

Unit 4: God Leads the Chosen People

Before You Begin

1. Read **A Letter Home**, found on page 148 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.
2. Prepare or collect any materials that you will need, such as a Bible, the *Christ Our Life* Student Book, and writing supplies.
3. Reflect on the lesson's Faith Focus: Certain men and women, impelled by the Spirit of the Lord, rose to defend Israel during times of attack. These were the judges. They were military heroes rather than judicial rulers, and their influence was within tribes. Although the exploits of the judges show that they were not always good, moral models, the message of the Book of Judges is of God's fidelity and forgiving love.
4. Familiarize yourself with the **Word to Know** for this chapter: *judges*.

Page 147 Unit 4 Opener

Have your child read aloud the title of Unit 4 and the Scripture passage at the bottom of page 147. Explain in your own words that this unit will lead your child to a deeper awareness of God's plan of salvation and an appreciation of the roles and contributions of the judges and the first three Israelite kings. Draw his or her attention to the images on the page and discuss how each relates to the unit. For example, Chrism oil is used to dedicate a person to the service of God as Samuel anointed Saul as the first king of Israel. The Tabernacle, where Catholics store the consecrated Body and Blood of Christ, is reminiscent of the Holy of Holies in the Jewish Temple where God resided among the Israelites. The child playing the lyre is the future King David.

If you choose, scan the QR code on the page and listen to the audio together.

Page 149 Chapter 17: The Period of Judges

Have your child read aloud the chapter title. Explain that the main message of the Book of Judges is God's faithfulness and forgiving love. Tell him or her that although the stories of the judges show that the judges had weaknesses and faults, God worked through them.

Problems in the Promised Land

Take turns with your child reading aloud the section **Problems in the Promised Land** on page 149. Have your child make a check mark next to the problems the Israelites encountered in the Promised Land. (“Once the Israelites had been desert travelers. Now they had to plow the soil and plant crops.” “Once the ark of the covenant had been in their midst. Now the tribes were scattered throughout the land.”) Point out that the Israelites made some of the same mistakes once they arrived in the Promised Land as they did during their journey through the desert, such as falling to the sin of idolatry.

The Lord Answers

Have your child read aloud **The Lord Answers**. Point out the boldfaced word and read aloud the definition for *judges* from the **Word to Know** feature box. Then talk with your child about the meaning of the word *charism*. (a special gift of God given to a person for the good of others) Explain that one of the main messages of the Book of Judges in the Bible is God’s faithful, loving care. Even though the Israelites failed to live by the covenant at times, when they called out to the Father for help, God answered their prayers.

Page 150 **Heroes of Israel**

Have your child read aloud **Heroes of Israel** on page 150. Point out that the Book of Judges recounts the stories of 13 leaders. The three they will learn about in this lesson are known as “major judges” because the Bible relates their stories at length.

Deborah: A Faith-Filled Woman

Have your child read aloud **Deborah: A Faith-Filled Woman** on page 150. Explain that Deborah is the only female judge mentioned in the Bible and that the only other person in the Bible said to be both prophet and judge is Samuel. Talk with your child about ways Deborah cared for her people and discuss whether he or she thinks that Deborah was a good leader. Then direct your child’s attention to the **God’s Word** feature box. Pray the verse aloud together.

Gideon: An Obedient Judge

Have your child read silently **Gideon: An Obedient Judge** on page 150. Then direct him or her to find Judges 7:16–22 in the Bible and read aloud the verses.

Page 151 Samson, the Strongman

Take turns with your child reading aloud **Samson, the Strongman** on page 151. Relate to your child that despite Samson's failures, he's considered a great judge because he learned to trust God and understood that his strength came from God. Say: ***As Catholics, we practice abstaining from certain practices as Samson did. On Fridays during the season of Lent, we abstain from eating meat as a way of practicing discipline in order to be a better follower of Jesus. Throughout Lent, we also make promises to abstain from certain behaviors that are not helping us grow closer to God.***

Direct your child to the activity **Heroes of Tomorrow** on page 151. Read aloud the directions and allow time for him or her to complete the activity. When he or she is finished, discuss some people your child thinks set good and inspiring examples for children. If they do not mention Jesus, Mary, or other biblical characters, point some out.

Page 152 Ruth, at Home in a New Land

Take turns with your child reading aloud **Ruth, at Home in a New Land** on page 152. Relate to him or her that although Ruth was not a judge, her story took place during the period of the judges and is recounted in the Book of Ruth. Emphasize that Ruth, a Moabite, showed great loyalty to Naomi, a Hebrew. Ruth's loyalty was very brave because she was an outsider among the Israelites, with different customs and a different language. Explain that the fact that Ruth was a Moabite yet committed herself during tragic circumstances to the care of Naomi, a Hebrew, emphasizes the universal nature of God's salvation.

