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26th Sunday in Ordinary Time  
through the 33rd Sunday in Ordinary Time  
September 25, 2011, through November 13, 2011  
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# Good News for Children

## Teaching Guide

### Unit 1: We Are the Church

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**Pflaum**  **Gospel Weeklies**  
FAITH FORMATION PROGRAM


Supplement to the *Pflaum Gospel Weeklies*

# Connecting Gospel and Doctrine

The Christian message centers on Jesus Christ. The Gospels are our primary source for knowing and adhering to Jesus Christ in faith. The *Pflaum Gospel Weeklies* put Jesus Christ at the center of catechesis by building lessons around the Sunday Gospels of the liturgical year. The Gospels are pivotal to catechesis because Jesus Christ is the center of the Gospels.

The Gospels transmit the life, message, and saving actions of Jesus Christ and express the teaching of the first Christian communities. “Because the Gospels narrate the life of Jesus and the mystery of our redemption after Christ and the Reign of God that he proclaimed, catechesis will also be centered on Christ if the Gospels occupy a pivotal place within it.” Catechesis aims at putting “people... in communion... with Jesus Christ: only he can lead us to the love of the Father in the Spirit and make us share in the life of the Holy Trinity” (*Catechism of the Catholic Church*, 426). All CCC references are from the *Catechism of the Catholic Church*

## Connecting the Weekly Issue of *Good News* to the *What the Church Believes and Teaches Handbook*

 As you look through this *Teaching Guide*, you will sometimes see a Chi-rho in the margin. This icon is your signal to look at the reference to a section in the *What the Church Believes and Teaches* handbook (WCBT) which came with your subscription to *Good News*. The citation directs you to pages in the handbook that underscore and expand the doctrinal content of the *Good News* issue. You can incorporate the WCBT pages into your lesson, use them as a review of the doctrinal content, or call them to parents' attention as something to explore with their children at home.

### 26th Sunday in Ordinary Time

**Catechesis aims to bring about in the believer an ever more mature faith in Jesus Christ**, a deeper knowledge and love of his person and message, and a firm commitment to follow him. With God's grace, catechesis develops initial faith, nourishes the Christian life, and continually unfolds the mystery of Christ until the believer willingly becomes his disciple (*National Directory for Catechesis* #19.A). CCC #1944-46, 2505, 2508-09, 2774. “The liturgy is the summit toward which the activity of the Church is directed; it is also the font from which all her power flows” (1074). Also, CCC 432, 436, 561; Sabbath, 2168-2172

### 27th Sunday in Ordinary Time

**“Jesus' invitation to enter his kingdom comes in the form of parables, a characteristic feature of his teaching.** Through his parables he invites people to the feast of the kingdom, but he also asks for a radical choice: to gain the kingdom, one must give everything. Words are not enough; deeds are required” (546). Also, CCC 561, 620, 621, 2318-2320

### 28th Sunday in Ordinary Time

**“Baptism is the sacrament of faith. But faith needs the community of believers.** It is only with the faith of the Church that each of the faithful can believe” (1253). “By his life and teaching Jesus attested to the permanent validity of the

Decalogue” (2076). “The Decalogue contains a privileged expression of the natural law. It is made known to us by divine revelation and by human reason” (2080). Also, CCC 561, 2443-2447, 2462-2463

### 29th Sunday in Ordinary Time

**“It is the duty of citizens to contribute along with the civil authorities to the good of society in a spirit of truth, justice, solidarity, and freedom”** (2239, 2255). “Truth or truthfulness is the virtue which consists in showing oneself true in deeds and truthful in words, and guarding against duplicity, dissimulation, and hypocrisy” (2502, 2240). Also, CCC 1928-1948, 2254-57, 2460

### 30th Sunday in Ordinary Time

**“The Ten Commandments state what is required in the love of God and love of neighbor”** (2067). Jesus summed up our duties toward God in this saying: “You shall love the Lord your God with all your heart, with all your soul, and with all your mind” (2083). “Love does no wrong to a neighbor; therefore love is the fulfilling of the law” (2196). Also, CCC 1968-1972, 2055, 2067

### 31st Sunday in Ordinary Time

**“Those who are oppressed by poverty are the object of a preferential love on the part of the Church** which, since her origin and in spite of the failing of many of her members, has not ceased to work for their relief, defense, and liberation through numerous works of charity which remain indispensable always and everywhere” (2448).

### 32nd Sunday in Ordinary Time

**Catechesis for school-age children presents Jesus' teaching, his ministry and major events of his life.** Children can begin to appreciate the parables of Jesus and catch glimpses of the Kingdom of God (*National Directory for Catechesis* #40.E.2). CCC #658, 1490, 2644-49.

### 33rd Sunday in Ordinary Time

**“The whole of Christ's life was a continual teaching: his silences, his miracles, his gestures, his prayer, his love for people, his special affection for the little and the poor,** his acceptance of the total sacrifice on the Cross for the redemption of the world, and his Resurrection are the actualization of his word and the fulfillment of Revelation” (561). “Human work proceeds directly from persons created in the image of God and called to prolong the work of creation. ... Work is a duty. Work honors the Creator's gifts and the talents received from the Creator” (2427). Also, CCC 426, 2428-2430, 2459-61

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## Teaching Guide

### Gospel Theme: We belong to Jesus' community.

As Catholic Christians, we are most ourselves, the community who follows Jesus' way, when we are gathered around Jesus' table. *Good News* celebrates with the children their identity as the Church.

Each year, the Gospels of the Sundays of Ordinary Time teach us what it means to be a follower of Jesus. The autumn Gospels emphasize choice. We are free to accept Jesus' teaching about God or reject it. We are also free to change our minds at any time.

Children know about choices. They revel in making them, but sometimes they do not like living with the consequences. The *Good News* story serves as a springboard for discussion of good and not-so-good choices. The concluding prayer service gathers the children as a community who will grow in their capacity to follow Jesus' teachings during this *Good News* year.

**Materials:** Scissors, pencils, crayons or markers, tape or pins.

## Share Our Life Stories

**Objective:** The children will recognize we all make up the Church.

**Opening Prayer and Song** Use "We Are the Church" as your opening song. It is on page 14 of this guide. It is an easy song for the children to learn and one they love to sing. Ask your music minister to teach your class the song, or make a tape or CD of it, so they can learn by singing along. Soon they will not need accompaniment. Put the words on large sheets of paper that you can tape on the chalkboard or wall. After the song, have the children sit quietly while you pray a blessing on the group for your work together.

**Warm-up Activity** If the children do not know each other well, play a game that uses their names. Sit in a big circle. You begin by rolling a ball to a child, saying, "I roll the ball to \_\_\_\_." That child repeats the action and words. Everyone will hear his or her name said aloud and will speak another child's name.

