

Sunday Gospel Background

This Sunday's Gospel is about the Transfiguration, when Jesus was transformed as he prayed and appeared in dazzling glory, accompanied by the prophets Moses and Elijah. The Apostles Peter, John, and James were witnesses to this event. The Transfiguration can be understood as an event about vision, about seeing the glory of Jesus. Allowing our eyes to be opened to a deeper "seeing" of Jesus can be a transformative experience. If we let this new insight take root in our hearts, it can change us and strengthen our commitment to Jesus. It can help us know Jesus more deeply and see his presence in our lives.

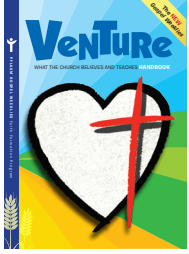
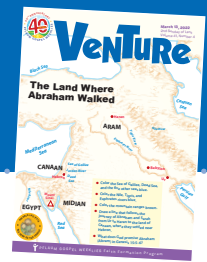
Share Experiences

Check off the boxes as you complete each part of the lesson.

- Pray together** Refer back to the 3/6 *Venture* lesson and pray the Week 2 prayer prompt together: Like Abraham, I will keep my promises. I promise to share what I have with others. Amen.
- Cover Activity • The Land Where Abraham Walked (page 1)** Find the Mediterranean Sea and the Middle Eastern countries, including Israel, on a map. Have your child follow the directions for coloring, tracing, and looking up God's promise in the Bible.
- Story • Whose Essay? (pages 2–3)** This story explores how we don't know all of the challenges our friends and classmates may face. Read the story and the essay on page 3 together.
- Discuss the *Think* questions on page 3. Answers:** 1. *There is some curiosity, but there's also concern that someone in their class needs help.* 2. *Open-ended.* 3. *Open-ended; they likely will admire Mr. Wilson even more for sharing his story.* 4. *It might open discussion about what they could do if someone they know becomes homeless. Mr. Wilson helped the children change their attitudes about people who are homeless. They better understand that homelessness can happen to anyone.*

Discover Gospel and Doctrine

- Sunday Gospel • Peter, James, and John See a Vision of Jesus (page 4)** Share the voice parts to proclaim the Gospel.
- Discuss the *Think* questions on page 4. Answers:** 1. *His face, his dazzling white clothes, his talk with Moses and Elijah about his Death in Jerusalem all show Jesus is more than human, that he is a prophet like Moses and Elijah.* 2. *God's Son and Chosen One, and someone to whom Peter, James, and John should listen; God.* 3. *Jesus is the Son of God and is acquainted with their ancestors, the prophets; open-ended.* 4. *Open-ended; the Liddy essay may have prompted them to pay more attention to their classmates and perhaps have more empathy.*
- Connecting Gospel and Doctrine • We Listen to Jesus (page 4)** Read aloud this summary of Sunday's Gospel message.
- Discuss the *Think* questions on page 4. Answers:** 1. *Open-ended; this could be something in the natural world (e.g., Grand Canyon), a kind gesture, an athletic or musical performance, etc.* 2. *Open-ended; shock, amazement, joy, perhaps even fear or confusion.*



- **Open the *What the Church Believes and Teaches* handbook to page 20. Read section 5 aloud.**

Ask if your child sees any similarities between the Sacrament of Confirmation and this Sunday's Gospel. *Jesus is identified as God's Chosen Son, the one to whom the disciples should listen. At Confirmation, we are strengthened and sent by the Holy Spirit. We share the same responsibility to love others and build God's kingdom on earth.*

Once you have completed this section of the lesson, close the handbook and return to Venture page 5.

- **Our Catholic Faith • We Remember Our Ancestors Abraham and Sarah (page 5)**

This is the first of three Bible features about our ancestors in faith. Your child will use a Bible to complete the passages about Abraham and Sarah's journey and about God's promises of land and descendants. The Genesis reading in the center illustration is from Sunday's First Reading (Genesis 15:5–12, 17–18). *Answers: (clockwise, from the left): from your land, have a son, Isaac, descendants.*

- **Catholic Faith Word • Catechumens (page 5)** Read aloud the definition that relates to this week's *Our Catholic Faith* feature. Note the difference between the terms *catechumens* and *candidates*. Those who have been baptized in a Protestant church do not receive that sacrament again, and they are referred to as *candidates*. Candidates prepare to receive Eucharist and Confirmation.

Live the Gospel

- **Living the Gospel • We Study the Lord's Prayer During Lent (pages 7–8)** Read aloud together the part of the Lord's Prayer featured on page 8. Read and discuss the two vocabulary words—*kingdom* and *will*. Give your child time to respond to the question at the top of the page.

Turn to page 7 and read the introductory paragraph. You can adjust the game for two players (you and your child) by cutting all the pieces and dividing them between you. Play is complete when each player has three complete sets. After playing, **ask:** How were we able to get what we needed? What would happen if one of us had tried to keep the other from getting all the pieces? What does the game have to do with God's kingdom and will?

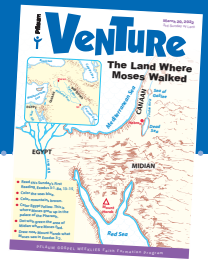
- **Puzzle • God's Covenant with Abram (page 6)** Explain that Abraham was called Abram until he made a covenant with God (Genesis 17:1–8). Read this short passage to your child. (See wordsearch solution, right.)

