God is saying to them.

- Proclaim the Scripture and have the students sit in silence.
- *Ask:* What did you hear God say to you today?
- Allow volunteers to share.



You may use “Mantra” from *Songs of Scripture*, Track 1, to begin the reflection.

Day 1 Invite

Objective

- Reflect on God's personal invitation through Scripture

OPEN



Let Us Pray

Invite the students to gather in the prayer space and make the Sign of the Cross. Pray the leader prayer and invite the students to read aloud the Psalm verse. Prompt the group's response. Have the students return to their seats.

Explain that God created the entire universe and everything in it.

Say: God has created so many wonderful gifts for us to enjoy. Let's listen to a reading from the Book of Genesis, which tells us about God's creation.



God's Word

Guide the students through the process of Scripture reflection (see the Scripture Background box below).

- Remember, this is a spiritual discipline that takes practice. The students will grow in their capacity to sit in silence. Throughout the year, build to one minute.



What Do You Wonder

Say: God gives us many different kinds of gifts for us to see and to enjoy as well as to give us life.

Invite the students to respond to the questions.

Day 1 Invite

Objective

- Indicate prior knowledge of chapter concepts and vocabulary

BUILD

Use this page to assess the students' knowledge related to the chapter content.

Getting Started

Read aloud the first paragraph.

- Ask the students to name some of the things that God created.
- Write their answers on the board or on chart paper.
- Emphasize that everything God created is a gift to us that we can then use to make other things.

Ways to Thank God

Point out the box at the bottom of the page.

Ask a volunteer to read aloud the sentence above the box.

- ★ Have the students work independently to match the actions in the pictures to the words that describe ways we can thank God for his gifts.

Getting Started

In this chapter you will learn that all of God's creation is a gift to us. You will also learn that people use God's gifts in the world to make the things we need.

Use the chart below to show the different ways you can thank God.



Match the actions in the pictures to the different ways you can thank God for his gifts.

Ways to Thank God	
	Taking care of creation
	Praying
	Showing love

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76 Chapter 2



Reaching All Learners

Movement

Remember that among students this age, some are more energetic than others. They may be kinesthetic and active learners. Students like this tend to learn and express their ideas and feelings through physical movement.

- Whenever possible, give the class, especially these students, opportunities to move around the room.
- To review some of the best ways to communicate the treasure of our faith, turn to pages TE18–TE19 and read the five important characteristics of the divine pedagogy.

Catholic Faith Words

Here are the vocabulary words for this chapter:

- Jesus
- praise
- thanksgiving

Activity

God's Gifts God's gifts include people, animals, food, a place to live, a place to learn, and all of the things we need to live.

Draw one of God's gifts that you are thankful for and describe it to a classmate.

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God's Gifts for Us 77

Work with Words

Point out the Catholic Faith Words box at the top of the page.

- Tell the students that they will find important words inside these boxes in every chapter.
- Ask three volunteers to each read aloud one of the vocabulary words.
- Encourage the students to share what they know about *thanksgiving*. Many will probably lean toward a description of the Thanksgiving holiday. See if they can come up with how the word *thanksgiving* ties in to our relationship with God.
- Point out that the students will learn more about all three words as they complete the chapter.

CLOSE

Activity

Read aloud the introductory copy and directions for the activity.

- Pass out crayons or markers.
- Give the students time to draw.
- Let them explain their drawings to a classmate.

Optional Activity

Chapter Poem: "Spring Is Here" *Verbal/Linguistic*

Use this poem before the Getting Started section or before completing the God's Gifts activity.

- Read the poem aloud. Invite the students to act out the poem as you read it a second time.
- *Ask:* What is one thing you like about spring?
- After summarizing that there are so many things to love in creation, transition back to the lesson instruction.



Go to aliveinchrist.osv.com for the Chapter Poem.

Objectives

- Appreciate that all of creation is God's gift to us, and his Son, Jesus, is his greatest gift
- Discover that God created the world to show his love

OPEN



Have the students stand or gather in the prayer space to pray the Glory Be, page 378.

BUILD

Gifts from God

Read aloud the text.

- Encourage the students to stretch their arms wide when you read that line of text.
- Ask: What gifts has God given us?
- Write the students' responses on the board or on chart paper.
- Share that God gave us the gift of the world and all that is in it, but the greatest gift he gave us was his Son, Jesus.

Invite the students to look at the illustration on pages 78 and 79.

- ★ Have them circle three gifts in God's world that they want to learn more about.

Work with Words

Using index cards, introduce the words *Jesus* and *praise*.

- Read aloud the definitions from the Catholic Faith Words box.

Discover

Catholic Faith Words

Jesus the name of the Son of God who became man

praise giving God honor and thanks because he is God

Gifts from God

What gifts has God given to us?

God gives you a very, very big gift.

Stretch your arms wide. God's gift is bigger than that!

God's gift is too big to wrap. It is so big that no ribbon can be tied around it.

God gives you the world. He filled the world with many gifts! And his greatest gift is his Son, **Jesus**.

We **praise** God for these gifts.



Teaching Tip

Who Cares for the World?

With so much emphasis on actors and actresses and sports stars or other famous people, connecting them to your lessons is a good way to engage the students in a discussion.

- For this lesson, ask the students to name some famous people (or even cartoon characters) who promote caring for the Earth.
- Encourage them to explain what kinds of actions these people or characters promote or discourage.

God Made the World

God made many good things. Before God made Adam and Eve, he made the world. He made the world to show his love.

God's Word

The Story of Creation

Long ago, God made the sky, the earth and the seas. But the earth was empty. There were no trees to climb. No flowers swayed in the breeze. No birds to fly in the air.

So the Lord God created a beautiful world. God said: "Let the earth bring forth every kind of living creature: tame animals, crawling things, and every kind of wild animal." Then, birds flew in the sky. Many animals lived on the earth. And fish and whales swam in the seas. God saw that it was good. **Based on Genesis 1:6-25**

Activity

Think What are some of God's gifts that you would like to bring to your next class?

Share Talk about these gifts with your class.

God's Gifts for Us 79



God Made the World

Gather the students around you.

- Summarize the paragraph to prepare them for the Scripture story they are going to hear.

God's Word

Proclaim the Scripture.

- As you read, ask the students to raise their hands every time they hear the name of one of God's gifts.
- Afterwards, tell the class you are going to play a game with them. Explain that you will point to your eyes, ears, or hands. They should think of something good they can experience in God's world through that sense. For example, as you point to your eyes, a child may say: "I can see clouds."
- Emphasize that the whole world and everything in it is God's gift to us.

CLOSE

Activity

Read aloud the question.

- Allow the students to share some of their ideas with the class
- Encourage them to bring in either a "gift" or a picture of it to the next class.

Quick Review Remind the class that the whole world and everything in it is God's gift to us.

Scripture Background

Genesis 1-2:4

The first creation account in the Book of Genesis affirms three vitally important truths.