**Cover Activity: We Are the Church** Stay in the large circle and distribute *Good News*. Read the title aloud and give the children a minute to examine the illustration. They will go right for the hidden people. Take a minute to talk about what the cover title means. *The Church is not a building. It is the sum of all of us baptized people who build it up by worshipping together, learning together, doing good works together, acting the way Jesus acted towards God and other people.* Give the children a moment to return to their desks to do the word find.

**Objective:** The children will identify choices they make.

**Story: Helping Miss Mason (page 2)** Have the children bring their copies of *Good News* to the story area, open them to page 2, and speculate from the illustration what the story might be about. Read the story aloud as a class with children taking turns reading paragraphs. If you know your children well, assign the three character parts to three good readers

and have the rest of the class read the narrative parts aloud together. After the reading, discuss the question, giving every child a chance to be heard.

**Stretch and Move** Give the children an opportunity to work off some energy before they continue with the lesson. Move to the open area and play a game of "Simon Says," using the following commands.

Touch your toes / Bend to the right

Stomp your feet, one, two three / Bend to the left

Crouch down and jump up / Zoom like a bird.

Stretch up to pick apples / Twirl around

Make wings like a chicken / Fall asleep like a baby

Get up and tiptoe to the Gospel area.

## Listen to the Gospel

**Definition: Gospel** Point out the vocabulary word box on page 2 and read the definition aloud. Be sure the children understand that the Gospel story you will proclaim from *Good News*, page 3, is the same as the Gospel they hear at Mass. Catholics read from the Bible every Sunday at Mass.

**Gospel: The Story of the Two Sons (page 3)** This Sunday's Gospel is a parable, a story Jesus tells that invites us to look at ourselves. Read the title aloud and identify Jesus at upper left. Ask half the children to read the father's part together and the other half the two sons. You can read Jesus' words. Let them take their time with Jesus' question and then proceed to the other three questions. You don't have to come to a definitive understanding of Jesus' story. Gospels are like seeds that drop into our lives. The Holy Spirit will help them bear fruit in us; it is not our work. Instead, enjoy hearing the children wrestle with what the Gospel asks of them.

## Build Christian Community

**Objective:** The children will celebrate the commencement of their *Good News* year.

**Prepare for a Welcome Celebration (page 3)** While the children are still seated, have them read the section on page 3 titled: *Prepare for a Welcome Celebration*. Brainstorm possible ways this group could respond to the questions posed. Return to the work area and distribute pencils or crayons and scissors. Instruct the children to write a way they will help make this a good class, write their name on the grape, and cut out the grape. When everyone is ready, gather for the prayer service.

**Prayer Service: We are the People of God (page 4)** Practice the prayer actions and the song. Then celebrate the prayer service and create the class grape cluster on a wall or bulletin board, or on a piece of tag board that can be displayed in the church vestibule.

**WCBT, page 5, Believe** Read this page together to focus the children on their purpose as a *Good News* class.



## Gospel Theme: The Church is the people of God.

The Gospels for the last Sundays of Ordinary Time have the theme of Jesus teaching his new law and calling his followers to be a new people of God. This Sunday we hear about a vineyard owner who planted and tended a vineyard.

*Good News* emphasizes the loving care the vineyard owner gave to his vineyard and his desire to find other workers to help him realize his vision. The children will consider how they are part of the people of God, the Church.

**Materials:** Bibles, crayons or markers, scissors, tape or paste, a bulletin board or tagboard.

## Share Our Life Stories

**Objective:** The children will recognize the readings at Mass come from the Bible.

**Opening Song and Prayer** If you did not take time to learn “We Are the Church” (page 14 of this guide) during your last class, do so this week. Sing it briskly, almost like a march. Children learn best when all their senses are involved.

**Cover Activity: We Read the Bible at Eucharist** This activity will help the children recognize that we hear stories from the Bible at every Mass. Read the title aloud. Ask children to tell you what the word *Eucharist* means. *We sometimes call First Communion our First Eucharist, meaning the first time we received Jesus’ Body and Blood. Eucharist is also another word for Mass. It is a Greek word that means thanksgiving.* Ask what the word *Bible* means. *The book of writings about God and Jesus that both Jews and Christians read.* Ask a volunteer to read the text at top left. Have a Bible ready to show the children the Table of Contents for the Old Testament or Hebrew scriptures. Explain that these were already written down when Jesus was alive. He studied them, just as we read and study the Gospels. Ask another volunteer to read the text at bottom left, and show the children where the New Testament books are. Divide the class into pairs or groups of three or four and give them each a Bible. Go around the room helping them find the Isaiah citation and this Sunday’s Gospel. This will familiarize them with the Bible as the source of the Sunday readings.

**Objective:** The children will learn how St. Francis received his call to rebuild the Church.

**Story: St. Francis Rebuilds the Church (page 2)** Locate Assisi on a world map. *75 miles northeast of Rome.* Have the children tell you all they know about St. Francis. We celebrate his feast day on October 4. Read the story aloud as a class, with children taking turns reading a paragraph. When you are finished, use the illustrations to review the story and the two questions to help the children understand Church as their daily experience of life in their parishes.

**Definition: Church (page 2)** Read this definition aloud together to summarize your discussion.

## Listen to the Gospel

**Gospel: The Vineyard Owner (page 3, top)** Before proclaiming the Gospel story, ask the children to stand and gather around a displayed Bible. Tell the children that this Sunday Jesus tells a story about a landowner who planted and took good care of a vineyard. Make sure they know what a vineyard is. Assign a child to read the part of Jesus; everyone else reads the All parts. At the conclusion of the dramatic presentation of the Gospel, allow a moment’s silence for the children to reflect, then discuss the questions.

**Creative Drama** First, have the children take the part of the owner of the vineyard and show through their faces and bodies how the owner felt at each part of the story. Then have the children be St. Francis living the high life, being imprisoned and thoughtful, finding joy in his vocation of building the Church. Conclude by having the children act out their personal responses of how they build church community in their parishes, in this class, in their schools and homes.

## Build Christian Community

**Objective:** The children will create representations of the Church.

**Gospel Activity: We Are the Church (pages 3-4)** This church-building activity concretizes the children’s experience that they are part of a community called the Church. Read aloud together the first two paragraphs on page 4. Ask the following questions to check the children’s comprehension.

- I belong to the same Church as St. Francis. How am I using the word *church*?
- Our church is having a garage sale. What does the word *church* refer to?
- When Mary was baptized she became a member of the Church. What does that mean?

