

# Teaching Guide

Unit  
3

2nd Sunday in Ordinary Time–3rd Sunday of Lent  
January 18–March 8, 2026

# Good News

for Children

Grades 2, 3

## Unit 3: Jesus' New Law Is Love

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Lesson Resources  
and Teaching Guides  
available in Spanish  
and English at  
[gospelweeklies.com](http://gospelweeklies.com)



PFLAUM GOSPEL WEEKLIES Faith Formation Program



# For Catechists and Teachers



## We Listen and Follow

For the next several weeks, we will follow Jesus on the move in Galilee. He makes his headquarters in Capernaum, a small fishing village on the northwest shore of the Sea of Galilee. Jesus becomes so well-known in the area that crowds begin to gather wherever he goes to hear him preach.

In this unit, we will hear several Gospel Readings from the Gospel of Matthew. Matthew is like a librarian who tidies up the many stories about Jesus that have circulated among the early Christians. When he wrote his Gospel, forty or fifty years after Jesus' Death and Resurrection, Matthew put all like things together. The Sermon on the Mount, for example, is a collection of Jesus' sayings in chapters 5–7.

As Ordinary Time begins, Jesus bursts forth into his public ministry and his mission as God's chosen servant. John the Baptist points out Jesus as the Lamb of God and as someone greater than he is. John testifies that the Spirit came down from Heaven and rested on Jesus, who will baptize with the Holy Spirit.

Jesus soon calls Simon Peter, Andrew, James, and John to leave their fishing nets and pursue a new vocation—fishing for people. This is an important time to talk about vocations—the call of all the baptized to live lives of love and the specific calls to Holy Orders and Matrimony. Every vocation is a way to use one's unique God-given gifts to help serve the Kingdom of God.

The Gospels for the Fourth, Fifth, and Sixth Sundays in Ordinary Time come from the Sermon on the Mount. In these lessons, the young people will hear some of Jesus' most familiar teachings, including the Beatitudes. In this Gospel, Jesus promises that the poor and suffering in this life will inherit the blessings of the next. This pivotal sermon also includes the call to be salt and light for others and to follow his New Law. Jesus implores his followers to embrace the meaning and intent of God's law, beyond any narrow rule following. Jesus challenges us to draw out others' best selves and be light to the world.

The Sermon on the Mount includes many of the central beliefs of Christianity, including the Lord's Prayer and Jesus' teachings

Date/Sunday	Sunday Gospel	Catholic Faith Word	Doctrinal Concept*	Catechism Handbook Themes†
January 18, 2026 2nd Sunday Ordinary	John 1:29–34 John the Baptist Testifies About Jesus	Holy Spirit	God the Holy Spirit, #7	God the Holy Spirit, pg. 12
January 25, 2026 3rd Sunday Ordinary	Matthew 4:12–23 Jesus Calls the First Apostles	Apostles	Sacrament of Holy Orders, #20	Discipleship, pg. 16 (bottom)
February 1, 2026 4th Sunday Ordinary	Matthew 5:1–12a Sermon on the Mount: The Beatitudes	Beatitudes	The Beatitudes, #23	Beatitudes, pg. 44
February 8, 2026 5th Sunday Ordinary	Matthew 5:13–16 Sermon on the Mount: Salt and Light	Body of Christ	Vocations, #28	Discipleship, pg. 16 (top and middle)
February 15, 2026 6th Sunday Ordinary	Matthew 5:17–37 Sermon on the Mount: Jesus' Law of Love	Christian morality	Sacrament of Matrimony, #21	Ten Commandments, pg. 31; Loving Choices, pg. 33
February 22, 2026 1st Sunday of Lent	Matthew 4:1–11 Jesus Is Tempted	conscience, Lent	Commandments 1–3: Honoring God, #24	Church Year: Lent, pgs. 18 and 57; Keeping the Commandments, pg. 34
March 1, 2026 2nd Sunday of Lent	Matthew 17:1–9 Jesus Is Transfigured	Transfiguration	The Paschal Mystery: Lent, #8	Heaven, pg. 11; Act of Hope, pg. 50
March 8, 2026 3rd Sunday of Lent	John 4:5–42 A Samaritan Woman Shares the Good News	Good News	The Church, #10	The Good News, pg. 32



A three-year Scope and Sequence chart, which includes the four pillars of the *Catechism of the Catholic Church*, may be found at [gospelweeklies.com/good-news](http://gospelweeklies.com/good-news).



\*Numbers reference activities in the *Good News Activity Book*.

†Refers to page numbers in the *What the Church Believes and Teaches* handbook.

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# UNIT 3 OVERVIEW: Jesus' New Law Is Love

about the law, personal conduct, and religious practice. These Gospel messages about forgiveness and compassion have the power to touch our hearts and change our lives.

## Lent Begins

Ash Wednesday is February 18, so the final three lessons of this unit are for the first three Sundays of Lent. In these Gospel Readings, we see that Jesus is both truly divine and fully human. On the First Sunday of Lent, the Devil tries to tempt Jesus to exert his divine power for personal gain. The young people will understand Jesus as even more powerful when he avoids temptation and instead chooses to follow God's plan for his life. On the Second Sunday of Lent, the transfigured Jesus appears to his disciples and gives us a vision of how his glorified body will appear after the Resurrection. We see Jesus' divinity shining through his humanity. Finally on the Third Sunday of Lent, Jesus offers the Samaritan woman living water, which wells up within her as faith that he is the long-awaited Messiah.

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

- The Holy Spirit lives in us.
- Jesus calls us to follow him.
- Jesus wants us to be happy.
- Jesus wants us to make a good difference.
- Jesus wants us to keep God's laws.
- Jesus teaches us to choose God.
- God tells us to listen to and follow Jesus.
- We share the Good News.



To promote belief in the Real Presence, every lesson of the *Gospel Weeklies* includes a Eucharist Quote. Pflaum also offers reflections on these quotes to share in print or on social media. Related videos, articles, and student activities are also available at [gospelweeklies.com/eucharist](http://gospelweeklies.com/eucharist).

Go to [gospelweeklies.com/papacy](http://gospelweeklies.com/papacy) or scan this QR code for updates related to Pope Leo XIV:



## Go to [gospelweeklies.com](http://gospelweeklies.com)

Visit our website to register and find:



- **GROW Newsletter and Blog** – Subscribe to our *GROW* blog for weekly reflections on Sunday's Gospel, activities, and a **Calendar of Saints and Feasts**.
- **Lesson Updates** provide corrections or helpful additions to printed materials.
- **Seasonal Activities and Catholic Resources** – Reproducible activities can be used in a classroom or at home.
- **Lesson Assessments**
- **User's Guide** – Learn about **Teaching Guide** features and the structure and flow of the *Gospel Weeklies* lesson plans.
- **Family Catechesis Resources**  
*The Gospel at Home* is a weekly guide for parents with a Gospel summary, discussion starters, and activities in English and Spanish.  
*The Gospel for All Ages* includes gathering rituals, discussion questions, and large-group sessions—all based on the *Gospel Weeklies* lessons. Includes a guide for planning four major seasonal events.  
**Parent Teaching Pages** – Lesson plans help parents teach at home.
- **Scope and Sequence Chart** – [gospelweeklies.com/good-news](http://gospelweeklies.com/good-news)

## Music Collection



The *Promise/Good News* music collection contains songs by John Burland that correlate to the Church Year. The songs are easy to learn through listening and singing along. Complete albums or individual songs are available for download at [giamusic.com/PGW](http://giamusic.com/PGW).

## Online Resources: Quick Links

- Eucharist Quotes ([gospelweeklies.com/eucharist](http://gospelweeklies.com/eucharist))
- Parent Teaching Pages ([gospelweeklies.com/good-news](http://gospelweeklies.com/good-news))
- Lesson Assessments ([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.



## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, we hear John the Baptist's testimony that Jesus is God's Son, the one who will baptize with the Holy Spirit.

### Connecting Scripture and Doctrine

At Jesus' baptism, the Holy Spirit came down like a dove. That sign helped John the Baptist know that Jesus is the Son of God. The Holy Spirit helped Jesus to do his work on earth. We received the Holy Spirit when we were baptized. The Holy Spirit helps us to do our work as followers of Jesus.

"The baptism of Jesus is on his part the acceptance and inauguration of his mission as God's suffering Servant. He allows himself to be numbered among sinners; he is already 'the Lamb of God, who takes away the sin of the world.' . . . The Spirit whom Jesus possessed in fullness from his conception comes to 'rest on him.' Jesus will be the source of the Spirit for all mankind" (*Catechism of the Catholic Church*, 536, citing John 1:29, 32–33).

### Sharing the Lesson with Families

Encourage parents to talk with their child about the different kinds of spirit hidden in the word search on page 1. Suggest that they focus especially on family spirit. Parents and children might identify how their family shows that they have Jesus' Spirit.

### Materials

- Good News Student Lesson for 1/18
  - Catechism handbook, page 12
  - audio player & *Promise/Good News* CD-2
  - pencils, crayons, scissors, glue sticks
  - drawing paper, Church Year calendar
- NOTE:** Separate pages 1–2 from 3–4.

### Suggested Music

- "The Trinity" (CD-2, #19)
- "Gospel Acclamation" (CD-2, #24)
- "The Holy Spirit" (CD-2, #8)
- "Come, O Holy Spirit" (CD-2, #9)

### Lesson Resources

- *Good News Activity Book*, Activity #7
- 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 & Prayer • "The Trinity" (CD-2, #19)
- Cover Activity • What Kinds of Spirit Are There? (page 1)
- Story • New School Spirit (page 2)
- Discuss the *Know* questions related to the story.

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

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus Is God's Chosen One (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Word • Holy Spirit (page 4)
- Activity • Stretch and Sing "The Holy Spirit" (CD-2, #8)

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

#### Live the Gospel (10–15 minutes)

- Activity • Our Class Has Jesus' Spirit (pages 3–4)
- Closing Prayer & Song • "Come, O Holy Spirit" (CD-2, #9)

#### Take-Home

- *Good News Activity Book*, Activity #7
- 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 & Prayer • "The Trinity" (CD-2, #19)
- Cover Activity • What Kinds of Spirit Are There? (page 1)
- Story • New School Spirit (page 2)
- Discuss the *Know* questions related to the story.
- Activity • Stretch for Apples

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

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus Is God's Chosen One (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Word • Holy Spirit (page 4)
- Activity • Stretch and Sing "The Holy Spirit" (CD-2, #8)

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

- Activity • *Good News Activity Book*, Activity #7

#### Live the Gospel (10–15 minutes)

- Activity • Our Class Has Jesus' Spirit (pages 3–4)
- Closing Prayer & Song • "Come, O Holy Spirit" (CD-2, #9)

#### 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: The Holy Spirit lives in 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 • “The Trinity” (CD-2, #19)
- Gathering Prayer (see page TG3-6)
- Cover Activity • What Kinds of Spirit Are There? (page 1)
- Story • New School Spirit (page 2)
- Discuss the *Know* questions related to the story.
- Activity • Stretch for Apples
- Closing Prayer • *Loving God, thank you for the gift of the Holy Spirit. Amen.* (Repeat.)

### Day 2

#### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the gift of the Holy Spirit. Amen.* (Repeat.)
- Gospel Ritual • “Gospel Acclamation” (CD-2, #24)
- Sunday Gospel • Jesus Is God’s Chosen One (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Word • Holy Spirit (page 4)
- Activity • Stretch and Sing “The Holy Spirit” (CD-2, #8)
- Closing Prayer • *Jesus, we believe that you are the Son of God. Amen.* (Repeat.)

### Day 3

- Gathering Prayer • *Jesus, we believe that you are the Son of God. Amen.* (Repeat.)



Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 12.

- Activity • *Good News Activity Book*, Activity #7
- Closing Prayer • *Holy Spirit, please help and guide us. Amen.* (Repeat.)

### Day 4

#### Live the Gospel

- Gathering Prayer • *Holy Spirit, please help and guide us. Amen.* (Repeat.)
- Activity • *Our Class Has Jesus’ Spirit* (pages 3–4)
- Closing Prayer • *Loving God, help us to share Jesus’ Spirit with others. Amen.* (Repeat.)

### Day 5

- Gathering Prayer • *Loving God, help us to share Jesus’ Spirit with others. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG3-7)
- Closing Song • “Come, O Holy Spirit” (CD-2, #9)

#### 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

- **Sci:** Remind the children that John the Baptist lived in the desert and was baptizing people with water. Explain that water is often scarce in the desert. Assist them in creating a tool that would help bring more water to the desert. (K-2-ETS1-1)
- **SS:** As a class, identify things that have happened from the beginning of the school year until the present. Then direct the children to work in pairs to arrange the events in chronological order. (D2.His.1.K-2)

## Extending the Lesson

### Saints and Feast Days to Celebrate

#### Catholic Identity Project of the Week

The dove is a common symbol of the Holy Spirit. Invite each child to create a visual image of a dove as a reminder to pray to the Holy Spirit. These images could be hand-drawn, painted, created on the computer, or made in a mosaic style.

- **January 18–25: Week of Prayer for Christian Unity** – Pray that all Christians may be united.
- **January 20: Saint Fabian** – When a dove landed on his head, people viewed it as a sign from the Holy Spirit and elected Fabian as Pope. His papacy spanned fourteen years until his martyrdom in A.D. 250.
- **January 21: Saint Agnes** – Born in A.D. 291 and raised by a wealthy Christian family, Agnes promised herself to God. Because of her faith,

the governor put her in chains. She became a martyr for her faith at around age thirteen.

**Ask:** How can you sacrifice for your faith?

- **January 22: Day of Prayer for the Legal Protection of Unborn Children (USA)** – On this day, Catholics offer Masses and prayers for the gift and legal protection of preborn human life. **Pray:** *Loving God, we thank you for every person—young, old, and unborn. Amen.*



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:


- Identify different kinds of spirit.
- Recognize the Holy Spirit as the source of all spirit.
- Recognize that working and playing together shows school spirit.

 Gather in a circle. Sing and play "The Trinity" (CD-2, #19) to begin your *Good News* session.

