

## Unit 3: God Guides the Chosen People

### Before You Begin

Read **A Letter Home**, found on page 86 of the Student Book. Decide how or whether you will experience the media for this unit and chapter using a web-enabled smartphone or tablet.

1. Prepare or collect any materials that you will need, such as a Bible, the *Christ Our Life* Student Book, and writing supplies.
2. Familiarize yourself with the **Word to Know** for this chapter: *Exodus*.
3. Reflect on the lesson's Faith Focus: God led the Hebrews out of slavery in Egypt. It is important to emphasize that in Exodus, the Scriptures' message is that God's might prevails over any obstacle and that the hardships of life must always be seen as part of the mystery of God's saving love.

### Page 85 Unit 3 Opener

Invite your child to turn to page 85 in the Student Book. Have him or her read aloud the unit title and the Scripture passage. Talk with your child about each image and how it relates to the unit. For example, the burning bush refers to God's call to Moses to lead the Hebrews to freedom. The dove represents the Holy Spirit, who guides us in turning toward God the Father. The bishop anoints a person in the Sacrament of Confirmation to receive the grace of the Holy Spirit. Explain that in this unit, your child will learn about God's greatest act of saving love in the Old Testament, the Exodus, which is symbolized by the burning bush. He or she will also learn about the Ten Commandments, which God has given us so that we know what is required to love him and our neighbor. The dove represents the Holy Spirit, who guides us in applying God's Law to our lives. Explain that the image of the bishop anointing a person recalls Moses's commissioning of Joshua to lead the Hebrews as we are commissioned in the Sacrament of Confirmation to be leaders in the Church.

If you choose, scan the QR code at the bottom of the page and listen to the audio together.

### Page 87 Chapter 10: God Rescues the Chosen People from Slavery

Ask your child what he or she thinks might become of a man who was born into slavery, was hunted from birth, had a speech problem, and killed a man. Say: ***The man who is the greatest figure in the Old Testament did all these things. His name was Moses.*** Invite your child to locate Deuteronomy 34:10–12 in the Bible and tell him or her that this passage was written about Moses after his death and burial. Read aloud the verses and ask your child to summarize the message about Moses. (He was the greatest prophet of Israel and had no equal.)

## Moses, a Man with a Mission

Relate to your child that Moses was born into a challenging and complicated situation. Then take turns with him or her reading aloud the page. Emphasize that God's providence was at work in the early life of Moses.

### Page 88 **God Calls**

Have your child read aloud **God Calls** on page 88. Invite him or her to describe how he or she feels knowing God hears his people's prayers and responds to them. Ask if your child has ever heard God calling to him or her and describe your experiences hearing God's call.

## The Lord

Read aloud **The Lord** and explain that *Yahweh* can also mean "I am there for you." Guide your child to understand that God would be there for Moses and would work through him to deliver the Israelites from slavery.

## Moses Responds

Take turns with your child reading aloud **Moses Responds**. Ask how likely he or she thinks it might have seemed to Moses that Pharaoh would set free all the slaves who were the workforce of his country. Discuss how deep Moses's trust in God was that, despite his fears and the seemingly impossible task God had given him, he did as God asked. Relate to your child a time when you had to confront a difficult challenge and had to trust that God would give you the strength to overcome it.

### Page 89 **Ten Plagues**

Take turns with your child reading aloud **Ten Plagues** on page 89. Ask which of the first nine plagues he or she thinks was the worst and discuss your child's thoughts.

Relate to your child that God has given each of us a mission in life, just as God gave Moses a special mission. Say: ***Sometimes we may feel as Moses felt when he asked God to give the job someone else. Always remember, we are never alone.*** Have your child find John 14:16–17 in your Bible and read the verses aloud. Guide him or her to silently pray, thanking God for the gift of his constant presence. Then complete the activity **Your Mission** together. When you are finished, share one another's responses and discuss how God strengthens us to serve faithfully.

### Page 90 **Exodus, a Night to Remember**

Take turns reading aloud **Exodus, a Night to Remember** on page 90. Ask your child why he or she thinks the night of the Israelites' departure is called Passover. (Death "passed over" the Israelites' houses.) Point out the boldfaced word and read aloud the definition for *Exodus* from the **Word to Know** feature box. Relate that the word *exodus* comes from a Greek word that means "departure, going away" and explain that the story of the Exodus is the defining moment for the Hebrew people. It is through this experience that they come to know who God is and who they are as a people.

Invite your child to read aloud the first paragraph of **A Moment with Jesus**. Allow a few moments of silence for your child to thank Jesus for his or her Baptism. Then lead your child in praying aloud the words from the Easter Vigil blessing of water. Conclude with the Sign of the Cross.

### Page 91 **Crossing the Red Sea**

Have your child read aloud **Crossing the Red Sea** on page 91 while you read aloud the passages from Exodus. Invite your child to imagine he or she was one of the Israelites and tell how it might have felt witnessing the power of God's saving actions during these events.

### **God Saves**

Read aloud **God Saves** and discuss how your family can share in Jesus' saving ministry.

Have your child read silently **The Jewish Passover**. If time allows, explain the foods included in a Seder: *unleavened bread*—Bread made without yeast. The Hebrews had to leave Egypt in a hurry and could not wait for bread with yeast to rise; *bitter herbs*—They are a reminder of the bitter times suffered in Egypt; *charoset*—A mixture of fruit, nuts, wine, and spices symbolizing the mortar the Hebrews were forced to work with during their enslavement; *greens and the egg*—Symbols of spring and the Hebrews' new beginning after they were delivered from slavery; *shank bone*—A reminder of the lamb the Hebrews sacrificed for the Passover.

### Page 92 **Christ's Passover**

Read aloud **Christ's Passover** on page 92. Explain that, as Catholics, we believe that at the Last Supper, Jesus brought new meaning to the Passover celebration. The Eucharist is a celebration of our covenant with God.