This understanding that we are all members of the universal Church based on faith in Jesus will come up many times during your *Good News* year. Don’t worry if the children do not have a total grasp of it yet.

Continue reading aloud the instructions on page 4, giving the children time to ask questions and to comment on the three illustrated ways to create an image of church. As the children begin their drawing and cutting, go around the room helping individuals. When they are ready for the church building phase, help children with like ideas find each other so they can work as a team.

**Concluding Prayer** Gather in a prayer circle. Ask the children to mention people or situations they would like to pray about. Have the group respond: *The whole Church prays for you.* Sing “We Are the Church” to conclude.

**WCBT, page 24, Liturgy** This page summarizes today’s lesson.



## Gospel Theme: Everyone is invited to Jesus' banquet.

Sunday's parable is about a king who invites people to celebrate the wedding of his son. The invited guests ignore the invitations and brutalize the messengers. The king punishes these ungrateful people and asks others in their places. He is determined to share his joy with someone!

When Luke tells this parable he does not make it an allegory of the unwillingness of Jesus' own people to accept him, as Matthew does. *Good News* follows Luke's lead, and includes only the invitation part of this Gospel. The children explore their experiences of receiving invitations—what they have been invited to, who invited them, why they accepted, what the party was about—and link those experiences to their experience of being part of their Church family.

## Share Our Life Stories

**Objective:** The children will identify and reflect on invitations they have offered and have received.

**Cover Activity: I Like to Be Invited** Gather the children in the work area. Have them identify what is happening in the cover illustrations. To which of these activities would they like to be invited? After they have talked for a minute, read the directions in the circle at the bottom of the page. The children write their own names on the top line, choose the kind of party they want to attend, and fill in the other blanks by imagining what they will do at the party and what they will eat. Take time for children to share their invitations. Ask: How does it feel to be invited? Is it better to invite or be invited?

**Objective:** The children will recognize their membership in the community of the people of God begins at Baptism and is nourished at Eucharist.

**My Baptism (pages 2-3)** We become members of the Catholic Church by being invited to Baptism. An older child, like the nine-year-old author of this story, is also invited to receive First Eucharist and Confirmation. Read this story aloud together, with individual children reading the copy that goes with each photo. Review the story by asking:

- What sacraments did Katie receive?
- Whom did she invite to be with her?
- How did Katie feel about becoming a member of the Church?

Check the children's comprehension of the elements of Baptism by asking:

- **Why does Katie have water poured over her head?** *Water is a sign that Katie's old life is washed away and she is a new person in her new community, the Church.*
- **What does the anointing with oil show?** *People are anointed with oil at very important times in their lives—when they are ordained to be a priest, when they are confirmed, when they are sick. Oil is a sign of strength and of being claimed for a special calling.*
- **Why white robes?** *Another sign of a new identity.*

• **Why a lighted candle?** *The lighted candle is a sign of Katie's new life in Christ.*

• **First Communion.** *Receiving Jesus' Body and Blood with other baptized people is a sign Katie believes with the whole Christian community in Jesus' coming to be with us.*

## Listen to the Gospel

**Objective:** The children will recognize that God invites everyone into the banquet.

**Gospel: The King's Party (page 3)** Explain that Sunday's Gospel is a story of a king who invites people to a party. Ask the children to listen to how people respond to the invitations. Use the illustration for hints about who came to the party. Assign the parts of Jesus, King, Messengers, Shopkeeper, Farmer, and Others, and have these children proclaim the Gospel to the rest of the class. Reflect a moment in silence and then read the questions one by one and ask for responses. There are no correct answers; it is important that the children come to the conclusion that God, like the king, will keep inviting us over and over because God wants us to be part of Jesus' great party, the Eucharistic community here on earth and the Communion of Saints in heaven.

**Creative Drama** Have all the children take the part of the king and show with their faces and bodies how he felt at different points in the story. Then have them be the first set of people and give excuses for not coming. Have them be the second group of people who did accept the invitation. What would those people have said to the messengers? Finally, put the whole story together and act it out.

## Build Christian Community

**Objective:** Children will identify the Ten Commandments.

**Activity: God Invites Us to Keep the Ten Commandments (page 4)** Recall with the children how they found the Isaiah reading in the Old Testament part of the Bible last week. The Ten Commandments are in that part of the Bible also—Deuteronomy 5.6-21 and Exodus 20.2-17. To be a good Jew meant keeping the Ten Commandments. When we are baptized, we agree to keep the Ten Commandments, too. Give the children time to fill in the blanks. Then discuss why there are three commandments on one side of the tablet illustration and seven on the other side. *The first three commandments are about loving and revering God. The last seven are about loving other people.*

**WCBT, page 31, Ten Commandments** This page summarizes each of the Commandments.



**Definition: Baptism (page 2)** Point out the vocabulary word box on page 2. Incorporate it into the prayer service below.

**Concluding Prayer** Gather in a prayer circle. Each child completes the prayer sentence: "I am (*name*). Thank you, God, for calling me to Baptism and to Eucharist (or to preparing for Eucharist)." Conclude with "Jesus, You Are Bread for Us" from the *Good News* music CD.

## Gospel Theme: The people of God build community.

In Sunday's Gospel a Pharisee confronts Jesus with a trick question. Jesus turns the table by asking his own question, revealing the insincerity of the Pharisee's query and pointing out that both God and our human world have claims on us.

*Good News* asks the children to reflect on their own experiences of being forthright and honest and to consider what the Eighth Commandment asks of them. This story and activity dovetails nicely with the catechesis of children preparing for the Sacrament of Reconciliation.

**Materials:** Pencils or markers.

## Share Our Life Stories

**Sing and Pray** Prepare the children for today's lesson by singing "We Are the Church" or some other song they know and like. Then have them sit quietly in a circle while you pray a blessing on your time together.

**Objective: The children will identify choices they make.**

**Cover Activity: How Do I Decide?** Ask the children what decisions they have already made today. *Getting up when called; deciding clothes to wear and what to eat for breakfast, cooperating with parents or being a problem.* Distribute *Good News*. Give the children a moment of quiet time to make their choices. Have them tell a partner what choices they made and why they made them. Make a class tally on the chalkboard or newsprint. Ask volunteers to express reasons for each of the eight choices.