- **Closing Prayer** Our Father, you created us as a thinking, loving, choosing family who can help make your kingdom come. Give us strength and courage to make your kingdom come. We trust you and bless your name. Amen.



Parent Resources

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Sunday Gospel Background

In this Sunday's Gospel, Jesus makes a call for repentance. He follows this with a parable about a barren fig tree whose owner wants to cut down. Instead, the gardener asks the owner to give the tree another year and to allow him to cultivate the land around it and fertilize it.

Like the gardener, God is not in haste to condemn. He is willing to give us a chance to repent—even many chances. But like the fig tree, we do not have forever. The time will eventually come when we will face a final judgment and have to account for how well we have served God and others.

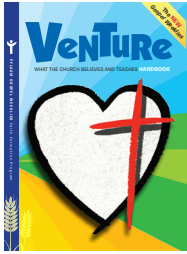
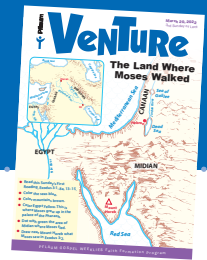
Share Experiences

Check off the boxes as you complete each part of the lesson.

- Pray together** Invite your child to join you in reflecting silently on your week so far and about any times you have needed need to ask forgiveness. Refer back to the 3/6 *Venture* lesson and pray the Week 3 prayer prompt together: Thank you, God, for giving me the chance to change and be a better person.
- Cover Activity • The Land Where Moses Walked (page 1)** Remind your child of last week's map study about Abraham and Sarah. Explain that the small map in the inset shows the same area as the large cover map but in relationship to its neighbors. Have your child complete the map activities.
- Cover Story • Talk to Me! (pages 2-3)** Read this story about second chances together with your child.
- Discuss the *Think* questions on page 3. Answers:** 1. *They are good friends but, like all friends, have their disagreements and misunderstandings.* 2. *Open-ended. Encourage your child to talk about friendships. You might start by talking about one of your close friendships and how you and your friend work through conflict.* 3. *Both Sam and Brigida; open-ended.*

Discover Gospel and Doctrine

- Sunday Gospel • Jesus Says There Is Time to Change (page 4)** Share the six voice parts to proclaim the Gospel.
- Discuss the *Think* questions on page 4. Answers:** 1. *Jesus is like the gardener, who wants to keep the tree, cultivate and fertilize it, and give it another chance. Jesus always gives people another chance.* 2. *The gardener. They both give their friendship another chance. Open-ended.*
- Connecting Gospel and Doctrine • Jesus Believes We Can Change (page 4)** Have your child read this summary of Sunday's Gospel concept of growth as Christians.
- Discuss the *Think* questions on page 4. Answers:** 1. *Open-ended; these are often changes that require sacrifice, like reducing foods we like or time spent online. Change requires discipline, over time.* 2. *When we change behaviors for the better, we know that we are growing closer to becoming the kind of people God wants us to become.*



- **Open** the *What the Church Believes and Teaches* handbook to page 33. Explain that the Ten Commandments are rules that guide our relationships. The first three govern our relationship with God. The others help us live well with one another. During Lent, the Old Testament Scriptures focus on the relationships between God and his people, especially Abraham and Moses. Remind your child of the story of God's relationship with Abraham and Sarah that you read about last week. **Ask:** How would you describe their relationship?

Read through the commandments together. Take your time—try reading just one or two per day. For each commandment, work with your child to come up with examples of how people most often break that commandment, as well as ways they can avoid that sin.

Once you have completed this section of the lesson, close the handbook and return to Venture page 5.

- **Our Catholic Faith • God Speaks to Moses in the Desert (page 5)** Note the image at the center of the page; the Hebrew letters at the top of the burning bush spell *Yahweh*, the name God tells Moses the people can call God. *Yahweh* means "I am the one who causes to be." Explain that Jewish people regard this name as so holy they never say it out loud. Read the opening paragraphs of this feature aloud together. Explain that the Exodus passage at bottom center is from Sunday's First Reading. Work with your child to find the other passages and answer the questions. **Answers:** Clockwise starting upper left: daughter; manna; law or commandments; sea.
- **Catholic Faith Word • Sacrifice (page 5)** Read aloud the definition. Encourage your child to discuss how Lenten commitments are sacrifices.

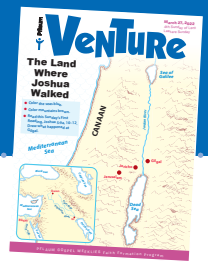
Live the Gospel

- **Living the Gospel • We Study the Lord's Prayer During Lent (pages 6-7)** Read this week's petition of the Lord's Prayer aloud: Give us this day our daily bread. Take turns reading aloud the four introductory paragraphs. Read aloud the questions in the slices of bread. These will get your child thinking about who and what nourishes us each day.
Read this week's vocabulary word—*Us*. It leads into the page 7 grid. Read the information and questions in the boxes aloud together. Discuss how your family can help people get their daily bread. Write your family commitment down and keep it at your family table.
- **Saints • Saint Paul, the Apostle (page 8)** This comic about Saint Paul's life begins after he has received his second chance from God and asks to be baptized. The prequel to his conversion can be found in Acts 8:1–3 and 9:1–19.
- **Closing Prayer** Our Father, with your help we can make your Kingdom come on this earth. *(Read your family commitment.)* Give us strength and courage to feed hungry people in your name. Amen.