- God created the Earth and everything in it.
- The world that God created was both orderly and good.
- God created man and woman to be the stewards of his creation and to care for all living things.

Objectives

- Describe ways that people use God's gifts in the world to make things we need
- Understand that thanksgiving is showing God we are grateful for all that he's given us

OPEN



Ask the students to stand to pray the Act of Faith, Hope, and Love on page 380.

Read aloud the question.

- Tell the students that they will learn something about this in the next two pages.

BUILD

Made to Help Us

Read aloud the two paragraphs.

- Emphasize that God gave us everything we need to live and be happy.
- Explain that we use these gifts to make other things we need, like homes and food.

God's Gifts Help the World

Review the contents of the chart with the class.

- ★ Direct the students to trace the words that tell how God's gift of people helps the world.

Made to Help Us

How do God's gifts help us?

God made people to love. We can learn something about God's love for us by the things he made. He gives us what we need to live and be happy.

We use God's gifts to make other things we need. Wood for houses comes from trees. Food is made from animals or plants.



Trace the words that tell how God's gift of people helps the world.

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God's Gifts Help the World

God's Gift

How It Helps



gives light at night



we make paper from it



makes the day bright



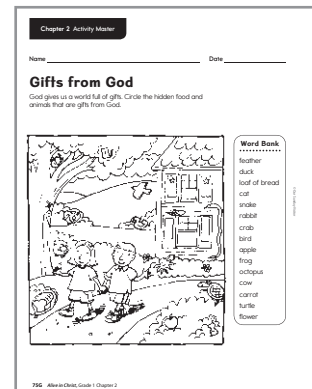
we love

Optional Activity

Activity Master 2: Gifts from God

Distribute copies of the activity found on teacher page 75G.

- Tell the students to circle the hidden food and animals.
- As an alternative, you may wish to send this activity home with the students.



Thank God

Everything around you is a gift from God. We can show God we are grateful for all he's given us. We call this **thanksgiving**.

- We can pray to show God thanks.
- We can remember that all we have comes from God.
- We take care of and share these gifts.
- We can tell our family and friends thank you for the things they do.



Catholic Faith Words

thanksgiving giving thanks to God for all he has given us

Activity

Give Thanks Color the x's blue and the o's green to tell God something special.



God's Gifts for Us 81

Thank God

Read aloud the first paragraph.

Work with Words

Introduce the word *thanksgiving* using an index card.

- Read aloud the definition from the Catholic Faith Words box.
- Compare this to the earlier conversation the class had on this word and see if the students have new answers to add.

Ask volunteers to read aloud each of the bullet points on the page for a list of ways we can say thank you to God.

CLOSE

Activity

Ask a volunteer to read aloud the directions.

- When everyone has completed the puzzle, invite the students to quietly say thank you to God.

Quick Review Wrap up with these points: God gave humans the gifts of creation to both use and care for. We should give thanks and praise to God for his wonderful gifts.



Teaching Tip

God's Gifts

As you know, children this age often enjoy activities that help illustrate a lesson while allowing them to physically participate.

- To help them understand the concept of God's intangible gifts, bring a large bow to class.
- Allow each student a turn to place the bow on his or her head.
- Ask them to give one reason that someone who loves them would say he or she is a gift from God. If the students are having difficulty stating a reason, assist with something you know about them.

Objectives

- Review some of the ways we use God's gifts
- Explore the faith life of Saint Nicholas and read about his secret gifts

OPEN



Have the students stand and pray together Psalm 8:2, page 75.

Explain that the class will be discussing how people use the things God made.

BUILD

Our Catholic Life

Read aloud both paragraphs.

- Then read the caption under each picture as the students follow along.
- Pause after each caption to make sure the students understand the sequence of changing natural substances into prepared food.
- Ask: What are some other things we can make from God's gifts?
- Write the students' responses on the board or on chart paper.
- Be sure to add some of your own suggestions.

Our Catholic Tradition

Show the students where they can find the Grace After Meals and Grace Before Meals prayers on page 380.

Our Catholic Life

How do people use the things God made?

God gave people many gifts to use. People use God's gifts to make other things they need.

You can use God's gifts to make the food you eat.



Pancake mix is made from flour.



Milk comes from a cow.



Eggs come from a chicken.



All together they make yummy pancakes!



Teaching Tip

Giving Thanks

Remind the students that when they pray grace, or the blessing before meals, they give thanks for God's gifts that are made into food.

- Teach or review with the students a favorite meal blessing.
- Point out the prayers for before and after meals on page 380 in the student book.
- Remind the students that they can thank God by saying grace at family meals, or they can pray silently before any meal.

People of Faith

Saint Nicholas, 270–310

Saint Nicholas was a bishop. One night he went to the house of a poor family and threw a bag of gold coins in an open window. The family wanted to thank Nicholas, but he told them to thank God instead. Nicholas liked giving gifts in secret. People still give gifts on his feast day. Saint Nicholas is the patron Saint of children.



December 6

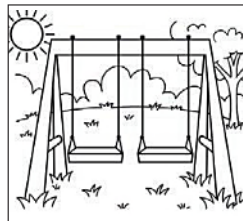
Discuss: What gift can you give to your family and friends today?



Learn more about Saint Nicholas at aliveinchrist.osv.com

Activity

Thank You God Color the places where you can say thank you to God this week for giving us so many gifts.



God's Gifts for Us **83**

People of Faith

Tell the students about Saint Nicholas.

- Read aloud the paragraph.
- Explain that Saint Nicholas lived a long time ago, nearly two thousand years ago.
- Tell the class that he was a very kind and generous bishop who especially loved children. Most of the time he gave gifts in secret, wanting no acknowledgment or thanks.

Ask: What gift can you give to your family and friends today? **Answers may include love, friendship, help, or care.**



Encourage the students to go to aliveinchrist.osv.com at home to learn more about Saint Nicholas.

CLOSE

Activity

Read aloud the directions.

- Provide the students with crayons or markers.
- After they are done, discuss as a class some of the places where we can say thank you to God.



Catholic Social Teaching

Chapter Connections

To integrate Catholic Social Teaching into your lesson, choose one of the following features: The Dignity of Work, pages 350–351; or Care for Creation, pages 354–355.

- Start the Live step of the process by talking about Saint Nicholas on page 83. Then move directly to the Catholic Social Teaching feature.
- Or, to expand the lesson, complete both pages 82 and 83, then move to the Catholic Social Teaching feature.
- Return to Chapter 2 for the prayer on page 84.

Let Us Pray

Prayer of Thanksgiving

Explain to the students that in today's prayer they will be thanking God for all his many gifts to us.

Prepare

Teach the class the American Sign Language (ASL) sign for *thank you*—move your right hand from the chin out. Or you can choose to use another gesture.



Rehearse with the students "And It Was Good," downloaded from aliveinchrist.osv.com.

