

# Promise

Grades K, 1

## Unit 4: Jesus Brings Us New Life

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**Unit Overview**  
Webinars and Teaching  
Guides available in  
Spanish and English at  
[gospelweeklies.com](http://gospelweeklies.com)





## Jesus' Death Brings Life

The liturgical season of Lent-Easter immerses us in the mystery of redemption—Jesus' Death and Resurrection and their meaning for all who believe in him. "The Paschal mystery of Christ's cross and Resurrection stands at the center of the Good News that the apostles, and the Church following them, are to proclaim to the world" (*Catechism of the Catholic Church*, 571).

Many Catholics take the forty days of Lenten penance and renewal more seriously than the fifty days of Easter joy. Unit 4 of *Promise* leads the children through Lent to the joy of Easter. The *Promise* activities for Lent invite the children to be aware of their senses and feelings and to praise God for all that they are and see and hear and touch.



The lessons for Holy Week and Easter immerse the children in Jesus' story in sense-involving ways. The Sundays of Easter celebrate the fullness of salvation we find in the Risen Jesus. He is the one who brings us peace. He is the Good Shepherd. He is the way, the truth, and the life. He is the one we meet every day in the Gospels, in the Eucharist, and in prayer.

The *Promise* lessons immerse the children in the new life and happiness Jesus brings to us. The lesson activities assure the children of their connectedness to the Christian community and to the faith they will grow into. The children are invited to identify with the characters in the Holy Week and Easter narratives. They place themselves in the parish community, surrounded by the signs of Easter and new life. They experience their own zest for life and their love for Creation as signs of the life of the Holy Spirit in them.

*Promise*-age children are very concrete. They enjoy everything about the world around them and can talk forever about what they experience. Their growing awareness of the world around them and their efforts to make sense of it helps develop their religious readiness.

As the unit and your program or school year comes to an end, encourage parents to continue bringing their children to Sunday Mass and parish events. Send the children off with blessing for the summer months.

The stories and activities in this unit will help the children to follow the teachings of Jesus and the events in his life. They will learn the following lessons:

Date/Sunday	Sunday Gospels	 Creed	 Sacraments & Liturgy
March 15, 2020 3rd Sunday of Lent	John 4:5–42 A Samaritan Woman Shares the Good News	The Holy Spirit strengthens us for witness. (#728)	Church Year: Lent; Mass: Liturgy of the Word
March 22, 2020 4th Sunday of Lent	John 9:1–41 Jesus Heals a Blind Man	Jesus helps us see God. (#73)	Church Year: Lent; Mass: Creed
March 29, 2020 5th Sunday of Lent	John 11:1–45 Jesus Raises Lazarus	Jesus cares about his friends. (#609, 1972)	Church Year: Lent; Mass: Prayer of the Faithful
April 5, 2020 Palm/Passion Sunday	Matthew 21:1–11 & Matthew 26:14—27:66 Jesus' Passion	Jesus gives his life for us to bring his kingdom. (#560)	Mass: Introductory (Gathering) Rites
April 12 & 19, 2020 Easter Sunday & 2nd Sunday of Easter	John 20:1–9 & John 20:19–31 Jesus Is Risen	Jesus is risen. (#656–658)	Easter Mass: Alleluia; Church Year: Easter and Divine Mercy Sunday
April 26, 2020 3rd Sunday of Easter	Luke 24:13–35 Jesus Appears on Road to Emmaus	Jesus is present with us in the Mass. (#1346)	Mass: Gospel and Holy Communion
May 3, 2020 4th Sunday of Easter	John 10:1–10 Jesus Is the Good Shepherd	Jesus is our Good Shepherd. (#754, 764)	Mass: gathering as a community (Jesus' flock)
May 10, 2020 5th Sunday of Easter	John 14:1–12 Jesus Is the Way, Truth, and Life	The Church is Christ's Body. (#1698)	Mass: gathering as a community; Baptism

# UNIT 4 OVERVIEW: Jesus Brings Us New Life

- We share the Good News.
- Jesus invites us to see and believe.
- Jesus cares about his friends.
- Jesus gave his life for us.
- God raised Jesus to new life.
- We meet Jesus at Mass.
- Jesus is our Good Shepherd.
- We belong to the Church.

Facebook (@pflaumgroup)  
Instagram (#gospelweeklies)  
Twitter (@catechisthelp)

## Additional Resources

- Lesson Assessment ([gospelweeklies.com/assessment](http://gospelweeklies.com/assessment))
- Seasonal Resources ([gospelweeklies.com/seasonal](http://gospelweeklies.com/seasonal))
- Video Links ([gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos))
- Find resources at [CatholicTV.org/masses/CatholicTV-mass](http://CatholicTV.org/masses/CatholicTV-mass) to support or enhance your lessons.

## Late Close Lessons

If your *Promise* sessions continue after the last Sunday in this unit (May 10), you may wish to use the online lessons on Creation, the Ascension, Pentecost, and Parables. Go to [gospelweeklies.com/promise](http://gospelweeklies.com/promise). Scroll down to Early Start and Late Close Lessons. Each includes a lesson plan, materials list, and an activity sheet. There are three additional Late Close Lessons in the *Promise Activity Book*. These topics are Prayer, Saints, and Pentecost.



 Life in Christ	 Christian Prayer
Belonging to the Church; telling about Jesus	Prayer to the Holy Spirit
Seeing and believing	I Believe prayer; thank God for Creation and springtime
Praying anytime and anywhere; sharing feelings in prayer	Prayers of petition; thank God for feelings
Welcoming others	Sign of the Cross
Sharing the Easter story	Divine Mercy Prayer: Jesus, I trust in you.
Meeting Jesus at Mass and in the Gospels	Alleluia
Showing I care	Psalm 23
Belonging to the Church	Short Prayer of Love

## Music CDs

The *Promise/Good News* music two-CD set contains songs by John Burland that correlate to the Church Year. The songs are easy to learn through listening and singing along. Available at [gospelweeklies.com](http://gospelweeklies.com) or for download at [giamusic.com/PGW](http://giamusic.com/PGW).

*Let's Sing! Let's Pray! Teaching Catholic Prayer to Children Through Song* is a collection of new settings for Catholic prayers. Available at [gospelweeklies.com](http://gospelweeklies.com).

## Music DVD

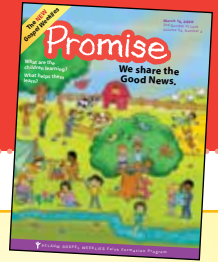
*Let's Gather! Let's Sing! Growing in Faith Through Song & Movement* DVD contains 25 songs by educator-composer John Burland. This DVD demonstrates the movements to all 25 songs and includes the words displayed in karaoke style.



➔ For **free** at-home activities, visit [@gospelweeklies.com/seasonal](http://gospelweeklies.com/seasonal)



All numbers in parentheses refer to paragraphs in the *Catechism of the Catholic Church*.



## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, Jesus meets and speaks with a Samaritan woman at a well. Jesus reveals himself as the one who provides living water. His words amaze her, and she realizes that Jesus must be the Promised One. She cannot keep the message to herself but rushes to tell her townspeople, who listen to Jesus and come to believe in him too.

### Connecting Scripture and Doctrine

We were baptized with the living water of the Holy Spirit. Through Baptism, we become sons and daughters of God. This living water flows like a fountain from Jesus and brings us eternal life. As God's children, we are called to share the Good News of Jesus with other people. We do this when we share what we believe, make loving choices, pray, and go to Mass.

"Those who with God's help have welcomed Christ's call and freely responded to it are urged on by love of Christ to proclaim the Good News everywhere in the world" (*Catechism of the Catholic Church*, 3).

### Sharing the Lesson with Families

Encourage parents to affirm how God is present in their child, inspiring him or her to follow Jesus and share Jesus' Good News. Suggest that they do the "Jesus' Spirit is within us" well activity as a family.

### Materials

- Promise Student Lesson for 3/15
- Catechism handbook, page 12
- CD player and Promise/Good News CDs
- map of Holy Land in Jesus' time
- drawing paper, crayons
- scissors, tape
- aide to help with cutting and taping

**NOTE:** Separate pages 1–2 from 3–4.

### Suggested Music

- "Saying Yes" (CD-1, #17)
- "Glory and Praise to You . . ." (CD-2, #23)
- "Come and Follow Me" (CD-2, #14)

### Lesson Resources

- Promise Activity Book, Activity #13
- Lesson Assessment (gospelweeklies.com/assessment)
- Video Links (gospelweeklies.com/weekly-videos)

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions for how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (15–20 minutes)

- Gathering Song and Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity • How do we learn? (page 1)
- Activity • Sing About Senses

#### Discover Gospel and Doctrine (25–30 minutes)

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • A Samaritan woman tells Good News. (page 2)
- Activity • Gospel Creative Drama



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 12.

#### Live the Gospel (15–20 minutes)

- Activity • Jesus' Spirit is within us. (pages 3–4)
- Closing Prayer and Song • "Come and Follow Me" (CD-2, #14)

#### Take-Home

- Promise Activity Book, Activity #13
- Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 4 together.

### 90-Minute Lesson

#### Share Experiences (15–20 minutes)

- Gathering Song and Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity • How do we learn? (page 1)
- Activity • Sing About Senses

#### Discover Gospel and Doctrine (50–55 minutes)

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • A Samaritan woman tells Good News. (page 2)
- Activity • Gospel Creative Drama
- Activity • Helping Hands



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 12.

- Activity • Promise Activity Book, Activity #13

#### Live the Gospel (15–20 minutes)

- Activity • Jesus' Spirit is within us. (pages 3–4)
- Closing Prayer and Song • "Come and Follow Me" (CD-2, #14)

#### Take-Home

Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 4 together.



## Lesson Theme: We share the Good News.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences


- Gathering Song • “Saying Yes” (CD-1, #17)
- Gathering Prayer (see page TG4-6)
- Cover Activity • How do we learn? (page 1)
- Activity • Sing About Senses
- Closing Prayer • *Loving God, thank you for the Good News Jesus brings us. Amen.* (Repeat.)

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the Good News Jesus brings us. Amen.* (Repeat.)
- Gospel Ritual • “Glory and Praise to You . . .” (CD-2, #23)
- Sunday Gospel • A Samaritan woman tells Good News. (page 2)
- Activity • Gospel Creative Drama
- Activity • Helping Hands
- Closing Prayer • *Loving God, thank you for the people who share your Good News with us. Amen.* (Repeat.)

#### Day 3

- Gathering Prayer • *Loving God, thank you for the people who share your Good News with us. Amen.* (Repeat.)
-  **Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 12.**
- Activity • *Promise Activity Book*, Activity #13
  - Closing Prayer • *Dear Jesus, your love for us is Good News! Amen.* (Repeat.)

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Dear Jesus, your love for us is Good News! Amen.* (Repeat.)
- Activity • Jesus’ Spirit is within us. (pages 3–4)
- Closing Prayer • *Loving God, help us to share the Good News with others. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Loving God, help us to share the Good News with others. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG4-7)
- Closing Song • “Come and Follow Me” (CD-2, #14)

##### Friday Take-Home

Remind the students to share their lesson with their families and do the *Family Corner* activities and prayer on page 4 together.

##### Curriculum Connections

- **Health:** Discuss the importance of water for the survival of all living things, including people. Help the children track their water intake over the course of two days to become aware of how much water they are drinking. (NHES.7.2.1)
- **Sci:** Explain that how quickly someone is able to draw water from a well is dependent on how strong they are, specifically how quickly they are able to pull the rope. Have the children work in pairs to plan and conduct an experiment that shows how different pushes or pulls affect an object’s motion. (K-PS2-1)

### Extending the Lesson

#### Extending Activities

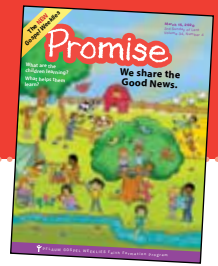
([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

##### Catholic Identity Project of the Week

Create a graffiti wall of the word *Savior* to help your class think about what it means that Jesus is our Savior. On poster paper, draw the word *Savior* in big bubble letters and have the children write Scripture passages, other titles for Jesus, and draw pictures of what the word *Savior* means to them. Post your graffiti wall where the parish community can see it.

#### Saints and Feast Days to Celebrate

- **March 17: Saint Patrick, Bishop** – Patrick was a missionary in Ireland and is credited with converting the Irish to Christianity. In Ireland, this day is celebrated as a Holy Day of Obligation. Along with Saints Brigid and Columba, Patrick is a patron saint of Ireland. **Act:** Tell someone Happy Saint Patrick’s Day.
- **March 19: Saint Joseph, Spouse of the Blessed Virgin Mary** – The Bible says Joseph was a “righteous” man (Matthew 1:19). This means he was open to all that God wanted to do for and through him. Joseph is known as the protector of families and the patron saint of workers. **Pray:** Lord, help us to be open to your will as Saint Joseph was. Amen.



### Teaching This Week's Lesson

#### Share Experiences

**Objective** The children will identify ways to discover God's world through their senses.

Gather in a circle. Play and sing "Saying Yes" (CD-1, #17) to begin your *Promise* session.

**Gathering Prayer** Pray: "Loving God, you make us your children through Baptism. Help us to love and share the Good News of your love for us." The children respond, "Amen."

#### Cover Activity • How do we learn? (page 1)

Remain in the story circle and distribute pages 1–2 of *Promise* with page 1 faceup. Read aloud the first question. Allow only one child to speak at a time. Ask the second question. *The five senses—taste, touch, hearing, smelling, seeing.* Conclude that God made us able to learn from everything around us.

**Activity • Sing About Senses** Lead the children in this song to the tune of "The Farmer in the Dell":

I use my tongue to taste. (2x)

I taste the flavors in my food.

I use my tongue to taste.

I use my ears to hear. (2x)

I hear noises loud and soft.

I use my ears to hear.

I use my eyes to see. (2x)

I see beauty all around.

I use my eyes to see.

I use my nose to smell. (2x)

I smell flowers and perfume.

I use my nose to smell.

I use my hands to touch. (2x)

I touch things both smooth and rough.

I use my hands to touch.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Recognize that the Samaritan woman shared the Good News.
- Recognize that Jesus came to save all people.
- Identify *People of God* as another name for the Church.
- Recognize that they can share the Good News.



Stand for the proclamation of the Gospel. Sing "Glory and Praise to You, Lord Jesus Christ" (CD-2, #23).

#### Sunday Gospel • A Samaritan woman tells

**Good News. (page 2)** Invite the children to bring pages 1–2 of *Promise* to the area you reserve for Gospel storytelling. Sit together in a circle and turn to the rebus Gospel story. Read the title together. Ask: What is a Samaritan? If you have a map of Israel in Jesus' time, point to the area called Samaria. It is between Jesus' home territory of Galilee and Jerusalem, where the Temple is. Jesus was on a trip to Jerusalem when he and his friends went through Samaria and met a woman getting water at a well.

Read aloud the first line of the Gospel together. Then invite individual children to read the other sentences. When you have finished, ask: Where did Jesus and the woman from Samaria meet? *At a well outside of her village.* Ask: What did Jesus ask the woman for? What did she say and do? *He asked for water. She was surprised he would talk to a Samaritan woman.* Ask: What kind of water did Jesus say he could give her? What do you think he meant? *Living water. Special water from God.* Ask: Why did the woman go to her town to tell people about Jesus? *She believed he is the Messiah.* Ask: What do the townspeople do? *They believe in Jesus.* Ask: What do you think happened next? The woman and townspeople probably told other people about Jesus.

**Activity • Gospel Creative Drama** Gather in your open area and lead the children in retelling the Gospel in creative drama. Assign volunteers to be Jesus, the Samaritan woman, and two disciples traveling with Jesus. The rest of the class are the people from the town. The volunteers mime their parts as you read the Gospel aloud. The disciples return from the village as the woman leaves her water jar and goes to tell the townspeople. The disciples ask Jesus: Why are you talking to a Samaritan woman? Then the woman and the villagers come and sit down around Jesus to listen to him tell about God. Jesus says: I have the living water of the Holy Spirit in me and you can too! All thank God.