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Sunday Gospel Background

Last Sunday, God was a gardener who wanted to fertilize a barren fig tree for one more year. This Sunday, in the Parable of the Lost Son, God is shown as a forgiving father. The father in the parable has every reason to admonish and punish his son when he returns home after leading a dissolute life and wasting his inheritance. Instead, the father welcomes the lost son with new clothes and a party. God is like the father in the parable, always willing to welcome us back when we go astray, so long as we repent and seek his mercy.

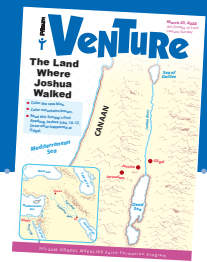
Share Experiences

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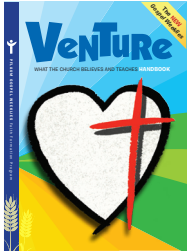
- Pray together** Reflect silently together on the past week and where you might need to seek forgiveness. Refer back to the 3/6 lesson and pray the Week 4 Lenten prayer together: Thank you, God, for the gift of your forgiveness. I am sorry for my sins. I am working to do better.
- Cover Activity • The Land Where Joshua Walked (page 1)** Do the cover activity together, giving your child time to look up the reading in Joshua, and draw the picture on a separate piece of paper. **Note:** This is the last time the people ate the manna God provided.
- Story • Better With or Better Without? (pages 2–3)** How do we deal with people who disrupt our lives in a negative way over and over? The group of children in today's story have a disruptive classmate. Read the story aloud together. Gently guide your child's evaluation of the three possible endings to the story.
- Discuss the Think questions on page 3. Answers:** 1. Jason's disruptions make the classroom a negative place. 2. It's the right thing to do—to offer forgiveness and a second chance. Note: It's never okay to accept or disregard abusive or improper behavior. 3. Their classroom has been a happier, more peaceful place without Jason's poor behavior. 4. Open-ended, though it's likely that your child would prefer to see a positive change in Jason.

Discover Gospel and Doctrine

- Sunday Gospel • God Forgives and Welcomes Us Home (pages 4–5)** Your child may know this Gospel as the Parable of the Prodigal Son. But this story is about more than a younger son's turnaround and a father's mercy. It's also about the elder son's hard-hearted righteousness. Proclaim the Gospel by sharing the reading parts.
- Discuss the Think questions on page 5. Answers:** 1. He realizes he wasted his time and money and asks for forgiveness. 2. Jealous and angry. Open-ended. 3. Open-ended. Pope Francis constantly reminds us that God is always ready to receive us back. This parable also tells us that God wants us to receive one another back too.
- Connecting Gospel and Doctrine • Jesus Teaches About Forgiveness (page 4)** Read aloud this summary of the Gospel concept of forgiveness.
- Discuss the Think questions on page 4. Answers:** 1. Open-ended; forgiveness is not about fairness or what we may actually deserve. Forgiveness is a free and unconditional gift from God. The younger son asked for his father's forgiveness, as we do when we seek forgiveness for sin in the Sacrament of Penance and Reconciliation. 2. Open-ended; there is a measure of relief in forgiving and being forgiven. It's hard to carry around a grudge or guilt.



- **Catholic Faith Word • Grace (page 7)** Read aloud this definition. Ask your child to relate it to Jesus' story of reunion and forgiveness in this Sunday's Gospel.



- **Open** the *What the Church Believes and Teaches* handbook to pages 23–24. Read Section 8 together. Have your child underline the four steps of the Sacrament of Penance and Reconciliation and its six effects.

Turn to page 42 and read aloud the Prayer of Contrition. Invite your child to share about any part of this information that was particularly interesting. Then turn to page 52 and read aloud the Act of Contrition. If this is not the prayer your family uses in the Sacrament of Reconciliation, point out the differences and similarities. An act of contrition always expresses sorrow for sin and includes a pledge to do better. The grace we receive in the sacraments of Reconciliation and Eucharist helps us to keep this pledge.

Remind your child that we do not need to know a special prayer by heart in order to make an act of contrition. Being sorry for what we have done wrong and making a firm promise not to act that way again is what counts most.

Once you have completed this section of the lesson, close the handbook and return to Venture page 5.

- **Our Catholic Faith • Joshua Leads the Israelites (page 5)** Take turns reading aloud paragraphs of the introductory text. Then complete the Bible verses together. *Answers: Moses, Jordan riverbed, walls.*

Live the Gospel

- **Living the Gospel • We Study the Lord's Prayer During Lent (pages 6–7)** Begin by reading aloud on page 7 the petition of the Lord's Prayer: Forgive us our trespasses as we forgive those who trespass against us. Read the definition of trespasses in the circle, then continue with the other three vocabulary words. The word *debt* is used by both Matthew and Luke instead of *trespass*. Ask your child to interpret the small illustrations on page 6. *Answer: The younger son with the pigs and the party when he returns home.* Instead of acting out the story in groups, you might have your child draw or write about a scene from the story. Read the introduction to the concept of sin and forgiveness at the upper left on page 6. Review the questions together. After your discussion, call attention to the Who Would Forgive? survey on page 6. If the specified people are not available, choose others to talk to.
- **Closing Prayer • Forgiveness Prayer Service (page 8)** You will need a small rock for this prayer service. Read the Preparation copy in the left column of page 8. Celebrate the forgiveness service to conclude this week's learning session.



