

26th Sunday in Ordinary Time
through the 33rd Sunday in Ordinary Time
September 26, 2010, through November 14, 2010
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Grades 2, 3

Good News *for Children*

Teaching Guide

Unit 1: We Follow Jesus

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Pflaum  *Gospel Weeklies*
FAITH FORMATION PROGRAM

Supplement to the *Pflaum Gospel Weeklies*

Connecting Gospel and Doctrine

“Jesus Christ is the energizing center of evangelization and the heart of all catechesis,” says the *National Directory for Catechesis*. “Jesus Christ is at once the message, the messenger, the purpose of the message, and the consummation of the message” (NDC4). Jesus still speaks to us in the Gospels, our primary source for encountering him and his message. “The Gospels transmit the life, message, and saving actions of Jesus Christ and express the teaching proposed to the first Christian communities” (76).

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 the heart of all the Scriptures “because they are our principal source for the life and teaching of the Incarnate Word, our Savior (CCC 124).” Through this Gospel-centered catechesis, we “enter into the mystery of Christ, and discover ourselves and the meaning of our lives in him” (55). In the Sunday Gospels this fall, the children encounter Jesus as Luke portrays him—a man of prayer and good news for the poor.

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

✠ As you look through this Guide, you will sometimes see a Chi Rho in the margin. This icon is your signal to look at the brackets where the Chi Rho appears. Within the brackets you will see a bold-faced citation, for example, **[Follow, pages 28-29]**. This citation directs you to the section in *What the Church Believes and Teaches* that expands on the theme of the story you are reading in the issue of *Good News*. Be sure to explore this section with the children to discover how the *Catechism* treats this theme for people their age.

26th 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 failings on the part of many of her members, has not ceased to work for their relief, defense, and liberation” (CCC 2448). How can we not recognize Lazarus, the hungry beggar in the parable, in the multitude of human beings without food, a roof or a place to stay? How can we fail to hear Jesus: “As you did it not to one of the least of these, you did it not to me”? (Matthew 25.45; CCC 2463).

27th Sunday in Ordinary Time

Human beings are unique in creation because they alone can offer a response

of faith to God’s initiative of love. Catholic doctrine distinguishes between two dimensions of faith, both a gift of God: “the faith *by which* one believes and the faith *which* one believes” (45). Faith is one’s personal adherence to God, a relationship; we trust God is and loves us. Faith is also free assent of one’s intellect and will to all God’s revelation in creation, in Israel’s history, and in Jesus, and to the teachings of the Church.

28th Sunday in Ordinary Time

Prayer is the living relationship of the children of God with God who is good

beyond measure, with God’s Son Jesus Christ, and with the Holy Spirit. The life of prayer is the habit of being in the presence of God

(CCC 2565). Blessing expresses the basic movement of Christian prayer, an encounter between God and us.

29th Sunday in Ordinary Time

The Gospel according to St. Luke emphasizes the actions of the Holy Spirit

and the meaning of prayer in Christ’s ministry (CCC 2600). The parable of the persistent widow stresses “it is necessary to pray always without ceasing and with the patience of faith” (CCC 2613). The call to social justice is embedded in the Gospel message of Jesus Christ, who came “to bring good tidings to the poor . . . liberty to captives, and recovery of sight to the blind” (NDC 170). Christian life involves fostering the works of charity (meeting the immediate needs of those who are poor and vulnerable) and works of justice (working to address the injustices that exist in the systemic and institutional organizations of society) (NDC 104).

30th Sunday in Ordinary Time

Prayer is the raising of one’s mind and heart to God. Humility is the foundation of

prayer (CCC 2559). The first movement of the prayer of petition is asking forgiveness, like the tax collector in the parable: “God, be merciful to me, a sinner!” (CCC 2631) Prayer is a living encounter with God; it is covenant and communion (2562-65). The Holy Spirit, who teaches the Church and recalls to her all that Jesus said, also instructs her in the life of prayer, inspiring new expressions of the same basic forms of prayer: blessing, petition, intercession, thanksgiving, and praise (CCC 2644).

31st Sunday in Ordinary Time

For the Christian *metanoia* (conversion) reorients all aspects of the person’s life

to Christ. This conversion is the acceptance of a personal relationship with Christ, sincere adherence to him, and a willingness to conform one’s life to his. Conversion to Christ involves making a genuine commitment to him and a personal decision to follow him as his disciple (NDC 48).

32nd Sunday in Ordinary Time

Catholics firmly believe, and hence hope that, just as Christ is truly risen from the

dead and lives forever, so after death the righteous will live forever with the risen Christ and he will raise them up on the last day (CCC 989). Hope in the bodily resurrection of the dead established itself as a consequence intrinsic to faith in God as creator of the whole person, soul and body (CCC 992). We believe in God who is creator of the flesh; we believe in the Word made flesh in order to redeem the flesh; we believe in the resurrection of the flesh, the fulfillment of both the creation and the redemption of the flesh (CCC 1015).

33rd Sunday in Ordinary Time

Jesus Christ is Lord: he possesses all power in heaven and on earth. In him

human history and indeed all creation are set forth and transcendentally fulfilled (CCC 668). We are united in communion with all the baptized, a communion that is nourished at the table of God’s Word and the table of the Eucharist. There is no reason to be afraid, for Christ has breathed his life-giving Spirit, the Teacher within, on his followers and has given his own mother, the star of evangelization, to accompany us (NDC 298).

Teaching Guide

Gospel Theme: What do I notice?

In Sunday's Gospel, Jesus tells the story of a rich man who doesn't notice a poor beggar, Lazarus, who waits outside his door every day, hoping for some leftovers. St. Francis, on the other hand, not only notices a beggar but embraces him. The lesson is clear: we need to keep our eyes open to the needs of those around us. *Good News* begins this new year of lectionary-based learning about God, Jesus, and the Church, by helping the children to reflect on what they notice around them and what they do about what they see.

Share Our Life Stories

Opening Prayer Plan to begin each *Good News* class with prayer and song. The *Good News* CD has an easy-to-learn gathering song, "We Hear God's Word," which can also be used as a Gospel acclamation. Order at pflaum.com or 800-543-4383. Or sing the following words to the tune of "Did You Ever See a Lassie?"

We gather here together, together, together.

We gather here together to show we love God.

To hear Jesus' stories, to clap, pray, and sing.

We gather here together to show we love God.

The children can clap loudly on the word *clap*. Conclude with a spontaneous prayer asking God to bless the group as we gather to learn about Jesus and his good news for us.

Objective: The children will appreciate their ability to notice things around them.

Cover Activity: What Do You Notice? Gather in a story circle and ask each child to describe in two or three words one thing they noticed on the way to this *Good News* class. Make this sharing brisk. Then hold up your copy of *Good News* and ask a volunteer to describe the illustration. *From a distance it looks like two identical pictures.* Read the headline aloud to the children and then the instruction below it. Distribute *Good News* and pencils and have the children work in pairs to find as many differences as they can and circle them. Go around the room encouraging those who have a hard time getting started. After a few moments, call the group together and ask for volunteers to tell one difference they found. Do not feel you have to find all the differences. Congratulate the children on being good noticers and have them turn to page 2.