Gather

Gather the students in the prayer space.

- Invite them to quiet themselves for prayer.

Pray

Begin by leading the students in the Sign of the Cross.

- Follow the order of prayer on the student page.
- Have the students sign *thank you* each time they say the words.



Conclude by singing together "And It Was Good."

Let Us Pray

Prayer of Thanksgiving

Gather and begin with the Sign of the Cross.

Leader: Let us give thanks to God for all his gifts.

All: For your gift of the Earth,
Thank you, God.

For your gift of plants and trees,
Thank you, God.

For your gift of animals, Thank you, God.

For your gift of food, Thank you, God.

For your gift of people, Thank you, God.

For your gift of me, Thank you, God.

For your whole-wide-world of gifts,
Thank you, God.



Sing "And It Was Good"

And it was good, good, very, very good,
and it was good, good, very, very good,
and it was good, good, very, very good,
it was very, very, very good.

Text and music: Jack Miffleton. © 1990. OCP. All rights reserved.



Liturgy Link

Music and Prayer

Whenever possible, have the students sing the song or refrain suggested in the prayer celebration for each chapter.

- Children this age usually enjoy singing.
- This will help them discover the Church's treasury of sung prayer.
- This will also help build the habit of active participation in the liturgy.



Go to aliveinchrist.osv.com for Sunday readings, Scripture background, questions of the week, and seasonal resources.

Chapter 2 Review

A Work with Words Fill in the circle beside the correct answer.

- Showing God you are grateful for what he has given us is called ____.
☒ thanksgiving ☐ happiness
- God created the world to ____.
☐ do some work ☒ show his love
- The name of the Son of God who became man is ____.
☒ Jesus ☐ John
- Giving God honor and thanks because he is good is called ____.
☐ prayer ☒ praise

B Check Understanding Draw one thing that God created.

5.

Go to aliveinchrist.osv.com for an interactive review.

God's Gifts for Us 85

CHAPTER REVIEW

Use the closing points from Days 2–4 to highlight lesson concepts.

A Work with Words

Have the students fill in the circle beside the correct answer.

B Check Understanding

Instruct the students to draw one thing that God created.



Go to aliveinchrist.osv.com to prepare customized and downloadable assessments, send eAssessments, and assign interactive reviews.

FAMILY+FAITH

LIVING AND LEARNING TOGETHER

YOUR CHILD LEARNED >>>

This chapter explores how God gives us what we need to live and be happy. We can thank God for his gifts in many ways.

God's Word

Read **Genesis 1:11–31** to find out about the many gifts God created for us to enjoy.

Catholics Believe

- God's world is a gift to you.
- You can learn about God and his love by looking at the world he made.

To learn more, go to the *Catechism of the Catholic Church* #315, 319 at usccb.org.

People of Faith

This week, your child met Saint Nicholas. Saint Nicholas spent his life helping the needy and is the model for our Santa Claus.

CHILDREN AT THIS AGE >>>

How They Understand God's Creation First graders are very concrete thinkers—they know and understand the things they perceive with their senses. For this reason, many children understand God in the context of what he has made. Knowing that God made the trees, flowers, animals, oceans, people, and everything in the world teaches them that God is very big and powerful. God's identity is still a mystery for them, but creation becomes for them the "evidence" that God is real.



CONSIDER THIS >>>

Have you ever had the feeling that someone should be thanked?

There are moments of awe in everyone's life that break through the "ordinary." At these moments we have a sense of the transcendent. "Augustine tells us that God spoke with a vigorous voice. 'You called, you shouted, and you broke through my deafness. You breathed your fragrance on me.... I have tasted you, now I hunger and thirst for more' (*The Confessions*, bk. 10, no. 27)" (*USCCA*, p. 346).

LET'S TALK >>>

- Ask your child to name one way we use some of the things God made.
- Talk about a time you were really thankful for God's action in your life. What are some ways people in your family show they are thankful?

LET'S PRAY >>>

Saint Nicholas, help us give generously to the poor like you did. Amen.

For a multimedia glossary of Catholic Faith Words, Sunday readings, seasonal and Saint resources, and chapter activities go to aliveinchrist.osv.com.

FAMILY + FAITH

At the end of the chapter, distribute the Family + Faith page to the students. Instruct them to add the page to their binders/home folders to give to their parents. Point out that this page will give their family members an overview of what the students learned in religion class and ways they might continue to grow in faith and pray together as a family.

KEY CONCEPT

All creation is a gift from God. Humans are the most special part of creation. Everyone must help care for God's gifts.

DOCTRINAL CONTENT

- The image of God is the likeness of God that is in all human beings because we are created by him. (CCC, 357)
- Humans are the most special part of creation. God gave us the ability to think and make choices. (CCC, 356)
- God gave Adam and Eve the responsibility to be caretakers of his creation. (CCC, 373)
- Each of us is responsible for treating all of creation with care and respect. (CCC, 2415)

TASKS OF CATECHESIS

Helping children grow in a faith that is “known, celebrated, lived, and expressed in prayer” (NDC, 20).

This chapter focuses on the following tasks of catechesis:

- Promoting Knowledge of the Faith
- Education for Community Life

Teacher Background



Be fruitful and multiply; fill the earth and subdue it. Have dominion over the fish of the sea, the birds of the air, and all living things that crawl on the earth. **Genesis 1:28**

→ **Reflect** How do you care for God's creation?

In the first creation account in the Book of Genesis, God created every living thing and then entrusted all to the care of humans. Only after he had given care of the Earth over to the man and the woman was he able to rest “from all the work he had done in creation” (Genesis 2:3). God gives humans the responsibility and stewardship of his creation.

Called to share in God's power, humans have the ability and responsibility to care for other creatures. Yet, many continue to turn their backs on this responsibility. The repercussions on the rest of creation have been tremendous. The Earth is suffering in many ways today because of human callousness.

As a steward of creation, it is important that you take the time to enjoy creation and pass on to future generations this respect for what God has given you. Lead by example. Teach respect by taking time to praise God for the food on the table. Be respectful of the neighbors' garden and lawn. Pick up the paper that litters sidewalks and streets. Take a long walk or hike on a Sunday afternoon. Praise God for flowers, trees, and plants. Show love for him by loving the Earth. Take care of creation as Jesus himself would do.

→ **Reflect** As a steward of God's creation, what can you do to fulfill your responsibility right now?

Teacher's Prayer



Help me care for the world, O Lord. May I work to repair the damage already done and work to protect that which can be saved. Help me teach the students to be caretakers of your creation as well. Amen.

How First Graders Understand

Stewards of God's Creation At the beginning of the school year, many first graders are still in what developmental theorists describe as the “egocentric” stage of development. They see the world as revolving around them and have difficulty seeing things from the perspective of others. Consequently, they have no difficulty grasping the idea that God made the world for them and that they have some responsibility in caring for what God has given. They may need help, though, to discover practical ways in which they can be good stewards of God's creation.