### **The Eucharist**

Take turns with your child reading aloud **The Eucharist**. Explain that every day, in all parts of the world, the Church takes bread and wine, consecrates them, and offers them as Jesus said to do in memory of him. Discuss with your child what it means to them to be part of a tradition of worship that is celebrated by so many people of so many different backgrounds in so many different places.

### **Becoming God's People**

Take turns reading aloud **Becoming God's People**. Emphasize that Jesus Christ is really, truly present in the Eucharist at Mass. Then, if you choose, scan the QR code at the bottom of the page and undertake the media together.

**Pages 93–94 Chapter Review**

Direct your child to the Chapter 10 Review on pages 93 and 94. Lead him or her through the **We Remember** questions and review the **Word to Know** by locating the word and its definition in the **Glossary**. Allow time for your child to complete the **Your Turn** activity. If you choose, scan the QR code on the page and have your child take the **Interactive Chapter Review**. Then say: *Look at the We Respond section. Let's pray this aloud together.* Allow time for your child to complete the review activities on page 93.

**Page 95 Families in Mission**

Complete the **Families in Mission** pages with your child.

**SCRIPTURE**

Read aloud the text and the Scripture in the sidebar on page 95. Ask: *Why did the Israelites revere the Lord?* (He led them out of slavery.) *Why do you revere the Lord?* (He saved me from sin.)

**KNOW AND PROCLAIM**

Read aloud the **Know and Proclaim** text and the chart. Say: *Every time we attend Mass and celebrate the Eucharist, we are celebrating the memorial of God's saving action.*

**TEST YOUR CATHOLIC KNOWLEDGE**

Read aloud the question and answers in **Test Your Catholic Knowledge**. Have your child complete the sentence and say: *At each Mass, we gather together as a community of faith to celebrate Jesus' sacrifice. We celebrate his life, Death, and Resurrection.* [ANSWER: Liturgy of the Eucharist.]

Access additional Family Resources by scanning the QR code at the bottom of page 95.

**Page 96 Families in Mission****A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 96. Ask: *What lesson can we learn from Saint Anselm about being a witness for Christ?* (You have to be concerned for people in need; you have to make sacrifices.)

**WITNESS AND SHARE**

Read aloud the **Witness and Share** introductory text. Then read aloud each faith statement in **My Way to Faith**, pausing to allow time for your child to reflect on each one.

**SHARE YOUR FAITH**

Read aloud the **Share Your Faith** directions and have your child complete the activity.

Challenge your child to prepare for Mass by encouraging him or her to read the Scripture readings before attending Mass. Suggest opportunities for your child to become involved in the Mass, such as becoming an altar server or usher or joining the choir.

Page 97 **Chapter 11: God Gives Us the Law****Before You Begin**

1. Decide how or whether you will experience the media for this chapter using a web-enabled smartphone or tablet.
2. Prepare or collect any materials that you will need, such as a Bible, the *Christ Our Life* Student Book, and writing supplies.
3. Familiarize yourself with the **Words to Know** for this chapter: *ark of the covenant* and *idolatry*.
4. Reflect on the lesson's Faith Focus: God protected the Israelites in the desert, made a covenant with them, and gave them Laws. God freed the Israelites from slavery in Egypt but then led them on a desert pilgrimage that was filled with challenges. As God continued to lead them along the way, they learned that each day God was calling them into a deeper, more loving relationship. The Lord, who once entered into a covenant with Abraham, formulated another covenant with the Chosen People. At Sinai, the people were called to bind themselves to God by accepting God's commandments. With the coming of Christ, however, the Ten Commandments took on a new and deeper meaning. Jesus, who is God and man, taught his followers how to live according to the full spirit of these Laws. As we become more like him, we bring his love, justice, and peace to others on earth and prepare for eternal happiness with him.

**Struggles in the Wilderness**

Invite your child to imagine that your family was moving far away and that you could only take a few necessary items. Ask: ***How would you feel? What do you think would be the hardest thing about moving away?*** Allow time for your child to think of different options and discuss his or her answers. Then talk about the difficulties a family might face if they had always lived in a city and were now moving to a wilderness environment such as the mountains.

Read aloud the chapter title and the first paragraph of **Struggles in the Wilderness** on page 97. Discuss the answer to the question. Explain to your child that this lesson is about the long and challenging journey God led the Hebrew people on.

Have your child read aloud the remainder of **Struggles in the Wilderness**. Ask what dangers he or she thinks were waiting along the most direct route. (There were many people who might try to conquer the Israelites and make them slaves again.) Have your child trace the route of the Exodus, using the map by first finding Rameses the city from which the Israelites set out, and then Canaan, northeast of Egypt. Relate that the Bible tells us the Hebrews' journey through the wilderness took 40 years. Explain that the number 40 is being used symbolically to indicate a generation of people whose faith was tested and who failed.

## Water in the Desert

Have your child read aloud **Water in the Desert** on page 97. Ask him or her to find Marah on the map. Then ask your child what was wrong with the water at Marah. Point out that whenever the Israelites encountered a challenge, the Lord answered their prayers for help.

## Bread from Heaven

Have your child read aloud **Bread from Heaven** on page 97. Ask: **Where is the Desert of Sin on the map?** (between Elim and Mount Sinai) Relate that manna is thought to be a sweet, sticky liquid produced by insects on the leaves of tamarisk shrubs. During the night, when cooler temperatures have hardened the drops of liquid, they fall to the ground and can be eaten. Explain to your child that God told Moses to tell the people to collect just enough manna for each day and not to hoard it. This would be a sign that they trusted God to provide for their needs. Then explain that quails are migrating birds that flew over the Sinai wilderness. Say: **Many quail fell to the ground due to exhaustion and could be caught and eaten.**

### Page 98 **The Water from the Rock**

Have your child read silently **The Water from the Rock** on page 98 and summarize the section. Ask him or her what the people learned about God's care for them that applies to our lives today. (that they could trust God to take care of them even in seemingly impossible situations) Then ask him or her to read aloud the directions for the activity **Our Journey to Heaven** on page 98. Work together to complete the activity.