Objective: The children will recognize St. Francis was a man who noticed everyone.

Story: Francis Notices a Leper (page 2) This story tells about a meeting with a beggar that changed Francis's life. Read the title aloud and let the children talk about the illustration. Then read the story aloud together or have children read it in pairs of weak and strong readers. Discuss the first two questions. **1.** *Francis's experience in war changed him. He started to notice people who were not like him and his wealthy friends.* **2.** *Francis wanted to really notice who the beggar was, so he came back to meet him*

face to face. Summarize by saying that Francis became the kind of person who loved everyone and everything in the world. **3.** Accept all responses to question 3.

Listen to the Gospel

Gospel Ritual: Play "We Hear God's Word," to prepare the children to proclaim the Gospel. Create a space in your classroom or meeting area where you can enthrone a Bible or your weekly copy of *Good News*. Use this area for your Gospel proclamation and discussion.

Objective: The children will understand the Gospel message of caring for the poor among us.

Gospel: The Rich Man and the Beggar (page 3) Have the children identify the two title characters in the illustration—the rich man and Lazarus the beggar. What differences between the two men are shown in the left-hand and right-hand illustrations? Assign parts for the Gospel storytelling—Jesus, rich man, and Abraham—and have these three children proclaim the Gospel to the rest of the class. After the Gospel storytelling refer to the picture again, reviewing the differences in each character and the reasons for these differences. Use the three questions at the bottom of the page as a way of concluding the discussion. Answers: **1.** *The rich man only noticed anything that pertained to him. He did not pay attention to God's word or to the poor, sick man at his gate.* **2.** *The rich man noticed Lazarus in heaven and calls him by name. That shows he did notice Lazarus when he was alive, but didn't do anything to help him.* **3.** *God's word to the Jews came through the prophets and Moses, their great lawgiver. God used these people to remind the Jews that they had a responsibility to care for those in their community who were less fortunate. If the rich man had noticed and helped Lazarus, he would be with Abraham now, also.* **[Follow, pages 28-29]** ✕

Definition: Gospel (page 3) Read this definition aloud to summarize your discussion. Remind the children that the Gospel reading in their *Good News* lesson is the same Gospel they will hear at Sunday Mass.

Build Christian Community

Objective: The children will get to know each other.

Activity: Getting to Know Each Other (page 4) If this is the first time your religion class has gathered together, this activity provides a way for the children to interact and get acquainted. It also helps the children to take time to notice even old friends in new ways. Have the children form groups of three or four to play the game. Allow enough time for several rounds.

Concluding Prayer Conclude class by gathering in a circle and inviting each child to share one new thing he or she learned about another child. Pray the *Family Gospel Prayer* on page 4 of *Good News* to conclude your sharing. Direct the children to show their parents the letter for them on page 4.

Gospel Theme: I believe in Jesus.

Jesus tells his friends in today's Gospel that if they believe in him, even a little, they have faith enough to do great things. Like a mustard seed which, though small, grows into a large, living plant, a little faith can grow strong with use. If we trust Jesus even a little we will have nothing to worry about and will grow. In this *Good News* lesson the children reflect on how they grow, whom they trust, and on God's trustworthiness.

Share Our Life Stories

Opening Prayer Gather in a circle and sing the gathering song from last week.

Objective: The children will recognize how they have grown and the sacraments they have received or will receive.

Cover Activity: How Have You Grown? Sit down in a story circle. Hold up your copy of *Good News* and ask the children to read the title aloud. Distribute the children's copies and ask volunteers to pick any one photo and describe what the child is doing. For each one ask a question. Were you baptized as a baby? Did you ride a big wheel bike? These questions will help the children identify how they have grown and changed. The children in your group may not have received the sacraments of Reconciliation and Eucharist. Conclude the activity by reading and discussing the direction in the blank box. Move to the work area and give the children time to draw.

Objective: The children will recognize how a child's idea turned into something big enough for many other children.

Article: Read Indeed (pages 2-3) Move back to the story circle. Ask a volunteer to describe the photo at the top of page 2. *A girl is almost buried in books.* Read the article aloud together and discuss the questions one by one. Summarize that Maria's idea has brought books to many children and will keep doing so until she has reached one million books. Ask what will happen after that? *Probably some other child will have an even better idea and make it work.* Conclude by asking what projects the children know about that started small and now help many people. Have your own examples ready.

Stretch and Move Move to a large area where the children can swing their arms without touching another child. Tell them you will call out actions children like those in the cover photos do and they will show the action without sounds or words.

- A baby lies on its back and waves its arms and legs.
- The baby learns to roll over on its stomach.
- The baby starts to crawl.
- The child can ride a bike without bumping into anything.
- The child can bounce a basketball, swing a bat, and swim.
- The child can help carry in grocery bags and pick flowers.
- The child can go to church, sit quietly, and listen to the Gospel.

Lead the children to the Gospel area.

Listen to the Gospel

Objective: The children will appreciate Jesus' message to trust in God and themselves.

Gospel: Jesus Asks Us to Believe in Him (page 3) The illustration shows Jesus' friends gathered around him. Ask the children to look at the serious faces of the people and guess what they might be feeling. Assign children to take the parts of Narrator, James, Matthew, and Jesus and proclaim the Gospel to the rest of the class. Have the other children sit or stand attentively, without their copies of *Good News* in their hands. After the Gospel proclamation, ask the questions. Responses will vary. *Jesus understands being human, and he appreciates that we try. Jesus uses the example of a mustard seed, a tiny seed about one-tenth the size of a poppy seed, to make the point that worrying, even about whether we are good enough, isn't our job. Just trusting in Jesus is all we need.* Ask the children how we know that we can trust in Jesus. *Jesus is a loving person. He always helped people when he was on earth and he didn't mind that they weren't perfect.* [Believe, page 5]



Build Christian Community

Objective: The children will make a commitment to keep the 3rd Commandment.

Activity: Make Sunday a Holy Day (page 4) *Good News* will feature the 1st, 2nd, and 3rd Commandments this fall. Review with the children what they know about the Commandments, where they come from, why we keep them. Then read the 1st paragraph on page 4 together as a summary of your discussion. Read the second paragraph and give the children time to ask questions about it. Some may be familiar with the Sabbath as the day of rest for Jewish people. Christians choose Sunday as their day for prayer and rest because Jesus rose from the dead on that day.

Many children will have parents who work on Sunday. Many may also attend Mass on Saturday evening rather than Sunday. Be sure the children know that keeping Sunday holy is an ideal we always work for. Read the checklist items aloud with the children, giving them time to make a check in the box if their family celebrates Sunday in these ways. Then talk about how each child can make Sunday a holy day, being very specific. Give the children time to write a commitment in the commandment shape.