**Objective: The children will recognize that honesty is necessary in human relationships.**

**Story: The Friend Decision (pages 2-3)** Have the children speculate from the story title and illustrations what might be happening. *There are three boys in bike helmets, none of whom looks happy.* Read the story aloud or in pairs of weak and strong readers. Decide as a group what the problem is. *Kevin lied to Josh. Josh is hurt.* Have the children imagine at least two things Kevin can do about the problem and what the consequences of these actions might be. *Possibilities: Kevin can say I'm sorry; can be mean to Josh; can lie again and say his mom made him play with Max; can ask Josh if it is okay if Max uses the bike path they made. Possible results: Josh forgives Kevin for lying to him; all three boys bike together; Josh goes home mad; Max leaves; Kevin is mad at Josh and Max.* Decide what Kevin should say. Ask how Kevin will respond the next time Josh calls. Conclude by saying decisions involving other people are harder than decisions about what to eat or wear,

## Listen to the Gospel

**Gospel: Jesus Tells Us to Give to God (page 3)** Tell the children that in Jesus' time the Romans ruled Jesus' land of Israel. Jesus' people had to pay taxes to the Romans. There was a special coin they had to use for the taxes, a coin with a picture of the Roman Emperor Caesar on it. The coin in the Gospel illustration has Caesar's picture on it. Assign four children to proclaim the Gospel. Then ask them to describe the Gospel illustration to you. *Someone is showing Jesus a coin with Caesar's picture on it. Jesus is asking the person by his gesture to tell him what his having the coin means. Since the person had the coin with Caesar's picture in his pocket, he shows he accepts Roman rule in his country and should pay his taxes.* Discuss the questions. **1.** *Jesus is honest. The people who ask him the trick question don't care about the truth.* **2.** *We honor God when we respect others and ourselves.* **3.** *We honor the leaders of our country when we challenge them to do the best they can do for all the people.*

**Definition: Pharisees (page 4)** Read this definition together before continuing with the Gospel discussion. Be sure the children do not cast the Pharisees as villains. They were sincere teachers of the Mosaic Law.

**Creative Drama Option** This story lends itself easily to creative drama. Have the children show how the Pharisees felt as they asked Jesus their question and then as they heard his answer. Have the children show how Jesus felt and acted as he listened to the Pharisees and answered them. In groups of three have the children do the whole story.

## Build Christian Community

**Objective: The children will explore the Eighth Commandment.**

**Activity: You Shall Not Lie (page 4)** In the story Kevin told a lie rather than deal with his own feelings about his friends. The habit of lying is very destructive to the human community. Your classroom is an excellent place for children to practice honesty and learn that even when it is painful, it is necessary for them to live together in peace and trust. Read the introduction to the activity aloud and do one or two of the sentences together. Then give children time to read the rest of the sentences and make their judgments individually. Make the consequences of the lies the focus of your discussion.

**WCBT, page 31, Sin** Summarize your discussion by reading together this page.



**Prayer: The Our Father** Gather in a prayer circle. Ask children for whom and what they wish to pray. Conclude with the family prayer of the Church, the Our Father.



## Gospel Theme: Jesus gives us the great commandment of love.

This Sunday Jesus gives us his Great Commandment—to love God above all things and love others as we love ourselves. In keeping these two laws we keep all the other Commandments.

Children have many rules in their lives. Some are given to them by their parents, teachers, and other adults; some they impose on themselves and on each other. *Good News* enables them to examine their rules and judge their importance in relationship to Jesus' great rule—caring for God, each other, and ourselves.

**Materials:** Coins, game markers, pencils or markers.

## Share Our Life Stories

**Introductory Activity** Write the word LOVE on the chalkboard or on newsprint in big outline letters. Ask the children to name loving actions children their age do. Write them inside the outline letters, using only one or two words to summarize a child's contribution. Then ask for unloving actions and write them outside the letters. Tell the children this week's lesson is about Jesus' commandment of love.

**Objective: The children will recognize how to react to bullying.**

**Story: "I Don't Want to Be the Dog" (pages 1 and 4)** Invite the children to speculate from the title and illustrations what the story might be about. *Three girls are a clique who overpower the single girl. In the lower illustration she is acting like a dog to please them.* If your children are good readers, assign the girls' part to four readers and read the narrative parts aloud to them. Or, have the children get into a comfortable listening place and read the story aloud to them. Take plenty of time with the questions. Perhaps the children will recall one of the class rules you agreed on in your first *Good News* lesson. Bullying is never acceptable behavior.

## Listen to the Gospel

**Objective: The children will be able to state the two parts of Jesus' Great Commandment in their own words.**

**Gospel: Jesus' Great Rules (page 4)** Introduce the Gospel by saying that Jesus tells people what the greatest rule of all is. Have the children stand without their copies of *Good News* in their hands as two children proclaim the Gospel. Then ask the children to sit and discuss the Gospel questions. **1.** *Jesus is clear that those who love and serve God and others are the greatest in his eyes.* **2.** *Let the children name people they know who are great because they love and serve God, the Church, and each other, especially those in their families and your parish and school.* Conclude by having them state Jesus' great commandment in their own words.

## Build Christian Community

**Objective: The children will articulate rules which this *Good News* class lives by.**

**Activity: Our Class Has Rules (page 4)** Stay in the circle you created. Have children pick up their copies of *Good News* and read together the five class rules. Add any class rules your class has. Then decide which rule is most important to your group. Write that rule on a piece of newsprint and ask children to come forward and sign it as they move to their work places. Post this rule in the same area as your grapevine poster.

**Objective: The children will experience in a game some ways they can follow Jesus' law of love.**

**Activity: Keeping Jesus' Rule of Love (pages 2-3)** To play this game the groups of three or four will need one child's copy of *Good News*, two coins, and a playing piece for each child. Go around the room observing the groups as the children play. You may learn a lot about children who are hesitant to talk in class but who will share their understandings and feelings with their peers in this game context. When groups have played one or two rounds of the game, gather as a whole and discuss the ways the children kept Jesus' law of love. *Obedied parents and teachers, helped siblings, included outsiders, shared with the poor, used physical and intellectual talents, praised and thanked God.* Then ask the children to name some of the unloving actions in the game. *Stealing, teasing, cheating, selfishness, making trouble, disobeying.* Summarize by noting how these loving and unloving actions are like those the Ten Commandments command or forbid. Jesus' law of love includes all the other commandments. That is why it is the greatest rule.

**WCBT, page 32, Jesus' Law of Love** This page summarizes the point of this Sunday's Gospel and lesson. ✳

**Definition: Commandment (page 4)** Read the definition as a summary of today's lesson.

**Concluding Prayer** Gather in a prayer circle and ask the children if they have people and intentions they wish to mention in prayer. Respond "God hears our prayers" to each intention. Sing the celebration song from your first *Good News* issue to conclude class. Suggest the children play the game in today's lesson with their families.



## Gospel Theme: The people of God value service.

The Pharisees appear again in Sunday's Gospel. Jesus acknowledges their place in the Jewish community as teachers of the Mosaic Law but criticizes them for not practicing the love and humility they preach. Jesus says in words what he will act out at his last supper when he washes the feet of his followers: the greatest among you is the one who serves.