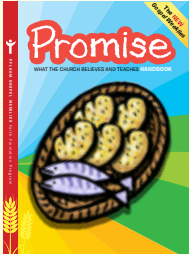
**Activity • Helping Hands** Expand on the connections between how we learn from our senses and how we help others. Direct the children to hold up their hands and look at them for a moment. Invite them to use their hands and not their voices to share their ideas with you. Show how your hands help you:

- Work: wash dishes / pick up toys / set the table / make a bed
- Get ready: wash hands and face / get dressed / brush teeth / eat breakfast
- Play: build with blocks / play an instrument / play a sport / play a computer game

- When you go to church: open the door / hold the music book / shake hands / pray / put money in collection basket



Distribute the children's *What the Church Believes and Teaches* handbooks.



## What the Church Believes and Teaches

God's Promises to His People (page 12, bottom)

**Ask:** When were you baptized? What did the priest or deacon pour on your head (or dunk you in)? *Water.* Ask: What kind of water did Jesus tell the Samaritan woman he could give her? *Living water.* Explain that "living water" is a way to talk about the Holy Spirit. Ask: What words did the priest or deacon say? (*Name*), *I baptize you in the name of the Father, and of the Son, and of the Holy Spirit.* We receive the Holy Spirit when we are baptized. Being baptized makes us children of God and members of God's family, the Church. Another name for the Church is People of God.

**Help** the children find page 12 in their Catechism handbooks. Read aloud the title and review the promises God made to Abraham and Moses.

**Direct** the children to follow the words with a finger as you read aloud the third promise. Emphasize the word *all* in the first sentence. Ask: Who did God send to save the People of God? *Jesus.* Ask: Did God send Jesus to save only people who love him? Who obey him? *No. God sent Jesus to save all people. God wants all people to be in Heaven with him someday.* Ask: How will all people learn about Jesus? *We need to tell them about him—like the Samaritan woman told the people of her town.*

**Read** aloud the points under "The People of God Today." Explain that the Holy Spirit helps us and helps the Church to share the Good News of Jesus. Invite the children to brainstorm things they can tell people about Jesus. Distribute drawing paper and crayons. Invite them to draw a picture of a person they can tell this Good News about Jesus. Invite sharing with the group as time allows.



Have the children close the *What the Church Believes and Teaches* handbooks and return to *Promise*, pages 3–4.

## Live the Gospel

**Objective** The children will show how children with Jesus' Spirit act.

**Activity • Jesus' Spirit is within us. (pages 3–4)**

Distribute scissors and pages 3–4 of *Promise*. Assist the children in cutting off the four story strips on page 3 and making the cuts and folds in the large square. Be sure they don't cut on the dotted lines. Move around the room, taping the wells together. When everyone has a well and four story strips, demonstrate how to fold the slips in two and drop them into the well.

Move to the open area and sit in a circle. Remind the children of the living water Jesus talked about. We have that living water, which is the Spirit of Jesus, in us too. Direct two volunteers to stand and select one of the slips from your well. They choose one side of the slip and read the sentence aloud. Then they act out what two followers of Jesus can do together to help make the situation better. Give them a minute to think what they can do, then have them present their skit to the rest of the children. Invite two more volunteers to choose another slip. Continue in this way. Encourage the children to take their wells home and do this activity with their families.

**Closing Prayer** Invite the children to bring their wells to the prayer circle. Pray: "Jesus, your loving Spirit is within us. We act like you when we (*children take turns pulling a slip from their well and reading it aloud*). Thank you for loving us and helping us to share your Good News through our words and actions." The children respond, "Amen."



Play and sing "Come and Follow Me" (CD-2, #14) to bring your *Promise* gathering to a close.

**Extending Activities** ([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

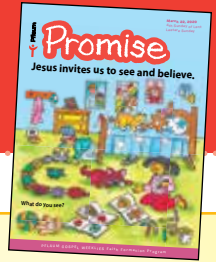


Remind the children to share their *Gospel Weeklies* with their families and do the *Family Corner* activities and prayer together.

## Lesson Wrap-Up

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #13 from the *Promise Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, Jesus opens the eyes of a man born blind—on the Sabbath. The man's neighbors and parents don't share his happiness. His parents reject him, and he is expelled from the synagogue. When Jesus finds him, the blind man tells Jesus that he believes in him.

### Connecting Scripture and Doctrine

As we learn about Jesus, we grow to trust him and want to be like him. We grow in our belief that Jesus is God's Son. We grow in our belief in the teachings of the Bible and of the Church. *Promise* children will explore and celebrate the gift of seeing and their gift of faith in Jesus.

"The Good News of Jesus Christ must be carried forth to every person and every nation so that it may penetrate the heart of every person and renew the human race" (*National Directory for Catechesis*, 17A). See also CCC, 73, 1076.

### Sharing the Lesson with Families

Encourage parents to invite their child to retell the Gospel using the pictures on page 2. Suggest that they ask their child about the experience of being blindfolded and then seeing again.

**Editor's Note:** This Sunday is called Laetare Sunday. *Laetare* (like *Gaudete*) means "rejoice" in Latin. It is a day of joy during a penitential time, and priests may wear rose-colored vestments. We rejoice that Easter is drawing near!

### Materials

- *Promise* Student Lesson for 3/22
- Catechism handbook, page 22
- CD player and *Promise/Good News* CDs
- blindfolds (one per child)
- picture book, children's Bible
- scissors, crayons
- story coloring page (one per child)
- aide to help with blindfolds and cutting

**NOTE:** Separate pages 1–2 from 3–4.

### Suggested Music

- "Saying Yes" (CD-1, #17)
- "Glory and Praise to You . . ." (CD-2, #23)
- "Yes, Lord, I Believe" (CD-2, #26)

### Lesson Resources

- *Promise Activity Book*, Activity #19
- Lesson Assessment (gospelweeklies.com/assessment)
- Video Links (gospelweeklies.com/weekly-videos)

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions for how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (20–25 minutes)

- Gathering Song and Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity • What do you see? (page 1)
- Activity • I can't see.
- Story • Do You See My Mother?

#### Discover Gospel and Doctrine (20–25 minutes)

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Jesus heals a blind man. (page 2)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 22.

#### Live the Gospel (15–20 minutes)

- Activity • Match the faces. (page 4)
- Closing Prayer • I believe . . . (page 3)
- Closing Prayer and Song • "Yes, Lord, I Believe" (CD-2, #26)

#### Take-Home

- *Promise Activity Book*, Activity #19
- Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

### 90-Minute Lesson

#### Share Experiences (25–30 minutes)

- Gathering Song and Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity • What do you see? (page 1)
- Activity • I can't see.
- Story • Do You See My Mother?
- Activity • Stretch and Sing

#### Discover Gospel and Doctrine (40–45 minutes)

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Jesus heals a blind man. (page 2)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to 22.

- Activity • *Promise Activity Book*, Activity #19

#### Live the Gospel (15–20 minutes)

- Activity • Match the faces. (page 4)
- Closing Prayer • I believe . . . (page 3)
- Closing Prayer and Song • "Yes, Lord, I Believe" (CD-2, #26)

#### Take-Home

Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.



## Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

### Day 1

#### Share Experiences

- Gathering Song • “Saying Yes” (CD-1, #17)
- Gathering Prayer (see page TG4-10)
- Cover Activity • What do you see? (page 1)
- Activity • I can’t see.
- Story • Do You See My Mother?
- Activity • Stretch and Sing
- Closing Prayer • *Loving God, thank you for the gift of springtime. Amen.* (Repeat.)

### Day 2

#### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the gift of springtime. Amen.* (Repeat.)
- Gospel Ritual • “Glory and Praise to You . . .” (CD-2, #23)
- Sunday Gospel • Jesus heals a blind man. (page 2)
- Closing Prayer • *Loving God, help us to believe in you. Amen.* (Repeat.)

### Day 3

- Gathering Prayer • *Loving God, help us to believe in you. Amen.* (Repeat.)



Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 22.

- Activity • *Promise Activity Book*, Activity #19
- Closing Prayer • *Loving God, help our faith in you to grow. Amen.* (Repeat.)

### Day 4

#### Live the Gospel

- Gathering Prayer • *Loving God, help our faith in you to grow. Amen.* (Repeat.)
- Activity • Match the faces. (page 4)
- Closing Prayer • *Loving God, help us to share our belief in you with others. Amen.* (Repeat.)

### Day 5

- Gathering Prayer • *Loving God, help us to share our belief in you with others. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer • I believe . . . (page 3) (see page TG4-11)
- Closing Song • “Yes, Lord, I Believe” (CD-2, #26)

#### Friday Take-Home

Remind the students to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

#### Curriculum Connections

- **Tech:** Discuss how people differ from one another. Depending on where people live, they may have different practices and customs. As a class, select two or three questions the children have about people who differ from them. Assist the children in using books and technology to find answers to their questions. (ISTE2016.1a)
- **Health:** Show a video about how the eye works, such as this one: [youtube.com/watch?v=syaQgmxbsi0](https://www.youtube.com/watch?v=syaQgmxbsi0). Discuss how important it is to protect our eyes. Break into small groups and invite the children to act out ways to protect their eyes. (NHES.7.2.2)

## Extending the Lesson

### Extending Activities

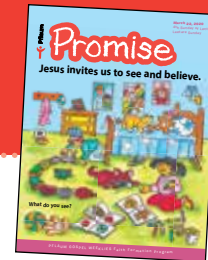
([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

#### Catholic Identity Project of the Week

If we wish to help someone with a visual impairment, it is important to understand their visual needs. With this in mind, help the children learn about visual impairments and braille. Three websites that might help your class are [kidshealth.org/en/kids/visual-impaired.html](http://kidshealth.org/en/kids/visual-impaired.html), [braillebug.org/Games.asp](http://braillebug.org/Games.asp), and [cdc.gov/ncbddd/kids/vision.html#web](http://cdc.gov/ncbddd/kids/vision.html#web).

### Saints and Feast Days to Celebrate

- **March 23: Saint Turibius of Mogrovejo, Bishop** – Born into Spanish nobility in 1538, Turibius served as a missionary to the native peoples of Peru. He founded the first seminary in the Western Hemisphere. **Act:** Pray for vocations to the priesthood and religious life.
- **March 24: Saint Oscar Romero** – Archbishop Romero found the courage to speak out to defend the rights of the poor in El Salvador. This led to him being shot and killed while saying Mass. **Pray:** Lord, give us the courage to do what’s right. Amen.
- **March 25: The Annunciation of the Lord** – On this day, we celebrate Mary’s yes—“May it be done to me according to your word” (Luke 1:38)—to God’s invitation to be the mother of Jesus. **Ask:** What is God calling me to say yes to?




### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Recognize the gift of sight.
- Recognize that love changes how we see.

 Gather in a circle. Play and sing "Saying Yes" (CD-1, #17) to begin your Promise session.

**Gathering Prayer** Gather in a circle. Pray: "Loving God, thank you for the coming of springtime and the beauty of your Creation." The children respond, "Amen."

#### Cover Activity • What do you see? (page 1)

Gather in the work area. Distribute pages 1–2 of *Promise* with page 1 faceup. Invite the children to look at the cover illustration, describe the scene, and name the objects.

Say, "I see one bed," and direct the children to find the bed. Continue by saying: "I see . . . two children / three books / four pictures (not in books) / five bears / six shoes / seven balls / eight train cars / nine hats / ten crayons." Give them time to find the people or objects and count them. Repeat in descending order.

**Activity • I can't see.** Ask: What does it mean to be blind? Put blindfolds on half of the children to give them an experience of not being able to see.

Read aloud a picture book and talk about the illustrations. Then direct the children wearing blindfolds to remove them and tell how they felt when they couldn't see the book. Put blindfolds on the other children and invite everyone to stand. Tell them to face the windows, the door, the board, a friend. Give directions quickly. Invite them to remove the blindfolds and tell how they felt.

**Story • Do You See My Mother?** A coloring page to accompany this story is available at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates).

Gather in a story circle. Share this modern version of a Russian folk story:

*A policeman saw a little boy sitting alone on a park bench. The boy was crying. The policeman walked to the bench. "May I sit down?" he asked. The boy nodded. "What's wrong?" the policeman asked. "My mom is lost," the boy said. "When did she get lost?" the officer asked. "A little while ago, right at that corner." The boy pointed to a busy street corner. "I'll stay with you until she finds you," the officer said.*

*"What does your mom look like?" the officer asked. The boy said, "She's the most beautiful mom in the world!" The policeman nodded. He pointed to a lady who wore a fur coat and had long blonde hair.*

*"That lady's beautiful," the officer said. "Is that your mother?" "No," the boy said, "my mother doesn't have long hair." Another lady wearing a long orange dress with a green sash walked by. "That's a beautiful lady," the officer said. "Is that your mother?" "No," the boy said, "my mother doesn't wear dresses like that. But my mother is very beautiful."*

*The policeman and the boy heard someone calling, "Ben! Ben!" They looked up. Across the street, a lady was waving both arms. "That's my mom!" the boy said. The light turned green, and the woman rushed across the street. The boy ran to her. She picked him up and held him tight. "Is this your son?" the policeman asked. "Yes," the woman said, "we were waiting to cross the street when he disappeared. I was so worried." "Me too," said Ben.*

*The policeman looked at the mom. She was wearing jeans and a sweatshirt. She had short hair. Her eyes were red from crying, but she was smiling. The officer said, "You're right, Ben. Your mother is the most beautiful mother in the world."*

Ask: Do you think Ben's mom is beautiful? What does Ben see when he looks at his mom? What did the police officer see? Why did the police officer agree with Ben?

**Activity • Stretch and Sing** Sing "I Have Two Eyes" to the tune of "Old MacDonald." Add gestures.

On my face, I have two eyes.

I use them every day.

I use my eyes so I can see

when I work and play.

With a look, look here,

and a look, look there.

Here a look, there a look,

everywhere a look, look.


On my face, I have two eyes.

I use them every day!

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Recognize why the blind man believed in Jesus.
- Recognize that when we help others, we help Jesus.

 Stand and sing "Glory and Praise to You . . ." (CD-2, #23) to prepare for the proclamation of the Gospel.

#### Sunday Gospel • Jesus heals a blind man.

(page 2) Gather in the open area. Invite the children to look at the pictures on page 2 of *Promise* as you share this Gospel:

Jesus saw a man who had been blind since he was born. Jesus put mud on the man's eyes and told him to go wash it off, so he would be healed. The man did what Jesus told him to do and was able to see!

The man's neighbor asked, "Aren't you the blind man who used to sit and beg?"

The man said: "I was blind, but now I can see. The man named Jesus put mud on my eyes. He told me to wash in the pool of Siloam. I did, and now I can see."

The people asked the man: "Tell us. How can you see now?"

The man said: "I already told you. A man named Jesus made some mud and put it on my eyes. Then he told me to wash it off. I did, and now I can see. Do you want to be his disciples too?"

The Pharisee said, "If you follow that man, then you can't worship with us."

Jesus went to talk to the man he had healed. He asked the man, "Do you believe in the One who comes from God?"

The man asked, "Who is this person?"

Jesus said, "You have seen him and are speaking with him now."

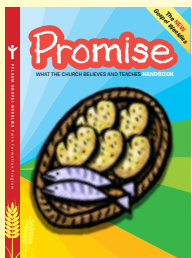
The man said, "I believe in you, Jesus!"

Ask: How do you think the blind man felt about not seeing? Who do you think he would like to see most? Why does the man start to believe in Jesus?

Assign partners and direct them to use the pictures on page 2 to retell the Gospel to each other.



Distribute the children's *What the Church Believes and Teaches* handbooks.