Role Models Today

Have your child read aloud **Role Models Today** on page 152. Discuss with him or her the word *value*. Guide your child to understand that when people talk about what they value, they are not always talking about objects or possessions. Ask: ***What are some things you value that are not objects?*** (Examples: family, friends, music lessons, alone time) Emphasize that you can tell people's values by how they live. Explain discernment as a decision-making process that honors the place of God's will in our lives. Say: ***When we discern, we work to figure out what aligns with our own values and beliefs and reflect on God's will for our lives. Through discernment, we can determine if a person is a good role model and if he or she is presenting information based on truth, freedom, justice, and solidarity.*** If you choose, scan the QR code on the page and listen to the audio together.

Lead your child in prayer using **A Moment with Jesus**. Read aloud the feature and allow time for your child to pray quietly. Conclude by praying the Sign of the Cross.

Pages 153–154 Chapter Review

Direct your child to the Chapter 17 Review on pages 153 and 154. Lead him or her through the **We Remember** questions and review 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 154 and discuss his or her responses.

Page 155 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 155. Explain to your child that when we trust in God’s care for us, we are free to love our brothers and sisters.

KNOW AND PROCLAIM

Read aloud the **Know and Proclaim** text and the chart. Say: *Being a disciple of Christ means that we may have to make difficult decisions. We can trust God to guide and protect us.*

TEST YOUR CATHOLIC KNOWLEDGE

Read aloud the sentence and possible answers in **Test Your Catholic Knowledge**. Have your child complete the sentence and ask: *How do your words and actions honor the truth?* [ANSWER: respect the dignity of the human person.]

Page 156 Families in Mission**A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 156. Say: *Saint Clare is a great example of how to live the beatitude “Blessed are the poor in spirit.” She inspires us to live a gospel life.* If you choose, scan the QR code at the top of the page and watch the video together.

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.

Conclude the lesson by discussing justice. Name some people who have worked to make society better and talk about how their efforts promoted human dignity. Provide examples of people such as Dorothy Day, Archbishop Oscar Romero, or Saint Ignatius of Loyola.

Page 157 **Chapter 18: The Kings of Israel****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: *anoint*.
4. Reflect on the lesson's Faith Focus: Samuel anointed Saul, and later David, as king of Israel. The Sacraments of the Anointing of the Sick, Holy Orders, Baptism, and Confirmation all involve anointing with oil. It is a sign that the Spirit of the Lord is upon us, that we are one with Christ, members of his Body, called to live in union with him.

God's Revelation to Samuel

Invite your child to read aloud the chapter title. Take turns with him or her reading aloud page 157. Point out that these events from Samuel's life are recounted in the Bible in 1 Samuel 1:1—4:7. Emphasize that unlike the judges your child learned about in the previous chapter, Samuel was a spiritual leader, not a military one. Tell your him or her that Samuel was judge over all of Israel. While the other judges led one or two tribes, through Samuel, God was preparing the Chosen People for the kings.

Page 158 **A Demand for a King**

Have your child read aloud **The Demand for a King** on page 158. Ask him or her to identify why the people wanted a king and why Samuel did not. Point out that the most predominant image in the preaching of Jesus in the Gospels is the Kingdom of God. Guide your child to understand that in speaking of the Kingdom of God, the emphasis is always on the activity of God ruling, not on an area with geographical boundaries. Say: ***When God rules, the poor are vindicated, the oppressed are liberated, and justice and peace are experienced by all.***

The Reign of Saul

Have your child read aloud the first paragraph of **The Reign of Saul** on page 158. Invite your child to tell about groups he or she might belong to or know about that have initiation ceremonies, such as the Scouts or student government. Direct your child's attention to the picture of Samuel anointing Saul. Explain that anointing is part of a ceremony that sets a person apart for God.

Have your child read aloud the rest of the section and invite him or her to list Saul's strengths and weaknesses. The list might include the following: Saul's strengths—good soldier, courageous, able to unite the people; Saul's weaknesses—moody, proud, disobedient to God. If your child suggests *tall* and *handsome*, point out that physical features can make people look attractive, but they do not really tell us the kind of people they are.

Direct your child's attention to the activity **Leadership** on page 158. Invite him or her to name some leaders of nations today and say whether he or she considers them to be good leaders or bad leaders. Discuss what qualities make people good or bad leaders. Then read aloud the directions for the activity and allow your child time to complete it.