Primary children are very aware of their rights and do not take easily to serving each other. Their respect for the loved and trusted adults in their lives can, however, set them on the path of service which is the mark of the Christian.

**Materials:** Crayons or colored pencils,

## Share Our Life Stories

**Objective:** The children will recognize ways children their age can serve other people.

**Cover Activity: Who Will Help?** Move to the work area. Children will need a place to write. Distribute *Good News*; read aloud together the headline: *Who Will Help?* Give children a minute to study the illustrations, then ask: What kind of help do the mother and the baby need? *Someone to comfort the baby, to clean up the spill, to stir the pot.* Read aloud the text in the circle. Distribute pencils or crayons so the children can put a HelperKid logo on the shirt of the child if they think he will help. They can put the logo with a "No" symbol (as shown) on the shirt if they think the child will not help. Ask volunteers to tell what HelperKid will do to help. Give the children a minute to study the other two illustrations and make choices. When everyone is finished, discuss these two situations also. Try to let the children do the talking. They will teach each other and you will learn a great deal about how they approach decision-making.

**Story: Adam's Monday (page 2)** Ask seven children to each read a panel of the cartoon story. Read the two questions at the end. Ask what *serve* means. *Serving others is helping them.* Then go back and talk about the opportunities Adam has to serve. Take one panel at a time. The children will have many ideas about what is going on and what Adam can do to help.

Conclude the discussion by saying that Jesus told his followers about serving. We will hear what he says in today's Gospel.

## Listen to the Gospel

**Objective:** The children will name people who serve them in school and parish.

**Gospel: Jesus Teaches Us to Serve (pages 3-4)** Assign children to read the parts of Narrator and Jesus 1, 2, 3, and 4. Give those children a moment to read the Gospel through and then ask the others to stand while the readers proclaim it. Ask

the first question and allow children to answer. They will probably name Jesus' disciples, especially the 12 apostles. Remind them that many men and women followed Jesus and that all who imitated him in serving others were important. Ask the second question and accept all answers. Be sure the children include themselves and their families among those who are important when they help and serve others.

**Definition: Serve (page 4)** Read the definition as a summary of your Gospel discussion.

## Build Christian Community

**Objective:** The children will learn about four official saints.

**Activity: Saints Cards (pages 3-4)** Have the children open *Good News* to page 3 and tell you all they can about the four saints illustrated there. For instance, they will notice race, gender, buildings and people, work the person is doing. Distribute scissors and have the children cut out the cards on the heavy lines. When everyone is finished, have them place the cards face up on the desk or table. Ask a volunteer to choose one of the saints, for instance, St. Martin. Everyone follows along as you read the brief biography. Continue in this way or assign pairs of children and let them do the other three cards together.

If you have time and reference materials, the children can create more Saint cards.

**WCBT, page 20, Sunday, Feast Days** Introduce All Saints and All Souls to the children by using this page. ✠

**Objective:** The children will make commitments to serve.

**Prayer Service: We Can Help and Serve** Gather in a prayer circle. Talk together for a moment about the children who served others in cover activity and story. Ask volunteers to tell about the four saints and how they served. Give the children a moment of quiet to decide a way they will serve someone today, or maybe all week long. Lead this prayer. Their response is "We can help and serve others."

**Teacher:** On the playground

**Teacher:** In our classroom

**Teacher:** When we're playing games

**Teacher:** In our homes with our families

**Teacher:** In our own parish

**Teacher:** Let us pray the prayer Jesus taught us to pray.

**All:** Our Father...

Extra copies of these teaching guides are available free online in English and Spanish at [www.pflaum.com/pgwguides](http://www.pflaum.com/pgwguides)

## Gospel Theme: The people of God join in prayer.

The last Sundays of the Church year and the first Sunday of Advent have a common theme—being ready for Jesus' return. When the early Christians remembered stories Jesus had told, stories such as the one we hear this Sunday about the wise and foolish virgins, they heard the call to be ready to stand with the Lord at his return. The first generation of Christians expected Jesus to return in their lifetimes. But, like the wedding party in the Gospel, Jesus' coming was delayed. This Gospel calls us all to be ready to meet Jesus as he comes to us in our daily lives. *Good News* considers prayer as a primary means of acknowledging God's presence in our daily lives.

**Materials:** Scissors, crayons or colored pencils.

## Share Our Life Stories

**Introductory Activity: How Do I Get Ready?** Write on a chalkboard or newsprint the words: car trip, bed, Christmas, first day of school. Ask: How do you get ready for a car trip to your grandmother's house or to some other friends or relatives who live a long distance from you? Accept the children's answers—*pack clothes, take pillows for the car, get someone to feed the cat, get gas, etc.* What happens if someone forgets to do one of these? Go on to ask how the children get ready for bed, ready for Christmas, ready for the first day of school. To summarize, point out that what we do to get ready depends on what we are getting ready for.

## Listen to the Gospel

**Objective:** The children will appreciate the Gospel call to be ready for Jesus' coming.

**Gospel: The Wise and Foolish Girls (page 1, top)** Tell the children that this Sunday's Gospel is about being ready for Jesus' coming at the end of time. Matthew put people's feelings about Jesus' second coming in a story which *Good News* has put in verse form. Explain that in Jesus' time people used lamps filled with oil for light in their homes. Wedding feasts were usually held in the evening; the time the feast began was very flexible. People had to be ready for a long wait. Remind the children that this story is one Jesus told and have them listen as you read the verses aloud. Refer to the questions in bold print on page 2, middle of the page. **1.** *The wise girls knew that there could be a long wait and brought extra oil. The foolish girls didn't plan ahead.* **2.** *Jesus wants his friends to be ready for him at all times.*

**Definition: Wise (page 2)** Relate this definition to the children's own lives. When were they wise enough to make the right decision?

**Creative Drama Option** To involve the children more fully in the Gospel story, have them dramatize it. Divide the class in two and give each half the chance to be wise girls and then foolish girls as you read the verses aloud. The children show with their faces

and bodies how the girls feel in each situation. Summarize by having the children repeat why Jesus told this story.

**Objective:** The children will use their folding Gospel storybooks to celebrate and retell the Gospel in verse.

**Activity: Make a Folding Gospel Storybook (pages 1-2, bottom)** Have the children identify the characters in the illustration on page 2. *The ten girls with their lamps lit.* Guide the children in cutting out the storybook. When everyone is ready, tell the story yourself using the storybook, or have a child demonstrate for the class. Then have the children tell the story to a partner. Encourage the children to learn the verse version of the Gospel by heart, so they can say the rhyme and show the parts of their storybook. Take your class to an upper grade and have them use the verse and storybook to tell the Gospel one-on-one to the older students.