## What the Church Believes and Teaches

Jesus Wants Us to Do the Right Thing (page 22, bottom)

**Read** aloud Matthew 25:34–40 from a children's Bible. Explain that this is a story Jesus told. Ask: Who do you think the king is in this story? *God, Jesus*. Ask: What did he say we are doing when we help someone? *We are helping him*. Point out that Jesus healed the blind man in the story and wants us to help other people when we can too.

**Help** the children find page 22 in their Catechism handbooks. Read the page title, the words by the second heart, and the directions. Distribute crayons and give children time to draw a picture of themselves taking care of someone who needs help. Give the children an opportunity

to share their pictures. Connect their actions to the Gospel passage as they share. Help the children identify acts of kindness they can do at home for family members.



Have the children close the *What the Church Believes and Teaches* handbooks and return to *Promise*, page 4.

## Live the Gospel

**Objectives** • The children will:

- Match faces using their sense of sight.
- Repeat a creed prayer.

**Activity** • **Match the faces.** (page 4) Distribute scissors and pages 3–4 of *Promise* with page 4 faceup. Direct the children to cut apart the faces and place matching faces side by side. Emphasize how important using their sense of sight is for noticing the differences and finding the matching faces.

**Closing Prayer** • **I believe ...** (page 3) Direct the children to turn over the matching faces. Invite them to stand and point to the squares as you say the words. Read through the prayer again and add gestures:

I believe . . .

The sun will shine. (*Raise hands up in an arc.*)

The rain will fall. (*Wiggle fingers and lower arms.*)

Flowers will grow. (*Stoop and grow.*)

Someone will care for me. (*Reach arms out.*)

Jesus loves me. Amen! (*Cross arms on chest.*)



Bring your *Promise* session to a close by playing and singing "Yes, Lord, I Believe" (CD-2, #26).

**Extending Activities** ([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

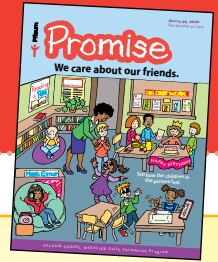
**Family Corner**

Remind the children to share their *Gospel Weeklies* with their families and do the *Family Corner* activities and prayer together.

## Lesson Wrap-Up

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #19 from the *Promise Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

Sunday's Gospel tells about the faith of some of Jesus' friends and the result of that faith—Lazarus's being raised from death. The Gospel calls us to believe that Jesus can do more than raise us back to life as he did Lazarus. It calls us to believe that we will share God's life forever.

### Connecting Scripture and Doctrine

Jesus' Resurrection is different from how Lazarus came back to life. Lazarus's body would die again. In his risen body, Jesus will live forever. Jesus has opened Heaven to us. If we follow Jesus, we will live forever in Heaven after we die.

*Promise* focuses on the feelings that children often experience and presents feelings as gifts from God. The children are encouraged to bring all their feelings to God in prayer.

"Catechesis helps [people] relate the Christian message to the most profound questions in life: the existence of God, the destiny of the human person, the origin and end of history, the truth about good and evil, the meaning of suffering and death" (*NDC*, 29A). See also *CCC*, 1006–1014, 1052.

### Sharing the Lesson with Families

Encourage parents to explore with their child different ways to express feelings. Suggest that they affirm all of their child's feelings as gifts from God and help their child to channel negative feelings in positive ways.

### Materials

- *Promise* Student Lesson for 3/29
- Catechism handbook, page 28
- CD player and *Promise/Good News* CDs
- crayons, scissors, glue sticks
- story coloring page (one per child)

**NOTE:** Separate pages 1–2 from 3–4.

### Suggested Music

- "Yes, Lord, I Believe" (CD-2, #26)
- "Glory and Praise to You . . ." (CD-2, #23)
- "Saying Yes" (CD-1, #17)

### Lesson Resources

- *Promise Activity Book*, Activity #24
- Lesson Assessment ([gospelweeklies.com/assessment](http://gospelweeklies.com/assessment))
- Video Links ([gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos))

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions for how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (20–25 minutes)

- Gathering Song and Prayer • "Yes, Lord, I Believe" (CD-2, #26)
- Story • Martin and Shamrock
- Cover Activity • I have feelings. (page 1)

#### Discover Gospel and Doctrine (25–30 minutes)

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Jesus cares about his friends. (page 2)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 28.

#### Live the Gospel (10–15 minutes)

- Activity • I have feelings. (page 3)
- Activity • My feelings are good. (page 4)
- Closing Prayer and Song • "Saying Yes" (CD-1, #17)

#### Take-Home

- *Promise Activity Book*, Activity #24
- Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

### 90-Minute Lesson

#### Share Experiences (20–25 minutes)

- Gathering Song and Prayer • "Yes, Lord, I Believe" (CD-2, #26)
- Story • Martin and Shamrock
- Cover Activity • I have feelings. (page 1)

#### Discover Gospel and Doctrine (50–55 minutes)

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Jesus cares about his friends. (page 2)
- Activity • Gospel Creative Drama



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 28.

- Activity • *Promise Activity Book*, Activity #24

#### Live the Gospel (10–15 minutes)

- Activity • I have feelings. (page 3)
- Activity • My feelings are good. (page 4)
- Closing Prayer and Song • "Saying Yes" (CD-1, #17)

#### Take-Home

Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.



## Lesson Theme: Jesus cares about his friends.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “Yes, Lord, I Believe” (CD-2, #26)
- Gathering Prayer (see page TG4-14)
- Story • Martin and Shamrock
- Cover Activity • I have feelings. (page 1)
- Closing Prayer • *Loving God, thank you for the new life we see in springtime. Amen.* (Repeat.)

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the new life we see in springtime. Amen.* (Repeat.)
- Gospel Ritual • “Glory and Praise to You . . .” (CD-2, #23)
- Sunday Gospel • Jesus cares about his friends. (page 2)
- Activity • Gospel Creative Drama
- Closing Prayer • *Loving God, thank you for the life in Heaven that you promise us. Amen.* (Repeat.)

#### Day 3

- Gathering Prayer • *Loving God, thank you for the life in Heaven that you promise us. Amen.* (Repeat.)



Distribute the students' *What the Church Believes and Teaches* handbooks. Turn to page 28.

- Activity • *Promise Activity Book*, Activity #24
- Closing Prayer • *Loving God, help us to trust you with our lives. Amen.* (Repeat.)

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Loving God, help us to trust you with our lives. Amen.* (Repeat.)
- Activity • I have feelings. (page 3)
- Activity • My feelings are good. (page 4)
- Closing Prayer • *Loving God, thank you for the promise that death leads to new life. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Loving God, thank you for the promise that death leads to new life. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG4-15)
- Closing Song • “Saying Yes” (CD-1, #17)

##### Friday Take-Home

Remind the students to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

##### Curriculum Connections

- **ELA:** Explain what an opinion is and how people form and develop different opinions. Read a book to the children and invite each one to write an opinion of the book. They should include a reason for their opinion. (CCSS.ELA-Literacy.W.3.1)
- **Math:** Provide the children with a list of pairs of objects (e.g., two books, two children, two different chairs, etc.). Direct them to work in pairs to describe differences between the objects (compare heights and describe as taller/shorter, compare thickness of books and describe as thicker/thinner, etc.). (CSS. Math.Content.K.MD.A.2)

### Extending the Lesson

#### Extending Activities

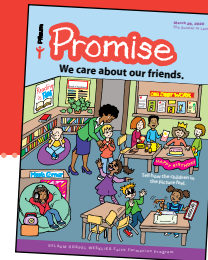
(gospelweeklies.com/promise)

##### Catholic Identity Project of the Week

One of the Corporal Works of Mercy is to bury the dead. Invite the children to make cards for parishioners who have experienced the death of a loved one. These cards can be nonspecific and given to the parish secretary or bereavement ministry to share as needed.

#### Saints and Feast Days to Celebrate

- **April:** Month of the Holy Eucharist
- **April 2:** 15th Anniversary of Saint John Paul II's Death
- **April 4:** Saint Benedict the Moor – Born in Italy, Benedict's parents were African slaves. Benedict was given his freedom as a boy and lived a holy life as a cook known for his faith. **Ask:** What profession will I choose that can serve God?
- **April 4:** Saint Isidore, Bishop and Doctor of the Church – As archbishop of Seville, Isidore made a big impact on the seventh-century Church—in Spain and beyond. From ministering to the poor to opening school to train priests to writing doctrinal summaries of the Trinity and Incarnation, Isidore organized and guided the Church of Spain. He was named a Doctor of the Church.



## Teaching This Week's Lesson

### Share Experiences

**Objectives** • The children will:

- Identify different feelings.
- Identify all feelings as gifts from God.



Gather in a circle and sing "Yes, Lord, I Believe" (CD-2, #26) to begin your *Promise* session.

**Gathering Prayer** Pray: "Dear God, thank you for loving us when we are happy, sad, angry, or lonely. We love you too." The children respond, "Amen."

**Story • Martin and Shamrock** A coloring page to accompany this story is available at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates).

Ask: Who has a pet? What do you like about your pet? How do you care for your pet? Have you ever worried about your pet? Today's story is about a boy named Martin and his dog, Shamrock:

*Martin and Shamrock played every day after school. Sometimes they played tag and fetch. Martin took good care of Shamrock. He gave her food and water and brushed her fur. When they went for walks, Martin used a collar and leash. "You should keep a collar on Shamrock all the time. What if she gets lost?" Martin's sister asked. Martin said, "Our yard has a fence around it. She can't get out, so she can't get lost."*

*One day, Jonah came over to play in Martin's treehouse. The sky got dark. Suddenly, lightning flashed, and thunder roared. Martin ran to the house, but Jonah ran through the gate to his home. Martin and Shamrock watched the rain through the window.*

*When the rain stopped, Martin let Shamrock out into the yard. But when he called her to come in, Shamrock didn't come. Martin looked all over the yard. He called and called, "Shamrock! Shamrock!" Then he noticed the gate in the fence was open. Jonah had been in such a hurry to get home that he hadn't closed the gate. Shamrock had gotten out!*

*Martin's family walked up and down the streets, calling "Shamrock!" When it got dark, Dad said, "We have to stop looking now. We'll go out again tomorrow. We will find Shamrock."*

*Martin tried not to cry, but he was very worried. He was worried and sad when he went to bed. He was still worried when he woke up the next morning. He heard voices in the backyard. When he looked out the window, Mom was holding Shamrock! "Shamrock! You came home!" Martin yelled out the window. He ran down the stairs and into the yard.*

*Martin hugged Shamrock and asked, "Where did you find her?" Dad said, "I went out early this morning to look for her. A lady on the*

*next block told me that a dog without a collar had walked into her house last night. The lady didn't know how to find the dog's family, so she called the animal rescue. I went to their place, and there was Shamrock."*

*"I will always put on her collar from now on," Martin said. He got out a ball and played with Shamrock for a long time.*

Ask: How does having a pet make Martin feel? What does Martin do for Shamrock? What made Martin sad and worried? What is a new way he will be a good pet owner?

Ask: When has a sad thing happened to you? Some children may have experienced real tragedy in their lives. Acknowledge these sadnesses but don't dwell on them at this time. It is good for the children to express their feelings, but they may need private time with you or a staff member of your school or parish.

**Cover Activity • I have feelings. (page 1)** Return to the story circle and distribute pages 1–2 of *Promise* with page 1 faceup. Invite volunteers to tell how a child in the picture may be feeling. Help them be specific about the feeling and why the child may be feeling that way.

Ask: Is feeling sad a good feeling? The children may say no. Emphasize that all feelings are good because they tell us what is going on inside of us. It's important to learn what to do with a sad or angry feeling. God gave us our feelings, and they are good.

### Discover Gospel and Doctrine

**Objectives** • The children will:

- Recognize that Jesus had human feelings.
- Recognize that we can share our feelings in prayer.



Stand and sing "Glory and Praise to You, Lord Jesus Christ" (CD-2, #23) to prepare for the Gospel proclamation.

**Sunday Gospel • Jesus cares about his friends. (page 2)** Direct the children to turn over *Promise* to the Gospel pictures. Invite them to follow the pictures as you share the Gospel. Explain that this Gospel tells about Jesus' feelings for his friends:

*Jesus heard that his friend Lazarus was very sick and went to see him, but Lazarus died before Jesus got there. Lazarus's sister Martha went out to meet Jesus. She said, "Jesus, if you had been here, Lazarus would not be dead."*

*Jesus told her, "Your brother will rise again."*

*Martha answered, "I believe that he will be raised up on the last day."*

Then Jesus said: "Even though people who believe in me die, I give them life forever. Do you believe in me?"

Martha said, "Yes, I believe you are God's Son." Martha went to get her sister, Mary.

Mary said, "Jesus, if you had been here, Lazarus would not have died."

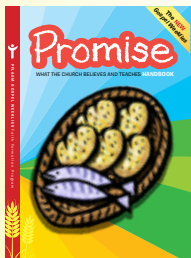
Then Jesus started to cry. He said: "Show me where Lazarus is buried. If you have faith, you will see God's glory." They took Jesus to the tomb. He said, "Roll away the stone."

Jesus prayed: "Father, thank you for answering my prayers. I want these people to believe that you sent me." When Jesus finished praying, he said in a loud voice, "Lazarus, come out!" Lazarus walked out of the tomb. Many people began to believe in Jesus because he did this.

**Activity • Gospel Creative Drama** Invite the children to show with their faces and bodies how Mary and Martha felt when Lazarus was sick, when they wrote to Jesus, when Lazarus died, when Jesus came, when Jesus called Lazarus back to life. Then invite them to show Jesus' feelings when he heard Lazarus was sick, when Martha told him Lazarus was dead, when Lazarus was alive again.

Emphasize that Jesus had feelings just like Martha and Mary. Jesus' feelings were a gift from God just as our feelings are.

 **Distribute the children's *What the Church Believes and Teaches* handbooks.**



## What the Church Believes and Teaches

**Jesus Makes Promises**  
(page 28, top, middle)

**Ask:** What is a good way to deal with a hard feeling like sadness, hurt, or anger? If prayer isn't mentioned by a child, add it yourself. Ask: Do you think God only wants to hear from us when we're happy? *No.* God wants to hear from us all the time—however we're feeling. Remind the children that God gave them all their feelings.

**Help** the children find page 28 in their handbooks. Read aloud the title and words in black at the top. Ask: When do you pray? Where do you pray? Distribute crayons and read the directions above the picture frame. Give the children time to draw.

**Remind** the children of Jesus' promise to be with us

always. Invite them to make a promise to Jesus about when and where they will pray. Help them be realistic and specific. Invite them to share their pictures and promises as time allows.



**Have the children close the *What the Church Believes and Teaches* handbooks and return to *Promise*, page 3.**

## Live the Gospel

**Objectives •** The children will:

- Identify different feelings.
- Identify all feelings as good gifts from God.

**Activity • I have feelings. (page 3)** Distribute scissors and pages 3–4 of *Promise* with page 3 faceup. Direct the children to cut off the strip of faces, cut apart the six face squares, and put them aside. Read together the sentences about feelings. Direct the children to match the face squares to the sentences. Distribute glue sticks and direct them to glue the faces in the right places.

**Activity • My feelings are good. (page 4)**

Distribute crayons and read aloud the rebus sentences together. Invite the children to draw on the blank face to show each feeling.

**Closing Prayer** Gather in a circle. Pray: "Dear Jesus, you felt sad when your friend Lazarus died. You understand all our feelings. Help us bring our feelings to you when we pray. Please hear our prayers for (*children offer people to pray for*). Thank you for promising to be with us always and for hearing our prayers." The children respond, "Amen."



Play and sing "Saying Yes" (CD-1, #17) to end your *Promise* session.

**Extending Activities** ([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

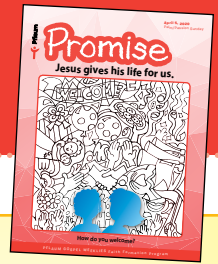
**Family Corner**

Remind the children to share their *Gospel Weeklies* with their families and do the *Family Corner* activities and prayer together.