**Gathering Prayer** Gather in a prayer circle. Invite a child to point to the current Sunday on a Church Year calendar. This week's lesson is about the Holy Spirit, so we will pray that the Holy Spirit comes to each of us today. **Pray:** "Loving God, you sent the Holy Spirit to Jesus to be with him in his work of telling the world about your love. You sent the Holy Spirit to us at our Baptisms too. Help us learn more about Jesus today and about how we can tell the world about your love." The children respond, "Amen."

**Cover Activity • What Kinds of Spirit Are There? (page 1)** Distribute pages 1–2 of *Good News* and direct the children to read the directions and find the words in the word search on their own. This quiet time will help them settle down and become involved in the lesson without the pressure to participate. When everyone has finished, invite volunteers to share one word they found. Discuss which photo goes with each word. With each identification, **ask:** What is that spirit like? Do you have that spirit? Conclude by noting that the Holy Spirit who comes to us in Baptism gives us all the other types of spirit.

**Story • New School Spirit (page 2)** Perhaps your school or parish has experienced a merger like the one described in the story. If so, your class will understand the tensions. If not, introduce the story by saying that it's about children from two schools that have been combined into one school. Read aloud the story or assign the parts of Mr. Noble, Jake, and Melinda to three children while you do the narration.

 **Discuss the Know questions related to the story.** Point out that school spirit is shown by the children working, playing, and serving together.

**Activity • Stretch for Apples** Talk the children step-by-step through this apple-picking activity. Direct them to stand with hands at sides / raise elbows slowly / stretch arms straight up / make fists / slowly release fists and stretch fingers / reach for apples on the highest branch / go up on tiptoes. Slowly reverse the process until everyone is standing at rest again.


#### Discover Gospel and Doctrine


**Objectives** • The children will:

- Describe Jesus as having the Holy Spirit.
- Review their understanding of the Holy Spirit.


 Gather in your ritual space for the proclamation of the Gospel. Stand and sing "Gospel Acclamation" (CD-2, #24).


**Sunday Gospel • Jesus Is God's Chosen One (page 3)** Distribute pages 3–4 of *Good News*. Assign four children the parts of Narrator, John, Follower 1, and Follower 2. Direct those children to proclaim the Gospel.

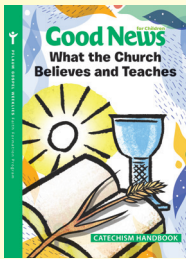
 **Discuss the Know questions related to the Gospel.**  
 1. *John saw the Spirit of God descend upon Jesus. That is how he knew that Jesus is God's Son. God told John to look for this sign.*  
 2. *Teaching about God, healing, loving.*  
 3. *In Baptism, we receive God's Holy Spirit and become children of God. The Holy Spirit gives us strength and courage to do what is right. The Spirit helps us pray, make good decisions, tell others about God, and share God's love.*

 **Connecting Gospel and Doctrine (page 3)** Read aloud "The Holy Spirit Is Our Helper." Then **ask:** Who has their baptismal candle at home? The candle reminds us that we have the Spirit of Jesus in us. Our job is to shine the light of Jesus through our loving words and actions.

**Catholic Faith Word • Holy Spirit (page 4)** Read aloud the definition of *Holy Spirit*. Review the definition of *Blessed Trinity* from the last lesson. Invite the children to name the Three Divine Persons of the Blessed Trinity. **Ask:** What prayers do we know that are prayers to the Blessed Trinity? *Sign of the Cross, Glory Be to the Father, words of Baptism.* Recall that our Creeds (both Apostles' and Nicene Creeds) are mainly about the Blessed (also *Holy*) Trinity. That tells us how important the Trinity is to our belief in and understanding of God.

 **Stretch and Sing** Invite the children to stand and dance in place as you play and sing "The Holy Spirit" (CD-2, #8).

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



## What the Church Believes and Teaches

**Creed: I believe in the Holy Spirit (page 12)**

**Invite** the children to consider this scenario: your team is playing in a soccer tournament. You scored a goal in the first game. Now your family is going to visit your grandparents. You will need a sub for the rest of the tournament. **Ask:** What kind of player do you want the coach to put in as your sub? *The best player, someone who will help your team win.*

**Direct** the children to turn to page 12 in their handbooks and find the heading of the first column. **Ask:** What prayer are these words from? *The Apostles' Creed.* Invite a strong reader to read aloud the second paragraph and another strong reader to read aloud the fourth paragraph.

**Ask:** What Gospels have talked about the Holy Spirit? *Mary became pregnant with Jesus by the power of the Holy Spirit, Jesus' baptism, John says Jesus will baptize with the Holy Spirit.* We will encounter the Holy Spirit again in the Gospel for the First Sunday of Lent when the Spirit leads Jesus into the desert. In the Gospel for the Second Sunday of Easter, Jesus comes to his disciples, breathes on them, and gives them the Holy Spirit.

**Brainstorm** how the Holy Spirit can help them—be honest, be kind, forgive, etc. Distribute drawing paper and crayons. Print the words *Holy Spirit, help me to* on the board. Direct the children to print these words across the top of their papers. Invite them to draw a picture or write a prayer about something they need the Holy Spirit to help them do.

**Conclude** this discussion by standing and praying the Sign of the Cross together. This is our most common way of recognizing the mystery of the Trinity.

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

## Live the Gospel

**Objective** The children will identify ways their class shows Jesus' Spirit.

**Activity • Our Class Has Jesus' Spirit (pages 3-4)** Gather in the work area. Distribute scissors and direct the children to cut off the strip at the bottom of page 4 and cut apart

the three dove symbols. Direct them to keep the Eucharist Quote "scrap" to take home. Invite them to find the red activity title on page 4. Read aloud the title and description. Give them time to cut out the six cards and read them aloud.

Distribute glue sticks and direct the children to glue the blue dove on their first choice, the yellow dove on their second choice, and the red dove on their third choice.

Gather the cards. Add up the number of blue, yellow, and red votes each card received. Each blue vote equals three points. Each yellow vote equals two points. Each red vote equals one point. Write the top three choices of your class on the board. Discuss and decide which describes your class spirit best.

Lead the children in making a class commitment to show their class spirit this week so others will know they are followers of Jesus. Help them to be specific. Their resolution should read "We will show our class spirit by welcoming Bobby, our new classmate," not just "We will welcome people." If your class meets every day, you may wish to examine how well the class is showing their spirit each day this week. If your class meets once a week, you may challenge them to show this class spirit for the rest of January.

**Closing Prayer** Gather in a prayer circle. Take the leader part and pray:

**Leader:** Come, Holy Spirit. Fill us with love.

**All:** Come, Holy Spirit. Fill us with love.

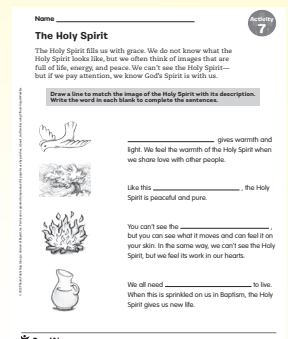
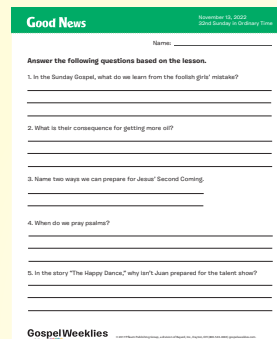
**Leader:** Come, Holy Spirit. Be with us as we pray as Jesus taught. *Children join hands and pray the Our Father.*

**Leader:** Come, Holy Spirit. Fill us with love.

**All:** Come, Holy Spirit. Fill us with love. Amen.

Play and sing "Come, O Holy Spirit" (CD-2, #9) to close your *Good News* session.

## Lesson Wrap-Up



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

Use Activity #7 from the *Good News Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, Jesus calls Simon Peter, Andrew, James, and John to follow him. Jesus offers to teach the two sets of brothers how to become fishers of men.

### Connecting Scripture and Doctrine

Jesus called twelve men to follow him and be his Apostles. Women and children followed Jesus too. We know about Jesus because others have told us about him. The men who wrote the Gospels tell us about him. As baptized Christians, we must share the Good News of Jesus too.

“By his word, through signs that manifest the reign of God, and by sending out his disciples, Jesus calls all people to come together around him” (CCC, 542).

### Sharing the Lesson with Families

Encourage parents to talk with their child about what following Jesus means to them. They may note ways their lives are different because they're Christians. Invite them to make a family commitment to share the Good News of Jesus with another family they know.

The **Sunday of the Word of God** is celebrated on the Third Sunday in Ordinary Time. Pope Francis called for this observance because “the word of God unites believers and makes them one people.” We encourage catechists and teachers to begin class with a Bible procession and enthronement to show the children the honor we give to God's Word in the Bible.

### Materials

- Good News Student Lesson for 1/25
- Catechism handbook, page 16
- audio player & Promise/Good News CDs
- crayons, pencils, Bibles (one per child)
- scissors, tape, stapler (optional)
- Church Year calendar
- aide(s) to help with cutting and taping

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

### Suggested Music

- “Saying Yes” (CD-1, #17)
- “Gospel Acclamation” (CD-2, #24)
- “Come and Follow Me” (CD-2, #14)

### Lesson Resources

- Good News Activity Book, Activity #20
- 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 (10–15 minutes)

- Gathering Song & Prayer • “Saying Yes” (CD-1, #17)
- Activity • Who Calls You?
- Article • Children Follow Jesus (page 2)

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

- Gospel Ritual • “Gospel Acclamation” (CD-2, #24)
- Sunday Gospel • Jesus Calls Followers (page 4)
- Discuss the *Know* questions related to the Gospel.
- Activity • Creative Drama
- Connecting Gospel and Doctrine (page 2)
- Catholic Faith Word • Apostles (page 4)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 16.

#### Live the Gospel (20–25 minutes)

- Activity • Jesus' Circle of Followers (page 3)
- Map Study (pages 1 and 3)
- Closing Prayer & Song • “Come and Follow Me” (CD-2, #14)

#### Take-Home

- Good News Activity Book, Activity #20
- 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 & Prayer • “Saying Yes” (CD-1, #17)
- Activity • Who Calls You?
- Article • Children Follow Jesus (page 2)
- Activity • Follow the Leader

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

- Gospel Ritual • “Gospel Acclamation” (CD-2, #24)
- Sunday Gospel • Jesus Calls Followers (page 4)
- Discuss the *Know* questions related to the Gospel.
- Activity • Creative Drama
- Connecting Gospel and Doctrine (page 2)
- Catholic Faith Word • Apostles (page 4)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 16.

- Activity • Good News Activity Book, Activity #20

#### Live the Gospel (20–25 minutes)

- Activity • Jesus' Circle of Followers (page 3)
- Map Study (pages 1 and 3)
- Closing Prayer & 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: Jesus calls us to follow him.

## 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 TG3-10)
- Activity • Who Calls You?
- Article • Children Follow Jesus (page 2)
- Discuss the *Know* questions related to the article.
- Activity • Follow the Leader
- Closing Prayer • *Loving God, help us to listen to and follow your call. Amen.* (Repeat.)

### Day 2

#### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, help us to listen to and follow your call. Amen.* (Repeat.)
- Gospel Ritual • “Gospel Acclamation” (CD-2, #24)
- Sunday Gospel • Jesus Calls Followers (page 4)
- Discuss the *Know* questions related to the Gospel.
- Activity • Creative Drama
- Connecting Gospel and Doctrine (page 2)
- Catholic Faith Word • Apostles (page 4)
- Closing Prayer • *Jesus, thank you for the Apostles who first followed you. Amen.* (Repeat.)

### Day 3

- Gathering Prayer • *Jesus, thank you for the Apostles who first followed you. Amen.* (Repeat.)



Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 16.

- Activity • *Good News Activity Book*, Activity #20
- Closing Prayer • *Loving God, help us to be good disciples every day. Amen.* (Repeat.)

### Day 4

#### Live the Gospel

- Gathering Prayer • *Loving God, help us to be good disciples every day. Amen.* (Repeat.)
- Activity • Jesus’ Circle of Followers (page 3)
- Map Study (pages 1 and 3)
- 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 TG3-11)
- 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

- **ELA:** Invite the children to choose something they would like to convince someone else to do (e.g., parents to get a pet, friend to play a game, etc.). Brainstorm what they could say to convince someone to do it. Finally, have them present their argument orally. (CCSS.ELA-Literacy.SL.3.4)
- **Tech:** Explain that Jesus called the Twelve by visiting and talking with them. Brainstorm different ways that Jesus might call the Twelve today (e.g., TV commercial, magazine advertisement, YouTube video, etc.). In small groups, have the children design an example of how Jesus might invite the Twelve to join him today. (ISTE2016.1d, ISTE2016.6a)

## Extending the Lesson

### Saints and Feast Days to Celebrate

#### Catholic Identity Project of the Week

Just as Jesus called the Apostles to spread his Good News, we are also called to share the story of Jesus with others. Direct each child to write a letter telling someone about Jesus. If possible, mail the letters to homebound members of the parish.

- **January 25–January 31: National Catholic Schools Week (USA)**
- **January 26: Saints Timothy and Titus** – Disciples of Saint Paul, Timothy and Titus served the early Christian Church as bishops and died as martyrs. Letters written by Paul to Timothy and Titus are Epistles in the New Testament.
- **January 27: Saint Angela Merici** – Believing that young girls should receive a Christian education, Angela opened a school in her home. She later founded the Ursulines in 1535. This women’s religious order is dedicated to education.
- **January 31: Saint John Bosco** – Founder of the Society of Saint Francis de Sales (the Salesians), Don Bosco helped disadvantaged boys in Italy. He founded a sister order dedicated to the care and education of poor girls. Salesians run more than 3,000 schools and technical centers ([salesians.org](http://salesians.org)).



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Identify people who call them.
- Recognize that Jesus calls children to follow him.



Play and sing “Saying Yes” (CD-1, #17) as you process in carrying the Bible to the Gospel area. Place it reverently on the table.