Ask your child what three things God gave the Israelites during their journey. (water, manna, quail) Ask: **What things in your own life represent God's care for you?** (Possible answers: food, clothing, shelter, school, parish, family, friends) Lead your child in prayer using the **A Moment with Jesus** feature on page 98. Allow time for your child to pray quietly, then conclude with the Sign of the Cross. Emphasize that the best way to serve Jesus is to serve those in our communities that are in need.

### Page 99 **A Covenant with the Lord**

Have your child read aloud **A Covenant with the Lord** on page 99. Remind him or her of the definition of *covenant* by inviting your child to look up the term in the **Glossary**. Explain that because God loved the Israelites, he called them into a new relationship with him, which required obedience to God's Laws. Say: **It was the Israelites' obedience to God's Laws that set them apart as the Chosen People.**

## A Reminder of the Covenant

Have your child read aloud the first two paragraphs of **A Reminder of the Covenant** on page 99. Describe the ark of the covenant for your child using information from Exodus 25:10–22. Explain that the ark was made of acacia wood and was covered with gold inside and outside. It was four feet long, two feet wide, and three feet high. The ark was carried by two gold-covered wooden poles that were inserted into golden rings attached to the ark's four corners. A solid gold plate, called the Throne of Mercy, rested on top of the ark. Two golden angels faced each other and looked down from the Throne of Mercy. God promised to meet with the people to speak to them at the Throne of Mercy.

Take turns with your child reading aloud the rest of the section. Ask: **What sin did the Israelites fall into while Moses was on the mountain?** (idolatry) **Why is idolatry wrong?** (The covenant bound the Israelites to love and adore only the Lord.) Then point out the boldfaced words and read aloud the definitions for *ark of the covenant* and *idolatry* from the **Words to Know** feature box.

## Page 100 God's Covenant with You

Have your child read aloud **God's Covenant with You** on page 100. Talk about the meaning of free will. Discuss ways that you and your child exercise free will in your daily lives. Then have your child complete the activity **Destination: Heaven**. Invite your child to share his or her answers. When he or she is finished, pray aloud together: ***Dear Lord, we thank you for the covenant you made with us. Jesus himself sealed our covenant when he shed his blood for us on the cross. At every Mass, we renew the covenant. The Eucharist is our covenant meal. As we journey through life, help us be faithful to you. Help us do all Jesus tells us to do so that we can make a better world here and one day come to live with you forever. We ask this through Jesus Christ our Lord. Amen.***

If you choose, scan the QR code at the bottom of page 100 and experience the media together.

## Pages 101–102 Chapter Review

Direct your child to the Chapter 11 Review on pages 101 and 102. Lead him or her through the **We Remember** questions and the **Words to Know** in this chapter by locating the words and their definitions in the **Glossary**. Allow time for your child to complete the **We Respond** and **Your Turn** activities. If you choose, scan the QR code on the page and have your child take the **Interactive Chapter Review**.

Allow time for your child to complete the review activity on page 102 and discuss his or her responses.

**Page 103 Families in Mission**

Complete the **Families in Mission** pages with your child.

**SCRIPTURE**

Read aloud the text and the Scripture in the sidebar on page 103. Say: ***God spoke these words to the Israelites, and now he speaks to us. What is he asking us to do?*** (learn the commandments; take care to observe them)

**KNOW AND PROCLAIM**

Read aloud the **Know and Proclaim** text and the chart. Ask: ***What were some challenges the Israelites faced?*** (It was dangerous. They had no water or food.)

**TEST YOUR CATHOLIC KNOWLEDGE**

Read aloud the question and answers in **Test Your Catholic Knowledge**. Have your child answer the question and say: ***The Israelites kept the Ten Commandments in the ark of the covenant to remind them that God was with them.*** [ANSWER: the Ten Commandments]

Access additional Family Resources by scanning the QR code at the bottom of page 103.

**Page 104 Families in Mission****A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 104. Say: ***A tradition called “The Enthronement of the Sacred Heart of Jesus in the Home” acknowledges that Jesus is the center of a Christian family.***

**WITNESS AND SHARE**

Read aloud the **Witness and Share** introductory text. Then, read aloud each faith statement in **My Way to Faith**, pausing to allow time for your child to reflect on each one.

**SHARE YOUR FAITH**

Read aloud the **Share Your Faith** directions and have your child complete the activity. If you do not do so already, consider celebrating the Sacrament of Penance and Reconciliation regularly as a family. Relate to your child that celebrating the Sacrament of Reconciliation is a traditional practice of the Sacred Heart devotion.

Page 105 **Chapter 12: We Live the Commandments Today****Before You Begin**

1. Decide how or whether you will experience the media for this chapter using a web-enabled smartphone or tablet.
2. Prepare or collect any materials that you will need, such as a Bible, the *Christ Our Life* Student Book, and writing supplies.
3. Familiarize yourself with the **Words to Know** for this chapter: *natural law*, *social justice*, *holy days of obligation*, and *Ordinary Time*.
4. Reflect on the lesson's Faith Focus: The Ten Commandments tell us to love God and one another. The Ten Commandments present us with a way of life. The first three commandments describe how we show our love for God; the next seven describe how to live in relationship with one another. Jesus condensed these commandments and made their impact crystal clear: love is the law of our lives. Love is the basis for our relationships with God and with others. Striving to make love the law of our lives guarantees that God is the top priority and helps us to maintain right relationships with others.

**A Sign of Love**

Have your child read aloud the chapter title and then invite him or her to name something that made him or her happy today. Point out that people experience happiness in a variety of way and that the Israelites believed their recipe for happiness was the Ten Commandments. Then take turns reading aloud **A Sign of Love** on page 105.

Direct your child's attention to the boldfaced word and read aloud the definition for *natural law* from the **Word to Know** feature box.