Parent Resources

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Sunday Gospel Background

The themes of mercy and forgiveness continue in this Sunday's Gospel. Today we see the scribes and Pharisees testing Jesus by bringing before him a woman caught in adultery. They cite the Mosaic Law, which required that the woman be put to death by stoning. Instead of passing judgment on the woman, Jesus uses the occasion to teach a twofold message. He challenges the woman's persecutors to look inward instead of judging her, and he extends God's mercy to the woman with the words, "Go and sin no more" (John 8:11).

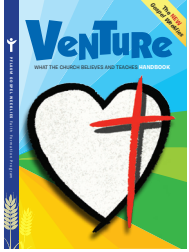
Share Experiences

Check off the boxes as you complete each part of the lesson.

- Pray together** Spend time in silence together, reflecting on your week. Refer back to the 3/6 lesson and pray the Week 5 Lenten prayer together: Jesus always forgives. It's easy to blame others and find fault. Help me to forgive and seek peace.
- Cover Activity/Article • What Happens During Lent? A Review from A to Z (pages 1–3)** **Note:** This activity was designed for a large class with children being assigned one or two of the activities. Your child does not have to complete all of them. Decide with your child which ones to complete.
- Discuss the Think questions on page 3.** *Answers: 1. Open-ended; 2. Open-ended; through our sacrifices, we work to grow closer to God. 3. Open-ended; assure your child that the Lenten process does not need to be complete by Easter; change happens at different rates. It's the effort that is most important.*

Discover Gospel and Doctrine

- Sunday Gospel • Jesus Refuses to Condemn (page 4)** Share the speaking parts to proclaim the Gospel.
- Discuss the Think questions on page 4.** *Answers: 1. They caught her in the act of adultery, and the law of Moses provided that such a woman could be stoned. They leave when they realize that they, too, are sinners. 2. Jesus doesn't condemn but gives her another chance and encourages her to sin no more. Jesus wants us to forgive and understand others, not blame, judge, and condemn them.*
- Connecting Gospel and Doctrine • Jesus Encourages Us (page 4)** Read aloud this doctrinal summary of this Sunday's Gospel. Assure your child that Jesus encourages us, no matter our failings, as long as we are sorry.
- Discuss the Think questions on page 4.** This series of questions is an examination of conscience of sorts. Do not ask your child to share the responses with you; instead, encourage your child to think about and answer the questions silently.



- **Open** the *What the Church Believes and Teaches* handbook to page 31. Read the first paragraph in Section 4 about mortal sin. Have your child underline the three things that make a sin mortal. Take your time with the three requirements (serious matter, recognition that the matter is serious disobedience of God's will, and free choice). Children could talk forever about what is or is not a mortal sin. Stick with a few examples like murder or theft.

Have your child turn to page 31 and read the second paragraph silently. Give an example of a venial sin such as stealing a pencil from someone's desk. **Ask:** Why is that a venial sin? Why is it dangerous to commit venial sins like taking small things or lying? Note that we confess venial sins because we want God's help in overcoming these tendencies in our lives.

Note: If your parish has planned a time for the Sacrament of Penance and Reconciliation, reading this section in the handbook again is a good way to prepare for receiving the sacrament.

Once you have completed this section of the lesson, close the handbook and return to Venture page 5.

- **Catholic Faith Word • Sin (page 5)** Read the definition aloud. Use it as a transition from the Connecting Gospel and Doctrine section to the page 5 activity.
- **Our Catholic Faith • During the Mass, We Admit That We Are Sinners (page 5)** Read this feature aloud and allow your child time to match parts of the Mass with the prayers that express sorrow and ask for forgiveness and help. **Answers:** 1. Penitential Rite, *d. I confess to almighty God*; 2. Creed, *f. I confess one Baptism*; 3. Eucharistic Prayer, *e. This is the chalice*; 4. The Lord's Prayer, *b. Forgive us*; 5. Breaking of Bread, *c. Lamb of God*; 6. Invitation to Communion, *a. Lord, I am not worthy*.

Live the Gospel

- **Living the Gospel • We Study the Lord's Prayer During Lent (page 6)** This page concludes your child's five-week study of the Lord's Prayer. After reading the text together, **ask:** When we pray in the Lord's Prayer, "Lead us not into temptation," what do we mean? **Ask:** When we pray, "Deliver us from evil," what do we mean? Finish by saying that learning to choose the good is a lifelong task. That is why we pray the Lord's Prayer frequently.
- **Activity • The Blame Game (pages 7-8)** Taking responsibility for their actions can still be challenging for middle-grade children. Have your child cut out the cards and then play the game with your child.
- **Closing Prayer** Share people or situations you and your child want to pray for. Pray the Lord's Prayer to conclude.