Teaching Tip: Practice good stewardship of God's creation throughout the year by recycling in your classroom. Use recycled materials whenever possible.

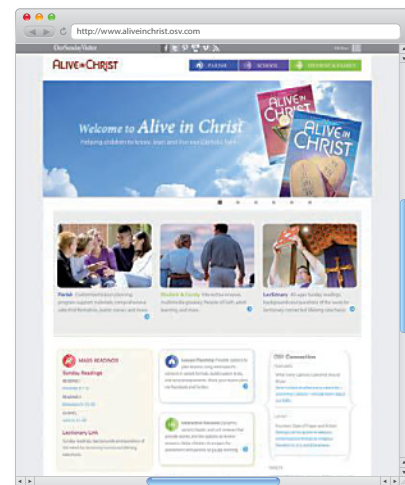
Sharing the Message with First Graders

- Remember that first graders are beginning to see themselves as part of the world. Help them connect this thought to their role as a steward.
- Children this age are capable of practicing caring deeds. Help them discover opportunities for age-appropriate and satisfying acts of caring for creation.
- Connect the theological concepts of the lesson to the students' experience. Most young children naturally delight in the wonders of nature and have an innate attraction to living creatures.

“Help me discover new ways to show that I care.”




ONLINE RESOURCES



 Go to aliveinchrist.osv.com

You will find:

- Interactive lesson planning with PowerPoints®, video and music enhancements, additional activities, and ideas for classroom environment
- Step by step lesson instruction from printed Teacher Edition for integrated lesson planning
- Custom-built assessments to download and eAssessment links
- Interactive reviews that provide scores and the option to review answers
- Chapter-specific Lectionary connections and a complete correlation ordered by the Sundays of the year, with suggestions for how to integrate the Scripture readings into chapter lessons

 Go to osvparish.com for Ask the Experts Q and A, Community Connections, and Blogs.

Chapter 3 Planner

Objectives	Open	Build
DAY 1—Invite/Preview, Pages 87–89		
<ul style="list-style-type: none"> • Reflect on God’s personal invitation through Scripture • Indicate prior knowledge of chapter concepts and vocabulary 	<ul style="list-style-type: none"> ♥ Psalm 150:6 Pray the opening prayer. 📖 Genesis 1:27–31 Proclaim “Humans in Charge.” Guide the students through the process of Scripture reflection. ❓ Discuss What Do You Wonder questions. 	<ul style="list-style-type: none"> • Present lesson highlights. • Preview Catholic Faith Words. ★ Circle things that plants, animals, and people need to live. 📶 Optional Activity Chapter Story: “Sam’s Fish”
DAY 2—Discover, Pages 90–91		
<ul style="list-style-type: none"> • Define <i>image of God</i> as the likeness of God that is in all humans • Recognize that with the ability to think and make choices, humans are the most special part of creation 	<ul style="list-style-type: none"> ♥ Pray the Signum Crucis, page 378. • Discuss the opening question. 	<ul style="list-style-type: none"> • Catholic Faith Words image of God • Explain that people were made to be like God. • Discuss humans as the most special part of creation. ★ Underline two gifts that are inside each person. • Activity Draw signs of God’s love.
DAY 3—Discover, Pages 92–93		
<ul style="list-style-type: none"> • Understand that God gave Adam and Eve the responsibility to be caretakers of his creation • Appreciate that each of us is responsible for treating all of creation with care and respect 	<ul style="list-style-type: none"> ♥ Pray Psalm 150:6, page 87. 	<ul style="list-style-type: none"> • Talk about showing God love and thanks for creation. 📖 Genesis 1:26–30 Proclaim “Take Care of What I’ve Given You.” ★ Circle what God asked Adam and Eve to do. • Review how caring for living things shows love for God. • Optional Activity Be a Caretaker (Activity Master 3) ➡ For more, go to page 380.
DAY 4—Live, Pages 94–95		
<ul style="list-style-type: none"> • Review ways we can take care of ourselves • Explore the faith life of Saint Albert the Great and learn about his interest in all creation 	<ul style="list-style-type: none"> ♥ Pray a Morning Prayer, page 380. • Ask the question at the top of the student page. 	<ul style="list-style-type: none"> • Discuss how people should take care of themselves. ★ Students will check off things they like to do. • People of Faith Learn about Saint Albert the Great.
DAY 5—Live/Review, Pages 96–97		
<ul style="list-style-type: none"> • Offer the Prayer of Praise and Thanks • Evaluate the understanding of concepts using the Chapter Review 	<ul style="list-style-type: none"> • Assign lines to small groups. 🎵 Rehearse “All Things Bright and Beautiful.” 	<ul style="list-style-type: none"> • Follow the order of prayer.

Close

Materials & Resources

- **Activity** The students will write special things they can do.

- **Songs of Scripture** CD, "Mantra," for Scripture Reflection
- **Chapter Story:** "Sam's Fish"
 - ☐ pencils
 - ☐ board or chart paper

- Conclude with a review of key concepts and objectives.
- **Optional Activity** Play "What Is It?"

- ☐ pencils
- ☐ board or chart paper
- ☐ index card
- ☐ crayons or markers

- **Activity** Complete the sentences.
- Conclude with a review of key concepts and objectives.

- ☐ pencils
- ☐ board or chart paper
- ☐ Activity Master 3 (Page 87G)

- **Activity** Students will name one way to take care of themselves.

- ☐ pencils

- **Process** with the students around the room singing "All Things Bright and Beautiful."

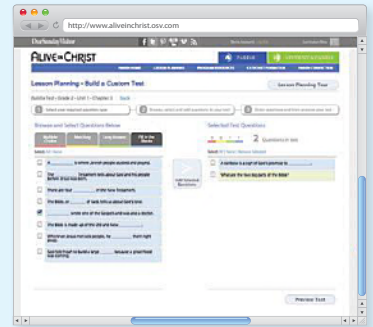
- **"All Things Bright and Beautiful"**

Assessment Options

Page 87F

aliveinchrist.osv.com

- Customize and Download Assessments
- Email Links to eAssessments
- Interactive Student Reviews



Family + Faith Page 98

Point out that the Catholic Families page provides chapter highlights, information on how first graders understand faith concepts, and family prayer.



Chapter Connections

FORMING CATHOLIC IDENTITY ACROSS THE CURRICULUM



To integrate the Catholic faith in all aspects of curriculum, this chapter's objectives can be reinforced and applied in the instruction of other disciplines.



Go to aliveinchrist.osv.com to find ideas for Chapter 3 centers and/or projects in the following areas:

- Science—Earth Science
- Social Studies—Geography/Environment
- Social Studies—Economics
- Language Arts—Literacy

NCEA IFG: ACRE Edition

Knowledge of the Faith

- **Objective:** To know and understand basic Catholic teaching about the Incarnate Word Jesus Christ as the way, truth, and life

Communal Life

- **Objective:** To know the rights and responsibilities of the Christian faithful

Catholic Faith Literacy

Creator, God, Sunday

Catholic Social Teaching



Use one of these Live Your Faith features to introduce a principle and engage the students with an activity.