Definition: Commandment (page 3) Summarize this part of the lesson by having the children find and read aloud the definition of commandment on page 3.

Objective: The children will celebrate a prayer service.

Prayer Celebration: Celebrating Our Faith (page 4) Gather in a prayer circle. Appoint a leader. The children who proclaimed the Gospel earlier in the class can proclaim it again. Celebrate the prayer service; encourage children to take their *Good News* home and pray it with their families. Sing a verse of "The Whole World Is in God's Hands."

Gospel Theme: Who cares about me?

In Sunday's Gospel ten lepers approach Jesus begging to be made well. Jesus tells them to go to the priests, and on their way they find they are cured. One, a Samaritan, comes back to express his gratitude to Jesus. Jesus says the man's faith is what healed him. *Good News* invites children to reflect on who cares for them and how they respond.

Materials: Scissors, dice, markers for the game.

Share Our Life Stories

Opening Prayer Gather in a prayer circle. Ask the children to say who or what they wish to pray for. Respond to each petition: *Loving God, hear our prayer.* Conclude with a prayer of your own asking God's blessing on each child.

Objective: The children will become aware of people who care for them and how they can show care.

Cover Activity: How Do I Show Care? Gather in a story circle and distribute *Good News*. Give the children a moment to study the cover and make their marks. Ask volunteers to choose just one word and tell just one way they care for that person or thing. There are eleven words. Conclude by having eleven children read the words aloud in a loud voice. All respond, "Thank you, God, for _____."

Activity: Who Cares for Children? (pages 2-3) This week the *Good News* story is in a game format. By playing the game the children tell who cares for them. Assign partners. Open *Good News* to pages 2-3 and direct the children to write their initials on the eight hearts on page 3. Distribute scissors so they can cut out the hearts. Read the instructions aloud together. Give each child a marker to move in the game and each pair a die to throw. Demonstrate how the game goes by pretending your marker landed on the first picture square. Answer the question, being specific about a name of someone who feeds you. Ask for the children's responses, asking them to be specific. Don't accept Mom as the only answer. Direct the children to begin the game. Walk around the room as the children play, giving advice and making sure they are specific about who cares for them. Conclude by thanking God for all the names you heard mentioned during the game.

Listen to the Gospel

Objective: The children will recognize Jesus' love for people is shown in his healing acts.

Gospel: Jesus Heals Ten Lepers (page 2) Have the children identify the mood of the characters from the illustration. Assign the parts of Narrator, Jesus, and Healed Leper to three strong readers. Assign the rest of the class the part of the Ten Lepers. Proclaim the Gospel. Ask the children to retell the story by using facial expressions and body gestures to show the lepers' feelings when they needed healing, when Jesus

told them to go to the priests, when they found they were healed. Proclaim the Gospel again by reading the parts yourself and having the class make simple gestures. Then ask the children to respond to the two questions. *The real healing was not the cleansing from leprosy, but the faith in Jesus of the Samaritan leper who was regarded by most Jews as a heretic and outsider.*

Build Christian Community

Objective: The children will identify the sacraments as signs of Jesus' love for us.

Activity: Sacraments Are Signs of Jesus' Love (page 4) At their sign level, sacraments are easily graspable by children. They recognize a hug as forgiveness, a meal as gift of nourishment, a handshake as a promise of fidelity. They can experience in the sacraments of the Catholic Church some of that same direct experience of Jesus acting in their lives.

Have the children turn to page 4. Read the first paragraph. Ask the children to give you more signs they see around them. Examples: *Leaves falling from the trees are a sign winter is coming. Bell ringing is a sign recess is over.*

Many of the children in your class may have already received First Communion and First Reconciliation. For them, this page is a review. Others may be encountering the idea of sacrament for the first time. Let the children teach each other as much as they can.

Read the second column at the top of the page. Have the children identify the sacraments pictured in the three photos—Baptism, Eucharist, Reconciliation. Read together the names of the sacraments in the first column; then ask individual children to read the definitions one by one. The class decides which definition goes with which sacrament. Answers: *Marriage, Baptism, Anointing of the Sick, Confirmation, Holy Orders, Eucharist, Reconciliation.*

[Praise, pages 21-23]

Conclude this part of the lesson by distributing pencils and having the children match the sacraments and definitions by drawing lines between them. Read the definition aloud again together as a conclusion to the activity.

Church Visit The activity on the seven sacraments is good preparation for a church visit. Take the children to your parish church to let them see close up the items we use in the sacraments, especially at Eucharist. Ideally, the parish priest or associate will greet the children, tour them around the church, and take time to answer their questions.

Concluding Prayer Pray the *Our Father* together as your concluding prayer. Talk with the children about when we pray the *Our Father* at Mass (just before communion) and what gestures we use with it. Many congregations join hands during the *Our Father* as a sign of our unity in Christ, or raise their hands in prayer along with the priest.



Gospel Theme: For what do I ask?

In Sunday's Gospel Jesus tells the story of a poor widow who repeatedly asks an uncaring judge to settle a case in her favor. When the judge can't stand her asking any more, he gives her the justice for which she has begged. The lesson, Jesus tells us, is that our loving God will answer our prayers much faster than the uncaring judge answered the widow. *Good News* helps the children explore what they want to ask for in prayer, and helps them practice forms of prayer.

Share Our Life Stories

Opening Prayer The opening prayer can be as simple as singing along with the *Good News* music CD, followed by a prayer asking God's blessing on your time together. Make this ritual time together a regular feature of your *Good News* lesson.

Objective: The children will identify what they ask for repeatedly.

Cover Activity: For What Do I Ask? Children have been known to ask and ask and ask for something and, when they finally get it, discover the thing isn't so great. This introductory activity is a fun way to get your class thinking about what they want enough to really nag for, as the widow in the Gospel nagged for her rights.

Gather the children in the work area, distribute *Good News*, and identify the cover illustrations: *skateboard, ice cream cone, book, pet, baseball tickets, bike, trip to Disney World, sports equipment, horse*. Read the instructions for coding requests together and give the children time to make their judgments.

Story: Please! (page 2) Have the children study the illustrations and draw conclusions about why the story is called *Please!* Ask them to share times they have made requests and how they felt about being put off. Although we sometimes find this habit of persistence in young children irritating, asking for what you think you need is really a healthy trait. Have the children read the story to themselves or in pairs, a section at a time. When all are finished discuss the two questions. **1.** *Danny wants a soccer ball. He has saved money and knows the kind of ball he wants. He only needs his parents' permission and help in buying it.* **2.** *He keeps asking and making plans. He doesn't give up.*

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Listen to the Gospel

Objective: The children will recognize that Jesus encourages us to ask in prayer for what we need.