Parent Resources

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Sunday Gospel Background

The Palm Sunday Gospel spans the events of Jesus' last hours before his Death, starting with the Last Supper and concluding with the crucifixion. An important theme in this Scripture is the need for the Christian disciple to follow in the footsteps of Jesus. This theme is highlighted in the story of Simon of Cyrene, who takes up Jesus' Cross and carries it, and the large crowd—including many women—who follow Jesus (see Luke 9:26–27). As Jesus is nearing the end of his earthly ministry, we are reminded that to be his disciples, we must accompany him on the path to Calvary and remain faithful to him always.

Share Experiences

Check off the boxes as you complete each part of the lesson.

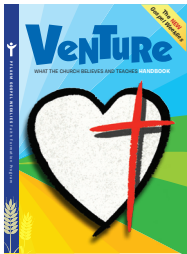
- Pray together** Lord Jesus, we rejoice this week with the crowds as you ride into Jerusalem. We feel your love for your friends during the Last Supper. We feel the fear and sadness during your arrest, trial, persecution, and Death. But we know that Death is not the end of the story. We wait in faith for your Resurrection. Amen.
- Cover Activity/Gospel • We Celebrate Holy Week/Palm Sunday Gospel (page 1)** Proclaim the Gospel together by role playing the various parts. Find out the times of parish Holy Week liturgies and assist your child in completing the participation commitments in the church shapes throughout this lesson. Read the Gospel Reading for Palm/Passion Sunday (Luke 22:14—23:56) together this week.
- Discuss the Think questions on page 1. Answers:** 1. *The disciples cannot keep themselves from celebrating Jesus' entry into Jerusalem. They are bursting with excitement.* 2. *Jesus is fulfilling everything he has told his disciples.*

Discover Gospel and Doctrine

- Holy Thursday Gospel • Jesus Washes His Friends' Feet as an Example to Us (pages 2–3)** Read the introductory paragraph at the top of page 2. If you wish, display a basin, towel, and pitcher of water in your learning space. Point out that the reading for Holy Thursday comes from John's Gospel (13:1–15).
 - **We Tell the Story (page 2)** Share the parts of the Storyteller 1, 2, and 3; Simon Peter; and Jesus. Make sure to stand as you proclaim the Gospel.
 - **We Imitate Jesus (page 2)** Share the parts of Storyteller 1, 2, and 3.
- Discuss the Think questions on page 3. Answers:** 1. *He was teaching them by example the importance of being a humble servant-leader.* 2. *We must serve, but we must also be open to being served.* 3. *Open-ended; there is no shortage of ways we can serve one another.* 4. *Jesus is referring to those who have been baptized.*
 - **We Pray to Be Like Jesus (page 3)** Share the reading parts of Jesus and Storyteller 1, 2, and 3, to conclude the reading of the Gospel. Give your child time to share how they have served someone else today.
- Connecting Gospel and Doctrine • Jesus Gives Us His Body and Blood (page 3)** Read aloud this summary of the importance of Holy Week, especially the institution of the Sacrament of Eucharist on Holy Thursday.



- Discuss the **Think questions on page 3**. **Answers:** 1. Open-ended, though loyalty and honesty will likely top the list. 2. We can thank Jesus by doing the things he did—showing love, kindness, and forgiveness toward others. We can serve others and honor him through regular Mass attendance. 3. Have your child turn to pages 21–22 in the handbook to answer.
- Activity • Good Friday: We Walk with Jesus in the Story of His Passion (pages 4–5)** Read aloud the introduction and do the activities together **Answers:** 1. feet 2. garden 3. Caiaphas, the High Priest 4. Pilate 5. the Place of the Skull, tomb. Encourage your child to bring the Venture lesson to the Good Friday liturgy and use the map and photos to follow along during the reading of the Passion.
- Catholic Faith Word • Stations of the Cross (page 4)** Ask your child to read aloud this week's definition.



- Open the *What the Church Believes and Teaches* handbook to page 57. Look at the first station together and Read aloud the description: “Jesus is condemned to death.” You may choose to have your child make a response, such as “Jesus, we follow you on your way to the Cross.” Continue this way with all fourteen stations. (If you are able to, spend time in your parish church praying the Stations. Note: Some churches may have a fifteenth station showing the empty tomb or the Risen Jesus.) Remind your child that Lent is not an end in itself. It is a preparation to celebrate Jesus’ Resurrection. Conclude by taking turns sharing which station stands out for you the most and why.

Once you have completed this section of the lesson, close the handbook and return to Venture pages 7–8.

Live the Gospel

- Holy Saturday • We Celebrate Jesus’ Resurrection at the Easter Vigil (pages 7–8)** Have your child separate pages 7–8 from the lesson. Follow the directions on page 6 (red box) to create a booklet with the Easter candle on the cover. Read the large headline together. Explain that a vigil means staying up and waiting for the new day to dawn. The early Christians stayed up all night the night before Easter and remembered all that Jesus had taught and done. They baptized new members who had been learning about Jesus and the Church during Lent. Then they all celebrated Eucharist together. This is what we do on Holy Saturday.
Read through all four pages together. Have your child complete the coloring and writing activity.
- Easter Sunday • We Celebrate New Life (page 6)** Read aloud the introduction and directions. Encourage your child to use the symbols to decorate the egg shape provided and use them on any eggs your family decorates.
- Closing Prayer • Prayer of Saint Francis of Assisi (page 56, *What the Church Believes and Teaches*)** Jesus brought light to darkness and responded to hatred with love. Light a candle, darken the room, and pray this prayer together.