- Life and Dignity, Pages 342–343
- Care for Creation, Pages 354–355

Chapter Story

"Sam's Fish"

Use this story to expand the chapter introduction.

- The students will relate the story to their own lives, reflecting on what living thing(s) they take care of.
- Connect how we learn about God to caring for living things.



Go to aliveinchrist.osv.com Lesson Planning section for this story.

Music Options



Use one or more of the following songs to enhance catechetical learning or for prayer.

- "Thank You," Day 2, Page 93
- "All Things Bright and Beautiful," Day 5, Page 96

Name _____

Date _____

Write in the word from the Word Bank that best completes each sentence.

Word Bank

.....

everything

creation

likeness

1. Creation is _____

God made.

2. The _____ of God in

all humans is called image of God.

3. As a caretaker, you can care for all God's

 _____.

Put an X next to two things a caretaker would do.

3.

☐

Be kind to pets.

4.

☐

Throw away a dull pencil.

5.

☐

Recycle cans.

6.

☐

Litter in the park.

Name _____

Date _____

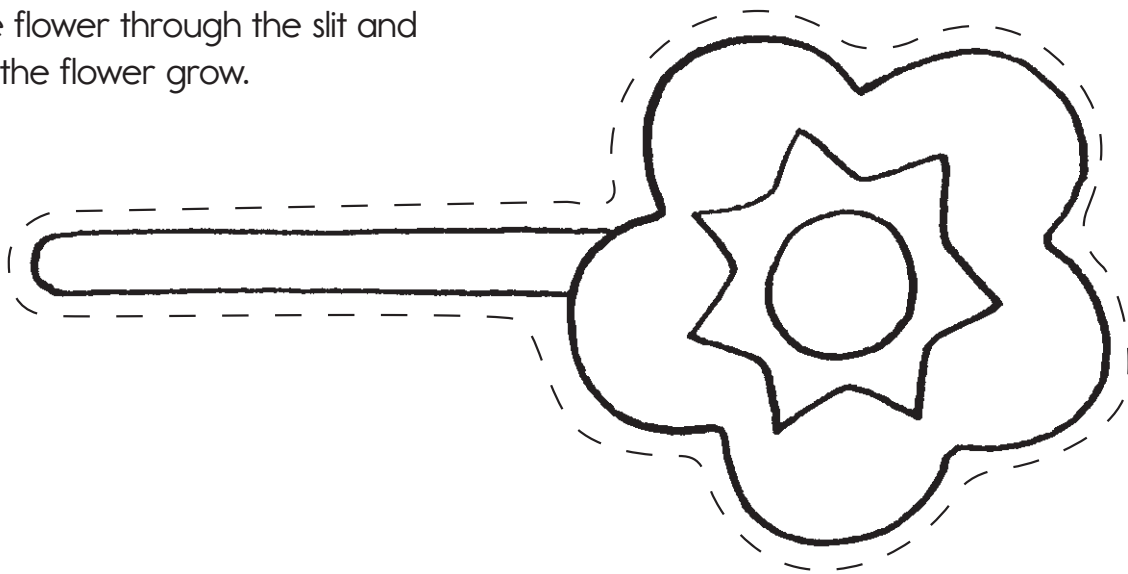
Be a Caretaker

Color the parts. Then cut them out.

Cut the dotted line in the pot to make a slit.

Tape a straw to the back of the flower.

Pull the flower through the slit and
watch the flower grow.



Made to Care



Let Us Pray

Leader: God, thank you for teaching us how to care for all of creation.

“Let everything that has breath
give praise to the LORD!” **Psalm 150:6**

All: Help us care for the things you have made.
Amen.



God's Word

God created human beings and said: “I am putting you in charge to care for all that I created.” God looked at everything that he had made, and he found it very good.

Based on **Genesis 1:27–31**

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What Do You Wonder?

- How can you take care of God's creation?
- Why does God want people to care for what he made?

Made to Care 87



Scripture Background

Scripture Reflection Process

Invite the students to be still, close their eyes, and focus on their breathing. Encourage them to open their minds and hearts to what God is saying to them.

- Proclaim the Scripture and have the students sit in silence.
- *Ask:* What did you hear God say to you today?
- Allow volunteers to share.



You may use “Mantra” from *Songs of Scripture*, Track 1, to begin the reflection.

Day 1 Invite

Objective

- Reflect on God's personal invitation through Scripture

OPEN



Let Us Pray

Invite the students to gather in the prayer space and make the Sign of the Cross. Begin with the leader prayer. Ask a student to read aloud the Psalm verse. Prompt the group's response.

Have the students move out of the prayer space and back to their seats.

Say: God has created so many wonderful gifts for us to enjoy. His gifts are all around us. Let's listen to hear who God put in charge of taking care of creation.



God's Word

Guide the students through the process of Scripture reflection (see the Scripture Background box below).

- Remember, this is a spiritual discipline that takes practice. The students will grow in their capacity to sit in silence. Throughout the year, build to one minute.



What Do You Wonder

Say: God asks us to take care of everyone and everything that was created.

Invite the students to respond to the questions.

Day 1 Invite

Objective

- Indicate prior knowledge of chapter concepts and vocabulary

BUILD

Use this page to assess the students' knowledge related to the chapter content.

Getting Started

Ask: Who is responsible for taking care of all the things God made?

We are.

Review some of the answers the students gave for the question on page 87: How can you take care of God's creation?

- Help them choose from the list something they can work on doing in the coming week.
- Remind them that we celebrate all of God's creation every Sunday at Mass.

Read aloud both paragraphs.

What Living Things Need

Read over the three lists with the class.

- ★ Direct the students to circle the things that plants, animals, and people need to live.
- Ask volunteers to share their answers.
- Point out that only people can actively help meet the needs of plants and animals.

Getting Started

In this chapter you will learn that humans are the most special part of God's creation. You will also learn that God wants everyone to help care for the things God made.

Use the chart below to show what living things need.

Catholic Faith Words

Here is the vocabulary word for this chapter:

- image of God



Circle the things that plants, animals, and people need to live.

What Living Things Need		
What Plants Need	What Animals Need	What People Need
light	hair	cartoons
crayons	air	food
water	fertilizer	shelter
ears	food	cake

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Teacher Background

In the Beginning

According to the *Catechism of the Catholic Church*, "Creation was fashioned with a view to the Sabbath and therefore for the worship and adoration of God" (CCC 347). In other words, while God rests on the seventh day, we sit in awe of all that God has created and we cannot help but to praise and worship. We do that most perfectly at Mass.

Activity

A Special Part of Creation God made people to be a special part of creation. Look at the pictures below. What makes the people in the pictures special?