## Build Christian Community

**Objectives:** The children will identify prayer times and prayer forms they use. They will create a prayer book for their personal use.

**Activity: My Prayer Triptych (pages 3-4)** Children are hungry for prayer. They need to learn how to hear the Spirit breathing in them when they are quiet, when they are playing, when they are worried or happy. This prayer activity is meant to be just a beginning of that awareness. Do not pressure the children to finish today, but be sure to refer to the triptych in future lessons to remind them they can return to it by themselves.

Have the children cut on the heavy vertical line. They fold at the dotted lines on page 4 to make the triptych. Go through the book as a whole before giving children time to complete it.

**Outer doors:** Ask the children to describe the illustrations. Read the title on the left door. Ask what times the children pray. Do not comment on their contributions, but encourage everyone to speak. Do the same with the right door. Be sure they know that their beds, outdoors, at ball games, in the car are all good places to pray. Some children may only think of church or your classroom as prayer places. **Inside panels:** Read the titles and prayers together. Ask children to describe each prayer and how the illustration tells about it. Give them time to draw their pictures in the space under the morning prayer.

Turn the triptych over to read together the bedtime prayer. This prayer is based on the Ignatian practice of examen, reflecting on each day and learning from it how tomorrow can be. Read through the prayer with the children, reflecting on their day so far and this *Good News* class. Make parents aware of how they can incorporate both morning prayer and evening examen into their children's lives using the triptych.

**Concluding Prayer** Gather in a prayer circle and pray the *I Am God's Dwelling Place* prayer. Have the children add gestures, concluding with a big sweep of arms.

**WCBT, page 36, What Is Prayer?** Begin your exploration of this section of the handbook with this page.



## Gospel Theme: We honor God when we use our talents.

This Sunday's Gospel parable is about an employer who goes off on a journey. He calls in three of his workers, gives them money, and asks them to use it while he is away. When he returns, the employer finds that two of the workers have doubled his money but one has simply buried it. The employer is irate and the message is clear: use what gifts you have been given to the fullest extent. *Good News* invites the children to identify their own talents and ways they can use them.

## Share Our Life Stories

**Objective:** The children will recognize their own talents and abilities.

**Cover Activity: What Are You Willing to Try?** Gather in the work area. Ask each child to tell something he or she is good at. Or, ask them to tell each other what he or she is good at doing. Ask: How did you learn to do that? Was it hard or easy? How long did it take? What other talents do you have? Distribute *Good News*, read the small headline at the right, and the two instructions. Have children do the checking. When all have finished, invite any child who wishes to share markings with the class. Do not call on children. Conclude by saying we don't need to try everything, but it is important that we know our own talents and are willing to use them.

**Story: Spelling T-R-O-U-B-L-E (pages 2-3)** Move to the story circle. Have the children turn to page 2 of *Good News* and describe what they see in the illustration. *One child is peeking at another child's paper.* Have the children settle in to listen as you read the story aloud to them. Take plenty of time with the questions, emphasizing that Marci was taking an easy way instead of using her talents. Let the children give plenty of examples of how they use their own talents during the day—helping parents with siblings, reading extra books, playing hard, learning a new game or activity, helping a new classmate learn about your school. Summarize that each of us has so many talents we would have to stay awake 24 hours a day to use them all.

**Stretch and Sing** The children have been concentrating hard. Give them a break with this activity which uses large muscle movements. Move to an area where children can stretch out their arms and not touch another child. The corridor outside your classroom might be just the place.

- Did you ever see a lassie, a lassie, a lassie?
- Did you ever see a lassie go this way and that?
- Go this way and that way? Go this way and that way?
- Did you ever see a lassie go this way and that?

Suggested motions:

- Touch toes
- Swing arms wide
- Kick one leg, then the other
- Punch out with one arm, then the other
- Squat and get up fast

- Bend to one side, then the other
- Hop on one foot, then the other

Lead the children hopping to the area you have set aside for the proclamation of the Gospel.

## Listen to the Gospel

**Objective:** The children will recognize the Gospel message as a call to use their talents.

**Gospel: Jesus Tells About Three Workers (cover)** Gather the children around the Bible and assign the parts of Jesus, Man, Amos, Sarah, and Joshua. This version of Sunday's Gospel reading is in language and story form that makes it more accessible to children. After the dramatic proclamation of the Gospel ask each of the questions.

**1.** *The man expected the workers to do something with the money he gave them. He didn't want them just to hold on to it.* **2.** *Joshua was not brave enough to take a risk with the money. He was afraid the man would disapprove of what he did.* **3.** *Open-ended.* Conclude by asking the children why they think Jesus told this story. *Jesus wants us to know God expects us to use all the gifts we have and not to deny them or save them just for ourselves.*

## Build Christian Community

**Objective:** The children will risk using their talents in a game format.

**Activity: Try a Talent (pages 3-4)** Ask the children if they have ever played Red Rover. Today's activity is a game like that using the talent cards in *Good News*. Have children number off to create a Red Team and a Blue Team. The teams gather at the opposite ends of your open space. Read the directions for the activity on page 4. You, the teacher, will be holding the cards, you will be able to give an appropriate talent card to each child. If your class is large, you may need four or six teams. Children may draw their cards from a pile rather than have you hand them out. Encourage the children to play the game with their families.

**Definition: Talent (page 4)** Read this definition to summarize this Sunday's Gospel message: God gives us all gifts. When we choose to use those gifts, we praise God.

**WCBT, pages 27-28, Follow Jesus** Continue exploring the theme of choice with these pages.



**Concluding Prayer** Make today's prayer a thank you for all the talents in your class. Your children know each other well enough now to say something personally affirming about each other. Begin by saying, "I thank God for \_\_\_\_\_, because she always tries her best at games." Continue until the whole class has been mentioned. Close with the celebration song from lesson one or with "We Are the Church" from page 14 of this guide.

# Continuity Projects

## The Sacrament of Reconciliation

The beginning lessons in this unit of *Good News* will complement your catechesis for the Sacrament of Reconciliation. The activity for October 9 is a review of the Ten Commandments. The October 16 story and activity illustrate the 8th Commandment. The Gospel for October 23 tells Jesus' Great Commandments—love God and love each other.

## Saints

The second *Good News* lesson in this unit features St. Francis, the little poor man whom Jesus asked to rebuild the Church. The activity in the October 30 lesson has short biographies of four other saints. In preparation for All Saints Day, have the children find other stories of saints. Older people in your parish often have favorite saints they can tell the children about. Or find some children's books on saints in your parish or school library.