Gospel: Jesus Says to Keep Asking (page 3, top) Have the children look at the illustration and identify the feelings of the widow and the judge. Assign the parts of Jesus, Widow, and Judge, and have the other children stand as these three proclaim the Gospel in drama form. Ask the two questions and give the children plenty of time to share their understandings.

Creative Drama Option This Gospel story lends itself to creative drama. Ask the class to show with their bodies how the widow feels and how the judge feels at the beginning of the story. Have the children form groups of three—one child playing Jesus, who tells the story; the second child playing the widow; the third child playing the judge. Have them dramatize the entire story. Or, play the part of Jesus and tell the story yourself while the children act it out in pairs.

Activity: Who Is Poor in North America? How Can You Help? Widows who were poor and had little influence in society were common in Jesus' time. Today families headed by single parents, primarily mothers, are at risk for poverty. Read this feature aloud with the children. Point out that they will need to do this activity at home and bring it back to class next week. Talk about ways this class could share with others. Write them on the chalkboard or newsprint and plan to make a commitment at the next class.

Build Christian Community

Objective: The children will practice writing their own prayers.

Activity: How Does God Know What I Want? (page 4) Look at the children in the drawings. Identify what each is doing. *Enjoying nature, saying night prayers, hoping to catch a ball, worried about a test, reading petitions at Mass*. Brainstorm as a class some possible prayer sentences for each picture situation. Have the children put themselves in the place of the child in each cartoon and write a prayer. Give them plenty of time. Have them share their prayers with each other.

[Pray, pages 36-37]

Definition: Petition (page 3) Ask a child to read the definition aloud. Remind them of the prayer of the faithful at Mass, when we ask for the needs of the world and the Church.

Concluding Prayer Conclude class by praying the *Our Father*. Sing the Thanksgiving song from the *Good News* music CD.

ACTIVITY ALERT! Extend this lesson by having the children create a stand-up parish church and the people who belong to it. They will experience in a concrete manner the thoroughly Catholic notion that we as a believing and worshiping people are the Body of Christ. Duplicate activity pages 13 and 14 in this guide.

Gospel Theme: Who is better?

In Sunday's Gospel Jesus tells the story of a Pharisee and a tax collector who pray to God with very different attitudes. The Pharisee is proud of the way he fasts and gives money to the Temple, proud of being better than the tax collector. The tax collector knows his failings and asks God's forgiveness.

Good News invites children to look at their everyday lives and ask what kinds of actions please God. We please God when we are as fully ourselves as we can be.

Share Our Life Stories

The children will deepen their sense of what pleases God.

Cover: Who Are Saints? November 1 is the Feast of All Saints.

The cover illustration pictures saints the children may know or will learn about during their *Good News* year. Let them tell you about any of the saint pictures. Then read these brief bios.

St. Francis was a rich young man with fine clothes and many friends. When saw a leper begging for food, he kissed him and gave him his clothes and money. Then he went off to be a saint.

Kateri Tekakwitha was a Mohawk girl whose eyes had been hurt by disease. French missionaries taught her about Jesus. She became a Christian and a missionary herself.

St. Katharine Drexel was a rich girl who had all the parties and dresses she wanted. Her parents showed Katharine and her sisters how to take care of poor people. When her parents died, Katharine became a Sister and used her money to build schools for Native American and African American children.

Oscar Romero and **Martin de Porres** saw how hard poor people's lives can be. Martin healed their bodies and Archbishop Oscar fed their spirit with the Eucharist and his teaching.

Mother Teresa and **Dorothy Day** aren't really saints, yet, but everyone thinks they should be. They cared for people in dirty cities and run-down homes. They treated everyone as if that person were Jesus.

Pope John XXIII was a shepherd of the Church. When he was elected Pope, he called a council of all the world's bishops, so they could hear together what the Holy Spirit wanted them to do.

Objective: The children will reflect on whether there is one right way to enjoy an activity.

Story: The Penguin and the Duck (page 2) Ask what a duck and a penguin enjoy in common—*water, swimming, diving*. Then read the story aloud in pairs of weak and strong readers. After the reading, use the questions to review the details of the story. The children will probably conclude that neither way to slide is better, that each animal enjoys sliding in its different way for its different reasons.

Listen to the Gospel

Definition: Pharisees The children will meet this term many times in the Sunday Gospels. Make sure they understand only some of the Jews of Jesus' time were Pharisees, and only a few of them opposed Jesus. Remind the children that Jesus was a Jew, too. He probably had teachers who were

Pharisees whom he liked and respected.

Objective: The children will understand Jesus' teaching that all are special in God's sight.

Gospel: Jesus Shows Us Who Pleases God (page 3, top)

Read the title of the Gospel aloud and direct the children's attention to the illustration. Ask what they think is happening. The artist is depicting the story of the Pharisee and the tax collector in a modern context. The successful person is praising himself and maybe offering a bribe to God while the other person is standing back diffidently. The children may recognize the columns as in a church or they may think of them as part of the architecture of a public building. Let them range as far afield as they wish in interpreting this illustration. Then assign the parts of Jesus, Pharisee, and Tax Collector to three children, and have them proclaim the Gospel to the group. Return to the illustration and ask how they see it now. Ask the questions and accept all answers. *Tell the Pharisee to pay more attention to the person he is praying to and not just talk about himself. Commend the tax collector for trusting in God's mercy and trying to change for the better.* Ask the children to compare the two men to the penguin and the duck and tell what could make each story happier.

Creative Drama Option Ask the children to identify characteristics of the two men. Talk about how each feels. *The first man is very self-assured and proud; the second man is sorry for things he has done wrong and perhaps doesn't even recognize the gifts God has given him.* Invite the children to become each of these men and use their bodies to express dramatically what each man is like. Have them stand in an open space and dramatize the two in turn while you read the words of the Gospel.

Build Christian Community

Objective: The children will appreciate they are special in themselves and not through being better than others.

Activity: Praise or Putdowns Game (pages 3-4) This game uses real words heard on the playground or in the classroom to help children understand how praise and putdowns make others feel. Divide the class into groups of three. Make sure each child has a marker—a penny or button. Distribute scissors so the children can cut out the number squares on page 3 and mingle them together, face down. Find together the START space on page 4, top left. Read Instructions 4 and 5 on page 3 and make sure all the children understand the order of play. Play two rounds of the game, then discuss.

- Which words made you go backwards in the game?
- Give examples of words that got you closer to Jesus.
- What other words do you hear that are praise words or putdown words? **[Follow, page 29]**

Prayer Celebration: God Loves Each of Us (page 3) Gather in a prayer circle and celebrate the prayer service.



Gospel Theme: Whom does God choose?

In Sunday's Gospel Jesus invites himself to Zacchaeus's house. Zacchaeus is delighted and so moved by this experience that he willingly changes his life. *Good News* compares this Gospel story of invitation, conversion, and celebration to the children's celebration of the Eucharist in their school or parish community.