**Gathering Prayer** Invite a child to point to the current Sunday on a Church Year calendar. **Pray:** “Loving God, you call us to give honor and respect to your Word in the Bible. Help us to open our minds and hearts to your holy Word.” The children respond, “Amen.”

**Activity • Who Calls You?** Sit in a circle. **Ask:** Who called you today? *Parent waking up or calling to meal, grandparent calling on phone, friends asking them to play, teacher asking for quiet or an answer.* Invite each child to respond.

**Article • Children Follow Jesus (page 2)** Remain in the circle and distribute pages 1–2 of *Good News*. **Ask:** Did Jesus only call grownups to follow him? *No.* Invite seven strong readers to read aloud the article by each taking one paragraph. In the last paragraph, point out that the Holy Spirit helped Jesus’ followers tell other people about Jesus. The Holy Spirit helps Jesus’ followers do this today too—even children!



**Discuss the Know questions related to the article.**

1. *We go to Mass with our families. We gather with other people who want to learn about Jesus. The Gospel tells us about Jesus. The Homily helps us connect the Gospel to our lives.* Continue with the second question.

**Activity • Follow the Leader** Lead or invite a child to lead a game of Follow the Leader. If space is limited, you might play Simon Says instead.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Recognize that Jesus calls followers.
- Identify the difference between Apostles and disciples.
- Describe the work of a disciple of Jesus.



Stand and sing “Gospel Acclamation” (CD-2, #24) to prepare for the proclamation of the Gospel.

#### Sunday Gospel • Jesus Calls Followers (page 4)

Distribute pages 3–4 of *Good News*. Invite two children to proclaim the Gospel while the others listen. Note that they will need to flip the page partway through the Gospel.



**Discuss the Know questions related to the Gospel.**

After the children answer the first question, **ask:** What did Jesus mean when he told Simon Peter and Andrew that he would make them “fishers of men”? *They were fishermen, so they knew how to catch fish. Jesus used something they knew about (fishing) to tell them what he would teach them to do—gather together men (and women and children) to learn about Jesus and follow him.* Continue with the second *Know* question.

**Activity • Creative Drama** Organize the class into groups of six and direct them to act out the Gospel. Each child takes an individual part—Jesus, Simon Peter, Andrew, James, John, Zebedee. Take the Narrator part. Direct the child playing Jesus to use his or her own words to invite the fishermen to follow. **Ask:** What was hard for the first disciples about following Jesus? What was easy? How does a person follow Jesus today?



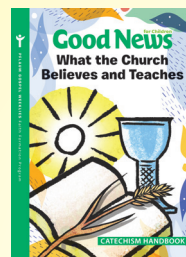
#### Connecting Gospel and Doctrine (page 2)

Read “Sharing the Good News.” Then **ask:** Whom can you tell about Jesus?

**Catholic Faith Word • Apostles (page 4)** Read aloud the definition of *Apostles*. **Ask:** What are the names of the Apostles Jesus called in Sunday’s Gospel? *Simon Peter, Andrew, James, John.* Emphasize that we usually call Jesus’ twelve special followers the *Apostles*. All followers of Jesus, including us, are called *disciples*.



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



#### What the Church Believes and Teaches

**The Good News Bulletin: Help Wanted (page 16, bottom)**

**Direct** the children to find page 16 in their Catechism handbooks.


**Ask:** Who knows what a Help Wanted ad is? Explain that we might see them in newspapers and in the windows of stores

and businesses. Invite four volunteers to take turns reading the lines of the ad in the box at the bottom of the page.

**Ask:** Why is Paul the one to receive the applications? *Saint Paul is a follower of Jesus. He founded many Christian communities in the early Church. Paul wrote letters to the communities to teach them about Jesus and give them advice. He needs our help to share the Good News about Jesus.*

**Distribute** pencils. Assign partners. Direct the pairs to discuss and complete their applications. Give help as needed. When everyone has finished, invite them to share what they wrote on their applications.

**Ask:** If you were Saint Paul, would you hire you? Why?

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

## Live the Gospel

**Objectives** • The children will:

- Create art depicting Jesus' first followers.
- Identify locations of key events in Jesus' life.

### Activity • Jesus' Circle of Followers (page 3)

Direct the children to turn to page 3. Invite them to identify the five figures at the top of the page. We heard about them in the Gospel. Direct the children to turn the page upside down to find six other people. The Bible passages will give the names of the four adults. Distribute pencils and Bibles. Help the children find the Bible verses. If there is not time to look up the Bible verses, print the names on the board for the children to copy: *Man = Matthew, women = Mary Magdalene, another Mary, and Mrs. Zebedee.*

Point out the two children. **Ask:** Were children also followers of Jesus? *Yes.* Explain that we don't know their names. Direct the children to each fill in their own name and the name of a friend who follows Jesus. Distribute crayons and invite the children to color the figures.

Distribute scissors and show the children how to cut apart the two sets of figures on the dashed horizontal line and then cut around them. Direct them to set aside the three small scenes at the bottom of the page and the *Family Corner* and Eucharist Quote on page 4. Tape or staple the flaps to create a circle of disciples. (See the illustration on page 4.)

**Map Study (pages 1 and 3)** This map activity will help the children to situate Jesus in his native land. Read aloud the words in blue on page 1. Distribute crayons and direct the children to follow the Color Code to color the map. Explain that the three white rectangles will be used later.

When everyone has finished, go over the map together. **Ask:** Where was Jesus born? *Bethlehem.* **Ask:** Where did Jesus grow up? *Nazareth.* **Ask:** Where did Jesus die and rise to new life? *Jerusalem.*

Point out that Galilee, Samaria, and Judea are like states in the United States or provinces in Canada, but they are much smaller. The distance from Capernaum to Jerusalem is only 120 miles.

Direct the children to cut apart the three small scenes from page 3 and place them near the three white rectangles on the map.

**Ask:** Where did Jesus call his first Apostles? *Capernaum and Sea of Galilee.* Help the children locate the Sea of Galilee. Direct them to fold under the flap on the scene of Jesus calling fishermen and place it by the top rectangle. An aide can begin taping the pictures in place.

**Ask:** Where did John the Baptist baptize Jesus? *Jordan River.* Help the children locate the Jordan River. Direct them to fold under the flap on the scene of Jesus' baptism and place it by the middle rectangle.

**Ask:** Where was the Temple? *Jerusalem.* Help the children locate Jerusalem. Then direct them to fold under the flap on the scene of Jesus teaching in the Temple and place it by the bottom rectangle.

Direct the aide to tape the *Family Corner* and Eucharist Quote (on paper scraps from page 4) to the top of the map page so that parents will see them.

**Closing Prayer** Gather in a circle. Put your hand on the shoulder of the child to your right. **Say:** "Name, Jesus is calling you." The child responds, "I am ready to follow Jesus." That child turns to the next child and repeats your words, and so on. Close by praying the Our Father.

 Bring your *Good News* session to a close by playing and singing "Come and Follow Me" (CD-2, #14).

## Lesson Wrap-Up

**Good News** November 12, 2023 3rd Sunday in Ordinary Time

Name \_\_\_\_\_

Answer the following questions based on the lesson.

1. In the Sunday Gospel, what do we learn from the Italian girl's mistake?  
\_\_\_\_\_
2. What is their consequence for getting more oil?  
\_\_\_\_\_
3. Name two ways we can prepare for Jesus' Second Coming.  
\_\_\_\_\_
4. When do we pray psalms?  
\_\_\_\_\_
5. In the story "The Happy Dance," why isn't Juan prepared for the talent show?  
\_\_\_\_\_





GospelWeeklies

Name \_\_\_\_\_

**We Can Grow in Service to God** Activity 20

The Sacrament of Holy Orders helps men grow in service of God as bishops, priests, and deacons. A deacon is an ordained minister who helps the parish priest and the bishop to serve the Church. Some deacons can become priests. A priest can become a bishop.

Do you know your Church leaders? Ask your teacher, your parents, or another adult to help you to learn this information. Then draw a picture of each leader below and write his name.

Our Pope is 	Our parish priest is 
Our bishop is 	Our associate priest or deacon is 

GospelWeeklies Sacrament of Holy Orders

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

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



## For Catechists and Teachers

### Scripture Background

Sunday's Gospel is from the beginning of Jesus' Sermon on the Mount. The Beatitudes describe the people whom God blesses and will welcome into the kingdom. It is the poor, sorrowing, and lowly and those who thirst for justice, make peace, and suffer persecution whom Jesus insists will have God's blessings.

### Connecting Scripture and Doctrine

Jesus wants us to have happiness that lasts. He shared the Beatitudes with his followers. These attitudes and actions are like a map that will lead us to real happiness in this life and help us get to Heaven.

"The Beatitudes confront us with decisive choices concerning earthly goods; they purify our hearts in order to teach us to love God above all things" (CCC, 1728).

### Sharing the Lesson with Families

Encourage parents to look over the "What Blessings Fill Your Life?" activity with their child. Suggest that parents play the Beatitudes flip square game with their child to learn and discuss the meaning of the Beatitudes.

### Materials

- Good News Student Lesson for 2/1
- Catechism handbook, page 44
- audio player & Promise/Good News CDs
- pencils, crayons, scissors
- Church Year calendar, drawing paper
- aide(s) to assist with folding activity

NOTE: Separate pages 1–2 from 3–4.

### Suggested Music

- "Saying Yes" (CD-1, #17)
- "God's Love Is . . ." (CD-2, #6)
- "Gospel Acclamation" (CD-2, #24)
- "The Beatitudes" (CD-2, #17)

### Lesson Resources

- Good News Activity Book, Activity #23
- 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 & Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity • What Blessings Fill Your Life? (page 1)
- Story • A Colorful Gift (page 2)
- Discuss the *Know* questions related to the story.

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

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus Teaches the Beatitudes (page 3)
- Discuss the *Know* questions related to the Gospel. (page TG3-14)
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Word • Beatitudes (page 4)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 44.

#### Live the Gospel (15–20 minutes)

- Activity • Beatitudes Flip Square (pages 3–4)
- Closing Prayer & Song • "The Beatitudes" (CD-2, #17)

#### Take-Home

- Good News Activity Book, Activity #23
- 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 (20–25 minutes)

- Gathering Song & Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity • What Blessings Fill Your Life? (page 1)
- Story • A Colorful Gift (page 2)
- Discuss the *Know* questions related to the story.
- Activity • Stretch and Sing "God's Love Is . . ." (CD-2, #6)

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

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus Teaches the Beatitudes (page 3)
- Discuss the *Know* questions related to the Gospel. (page TG3-14)
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Word • Beatitudes (page 4)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 44.

- Activity • Good News Activity Book, Activity #23

#### Live the Gospel (15–20 minutes)

- Activity • Beatitudes Flip Square (pages 3–4)
- Closing Prayer & Song • "The Beatitudes" (CD-2, #17)

#### Take-Home

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

# Lesson Theme: Jesus wants us to be happy.

## 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 TG3-14)
- Cover Activity • What Blessings Fill Your Life? (page 1)
- Story • A Colorful Gift (page 2)
- Discuss the *Know* questions related to the story.
- Activity • Stretch and Sing “God’s Love Is . . .” (CD-2, #6)
- 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 Teaches the Beatitudes (page 3)
- Discuss the *Know* questions related to the Gospel. (page TG3-14)
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Word • Beatitudes (page 4)
- Closing Prayer • *Loving God, help us share our gifts and bring happiness to others. Amen.* (Repeat.)

### Day 3

- Gathering Prayer • *Loving God, help us share our gifts and bring happiness to others. Amen.* (Repeat.)



Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 44.

- Activity • *Good News Activity Book*, Activity #23
- Closing Prayer • *Jesus, help us to live the Beatitudes. Amen.* (Repeat.)

### Day 4

#### Live the Gospel

- Gathering Prayer • *Jesus, help us to live the Beatitudes. Amen.* (Repeat.)
- Activity • Beatitudes Flip Square (pages 3–4)
- Closing Prayer • *Loving God, help us to find happiness that lasts. Amen.* (Repeat.)

### Day 5

- Gathering Prayer • *Loving God, help us to find happiness that lasts. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG3-15)
- Closing Song • “The Beatitudes” (CD-2, #17)

#### 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

- **Math:** Draw a large square on the board. Cross it with diagonal, vertical, and horizontal lines to make a variety of shapes. Use the flip square folding lines on page 3 as a model. Direct your students to identify quadrilaterals, rhombuses, rectangles, and squares. Invite them to draw examples of quadrilaterals that do not fit into any of these categories. (CCSS.Math.Content.3.G.A.1)
- **Tech:** Explain that our Catholic faith recognizes people who lived the Beatitudes as saints. Print a list of saints on the board. Invite each child to select one saint to research. Direct them to use technology to create a brief newsletter, presentation, or handout about the saint. (ISTE.2016.3)

## Extending the Lesson

### Saints and Feast Days to Celebrate

#### Catholic Identity Project of the Week

February 3 is the Feast of Saint Blaise. This is the traditional day for the Blessing of Throats. Invite a priest or other parish minister to bless the throats of your students.

- **February 1:** National Day of Prayer for the African American and African Family (USA)
- **February 2: Presentation of the Lord** – Also celebrated as Candlemas, this feast commemorates Jesus’ presentation in the Temple in Jerusalem forty days after his birth. The Presentation is the fourth Joyful Mystery of the Rosary.
- **February 2: World Day for Consecrated Life** – Act: Pray for those discerning a vocation to the consecrated life as a religious sister or brother.
- **February 4:** International Day of Human Fraternity
- **February 5: Saint Agatha** – Agatha was born in Sicily (Italy) in the third century. Legend tells us that she was very beautiful. When she declined the interest of a Roman senator, she was tortured and died in prison as a martyr. She is the patron saint of breast cancer patients. **Pray:** God, please care for those in our parish who have cancer. Amen.



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Identify blessings in their lives.
- Identify ways to use their gifts and talents to make others happy.

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

**Gathering Prayer** Invite a child to point to the current Sunday on a Church Year calendar. **Pray:** "Jesus, thank you for the many good things and people in our lives that help us to be happy. We know that following you will make us happy. Help us to follow your teachings and share your love." The children respond, "Amen."