## Lesson Wrap-Up

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #24 from the *Promise Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

On Palm/Passion Sunday, we hear two Gospels: first, the people of Jerusalem welcome Jesus to the city as a king; then, we hear of Jesus' Passion and Death.

### Connecting Scripture and Doctrine

When Holy Week begins, the crowds welcome Jesus to Jerusalem. On Friday, Jesus dies on the Cross, and his body is placed in a tomb. In between, we remember the Last Supper, Jesus' arrest and trial, and his Passion. Jesus wants to save all people from sin and death. His Death opened the gates of Heaven for us.

Jesus shows his love for us at his Last Supper and in his Passion. His Resurrection promises that suffering and death are never the end for a Christian.

"Jesus' entry into Jerusalem manifested the coming of the kingdom that the King-Messiah was going to accomplish by the Passover of his Death and Resurrection. It is with the celebration of that entry on Palm Sunday that the Church's liturgy solemnly opens Holy Week" (CCC, 560).

### Sharing the Lesson with Families

Encourage parents to ask their child to share the stories of Holy Week with them, using their booklet. Suggest that they take their child to the liturgies of Holy Week.

### Materials

- Promise Student Lesson for 4/5
- Catechism handbook, page 15
- CD player and Promise/Good News CDs
- palm branch, crucifix
- crayons or pencils, scissors
- story coloring page (one per child)
- tape, glue stick, or stapler
- yarn, dowel rods (one per child)
- aide to help with cutting and assembly

**NOTE:** Complete one booklet in advance.

### Suggested Music

- "Hosanna! Shout Hosanna!" (CD-1, #18)
- "Glory and Praise to You . . ." (CD-2, #23)

### Lesson Resources

- Promise Activity Book, Activity #26
- Lesson Assessment ([gospelweeklies.com/assessment](http://gospelweeklies.com/assessment))
- Video Links ([gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos))

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions for how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (15–20 minutes)

- Gathering Song and Prayer • "Hosanna! Shout Hosanna!" (CD-1, #18)
- Cover Activity • How do you welcome? (page 1)
- Story • Welcome Back, Reghan!

#### Discover Gospel and Doctrine (20–25 minutes)

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Holy Week



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 15.

#### Live the Gospel (20–25 minutes)

- Activity • Hosanna (page 3)
- Activity • My Holy Week Book (pages 3–4)
- Activity • "Welcome, Jesus" Windsock (page 2)
- Closing Prayer and Song • "Hosanna! Shout Hosanna!" (CD-1, #18)

#### Take-Home

- Promise Activity Book, Activity #26
- Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 4 together.

### 90-Minute Lesson

#### Share Experiences (20–25 minutes)

- Gathering Song and Prayer • "Hosanna! Shout Hosanna!" (CD-1, #18)
- Cover Activity • How do you welcome? (page 1)
- Story • Welcome Back, Reghan!
- Activity • March and Sing "Hosanna! Shout Hosanna!" (CD-1, #18)

#### Discover Gospel and Doctrine (40–45 minutes)

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Holy Week



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 15.

- Activity • Promise Activity Book, Activity #26

#### Live the Gospel (20–25 minutes)

- Activity • Hosanna (page 3)
- Activity • My Holy Week Book (pages 3–4)
- Activity • "Welcome, Jesus" Windsock (page 2)
- Closing Prayer and Song • "Hosanna! Shout Hosanna!" (CD-1, #18)

#### Take-Home

Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 4 together.



## Lesson Theme: Jesus gave his life for us.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences


- Gathering Song • “Hosanna! Shout Hosanna!” (CD-1, #18)
- Gathering Prayer (see page TG4-18)
- Cover Activity • How do you welcome? (page 1)
- Story • Welcome Back, Reghan!
- Activity • March and Sing “Hosanna! Shout Hosanna!” (CD-1, #18)
- Closing Prayer • *Dear Jesus, we welcome you into our hearts and lives. Amen.* (Repeat.)

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Dear Jesus, we welcome you into our hearts and lives. Amen.* (Repeat.)
- Gospel Ritual • “Glory and Praise to You . . .” (CD-2, #23)
- Sunday Gospel • Holy Week
- Closing Prayer • *Dear Jesus, thank you for your great love for us. Amen.* (Repeat.)

#### Day 3

- Gathering Prayer • *Dear Jesus, thank you for your great love for us. Amen.* (Repeat.)
-  **Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 15.**
- Activity • *Promise Activity Book*, Activity #26
  - Closing Prayer • *Dear Jesus, thank you for suffering and dying to save us. Amen.* (Repeat.)

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Dear Jesus, thank you for suffering and dying to save us. Amen.* (Repeat.)
- Activity • Hosanna (page 3)
- Activity • My Holy Week Book (pages 3–4)
- Activity • “Welcome, Jesus” Windsock (page 2)
- Closing Prayer • *Dear Jesus, thank you for opening the gates of Heaven for us. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Dear Jesus, thank you for opening the gates of Heaven for us. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG4-19)
- Closing Song • “Hosanna! Shout Hosanna!” (CD-1, #18)

##### Friday Take-Home

Remind the students to share their lesson with their families and do the *Family Corner* activities and prayer on page 4 together.

##### Curriculum Connections

- **Math:** Invite the children to solve word problems using manipulatives, drawings, and equations. (CCSS.Math.Content.1.OA.A.1)
- **SS:** Explain the values of equality, fairness, and respect. Discuss how they are important for getting along with others. Brainstorm examples of when those values are lived out at home, on the playground, or in the classroom. (D2.Civ.8.K-2)

### Extending the Lesson

#### Extending Activities

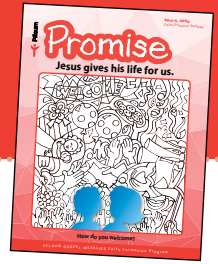
(gospelweeklies.com/promise)

##### Catholic Identity Project of the Week

Jesus asked his friends to keep watch while he prayed, but they fell asleep. Sometimes, we ignore people who ask us to do something so that we can do something else. Invite each child to identify one thing their parents ask them to do. Encourage them to commit to doing it either the first time they are asked or without being asked. Next week, invite them to share how they did.

#### Saints and Feast Days to Celebrate


- **April 5: Saint Vincent Ferrer** – Vincent is known for his preaching, missionary work, and strong faith. He worked hard to mend a divided Church. **Pray:** Lord, make me a peacemaker. Amen.
- **April 5: World Youth Day** – Celebrated internationally every three years, World Youth Day is celebrated locally every year on Palm Sunday. This year’s theme is based on Jesus’ words to the widow’s son who had died: “Young man, I say to you, arise” (Luke 7:14).
- **April 7: Saint John Baptist de la Salle** – John focused his ministry on teaching the poor so that they could recognize their dignity as children of God and rise above poverty. He gave away his wealth to establish the Institute of the Brothers of the Christian Schools.



## Teaching This Week's Lesson

### Share Experiences

**Objective** The children will recognize that welcoming shows love.

 Gather in a circle. Explain that *Hosanna* is a Hebrew shout of joy that means "Save us, we pray!" Play and sing "Hosanna! Shout Hosanna!" (CD-1, #18) to begin your *Promise* session.

**Gathering Prayer** Pray: "Dear Jesus, we welcome you into our hearts and lives. Help us to keep our hearts open to you." The children respond, "Amen."

**Cover Activity • How do you welcome? (page 1)** Distribute *Promise*. Read together the question. Distribute crayons and direct the children to find and color the hidden ways to welcome: *banner, shake hands, wave, confetti, streamers, balloons, cookies, hug, trumpets, smile, gift, flowers, outstretched hands, heart, clap, say Hi.*

**Story • Welcome Back, Reghan!** A coloring page to accompany this story is available at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates).

Gather in the story area. Ask: Who has been in the hospital or sick at home for a long time? Invite volunteers to tell what happened when they came back to school or daycare. Share this story:

*Poor Reghan! She rode her bike too fast down a steep hill and fell. She hit her head really hard. Her parents rushed her to the hospital.*

*On Saturday, two friends came to the hospital to see Reghan. That made her happy. On Monday, she got a card from her first-grade class. That made her happy too, but it also made her lonely. "What if my friends forget about me?" she wondered. On Tuesday, the doctor told Reghan that she could go home and could go to school in the afternoons for the rest of that week.*

*The children planned a party when they heard that Reghan was coming back. They made a welcome poster and a card. They decorated a table and brought treats. On Wednesday afternoon, the whole class waited for Reghan to come. When she came in the door, Miss Brown and all the children shouted, "Welcome back!" They gave Reghan hugs. The class ate, sang, and played games together. Reghan could hardly wait to tell her parents that her friends hadn't forgotten her.*


Ask: How did the children show that they cared about Reghan when she was in the hospital? How did they welcome her when she returned to class?

**Activity • March and Sing** Gather in the open area. Show the children a piece of palm. Describe how the blessing and procession happens in your parish. Pantomime distributing palms to the children. Then process around the room waving the palms as you play and sing "Hosanna! Shout Hosanna!" (CD-1, #18).

### Discover Gospel and Doctrine

**Objectives • The children will:**

- Recognize the significance of Jesus' last days.
- Connect the words of Baptism, Trinity, and Sign of the Cross.

 Stand and sing "Glory and Praise to You, Lord Jesus Christ" (CD-2, #23) to prepare for the Gospel.

**Sunday Gospel • Holy Week** Use a completed copy of My Easter Book (pages 3–4) to illustrate the events of Holy Week. Note: Portions of the Holy Thursday and Good Friday Gospels are included here. (*Show the first illustration in the booklet as you share the Gospel.*)

*One Sunday, Jesus stopped outside the city of Jerusalem. He asked two disciples to bring him a donkey and her colt. Jesus' friends put their cloaks over the animals. Jesus rode the donkey into the city of Jerusalem. People came out to welcome him and shouted: "Hosanna! Hosanna, Jesus!"*

*People put their cloaks on the road. Others cut branches from the trees and put them on the road too. They shouted: "Hosanna! Hosanna, Jesus! You come in God's name."*

Explain that some of the leaders were afraid of Jesus. They thought he put himself too much in God's place. Some thought he wanted to be king. They made a plan to arrest Jesus. (*Show the second illustration in the booklet as you continue with the Gospel.*)

*On Thursday, Jesus gathered his friends for a last supper with them. He put water into a large bowl and began to wash the feet of his friends. He dried their feet with a towel.*

*His friends asked, "Why are you doing this, Jesus?"*

*Jesus explained: "You call me teacher and Lord, and that is who I am. I have washed your feet. You should do the same for one another."*

*Then Jesus took bread, said a prayer, broke the bread, and gave it to his friends. He said: "Take and eat. This is my body."*

*Then Jesus took a cup of wine, thanked God for it, and gave it to his friends, saying: "This is my blood. It will be poured out for the forgiveness of sins. Drink from it."*

Soldiers arrested Jesus later that night. The next, day . . . (Show the third illustration in the booklet as you continue with the Gospel.)

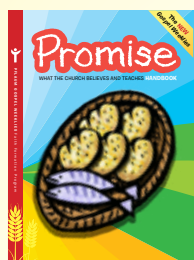
Jesus carried his Cross to Golgotha, a hill outside of the city. They nailed him to the Cross.

After a while, Jesus said, "It is finished" and he died. (Kneel and bow heads.)

Two of Jesus' disciples took the body of Jesus. They laid him in a tomb in a nearby garden.



Distribute the children's *What the Church Believes and Teaches* handbooks.



## What the Church Believes and Teaches

### The Sign of the Cross (page 15)

**Move** to the work area and show the children a crucifix. Ask: What does the crucifix or cross mean to you? *It's a sign of God's love.*

**Help** the children find page 15 in their handbooks. Read aloud the title and the first three lines. Review the words of Baptism: "I baptize you in the name of the Father, and of the Son, and of the Holy Spirit." The children will notice the words of the Sign of the Cross within these words. Ask: What do we call God the Father, God the Son (Jesus), and God the Holy Spirit? *Blessed Trinity, Holy Trinity, Trinity.*

**Invite** the children to make the Sign of the Cross together. Confirm that all of the children can do this correctly. Encourage the children to think, "I belong to God," every time they make the Sign of the Cross. Distribute crayons or pencils and invite the children to complete the dot-to-dot activity.



Have the children close the *What the Church Believes and Teaches* handbooks and return to *Promise*, page 3.

## Live the Gospel

**Objectives** • The children will:

- Recognize *Hosanna* as a welcome to Jesus.
- Complete a Holy Week booklet.
- Create a "Welcome, Jesus" Windsock.

**Activity • Hosanna (page 3)** Say *Hosanna* in a loud voice. Invite the children to say it with you. Tell them that people shouted Hosanna when a king rode through town. It means, "Save us, we pray." People knew that the king had the power to help them.

Invite the children to look at page 3 of *Promise*. Show them the four strips with the word *Hosanna*. Distribute crayons and invite the children to color the letters on both sides. Distribute scissors and show how to cut the four Hosanna strips. Set the strips aside.

### Activity • My Holy Week Book (pages 3-4)

Demonstrate how to fold the page so the picture of Jesus on the donkey is the booklet cover. Go through the booklets page by page, listening as the children tell about Holy Week. Complete the activity on the last page.

### Activity • "Welcome, Jesus" Windsock (page 2)

Ask: Who knows what a windsock is? *A tube that helps us know what direction the wind is blowing.* Some may have seen them at airports. Direct them to turn over the cover page and find the words *Welcome, Jesus*. A drawing of a windsock is at the top of the page. Direct the children to cut across the top of the page on the heavy black line.

Direct the children to position the Hosanna strips across the bottom of the windsock page. Tape, glue, or staple them in place. Demonstrate how to roll the page into a tube. Tape or staple the windsock tubes together and add a length of yarn at the top. Give each child a dowel rod. Tie the windsocks to the dowels.

**Closing Prayer** Invite the children to bring their windsocks to the prayer circle. Direct them to raise their windsocks high as you pray: "Dear Jesus, we welcome you into our hearts and lives. Help us to keep our hearts open to you." The children respond, "Amen."



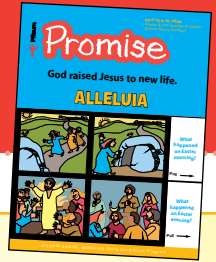
Play and sing "Hosanna! Shout Hosanna!" (CD-1, #18) as the children gently wave their windsocks.

**Extending Activities** ([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

## Lesson Wrap-Up

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #26 from the *Promise Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

In the Gospels for these two Sundays, we hear the story of Jesus' Resurrection to new life and his appearances to Mary Magdalene, to his other disciples, and finally to Thomas.

### Connecting Scripture and Doctrine

We believe that Jesus rose to new life after his Death on the Cross. The Resurrection of Jesus is the most important truth of our Catholic faith. That makes Easter the Church's most important celebration. As Jesus' disciples, we share our belief in his Resurrection in our words and actions.

"[B]y his Resurrection, [Christ] opens for us the way to a new life. This new life is above all justification that reinstates us in God's grace, 'so that as Christ was raised from the dead by the glory of the Father, we too might walk in newness of life'" (CCC, 654).

### Sharing the Lesson with Families

Encourage parents to view and listen to their child's telling of the Easter story.

**Editor's Note:** This lesson has the Gospels for Easter and the 2nd Sunday of Easter (Sunday of Divine Mercy). If you meet twice, follow the lesson plan through Creative Drama in the first session. Begin the second session with Gospel Ritual and Gospel for the 2nd Sunday of Easter, then finish the activities. Use the Extending Activities if needed.