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Sunday Gospel Background

The account of Jesus' Resurrection begins with Mary Magdalene's discovery of the empty tomb. Mary runs to tell the other disciples. Later in the reading, we see Jesus appearing to the disciples. He says to them, "Peace be with you. As the Father has sent me, so I send you" (John 20:21). Thomas is absent from this gathering; the other disciples later tell him the news. A theme of this Gospel is the need for testimony to the Resurrection. Mary Magdalene tells the other disciples, and the disciples tell Thomas. Jesus sends the disciples—then and now—to tell the world to tell the news of his Resurrection and our salvation.

Share Experiences

Check off the boxes as you complete each part of the lesson.

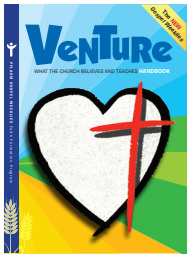
- Pray together** *Alleluia* is our Easter prayer. It expresses our faith that Jesus has risen to new life and that our lives in him can be full of hope and joy. Take turns naming a sign of spring or new life. After each, respond together, "Praise God for _____. Alleluia!"
- Cover Activity/Sidebar • Saint Faustina Kowalska/Divine Mercy (page 1)** Take turns reading aloud about Saint Faustina and her devotion to Divine Mercy. If you wish, pray the Chaplet of Divine Mercy together. (See thedivinemercy.org or follow the QR code on the cover of the lesson.)
- Story • Remembering Grandma Bob (pages 4-5)** This is a good read-aloud story. Get comfortable and read the story aloud to your child.
- Discuss the Think questions on page 5. Answers:** 1. She wants Lucas to remember all the things they did and enjoyed together. 2. Lucas likes the happy memories—the wild hat, the tea parties, Grandma's cooking, the pictures and cards he made for her. 3. His mom knows Grandma as her own mother. Her memories are different and from longer ago. She remembers how much Grandma loved Lucas. 4. Open-ended. 5. We never really forget the people who love us so much and who were with us so much of the time. Lucas will always think of her when he sees a photo or makes the brownies.

Discover Gospel and Doctrine

- Easter & 2nd Sunday of Easter Gospels • Jesus Is Risen and Appears to His Friends (pages 1-3)** This long Gospel is actually three Gospels: the Easter morning Gospel (Scene 1), the Gospel for the Second Sunday of Easter (Scenes 3 and 4), and the Gospel about Mary Magdalene that John includes between them (Scene 2). Proclaim the Gospel by sharing the speaking parts. Because this Gospel is so long, you may choose to cover one or two scenes per day. Pause after Scenes 1 and 2 to answer the first set of *Think* questions.
- Discuss the Think questions on page 2. Answers:** 1. Concerned, sad, confused, surprised. She believes because she has great faith. 2. Anxious and eager to see the tomb and interested and concerned at what he sees there. He believes immediately. 3. Peter was probably confused; he may have gone to tell more people about the empty tomb. Continue reading Scenes 3 and 4. Then answer the second set of *Think* questions.
- Discuss the Think questions on page 3. Answers:** 1. They feared the Jews after Jesus' death. 2. Thomas doubts them; wants to see Jesus before will believe. He believes when he touches Jesus' wounds.



- Connecting Gospel and Doctrine • Jesus' Resurrection Gives Us Joy (page 3)** Read this summary of the Easter message: Jesus' Resurrection brings us life.
- Discuss the *Think* questions on page 3. Answers:** 1. *Open-ended; God is the source of all good things.* 2. *We know that our loved ones share eternal life with God in Heaven; we live in hope that one day we will join them.*
- Catholic Faith Word • Resurrection (page 3)** Summarize the Easter message with this definition of the founding event of our faith.



- Open the *What the Church Believes and Teaches* handbook to page 11.** Read the first paragraph in Section 12 (What Was the Mission of Jesus?). Ask for examples from your study this year of how Jesus fulfilled his mission of telling God's love during his life. *Some examples: healing of the blind man, teaching about service to James and John and the rich man, telling stories about forgiveness such as the prodigal son and the woman people wanted to stone.*

Read aloud the second and third paragraphs. They sum up our belief in the Risen Jesus. You may wish to mention the names of loved ones who have died as you talk about Jesus' promise of eternal life with him, his Father, and the Holy Spirit, and the whole company of saints.

Once you have completed this section of the lesson, close the handbook and return to Venture page 6.

Live the Gospel

- Living the Gospel • Easter Symbols Show Us New Life (pages 6-8)** Read the introduction and direction on the top of page 6 aloud. Complete the rhymes together. **Answers:** 1. *eggs* 2. *seed* 3. *light* 4. *lamb* 5. *flower* 6. *butterfly*. Read the directions for the cut-and-fold activity with your child. As your child discovers the various Easter symbols in the puzzle, ask questions like the following:
 - For light: What does light do for us? What does light tell us about Jesus' Resurrection?
 - For eggs: What makes eggs symbols of Easter?
 - For seeds: Why is a seed a good symbol of life coming from death?
 - For lamb: At what parts of the Mass do we refer to Jesus as a lamb? *Glory to God and at the Breaking of the Bread.*
 - For flower: Why is a flower a good Easter symbol?
 - For butterfly: How is each part of a butterfly's journey like Jesus' journey from Death to life?
- Closing Prayer** Pray the family prayer on page 8 together: Jesus, thank you for coming to be our Savior. We praise your goodness and sing Alleluia at the news of your Resurrection. Amen.