**Cover Activity • What Blessings Fill Your Life? (page 1)** Move to the work area. Distribute pages 1–2 of *Good News* and invite the children to describe the cover picture.


**Ask:** What does the Faith topping container look like? What is something that makes you happy because of your Catholic faith? The Family and Friends container has hearts. **Ask:** What are some things about your family and friends that make you happy? The Life container has smiley faces. **Ask:** What are some things about being alive that make you happy?


Point out that faith, family and friends, and life are all gifts from God. We can call gifts from God *blessings*. God gives us many blessings because he loves us and wants us to be happy.

Invite the children to quietly think of another special blessing they have from God. Make a few suggestions to help them get started (e.g., pet; nature; talent with music, dance, sports, art, crafts; teacher or coach; intelligence; loving heart).

Distribute crayons and pencils. Invite the children to label the last container with their blessing and create and draw sprinkles in the container. Give them time to draw the symbols of God's blessings on top of the frozen treat in the bowl and color the words below the bowl.

**Story • A Colorful Gift (page 2)** Move to the story circle. Direct the children to turn to page 2. Read the title of the story. Invite four volunteers to take the parts (Mrs. Greene, Charles, Mr. Taylor, Amelia) and narrate the rest.

 **Discuss the *Know* questions related to the story.** For the second question, encourage the children to think of kind acts they can do using their own special gifts and talents.

 **Stretch and Sing** Give the children a chance to move as you play and sing "God's Love Is . . ." (CD-2, #6).

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Identify that Jesus wants us to have happiness that lasts.
- Recognize the Beatitudes as actions and attitudes Jesus wants us to have.


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

**Sunday Gospel • Jesus Teaches the Beatitudes (page 3)** Sunday's Gospel takes place on a hillside or mount. This teaching of Jesus is at the beginning of what is known as the Sermon on the Mount (Matthew 5–7). This sermon includes a collection of very important teachings from Jesus.

Distribute pages 3–4 of *Good News*. Invite nine children to each take a part in the Gospel proclamation. One reader will be the Storyteller. The other eight (1–8) will each read one of the Beatitudes in the large square in numerical order. The rest of the class will take the part of the Crowd. Explain that another word for *Blessed* is *Happy*. Readers 1–8 should start by saying "Blessed are" and then read the two parts below their assigned number. Example: 1 will read "Blessed are those who depend only on God, for they belong to the Kingdom of Heaven."

 **Discuss these *Know* questions related to the Gospel.**


**Ask:** Do all of these people Jesus says are blessed sound happy? *No. Examples: People who mourn are sad. People who are persecuted are treated badly.* **Ask:** What do you think Jesus is teaching us? *If we trust God and follow him even when things in life are hard, God will bless us. We will have happiness in our hearts because we know that God loves us and is with us. We will also be happy in Heaven someday.*

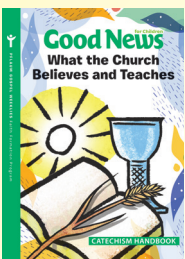
 **Connecting Gospel and Doctrine (page 4)** **Ask:** Who wants to go to Heaven? How do we know how to get there? Read "Happy Attitudes."

Explain that before GPS and smartphones, people used maps or directions on paper to help them find their way. The Beatitudes are Jesus' map or directions that will lead us to happiness on earth and help us get to Heaven.

**Catholic Faith Word • Beatitudes (page 4)** Read aloud the definition of *Beatitudes*. Print *Be-attitudes* on the board. The children can think of the Beatitudes as actions and attitudes

for being that will lead us to the happiness Jesus wants for us. Emphasize that these actions and attitudes will help us find real happiness that lasts. **Ask:** Have you ever received something you really wanted but discovered that it didn't make you as happy as you thought it would? Invite volunteers to share their experiences. Explain that Jesus knows what will make us really happy, and he wants us to be happy. If we follow Jesus and live the Beatitudes, we will find real happiness that lasts.

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



## What the Church Believes and Teaches


### Beatitudes (page 44)

**Direct** the children to turn to page 44 in their Catechism handbooks and find "The Beatitudes."

**Invite** the children to take turns reading aloud the Beatitudes in their handbooks. Direct each reader to wait for you to nod at them to begin reading. Add the following explanations:

- The "poor in spirit" know that happiness doesn't come from things. They realize that all they have comes from God.
- People who "mourn" are very sad, usually because someone they love has died. They find comfort and joy in believing that their loved one will be in Heaven with God.
- The "meek" know that all their talents and abilities are gifts from God. They don't brag. They use their talents to do good.
- Those who "hunger and thirst for righteousness" want things to be fair for everyone. They speak up and work for justice.
- Those who are "merciful" are kind and do not judge others. They are willing to forgive.
- The "pure in heart" are not selfish. They try to see others the way God sees them.
- The "peacemakers" want people to get along and are willing to speak up if something is wrong.
- Those who are "persecuted for righteousness' sake" do the right thing even if it's not popular.

**Distribute** drawing paper and crayons. On the board, write *My Path to Happiness*. Direct the children to copy it on their papers. Invite them to draw a path across their papers and add drawings of actions and attitudes Jesus tells them will lead them to happiness on earth and, eventually, to Heaven. Play "The Beatitudes" (CD-2, #17) while the children work. Invite sharing of their drawings as time allows.

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

## Live the Gospel

**Objectives** • The children will:

- Create a flip square to help them memorize the Beatitudes.
- Pray a psalm prayer about happiness.


**Activity** • **Beatitudes Flip Square (pages 3-4)** This activity will help the children memorize the Beatitudes. Find directions for folding the flip squares at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates). Directions for playing a game with the flip squares is on the same file.



Distribute scissors and direct the children to cut out the large square on page 3. Walk the children through the folding activity step by step.

Organize the class in pairs and guide them through the directions for playing the game. Give them time to play, then invite a winner to complete each of the Beatitudes in order. Prompt the child with "Blessed are" and the first part of each Beatitude. Encourage the children to use their flip squares at home to memorize the Beatitudes.

**Closing Prayer** Gather in a prayer circle with the children's flip squares. Invite the children to open the flip squares to the words from Psalm 1 that are in the center. Pray this psalm aloud together.

 End your prayer and *Good News* session by singing "The Beatitudes" (CD-2, #17).

## Lesson Wrap-Up

**Good News** November 19, 2025 2nd Sunday in Ordinary Time

Name: \_\_\_\_\_

Answer the following questions based on the lesson.

- In the Sunday Gospel, what do we learn from the foolish girl's mistake? \_\_\_\_\_
- What is their consequence for getting more out? \_\_\_\_\_
- Name two ways we can prepare for Jesus' Second Coming. \_\_\_\_\_
- When do we pray psalms? \_\_\_\_\_
- In the story "The Happy Chick," why isn't Juan prepared for the talent show? \_\_\_\_\_

**GospelWeeklies**

Name: \_\_\_\_\_

**We Are Blessed**

Jesus taught us to find happiness where we do not expect it. That's because true happiness comes from God and doing his will. The Beatitudes are called "happy attitudes" because they describe the thoughts of people who find happiness from God.

**Read each Beatitude and the attitude that goes with it. Then write how you will practice that happy attitude this week.**

Beatitudes	Happy Attitude	How I Will Live the Beatitudes This Week
Blessed are the poor in spirit, for theirs is the Kingdom of Heaven.	Everything I have comes from God, and I am thankful.	
Blessed are they who mourn, for they will be comforted.	Help others who are sad, lonely, or struggling.	
Blessed are the meek, for they will inherit the land.	Use myself, but don't brag to others or other people's talents.	
Blessed are they who hunger and thirst for righteousness.	Stand up for what I know is right, even when nobody else will do so or my friends laugh at me.	
Blessed are the merciful, for they will be shown mercy.	Forgive, and ask for forgiveness.	
Blessed are the pure in heart, for they will see God.	Make time to pray and read the Bible every day.	
Blessed are the peacemakers, for they will be called children of God.	Try to compromise when I disagree with someone.	
Blessed are they who are persecuted for the sake of righteousness, for theirs is the Kingdom of Heaven.	Do what is right, even when other people make fun.	

**Good News**

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

Use Activity #23 from the *Good News Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel from Jesus' Sermon on the Mount, he compares his disciples to salt and light, common things that make a valuable difference. Salt brings out the best flavors in foods. Light warms and brightens. It dispels the darkness. Without refrigeration and electricity, the people of Jesus' time valued salt to preserve food and lamplight to find their way in the dark.

### Connecting Scripture and Doctrine

Jesus' image of salt challenges us to bring out the best in others as salt brings out a food's flavor. He tells us to shine our light by doing good deeds, warming and brightening others' lives like a lamp placed on a stand.

Baptism makes us members of the Church, the Body of Christ. When we receive the Body of Christ in Holy Communion, we *become* the Body of Christ for the world. Our loving words and actions shine the light of Jesus for others to see.

The mission of the People of God "is to be salt of the earth and light of the world" (CCC, 782).

### Sharing the Lesson with Families

Encourage parents to talk with their child about the differences salt and light make. They may enjoy their child's retelling of the story "Please Pass the Salt!" Suggest that parents discuss the activities on page 4 of *Good News* with their child.

### Materials

- *Good News* Student Lesson for 2/8
- Catechism handbook, page 16
- audio player & *Promise/Good News* CDs
- pencils, crayons
- Church Year calendar

### Suggested Music

- "Saying Yes" (CD-1, #17)
- "God's Love Is . . ." (CD-2, #6)
- "Gospel Acclamation" (CD-2, #24)
- "Come and Follow Me" (CD-2, #14)

### Lesson Resources

- *Good News Activity Book*, Activity #28
- 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 & Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity (page 1)
- Play • Please Pass the Salt! (page 2)
- Discuss the *Know* question related to the play.
- Activity • Jesus' Followers Are Like . . .

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

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Salt and Light (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 3)
- Catholic Faith Word • Body of Christ (page 4)

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 16.

#### Live the Gospel (15–20 minutes)

- Activity • Friends Make a Difference (page 4)
- Activity • We Make a Difference When We Pray (page 4)
- Closing Prayer & Song • "Come and Follow Me" (CD-2, #14)

#### Take-Home

- *Good News Activity Book*, Activity #28
- 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 (20–25 minutes)

- Gathering Song & Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity (page 1)
- Play • Please Pass the Salt! (page 2)
- Discuss the *Know* question related to the play.
- Activity • Jesus' Followers Are Like . . .
- Activity • Stretch and Sing "God's Love Is . . ." (CD-2, #6)

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

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Salt and Light (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 3)
- Catholic Faith Word • Body of Christ (page 4)

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 16.

#### Live the Gospel (15–20 minutes)

- Activity • Friends Make a Difference (page 4)
- Activity • We Make a Difference When We Pray (page 4)
- Closing Prayer & 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 3 together.

# Lesson Theme: Jesus wants us to make a good difference.

## 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 TG3-18)
- Cover Activity (page 1)
- Play • Please Pass the Salt! (page 2)
- Discuss the *Know* question related to the play.
- Activity • Jesus’ Followers Are Like . . .
- Activity • Stretch and Sing “God’s Love Is . . .” (CD-2, #6)
- Closing Prayer • *Dear Jesus, thank you for the big difference you make in our lives. Amen.* (Repeat.)

### Day 2

#### Discover Gospel and Doctrine

- Gathering Prayer • *Dear Jesus, thank you for the big difference you make in our lives. Amen.* (Repeat.)
- Gospel Ritual • “Gospel Acclamation” (CD-2, #24)
- Sunday Gospel • Salt and Light (page 3)
- Connecting Gospel and Doctrine (page 3)
- Catholic Faith Word • Body of Christ (page 4)
- Closing Prayer • *Loving God, help us to make a good difference in the lives of others. Amen.* (Repeat.)

### Day 3

- Gathering Prayer • *Loving God, help us to make a good difference in the lives of others. Amen.* (Repeat.)



**Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 16.**

- Activity • *Good News Activity Book, Activity #28*
- Closing Prayer • *Loving God, help us to always be kind in our words and actions. Amen.* (Repeat.)

### Day 4

#### Live the Gospel

- Gathering Prayer • *Loving God, help us to always be kind in our words and actions. Amen.* (Repeat.)
- Activity • Friends Make a Difference (page 4)
- Activity • We Make a Difference When We Pray (page 4)
- Closing Prayer • *Loving God, please help the people we pray for. Amen.* (Repeat.)

### Day 5

- Gathering Prayer • *Loving God, please help the people we pray for. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG3-19)
- 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 3 together.

#### Curriculum Connections

- **ELA:** Direct each student to write a story about a character who does good deeds. The story should include sequenced events. (CCSS.ELA-Literacy.W.3.3)
- **Sci:** Invite the students to explain what light does. Explain that all animals need light, but some animals have different light sources than we do. Read about deep sea fish such as the angler fish and discuss how these animals use light. (2-LS4-1)

## Extending the Lesson

### Saints and Feast Days to Celebrate

#### Catholic Identity Project of the Week

Invite each child to make a list of some of her or his gifts and talents. As a class, discuss how their talents can be used to share God’s message of love with others. Invite each child to commit to using a talent to share God with others this week.

- **February 8: World Marriage Day** – Ask: Why is Matrimony a sacrament? Who are the ministers of the Sacrament of Matrimony?
- **February 10: Saint Scholastica** – Born into a wealthy family, Scholastica pursued her education. She lived in a hermitage near Monte Cassino, the site of the first Benedictine monastery. Her twin brother, Saint Benedict of Nursia, founded the Benedictines. She is patron saint of schools, tests, books, and reading. **Act:** Thank a teacher.
- **February 11: World Day of the Sick**
- **February 14: Saints Cyril and Methodius** – These two Greek brothers are best known as ninth-century missionaries to the Slavic peoples. They developed an alphabet and used it to translate some of the Bible into Old Slavonic. They are co-patron saints of Europe (with Saint Benedict of Nursia) and patron saints of ecumenism and of unity among Eastern and Western Churches.



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Identify who and what gives light and flavor to their lives.
- Explore the value of salt.