### Materials

- Promise Student Lesson for 4/12 & 4/19
- Catechism handbook, pages 31 and 33
- CD player and Promise/Good News CD-2
- scissors, crayons
- story coloring page (one per child)

**NOTE:** Cut vertical lines in the children's picture screens. Prepare one picture screen in advance.

### Suggested Music

- "New Life" (CD-2, #1)
- "Risen Today" (CD-2, #3)
- "Gospel Acclamation" (CD-2, #24)

### Lesson Resources

- Promise Activity Book, Activity #8
- Lesson Assessment ([gospelweeklies.com/assessment](http://gospelweeklies.com/assessment))
- Video Links ([gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos))

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions for how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (10-15 minutes)

- Gathering Song and Prayer • "New Life" (CD-2, #1)
- Story • The Easter Egg Hunt

#### Discover Gospel and Doctrine (25-30 minutes)

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel: Easter • What Happened on Easter Morning?
- Activity • Creative Drama
- 2nd Sunday of Easter Gospel • What Happened on Easter Evening?
- Sing • Alleluia



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 31 and 33.

#### Live the Gospel (20-25 minutes)

- Gospel Activity • Our Easter Story Picture Show
- Activity • Signs of New Life (page 2)
- Closing Prayer and Song • "New Life" (CD-2, #1)

#### Take-Home

- Promise Activity Book, Activity #8
- Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 3 together.

### 90-Minute Lesson

#### Share Experiences (15-20 minutes)

- Gathering Song and Prayer • "New Life" (CD-2, #1)
- Story • The Easter Egg Hunt
- Activity • Stretch and Sing "Risen Today" (CD-2, #3)

#### Discover Gospel and Doctrine (50-55 minutes)

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel: Easter • What Happened on Easter Morning?
- Activity • Creative Drama
- 2nd Sunday of Easter Gospel • What Happened on Easter Evening?
- Sing • Alleluia



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to pages 31 and 33.

- Activity • Promise Activity Book, Activity #8

#### Live the Gospel (20-25 minutes)

- Gospel Activity • Our Easter Story Picture Show
- Activity • Signs of New Life (page 2)
- Closing Prayer and Song • "New Life" (CD-2, #1)

#### Take-Home

Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 3 together.



## Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

### Day 1

#### Share Experiences

- Gathering Song • “New Life” (CD-2, #1)
- Gathering Prayer (see page TG4-22)
- Story • The Easter Egg Hunt
- Activity • Stretch and Sing “Risen Today” (CD-2, #3)
- Closing Prayer • *Loving God, we thank you for the new life we see in your Creation. Amen. (Repeat.)*

### Day 2

#### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, we thank you for the new life we see in your Creation. Amen. (Repeat.)*
- Gospel Ritual • “Gospel Acclamation” (CD-2, #24)
- Sunday Gospel: Easter • What Happened on Easter Morning?
- Activity • Creative Drama
- 2nd Sunday of Easter Gospel • What Happened on Easter Evening?
- Sing • Alleluia
- Closing Prayer • *Loving God, thank you for raising Jesus from the dead. Amen. (Repeat.)*

### Day 3

- Gathering Prayer • *Loving God, thank you for raising Jesus from the dead. Amen. (Repeat.)*



Distribute the students' *What the Church Believes and Teaches* handbooks. Turn to pages 31 and 33.

- Activity • *Promise Activity Book*, Activity #8
- Closing Prayer • *Dear Jesus, help us to put our belief in your Resurrection into action. Amen. (Repeat.)*

### Day 4

#### Live the Gospel

- Gathering Prayer • *Dear Jesus, help us to put our belief in your Resurrection into action. Amen. (Repeat.)*
- Gospel Activity • Our Easter Story Picture Show
- Activity • Signs of New Life (page 2)
- Closing Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen. (Repeat.)*

### Day 5

- Gathering Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen. (Repeat.)*
- Weekly Lesson Assessment
- Closing Prayer (see page TG4-23)
- Closing Song • “New Life” (CD-2, #1)

#### Friday Take-Home

Remind the students to share their lesson with their families and do the *Family Corner* activities and prayer on page 3 together.

#### Curriculum Connections

- **ELA:** Invite the children to write two or three sentences about how their family celebrates Easter. Encourage them to draw a picture of the celebration to accompany their sentences. (CCSS. ELA-Literacy.W.K.2)
- **Tech:** Using Google Translate ([translate.google.com](https://translate.google.com)), [k-international.com/blog/international-peace-day-how-to-say-peace-in-35-languages](https://k-international.com/blog/international-peace-day-how-to-say-peace-in-35-languages), or a different translation site, teach your class how to say *peace* or *peace be with you* in a few different languages.

## Extending the Lesson

### Extending Activities

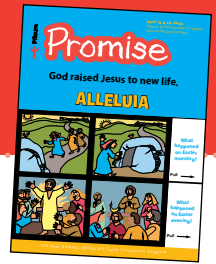
([gospelweeklies.com/promise](https://gospelweeklies.com/promise))

#### Catholic Identity Project of the Week

Divine Mercy Sunday celebrates the divine mercy of God as expressed by Jesus to Saint Faustina. Teach your class the Divine Mercy Chaplet and say it together ([kofc.org/en/resources/cis/devotionals/divinemeracy.pdf](https://kofc.org/en/resources/cis/devotionals/divinemeracy.pdf)).

### Saints and Feast Days to Celebrate


- **April 16: Saint Bernadette Soubirous** — This sickly daughter of a poor French miller was gifted with eighteen visions of the Blessed Virgin Mary in 1858. Lourdes has become a popular Marian shrine that attracts millions of visitors every year, many who seek healing of body or spirit. **Act:** Pray the Hail Mary today for healing.
- **April 19: Sunday of Divine Mercy** — Saint Faustina Kowalska—and God's mercy—inspire the Divine Mercy devotion. Sister Faustina had a vision of Christ that has become known as *The Divine Mercy*. **Pray:** Jesus, I trust in you. Amen.
- **April 25: Saint Mark, Evangelist** — Mark drew on Peter's witness and the Churches in Jerusalem and Antioch as sources for his Gospel, which is the oldest and shortest of the four. **Pray:** Lord, help us to share your Good News. Amen.



## Teaching This Week's Lesson

### Share Experiences

**Objective** The children will recall how good it feels to help.

 Gather in a circle Play and sing "New Life" (CD-2, #1) to begin your *Promise* session.

**Gathering Prayer** Greet the children with "Christ is risen. Alleluia!" Ask them to greet you back in the same way. Explain that *Alleluia* is an Easter word that means "Praise God."

**Story • The Easter Egg Hunt** A coloring page to accompany this story is available at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates).

Ask: Have any of you been to an Easter egg hunt? Today's story is about a boy who is a champion egg hunter:

*Desmond was excited. Today was the Easter egg hunt at church. Last year, Desmond found the most eggs. This year, Desmond's little sister, Isabelle, was going to hunt eggs too.*

*When they got to church, Desmond and Isabelle listened to the rules: When the bell rings, start hunting. When the bells rings again, come back here.*

*Desmond whispered to Isabelle, "Look in the bushes by the side door. There are always lots of eggs there." The bell rang, and the hunt began. Desmond found three eggs right away. Then he saw that Isabelle's basket was still empty. Desmond ran over to her. "Do you want me to help you?" he asked. "Yes," Isabelle said.*

*Desmond and Isabelle found eggs in the rainspout, behind the church sign, and by the Mary statue. When the bell rang again, Isabelle's basket was full.*

*When the eggs were all counted, Isabelle had the most. She got a big stuffed rabbit for her prize. Their mom said, "Desmond, you have only three eggs in your basket. What happened?" Desmond said, "I found the most eggs last year. It was fun to help Isabelle win."*

Ask: What was Desmond excited about the egg hunt? How did Desmond help Isabelle? Why did helping make him happy?

**Activity • Stretch and Sing** Invite the children to dance in place to "Risen Today" (CD-2, #3). Encourage them to sing out "Alleluia" after the words "Everybody sing."

### Discover Gospel and Doctrine

**Objectives •** The children will:

- Recognize the Gospel of Jesus' Resurrection.
- Identify the meaning of *Easter* and *Resurrection*.
- Identify *Alleluia* as an Easter word.



Stand and sing "Gospel Acclamation" (CD-2, #24) as preparation for the proclamation of the Gospel.

**Sunday Gospel: Easter • What Happened on Easter Morning?** (Note: We include Jesus' appearance to Mary Magdalene [John 20:10–18] here.)

Review what happened on Good Friday. Gather the children close and show the pictures in your picture screen as you share the Gospel of what happened next:

Image 1: *Early on Sunday morning, Mary Magdalene went to Jesus' tomb. She said: "Someone has rolled the stone away. Jesus' body is gone!" Mary ran to Jerusalem. She said: "Peter, John! Someone has taken Jesus from the tomb."*

Image 2: *Peter and John ran to the tomb with Mary. John looked inside and said, "I see the cloths that were wrapped around Jesus' body." Peter went inside and said: "I see the cloth that covered Jesus' head. It's rolled up and in a different place than the other cloths. But Jesus isn't here." John went into the tomb with Peter and said, "I believe that Jesus is risen!"*

Image 3: *Peter and John went back to Jerusalem. Mary Magdalene stayed there crying. Mary turned and saw Jesus, but she thought he was the gardener. Jesus asked her: "Why are you crying? Who are you looking for?" Mary Magdalene said: "Sir, if you took Jesus' body, tell me where you put him." Jesus said, "Mary!" When Jesus said her name, Mary knew it was Jesus. She said, "Teacher!" Jesus said, "Tell my followers that I'm returning to my Father."*

Image 4: *Mary ran to Jerusalem and told the disciples: "I have seen Jesus! He is returning to the Father."*

**Activity • Creative Drama** Direct the children to show with their faces and bodies how Mary Magdalene felt when she saw the empty tomb, when she told Peter and John, when she met the gardener (Jesus), when Jesus said her name.

**2nd Sunday of Easter Gospel • What Happened on Easter Evening?** Read the Gospel about Easter evening and show the pictures in your viewer.

Image 1: *Later that day, Jesus' disciples were in a locked room. They were afraid the people who killed Jesus would hurt them.*

Image 2: *Suddenly, Jesus was there. He said: "Peace be with you. Look at my hands and side." His followers said: "It's you, Jesus! You're alive!" Jesus said: "Peace be with you. I send you just as my Father sent me." He breathed on them, saying, "Receive the Holy Spirit."*

Image 3: *Thomas wasn't there when Jesus came. Mary Magdalene*

told him, "Thomas, we have seen Jesus!" But Thomas said: "I don't believe it. I must put my fingers where the nails went into his hands and where the spear went into his side. Then I will believe."

Image 4: A week later, Jesus' disciples were in the locked room again. This time, Thomas was with them. Suddenly, Jesus was there. He said: "Peace be with you. Thomas, put your fingers where the nails were. Put your hand into my side. Believe that I am here." Thomas said, "Jesus, I do believe!"

**Sing • Alleluia** Move from the Gospel storytelling area to the work area while singing this Easter song to the tune of "Are You Sleeping?":

Alleluia! Alleluia!

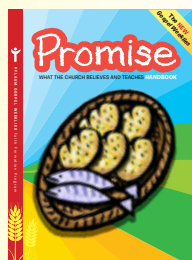
Is our song. Is our song.

We are Easter people. We are Easter people.

Sing along. Sing along.



**Distribute the children's *What the Church Believes and Teaches* handbooks.**



## What the Church Believes and Teaches

**Easter (page 31),  
Resurrection (page 33)**

**Explain** that some adults and older children are baptized at the Easter Vigil Mass. Ask: Did any of you go to that Mass? Allow them to share. Easter is the most important celebration in our Church Year, and the Easter Vigil Mass is the biggest celebration of Easter. That's why we welcome new adult members then.

**Explain** that it's important to know the words about what we believe so we can share our beliefs with others. Turn to page 31 in their handbooks and find the red word under the happy children. Read aloud *Easter* and its definition. Another word we use to talk about Jesus rising from the dead to new life is *Resurrection*. Direct the children to turn to page 33 and find the red word that starts with an R. Read aloud the word and its definition.

**Ask:** What's the Easter word that means "praise God"? *Alleluia*. Sing the Alleluia song again.



**Have the children close the *What the Church Believes and Teaches* handbooks and return to *Promise*, pages 1–4.**

## Live the Gospel

**Objectives • The children will:**

- Retell the Easter story to each other.
- Match signs of new life.

### Gospel Activity • Our Easter Story Picture Show (pages 1–4)

Gather the children in the work area and have them open *Promise* with pages 1 and 4 faceup. Tell them they will now have their own picture show for sharing the Easter stories. Review what happened on Easter morning by discussing the top row of pictures, going from right to left. Next review what happened on Easter evening, going from left to right.

Direct the children to turn *Promise* over. Distribute scissors and demonstrate how to cut the strips apart on the heavy black lines. Show the children how to thread the Easter morning strip into the picture screen and announce the title. As they pull the strip through, they can tell the story or read it from the panels. Invite them to take turns showing and telling their stories to each other in pairs or in groups of four, each child taking one frame. Encourage the children to share the Easter story with their families at home.

**Activity • Signs of New Life (page 2)** Distribute crayons and lead the children in this activity. Note why colored eggs are Easter symbols. Many living things come from eggs. As new life is hidden inside an egg, so Jesus was hidden inside the tomb. As a baby bird breaks through its eggshell, Jesus broke out of the tomb.

**Closing Prayer** Remind the children that Jesus greeted his friends on Easter evening by saying: "Peace be with you." Jesus wants us to not be afraid and to trust him. Invite the children to repeat the Divine Mercy Prayer after you: "Jesus, I trust in you."



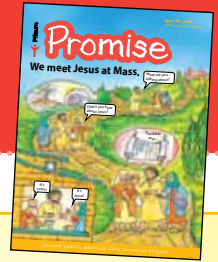
Play and sing "New Life" (CD-2, #1) to bring your *Promise* session to a close.

**Extending Activities** ([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

## Lesson Wrap-Up

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #8 from the *Promise Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

A stranger joins Cleopas and another disciple as they walk from Jerusalem to Emmaus on Easter evening. The stranger talks about passages in Scripture that say God's servant would have to suffer in order to show God's glory. The stranger's words rekindle their hopes that Jesus might be the Messiah. The disciples discover that the stranger is Jesus when he blesses bread, breaks it, and gives it to them.

### Connecting Scripture and Doctrine

We believe in Jesus' Real Presence in the bread and wine that become his Body and Blood during the Mass. When we receive Holy Communion, we say, "Amen." Our "Amen" says that we believe the bread and wine are really Jesus.

"It is by this action (the breaking of bread) that his disciples recognize [Jesus] after his Resurrection, and it is this expression that the first Christians use to designate their Eucharistic assemblies; by doing so they signified that all who eat the one broken bread, Christ, enter into communion with him and form but one body in him" (CCC, 1329).

### Sharing the Lesson with Families

Encourage parents to invite their child to retell the Gospel story. Suggest that parent talk with their child about the Mass and its meaning to them. Suggest that they discuss the ways we meet Jesus at Mass.

### Materials

- Promise Student Lesson for 4/26
- Catechism handbook, page 32
- CD player and Promise/Good News CD-2
- scissors, hole punch, lengths of yarn
- pencils or crayons, Bible
- story coloring page (one per child)
- aide to assist with cutting

**NOTE:** Separate pages 1-2 from 3-4.

### Suggested Music

- "New Life" (CD-2, #1)
- "Gospel Acclamation" (CD-2, #24)
- "He Is Risen, Alleluia!" (CD-2, #2)

### Lesson Resources

- Promise Activity Book, Activity #14
- Lesson Assessment ([gospelweeklies.com/assessment](http://gospelweeklies.com/assessment))
- Video Links ([gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos))

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions for how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (5-10 minutes)

- Gathering Song and Prayer • "New Life" (CD-2, #1)
- Story • The Hat Lady

#### Discover Gospel and Doctrine (20-25 minutes)

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus' Friends Recognize Him (page 1)
- Activity • My heart is happy. (pages 3-4)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 32.