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Visit www.usccb.org/bible/readings to read this Sunday's Scripture.



Sunday Gospel Background

When Jesus appeared on the shore, the disciples did not immediately recognize him. Only after their empty fishing nets were suddenly weighed down with a large catch did they recognize the Risen Lord. Jesus called them to shore and invited them to breakfast. He shared fish and bread with them. This meal calls to mind the miracle of the loaves and fishes (see John 6:1–15) and recalls the Last Supper. Thus the recognition depicted in the Scripture is twofold: that of the truth of the Resurrection and of Jesus' True Presence in the Eucharist.

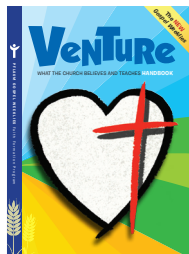
Share Experiences

Check off the boxes as you complete each part of the lesson.

- Pray together** Write *S-P-R-I-N-G* in large block open letters on a poster or board. Continue your prayer from last week by inviting your child to write or draw in or around the letters any signs of spring your family has seen this week. Flowers, birds, breezes, warm sun, squirrels, melting ice, etc. For each sign, say, "Thank you, God, for ___."
- Cover Activity • We Worship All Around the World (page 1)** After reading the feature, ask: What would you share about being a Catholic in the United States with a child from another country?
- Article • One School Saves the Earth Every Day (pages 2–3)** Reduce. Reuse. Recycle. All schoolchildren know these words and what they mean. Pope Francis uses them in *Laudato Sí*, his encyclical on caring for the environment (22, 192). *VenTure* tells the story of a Green Team who work together to reduce their greenhouse gas emissions by making composting and other energy-saving activities a school priority.
- Discuss the Think questions on page 3.** *Answers: 1. Open-ended; it's empowering for them to do their part to care for Creation. They like making a difference. 2. It reduces one's impact on the world. Recycling of paper, for example, reduces the use of raw materials, which saves forests and water. 3. Open-ended; encourage your child to underline ideas in the story. As a family, identify an environmental project you might take on together.*

Discover Gospel and Doctrine

- Sunday Gospel • Jesus Makes Breakfast for His Friends (pages 4–5)** Proclaim the Gospel by sharing the speaking parts.
- Discuss the Think questions on page 5.** *Answers: 1. John remembers the other time Jesus made a great catch of fish for Peter. (We read this Gospel, Luke 5:1–11, on February 6, 2022, the 5th Sunday of Ordinary Time). 2. Jesus performs a miracle, prepares a meal for his disciples, breaks the bread, and says, "Come and eat." 3. We read stories of our ancestors in faith and of Jesus; we do what Jesus told us to do by sharing bread and wine; we sing songs that remind us of God's care for us; and we celebrate saints who have shown us what being Christian means.*
- Connecting Gospel and Doctrine • Jesus' Love Gives Us Life (page 4)** Read aloud this summary of Sunday's Gospel theme—Jesus shows us God's love by giving his life for us.
- Discuss the Think questions on page 4.** *Answers: 1. Give your child time to compare the experience of the Liturgy of the Eucharist to this Sunday's Gospel. 2. Open-ended; share one example of someone your child will know. Then encourage your child to share examples of others and how they are like Jesus.*



- **Open** the *What the Church Believes and Teaches* handbook to page 12. Read Section 14 aloud. Remind your child that the children in this week's article care for the environment by doing what they can to reduce greenhouse gases in their area. **Ask:** How are the children in the story sharing Jesus' Good News? **Ask:** How is telling about Jesus an act of mercy? *Jesus' teaching and healing show how much God loves each of us. The Catholic Church teaches that each human being is sacred and has a right to what is necessary to live a full human life. We are merciful to people when we treat them as Jesus would treat them.*

Ask: How is caring for Creation a Work of Mercy? *Pope Francis believes that we are interconnected. All the people and animals and growing things on this planet need each other. Pope Francis asks to respect all of life and not to damage and destroy. He is worried that the next generations—especially the world's poor and vulnerable—will suffer if we do not take steps to curb our use of resources.*

Once you have completed this section of the lesson, close the handbook and return to Venture page 5.

- **Catholic Faith Word • Mission (page 5)** Read this definition aloud to summarize this lesson on the beginnings of the Church.
- **Our Catholic Faith • Jesus Is the Lamb of God (page 5)** Have your child read this feature about Jesus as the Lamb of God. See wordsearch solution below.

Live the Gospel

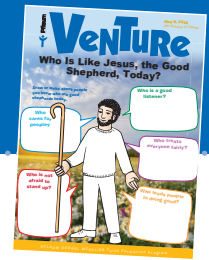
- **Living the Gospel • Jesus' Friends Go Fishing (pages 6-7)** Read the introductory copy on page 6 aloud. Instead of forming groups, have your child choose one of the journeys to learn about. The cities written on the scrolls tell some of the places the missionaries visited. The citations lead to a part of the story in Acts. Conclude by reading Paul's journey to Rome (Acts 27:14-44).
- **Saints • Saint Macrina the Younger (page 8)** Invite your child to read this comic of a saint of the early Church. Ask your child to identify Saint Macrina's famous relatives.
- **Closing Prayer** The Gospels from the Sundays of Easter are at the heart of our Christian faith. They share the most fundamental truths of the Church, specifically the Resurrection. Turn to page 53 in *What the Church Believes and Teaches* and pray The Apostles' Creed together. Remind your child that *creed* comes from a word that means "I believe."