1.

2.

Tell a classmate about some special things you can do.

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Made to Care 89

Work with Words

Point out the Catholic Faith Words box on page 88.

- Read aloud the one vocabulary term: *image of God*.
- Ask the students to share what they think that means.
- Write their answers on the board or on chart paper.
- Tell them that they will review the definition of this term later on in the chapter.

CLOSE

Activity

Read aloud the introductory paragraph, including the question.

- Have the students work independently to write an answer for each picture.
- Invite volunteers to share what they wrote.
- Discuss the answers as a class.
- Invite the students to share with a classmate some special things that they can do.

Optional Activity

Chapter Story: "Sam's Fish" *Verbal/Linguistic*

Use this story before the Getting Started section or before completing the activity: A Special Part of Creation.

- Read aloud "Sam's Fish."
- Ask: What living things do you take care of? **Answers might include a pet, a plant, or a family member.**
- After the discussion, transition back to the lesson instruction.



Go to aliveinchrist.osv.com for the Chapter Story.

Objectives

- Define *image of God* as the likeness of God that is in all humans
- Recognize that with the ability to think and make choices, humans are the most special part of creation

OPEN



Ask the students to stand and pray each line of the *Signum Crucis*, page 378, after you. Point out that this is the Latin version of the Sign of the Cross.

Ask: How are you a part of God's creation?

- Write the student's responses on the board or on chart paper.

BUILD

In God's Image

Read aloud the paragraph.

Work with Words

- Hold up an index card with the term *image of God* written on it.
- Ask a volunteer to read aloud the definition.

How Are You Special?

Read aloud the story on page 90.

- Ask: What did Josh make?
- Invite volunteers to tell what people can do that cookies can't.
- Finish up the story on the top of page 91. See if Josh's answers are similar to any that the students came up with.
- Ask the students to share what they liked about the story with a classmate.

Discover

Catholic Faith Words

image of God the likeness of God that is in all human beings because we are created by him

In God's Image

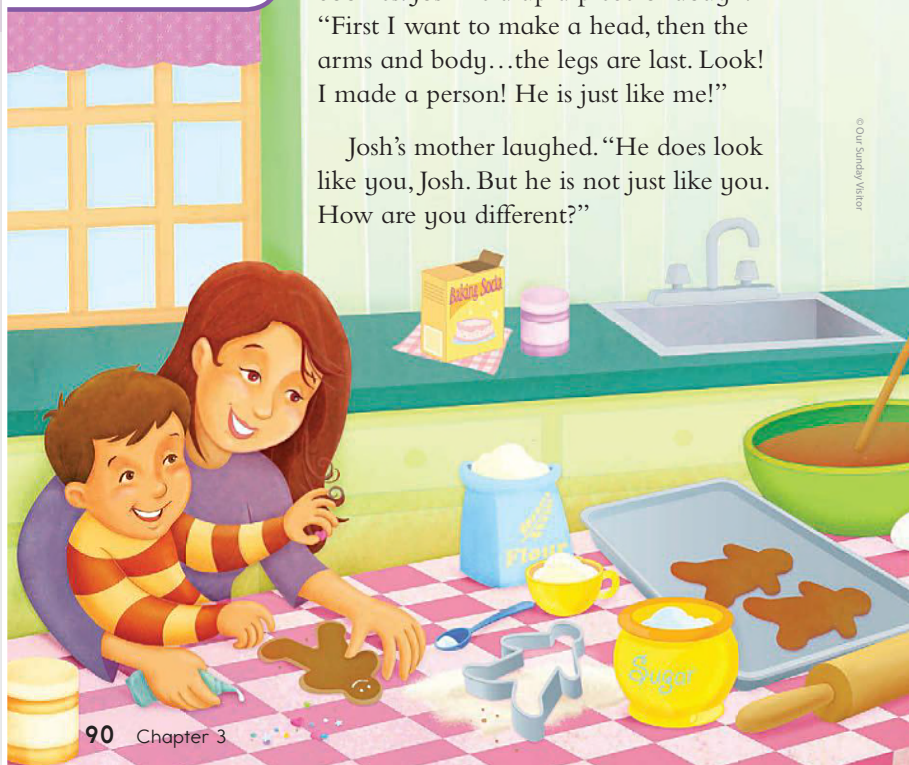
How are you a part of God's creation?

God made people in his image, to be like him. Find out how we are special parts of creation.

How Are You Special?

Josh and his mother were making cookies. Josh held up a piece of dough. "First I want to make a head, then the arms and body...the legs are last. Look! I made a person! He is just like me!"

Josh's mother laughed. "He does look like you, Josh. But he is not just like you. How are you different?"



90 Chapter 3



Teaching Tip

Human Dignity

Reinforce the students' understanding of the dignity of each person by creating an atmosphere of care and respect in your classroom.

- Understanding that our value comes from being God's creation, made in his image, is essential to our understanding of respect for one another.
- Celebrating a day for each student in the classroom that focuses on the ways he/she has been gifted or talented by God would reinforce that teaching.

Josh thought for a minute. "I am real. I can think, play, learn at school, and pray. I can hug you. And you can't eat me!"

"That's right, Josh," his mother said.

Gifts in Creation

Josh made a cookie that looked like him. But it was not really like him. God made all people in his image. We were all made in the **image of God** to be like him. That makes people the most special part of creation. We are each unique but all share God's image. This is why we respect all people of every age.

Creation is full of gifts from God. Some gifts are part of the world. Other gifts are inside of each person. Being able to think and make choices are two of those gifts.

Activity

Think Draw one thing about yourself that shows you are a sign of God's love.

Share Talk with a classmate about what you like about this gift.



Underline two gifts that are inside of each person.

Gifts in Creation

Read aloud the first paragraph.

- Ask the students why people are the most special part of creation.

We were made in God's image.

Read aloud the second paragraph.

- Invite volunteers to name some gifts from God in the world.
- **Ask:** What are some gifts God has given you?
- Allow volunteers to talk about some of their gifts.
- Discuss how people should share their gifts from God.



Direct the students to underline two gifts that are inside each person.

- Make sure everyone underlined: Being able to think and make choices.

Activity

Read aloud the directions.

- Set a time limit for drawing.
- Encourage the students to share their pictures and talk about what they like about their gift with someone who sits nearby.

CLOSE

Quick Review Share the following points: Creation is everything that God made. God made people to be in his image. People are the most special part of creation.

Optional Activity

Play "What Is It?" *Verbal/Linguistic*

No materials are needed to play this game.

- Ask the students to think of gifts from God that are in the world.
- Select one student to start the game. Have this student describe an item.
- When the item is fully described, invite another student to name the item. The student who correctly names the item would then describe another item, and so on.

Objectives

- Understand that God gave Adam and Eve the responsibility to be caretakers of his creation
- Appreciate that each of us is responsible for treating all of creation with care and respect

OPEN



Have the students stand and pray Psalm 150:6, page 87.