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

**Gathering Prayer** Invite a child to point to the current Sunday on a Church Year calendar. **Pray:** "Jesus, knowing that you love us makes a big difference in our lives. Help us to show others your love." The children respond, "Amen."

**Cover Activity (page 1)** Move to the work area and distribute *Good News*. Call attention to the cover. Read aloud the question above the light bulbs and invite the children to respond. Begin by limiting the responses to the literal sense of lights—*bedside lamp, light in the kitchen, the sun, headlights on the car or bus*—then move on to less literal "lights."

Discuss how salt flavors foods, then read the question above the salt shakers. Distribute pencils and crayons and give the children time to print their responses and color the outline around each shape in which they've written.

**Play • Please Pass the Salt! (page 2)** Move to the story area. This folktale drama has seven speaking parts. Assign the parts to volunteers and direct the rest of the class to listen as the play is read aloud.

 **Discuss the Know question related to the play.** *Salt is an ordinary seasoning that is very important, so it is a good comparison for a child's love for a parent.*

**Activity • Jesus' Followers Are Like . . .** Invite the children to listen closely to the song "God's Love Is . . ." (CD-2, #6). **Ask:** What does the song say God's love is like? *Bigger than the biggest mountain, brighter than the brightest star, warmer than the warmest day, deeper than the deepest ocean, taller than the tallest tree.* If you don't have the music CD or download, **ask:** What is God's love like? If God were a star, what kind of star would God be? If God were a mountain, . . . Invite the children to use their imaginations and explain their ideas. **Ask:** What are things that Jesus' followers are like? Invite them to use their imaginations and explain their ideas.

 **Stretch and Sing** Invite the children to sing and do gestures to "God's Love Is . . ." (CD-2, #6).


#### Discover Gospel and Doctrine


**Objectives** • The children will:

- Recognize that Jesus wants his followers to make a difference for good.
- Identify *Body of Christ* as a term for Holy Communion and the Church.
- Recognize their capacity to be heroic by being kind in deed.


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

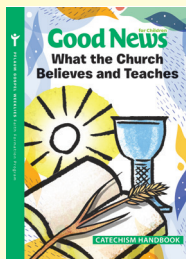
**Sunday Gospel • Salt and Light (page 3)** Explain that in the Gospel, the children will hear what Jesus says his followers are like. Choose four children to proclaim the Gospel as the other children stand to listen.

 **Discuss the Know questions related to the Gospel.**  
**1.** *Jesus used things we are familiar with to help us understand his teaching. Jesus' followers should make things better, just as salt makes food taste better. Light helps us see better. Jesus' followers should help people see how much God loves them and lead others to Jesus.* **2.** Help the children think of loving words and actions they do or can do to help people see God's love and goodness.

 **Connecting Gospel and Doctrine (page 3)** Read aloud "We Are the Body of Christ." The children should be familiar with the term *Body of Christ* as Holy Communion, but they might not know it as a name for the Church. Explain that Jesus lives in us and needs us to use our words and actions to show God's love to the world.

**Catholic Faith Word • Body of Christ (page 4)** Read the definition of *Body of Christ*. Help the children to understand that we use the same term to refer to two different—but connected—things: Holy Communion and the Church. Children of this age are still concrete thinkers. Be satisfied that you've planted the seed for them to later understand our call to *be* the Body of Christ in the world.

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



## What the Church Believes and Teaches


**The Good News Bulletin: The Good K.I.D Award, Today's Word Search (page 16, top and middle)**

**Review** with the children that Jesus lives in us and needs us to use our words and actions to show God's love to the world. Invite them to think of a child who has been especially kind in their words and actions. It could be a friend, family member, classmate, or even themselves.

**Direct** the children to turn to page 16 in their Catechism handbooks. Read aloud the title and explain that this page is like a newspaper or newsletter that shares good news. The children completed their application to be a disciple of Jesus in an earlier class session. Now they will complete an article about a child who is receiving the Good K.I.D. Award.

**Distribute** pencils and direct the children to fill in the blanks about a child who has been kind in deed. Make sure the children understand that *deed* is another word for *action*.

**Invite** the children to work on Today's Word Search as they complete The Good K.I.D. Award activity. As the children complete the word search, **ask:** Whom did you give the Good K.I.D. Award to? What did the child do that showed extraordinary kindness? Challenge the children to be the kind of people that others will notice for being extraordinarily kind. That's what Jesus calls us to be.

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

## Live the Gospel

**Objectives** • The children will:

- Identify how friends can help one another.
- Write prayers for the Prayer of the Faithful.

**Activity** • **Friends Make a Difference (page 4)**


Direct the children to turn to *Good News*, page 4. Invite a volunteer to read aloud the title of the top activity. Explain that friends can make a difference by helping someone with a problem. Choose one of the letters and brainstorm answers as a class. Encourage answers that recommend kindness, understanding, and self-

respect. Distribute pencils and direct the children to answer the other letters individually. Organize the children into small groups to share their answers, then invite each group to share an especially good answer with the rest of the class. Conclude by saying that one of the signs of Jesus' followers is making a positive difference in our friends' lives.

**Activity** • **We Make a Difference When We Pray (page 4)** Invite the children to look at the photo and tell what is happening. *A girl is reading a Prayer of the Faithful (intercession) at Mass.* Explain that the Prayer of the Faithful is shared at the end of the Liturgy of the Word. Review the Liturgy of the Word by reading the paragraphs together. Invite the children to ask questions as you move through the text. List these elements of the Mass on the board—*Penitential Act, Bible readings, Homily, Creed, Prayer of the Faithful.*

Read the question above the Catholic Faith Word. After discussing, invite each child to write a prayer. You will use the children's prayers in the Closing Prayer.

**Closing Prayer** Gather in a circle with prayers in hand. **Pray:** "Loving God, we know you love us and care for us, so we bring our prayers to you." *Each child comes forward and reads his or her prayer. All the children respond, "Lord, hear our prayer."* **Conclude:** "Thank you, Loving God, for hearing our prayers. Help us to always love you and do your will. Amen."

 Lead the children in singing "Come and Follow Me" (CD-2, #14) to bring your *Good News* session to a close.

## Lesson Wrap-Up

**Good News** November 15, 2022 5th Sunday in Ordinary Time

Name: \_\_\_\_\_

Answer the following questions based on the lesson.

- In the Sunday Gospel, what do we learn from the foolish girl's mistake?  
\_\_\_\_\_
- What is their consequence for getting more oil?  
\_\_\_\_\_
- Name two ways we can prepare for Jesus' Second Coming.  
\_\_\_\_\_
- When do we pray prayers?  
\_\_\_\_\_
- In the story "The Happy Dance," why isn't Juan prepared for the talent show?  
\_\_\_\_\_

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Name: \_\_\_\_\_ **Activity 28**

**We Are Cherished**

God gave each of us special gifts. When we use the gifts that God gave us, we show respect for ourselves and for all his Creation. Think about your gifts. Do you take care of animals? Are you good at making people laugh? Do you try to help those who have less?

Circle the sentences below that describe children who are using their gifts. Then draw a picture of yourself using a special gift of your own.

Aniko enjoys singing, so she joins the parish choir to make beautiful music during Mass.


Christopher thinks his art will never be as good as his friend's art, so he stops drawing.

Sondra can add numbers very quickly, so she helps sell things at the parish rummage sale.

Math likes to learn new things from books, and he reads his favorite books to his little sister.

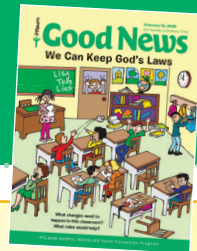
Diago hates to see candy wrappers, so he helps his mom pick them up to show them away.

Jada knows how to set the table, but she likes to get out of doing it.

 Good News

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

Use Activity #28 from the *Good News Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

As Jesus continues his Sermon on the Mount, he shares the fullness of the Law of Moses by explaining the spirit behind the laws and not just their words. God desires us to follow his laws as a response of love, not out of fear or only obedience.

### Connecting Scripture and Doctrine

Jesus explains what God's laws mean. He tells us to not just say we are sorry with our words. He wants us to be sorry in our hearts and actions too. He explains that the commandment to not kill also means not hurting others with our words and actions.

God's laws are found in the Ten Commandments. Jesus helps us to understand that all of God's laws are based on loving God and loving our neighbor.

"Jesus did not abolish the Law of Sinai, but rather fulfilled it with such perfection that he revealed its ultimate meaning and redeemed the transgressions against it" (CCC, 592).

### Sharing the Lesson with Families

Encourage parents to invite their child to share the family and school rules he or she wrote on the scroll. They may then discuss the Ten Commandments and Jesus' Law of Love. Suggest that parents encourage their child to use the examination of conscience nightly at bedtime.

### Materials

- Good News Student Lesson for 2/15
- Catechism handbook, pages 31 & 33
- audio player & *Promise/Good News* CD-2
- pencils, crayons, Church Year calendar
- lined writing paper, scissors, tape
- copies of second story (one per child)
- aide(s) to help with cutting and taping

### Suggested Music

- "Come and Follow Me" (CD-2, #14)
- "God's Love Is . . ." (CD-2, #6)
- "Gospel Acclamation" (CD-2, #24)
- "The Great Commandment" (CD-2, #18)

### Lesson Resources

- *Good News Activity Book*, Activity #21
- 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 & Prayer • "Come and Follow Me" (CD-2, #14)
- Cover Activity (page 1)
- Story • A Playground Problem (page 2)
- Discuss the *Know* questions related to the story.
- Activity • When Mom Says . . .

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

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus Teaches God's Law (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 2)
- Catholic Faith Word • Christian morality (page 3)

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

#### Live the Gospel (15–20 minutes)

- Activity • I Keep Rules Scroll (pages 3–4)
- Activity • The Ten Commandments Crossword Puzzle (page 4)
- Closing Prayer & Song • "The Great Commandment" (CD-2, #18)

#### Take-Home

- *Good News Activity Book*, Activity #21
- 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 & Prayer • "Come and Follow Me" (CD-2, #14)
- Cover Activity (page 1)
- Story • A Playground Problem (page 2)
- Discuss the *Know* questions related to the story.
- Activity • When Mom Says . . .
- Activity • Stretch and Sing "God's Love Is . . ." (CD-2, #6)

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

- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus Teaches God's Law (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 2)
- Catholic Faith Word • Christian morality (page 3)

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

- Activity • *Good News Activity Book*, Activity #21

#### Live the Gospel (15–20 minutes)

- Activity • I Keep Rules Scroll (pages 3–4)
- Activity • The Ten Commandments Crossword Puzzle (page 4)
- Closing Prayer & Song • "The Great Commandment" (CD-2, #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 wants us to keep God's laws.

## 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 TG3-22)
- Cover Activity (page 1)
- Story • A Playground Problem (page 2)
- Discuss the *Know* questions related to the story.
- Activity • When Mom Says . . .
- Activity • Stretch and Sing "God's Love Is . . ." (CD-2, #6)
- Closing Prayer • *Loving God, thank you for people who care for us and give us rules to follow. Amen.* (Repeat.)

### Day 2

#### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for people who care for us and give us rules to follow. Amen.* (Repeat.)
- Gospel Ritual • "Gospel Acclamation" (CD-2, #24)
- Sunday Gospel • Jesus Teaches God's Law (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 2)
- Catholic Faith Word • Christian morality (page 3)
- Closing Prayer • *Loving God, thank you for your law. Help us to follow it always. Amen.* (Repeat.)

### Day 3

- Gathering Prayer • *Loving God, thank you for your law. Help us to follow it always. Amen.* (Repeat.)



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

- Activity • *Good News Activity Book*, Activity #21
- Closing Prayer • *Loving God, help us to keep your commandments to love you and others. Amen.* (Repeat.)

### Day 4

#### Live the Gospel

- Gathering Prayer • *Loving God, help us to keep your commandments to love you and others. Amen.* (Repeat.)
- Activity • I Keep Rules Scroll (pages 3–4)
- Activity • The Ten Commandments Crossword Puzzle (page 4)
- Closing Prayer • *Loving God, help us to follow rules at home and in school. Amen.* (Repeat.)

### Day 5

- Gathering Prayer • *Loving God, help us to follow rules at home and in school. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG3-23)
- Closing Song • "The Great Commandment" (CD-2, #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:** Direct your students to compare two three-digit numbers based on the hundreds, tens, and ones digits using  $>$ ,  $=$ , and  $<$  symbols to record the results of the comparisons. (CCSS.Math.Content.2.NBT.A.4)
- **SS:** Invite your students to create a list of rules that exist inside and outside of school. Direct them each to write two sentences about why we need rules and what purpose rules have in and out of school. (D2.Civ.3.K-2)

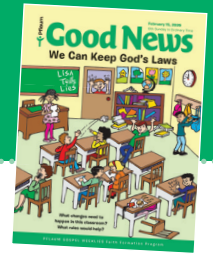
### Catholic Identity Project of the Week

In Sunday's Gospel, Jesus reminds us of the importance of the commandments. To help the children better understand them, organize into small groups and assign one of the Ten Commandments to each group. Direct the groups to create a skit that shows how they can live out their commandment. Present the skits to the class.

## Extending the Lesson

### Saints and Feast Days to Celebrate

- **February 17: The Seven Founders of the Servite Order** – Seven young men had a shared vision of Mary in 1233 in Florence. She told them to devote themselves to prayer. After another visit from Mary in 1240, they founded the Order of Servites. This order is devoted to Our Lady of Sorrows, who witnessed her son's Passion and Death. **Act:** Pray the Hail Mary for those who are grieving the loss of a loved one.
- **February 18: Ash Wednesday** – This day marks the first day of Lent—a time of fasting, prayer, and almsgiving in preparation for Easter. The forty-day period symbolizes the time Jesus spent in the desert before he began his ministry. *Lent* comes from the Old English word *Lencten*, which means "spring." **Act:** Attend Mass today to receive ashes and begin your Lenten journey.



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:


- Identify helpful classroom rules.
- Predict possible outcomes of a story about a playground bully.

 Play and sing "Come and Follow Me" (CD-2, #14) to begin your *Good News* session.