#### Live the Gospel (25-30 minutes)

- Activity • People I See at Mass (page 2)
- Activity • Where do we meet Jesus? (page 3)
- Activity • We meet Jesus in the Gospels. (page 4)
- Closing Prayer and Song • "He Is Risen, Alleluia!" (CD-2, #2)

### Take-Home

- Promise Activity Book, Activity #14
- Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

### 90-Minute Lesson

#### Share Experiences (10-15 minutes)

- Gathering Song and Prayer • "New Life" (CD-2, #1)
- Story • The Hat Lady
- Activity • Creative Movement

#### Discover Gospel and Doctrine (45-50 minutes)

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus' Friends Recognize Him (page 1)
- Activity • My heart is happy. (pages 3-4)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 32.

- Activity • Promise Activity Book, Activity #14

#### Live the Gospel (25-30 minutes)

- Activity • People I See at Mass (page 2)
- Activity • Where do we meet Jesus? (page 3)
- Activity • We meet Jesus in the Gospels. (page 4)
- Closing Prayer and Song • "He Is Risen, Alleluia!" (CD-2, #2)

### Take-Home

Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.



## Lesson Theme: We meet Jesus at Mass.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “New Life” (CD-2, #1)
- Gathering Prayer (see page TG4-26)
- Story • The Hat Lady
- Activity • Creative Movement
- Closing Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen. (Repeat.)*

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Dear Jesus, help us to celebrate Easter all through the Easter season. Amen. (Repeat.)*
- Gospel Ritual • “Gospel Acclamation” (CD-2, #24)
- Sunday Gospel • Jesus’ Friends Recognize Him (page 1)
- Activity • My heart is happy. (pages 3–4)
- Closing Prayer • *Dear Jesus, thank you for giving us your Body and Blood in Holy Communion. Amen. (Repeat.)*

#### Day 3

- Gathering Prayer • *Dear Jesus, thank you for giving us your Body and Blood in Holy Communion. Amen. (Repeat.)*



Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 32.

- Activity • *Promise Activity Book*, Activity #14
- Closing Prayer • *Dear Jesus, help us to believe you are really present in Holy Communion. Amen. (Repeat.)*

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Dear Jesus, help us to believe you are really present in Holy Communion. Amen. (Repeat.)*
- Activity • People I See at Mass (page 2)
- Activity • Where do we meet Jesus? (page 3)
- Activity • We meet Jesus in the Gospels. (page 4)
- Closing Prayer • *Dear Jesus, help us to always follow your way. Amen. (Repeat.)*

#### Day 5

- Gathering Prayer • *Dear Jesus, help us to always follow your way. Amen. (Repeat.)*
- Weekly Lesson Assessment
- Closing Prayer (see page TG4-27)
- Closing Song • “He Is Risen, Alleluia!” (CD-2, #2)

##### Friday Take-Home

Remind the students to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

##### Curriculum Connections

- **Math:** Have the children practice their addition and subtraction skills by evaluating which equations are true or false. Encourage them to write their own true equations. Examples are  $7 = 8 - 1$  and  $3 + 5 = 8$ , etc. (CCSS.Math.Content.1.OA.D.7)
- **SS:** Ask the children how Jesus knew where to go to tell people about God’s love. Invite them to construct a map of their neighborhood so they can know where to go to tell people about Jesus. (D2.Geo.1.K-2)

### Extending the Lesson

#### Extending Activities

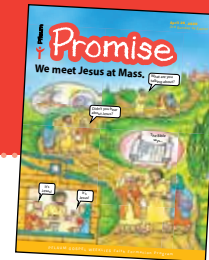
(gospelweeklies.com/promise)

##### Catholic Identity Project of the Week

Sharing a meal is central to our faith and life as Catholics. Unfortunately, too many people in our local communities are food insecure. Encourage your class to participate in the food drive organized by the older classes.

#### Saints and Feast Days to Celebrate


- **April 29: Saint Catherine of Siena, Virgin and Doctor of the Church** – Catherine was intelligent and cheerful. Although a contemplative, she took note of public affairs. **Ask:** How can private prayer influence public action?
- **April 30: Saint Pius V** – This Dominican friar was elected Pope following the Council of Trent (1545–1563). Pius was a reformer who enforced the decrees and teachings of Trent. He wore the white habit of the Dominicans, leading Popes since then to wear white cassocks.
- **Month of May – Month of Our Lady**
- **May 1: Saint Joseph the Worker** – This second feast of Saint Joseph (the first is March 19) focuses on his work as a carpenter. In 1955, Pope Pius XII introduced this memorial to help workers see the dignity of human labor. **Ask:** How can work can be a source of holiness?



### Teaching This Week's Lesson

#### Share Experiences

**Objective** The children will recognize that we know something about people by the hats they wear.

 Gather in a circle. Greet the children by saying, "Happy Easter!" Play and sing "New Life" (CD-2, #1).

**Gathering Prayer** Pray: "Happy Easter, Jesus! Thank you for all the ways you are in our lives." The children respond, "Amen."

**Story • The Hat Lady** A coloring page to accompany this story is available at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates).

Read aloud the story title. Ask: What do you think this lady will be like? Invite them to listen to find out:

*The first graders go to the library for story hour on Tuesdays. They love Mrs. Sullivan. She's the best librarian. They call her the Hat Lady. When she reads a story, she wears a hat that goes with it. Every week, the children wonder what kind of hat she will wear.*

*This Tuesday when the first graders arrived at the library, they saw a note on the door. It read: "Mrs. Sullivan broke her leg. No story hour until she gets better." The children were disappointed. They were sad for Mrs. Sullivan. "What can we do to help her get better fast?" they asked. Ms. Flynn said, "People get better more quickly when they're happy. Let's do something fun for Mrs. Sullivan." Gemma said, "We could make hats for her. When she comes back, she'll have a new hat for every story day." Everyone like Gemma's idea. They made beautiful hats, silly hats, and hats to go with their favorite books. They used newspaper, paper bags, paper plates, ribbons, bells, sparkles, buttons, and yarn.*

*When the hats were ready, the children put them on and followed Ms. Flynn to Mrs. Sullivan's house. She was sitting by her front window. The children walked past her window slowly, making sure she had time to admire every hat. Mrs. Sullivan laughed and clapped. In just two weeks, Mrs. Sullivan was back, and she wore every one of her new hats for story hour.*


Ask: When the children see a funny hat, who do they think of? Why?

**Activity • Creative Movement** Gather in the open area. Invite the children to pretend to be cowboys and cowgirls, put on a western hat, and ride a horse around the circle. Then pretend to be firefighters, put on helmets, and hose down a big fire. Do the same with hats for bus drivers, baseball players, and chefs. Help the children recognize that we know something about people by the hats they wear.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Identify that Jesus' followers knew him when he broke bread.
- Recognize the terms *Lord's Day*, *Mass*, and *Holy Communion*.

 Stand and sing "Gospel Acclamation" (CD-2, #24) as preparation for the proclamation of the Gospel.

**Sunday Gospel • Jesus' Friends Recognize Him (page 1)** Gather in the story circle. Recall the events of Easter Sunday—how Jesus' friends discovered he had risen from the dead.

Distribute pages 1–2 of *Promise* with page 1 faceup. Point out Jerusalem at top right. Invite the children to follow the path with a finger as you share the Gospel:

*Two of Jesus' followers were walking from Jerusalem to the town of Emmaus. It was the Sunday after Jesus had died. They were very sad.*

*Jesus joined them, but they didn't recognize him. He asked, "What's wrong?"*

*Cleopas said, "Don't you know what happened in Jerusalem?"*

*The other one explained: "They crucified Jesus."*

*Cleopas said, "And his body was taken from the tomb."*

*The stranger asked, "Didn't you know these things had to happen?" He explained the Scriptures that said the Messiah would suffer before receiving God's glory.*

*They listened to the stranger until they got to Emmaus. They invited him to stay with them. At the meal, Jesus took bread, blessed it, and gave it to them. When Jesus did this, they recognized him. But Jesus vanished!*

*Cleopas said, "That was Jesus!"*

*The other one said, "My heart felt on fire when he explained the holy writings."*

*They went back to Jerusalem with their news. Some of Jesus' other followers told them: "Jesus has been raised up! He appeared to Simon Peter."*

*The two shared about how they knew Jesus when he broke bread.*

Direct pairs of children to retell the story to each other, using the pictures and voice balloons.

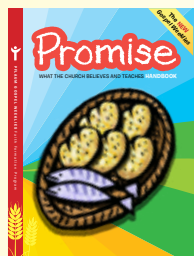
**Activity • My heart is happy. (pages 3–4)** Move to the work area and distribute pages 3–4 of *Promise* with page 3 faceup. Distribute scissors and direct the children to cut off the hearts from the rest of page 3. Read aloud the words on the hearts. Then fold on the folding line and cut around the hearts along the black cutting line.

Punch a hole in the folded hearts on the black dot. Distribute a length of yarn to each child. Show them how to string the yarn through the hole. Tie knots so the hearts can be turned front to back and taken off easily.

Ask: How did Jesus' followers feel after he died? *Sad*. Invite the children to turn the purple (sad) side out. Ask: How did Jesus' followers feel when Jesus broke bread and shared it at their meal? *Happy because they realized the stranger was the Risen Jesus*. Invite them to turn the pink heart out. Invite them to shout: "Jesus is risen! Alleluia!"



Distribute the children's *What the Church Believes and Teaches* handbooks.



## What the Church Believes and Teaches

Lord's Day, Mass, Holy Communion (page 32)

**Ask:** What day of the week did Jesus rise from the dead? *Sunday*. Ask: What is special about Sundays? *Go to Mass, family time, rest, etc.* Tell the children that Sunday has another name too. Help them turn to page 32 in their Catechism handbooks to find out what Sunday's other name is. Direct the children to find the term *Lord's Day*. Read aloud its definition. Discuss things the children and their families can do to honor Sunday as the Lord's Day.

**Direct** the children to find the word *Mass*. Read aloud its definition. Emphasize that the most important thing we do on Sunday—the Lord's Day—is go to Mass. Point out the word *Eucharist* in the definition of *Mass*. Explain that there are two ways we use the word *Eucharist*. It's another name for Mass. It's also another name for Holy Communion. Help the children find *Holy Communion* on page 32. Read aloud the definition. Talk with the children about when they will prepare to receive their First Communion (First Eucharist). Encourage their desire to receive this most special gift from Jesus.



Have the children close the *What the Church Believes and Teaches* handbooks and return to *Promise*, page 2.

## Live the Gospel

**Objectives** • The children will:

- Identify people they see at Mass.
- Identify four ways Jesus is present at Mass.

**Activity • People I See at Mass (page 2)** Gather in the work area. Invite the children to imagine this picture shows your church. Ask: Who do you see at Mass? Distribute crayons and invite the children to draw these people, themselves, and their families.

**Activity • Where do we meet Jesus? (page 3)** Read aloud the title and directions. Help children who struggle. Answer: *Jesus is with us at Mass*.

**Activity • We meet Jesus in the Gospels. (page 4)** Make sure the children understand that the stories you share about Jesus every week come from the part of the Bible called the Gospels. Read aloud the page 4 title and question. Accept all answers. Show the children where the words that tell about this picture can be found in the Bible. Read aloud the passage. Invite the children to color the page in class or at home.

Ask: Where do we meet Jesus? *At Mass*. Invite the children to look inside their heart pendants to find two very important ways we meet Jesus at Mass—the Bible and Holy Communion. Two other ways we meet Jesus at Mass are the people and the priest.

**Closing Prayer** Gather in the prayer circle. Recall how Jesus' friends recognized him when he blessed bread, broke it, and gave it to them. Pray: "Dear Jesus, we want to know you and follow you. Help our families celebrate your day by going to Mass every week." The children respond, "Amen."



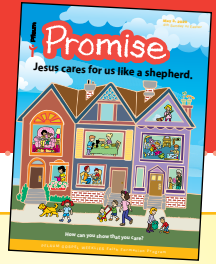
Play and sing "He Is Risen, Alleluia!" (CD-2, #2) to bring your *Promise* session to a close.

**Extending Activities** ([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

## Lesson Wrap-Up

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #14 from the *Promise Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, Jesus compares himself to a shepherd who cares for and protects the sheep. In ancient Israel, shepherds often lay in the gateway of a sheepfold at night, so they became the gate that kept the sheep safe inside. Jesus refers to this custom when he says he is the gate.

### Connecting Scripture and Doctrine

*Promise* helps children recognize that caring is the spirit of Jesus, the good shepherd and gate of the sheep pen. We are Jesus' sheep, and he is our Good Shepherd. He leads us to true happiness that will last. True happiness comes from following Jesus and doing his will. Jesus laid down his life so that we might have life to the full.

"[W]e who are made in God's image share [God's] communal, social nature. We are called to reach out and to build relationships of love and justice" (*NDC*, 43). See also *CCC*, 733–736.

### Sharing the Lesson with Families

Encourage parents to play The Caring Game with their child. Suggest that they praise their child for all he or she does to help care for a younger sibling or pet.

### Materials

- *Promise* Student Lesson for 5/3
- Catechism handbook, page 10
- CD player and *Promise/Good News* CD-2
- children's Bible or storybook about Noah and the ark
- crayons, pennies, game markers
- story coloring page (one per child)

### Suggested Music

- "New Life" (CD-2, #1)
- "Gospel Acclamation" (CD-2, #24)
- "Come and Follow Me" (CD-2, #14)
- "God's Love Is . . ." (CD-2, #6)

### Lesson Resources

- *Promise Activity Book*, Activity #20
- Lesson Assessment ([gospelweeklies.com/assessment](http://gospelweeklies.com/assessment))
- Video Links ([gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos))

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions for how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (15–20 minutes)

- Gathering Song and Prayer • "New Life" (CD-2, #1)
- Cover Activity • I can show I care. (page 1)
- Story • Homework, the Classroom Rabbit

#### Discover Gospel and Doctrine (25–30 minutes)

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus is our Good Shepherd. (page 4)
- Activity • Stretch and Sing "Come and Follow Me" (CD-2, #14)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 10.

#### Live the Gospel (10–15 minutes)

- Activity • The Caring Game (pages 2–3)
- Closing Prayer and Song • "God's Love Is . . ." (CD-2, #6)

#### Take-Home

- *Promise Activity Book*, Activity #20
- Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

### 90-Minute Lesson

#### Share Experiences (20–25 minutes)

- Gathering Song and Prayer • "New Life" (CD-2, #1)
- Cover Activity • I can show I care. (page 1)
- Story • Homework, the Classroom Rabbit
- Activity • Creative Movement

#### Discover Gospel and Doctrine (50–55 minutes)

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus is our Good Shepherd. (page 4)
- Activity • Stretch and Sing "Come and Follow Me" (CD-2, #14)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 10.

- Activity • *Promise Activity Book*, Activity #20

#### Live the Gospel (10–15 minutes)

- Activity • The Caring Game (pages 2–3)
- Closing Prayer and Song • "God's Love Is . . ." (CD-2, #6)

#### Take-Home

Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.



## Lesson Theme: Jesus is our Good Shepherd.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “New Life” (CD-2, #1)
- Gathering Prayer (see page TG4-30)
- Cover Activity • I can show I care. (page 1)
- Story • Homework, the Classroom Rabbit
- Activity • Creative Movement
- Closing Prayer • *Loving God, thank you for the many blessings in our lives. Amen.* (Repeat.)

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the many blessings in our lives. Amen.* (Repeat.)
- Gospel Ritual • “Gospel Acclamation” (CD-2, #24)
- Sunday Gospel • Jesus is our Good Shepherd. (page 4)
- Activity • Stretch and Sing “Come and Follow Me” (CD-2, #14)
- Closing Prayer • *Jesus, our Good Shepherd, thank you for caring for us. Amen.* (Repeat.)

#### Day 3

- Gathering Prayer • *Jesus, our Good Shepherd, thank you for caring for us. Amen.* (Repeat.)



Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 10.

- Activity • *Promise Activity Book*, Activity #20
- Closing Prayer • *Jesus, our Good Shepherd, thank you for leading us to happiness. Amen.* (Repeat.)

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Jesus, our Good Shepherd, thank you for leading us to happiness. Amen.* (Repeat.)
- Activity • The Caring Game (pages 2–3)
- Closing Prayer • *Jesus, our Good Shepherd, help us to always follow you. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Jesus, our Good Shepherd, help us to always follow you. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG4-30)
- Closing Song • “God’s Love Is . . .” (CD-2, #6)

##### Friday Take-Home

Remind the students to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

##### Curriculum Connections

- **Sci:** Provide the children with a variety of random objects (e.g., play dough, straws, paperclips, string, rubber bands, bouncy balls). Assign partners and direct the pairs to use their objects to create a gate that opens and closes. The children should explain to the class how they built their gates. (K-2-ETS1-2)
- **ELA:** Distribute a magazine ad to each child. Direct them to write a descriptive or narrative paragraph(s) about the advertisement. They should use singular and plural nouns that match the verb in their sentences. (CCSS.ELA-Literacy.L.1.1.C)

## Extending the Lesson

### Extending Activities

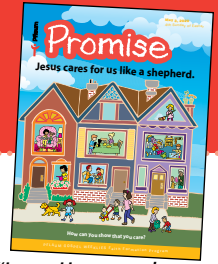
([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

#### Catholic Identity Project of the Week

Scripture often refers to sheep and shepherds. God is usually portrayed as the shepherd and we as his flock of sheep. Invite the children to reflect on what this means in their relationship with God. Allow them to reflect by writing or drawing. Share reflections with the class.

### Saints and Feast Days to Celebrate


- **May 3: World Day of Prayer for Vocations** – Today we pray for faith and grace for those called to the priesthood, religious life, and missionary life.
- **May 3: Saints Philip and James, Apostles** – Although we know nothing remarkable about these men from the Gospels, Jesus chose them to be among the Twelve. **Ask:** How can we be faithful in quiet yet important ways?
- **May 7: Saint Rosa Venerini** – When Rose gathered neighborhood women to pray the Rosary, she found many were uneducated and knew little of their Catholic faith. Before her death in 1728, Rose founded forty free public schools for girls in Italy. The teachers she organized became known as the Religious Teachers Venerini.
- **May 7: National Day of Prayer (USA)**



## Teaching This Week's Lesson

### Share Experiences

**Objective** The children will identify ways they show they care.

 Gather in a circle. Greet the children by saying, "Happy Easter!" Play and sing "New Life" (CD-2, #1).

**Gathering Prayer** Pray: "Dear Jesus, you are our Good Shepherd. We are your sheep. Thank you for taking good care of us and leading us to happiness." The children respond, "Amen."

#### Cover Activity • I can show I care. (page 1)

Gather in the story area. Ask: What does it mean to take care of someone? Who or what do you take care of?

Distribute *Promise* with page 1 faceup. Ask: What caring actions do you see? Direct the children to make caring sentences that the children in the picture might say. Example: "I can show I care by picking up litter."

#### Story • Homework, the Classroom Rabbit

A coloring page to accompany this story is available at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates).

Invite the children to listen for how a school class took care of their classroom rabbit. Tell this story:

*Mr. McQuillan's first-grade class had a rabbit named Homework. The children took turns caring for him. They fed him rabbit pellets, changed the paper in his cage, kept his water bottle filled, and made sure he got exercise. Homework hopped around the room when the children were working.*

*Mr. McQuillan made a plan so that Homework wasn't left alone on weekends. The children took a note home asking their parents if they would take care of Homework for one weekend. Andrew was the first child to bring his note back.*

*"My mom says I can have Homework this weekend!" Andrew said. All the other children came back with signed notes, too, but Andrew got to be first.*

*On Friday afternoon, the class went to the gym for a band concert. When they got back to their classroom, Andrew rushed over to Homework's cage. Homework wasn't there! The door to the cage was open. The children looked all around their classroom, but there was no Homework anywhere.*

*"Oh, my," said Mr. McQuillan, "when we went to the gym, we didn't close our classroom door. Homework must have gotten out." Just then, Mrs. Sullivan, the librarian, knocked on the door. "Your rabbit was in the library," she said, "but I couldn't catch him. I think he went to the principal's office." Mr. McQuillan asked Andrew to*

*go to the principal's office. The principal said, "I saw Homework hopping by, but he didn't stop. I think he went to the kindergarten." Andrew peeked in the kindergarten room and saw Homework perched on the edge of the water table, taking a drink. Andrew picked up Homework and took him back to his cage.*

*When Andrew's dad picked him up from school, he was surprised that Andrew had a rabbit in a cage. "Who's that?" Dad asked. "This is Homework," Andrew said. "Mom said I can bring Homework home any time." Dad laughed. "This rabbit is probably not the kind of homework your mother meant, but he looks like a nice pet. Let's take him home and find some lettuce for his supper."*

Ask: How did the children take care of Homework? How did Homework get out? What will Andrew and his family do to take care of Homework?

**Activity • Creative Movement** Move to the open area. Invite the children to pretend to be Homework. Direct them to crouch down with hands on the floor in front of them and legs ready to hop. When Homework gets to Andrew's house, he hops over to a water dish and drinks. Then he hops to the family room and squeezes behind the couch. Andrew coaxes him out with a piece of lettuce, and Homework nibbles it out of Andrew's hand. Then he hops back to his cage and takes a nap. When he wakes up, he stretches his front legs, stretches his back legs, and sits up.

### Discover Gospel and Doctrine

**Objectives** • The children will:

- Identify the role of Jesus as shepherd.
- Recognize God's promise to care for us.

 Stand and sing "Gospel Acclamation" (CD-2, #24) as preparation for the Gospel proclamation.

#### Sunday Gospel • Jesus is our Good Shepherd. (page 4)

Gather in the work area and examine the picture on *Promise*, page 4. Talk about shepherds and how they care for their sheep, provide a safe pen for them, protect them from thieves and wolves, find them grass and water. Tell the children the Gospel:

*Jesus was talking with some Pharisees. He told them: "Only robbers climb over the fence into a sheep pen. The one who comes in through the gate is the shepherd. The gatekeeper opens the gate for the shepherd. The sheep hear the shepherd's voice. He calls them by name and leads them out. He walks in front of them. The sheep know his voice and follow him. The sheep will not follow a stranger. They do not know the stranger's voice. They will*

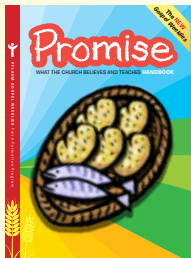
*run away from a stranger. I came so that my sheep might have full life."*

Explain that just like Jesus cares for us and keeps us safe, we can care for others with our loving words and actions. This is the way people will see Jesus' caring Spirit in us. Distribute crayons and invite the children to color the picture. If time is short, encourage the children to color the picture at home.

**Activity • Stretch and Sing** Lead the children around the room as you play and sing "Come and Follow Me" (CD-2, #14).



**Distribute the children's *What the Church Believes and Teaches* handbooks.**



## What the Church Believes and Teaches

### God's Promises to Noah (page 10)

**Ask:** Who knows the story of Noah and the ark? Allow the children to tell what they know. Fill in the blanks or read the story of Noah from a children's Bible or picture book. Don't let them get stuck on God destroying everything. Emphasize that God took care of Noah and his family because Noah believed and trusted God.

**Help** the children find page 10 in their handbooks. Read aloud the title and the first three lines. Tell them that God cares about every person and wants everyone to be safe and cared for. Even when people get hurt or die, God will make sure that his friends will find happiness in Heaven.

**Distribute** crayons and read aloud the directions. Give the children time to complete the activity. Answer: *I care*. Ask: How does God care for people? For animals? For the earth? Help the children understand that we are God's helpers. When we take care of people, animals, and the earth, we are doing what God wants.



**Have the children close the *What the Church Believes and Teaches* handbooks and return to *Promise*, pages 2–3.**

## Live the Gospel

**Objective** The children will identify ways adults care for them.

**Activity • The Caring Game (pages 2–3)** Move to the work area. Direct the children to open *Promise* to pages 2–3. Invite them to identify the five adults in the pictures at the bottom of page 3: teacher, doctor, coach, priest, police officer. Ask: How do these people care for others?

Distribute scissors and direct the children to cut out the pictures to use in playing The Caring Game. Assign partners and explain the game rules. Both children put their five helper cards in front of them, put a marker on START, and take turns flipping a penny to know how many moves to make. Heads = one space. Tails = two spaces. When players land on a square with a picture, they must choose one of their cards that shows a person who can help the child, tell how the person can help, and put the card on that square. There are nine illustrated squares, so players should be able to use most of their cards before getting to FINISH. A player wins when he or she reaches FINISH.

**Closing Prayer** Gather in a prayer circle. Pray this adaptation of Psalm 23: "Dear Jesus, you are our shepherd. You lead us along the right way. You are always with us to keep us safe. We are your sheep. Thank you for taking good care of us and for leading us to happiness that will last." The children respond, "Amen."



Close your *Promise* session by playing and singing "God's Love Is ..." (CD-2, #6).

**Extending Activities** ([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

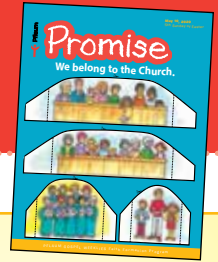
## Family Corner

Remind the children to share their *Gospel Weeklies* with their families and do the *Family Corner* activities and prayer together.

## Lesson Wrap-Up

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #20 from the *Promise Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, Jesus' friends are worried. He has told them that he must leave them and return to the Father. He tells them that they know the way to the Father. The disciples protest that they don't know the way. Jesus answers their worries with love and tells them that when they follow him, they are on the path to God.

### Connecting Scripture and Doctrine

After Jesus returned to his Father, he sent the Holy Spirit to his disciples. We received the Holy Spirit when we were baptized and became members of God's family, the Church. The Holy Spirit will help us to share the Good News through our words and actions.

"Christ's whole earthly life . . . is Revelation of the Father" (CCC, 516). "The first and last point of reference . . . will always be Jesus Christ himself, who is 'the way, the truth, and the life'" (CCC, 1698).

### Sharing the Lesson with Families

Encourage parents to use their child's church figures to discuss the importance of Sunday Mass. Suggest that parents work with their child over the summer months to memorize prayers and review concepts learned this year.

**Editor's Note:** Be sure to send the *What the Church Believes and Teaches* Catechism handbooks home with the children. They will serve as a useful reference for families.

### Materials

- Promise Student Lesson for 5/10
- Catechism handbook, page 30
- CD player and Promise/Good News CD-2
- story coloring page (one per child)
- Short Prayer of Love drawing pages
- scissors, crayons, pencils
- large envelopes (one per child)
- aide to help with cutting and folding

**NOTE:** Separate pages 1–2 and 3–4.

### Suggested Music

- "Come and Follow Me" (CD-2, #14)
- "Gospel Acclamation" (CD-2, #24)

### Lesson Resources

- Promise Activity Book, Activity #29
- Lesson Assessment ([gospelweeklies.com/assessment](http://gospelweeklies.com/assessment))
- Video Links ([gospelweeklies.com/weekly-videos](http://gospelweeklies.com/weekly-videos))

## Single-Session Lesson Pacing Guides

**Note:** These pacing guides are suggestions for how to present the lesson. Please adapt the lesson to suit your needs.

### 60-Minute Lesson

#### Share Experiences (20–25 minutes)

- Gathering Song and Prayer • "Come and Follow Me" (CD-2, #14)
- Story • Drew's Special Day
- Cover Activity • We belong to the Church. (page 1)

#### Discover Gospel and Doctrine (15–20 minutes)

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus Is the Way



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 30.

#### Live the Gospel (20–25 minutes)

- Activity • Create a Church (pages 1–4)
- Closing Prayer and Song • "Come and Follow Me" (CD-2, #14)

#### Take-Home

- Promise Activity Book, Activity #29
- Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

### 90-Minute Lesson

#### Share Experiences (25–30 minutes)

- Gathering Song and Prayer • "Come and Follow Me" (CD-2, #14)
- Story • Drew's Special Day
- Cover Activity • We belong to the Church. (page 1)
- Activity • Creative Movement

#### Discover Gospel and Doctrine (40–45 minutes)

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus Is the Way



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 30.

- Activity • Promise Activity Book, Activity #29

#### Live the Gospel (20–25 minutes)

- Activity • Create a Church (pages 1–4)
- Closing Prayer and Song • "Come and Follow Me" (CD-2, #14)

#### Take-Home

Remind the children to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.



## Lesson Theme: We belong to the Church.

### Five-Day Lesson Pacing Guide

*Note: This pacing guide suggests how to present the lesson over five days. Please adapt the lesson to suit your needs.*

#### Day 1

##### Share Experiences

- Gathering Song • “Come and Follow Me” (CD-2, #14)
- Gathering Prayer (see page TG4-34)
- Story • Drew’s Special Day
- Cover Activity • We belong to the Church. (page 1)
- Activity • Creative Movement
- Closing Prayer • *Dear Jesus, thank you for inviting us to follow you. Amen.* (Repeat.)

#### Day 2

##### Discover Gospel and Doctrine

- Gathering Prayer • *Dear Jesus, thank you for inviting us to follow you. Amen.* (Repeat.)
- Gospel Ritual • “Gospel Acclamation” (CD-2, #24)
- Sunday Gospel • Jesus Is the Way
- Closing Prayer • *Dear Jesus, help us to follow you always. Amen.* (Repeat.)

#### Day 3

- Gathering Prayer • *Dear Jesus, help us to follow you always. Amen.* (Repeat.)



Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 30.

- Activity • *Promise Activity Book*, Activity #29
- Closing Prayer • *Holy Spirit, be our helper and guide. Amen.* (Repeat.)

#### Day 4

##### Live the Gospel

- Gathering Prayer • *Holy Spirit, be our helper and guide. Amen.* (Repeat.)
- Activity • Create a Church (pages 1–4)
- Closing Prayer • *Dear Jesus, you are the Way, the Truth, and the Life. Amen.* (Repeat.)

#### Day 5

- Gathering Prayer • *Dear Jesus, you are the Way, the Truth, and the Life. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG4-35)
- Closing Song • “Come and Follow Me” (CD-2, #14)

##### Friday Take-Home

Remind the students to share their lesson with their families and do the *Family Corner* activities and prayer on page 2 together.

##### Curriculum Connections

- **Tech:** Invite the children to write a sentence or two about what they learned about Jesus this year. Publish these reflections (first names only) on a class blog or website. (ISTE.2016.6d)
- **SS:** Help the children research the way people lived, including the types of homes they had, during different time periods. Invite them to imagine being someone from their time period. Direct them to prepare a presentation explaining how they lived and what their home was like. (D2.His.4.K-2)

##### Extending Activities

([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

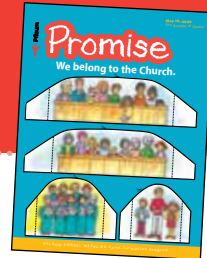
##### Catholic Identity Project of the Week

Celebrate all that the children learned this year! Together with other catechists or teachers, plan a presentation of learning for the parish. Invite each class to prepare a skit, song, or reading to show what they learned. Invite parents and the larger parish community to the celebration.

### Extending the Lesson

#### Saints and Feast Days to Celebrate

- **May 10: Saint Damien de Veuster (USA)** – Born in Belgium, Father Damien went to Molokai, Hawaii, in 1873 to care for those with leprosy (Hansen’s disease). He provided leadership, helping them build houses, schools, and a church. **Ask:** Who can I help as a caregiver?
- **May 13: Our Lady of Fatima** – In 1917, three Portuguese children received apparitions of Our Lady near Fatima. Mary asked them to pray the Rosary. **Act:** Pray a decade of the Rosary for peace.
- **May 15: Saint Isidore the Farmer (USA)** – This Spanish farmer put participating in daily Mass ahead of his farm work, yet he always got his work completed. His wife, Maria, was also named a saint. They shared what little they had with the poor. They are the patron saints of farmers.
- **May 18: 100th Birthday of Saint John Paul II**



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Identify their favorite parts of the Mass.
- Recognize that church is a building and a community.
- Recognize that Baptism makes us members of the Church.