BUILD

God's Command

Read aloud the first paragraph.

- Emphasize that only humans were created to be able to do things like make choices and show love.
- Ask the question at the top of the page.
- Tell the students that God created us to know his love and share in his work.
- Explain that in the following Scripture story, God tells humans how to show him love and thanks for creation.



God's Word

Proclaim the Scripture story.

- ★ Direct the students to circle what God asked Adam and Eve to do.
- Invite a volunteer to share what he/she circled.
- Explain that this is what God wants us to do as well.

God's Command

What does God ask you to do?



Of all God's creatures, only humans can do things like make choices and show love. God the Father created us to know his love and share in his work. Listen to what he asked Adam and Eve to do.



Circle what God asked Adam and Eve to do.

Everything on Earth is part of God's creation.



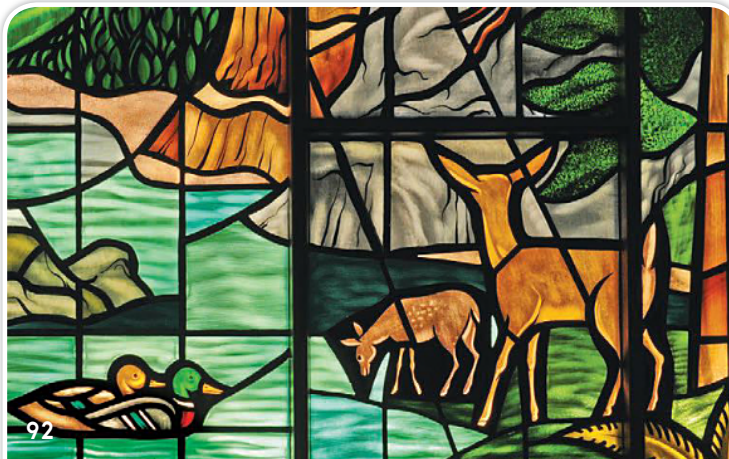
God's Word

Take Care of What I've Given You

God made Adam and Eve to be like him. He said to them, "Have children to fill the earth. Use the earth for what you need. Here are plants with seeds, and animals, and birds. Take care of all that I have given you."

Based on Genesis 1:26-30

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Scripture Background

Genesis 1:26-30

This passage comes at the end of the first creation account in the Book of Genesis.

- The Scripture story affirms that humans are the only creatures that God made in his own image.
- God tells humans to have children and live on the whole Earth.
- Everything was created for humanity's benefit, but God ordered humans to take good care of it all.



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Show Love

God told Adam and Eve to care for his creation. God asks you to be a good caretaker, someone who treats his creation with care and respect. When you care for living things, you show your love for God. Caring is a way to thank God for all that he has given you.

Activity

Fill it In Trace the words to complete the sentence that tells what God asked Adam and Eve to do.

Take care of all that I have given you.

Share Share your answer with a classmate.

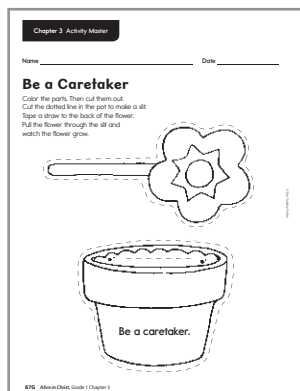
Made to Care 93

Optional Activity

Activity Master 3: Be a Caretaker

Distribute copies of the activity found on teacher page 87G.

- Tell the students they will make a work of art reminding them to be caretakers.
- As an alternative, you may wish to send the activity home with the students.



Show Love

Read aloud the paragraph.

- **Ask:** How can you show your love for God? **by caring for living things**
- **Ask:** How can you thank God for all that he has given you? **I can be a good caretaker.**
- Invite the students to name some habits a good caretaker should have.
- Write their responses on the board or on chart paper.

Our Catholic Tradition

Remind the students that we can thank God for all that he has given us with a Morning Prayer like that on page 380.



Music Option: Sing with the students "Thank You," downloaded from aliveinchrist.osv.com.

CLOSE

Activity

Point out the activity and read aloud the directions.

- Have the students trace the letters to complete the sentence.
- Encourage them to read their answer to a classmate.

Quick Review Close with this reminder: God gave humans the responsibility of taking care of his creation.

Objectives

- Review ways we can take care of ourselves
- Explore the faith life of Saint Albert the Great and learn about his interest in all creation

OPEN



Have the students stand or gather in the prayer space to pray a Morning Prayer, page 380, or make up your own morning prayer, thanking God for creation and a brand new day to enjoy it.

Ask the question at the top of the page.

- Allow the students to call out their answers.

BUILD

Our Catholic Life

Read aloud the paragraph.

- Point to the list the class just made. Tell the students that they will read about more ways to help take care of themselves in the chart.

Take Care of Yourself

Point out the chart showing some of the ways we can care for both our body and our mind.

- Have the students follow along as a volunteer reads each of the lists.



- Invite the students to place a check mark next to the things they like to do best.
- Ask the class to describe how the children in the pictures are taking care of themselves.

Live



Our Catholic Life

How do you help take care of yourself?

You are one of God's greatest gifts! He made your body and your mind. God loves and cares for you very much. He wants you to help take care of yourself.

Take Care of Yourself

Care for Your Body

☐

Eat good foods.

☐

Keep your hair, teeth, and body clean.

☐

Play and get exercise.

☐

Get enough sleep at night.

Care for Your Mind

☐

Listen to stories.

☐

Do your best in school.

☐

Make something.

☐

Learn to do a new thing.



Check off the things you like to do best.



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Teaching Tip

Honoring the Body

As Catholics, we are rooted in the incarnational theology that respects the body as the temple of the Holy Spirit.

- Encourage the students to show respect for their own health and safety and that of others.
- Remind them that God calls us to respect bodies of all sizes, shapes, ages, colors, and levels of ability.

People of Faith

Saint Albert the Great, 1206–1280

Saint Albert was a German priest. He was very smart. He liked to learn about God's world. He looked carefully at spider webs. He studied the stars and the way they move. He spent hours looking at plants and watching animals. He even wrote a book on how to take care of falcons! Because of all the things he knew, he was given the title "the Great." Saint Albert loved all creation because it was made by God.



November 15

Discuss: Name one thing you like to look at when you are outside in God's world.



Learn more about Saint Albert at aliveinchrist.osv.com

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Activity

Tell how you use the objects below to take care of yourself.



Name one way you will take care of yourself this week.

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People of Faith

Tell the students about Saint Albert the Great.

- Explain that he loved all of creation because it was made by God. He hiked for miles just to be around nature.
- *Say:* People called Saint Albert "the bishop of the boots."

Invite a strong reader to read aloud the People of Faith story.

Ask: What is one thing you like to look at when you are outside in God's world?