Page 159 **Anointing with Oil**

Have your child read aloud **Anointing with Oil** on page 159. Direct his or her attention to the boldfaced word and read aloud the definition for *anoint* from the **Word to Know** feature box. Then write the word *consecration* and ask your child to define it. Have him or her check the definition against the one in the **Glossary**. Tell your child that anointing is a sign of consecration.

Marked with God's Seal

Take turns with your child reading aloud **Marked with God's Seal** on page 159. Explain that every parish has several oil stocks, or containers. Each oil stock has a different kind of oil that was blessed at the Chrism Mass. The oil of the sick is used to anoint the ill. The oil of catechumens anoints candidates for Baptism and is also used in dedicating altars. Remind your child that he or she was anointed at Baptism as priest, prophet, and king with the responsibility to proclaim God's Word through the way he or she lives and to serve God and others.

If you choose, scan the QR code on the page and watch the video together.

Page 160 **Holy Orders**

Have your child read aloud the first paragraph of **Holy Orders** on page 160. Tell him or her that the first time Christians are anointed is at Baptism, and it is at Baptism that the Spirit of God comes upon us.

Have your child read aloud the rest of the section. Relate to him or her that when a man is ordained a priest, his hands are anointed, and he is called to lead the Christian people and offer sacrifice to God. When a priest is ordained a bishop, God's Spirit changes his life. The anointing at a bishop's ordination reminds everyone that the bishop represents Jesus as he shepherds the flock.

Anointing of the Sick

Take turns with your child reading aloud **Anointing of the Sick** on page 160. Explain to him or her that in this sacrament, Jesus Christ is present in a fundamental way, sharing in his victory over sin and death.

Direct your child's attention to the **A Moment with Jesus** feature box and read it aloud. Then lead him or her in prayer. Conclude by praying the Sign of the Cross.

Pages 161–162 Chapter Review

Direct your child to the Chapter 18 Review on pages 161 and 162. Lead him or her through the **We Remember** section and review the **Word to Know** for this chapter by locating the word and its definition in the **Glossary**. Say: **Look at the We Respond section. Let's pray this together.** Then have your child complete the **Your Turn** activity. 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 162 and discuss his or her responses.

Page 163 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 163. Say: **Jesus leads us to God by his example. We are called to follow his example.**

KNOW AND PROCLAIM

Read aloud the **Know and Proclaim** text and the chart. Allow a few moments for your child to reflect on the ways the Church helps him or her develop his or her relationship with Jesus.

TEST YOUR CATHOLIC KNOWLEDGE

Read aloud the sentence and possible answers in **Test Your Catholic Knowledge**. Have your child complete the sentence and say: **We share in Christ's priestly ministry by celebrating the sacraments.** [ANSWER: anoints the palms of the new priest with Chrism.]

Page 164 Families in Mission**A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 164. Say: **Through her example, Saint Margaret of Scotland helped many people grow in virtue.**

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.

Talk with your child about ways he or she can be a faith leader. Many faith leaders, like Saint Margaret of Scotland, give their time to their community. Discuss ways your family can give your time in service to your community.

Page 165 **Chapter 19: David and Solomon****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 1 Samuel 17; Proverbs 6:6–8, 11:25, 14:31, 19:20; and 1 Kings 8:58–61.
3. Familiarize yourself with the **Words to Know** for this chapter: *Judaism* and *Temple*.
4. Reflect on the Faith Focus for this lesson: David, the greatest king, sinned and repented. Solomon, despite his gift of wisdom, turned to idols and caused the division of the kingdom. Sometimes when people commit sin, they convince themselves that they did the right thing. Reflecting on God’s Law and examining our consciences can help us understand where we went wrong and repent of our actions.

God Sees the Heart

Have your child read aloud the chapter title and the section **God Sees the Heart** on page 165. Invite your child to summarize how David was chosen to be king. Then locate 1 Samuel 17, the story of David and Goliath, in the Bible and read it aloud together.

David’s Leadership

Have your child read silently **David’s Leadership** on page 165. Point out that these events from David’s life are recounted in 2 Samuel 5—8, 11. Explain that David’s kingship was a turning point in the evolution of Israel. He realized that by making Jerusalem the political and religious center, he could more easily unify the tribes politically into one great nation and spiritually as the people of God.