Share Our Life Stories

Opening Song Gather in the prayer circle. Play "Jesus, You Are Bread for Us" from the *Good News* music CD. Play the song again and ask the children to sing both the refrain and the verses. They will pick up the words easily. Tell them this lesson is about Jesus being there for a little man named Zacchaeus and being there in the Eucharist for us. Say a short prayer asking God's blessing on your time together.

Objective: The children will recognize who invites them.

Warmup Activity: Who Invites Me? Move to a large open area. Have the children number off in pairs. Describe the rules for Lemonade. *Each pair mimes an action; the rest of the group guess what the action is.* The actions the pairs will mime today will be invitations. Talk for a minute about all the things children are invited to do. *Possible answers: play ball, eat lunch together, come to a party, read aloud in class, choose a treat at the ice cream stand.* Give the children time to decide what they want to mime. Use the following dialog.

Pair: Here we come.

All: Where from?

Pair: New Orleans.

All: What's your trade?

Pair: Lemonade.

All: How do you make it?

The children mime the invitation they have chosen and the other children try to guess what they are illustrating. Continue until each group has had a chance to present their mime. Conclude by asking which of the invitations are the most exciting and interesting.

Listen to the Gospel

Objective: The children will see how Jesus changed Zacchaeus's life.

Gospel: Jesus Invites Himself to Dinner Gather in the area you have set aside for the Gospel storytelling. This week's Gospel is told in cartoon form in the booklet the children will make. Tell the whole story yourself at this time, so they will have a framework to retell it later using the illustrations. Use this version or read from the lectionary.

One day Jesus came to the city of Jericho. Everyone there was eager to see him. They had heard how Jesus healed people and taught people that God loved them. There was a man in

Jericho named Zacchaeus. He was a tax collector and a rich man. But he was very short. When Zacchaeus saw all the people along the road waiting for Jesus to come by, he said to himself: "I will never be able to see over everyone's head. But I really want to see Jesus!" Then Zacchaeus got an idea. He ran down the road until he found a tall sycamore tree. He climbed up the tree, sat on a big branch, and waited for Jesus to come. Pretty soon he saw Jesus coming down the road, saying hello to everyone. When Jesus got to the sycamore tree Zacchaeus was sitting in, he stopped, looked up at Zacchaeus, and said, "Zacchaeus, come down. I want to come to your house today." Zacchaeus couldn't believe his ears. Jesus wanted to be with him! He jumped out of the tree and took Jesus to his house. He got dinner ready and invited his friends to come and meet Jesus.

Some people thought Jesus had done a bad thing by making friends with Zacchaeus. "Doesn't Jesus know Zacchaeus cheats people?" these people said. But Zacchaeus said to Jesus, "I will give half of everything I own to poor people. If I ever cheated anyone, I will pay back that person four times more." Jesus said, "You are doing a good thing. I came to help people like you."

Let the children sit with the story for a minute; then have them retell it to you. Be sure they understand that Jesus invited Zacchaeus to get to know him and that Zacchaeus changed his life because of Jesus.

Build Christian Community

Objective: The children will create a booklet illustrating the action of the Eucharist.

We Are Jesus' Friends Move to the work area. Distribute *Good News* and scissors. Show the children how to spread their copy open, cut on the heavy horizontal line in the middle of the page, and nest the two pieces together to make a booklet. Distribute the crayons, colored pencils, or markers. Read the booklet title and page through the booklet quickly. The children will recognize the middle pages are the Gospel story you just told and the other pictures are about Mass.

Have the children turn to page 2 of the booklet. Read the title and instructions aloud and give them time to solve the word find. The hidden words are *help, play, study, hike, laugh, talk, eat, pray*. Ask who has invited them to do one of these activities today. For instance, you have invited them to sing, to present their mime, and to talk about the Gospel.

Continue with each page of the booklet, giving the children time to talk and to complete the illustrations as instructed on pages 6-7. Point out how our Eucharist is like the Zacchaeus story. Jesus invites himself to be with us at a meal and we accept the invitation. Page 8 asks for a commitment like the commitment Zacchaeus made. Take time to discuss the options and brainstorm more. **[Praise, page 22]**

Concluding Prayer Gather in the prayer circle. Thank God for your time together. Give the children time to bring their petitions forward, as we do at Mass. Conclude by singing the Eucharist song you learned today.



Gospel Theme: What does God promise?

Some Sadducees ask Jesus a trick question about heaven in this Sunday's Gospel. He answers by telling them their idea of life with God after death is too small. All who love and believe in God will be alive forever; earthly worries will cease.

Beginning with the Feast of All Saints, the Gospels of November ask us to reflect on life with God beyond this world. Take advantage of this opportunity to talk with children about their hopes and beliefs. Be confident about sharing your faith that Jesus promises us life forever. By the way, no one ever went to hell because a catechist didn't describe heaven right. But young people do find faith because a catechist has shared his or her own faith enthusiastically.

Share Our Life Stories

Objective: The children will reflect on signs of their own life.

Cover Activity: Who Is on Your Family Tree? Distribute *Good News*, read the cover headline, and ask a volunteer to tell what a family tree is. *It shows the living family members at the bottom of a tree and all the ancestors on the leaves and branches.* Read aloud the names on Jesus' family tree. Have the children tell you all they know about these ancestors of Jesus. Then ask volunteers to share someone on their family tree besides their parents. Tell them they will write some of these names on the leaves later in the lesson.

Objective: The children will grow in appreciation of God's gift of life.

Story: "What Is Heaven Like?" (page 2) Many children have had a grandparent or other older friend or relative die. Take your time with this story of a boy's questions about life after death. Have the children read the story silently or aloud in pairs of weak and strong readers. Review the details of the story. Use the three questions at the end of the story to check the children's comprehension of the beauty of the natural world as a sign of God's life. Answers: **1.** *Jerry questions whether people, especially his grandfather, enjoy life in heaven. His mother explains life with God is very happy and very full of life and beauty. God made all the natural beauty of the world. Being with God in heaven will be even more beautiful.* **2.** *Open-ended. Children may ask about having their pets in heaven and playing soccer or eating ice cream. No one knows what heaven is like. We just trust Jesus when he tells us being in heaven with God is being alive and that we will enjoy things even more than we do now.* Summarize this part of the lesson by reading the definition of heaven on page 2.

Listen to the Gospel

Gospel: Jesus Tells Us About Heaven (page 3, top) Assign three strong readers to the parts of Narrator, Sadducees, and

Jesus. Have the other children stand and listen attentively as these three proclaim the Gospel. Review the Gospel by asking: What didn't the Sadducees believe? Why was it hard for them to believe that dead people were alive with God? What do you think is true about people who have died? Summarize by asking the children to list all the clues they have that God is the God of the living. Besides the two clues in this issue—the *maple tree and Jesus' words*—the children will have their own family's belief in immortality to rely on. Bringing flowers to a grave and praying for or praying to a dead person is a sign of belief in that person's continued life.