- Allow volunteers to share their answers.
- Point out that the Church uses many things from nature in her celebrations such as water, oil, and beeswax (for candles).



Encourage the students to go to aliveinchrist.osv.com at home to learn more about Saint Albert.

CLOSE

Activity

Read aloud the first part of the activity.

- Discuss as a class and allow several students to respond.
- Ask a volunteer to read aloud the second part of the activity.
- Invite the students to think of what they will do and write it in their books.



Catholic Social Teaching

Chapter Connections

To integrate Catholic Social Teaching into your lesson, choose one of the following features: Life and Dignity, pages 342–343; or Care for Creation, pages 354–355.

- Start the Live step of the process by talking about Saint Albert on page 95. Then move directly to the Catholic Social Teaching feature.
- Or, to expand the lesson, complete both pages 94 and 95, then move to the Catholic Social Teaching feature.
- Return to Chapter 3 for the prayer on page 96.

Let Us Pray

Prayer of Praise and Thanks

Tell the students that praise is a form of prayer that lets God know we think he's good and wonderful. We thank God for everything he has given us.

Prepare

Have the students run their fingers down the page and notice all the times the words *thank you* are used.

Arrange the class into small groups, and assign each group a Leader line to remember to say. Everyone should say the "thank you" lines together.



Rehearse with the students "All Things Bright and Beautiful," downloaded from aliveinchrist.osv.com.

Gather

If possible, take the class outdoors for prayer.

- Have the members of each small group stand together with their books to say their lines of the prayer.

Pray

Follow the order of prayer on the student page.



Conclude by processing around the room (or make your way back inside) with the students singing "All Things Bright and Beautiful."



Let Us Pray

Prayer of Praise and Thanks

Gather and begin with the Sign of the Cross.

Leader: God made a wonderful world!
Give thanks to God for his wonderful world.

All: Thank you, thank you, thank you, God.

Leader: For pets and trees and carrots and peas,
And birds that fly and sing.

All: Thank you, thank you, thank you, God.

Leader: We sing our thanks and praise to you,
Every day and night!

We'll care for all that you have made,
We'll try with all our might!



All: Sing "All Things Bright and Beautiful"
All things bright and beautiful,
all creatures great and small,
all things wise and wonderful:
the Lord God made them all.

Text based on Ecclesiastes 3:11
Cecil Frances Alexander. Music by ROYAL OAK.



Liturgy Link

Making Prayer Expressive

First graders will naturally respond to some of the words in this prayer, such as *thanks*, *wonderful*, and *praise*. Encourage them to say these words with expression.

Invite them to make vigorous arm movements (like throwing their hands in the air) when they pray "thank you."



Go to aliveinchrist.osv.com for Sunday readings, Scripture background, questions of the week, and seasonal resources.

Chapter 3 Review

- A Work with Words** Look at each picture. Draw a line from the word or words to the picture that explains it.

Column A

1. Image of God
2. Caretaker
3. Adam and Eve

Column B



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- B Check Understanding** Trace the words to name one way you can take care of your body and one way you can take care of your mind.

4. play outside

5. read a book

Go to aliveinchrist.osv.com for an interactive review.

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CHAPTER REVIEW

Use the closing points from Days 2–4 to highlight lesson concepts.

A Work with Words

Direct the students to match the word or words to the picture that explains it.

B Check Understanding

Have the students trace the words to name one way to take care of their body and one way to take care of their mind.



Go to aliveinchrist.osv.com to prepare customized and downloadable assessments, send eAssessments, and assign interactive reviews.

FAMILY+FAITH

LIVING AND LEARNING TOGETHER

YOUR CHILD LEARNED >>>

This chapter explains what it means to be made in God's image and how people have a special role in taking care of creation.

God's Word

Read **Genesis 1:27–31** to learn about how God asks us to take care of everyone and everything that was created.

Catholics Believe

- All creation is a gift from God. Humans are the most special part of creation.
- Everyone must help care for God's gifts.

To learn more, go to the *Catechism of the Catholic Church* #374–379 at usccb.org.

People of Faith

This week, your child met Saint Albert the Great. Albert was one of the world's first scientists.

CHILDREN AT THIS AGE >>>

How They Understand Being Stewards of God's Creation

At the beginning of the school year, many first graders are still very much in what developmental theorists describe as the "egocentric" stage of development. They see the world as revolving around them and have difficulty seeing things from the perspective of others. Consequently, they have no difficulty grasping the idea that God made the world for them and that they have some responsibility in caring for what God has given them. Your child may need help, though, to discover practical ways in which he or she can be a good steward of God's creation.



CONSIDER THIS >>>

How do children distinguish between what they want and what they need?

This is a serious challenge when outside factors convince them that they need more than they really do. When Jesus proclaimed the eight Beatitudes he stated that "poverty of spirit would enable us to inherit the Kingdom of God. In other words, the first step on the road to joy begins with a healthy detachment from material goods" (*USCCA, p. 449*). If we want our children to know that joy, we must teach detachment to material goods through our own example.

LET'S TALK >>>

- Ask your child to name one thing people can do that the rest of God's creation cannot.
- Tell your child what makes him or her special to you.

LET'S PRAY >>>

Saint Albert, help us take care of all living things in the world, including the plants, the animals, and the people. Amen.

For a multimedia glossary of Catholic Faith Words, Sunday readings, seasonal and Saint resources, and chapter activities go to aliveinchrist.osv.com.

FAMILY + FAITH

At the end of the chapter, distribute the Family + Faith page to the students. Instruct them to add the page to their binders/home folders to give to their parents. Point out that this page will give their family members an overview of what the students learned in religion class and ways they might continue to grow in faith and pray together as a family.

Use the closing points from Days 2–4 in each chapter to highlight lesson concepts for this unit and prepare for the Unit Review.

Have the students complete the Review pages. Then discuss the answers as a group. Review any concepts with which the students are having difficulty.

A Work with Words

Have the students fill in the circle beside the correct answer.

1

Unit Review

A Work with Words Fill in the circle beside the correct answer.

1. ____ made the world.
☒ God ☐ You
2. All ____ is a gift from God.
☐ noise ☒ creation
3. The ____ is the Word of God written in human words.
☒ Bible ☐ world
4. ____ is the Son of God who became man.
☐ John ☒ Jesus
5. All people are made in the image of ____.
☒ God ☐ Adam

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- B Check Understanding** Draw a line from each picture to the phrase that best describes it.

Column A

Column B

6.



has stories about God's love

7.



what God created

8.



gifts of God's creation we use

9.



care for God's creation

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B Check Understanding

Instruct the students to draw a line to match each picture to the phrase that best describes it.

C Make Connections

Have the students draw a picture of themselves taking care of or using one thing God made.



Go to aliveinchrist.osv.com to prepare customized and downloadable assessments, send eAssessments, and assign interactive reviews.

- C Make Connections** Draw a picture of yourself taking care of or using one thing God made.

10.

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