Page 106 **Ten Commandments and Law of Love**

Have your child read aloud **Ten Commandments and Law of Love** on page 106. Then read aloud each of the Ten Commandments, pausing after each to allow him or her to reflect. Talk with your child about his or her understanding of the Ten Commandments and clarify any questions he or she may have. Explain that the Ten Commandments help us arrange our lives so that our love of God leads to love of others. Invite your child to open a Bible to Mark 12:30–31 and read aloud the verses. Then have your child complete the activity **Jesus Recalls the Great Commandment**. When finished, ask him or her to summarize all the commandments in just one word. (love)

Direct your child to locate Psalm 119:47–48 in a Bible. Then lead your child in prayer using **A Moment with Jesus** on page 106. Conclude with the Sign of the Cross.

If you choose, scan the QR at the bottom of page 106, and experience the media together.

**Page 107 I Say “Yes!”**

Discuss with your child choices he or she has made in his or her life. Point out that when we make a choice, we are saying yes to something and no to something else. Say: ***When we say yes to the Ten Commandments, we are saying yes to God and no to many other things.*** Take turns reading aloud **I Say “Yes!”** on page 107. Discuss what saying yes to God means to your child. Then point out the boldfaced word and read aloud the definition for *social justice* from the **Word to Know** feature box. Ask: ***What guides our efforts in charity and social justice?*** (the Ten Commandments)

Have your child read aloud **Loving God**. Ask him or her what it really means to love God. (respecting God, speaking to God, speaking reverently about God, listening to God, spending time with God, rejecting practices that show a lack of trust in God)

**Page 108 The Language of Love**

Read aloud **The Language of Love** on page 108, pausing after each example so your child can silently reflect. You may wish to refer your child to page 5 of his or her Scripture prayer booklet **God’s Word Is Alive in \_\_\_\_\_**. to learn about some of the times and places Jesus chose for prayer.

Have your child complete the activity **Honoring God’s Name**. Clarify terms that your child may be unfamiliar with. Remind him or her that the Israelites were so much in awe of God that they never dared to say God’s name. They always used a substitute that meant something like “Lord.” Ask: ***Why do people use the name of God in the wrong way?*** (to show anger; out of habit) ***How can someone stop doing this?*** (by trying not to say God’s name, by realizing how wrong it is, by substituting a word or phrase that is not God’s name and not disrespectful)

**Page 109 Keeping Holy the Lord’s Day**

Have your child read aloud **Keeping Holy the Sabbath Day** on page 109. Together create a list of at least three reasons why your family should attend Mass.

Take turns with your child reading aloud **Christ—The Life of the Church**. Draw your child’s attention to the boldfaced words and read aloud the definitions for *holy days of obligation* and *Ordinary Time* from the **Words to Know** feature box. Explain that early Christians only celebrated the Feast of Easter. Over time, the Church then began celebrating Christmas and, eventually, the whole calendar of feasts and celebrations we know today.

**Page 110 A Heart for Others**

Have your child read aloud **A Heart for Others** on page 110. Tell him or her that Jesus gave us the Golden Rule in the Sermon on the Mount, where he also gave us the Beatitudes.

Ask: **Why do we call Jesus' rule "golden"?** (It's valuable. If we follow it, then we are following many of God's commandments at once.)

**A New Commandment**

Read aloud **A New Commandment** on page 110. Ask your child how this commandment is different from the other commandments. (It sets Jesus' love as a standard.) Emphasize that Jesus showed us how to live out the new commandment. He invites us to see that all people are worthy of love and to serve others as he did.

**Pages 111–112 Chapter Review**

Direct your child to the Chapter 12 Review on pages 111 and 112. Lead him or her through the **We Remember** questions and review the **Words to Know** in this chapter by locating the words and their definitions in the **Glossary**. Have your child complete the **Your Turn** activity. Then say: **Look at the We Respond section. Let's pray this verse from the Gospel of John together.** If you choose, scan the QR code on the page and have your child take the **Interactive Chapter Review**.

Allow time for your child to complete the review activities on page 112.

**Page 113 Families in Mission**

Complete the **Families in Mission** pages with your child.

**SCRIPTURE**

Read aloud the text and the Scripture in the sidebar on page 113. Say: **Psalm 119 is the longest psalm in the Bible. The author praises and thanks God for his Law.**

**KNOW AND PROCLAIM**

Read aloud the **Know and Proclaim** text and the chart. Say: **We can find joy and strength in worshiping God and attending Mass. It is our greatest form of communal prayer.**

**TEST YOUR CATHOLIC KNOWLEDGE**

Read aloud the question and answers in **Test Your Catholic Knowledge**. Have your child complete the sentence. You may want to review the liturgical calendar with your child, found on page 226. [ANSWER: first Sunday of Advent.]

Access additional Family Resources by scanning the QR code at the bottom of page 113.

Page 114 **Families in Mission, continued****A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 114. Say: *Saint Fabian led the Church as pope for 14 years before he died a martyr's death. Fabian's glory in death matched the holiness and purity of his life.*

**WITNESS AND SHARE**

Read aloud the **Witness and Share** introductory text. Then read aloud each faith statement in **My Way to Faith**, pausing to allow time for your child to reflect on each one.

**SHARE YOUR FAITH**

Read aloud the **Share Your Faith** directions and have your child complete the activity. Challenge your child to live his or her life with a focus on social justice. Say: *Love and justice require you to treat everyone with dignity and respect. Human dignity comes from the fact that we are all created in God's image.*

Page 115 **Chapter 13: Learning God's Way****Before You Begin**

1. Decide how or whether you will experience the media for this chapter using a web-enabled smartphone or tablet.
2. Prepare or collect any materials that you will need, such as a Bible, the *Christ Our Life* Student Book, and writing supplies.
3. Familiarize yourself with the **Word to Know** for this chapter: *intercession*.
4. Reflect on the lesson's Faith Focus: Like the Israelites, we are called to grow in our ability to make decisions based on faith. Every day we are called, as the Israelites were called, to live our response to God. We have been chosen. By our Baptism, we have entered into a covenant relationship with the God of all creation. We have pledged to live according to the mind of Jesus, as enlightened by the Holy Spirit. Our daily lives, with their many decisions, can give evidence of the depth of our faith and the stability of our commitment. God begs us not to harden our hearts as the Israelites did at Meribah (Marah) but to reflect on his loving care and to place all our trust in him.