Move to the work area. Turn back to the cover and give the children time to write some names of their own family who are still living or have died on the leaves. Take time to walk around the room talking to children about the names they can write.

Objective: The children will play a game about being alive and celebrate life in a prayer service.

Activity: Who Is Alive? What Is Alive? (pages 3-4) This activity involves children in naming the many evidences of God in people they know, people they have heard about, and the wonder of creation. Read the directions on page 4. Divide the group into pairs, making an effort to see that the same children do not always pair up, to cut out cards and play a round of the game. **[Believe, page 14]**



Build Christian Community

Objective: The children will identify what the first two commandments ask of them.

Activity: The 1st and 2nd Commandments (page 4, top) This brief activity reviews the first two commandments in light of Jesus' promise that everyone is alive in God. Read the first commandment aloud together. Then ask a child to read the first paragraph of text. Pause to give children who wish a chance to say how they kept Sunday holy. Read the second commandment aloud together. Have a different child read the paragraph and discuss with the children how they can use God's name with respect. Children are sometimes not aware they are being disrespectful to God or Jesus. In a non-accusing way help them find better ways to express happiness or displeasure.

Prayer Celebration: Thank You, God (page 4, top) Ask each child to pick one of the cards he or she most enjoyed during the game. Begin by sharing your response to the card you like most and leading the children in saying the thank you prayer. Go around the room until each child has had at least one chance. Conclude by singing "The Whole World Is in God's Hands" or some other song the children know and enjoy.

Taking the Gospel Message Home Make it a point to save business-sized envelopes. Distribute them so the children can take their cards home and play the *Who Is Alive? What Is Alive?* game with their families.

Gospel Theme: Why shouldn't I worry?

The liturgical year concludes by looking back at Jesus' life and teaching from the wider setting of his second coming. These Sundays remind us we live between Jesus' first and second coming, between his life with us and our life with God. In this Sunday's Gospel Jesus tells his friends that even though many hard and sad things happen in our world, they must trust him. Jesus promises to be with them—and us—no matter what.

Children have many worries, ranging from fear for their physical safety to fear of not fitting in or achieving. *Good News* addresses some of those worries and invites children to face them with trust in Jesus and in the people around them.

The activities in this *Good News* are appropriate for Thanksgiving. Do them in class this week or next week. Or duplicate this guide and send it home so families can complete the activities on their own.

Share Our Life Stories

Opening Prayer Begin by singing "The Whole World Is in God's Hands" and asking the children to join in. Encourage them to make the song specific to this group: "St. Joan's Parish is in God's hands," or "The whole town of Rockford is in God's hands." Conclude with a prayer thanking God for creating us, for loving us, and for always being with us.

Objective: The children will surface their worries and reflect on how they have dealt with them.

Cover Activity: What Are My Worries? Have the children describe the cover illustration of *Good News*. *Two children are imagining their worst worries: being left out of games and groups; taking a test.* Ask if anyone in this class has worries like these. Research shows children worry most about failing in school and a parent dying. Allow these two concerns to surface. Then ask the children who helps them when they have worries. How do these people help? Conclude by having volunteers pantomime a worry situation for the other children to guess. As they guess what worry it is, have them share who might help them deal with that specific worry.

Story: The Terrible Crash (page 2) Stay in the story circle and turn to page 2. Have the children speculate from the title and illustration what the story is about. Read the story aloud stopping before each section that begins with a capital letter to ask, "What will happen next?" Use the questions at the end of the story to create more than one ending to the story. Conclude by choosing the ending where the children take responsibility for their actions and trust their parents will understand what happened.

Listen to the Gospel

Objective: The children will recognize Jesus' reassurance that he will always be with us.

Gospel: Jesus Says Not to Worry (page 3, top) Prepare for the Gospel by looking at the illustration: *the children look worried and Jesus is comforting them.* Assign the parts of Storyteller, Jacob, Mara, and Jesus and have the other children stand without their copies of *Good News* in their hands as the four children proclaim the Gospel. After a moment's quiet, have the children tell how Jacob and Mara must have felt as they listened to Jesus. Would their faces have changed? Ask the children to show with their faces how Jesus' friends might have looked after hearing his words. The questions after the Gospel passage will require some quiet thinking before responding. Have the children consider the questions in turn and give them ample time to respond to each.

Build Christian Community

Objective: The children will celebrate a Thanksgiving prayer service.

Activity: Thanksgiving (page 4) Use this activity to prepare for the United States holiday of Thanksgiving or to complete this lesson about worries and the trust in God's goodness that helps us deal with them. Gather the children in the work area with crayons or colored pencils. Read aloud the directions at the bottom of page 4 and together find an item in the illustration that begins with T—turkey. Make sure the children know they are to color the turkey and the T in Thanksgiving the same color. Give everyone time to finish the activity. Answers: *T, turkey; H, ham; A, apples; N, nuts, noodles; K, ketchup; S, strawberries, squash; G, grapes, gravy, girls; I, ice cream, ice water; V, vegetables.*

Definition: Eucharist When all the children have colored the Thanksgiving table, read with them the definition of Eucharist. Tell the children that *Eucharist* means *Thank you* in Greek. People in Greece today say, "Eucharistia" the way we say, "Thank you." When we go to Mass, we thank God for sending Jesus to be with us.

Prayer Celebration: A Thanksgiving Prayer Service (page 3, bottom) This would make a good all-school or all-religion-classes Thanksgiving celebration that your *Good News* children could lead. Adjust your preparation according to the time available and the number of other people you involve. To prepare just your class, gather them in the story area and have them number off into four groups. Each group will prepare a response to the statement of Child 1, 2, 3, or 4 in the prayer service. Gather all the children together in a prayer circle and celebrate the prayer service, beginning with the song at bottom right and concluding with a snack.

[Pray, page 38]



Continuity Projects

Beginning Class With Ritual

Create a special ritual space in your classroom and begin each class with a ritual of opening the Bible. You can use a low table, desk, box, or the floor. If you cannot keep things in your teaching space, label a box and keep the things in it. Have a piece of beautiful cloth the children can place on the box or desk or roll out on the floor. Bring fresh flowers or other beautiful things from nature—nuts, branches with berries, leaves, dried flowers and grasses, rocks. Begin class with the same actions each week.

Children can sign up for their turn.

Roll out the cloth. Place flowers, leaves, or other beautiful objects on the cloth. Place the Bible on the cloth and open it to the Sunday Gospel.

To conclude class, have the children stand quietly while the volunteers of the week close the Bible, collect the beautiful objects, and roll up the cloth.

Prayer

Prayer is caught, not taught. Most of us pray because we lived in homes where parents prayed, not just formally but at all times. The children in your *Good News* group will come to enjoy prayer.