Gather in a circle. Play and sing "Come and Follow Me" (CD-2, #14) to begin your session.

**Gathering Prayer** Pray: "Jesus, help us to follow you always." The children respond, "Amen."

**Story • Drew's Special Day** A coloring page to accompany this story is available at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates).

Ask: What do you like best about going to Mass? Tell them this story about a little boy who got to do something special one Sunday:

*Last Sunday was a special Sunday for Drew. His family had just moved to Chicago, and his grandma was visiting for the first time. Drew and Dad picked up Grandma at the airport on Friday. When they got to Drew's house, he showed her his room, the family room, and where his baby sister slept. Mom made spaghetti, and they had ice cream.*

*On Saturday, they went to a Cubs game, and the Cubs won! On the way to Mass on Sunday, Drew's mom told him that when Father Kevin asks if there are visitors at Mass, Drew could introduce Grandma. Drew was nervous, but he really wanted to do it.*

*At church, they all sat in the first pew, right up front. Drew liked it there because he could see what Father Kevin was doing. Drew paid attention. He didn't want to miss the introduction time. After Father Kevin read the Gospel, he came down to the middle aisle and smiled at everyone. "There are a lot of people here today," Father Kevin said. "Do we have any visitors?" Father Kevin smiled at Drew. Dad poked him and whispered, "Stand up."*

*Drew took a deep breath and stood up tall. He said very loudly, "My grandma came here from Houston, Texas." Grandma stood up, too, and smiled. Everyone in the church clapped for her. When Grandma sat down again, she leaned over and said to Drew, "Thank you for making me feel welcome."*

Ask: How does Drew feel about introducing his grandma to their Church community? How can you help people feel welcome at your Church?

**Cover Activity • We belong to the Church**

(page 1) Ask: What is a church? Emphasize that the church is not only a building but also the people who belong to the Church—the

community of God's people. Ask: When did you become a member of the Church? *Baptism*. Gather in a circle, hold up your copy of *Promise*, and invite the children to identify the people they see who are the Church. Ask: Can you find Drew's family?

**Activity • Creative Movement** Gather in the open area. Ask: What are some ways we use our bodies when we are at Mass? Lead the children in pantomiming gestures people use at Mass: making the Sign of the Cross with holy water, genuflecting, shaking hands, holding hands, praying with folded hands, bringing up gifts, putting money in the collection basket, kneeling, sitting, standing.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Recognize that Jesus shows us the way to follow.
- Identify the Holy Spirit as our helper and guide.
- Memorize a short prayer of love.

Stand and sing "Gospel Acclamation" (CD-2, #24) as preparation for the Gospel proclamation.

**Sunday Gospel • Jesus Is the Way** Gather in the story circle. Review the events of Jesus' life from the past issues of *Promise*—his birth, healing of the lepers, meeting Zacchaeus, his Death and Resurrection, his appearance to the disciples. Then tell the children this Gospel:

*Jesus' friends knew that he would be going away soon. They were worried.*

*Jesus said: "Don't be worried. I am going to prepare a place for you. You know the way that leads to where I am going." His friends wondered what he meant.*

*Thomas said, "Jesus, we don't know where you are going, and we don't know the way!"*

*Jesus answered him, "I am the way, the truth, and the life."*

*Philip said, "Jesus, please show us God the Father."*

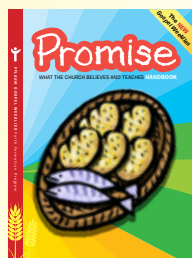
*Jesus answered: "You have seen the Father because you have seen me. If you believe in me, then follow my example."*

Ask: Why were Jesus' friends worried? *Jesus was going to leave to go to Heaven. He was their friend and leader, and they would miss him. They didn't think they knew what to do without him.* Ask: Why did Jesus tell his friends that they didn't need to worry? *He was going to prepare a place in Heaven for them. He had shown them the way by being an example for them of how to live and please God. He also had given them his Body and Blood in Holy Communion.*

Tell the children that ten days after Jesus returned to Heaven, he sent the Holy Spirit to his friends. The Holy Spirit helped the followers of Jesus to become the Church. We became part of that Church when we were baptized. The Holy Spirit stays with the Church and guides and helps the Church—and each of us—in following God.



**Distribute the children's *What the Church Believes and Teaches* handbooks.**



## What the Church Believes and Teaches

**Short Prayer of Love (page 30)**

**Invite** the children to turn to page 30 in their handbooks and find the Short Prayer of Love at the bottom of the page. Invite them to repeat after you: “Jesus, I love you / with my whole heart.” Practice until the children can say the entire prayer.

**Ask:** When can you say this prayer? Where can you say this prayer? What can you add to this prayer? Help me to . . . when they need help being loving or kind, telling the truth, etc. Thank you for . . . when they want to thank Jesus for something. Please bless . . . when someone is hurt or sick.

**Distribute** crayons and drawing paper with this prayer printed in the center. Invite the children to decorate the page with ways they show Jesus that they love him with their whole heart. Invite them to share their drawings with the class as time allows.



**Have the children close the *What the Church Believes and Teaches* handbooks and return to *Promise*.**

them to identify the people in the pews, the choir, and the gift bearers.

Distribute pages 3–4 with page 4 faceup. Invite them to identify the priest, altar servers, lector, and Eucharistic minister. Invite them to look at the church setting and identify the statues of Mary and Joseph, the crucifix, chairs, altar, ambo (lectern), stained-glass windows.

Direct them to turn page 4 over to see the outside of the church on page 3. Distribute pencils and help them write the name of your parish in the sign. You might wish to print this on the board.

Distribute scissors and direct them to cut out the church, priest, lector, and Eucharistic minister on the heavy black lines. Direct the children to fold back on the folding lines so the pictures will stand up. Then direct them to cut out the pictures on page 1 on the heavy black lines and fold back on the folding lines. Invite the children to assemble the church as pictured on page 2.

Encourage the children to share their churches with their families and to play with them as they learn more about the Mass by attending every Sunday. Distribute large envelopes and help the children put their churches in them.

**Closing Prayer** Gather in a circle. Bless the children on their way into summer with this prayer: “Loving God, you blessed us with time together this year. Thank you. We liked learning about Jesus and about ways we can live as his followers. We will try to love as Jesus loved. We ask the Holy Spirit to help us.”

Go around the circle and make a cross on each child's forehead while saying these words: “(Name), you are Jesus' follower and friend. Go and announce the Gospel of the Lord.” The child responds, “Amen.”



Play and sing “Come and Follow Me” (CD-2, #14) to end your *Promise* session. Encourage the children to always follow Jesus' way to God.

Present each children with their *Promise* end-of-year certificate as they leave the classroom. Download the certificate at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates).

**Extending Activities** ([gospelweeklies.com/promise](http://gospelweeklies.com/promise))

## Live the Gospel

**Objective** The children will create a church for learning play.

**Activity • Create a Church (pages 1–4)** Gather in the work area. Distribute pages 1–2 of *Promise* with page 1 faceup. Invite the children to look again at the cover. Tell them that they are going to make their very own church today—it will be both the building and the people in the community. Invite

## Lesson Wrap-Up

Visit [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment) to download this week's lesson assessment.

Use Activity #29 from the *Promise Activity Book* as a take-home activity or lesson wrap-up.

**NOTE:** You have reached the end of Unit 4. Find the Unit 4 Assessment online at [gospelweeklies.com/assessment](http://gospelweeklies.com/assessment).

LITURGICAL YEAR			DOCTRINAL CONTENT			
	Date/Sunday	Sunday Gospels	Creed	Sacraments & Liturgy	Life in Christ	Christian Prayer
ORDINARY TIME	September 22, 2019 25th Sunday Ordinary	Luke 16:1–13 Jesus Teaches His Followers	Jesus invites us to gather in faith. (#1348)	Belonging to a parish community	Joining in community	Lord's Prayer
	September 29, 2019 26th Sunday Ordinary	Luke 16:19–31 Rich Man and Lazarus	Jesus calls us to care for the poor. (#2463)	Mass: Sign of Peace	Sharing with others	Thanking God for Creation
	October 6, 2019 27th Sunday Ordinary	Luke 17:5–10 Faith the Size of a Mustard Seed	Faith is God's gift. (#176, 179–183)	Mass: Creed	Being trusting and trustworthy	Praying with the Bible
	October 13, 2019 28th Sunday Ordinary	Luke 17:11–19 Jesus Heals Ten Lepers	Jesus heals both body and soul. (#1503)	Mass: Eucharistic Prayer	Thanking and helping	Prayer of thanks for Creation
	October 20, 2019 29th Sunday Ordinary	Luke 18:1–8 Parable of a Persistent Widow	Prayer puts us in the presence of God. (#2565)	Mass: Prayer of the Faithful, Lord's Prayer	Asking for what we need	Praying throughout the day
	October 27, 2019 30th Sunday Ordinary	Luke 18:9–14 Pharisee and the Tax Collector	Humility is the foundation of prayer. (#2559)	Belonging to a community	Respecting all people as important	Praying to saints
	November 3, 2019 31st Sunday Ordinary	Luke 19:1–10 Jesus Meets Zacchaeus	Jesus brings salvation. (#452, 620)	Mass: Holy Communion	Making friends	Lord's Prayer
	November 10, 2019 32nd Sunday Ordinary	Luke 20:27–38 Sadducees Challenge Jesus	God calls us to repentance, conversion, and sainthood. (#961, 1490)	Creation shows us God.	Making good choices	Praying with the Communion of Saints
	November 17, 2019 33rd Sunday Ordinary	Luke 21:5–19 Jesus Teaches About End Times	Jesus will come again. (#680–682)	Mass: Thanksgiving	Sharing our worries and fears with God	Prayer of thanks and trust in God
	November 24, 2019 Christ the King	Luke 23:35–43 Jesus Forgives from the Cross	Jesus, the Messiah, forgives our sins. (#453, 984)	Reconciliation	Loving words; forgiving and asking forgiveness	Prayer of Sorrow
ADVENT-CHRISTMAS	December 1, 2019 1st Sunday of Advent	Matthew 24:37–44 Jesus Will Come Again	Jesus will come again. (#680–682)	Church Year: Advent	Getting ready for Jesus	Advent wreath prayer
	December 8, 2019 2nd Sunday of Advent	Matthew 3:1–12 John the Baptist Prepares for Jesus	John the Baptist prepares for Jesus. (#719)	Church Year: Advent	Getting ready for Christmas	Advent wreath prayer
	December 15, 2019 3rd Sunday of Advent	Matthew 11:2–11 Jesus Is the Messiah	Jesus is the Messiah. (#547, 561)	Church Year: Advent	Sharing the joy of the Good News	Advent wreath prayer
	December 22, 2019 4th Sunday of Advent	Matthew 1:18–24 An Angel Speaks to Joseph	Jesus is the fullness of God's revelation. (#73)	Church Year: Advent	Getting ready for Christmas	Hail Mary; Prayer to My Guardian Angel; Advent wreath prayer
	December 25, 2019 & January 5, 2020 Christmas & Epiphany	Luke 2:1–14 & Matthew 2:1–12 Christmas & Epiphany	Jesus is God with us. (#744); Jesus comes for all people. (#528)	Church Year: Christmas and Epiphany	Telling the Christmas story	Christmas carols—singing our prayer
	January 12, 2020 Baptism of the Lord	Matthew 3:13–17 John Baptizes Jesus	God is Trinity: Father, Son, and Holy Spirit. (#234)	Baptism	Living our Baptism	Sign of the Cross; Glory Be to the Father
ORDINARY TIME	January 19, 2020 2nd Sunday Ordinary	John 1:29–34 John the Baptist Testifies About Jesus	Baptism unites us to Christ and gives us the Holy Spirit. (#985)	Baptism	Sharing gifts and talents	Prayer to the Holy Spirit
	January 26, 2020 3rd Sunday Ordinary	Matthew 4:12–23 Jesus Calls the First Apostles	Jesus calls us friends. (#609, 1972)	Christian community	Making friends and being a friend	Prayer to Jesus, our friend
	February 2, 2020 Presentation of the Lord	Luke 2:22–40 Jesus Is Presented in the Temple	Jesus is the Light of the World. (#454)	Our parish community	Seeking and following Jesus	Light prayer service
	February 9, 2020 5th Sunday Ordinary	Matthew 5:13–16 Sermon on the Mount: Salt and Light	The Church's mission is to be salt and light. (#782)	Celebrating human community	Making a difference for good	Prayer to make a difference
	February 16, 2020 6th Sunday Ordinary	Matthew 5:17–37 Sermon on the Mount: Jesus' Law of Love	Jesus fulfills the Law and Prophets. (#577)	Parish is a community of love	Following rules; loving one another	Short Prayer of Love
	February 23, 2020 7th Sunday Ordinary	Matthew 5:38–48 Sermon on the Mount: Love Your Enemies	God calls us to conversion of heart. (#2608)	Reconciliation	Being kind; following rules; forgiving	Lord's Prayer
	March 1, 2020 1st Sunday of Lent	Matthew 4:1–11 Jesus Is Tempted	Jesus is faithful to his Father. (#566)	Church Year: Lent	Making good choices	Lenten prayer service
LENT	March 8, 2020 2nd Sunday of Lent	Matthew 17:1–9 Jesus Is Transfigured	Jesus shows his divine glory. (#555)	Church Year: Lent	Growing and changing; listening to Jesus	Glory Be to the Father
	March 15, 2020 3rd Sunday of Lent	John 4:5–42 A Samaritan Woman Shares the Good News	The Holy Spirit strengthens us for witness. (#728)	Church Year: Lent	Belonging to the Church; telling about Jesus	Prayer to the Holy Spirit
	March 22, 2020 4th Sunday of Lent	John 9:1–41 Jesus Heals a Blind Man	Jesus helps us see God. (#73)	Church Year: Lent	Seeing and believing	I Believe prayer
	March 29, 2020 5th Sunday of Lent	John 11:1–45 Jesus Raises Lazarus	Jesus cares about his friends. (#609, 1972)	Church Year: Lent; Mass: Prayer of the Faithful	Praying anytime and anywhere	Prayers of petition
	April 5, 2020 Palm/Passion Sunday	Matthew 21:1–11 & Matthew 26:14–27:66 Jesus' Passion	Jesus gives his life for us to bring his kingdom. (#560)	Mass: Introductory (Gathering) Rites	Welcoming others	Sign of the Cross
	April 12 & 19, 2020 Easter Sunday and 2nd Sunday of Easter	John 20:1–9 & John 20:19–31 Jesus Is Risen	Jesus is risen. (#656–658)	Church Year: Easter and Divine Mercy Sunday	Sharing the Easter story	Divine Mercy Prayer: Jesus, I trust in you.
EASTER	April 26, 2020 3rd Sunday of Easter	Luke 24:13–35 Jesus Appears on Road to Emmaus	Jesus is present with us in the Mass. (#1343)	Eucharist	Meeting Jesus at Mass and in the Gospels	Alleluia
	May 3, 2020 4th Sunday of Easter	John 10:1–10 Jesus Is the Good Shepherd	Jesus is our Good Shepherd. (#754, 764)	Mass: gathering as community (Jesus' flock)	Showing I care	Psalm 23
	May 10, 2020 5th Sunday of Easter	John 14:1–12 Jesus Is the Way, Truth, and Life	The Church is Christ's Body. (#1698)	Mass: gathering as a community	Belonging to the Church	Short Prayer of Love

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