Following are some titles you may wish to include in your parish or school library.

*S Is for Saint* by Megan Dunsmore. Paulist Press, 2002, 60 pages. Primary-Elementary.

This ABC book of saints uses only a few sentences to describe each saint—date and place of birth and death, contributions, legends or well-known stories. The introduction includes a simple explanation of the process of canonization.

*A Treasury of Saints: One Hundred Saints, Their Lives and Times* by Malcolm Day. Barron's Educational Series, 2002, 160 pages. Middle School-Adult.

The short biographies of the 100 saints are organized under type of service. Information includes feast day, symbols in art, and patronage.

*Clare and Francis* by Guido Visconti. Eerdmans, 2004, 36 pages. Primary to Adult.

The story of St. Clare and St. Francis is told in simple words and vibrant illuminated illustrations.

*Kids' Book of Heroes* by Amy Welborn. Loyola Press, 2003, 196 pages. Elementary-Middle School

Thirty-six stories of saints who made a difference in the world of their times.

*Stories of Saints Through the Centuries* by Anne E. Neuberger. Twenty-Third Publications, 1999, 121 pages. Teaching Reference.

This book provides biographies of saints, but also clip art, suggested activities, major church and historic events, and prayers. A valuable teacher tool at any grade level

## Make a Big Book of Prayer

Take large sheets of copy paper, at least 11" by 17", and fold them to make a book. Make a cover by folding a same-size sheet of construction paper. Staple the pages into the cover. Print *Our Prayer Journal* or a similar title in outline letters on the cover and let the children add color to the letters and decorations to the page.

During this unit the children experience various kinds of prayer. Take time to reflect with them about these prayer experiences. When you find what moves them most to be prayerful persons, suggest other kinds of prayer. Use the ideas below or others you know. Encourage them to create a prayer page in the booklet about that kind of prayer.

These are possible ways the children might like to pray.

- Keep a prayer list of people you want to pray for.
- Pray a body prayer. Thank you, God, for my eyes that..., my ears that...
- Take a nature walk and compliment God on the beautiful and interesting things in creation.
- Pray for each neighbor on your street.
- Write an alphabet prayer of 26 ways to describe God.

## Food Bank Trick or Treat

Your *Good News* children are old enough to know that not everyone in the world, or even in their neighborhood, has enough to eat. The hungry are not just homeless people. Over half the people who live in poverty in the United States are children. Take your class out on Halloween, or during that week, on a food collection walk. Work with them to create a card with a simple message to give to people who answer their doors. It might give a brief description of the local food bank and suggest the kinds of food (usually staples) that are needed. If they are willing, the children can add that they want these donations rather than candy for themselves. Volunteers can help you divide the class into several teams and accompany the children. Wear Halloween costumes or saint costumes to make it more fun. When everyone comes back, gather the food in one big pile and take a photo.

# Extending Activities

## Surveying Your Class

Children of *Good News* age are learning about charts and graphs in their math and social studies classes. They will enjoy learning about each other and compiling their findings in graph form. Duplicate copies of the reproducible activity on page 13 of this guide. Use the zoom function on a copier to make a bigger copy for yourself. Read the six categories—gender, age, family, sacraments, prayer, parish usually attended. Then one by one ask for a show of hands. Volunteers can take turns counting the hands and shading in the ovals on the large copy. The children shade in their own copies. If you have more than 23 children, you may need to add more ovals in some of the categories. Tell the children to take their surveys home and tell their families about the children in their *Good News* class.

## Bless Your Classroom

Have the children trace each other's feet on tag board or heavy paper. They then cut the footprints out, write their names on them, and tape them to the door. Teach the prayer response below and bless your door and classroom together.

**All: In the name of the Father, and of the Son, and of the Holy Spirit. Amen.**

**Teacher:** We bless you, loving God. You guide our footsteps. You bless our going out and our coming in.

**All: We bless you, loving God.**

**Teacher:** From our birth until our death, you care for us.

**All: We bless you, loving God.**

**Teacher:** May everyone who comes through this door find peace and happiness here.

**All: Amen.**

**Teacher:** Let us join hands and pray the prayer Jesus taught us.

**All: Our Father...**

Close with the celebration song from the first *Good News* lesson.

## How Am I Doing?

Answers to Assessment on Page 15

Assessment in religious education can be used to help children learn, always remembering that religious faith is a matter of commitment to Jesus' way of living rather than information only.

### Vocabulary Matching

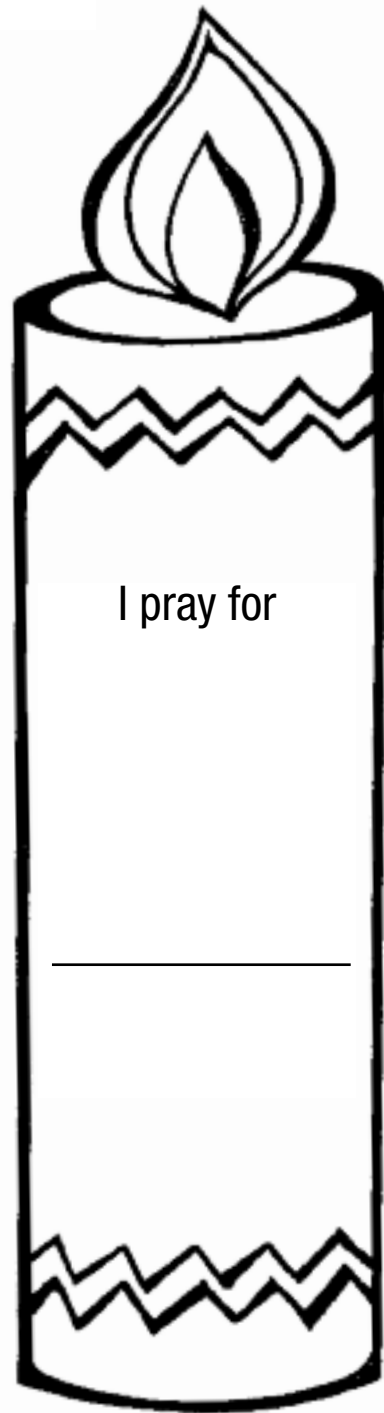
1. h; 2. d; 3. b; 4. g; 5. e; 6. c; 7. a; 8. f.

### B. True and False

1. T; 2. T; 3. T; 4. F; 5. T; 6. T.

### Multiple Choice

1. c; 2. d; 3. a; 4. a, b, d; 5. b, c, d.



## All Souls Day

Duplicate a candle for each child in your class. Talk together about people who have died whom they wish to remember on All Souls Day. Children write a name or names on the candle and color it. Arrange the candles on a bulletin board. If you have an All Saints Day Mass the children attend as a group, have them bring their candles along.