Don't take for granted that all the children in your group know the common prayers of the Church. Each week the *Good News* prayer activity in the children's copies or in the guide features a common prayer such as the *Sign of the Cross*, the *Our Father*, *Prayers of the Faithful* as we pray them at Eucharist, and the informal prayers of praise, petition, and sorrow that are part of daily life. Take time to make sure all children know these prayers.

The Rosary

Many parishes pray the Rosary together during the month of October. Teach your class this prayer, or have children who know the Rosary teach the others. You may wish to assign this activity to a few children, perhaps those who get finished with their work early or who are restless. Have rosaries available for the children to examine and use. Ask the children to talk to their families about whether they pray the Rosary and when they pray it. Invite the children to tell what they learned from their families.

Parts of the Mass

Consider taking a little time each week when discussing the previous Sunday's liturgy to highlight a specific part of the Mass. Children can often neither see nor hear what is happening at the front of church and can get false notions. You do them a favor by giving them an opportunity to ask questions. Follow this schedule:

Introductory Rites

At the beginning of Mass we sing an opening hymn, we make the *Sign of the Cross* together to remember our Baptisms, and ask God and one another for forgiveness.

The Gloria

The *Gloria* starts with the words of the angels to the shepherds on the first Christmas. We sing the *Gloria* every Sunday except during Advent and Lent.

The Liturgy of the Word

At Sunday Mass we hear three readings from the Bible—one from the Old Testament and two from the New Testament

The Homily

The homily is a talk that explains the readings for the Sunday.

Profession of Faith

We pray the *Nicene Creed* at Mass. It tells all the important things about God and Jesus that we believe.

Prayer of the Faithful

Before we start the second part of the Mass we pray for the needs of all God's people in the whole world.

Liturgy of the Eucharist

In this part of Mass the bread and wine become the Body and Blood of Jesus which we receive in communion.

Concluding Rite

The priest tells us "Go in peace to love and serve the Lord and each other."

How Am I Doing?

Answers to Assessment on Page 15

Vocabulary Matching

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

Multiple Choice

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

Complete the Sentences

water; Son; oil; Anointing; Body; Blood; sorry; Marriage; ordained



For free at-home activities, visit us at www.pflaum.com/familypages

Extending Activities

All Saints Day

If your school or parish has the resources, have the children look up their patron saint, a favorite saint, or a saint whose life they wish to explore. Have them share their research results in one of the following ways:

- Tell the saint's story using some simple visuals—a drawing or picture of the saint, a poster with his or her name and feast day, or a symbol of something the saint was known for, such as a book for a teacher or pictures of food for someone who helped the poor.
- Have the children dress up like their saints and present a program for all the students in your program or school.
- Have the students make a booklet of their saints with each child contributing one or two pages.
- Tell a saint story at each *Good News* session until every child has contributed.

Prayer Booklet

As an extending prayer activity, have children fold a plain piece of paper in fours. Trim the folded edges with scissors to make a simple eight-page journal. Have the children decorate the cover and head the pages:

pages 2-3 I praise you, God, because...

pages 4-5 I need your help, God. Please...

pages 6-7 Loving God, I am sorry that I...

page 8 can be a big **AMEN**.

Eucharist

Going to Mass is central to being a Catholic. Give the children time during your class period to talk about the Sunday Eucharists they attend. Children using a lectionary-based program such as *Good News* recognize “their” Gospel when they hear the priest proclaim it and talk about it in the homily. Children are great teachers of each other and will alert each other to parts of the Mass which a teacher might never suspect would interest them. These conversations will also help you discover what your children need to learn about Eucharist.

We Praise God for Creation

We praise God for creation when we take joy in all its variety. The activities below help children notice the variety and beauty around them. Use them as little time fillers when you are waiting for the last child to arrive at class, or when you finish your lesson a few moments early. The children will enjoy doing these activities together.

OUTDOOR COLORS

Complete the phrases using something from nature.

Red as _____ White as _____

Green as _____ Yellow as _____

Blue as _____ Gray as _____

Black as _____ Pink as _____

GOD FEEDS ALL LIVING THINGS

Write these the following six words on the chalkboard or newsprint—mice, leaves, insects, corn, grass, nectar. Tell the children you will read the names of six animals and they will tell you who eats what.

Animals: caterpillars; frogs, pigs, cows, bees, cats.

WORDS INSIDE A WORD

Write the word *beautiful* on the chalkboard or newsprint. Challenge the children to make ten new words from beautiful. Write them on the chalkboard or newsprint as they volunteer.

FINS, FEATHERS, PETALS, AND LEAVES

Write this code on your chalkboard or newsprint.

B – birds

Fl – flowers

T – trees

Fi – fish

Write the first word from the following list on board or paper and ask the children to classify it as bird, tree, flower, or fish. Continue with the list and add your own.

minnow

eagle

marlin

lily

maple

hollyhock

elm

daisy

tulip

sparrow

willow

salmon

trout

cardinal

owl

We Are the Church

We are the Church in a special way when we celebrate the Eucharist. We share the one Body of Christ in Communion, so that we remember we are the Body of Christ at all times. We are the heart and hands and feet of Jesus in our world.

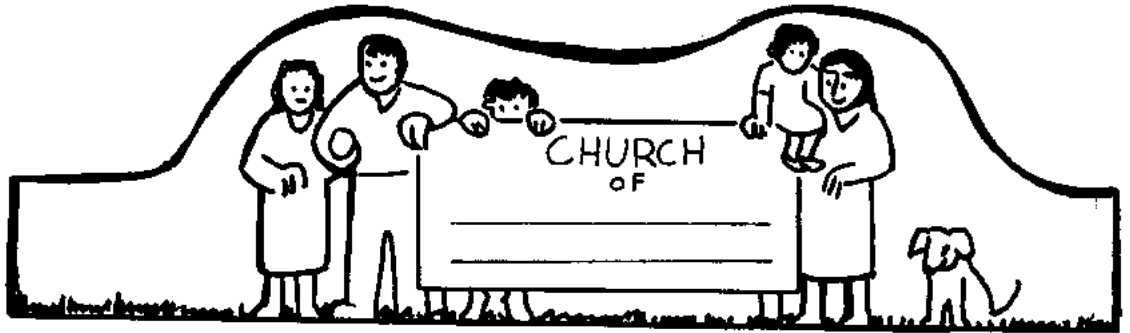
Color and cut out the four scenes from this page. Crease the tabs to make them stand.

Color the church exterior (page 14) and cut only the lines marked cut: two heavy vertical lines on the sides of the church; the heavy lines at the top, bottom, and middle of the doors; the two sides of the bell. Fold on the dotted lines to make a pop-up church.