**Gathering Prayer** Invite a child to point to the current Sunday on a Church Year calendar. Invite the children to name people and situations they wish to pray for. Gather their intentions in the following **prayer**: "Loving God, we want to follow where you lead us. We ask you to bless the people and concerns we have named." The children respond, "Amen."

**Cover Activity (page 1)** Gather in the work area and distribute *Good News* and pencils or crayons. Read the first question and direct the children to circle all the things they can find that are wrong in the classroom. Have them work alone and silently on this activity. Then invite the children to each share something they found. **Ask**: What changes need to happen? What rules would help? Print some of these rules on the board.


**Story • A Playground Problem (page 2)** Direct the children to turn *Good News* to page 2. The story on this page is incomplete. The children are invited to decide what should happen and explain why. Read through the story together.

 **Discuss the *Know* questions related to the story.** After the children have answered the first question, **ask**: Why don't the other children stop Tara? Move on to the second question. Then **ask**: How will things change?

A second story "A Weird Nickname" and *Know* questions can be found at [gospelweeklies.com/lesson-updates](http://gospelweeklies.com/lesson-updates).




**Activity • When Mom Says . . .** Invite the children to brainstorm things their mom (or another adult) tells them to do. **Ask**: What do her words say and what do her words mean? Make two columns on the board. Label one *Says* and the other *Means*. Use this example: When Mom says, "Clean your room," she means put things in the right places and not shove everything in the closet or under the bed. Walk the children through this exercise.

 **Stretch and Sing** Give the children a chance to move as they sing and do the gestures to the song "God's Love Is . . ." (CD-2, #6).


#### Discover Gospel and Doctrine


**Objectives** • The children will:

- Recognize that Jesus and the Church help us follow God's laws.
- Recognize the broader meaning of the Ten Commandments.


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

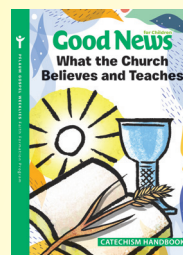
**Sunday Gospel • Jesus Teaches God's Law (page 3)** Explain that in Sunday's Gospel, Jesus explains laws that God gave to Moses many years ago. He helps his followers understand that these laws mean more than just what the words of each law say. Invite volunteers to proclaim the Gospel.

 **Discuss the *Know* questions related to the Gospel.**  
 1. *Jesus says that the laws of Moses are all part of God's laws. These won't go away. We need to obey them and teach them to others. Jesus also knows that the laws mean more than what the words say. He helps his followers understand what these laws really mean.*  
 2. *These laws are bigger than people thought. They mean more than just their words. We have to follow all that Jesus says they mean.*

 **Connecting Gospel and Doctrine (page 2)** Read aloud "Keeping God's Laws." This explanation will help the children who may have struggled to follow the differences Jesus pointed out in the Gospel.

**Catholic Faith Word • Christian morality (page 3)** Read aloud the definition of *Christian morality*. **Ask**: Do you always know if something is right or wrong? Explain that in the Gospel, Jesus helped the people understand God's laws better. Jesus and the Church help us know God's laws and understand what they mean. They help us know what is right and what is wrong in the eyes of God.

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



### What the Church Believes and Teaches

The Ten Commandments (page 31), What Would You Do? (page 33)


**Direct** the children to turn to page 31 in their Catechism handbooks. This activity may be an introduction to the Ten Commandments or a review. In either situation, it is worthwhile to go over the Ten Commandments in connection to Jesus' teaching in Sunday's Gospel.

**Invite** a volunteer to read the title and the two sentences at the top of the page. Direct the children to look over the numbered list of commandments. Point out that the words in green tell us the commandment and the words in black help us understand how to follow the commandment.

**Read** through the Ten Commandments together. For each commandment, direct one child to read the words in green and another child the words in black. Before moving to the next commandment, **ask**: What is an example of how people break this commandment? What is an example of how children keep this commandment?

**Discuss** what it means for a person to examine his or her conscience. *We look at our thoughts, words, and actions to see how well we are following God's laws.* Distribute lined writing paper and pencils. Direct the children to write questions for each commandment. Examples for #1: Do you always put God and what God wants first? Do you pray every day? Encourage the children to go over their examination of conscience every night before they go to sleep. They can then pray the Act of Contrition (page 47) and ask God to help them do better the next day.

**Direct** the children to turn to page 33 in their handbooks. Read aloud the directions and give them time to complete the activity. Direct them to look back to page 31 if they need help. **Answers:** 1. *Fourth Commandment.* 2. *Seventh Commandment.* 3. *Fifth Commandment.*

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

## Live the Gospel

**Objectives** • The children will:

- Recognize the value of school and family rules.
- Review the Ten Commandments.

**Activity** • **I Keep Rules Scroll (pages 3-4)** Direct the children to turn to page 3 of *Good News* and locate the heading "I Keep School Rules." Explain that the drawing is of a scroll, like the scrolls that contain the Sacred Scripture of the Jewish people. Read aloud the directions above the scroll. Take time to talk about school and classroom rules. List on the board what some of these

rules are. You may already have some of them on the board from the Cover Activity. Discuss why your school or class has these rules. Give the children time to express their opinions about which rules are important. Distribute pencils and guide the children to write the rule of their choice on the scroll.

Direct the children to turn to page 4 and find the heading "I Keep Family Rules." Lead them in discussing family rules they think are important. Read aloud the directions. Give the children time to write their chosen family rule. Distribute crayons and scissors. Direct the children to color the scroll and cut along the dashed cutting line. Demonstrate how to roll the scroll around a pencil. Help the children tape their scrolls to pencils if needed.

**Activity** • **The Ten Commandments Crossword Puzzle (page 4)** Invite the children to look at the crossword puzzle on page 4. Explain that it will help them review the Ten Commandments and understand the commandments as positive actions God wants us to do. Read the directions together. Give the children time to complete the puzzle using the words in the word bank. Review their answers by reading the ten clues aloud and inviting volunteers to share their answers. **Answers:** 2 **across**-*first, 6-God's, 3-Sunday, 1-listen, 5-act, 9-respect, 7-belongings, 8-truth, 2 down*-*friendships, 4-satisfied.*

**Closing Prayer** Gather in a circle. Invite the children to take a moment of silence to remember the people and concerns they prayed for at the beginning of class. Join hands and pray the Our Father.

 Bring your *Good News* session to a close by playing and singing "The Great Commandment" (CD-2, #18).

## Lesson Wrap-Up

**Good News** November 15, 2025 6th Sunday in Ordinary Time

Name: \_\_\_\_\_

Answer the following questions based on the lesson.

- In the Sunday Gospel, what do we learn from the foolish girl's mistake? \_\_\_\_\_
- What is their consequence for getting more oil? \_\_\_\_\_
- Name two ways we can prepare for Jesus' Second Coming. \_\_\_\_\_
- When do we pray psalms? \_\_\_\_\_
- In the story "The Happy Dance," why isn't Juan prepared for the talent show? \_\_\_\_\_


**GospelWeeklies**

Name: \_\_\_\_\_ **Activity 21**

**The Gift of Marriage**

The Sacrament of Matrimony joins a man and a woman in marriage. They promise to love and care for each other forever. The sacrament gives them special grace to help them to keep this promise. Wedding rings symbolize how they join to live out this together.

The sentences below describe things that a husband and wife promise to do when they marry. Use the word bank to complete the sentences.



**children companion understanding family God listener**

- Be a good \_\_\_\_\_
- Be a faithful \_\_\_\_\_
- Raise \_\_\_\_\_
- Care for their \_\_\_\_\_
- Teach their children about \_\_\_\_\_
- Be \_\_\_\_\_

**Good News** Sacrament of Matrimony

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

Use Activity #21 from the *Good News Activity Book* as a take-home activity or lesson wrap-up.



## For Catechists and Teachers

### Scripture Background

In Sunday's Gospel, the Devil tempts Jesus during his forty days in the desert. The Devil challenges Jesus to prove that he is the Son of God and offers Jesus great rewards if Jesus will worship him. Jesus rejects the Devil's suggestions and chooses to love and obey God his Father.

### Connecting Scripture and Doctrine

Like Jesus, we can choose what is right and follow God. God put his law in our hearts. God leads us to do good and turn away from evil. Our conscience helps us to understand God's law. It helps us to know right from wrong and keep God's commandments.

"The temptation in the desert shows Jesus, the humble Messiah, who triumphs over Satan by his total adherence to the plan of salvation willed by the Father" (CCC, 566). "Jesus is the new Adam who remained faithful just where the first Adam had given in to temptation" (CCC, 539). "By the solemn forty days of *Lent* the Church unites herself each year to the mystery of Jesus in the desert" (CCC, 540).

### Sharing the Lesson with Families

Encourage parents to talk with their child about temptations and choices. Suggest that they commit to a Lenten resolution as a family and encourage their child to keep his or her personal resolution.

### Materials

- Good News Student Lesson for 2/22
- Catechism handbook, pages 18, 57 & 34
- audio player & *Promise/Good News* CDs
- scissors
- crayons
- tape
- Church Year calendar

### Suggested Music

- "CHOICES" (CD-1, #16)
- "Glory and Praise to You . . ." (CD-2, #23)

### Lesson Resources

- *Good News Activity Book*, Activity #24
- 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 & Prayer • "CHOICES" (CD-1, #16)
- Cover Activity (page 1)
- Story • Ice Cream Choices (page 2)
- Discuss the *Know* questions related to the story.

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

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Jesus Chooses God (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Words • conscience, Lent (page 4)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 18.

#### Live the Gospel (15–20 minutes)

- Activity • We Make Choices During Lent (pages 1, 3 & 4)
- Closing Prayer • We Pray to Make Good Choices (page 4)
- Closing Song • "CHOICES" (CD-1, #16)

#### Take-Home

- *Good News Activity Book*, Activity #24
- 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 & Prayer • "CHOICES" (CD-1, #16)
- Cover Activity (page 1)
- Story • Ice Cream Choices (page 2)
- Discuss the *Know* questions related to the story.
- Activity • Would You Rather?

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

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Jesus Chooses God (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Words • conscience, Lent (page 4)



Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 18.

- Activity • *Good News Activity Book*, Activity #24

#### Live the Gospel (15–20 minutes)

- Activity • We Make Choices During Lent (pages 1, 3 & 4)
- Closing Prayer • We Pray to Make Good Choices (page 4)
- Closing Song • "CHOICES" (CD-1, #16)

#### 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 teaches us to choose God.

## 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 • “CHOICES” (CD-1, #16)
- Gathering Prayer (see page TG3-26)
- Cover Activity (page 1)
- Story • Ice Cream Choices (page 2)
- Discuss the *Know* questions related to the story.
- Activity • Would You Rather?
- Closing Prayer • *Loving God, thank you for the choices we enjoy every day. Amen.* (Repeat.)

### Day 2

#### Discover Gospel and Doctrine

- Gathering Prayer • *Loving God, thank you for the choices we enjoy every day. Amen.* (Repeat.)
- Gospel Ritual • “Glory and Praise to You . . .” (CD-2, #23)
- Sunday Gospel • Jesus Chooses God (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Words • conscience, Lent (page 4)
- Closing Prayer • *Jesus, help us to choose God like you did. Amen.* (Repeat.)

### Day 3

- Gathering Prayer • *Jesus, help us to choose God like you did. Amen.* (Repeat.)



Distribute the students' *What the Church Believes and Teaches* handbooks. Turn to page 18.

- Activity • *Good News Activity Book*, Activity #24
- Closing Prayer • *Jesus, help us to keep your commandment to love. Amen.* (Repeat.)

### Day 4

#### Live the Gospel

- Gathering Prayer • *Jesus, help us to keep your commandment to love. Amen.* (Repeat.)
- Activity • We Make Choices During Lent (pages 1, 3 & 4)
- Closing Prayer • *Loving God, help us to grow closer to you through the season of Lent. Amen.* (Repeat.)

### Day 5

- Gathering Prayer • *Loving God, help us to grow closer to you through the season of Lent. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer • We Pray to Make Good Choices (page 4) (see page TG3-27)
- Closing Song • “CHOICES” (CD-1, #16)

#### 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

- **ELA:** Invite your students to identify their favorite book characters. Then direct them to each write a narrative, imagining how that character would act if she or he were in the desert for forty days. (CCSS.ELA-Literacy.W.3.3)
- **Math:** Direct your students to multiply one-digit whole numbers by forty, using strategies based on place value and properties of operations. (CCSS.Math.Content.3.NBT.A.3)

## Extending the Lesson

### Saints and Feast Days to Celebrate

- **February 23: Saint Polycarp** – A disciple of John the Apostle, Polycarp was the bishop of Smyrna in the second century. Sentenced to be burned at the stake for refusing to worship the Roman emperor, Polycarp was miraculously protected from the flames. He was martyred shortly after. **Pray:** God, give us courage to do what is right. Help us to trust in you. Amen.
- **February 27: Saint Gregory of Narek** – After being orphaned, Gregory and his brother were raised by an uncle, a monk at Narek Monastery in modern-day Turkey. Gregory entered the monastery and was ordained in 977. In 2015, Pope Francis declared this monk, poet, and saint a Doctor of the Church. **Ask:** How are the adults in your life models of faith for you? How can you thank them?

### Catholic Identity Project of the Week

Lent is a time for fasting, thinking of others before ourselves, and focusing on our relationship with God. Invite each child to make a Lenten commitment by identifying one thing he or she is going to give up or do extra this Lent. Direct each child to write his or her Lenten resolution on a cut-out cross and share with the group.




### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Recognize Lent as a time to prepare for Easter.
- Identify choices they have made.

 Gather in a circle. Play and sing "CHOICES" (CD-1, #16) to begin your *Good News* session.


**Gathering Prayer** Invite a child to point to the current Sunday on a Church Year calendar. **Pray:** "Loving God, we gather at the beginning of Lent. Help us to make good choices and prepare our hearts for Easter." The children respond, "Amen."

**Cover Activity (page 1)** Gather in a circle. **Ask:** What Church season are we beginning? Lent is a time for getting ready to celebrate Easter. Some children may have received ashes on Ash Wednesday. Invite them to share about this.