David’s Sin

Read aloud **David’s Sin** on page 165. Ask your child which commandments David broke in his pursuit of Bathsheba. (The Fifth—You shall not kill; the Ninth—You shall not covet your neighbor’s wife.) Discuss with your child the circumstances of Uriah’s death and why David is responsible for killing him. (because David deliberately placed him in danger knowing that Uriah was likely to be killed)

Page 166 David's Sorrow

Take turns with your child reading aloud **David's Sorrow** on page 166. Relate to him or her that someone who repents is called a penitent. Explain that though David saw the evil in his actions, he still suffered punishment for what he did. Emphasize that we have to accept the consequences of our decisions and actions even if we are sorry. Discuss with your child why or why not he or she thinks David would have chosen to sin if he had thought about God's Law (the Fifth and Ninth Commandments), his principles as a leader of God's people (God must be obeyed first; a leader must give a good example), or the consequences of his actions (Uriah would be killed; sin would bring unhappiness to David and Bathsheba).

Invite your child complete the activity **David—Noble in Failure** on page 166. Invite your child to share his or her answers and elaborate on them.

Page 167 David Loved God

Have your child read aloud **David Loved God** on page 167. Point out the boldfaced word and read aloud the definition for *Judaism* from the **Word to Know** feature box. Ask your child if he or she has any favorite psalms. Share a favorite of yours and explain why it is meaningful to you. Then direct your child's attention to the **God's Word** feature box. Pray aloud Psalm 51 by alternating verses with your child.

In David's Footsteps

Have your child read aloud **In David's Footsteps** on page 167. Ask why he or she thinks King David allowed Solomon to take his throne while he was still alive. (Possible answers: He was glad to see his line continue in power. The country needed direction while David was dying.)

Solomon, a Wise King

Ask your child to write on a piece of paper what favor they would ask for if someone could grant it. Then read aloud **Solomon, a Wise King** on page 167. Ask him or her what Solomon asked for. (wisdom and an understanding heart) Discuss with your child how the favor he or she wrote down differs from what Solomon asked for. Ask: **How did the Lord show he was pleased with Solomon's answer?** (God gave Solomon a wise and understanding heart. He promised that no one would be equal to Solomon.)

Page 168 The Gift of Wisdom

Have your child read silently **The Gift of Wisdom** on page 168. Locate the following proverbs in your Bible: Proverbs 6:6–8, 11:25, 14:31, and 19:20. In turn, read each aloud and discuss with your child ways he or she can live each one.

Work of Wonder

Have your child read aloud **Work of Wonder** on page 168. Then invite him or her to find 1 Kings 8:58–61 in the Bible. Together read aloud the blessing of Solomon. Draw your child's attention to the boldfaced word and read aloud the definition for *Temple* from the **Word to Know** feature box.

The End of Solomon's Reign

Have your child read silently **The End of Solomon's Reign** on page 168. Discuss with your child idols that lead young people away from God and how a wise person can remain faithful to God.

Lead your child in prayer using **A Moment with Jesus** on page 168. Read aloud the feature box and then allow time for your child to pray quietly. Conclude by praying the Sign of the Cross.

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

Pages 169–170 Chapter Review

Direct your child to the Chapter 19 Review on pages 169 and 170. 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**. Say: **Look at the We Respond section. Let's pray this aloud together.** Then have your child complete the **Your Turn** activity. 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 170 and discuss his or her responses.

Page 171 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 171. Explain that these words sum up Jesus' mission. While John had preached about a time to come, Jesus preached that the time had arrived. God fulfilled his promises to Israel by sending his only Son to save the people.

KNOW AND PROCLAIM

Read aloud the **Know and Proclaim** text and the chart. Say: **Pilgrimages are journeys to holy sites. Our life here on earth is a pilgrimage to our permanent home in heaven.**

TEST YOUR CATHOLIC KNOWLEDGE

Read aloud the sentence and possible answers in **Test Your Catholic Knowledge**. Have your child complete the sentence and say: *Knowing our Catholic faith helps us live our faith.*
[ANSWER: Wisdom Literature.]

Page 172 Families in Mission, continued**A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 172. Say: *Benedict built what has become one of the most famous monasteries in the world. Monte Cassino was built in 529 on a mountain about 80 miles south of Rome.*

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. Explain that three great religions share Jerusalem as a sacred site. Pray aloud together: *Lord, help the people of Jerusalem love one another so they may live in peace. Amen.*

Page 173 **Chapter 20: Unit 4 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 2 Chronicles 1:7–12, Psalm 21:1–7, and 1 Samuel 2:1–10.
3. Reflect on the Faith Focus for this lesson: Through good leaders and bad, God is faithful to the people. As we learn in John 14:23, the Father and Son will make a home with those who love God and keep his Word.
4. If time allows, you might have your child work on pages 6–7 of their Scripture prayer booklets **God's Word Is Alive in _____**.