# We Are the Church

*Dedicated to Ethel Davis*

RICHARD AVERY  
DONALD MARSH

## Chorus

G G6 Em D7

I am the church! You are the church! We are the church to - geth-er!

G Em Am D Bm Em D7 G G

All who fol-low Je - sus, All a-round the world! Yes, we're the church to - geth-er.

## Verse

G C

1. The church is not a build - ing, The church is not a stee - ple, The  
2. We're man - y kinds of peo - ple With man - y kinds of fac - es, All  
3. Some - times the church is march - ing, Some - times it's brave - ly burn - ing, Some -  
4. And when the peo - ple gath - er There's sing - ing and there's pray - ing, There's  
5. At Pen - te - cost some peo - ple Re - ceived the Ho - ly Spir - it And  
6. I count if I am nine - ty, Or nine, or just a ba - by; There's

D G C D7

(1) church is not a rest - ing place, the church is a peo - ple!  
(2) col - ors and all ag - es, too, from All times and plac - es.  
(3) times it's rid - ing, some - times hid - ing, Al - ways it's learn - ing:  
(4) laugh - ing and there's cry - ing some - times, All of it say - ing:  
(5) told the Good News through the world to All who would hear it,  
(6) one thing I am sure a - bout and I don't mean may - be:

# How Am I Doing?

Name \_\_\_\_\_

## A. Vocabulary Matching

Match the following vocabulary words from your *Good News* lessons with their definitions.

- |                |  |
|----------------|--|
| 1. Commandment | a. The sacrament which makes us members of the Church. |
| 2. Talent      | b. The people of God.                                  |
| 3. Church      | c. The good news about Jesus' life and teaching.       |
| 4. Serve       | d. The ability to do something.                        |
| 5. Wise        | e. Able to make good decisions.                        |
| 6. Gospel      | f. A teacher in Jesus' time.                           |
| 7. Baptism     | g. To take care of another person's needs.             |
| 8. Pharisee    | h. A rule or law.                                      |

## B. True or False

Read each sentence. Decide if the sentence is true or false. Circle the letter T for true, and F for false.

- |   |   |  |
|---|---|--|
| T | F | 1. St. Francis lived in Italy.                                     |
| T | F | 2. "Thou shalt not lie" is the 8th Commandment.                    |
| T | F | 3. The Gospels we hear at Mass come from the Bible.                |
| T | F | 4. A special talent makes me better than someone else.             |
| T | F | 5. Eucharist is another name for the Mass.                         |
| T | F | 6. Keeping the Ten Commandments helps us live together peacefully. |

## D. Write or Talk

Your teacher may ask you to write or talk about one of these questions.

What way to pray do you like best? Why?

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---

What is the hardest thing about loving your neighbor?

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## C. Multiple Choice

Circle all of the correct answers.

- In Baptism the priest uses
  - water and milk.
  - oil and charcoal.
  - water and oil.
  - milk and honey.
- Jesus' two great laws are
  - Love God and love money.
  - Look both ways and cross at the light.
  - Love those who love you and pray each day.
  - Love God and love your neighbor as yourself.
- A commandment is
  - a rule.
  - an officer in the army.
  - a suggestion.
- Which are ways of keeping Jesus' law of love?
  - Standing up for someone.
  - Being honest.
  - Taking something that isn't mine.
  - Thanking God for a nice day.
- Which of these is a way to pray?
  - Whining.
  - Thanking God.
  - Asking for help.
  - Saying "I'm sorry."

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# UNIT 1

## We Are the Church

Welcome to *Good News for Children*, the primary edition of the *Pflaum Gospel Weeklies*. *Good News* is a lectionary-based curriculum. It bases the children's weekly catechesis on the Sunday Gospel and joins children to the ongoing life of your parish community at Sunday Eucharist.

Each *Good News* lesson is centered on Jesus in the Sunday Gospels and connects that Gospel theme with the comprehensive content of our Catholic faith that is expressed in the *Catechism*

of the *Catholic Church*. The chart below shows how the eight *Good News* lessons use the Sunday Gospels to explore with the children the elements of Creed, Christian moral living, sacramental life, and prayer that make them members of our Church.

*Good News* uses stories and activities to help children realize how they live as Church members at the Sunday Eucharist and in their daily lives. They recall their Baptisms, explore the two great commandments of love, review the Ten Commandments and their keeping of them, and

consider how they practice compassion and forgiveness toward their schoolmates and family members.

These autumn Sundays are the last Sundays of the liturgical year. During this season, the Church looks toward Jesus' second coming at the end of time and chooses Gospels that help us reflect on how we can live fruitfully as Jesus' followers in and for the world. The Gospels for this cycle of readings are from Matthew.

Date/Sunday	Gospel Theme	Bible	Catholic Social Teaching	Creed	2 Sacraments	3 Life in Christ	4 Prayer
September 25, 2011 26th Ordinary Time	Matthew 21.28-32 The Two Sons	Gospels	We are called to community	God makes us free to choose	Gathering as a community	Making decisions of conscience	Singing our prayer
October 2, 2011 27th Ordinary Time	Matthew 21.33-43 The Vineyard of God	Israel in Jesus' time The Bible		The Church is the people of God	Eucharist; Liturgy of the Word	Belonging to a church community; St. Francis of Assisi	Prayer of petition
October 9, 2011 28th Ordinary Time	Matthew 22.1-14 Wedding Feast	Ten Commandments		The people of God share Eucharist	Baptism, Eucharist, Confirmation	The Ten Commandments	Prayer of Thanksgiving
October 16, 2011 29th Ordinary Time	Matthew 22.15-21 Caesar & God	Pharisees		The people of God build community	Reconciliation; right and wrong actions	The 8th Commandment	<i>Our Father</i>
October 23, 2011 30th Ordinary Time	Matthew 22.34-40 Jesus' Two Great Commands			The people of God love with their whole selves	All Saints/All Souls	Keeping class and family rules Commandments	Prayer of petition
October 30, 2011 31st Ordinary Time	Matthew 23.1-12 Those Who Serve Are Greatest	Jesus' disciples	Option for the poor and vulnerable	The people of God serve others		Serving others; Saints	Commitment to serve
November 6, 2011 32nd Ordinary Time	Matthew 25.1-13 Wise and Foolish Girls			The people of God pray		Praying	Four kinds of prayer
November 13, 2011 33rd Ordinary Time	Matthew 25.14-30 Talents			The people of God use their talents	Reconciliation; acknowledging wrong actions	Using talents; responding to grace	Communal prayer