**Learning to Live as God's People**

Ask your child why we find it unpleasant to wait. (We want immediate results and immediate gratification.) **Can you name real things that claim quick or immediate results?** (stain removers, microwave meals, high-speed internet) Relate that the Israelites grew impatient to enter the Promised Land and wanted immediate gratification. Have your child read aloud the chapter title and **Learning to Live as God's People** on page 115. Explain that as the Israelites were waiting for the Promised Land, they had to learn more about what it meant to keep the covenant and to follow the Ten Commandments.

Page 115 **A Fearful People**

Take turns with your child reading aloud **A Fearful People** on page 115. Ask: **Why did God become angry when the Israelites decided not to march against Canaan?** (He was insulted by their lack of trust in him.) Ask your child why he or she thinks God forgave his people. (He is a forgiving God. He knew that the people still had lessons to learn.) Remind your child that God never gives up, and he never forgets his offer of salvation. Then draw your child's attention to the boldfaced word and read aloud the definition for *intercession* from the **Word to Know** feature box. Say: **When Moses prayed for the people, he spoke familiarly with God as though God had feelings like his. He treated God as a friend.**

**Page 116 A Complaining People**

Have your child read aloud **A Complaining People** on page 116. Review with him or her how Moses showed a lack of faith at Meribah and how God punished him. Ask: **What does this story teach us about the importance of our decisions?** (We must be ready to accept the consequences of our actions and decisions.) Explain that everyone acts without thought occasionally—it is part of being human. But when that happens, we are still responsible for the consequences of our actions and decisions.

Read aloud the directions for the activity **Our Father Provides** on page 116. Review with your child what he or she has learned about the events of the Exodus and the journey through the wilderness. Then allow your child time to complete the activity.

Lead your child in prayer using **A Moment with Jesus**. Allow time for your child to pray quietly. Then conclude with the Sign of the Cross.

**Page 117 The Desire for Happiness**

Have your child read aloud **The Desire for Happiness** on page 117. Direct your child to open the family Bible to Matthew 5:3–12 and take turns reading aloud the Beatitudes, pausing after each for a moment of reflection. Talk about ways in which your child can live the Beatitudes in his or her own life.

**A Power to Judge**

Have your child read silently **A Power to Judge**. Explain to him or her that we must learn what is good so that our consciences will be informed. Then, when we make decisions with the help of the Holy Spirit, our consciences will guide us to choose the good. Ask him or her to name sources of accurate and trustworthy information. (from parents, godparents, religion classes, teachers, good books, friends who love God, the priest when you celebrate the Sacrament of Reconciliation)

**MORAL DECISION-MAKING**

Have your child read aloud **Moral Decision-Making**. Relate to him or her that the Gifts of the Holy Spirit and the Cardinal Virtues help us make moral decisions. Prudence helps us recognize what is good in every situation. Wisdom and understanding help us make the right choices in our relationships with God and others. Council helps us reflect on our choices.

**Page 118 Making a Decision**

Take turns with your child reading aloud **Making a Decision** on page 118. Review how we form our consciences. (by reflecting on God’s Word, studying the teachings of the Church, following the guidance of our parents and pastoral leaders) Say: ***For an act to be good, the act itself has to be good. The circumstances or your intentions cannot make an act against moral law good.*** Explain that a good act done with the wrong intentions affects the morality of the action, and a bad act is not good even through the intent was good. For an act to be good, the intention and circumstances must both be good. Say: ***It is never right to make an evil choice in the hope of a good result.***

If you choose, scan the QR code at the bottom of the page and experience the media together.

**Pages 119–120 Chapter Review**

Direct your child to the Chapter 13 Review on pages 119 and 120. Lead him or her through the **We Remember** questions and the **Word to Know** in this chapter by locating the word and its definition in the **Glossary**. Allow time for your child to complete the **We Respond** and **Your Turn** activities. If you choose, scan the QR code on the page and have your child take the **Interactive Chapter Review**.

Allow time for your child to complete the review activities on page 120 and review his or her responses.

**Page 121 Families in Mission**

Complete the **Families in Mission** pages with your child.

**SCRIPTURE**

Read aloud the text and Scripture in the sidebar on page 121. Point out that the verse comes from Saint Paul’s letter to the Christians in Rome. Ask: ***What advice does he give them?*** (They need to do God’s will.)

**KNOW AND PROCLAIM**

Read aloud the **Know and Proclaim** text and the chart. Say: ***When you rely on church teachings and Jesus’ example, your decisions will lead to happiness.***

**TEST YOUR CATHOLIC KNOWLEDGE**

Read aloud the sentence and answers in **Test Your Catholic Knowledge**. Have your child complete the sentence. [ANSWER: reason and God’s Law.] Then discuss with him or her some things your child can do to live out God’s Law.

Access additional Family Resources by scanning the QR code at the bottom of page 121.

Page 122 **Families in Mission, continued****A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 122. Say: *You can follow the example of Saint Boniface by forming your conscience according to church teachings.*

**WITNESS AND SHARE**

Read aloud the **Witness and Share** introductory text. Then read aloud each faith statement in **My Way to Faith**, pausing to allow time for your child to reflect on each one.

**SHARE YOUR FAITH**

Read aloud the **Share Your Faith** directions and have your child complete the activity. Encourage your child to read aloud Luke 6:20–26 and challenge him or her to bring the spirit of the Beatitudes to the world today.

**Page 123 Chapter 14: God Forgives Us****Before You Begin**

1. Decide how or whether you will experience the media for this chapter using a web-enabled smartphone or tablet.
2. Prepare or collect any materials that you will need, such as a Bible, the *Christ Our Life* Student Book, and writing supplies.
3. Familiarize yourself with the **Words to Know** for this chapter: *mortal sin*, *venial sin*, *grace*, and *virtue*.
4. Reflect on the lesson's Faith Focus: God forgives us as he did the Israelites in the desert. Pope Francis reminds us that the heart of the Sacrament of Reconciliation is not the sins we declare but the divine love we receive. The Lord knows our inner struggle and our inclination to relapse into doing what is wrong. He gives us this sacrament as the avenue to experience his love and to make a new habit of seeking his mercy. When we do, we allow the peace and freedom God offers to transform our hearts.