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Sunday Gospel Background

Jesus says, "I am the good shepherd, and I know mine and mine know me" (John 10:11). The relationship is reciprocal: we stay close to Jesus and trust him as our Shepherd; Jesus guides us and protects us, even to the point of laying down his life for us. The Gospel ends with a dispute among those present. This, too, is relevant for our time. We can believe in Jesus and accept him as our Shepherd, or we can be among those who misunderstand or simply reject his teachings.

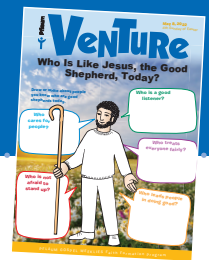
Share Experiences

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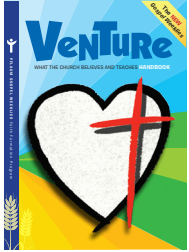
- Pray together** Explain that this Sunday's Gospel is about Jesus as the caring, loyal leader who knows each member of his flock. Ask your child to think of someone who could be described as a shepherd. Then have your child complete this petition: "Thank you, Jesus, for leaders like _____ who love and care for us."
- Cover Activity • Who Is Like Jesus, the Good Shepherd, Today? (page 1)** Identify Jesus in modern clothes at the center of the cover image. Read aloud the headline and the text in the first balloon: Who cares for people? Encourage your child to identify real people by name. Perhaps your family knows a social worker, a police officer, someone who works for the homeless, or someone at school who protects children from bullies. Go through the other questions and have your child draw or write in a response to at least two of them.
- Article • The Good Shepherds of World War II (pages 2-3)** The cover activity has readied your child to hear these two stories of people who protected others in times of war. These are good stories to read aloud.
- Discuss the Think questions on page 3. Answers:** 1. They are Danes, like any other citizens. King Christian refused to treat Jewish people any differently. 2. All Danes felt protective of King Christian; they all loved and respected him. 3. Bishop Nicolini knew the Nazis planned to arrest Italian Jews and send them to concentration camps where they would be killed. He was determined that would not happen in Assisi. The bishop knew he was not responsible to care just for Catholics but for all people. The bishop, the two priests, the printer and his son were all part of the Assisi Network, which hid and protected Jews the Nazis were hunting. 4. The German commander was also a shepherd who did not want Assisi bombed and did not make arresting Jews part of his orders to his soldiers. 5. They made sure that Commander Muller and his men would be able to leave Italy safely. Discuss how your child can be a shepherd. **Answers:** Help with siblings, care for pets, watch out for elderly people, take care of the environment.

Discover Gospel and Doctrine

- Sunday Gospel • Jesus and the Father Are One (page 4)** Share the reading parts to proclaim the Gospel.
- Discuss the Think questions on page 4. Answers:** 1. We are Jesus' sheep. We know his voice through the Scriptures and through our prayers. 2. The first column on page 5 gives the biblical background for the shepherd imagery. 3. Point out that King Christian and Bishop Nicolini enlisted their countrymen and fellow Christians in saving lives.
- Connecting Gospel and Doctrine • Jesus Shows God's Love (page 4)** Read aloud this summary of how Jesus and his Father are like good shepherds.



- Discuss the **Think questions on page 4**. **Answers:** 1. The Gospels in which Jesus heals people with illnesses or disabilities (e.g., the man born blind) are some of our best examples of Jesus as the Good Shepherd. 2. Open-ended; nearly every job can have an element of caring for others, such as the actions of a supervisor who respects and cares for employees.



- Open the *What the Church Believes and Teaches* handbook to page 56. Point out the Prayer of Saint Francis. Share what you know about Saint Francis. You might mention that Francis was a soldier who was wounded and read about the lives of saints while recuperating. Pray the prayer together.

Once you have completed this section of the lesson, close the handbook and return to *VenTure* page 5.

- **Our Catholic Faith • Jesus Leads and Cares for His Followers (page 5)** This feature explores the history and current meaning of Jesus as our Good Shepherd. Take turns reading the paragraphs. Afterward, give your child time to answer the two questions. Call attention to the photo of a bishop confirming a young girl. His staff, which is like a shepherd's staff, is called a crosier. Bishops are the shepherds of their diocesan flocks.

Live the Gospel

- **Living the Gospel • Who Makes Church Happen Today? (pages 6-7)** You will need dice for the game activity. Read aloud the instructions for play on page 6. Have your child cut out the set of cards and play the game with your child. This game is meant to show children that in their loving, sharing, and leading, they are making the Church alive today.
- **Catholic Faith Word • Holy Trinity (page 8)** Read aloud the definition to introduce the final prayer and activity. Note that Pentecost, the feast on which the Church celebrates the Holy Spirit coming upon the disciples, will be celebrated this year on Sunday, June 5, 2022.
- **Closing Prayer • The Spirit Sends Us Out! (page 8)** Read aloud this feature and give your child time to fill in the rays on the sun shape. Then turn to page 55 in *What the Church Believes and Teaches* and pray the Prayer to the Holy Spirit.



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