Pages 173–175 **Reviewing**

Explain to your child that we can learn about history by studying the people who lived during those times. Ask: ***If I wanted to learn more about the Civil War, whose biographies could I read?*** (Abraham Lincoln, Frederick Douglass, Ulysses S. Grant, Oliver Wendell Holmes, Clara Barton, Julia Ward Howe) ***How would the stories of people's lives tell about the history of their times?*** (The reader would get a sense of everyday life during that time, as well as how social and political factors affected the person's life and choices.) Discuss what someone in the future might learn about life today in this country if they read his or her life story.

Have your child complete the crossword puzzle **Word Hunt** on page 173. Have him or her read aloud the answers.

Read aloud the directions for **Opening Lines** on page 174. Allow time for your child to complete the activity. Then guide your child to find Psalm 21 in the Bible and have him or her read aloud the verses. Allow time for you and your child to both complete the activity **Hebrew Prayers**. Invite your child to share his or her psalm verse and prayer-song and then share yours. Talk about how your child might incorporate the prayer-song into his or her daily prayers. If you choose, scan the QR code at the top of the page for your child to undertake the **Interactive Chapter Review**.

Review the judges and kings your child has learned about in this unit. Ask him or her to recall the role the judges played in the history of the Israelites (they were leaders before the time of the kingdom who protected and delivered the people from their enemies) and why the people wanted to replace these leaders (the neighboring countries had kings, and the Israelites needed a king to unite them and lead them to victory). Then direct your child to the activity **Israelite Leaders** on page 175 and complete it. When he or she is finished, direct your child to **Wisdom from Proverbs**. Guide him or her to find the verses from the Book of Proverbs in the Bible and allow time for your child to complete the activity. Check his or her answers when finished. If you choose, scan the QR code at the bottom of the page and experience the media together.

Pages 176–177 We Celebrate God’s Name

Explain to your child that you will pray together, asking God for gifts that will help you both be the kinds of leaders Jesus calls us to be. Decide which parts each of you will read aloud during the celebration. Give your child time to practice his or her parts. Then invite your child to reflect on a good leader he or she knows and consider why that person is a good leader. Conduct the celebration on pages 176 and 177.

Lead your child in a prayer response. Direct him or her to think of one or two sentences praising and thanking God for revealing himself and showing his love in the lives of the people your child has studied. (Example: “I praise and thank you, God, for showing us how to trust and believe in you through Abraham’s example of trust and generosity.”) Then allow time for your child to pray silently in his or her heart. Conclude by praying the Sign of the Cross.

Page 178 Looking Back at Unit 4

Take turns reading aloud **Looking Back at Unit 4** on page 178. Have your child complete the activities **Living the Message** and **Planning Ahead**. Review his or her answers, allowing time to clarify any other points about which your child needs further review. If you choose, scan the QR code on the page and undertake the **Stump the Shepherd** unit review game with your child.

Share and discuss with your child the Canticle of Hannah in 1 Samuel 2:1–10. Remind him or her that Samuel was the last judge of the Israelites before the first king, Saul. Discuss what it means to say that someone is getting the “royal treatment.” Explain that because all people are created in the image and likeness of God, our King, we are called to give all people the royal treatment. Have your child make a list of ways he or she can give the royal treatment to others in small ways every day.

Page 179 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 179. Say: ***God’s love tells us that he will help us. He is with us no matter what fearful time we are going through.***

KNOW AND PROCLAIM

Read aloud the **Know and Proclaim** text and the chart. Explain to your child that a catechumen is someone who is preparing for Baptism. At the Easter Vigil Mass, the person will celebrate the Sacraments of Initiation: Baptism, Confirmation, and the Eucharist.

TEST YOUR CATHOLIC KNOWLEDGE

Read aloud the question and answers in **Test Your Catholic Knowledge**. Have your child answer the question and say: ***When you are confirmed, you can be a sponsor for someone going through the OCIA.*** [ANSWER: Order of Christian Initiation of Adults]

Page 180 Families in Mission, continued**A CATHOLIC TO KNOW**

Read aloud **A Catholic to Know** on page 180. Say: *Saint Bernard shows us that by trusting in God's love, we receive the strength we need to bring unity wherever there is division. Saint Bernard, pray for us!*

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 pray the Prayer of Saint Francis every Monday morning as a reminder of his or her call to be a peacemaker.