**A Bronze Serpent**

Read aloud the chapter title and then take turns with your child reading aloud **A Bronze Serpent** on page 123. Remind him or her of the **Word to Know** introduced in the last chapter by inviting your child to look up the word *intercession* in the **Glossary** and read aloud the definition.

**Page 124 Jesus Is Lifted Up**

Have your child read aloud the first two paragraphs and Scripture quote of **Jesus Is Lifted Up** on page 124. Say: ***To let Jesus' Death have power in our lives, we must have faith in it. Some ways to do this are listed on this page.*** Have your child read aloud the list. Then discuss with him or her which of these sounds like the greatest challenge and what he or she can do to meet it. Emphasize that Jesus saved us and that by opening our hearts to him, we receive his grace to carry his example in our world today.

Invite your child to reread John 3:14–15 and allow time for him or her complete the activity **A Savior Foretold**. Discuss your child's answers when complete. Then lead him or her in prayer using **A Moment with Jesus**. Allow time for your child to pray quietly, and conclude with the Sign of the Cross.

**Page 125 Mortal Sin and Venial Sin**

Have your child read aloud **Mortal Sin and Venial Sin** on page 125. Draw your child's attention to the boldfaced words and read aloud the definitions for *mortal sin* and *venial sin* from the **Words to Know** feature box. Then ask him or her which sacrament has as its first purpose "the forgiveness of sins and the healing of the sinner." (Penance and Reconciliation) Explain that although mortal sins must be confessed, we should also confess venial sins because confessing lesser sins can help us to know and choose God's will, heal the wounds of sin, strengthen us in times of temptation, and help us grow in love of God and other virtues. Relate that while we don't have to remember every venial sin, we should try to confess those we commit most often as well as those that hurt others. When we do, we receive God's grace, which gives us strength to overcome sin. The priest also may be able to suggest ways to conquer our faults.

**Reconciliation**

Take turns with your child reading aloud **Reconciliation** on page 125. Have him or her recall the meaning of *Original Sin* by looking up the term in the **Glossary** and reading aloud the definition. Remind your child that Original Sin is not called sin because it is something that we do or an act we commit but a condition into which we are born because we inherit it from our first parents, Adam and Eve.

**Sacramental Absolution**

Have your child read aloud **Sacramental Absolution** on page 125. Remind him or her that we are like God because of the special gifts of intellect and free will. We have the ability to choose to follow Jesus' teachings and follow his plan for our lives. When we do not, we must take responsibility for our actions so we can be reconciled with God and others.

**Page 126 Healing and Growth**

Have your child read aloud **Healing and Growth** on page 126. Point out the boldfaced words and read aloud the definitions for *grace* and *virtue* from the **Words to Know** feature box. If available, play a recording of the song "Amazing Grace" and discuss the lyrics by asking your child what God's grace has done for us and what is meant by the lines "I once was lost, but now I'm found; was blind but now I see." Explain that the Sacrament of Reconciliation is more than a duty or obligation of the Church. It is a source of life and growth in our relationship with God. When we celebrate the sacrament regularly, it is a powerful way to grow in Christ's likeness.

Read aloud the directions for the activity **Receiving Forgiveness**. Allow time for your child to complete the activity and review his or her answers when complete. Then, if you choose, scan the QR code on the page and watch the video together.

Invite your child to assemble the **Reconciliation Booklet** at the back of his or her book. Guide your child through the preparation for the Sacrament of Reconciliation using the booklet. Discuss with him or her how we can plan not to commit the same sins over and over. (ask ourselves how we can change and follow Jesus more closely; decide what we will do to be better; sincerely promise Jesus that we will try not to sin again) Then review the rite for the Sacrament of Reconciliation, pointing out that page 8 will help your child prepare to confess his or her sins to a priest. Allow time for your child to review the page, then answer any questions he or she may have.

## Pages 127–128 Chapter Review

Direct your child to the Chapter 14 Review on pages 127 and 128. Lead him or her through the **We Remember** questions and the **Words to Know** in this chapter by locating the words and their definitions in the **Glossary**. Allow time for your child to complete the **Your Turn** activity and review the examination of conscience in **We Respond**. If you choose, scan the QR code on the page and have your child take the **Interactive Chapter Review**.

Allow time for your child to complete the review activities on page 128 and discuss his or her responses.

## Page 129 Families in Mission

Complete the **Families in Mission** pages with your child.

### SCRIPTURE

Read aloud the text and the Scripture in the sidebar on page 129. Say: *These verses talk about sin, but they also describe God's mercy.* Ask: *Which phrases have special meaning to you?*

### KNOW AND PROCLAIM

Read aloud the **Know and Proclaim** text and the chart. Say: *Sin is never simply a personal act. The personal sins we commit always have consequences in our relationship with God and others.*

### TEST YOUR CATHOLIC KNOWLEDGE

Read aloud the question and answers in **Test Your Catholic Knowledge**. Have your child answer the question and say: *Penance means to turn your heart away from sin and toward God. Acts of penance demonstrate that we want to make better choices.* [ANSWER: absolution]

Page 130 **Families in Mission, continued****A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 130. Say: *Maximilian Mary Kolbe started a religious magazine to preach the Gospel to all nations. He relied on the Blessed Virgin Mary to bring him closer to Jesus.*

**WITNESS AND SHARE**

Read aloud the **Witness and Share** introductory text. Then read aloud each faith statement in **My Way to Faith**, pausing to allow time for your child to reflect on each one.