Distribute *Good News* and look at the cover drawings. Explain that the pictures represent the Gospels of the first five Sundays of Lent. You will return to the cover later in the lesson.

**Story • Ice Cream Choices (page 2)** Remain in a circle and **ask:** What choices have you made since you got up this morning? What was a really hard choice you had to make recently? Be ready with an example of your own. Keep the answers short.

Direct the children to turn to page 2 of *Good News*. Invite three volunteers to read the parts of Elise, Nate, and their mother. Read the narration.


 **Discuss the Know questions related to the story.** Then **ask:** What was hard about Elise's choice? What was good about Elise's choice?

**Activity • Would You Rather?** Get the children thinking about choices with a game of Would You Rather? Move to an open area. Read both options and point to the right side of the area for one option and the left side for the second option. Direct the children to quickly move to the area of their preference. Would you rather . . . be a bus driver or a pilot? / go hiking or to a water park? / fly a kite or climb on the jungle gym? / dance or sing? / play hide and seek or kickball? / be funny or smart? Add more options of your own or find ideas at <https://conversationstartersworld.com/would-you-rather-questions>.

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Recognize that Jesus was tempted but chose God.
- Identify times and seasons of the Church Year.
- Express how they keep Jesus' commandment to love.

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

**Sunday Gospel • Jesus Chooses God (page 3)**


Direct the children to turn to the Sunday Gospel on page 3. Explain that in this Gospel, the word *Scripture* means books in what we know as the Old Testament of the Bible. These are the holy books of the Jewish people.

Invite six volunteers to proclaim the Gospel. Direct the children to look at the picture of Jesus. **Ask:** What might Jesus be feeling? What might Jesus be saying to God the Father? *Help me fight the Devil's temptations; I choose you; I will serve only you.*

 **Discuss the Know questions related to the Gospel.**

**1.** Use his power to feed himself, test God to see if angels will catch him, worship the Devil. **2.** Jesus refuses to use his power to help himself, refuses to "test" God, refuses to worship the Devil. Jesus chooses to follow and serve only God. **Ask:** Do you agree with Jesus' choices? Which would be the hardest one for you to make?

Emphasize that we all get tempted to do wrong or unloving things—even Jesus was tempted. If we keep God on my minds, stay open to God, and pray for help, God will help us be strong and make the best choices.

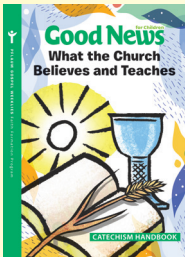
 **Connecting Gospel and Doctrine (page 4)** Read aloud "We Can Choose." Explain that God could make everyone obey him, but he gives us free will—choice. He wants us to choose to say yes to him because we love and trust him.

**Catholic Faith Words • conscience, Lent**

**(page 4)** Read aloud the definition of *conscience*. The Word of God (Bible) and the Church help teach (form, inform) our consciences, so we will know right from wrong. Review the meaning of *Lent*.



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



## What the Church Believes and Teaches

**Church Year: Lent**  
(pages 18 and 57),  
**Keep My Commandments**  
(page 34)

**Invite** the children to tell you everything they know about Lent. Add anything from "Lent" on page 18 in the Catechism handbook that they didn't say. Explain that Lent is a time to think about the choices we've made and to tell God that we're sorry for unloving or selfish choices (sins). Encourage the children to celebrate the Sacrament of Penance and Reconciliation during Lent.


**Direct** the children to turn to the calendar of the Church Year on the inside back cover of their handbooks (page 57) and find the violet (purple) Advent arrow. Remind them that the new Church Year began with Advent. **Ask:** What do we prepare for during Advent? Move on to the Christmas wedge. **Ask:** Is Christmas a day or a season? *Both*. Note that the Christmas wedge is bigger than one day.

**Move** on to Ordinary Time. Invite a volunteer to read about it. **Ask:** What stories about Jesus did we hear in Ordinary Time? *John the Baptist recognizes Jesus as God's Son, Jesus calls followers, Jesus teaches the Beatitudes, Jesus says his followers are like salt and light, Jesus explains God's law, Jesus teaches about love and forgiveness.*

**Distribute** crayons and direct the children to color the two Ordinary Time wedges green. Explain that when we started the *Good News* year, it was during the big wedge of Ordinary Time. Emphasize that the color is green for *growing closer* to Jesus as we learn more about him, his life, and his teachings.

**Invite** the children to move to the Lent wedge and color it violet (purple). During Lent, this color is for penance and sacrifice. The priest will wear violet vestments. We will not say or sing the Gloria or the Alleluia during Mass. Invite a volunteer to read the section about Lent. Lent is a time to prepare to celebrate Jesus' Death and Resurrection during Holy Week and Easter.

**Direct** the children to find page 34. **Ask:** What are some of God's commandments? What do all of God's laws help us do? *Love*. Read aloud the title, text, and directions. Give the children time to draw their pictures. Share if time allows.

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

## Live the Gospel

**Objective** The children will choose a Lenten practice for the week.

### Activity • We Make Choices During Lent

(pages 1, 3 & 4) Direct the children to look at the picture squares on pages 3 and 4 of *Good News*. Invite six volunteers to each read the words in a square and describe the picture.

Read aloud the first sentence of the directions and tell the children that Lent is a time to make choices that make us better followers of Jesus. Continue with the rest of the directions. **Ask:** Why is there a fruit shape for the first week of Lent? *It reminds us of Adam and Eve being tempted by the Devil*. Explain that we hear about Adam and Eve in the First Reading at Mass this Sunday.

Distribute scissors and tape. Give the children time to make a choice and cut out the square they chose. Suggest that they tape their choice over the fruit shape on the cover just at the top, so they can lift it up and see the Gospel picture.

The first five *Good News* lessons in Lent will have choices the children can make and add to their crosses. They may take their crosses home, or you may do this activity together each week.

### Closing Prayer • We Pray to Make Good Choices

(page 4) Gather in a circle with the children holding their copies of *Good News*. Assign the three reader parts. Begin with a period of silence. Invite the children to think of something extra they will do during Lent. It may be "giving up" something or doing something extra. Offer ideas if needed. Lead the prayer service.



Close your *Good News* session by playing and singing "CHOICES" (CD-1, #16).

## Lesson Wrap-Up

**Good News** November 16, 2025 Good News is Catholic Time

Name: \_\_\_\_\_

Answer the following questions based on the lesson.

- In the Sunday Gospel, what do we learn from the "foolish girl's" mistake?  
\_\_\_\_\_
- What is their consequence for getting more oil?  
\_\_\_\_\_
- Name two ways we can prepare for Jesus' Second Coming.  
\_\_\_\_\_
- When do we pray psalms?  
\_\_\_\_\_
- In the story "The Happy Dance," why isn't Jean prepared for the talent show?  
\_\_\_\_\_

GospelWeeklies

Name \_\_\_\_\_

**We Honor God**

Through Moses, God promised to take care of the People of Israel. In return God asked them to be faithful. He made this promise to all people and asks all people to be faithful to him. We can do that by putting God first, honoring his name, and worshipping him.

Decorate these words of God's covenant. Work with a friend to think of ways to remember important parts of this verse. On the lines below, write some ways that you can keep this promise to God.

"I will take you as my own people, and I will be your God."  
(Deuterium 10:7)

I promise to put God first by \_\_\_\_\_

I promise to honor God's name by \_\_\_\_\_

I promise to worship God by \_\_\_\_\_

**Good News** Commandments 1-3: Honoring God

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

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



## For Catechists and Teachers

### Scripture Background

Jesus travels up a mountain with Simon Peter, James, and John. Jesus' face and clothes are transfigured. God the Father speaks from a cloud, identifying Jesus as his beloved Son in whom he is pleased. God instructs the men to listen to Jesus. Jesus reassures his friends that they should not be afraid.

### Connecting Scripture and Doctrine

Simon Peter, James, and John see what Jesus will look like after he is raised from the dead. When they see Jesus' Transfiguration, their faith in him grows stronger. They hear God's voice, believe that Jesus is God's Son, and listen to him. Jesus gives us a peek at our future too. When he comes again, our bodies will also shine with God's glory in Heaven.

"Christ's Transfiguration aims at strengthening the apostles' faith in anticipation of his Passion: the ascent onto the 'high mountain' prepares for the ascent to Calvary" (CCC, 568). In the Transfiguration event, "the whole Trinity appeared: the Father in the voice; the Son in the man; the Spirit in the shining cloud" (CCC, 555).

### Sharing the Lesson with Families

Encourage parents to share with their child how and when they pray—how they both speak to God and listen to God in prayer. Suggest that families make a regular practice of praying at meals and at bedtime. Encourage parents to practice praying the Act of Hope with their child.

### Materials

- Good News Student Lesson for 3/1
- Catechism handbook, pages 11 & 50
- audio player & Promise/Good News CDs
- globe or world map, rosary, scissors, tape
- pencils, crayons, Church Year calendar
- copies of the Act of Hope (one per child)

### Suggested Music

- "CHOICES" (CD-1, #16)
- "Glory and Praise to You . . ." (CD-2, #23)
- "Come and Follow Me" (CD-2, #14)

### Lesson Resources

- Good News 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 (15–20 minutes)

- Gathering Song & Prayer • "CHOICES" (CD-1, #16)
- Cover Activity (page 1)
- Bible Story • Abraham Listens and Follows (page 2)
- Discuss the *Know* questions related to the Bible story.

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

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Jesus Shines with God's Glory (page 3)
- Discuss the *Know* questions related to the Gospel.
- Catholic Faith Word • Transfiguration (page 3)
- Connecting Gospel and Doctrine (page 2)

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 11.

#### Live the Gospel (15–20 minutes)

- Activity • Six Ways to Pray (page 4)
- Activity • We Make Choices During Lent (pages 3–4)
- Closing Prayer & Song • "Come and Follow Me" (CD-2, #14)

#### Take-Home

- Good News Activity Book, Activity #8
- 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 & Prayer • "CHOICES" (CD-1, #16)
- Cover Activity (page 1)
- Bible Story • Abraham Listens and Follows (page 2)
- Discuss the *Know* questions related to the Bible story.
- Activity • Follow the Leader

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

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • Jesus Shines with God's Glory (page 3)
- Discuss the *Know* questions related to the Gospel.
- Catholic Faith Word • Transfiguration (page 3)
- Connecting Gospel and Doctrine (page 2)

 Distribute the children's *What the Church Believes and Teaches* handbooks. Turn to page 11.

- Activity • Good News Activity Book, Activity #8

#### Live the Gospel (15–20 minutes)

- Activity • Six Ways to Pray (page 4)
- Activity • We Make Choices During Lent (pages 3–4)
- Closing Prayer & 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: God tells us to listen to and follow Jesus.

## 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 • “CHOICES” (CD-1, #16)
- Gathering Prayer (see page TG3-30)
- Cover Activity (page 1)
- Bible Story • Abraham Listens and Follows (page 2)
- Discuss the *Know* questions related to the Bible story.
- Activity • Follow the Leader
- Closing Prayer • *Dear Jesus, help us grow closer to you this Lent. Amen.* (Repeat.)

### Day 2

#### Discover Gospel and Doctrine

- Gathering Prayer • *Dear Jesus, help us grow closer to you this Lent. Amen.* (Repeat.)
- Gospel Ritual • “Glory and Praise to You . . .” (CD-2, #23)
- Sunday Gospel • Jesus Shines with God’s Glory (page 3)
- Discuss the *Know* questions related to the Gospel.
- Catholic Faith Word • Transfiguration (page 3)
- Connecting Gospel and Doctrine (page 2)
- Closing Prayer • *Dear Jesus, help us be ready for when you come again. Amen.* (Repeat.)

### Day 3

- Gathering Prayer • *Dear Jesus, help us be ready for when you come again. Amen.* (Repeat.)



Distribute the students’ *What the Church Believes and Teaches* handbooks. Turn to page 11.

- Activity • *Good News Activity Book*, Activity #8
- Closing Prayer • *Holy Spirit, give us hope when we are sad or afraid. Amen.* (Repeat.)

### Day 4

#### Live the Gospel

- Gathering Prayer • *Holy Spirit, give us hope when we are sad or afraid. Amen.* (Repeat.)
- Activity • Six Ways to Pray (page 4)
- Activity • We Make Choices During Lent (pages 3–4)
- Closing Prayer • *Loving God, help us remember to pray every day. Amen.* (Repeat.)

### Day 5

- Gathering Prayer • *Loving God, help us remember to pray every day. Amen.* (Repeat.)
- Weekly Lesson Assessment
- Closing Prayer (see page TG3-31)
- 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

- ELA: Have each student select a nonfiction text about something she or he would like to learn more about. Direct them each to create a book report that answers the questions who, what, where, when, why, and how about the topic. (CCSS.ELA-Literacy.RI.2.1)
- Sci: Organize into groups and assign each group a season of the year. Direct each group to look up the typical temperature, precipitation, and wind direction for its season in your area. Then have the groups represent this data in a table or graphic display. When all groups have finished this task, combine all the information into one large table or graphic display. Invite your students to make observations about the data. (NGSS.3-ESS2-1)

### Catholic Identity Project of the Week

The Luminous Mysteries (also Mysteries of Light) are mysteries of the Rosary that focus on significant moments in Jesus’ public ministry when he is identified as the Messiah. One of the decades of the Luminous Mysteries is the Transfiguration of Jesus. Pray the decade of the Luminous Mysteries together.

## Extending the Lesson

### Saints and Feast Days to Celebrate

- March 3: Saint Katharine Drexel (USA) – Katharine was born to wealthy parents who modeled service and care for the poor. She was a missionary to Native American and African American people throughout the western United States. The second American-born person to become a saint, she is the patron saint of philanthropists and racial justice. **Act:** Do a kind act for someone you don’t know well.
- March 6: World Day of Prayer
- March 7: Saints Perpetua and Felicity – Perpetua was a noblewoman and new mother; Felicity, a pregnant enslaved woman. They were both imprisoned in Carthage and martyred during a period of intense Christian persecution during the third century. They are the patrons of mothers and expectant mothers. **Pray:** Mother Mary, we pray for all mothers, especially those with young children and babies. Amen.




### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Identify Lent as a time for prayer.
- Recognize Abraham and Sarah as the first followers of God.

 Gather in a circle. Play and sing "CHOICES" (CD-1, #16) to begin your session.


**Gathering Prayer** Invite a child to point to the current Sunday on a Church Year calendar. **Pray:** "God, we thank you for bringing us together. We ask your Holy Spirit to help us learn more about Jesus and how to follow him." The children respond, "Amen."

**Cover Activity (page 1)** Move to the work area. Distribute *Good News* and pencils. Direct the children to look at the cover picture. Read aloud the sentences at the top of the page. **Ask:** What are the people doing? *Praying the Stations of the Cross.* **Ask:** Where does our church have the Stations of the Cross? Explain that the Stations (Way) of the Cross is a prayer of following Jesus' path as he carries his Cross to his Death. They will learn more about this prayer in another lesson.

Direct the children to complete the sentence starters at the bottom of the page. Invite them to share their answers. We can pray anytime and anywhere. There are many different ways to pray. Encourage the children to pray every day. Emphasize that praying is an important part of following Jesus.

**Bible Story • Abraham Listens and Follows (page 2)** Move to the story circle. Direct the children's attention to the picture at the top of page 2. The two people in front are Abraham and Sarah. Sunday's First Reading is about them. Using a globe or world map, point out that the area Abraham and Sarah came from is now called Iraq. They traveled to Israel, which was called Canaan (*KAY-nan*).

Assign the parts of Storyteller, God, and Abraham. Direct the three children to read aloud the story to the class.


 **Discuss the Know questions related to the Bible story.** 1. *They followed the one true God, moved to where God led them, had a son and many descendants because they followed and trusted God.* 2. Accept all responses. Help the children see how their lives are different (better and more meaningful) because of knowing and following God. Help them come up with concrete and everyday differences, such as praying, going to Mass, being part of the parish community, going to Catholic school or parish faith formation classes.

**Activity • Follow the Leader** Play a game of Follow the Leader. Take the role of leader or invite a volunteer to do so.


#### Discover Gospel and Doctrine

**Objectives** • The children will:


- Recognize the Transfiguration as a view of God's glory.
- Identify Jesus' return to Heaven as the Ascension.


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

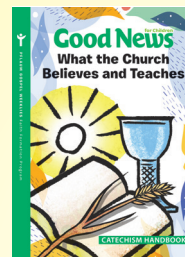
**Sunday Gospel • Jesus Shines with God's Glory (page 3)** Look together at the Gospel art. Note that this scene is from near the end of the Gospel. Jesus is in white. The three men at the bottom of the picture are John, Simon Peter, and James. Invite three children to proclaim the Gospel.

 **Discuss the Know questions related to the Gospel.**  
1. *Jesus is the Son of God, God is very pleased with him, Jesus will come in glory at the end of time, vision of Moses and Elijah tells us that Jesus fulfills the Law and the prophets—all that God had promised in the Old Testament.* 2. *Listen to Jesus.*

**Catholic Faith Word • Transfiguration (page 3)** Read aloud the definition of *Transfiguration* to summarize your Gospel discussion. Explain that Simon Peter, James, and John got a peek of the way Jesus will be after his Resurrection and when he comes again at the end of time—shining with God's glory.

 **Connecting Gospel and Doctrine (page 2)** Read aloud "A Peek at God's Glory." Seeing Jesus' Transfiguration helps Simon Peter, James, and John's faith to grow stronger. This will help them keep believing in Jesus when he is crucified and after he ascends to Heaven.

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



#### What the Church Believes and Teaches

**Creed: I believe . . . [Jesus] ascended into heaven (page 11), Act of Hope (page 50)**

**Explain** that the Transfiguration happened as Jesus' Death was getting closer. Seeing their leader nailed on a cross and killed was going to be very hard for Jesus' followers. Jesus invites Simon Peter, James, and John to see him transfigured (shining with God's glory). They hear God the Father call Jesus his beloved Son and tell them to listen to him. This helps their faith in Jesus grow stronger.





## 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" (CCC, 3).

### Sharing the Lesson with Families

Encourage parents to help their child find Sunday's Gospel in their family Bible. Their child may then share the Gospel story from their *Good News* lesson (page 3). Suggest that parents encourage their child to keep his or her Lenten resolution for the week.

### Materials

- *Good News* Student Lesson for 3/8
- Catechism handbook, page 32
- audio player & *Promise/Good News* CDs
- bookmark, large Bible
- Bibles (one per small group)
- drawing paper, Church Year calendar
- pencils, crayons, scissors, tape
- well made from can or box

### Suggested Music

- "Saying Yes" (CD-1, #17)
- "Saints" (CD-2, #22)
- "Glory and Praise to You . . ." (CD-2, #23)
- "Come and Follow Me" (CD-2, #14)

### Lesson Resources

- *Good News Activity Book*, Activity #10
- Lesson Assessment ([gospelweeklies.com/assessment](http://gospelweeklies.com/assessment))

## 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 & Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity • Bible Search (page 1)
- Saint Story • The Girl Who Gave Her Money Away (page 2)
- Discuss the *Know* questions related to the story.

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

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • A Woman Shares the Good News (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Word • Good News (page 3)

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

#### Live the Gospel (15–20 minutes)

- Activity • Questions Help Us Learn (page 4)
- Activity • We Make Choices During Lent (pages 3–4)
- Closing Prayer & Song • "Come and Follow Me" (CD-2, #14)

#### Take-Home

- *Good News Activity Book*, Activity #10
- 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 & Prayer • "Saying Yes" (CD-1, #17)
- Cover Activity • Bible Search (page 1)
- Saint Story • The Girl Who Gave Her Money Away (page 2)
- Discuss the *Know* questions related to the story.
- Activity • Stretch and Sing "Saints" (CD-2, #22)

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

- Gospel Ritual • "Glory and Praise to You . . ." (CD-2, #23)
- Sunday Gospel • A Woman Shares the Good News (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Word • Good News (page 3)

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

#### Live the Gospel (15–20 minutes)

- Activity • *Good News Activity Book*, Activity #10
- Activity • Questions Help Us Learn (page 4)
- Activity • We Make Choices During Lent (pages 3–4)
- Closing Prayer & 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 TG3-34)
- Cover Activity • Bible Search (page 1)
- Saint Story • The Girl Who Gave Her Money Away (page 2)
- Discuss the *Know* questions related to the story.
- Activity • Stretch and Sing “Saints” (CD-2, #22)
- 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 Woman Shares the Good News (page 3)
- Discuss the *Know* questions related to the Gospel.
- Connecting Gospel and Doctrine (page 4)
- Catholic Faith Word • Good News (page 3)
- 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 32.

- Activity • *Good News Activity Book*, Activity #10
- 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 • Questions Help Us Learn (page 4)
- Activity • We Make Choices During Lent (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 TG3-35)
- 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 4 together.

#### Curriculum Connections

- **Health:** Discuss the importance of water for all living things. Direct the children to track their water intake over the course of five days. Help them evaluate whether they are drinking enough water. Coach them in creating a plan to increase their water intake. (NHES.7.5.2)
- **Sci:** Explain that in order to get the most water up from a well, a person needs to apply just the right amount of pressure. Direct the children to work in pairs to plan and conduct an experiment that shows the effect of balanced and unbalanced forces on the motion of an object. (3-PS2-1)

## Extending the Lesson

### Saints and Feast Days to Celebrate

- **March 9: Saint Frances of Rome** – Born into a noble Roman family in 1384, Frances wanted to enter a monastery. Instead, her parents arranged her marriage. She spent much of her time caring for the sick, visiting the poor and imprisoned, and praying. Her good works inspired other wealthy women, and she founded a community of lay women. **Act:** Create and send cards to residents of a nursing home.
- **March 10: Saint Macarius of Jerusalem** – Bishop of Jerusalem during the First Council of Nicaea, he helped develop the Nicene Creed. It’s believed he found the Holy Sepulchre (tomb of Jesus) and, under order from Emperor Constantine, built a church on the site. **Pray:** Lord, bless all Christians in the Holy Land. Amen.

### Catholic Identity Project of the Week

Create a graffiti wall of the word *Savior*. On poster paper, draw the word *SAVIOR* in big bubble letters and have the children write Scripture passages and 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.



### Teaching This Week's Lesson

#### Share Experiences

**Objectives** • The children will:

- Practice finding Sunday's Gospel in the Bible.
- Identify how Saint Katharine Drexel shared the Good News.

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

**Gathering Prayer** Invite a child to point to the current Sunday on a Church Year calendar. **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 • Bible Search (page 1)** This activity is a review of where the Gospels can be found and gives the children practice in finding a passage in the Bible.

Move to the work area and distribute *Good News*. Direct the children to look at the cover. Invite a strong reader to read the first two sentences. Show the children a large Bible. Put a bookmark between the Old and New Testaments so the children see the difference in the number of pages. Explain that a book of the Bible is like a chapter book. It is complete in itself. A long time ago, these separate books were gathered into one big book called a Bible. The word *Bible* means "books" or "library."

Continue with the sentences about the Old and New Testaments and Gospels. Invite the children to name books in the Bible. Tell them if the book is in the Old Testament or New. When you get to the Bible Search box, organize the children into small groups and give a Bible to each group. Help the groups as needed. Explain that they will proclaim this Gospel later in the session.

#### Saint Story • The Girl Who Gave Her Money


**Away (page 2)** Ask: What saints can you name? What do you know about them? Point out that some saints (examples: Francis of Assisi, Elizabeth of Hungary, Mother Teresa of Calcutta) gave their possessions and energy to help people who were poor.

Direct the children to turn to page 2 of *Good News* and read the story of Saint Katharine Drexel, a rich girl from Philadelphia who gave her money and her life to educate poor children.

 **Discuss the Know questions related to the story.**

1. Katharine's parents helped their daughters notice the poor who lived near them and worked for them. Traveling opened Katharine's eyes to the needs of Native Americans and African Americans. Pope Leo XIII suggested that she become a missionary.
2. She built schools for Native American and African

American children. She founded the Sisters of the Blessed Sacrament who teach in the schools. Learn more about the Sisters of the Blessed Sacrament at [katharinedrexel.org](http://katharinedrexel.org).

 **Stretch and Sing** Print the letters S-A-I-N-T-S on the board. Invite the children to stretch or dance in place as you play and sing "Saints" (CD-2, #22). **Ask:** Who wants to be a saint?

#### Discover Gospel and Doctrine

**Objectives** • The children will:

- Recognize an early sharer of the Good News.
- Relate Jesus' living water with the Holy Spirit and Baptism.
- Identify what the Good News is.

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

#### Sunday Gospel • A Woman Shares the Good


**News (page 3)** Explain that the land where Jesus lived does not have a lot of lakes and rivers. Most people got their water from a well. Every day, women or girls went to the well to get the water they needed for that day.

In Sunday's Gospel, Jesus asks a woman to give him some water because he is thirsty. **Ask:** What would you do if Jesus asked you for water? The children may be surprised by what happened between Jesus and the woman. Assign volunteers to take the parts of Narrator, Jesus, and Woman. The rest of the class can be Villagers. Proclaim the Gospel.

 **Discuss the Know questions related to the Gospel.**

1. She is a woman and a Samaritan.
2. He tells her that he can give her living water. He tells her that he is the Messiah.
3. Jesus is the Messiah.

#### Connecting Gospel and Doctrine (page 4)

 Before reading, **ask:** What sacrament uses water? *Baptism*. Help the children connect Baptism to the living water Jesus talked about in the Gospel. Read aloud "Children of God." Explain that the living water is the Holy Spirit living inside of us.

**Catholic Faith Word • Good News (page 3)** Read aloud the definition of *Good News*. **Ask:** In what part of the Bible do we hear about Jesus' Good News? *New Testament, Gospels*. Point to the definition on page 3 and **ask:** What makes Jesus' suffering, Death, and Resurrection Good News? *It shows how great Jesus' love is for us, saves us from sin, and opens the gates of Heaven for us so that we can share eternal life with God.*

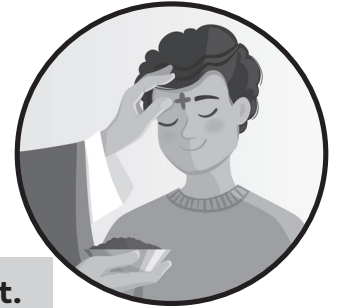


Name \_\_\_\_\_



# We Follow Jesus

Ash Wednesday is the first day of Lent. During the Church season of Lent, we pray, we fast, and we share with those in need. In these ways, we grow closer to Jesus. We prepare our hearts for his Resurrection.



## ACTIVITY

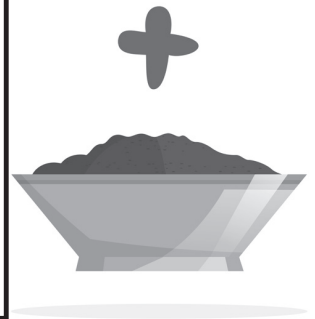
In the word search, find these ways to follow Jesus during Lent. Then write two things you will do this week to follow Jesus.

### Word Bank

- fast
- pray
- give
- share
- love
- care



P	U	E	L	X	Z	A	B	G	T	H
M	R	T	G	H	E	M	G	I	L	A
N	P	A	M	X	L	I	Z	V	W	O
C	A	X	Y	P	V	N	T	E	O	R
A	T	J	O	H	N	B	O	S	C	O
R	R	L	R	C	L	B	X	S	C	C
E	I	Y	V	F	O	R	B	D	L	Y
V	C	N	M	A	W	R	L	N	B	D
Z	K	B	A	S	P	A	Y	O	L	L
J	G	P	Z	T	U	D	H	D	V	D
F	S	H	A	R	E	S	O	F	A	E



This week I will ...

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### Let Us Pray

Lord Jesus, be near to us during the forty days of Lent. Help us to pray with sincere hearts. Help us to put others first. Prepare our hearts to welcome you at Easter. Amen.