**SHARE YOUR FAITH**

Read aloud the **Share Your Faith** directions and have your child complete the activity. Then discuss what it means to be a peacemaker. Ask: *What are some obstacles to making peace in the world?* Say: *If you want peace, work for justice.*

Page 131 **Chapter 15: God’s Chosen People Enter  
the Promised Land**

### Before You Begin

1. Decide how or whether you will experience the media for this chapter using a web-enabled smartphone or tablet.
2. Prepare or collect any material that you will need, such as a Bible, the *Christ Our Life* Student Book, and writing supplies.
3. Familiarize yourself with the **Words to Know** for this chapter: *Confirmation, heaven, hell, and Purgatory*.
4. Reflect on the lesson’s Faith Focus: Joshua led the Israelites into the Promised Land. Human beings need leaders in their societies. In a family, for example, adults are in charge of children. In a state, judges, police officers, mayors, and governors help the people live together justly and peacefully. In the Church, certain offices, such as that of bishop, have been established to help carry on the work of Christ’s kingdom. Leaders can trust in divine help if they do God’s will and serve God’s people to the best of their ability.

### Moses—A Great and Wise Leader

Discuss clubs or school groups with which your child is involved. Point out that these groups all have leaders and ask him or her why a club needs a leader. (A group needs a leader to organize things, help the group carry out plans, and represent the group.) Discuss why the success of a group depends on its leaders. (The leader’s enthusiasm, attitudes, and decisions affect all the members.) Remind your child that they learned in the last chapter that Moses was a good leader for his people because he kept them reconciled with God. Tell your child that he or she will study in this chapter other leaders God chose for his people.

Have your child read aloud the chapter title and the section **Moses—A Great and Wise Leader** on page 131. Emphasize to your child that God expects all true leaders to use their authority for the good of others. God also expects us to respect and obey those in authority, unless what we are being told to do is sinful. Discuss with your child the concept of authority and guide him or her to understand that it is the right to command, to require obedience from others, to take action, and to make decisions and that authority comes from two sources. Someone or something can have authority because of their nature. God, for example, has authority because of who he is, our heavenly Father and the source of all creation. Someone can also have authority because of the position or office they hold. For example, because God gives parents the responsibility of raising their children, parents have the right to tell them what time to be home. Point out that there is authority in the family, in the government, and in the Church because of their respective natures and the positions they hold. Say: ***Someday you may be a leader—but first you must be a follower. You must learn to obey before you can expect others to obey you.***

*The best leaders are those who were the best followers.* Point out that when God called, Moses responded immediately. Say: *This is a sign of a good leader—one who obeys God first. Moses had been faithful to God all his life, so when God told him he was to die, he accepted that also.*

### Page 132 **Joshua—A Strong and Fearless Leader**

Have your child read aloud **Joshua—A Strong and Fearless Leader** on page 132. Have your child reread God’s words to Joshua and discuss the qualities God mentioned (firm, steadfast, caring, fearless) and how they help someone be a good leader.

### **The Laying on of Hands**

Read aloud **The Laying on of Hands**. Silently lay your hands on your child’s head as a gesture of blessing. As you do so, encourage him or her to practice the leadership qualities that Moses showed. Then direct his or her attention to the boldfaced word and read aloud the definition for *Confirmation* from the **Word to Know** feature box.

### Page 133 **The Promised Land at Last!, The Battle of Jericho, and Victory**

Take turns with your child reading aloud page 133. Point out that these events are recounted in the Joshua 3—6 and 24 and that the Book of Joshua is written in epic form, which means there are some exaggerations. Explain that the important message of this book of the Bible is that God always keeps his promises.

### Page 134 **Reaching Heaven**

Take turns reading aloud **Reaching Heaven** on page 134. Then point out the boldfaced words and read aloud the definitions for *heaven*, *hell*, and *Purgatory* from the **Words to Know** feature box. Then ask your child to identify ways that we are like the Israelites. Invite your child to tell what each of the following terms can be compared to in our lives today: *Canaan* (heaven), *ark of the covenant* (the Eucharist), *Moses and Joshua* (Jesus), *desert* (life, Purgatory), *Canaanites and other hostile tribes* (Devil, temptations).

Guide your child to find Matthew 25:32–46 in a Bible and read it aloud. Then lead him or her in prayer using **A Moment with Jesus**. Conclude with the Sign of the Cross.

If you choose, scan the QR code at the bottom of the page and experience the media together.

**Pages 135–136 Chapter Review**

Direct your child to the Chapter 15 Review on pages 135 and 136. Lead him or her through the **We Remember** questions and the **Words to Know** in this chapter by locating the words and their definitions in the **Glossary**. Allow time for your child to complete the **Your Turn** activity and lead your child in prayer using the **We Respond** section. If you choose, scan the QR code on the page and have your child take the **Interactive Chapter Review**.

**Page 137 Families in Mission**

Complete the **Families in Mission** pages with your child.

**SCRIPTURE**

Read aloud the text and the Scripture in the sidebar on page 137. Say: *Jesus spoke these words about our final judgment.* Ask: *What makes this message hopeful?* (We are blessed; God has prepared a kingdom for us.)

**KNOW AND PROCLAIM**

Read aloud the **Know and Proclaim** text and the chart. Say: *Our sins have consequences that require purification. Only the pure of heart can be united with God.*

**TEST YOUR CATHOLIC KNOWLEDGE**

Read aloud the sentence and answers in **Test Your Catholic Knowledge**. Have your child complete the sentence and say: *You can pray to the Holy Spirit anytime and anywhere. Let prayer be your source of strength.* [ANSWER: the Gifts of the Holy Spirit.]

Access additional Family Resources by scanning the QR code at the bottom of page 137.

**Page 138 Families in Mission****A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 138. Say: *When Pope Leo I was a deacon, other church leaders looked to him for advice and explanations of the faith.*

**WITNESS AND SHARE**

Read aloud the **Witness and Share** introductory text. Then read aloud each faith statement in **My Way to Faith**, pausing to allow time for your child to reflect on each one.

**SHARE YOUR FAITH**

Read aloud the **Share Your Faith** directions and have your child complete the activity. Encourage your child to comfort friends and family. Remind him or her that Jesus says those who provide comfort to those who are ill, who are strangers, and who are hungry are blessed and righteous. They will inherit eternal life.

Page 139 **Chapter 16: Unit 3 Review****Before You Begin**

1. Decide how or whether you will experience the media for this chapter using a web-enabled smartphone or tablet.
2. Prepare or collect any materials that you will need, such as the *Christ Our Life* Student Book and writing supplies. Bookmark your Bible to Deuteronomy 6:4–9, 31:19–22; Psalm 119; and Matthew 5:3–12.
3. Reflect on the lesson's Faith Focus: The Jewish people remember what God has done for them, and they honor God's Word. Throughout this unit, children have become more aware of God's presence among the Chosen People, God's guidance of them, and God's continual concern for their needs. The activities in this review chapter help children see how the Jewish people remember the good things God has done for them and how they honor God's Word.
4. When you have finished reviewing the unit, consider giving your child time to work on his or her **Scripture Prayer Booklet**.

**Pages 139–141 Reviewing**

Discuss the importance of remembering the good things God has done for us. Ask your child to think of something good that was done for him or her and how he or she feels when remembering it. Share good things that God has done for both of you and for other family members. Talk about ways Catholics remember and thank our Father for his Word and the good things he has done for us. (We remember and thank God in the Eucharist, in prayer, and on Sundays and special feast days. We celebrate God's Word in the Liturgy of the Word, in sacraments, and in Bible devotions. We put the Bible and other holy things in a place of honor.) Remind your child that holy water is a sign that helps us remember our Baptism and our call to live as children of God. When we bless ourselves with holy water by making the Sign of the Cross, we are reminding ourselves that God is with us and that he gives us the strength to live as his children. It also symbolizes that we are giving God our mind, our will, and our whole body.

Point out to your child that the Jewish people also have special ways to give God praise and rejoice in the good things he has done for them. Relate to him or her that when you visit a Jewish home, you may see a sacred object called a *mezuzah*, which is the Hebrew word for "doorpost." Ask: **What was special about the doorposts of Jewish homes on the night of the first Passover?** (Blood from the sacrificial lamb was sprinkled on the doorposts.) Explain that the mezuzah is a case or box that attaches to a door or doorpost. It contains a prayer written on a small rolled parchment. Devout Jewish people pray this prayer every day. Whenever devout Jewish people pass a mezuzah, they touch it reverently and pray that they may always be faithful to everything God has said.

Read aloud the directions for the activities **Knowing the Commandments** and **Living the Commandments** on page 139. Allow time for your child to complete the activities and review his or her responses when complete. If you choose, scan the QR code at the top of the page and allow time for your child to undertake the **Interactive Chapter Review**.

Direct your child to the activities **To the Promised Land** and **Guided by Faith** on page 140. Read aloud the directions and allow time for him or her to complete the activities. Review his or her responses, then emphasize that the Exodus of the Chosen People from Egypt was only the beginning of their journey to the Promised Land. Explain that though the Hebrews faced a difficult and seemingly uncertain journey, the people learned they could trust God to take care of them even in situations that seemed impossible.

Read aloud the directions for the activity **Guides for Our Journey** on page 141 and allow time for your child to complete it. Then discuss the qualities that Jesus taught in the Great Commandment and modeled in his own life.

Invite your child to find Matthew 5:3–12 in the Bible and read aloud the verses. Then direct him or her to complete the activity **Beatitude Attitude**. When he or she is finished, say: ***The Beatitudes, which Jesus proclaimed in the Sermon on the Mount, are our instructions for living the Christian life. When we put them into practice, we are examples of what it means to love God and love our neighbor.***

If you choose, scan the QR code on the page and undertake the **Stump the Shepherd** unit review game together with your child.

## Pages 142–143 **We Celebrate**

Have your child open his or her Bible to Psalm 119. Explain that this psalm praises God's Law, which includes not just the Ten Commandments but all that God has revealed to guide our lives. Point out that this is the longest psalm in the Bible, containing 176 verses. Share one verse of Psalm 119 that you find particularly meaningful. Have your child choose a verse he or she likes and write it on a slip of paper. This verse will be used during the celebration. Decide which parts each of you will read aloud. Then follow the prayer service **We Celebrate God's Guidance** on pages 142 and 143.

## Page 144 **Looking Back at Unit 3**

Take turns with your child reading aloud **Looking Back at Unit 3** on page 144. Then direct your child to respond to the statements for **Living the Message** and then complete the activity **Planning Ahead**.

If you choose, scan the QR code at the top of the page and watch the video together.

**Page 145 Families in Mission**

Complete the **Families in Mission** pages with your child.

**SCRIPTURE**

Read aloud the text and the Scripture in the sidebar on page 145. Ask: **What is Jesus asking us to do?** (love our enemies) **How have your actions shown your neighbors that you love them as you love yourself?** (Possible responses include: I am polite; I follow the Ten Commandments.)

**KNOW AND PROCLAIM**

Read aloud the **Know and Proclaim** text and the chart. Discuss ways your child can show respect for the dignity of all human life. (Possible answers include: I don't bully others; I respect other people's things and ideas.)

**TEST YOUR CATHOLIC KNOWLEDGE**

Read aloud the question and answers in **Test Your Catholic Knowledge**. Have your child complete the sentence and ask: **What are some things Jesus asks us to do?** (to love our enemies; to be merciful to others as our Father in heaven is merciful to us) [ANSWER: Jesus.]

Access additional Family Resources by scanning the QR code at the bottom of page 145.

**Page 146 Families in Mission****A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 146. Say: **John Chrysostom lived a simple life and lived what he preached as a disciple of Christ. He handed over his wealth to build hospitals and sold the expensive furniture in the bishop's residence to give money to the poor.**

**WITNESS AND SHARE**

Read aloud the **Witness and Share** introductory text. Then read aloud each faith statement in **My Way to Faith**, pausing to allow time for your child to reflect on each one.

**SHARE YOUR FAITH**

Read aloud the **Share Your Faith** directions and have your child complete the activity. Encourage him or her to find ways to do good things for those your child doesn't always get along with as a way to show his or her faith in action.