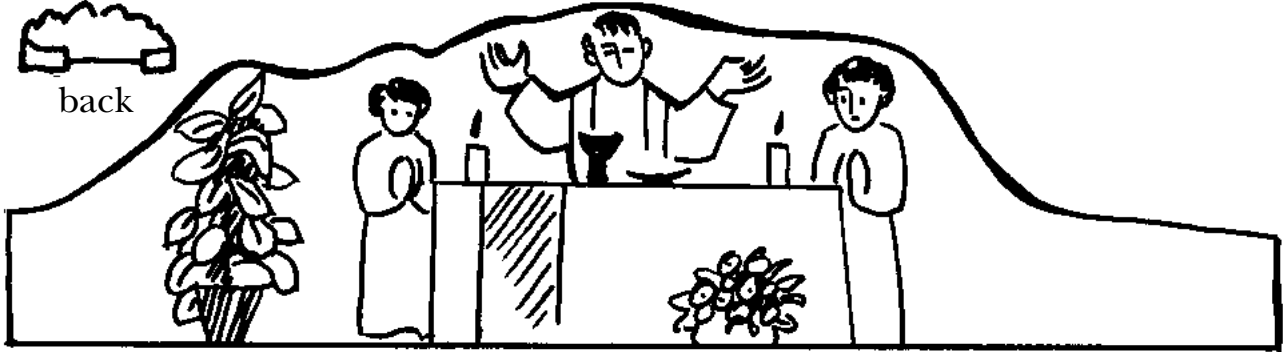
Place the stand-up figures inside and outside the church. Give your church a name.



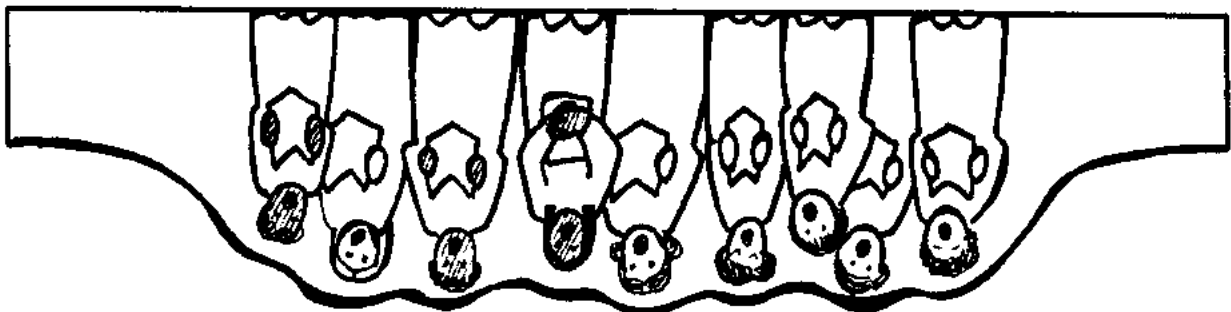
front

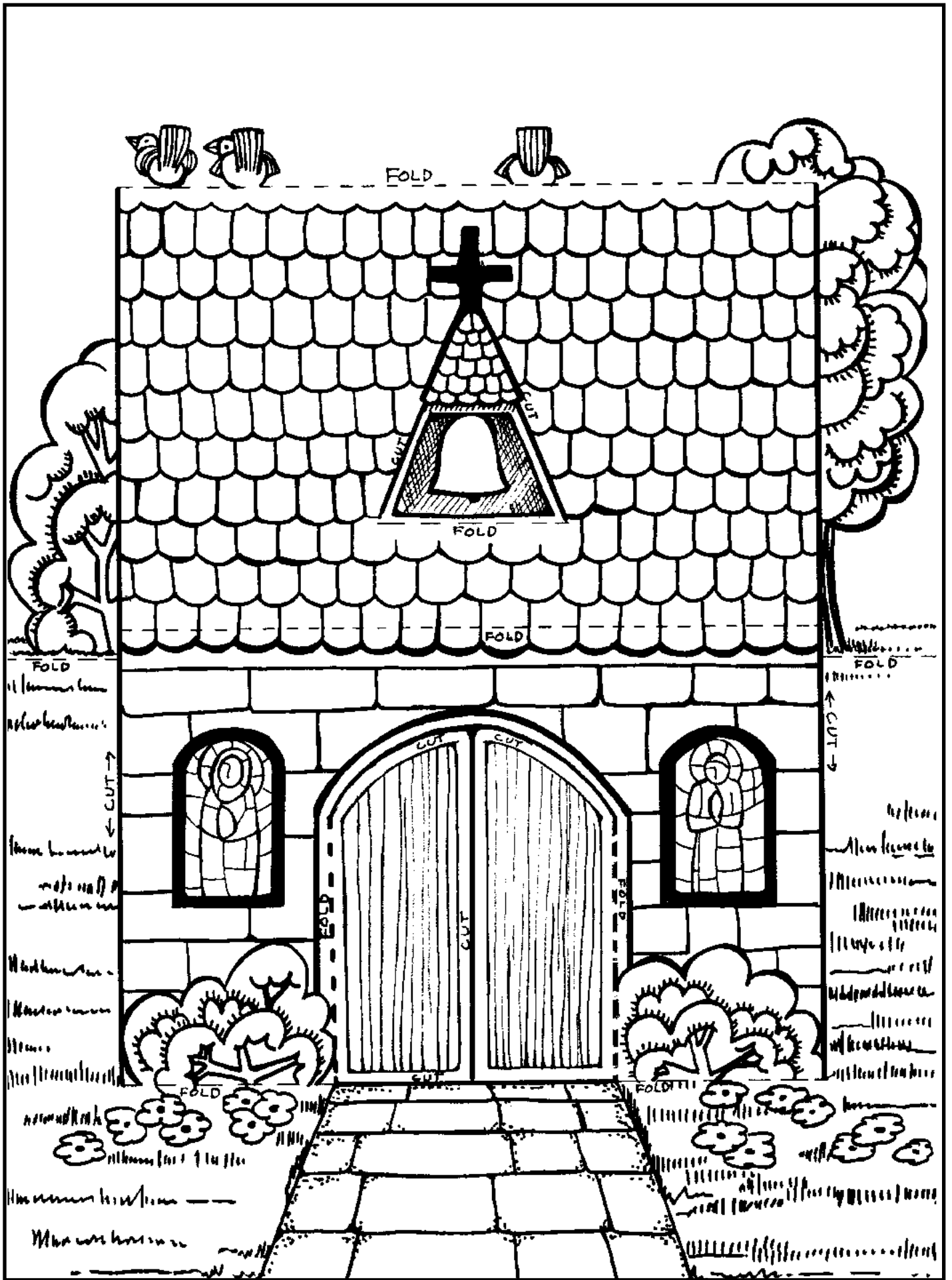


back



church





How Am I Doing?

Name _____

A. Vocabulary Matching

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

- | | |
|----------------|---|
| 1. Gospel | a. To ask for something. |
| 2. Commandment | b. Signs that make Jesus' loving actions present. |
| 3. Sacraments | c. A religious group in Jesus' time. |
| 4. Petition | d. This word means Good News! |
| 5. Pharisees | e. Another name for Mass. |
| 6. Heaven | f. Where we will live after we die. |
| 7. Eucharist | g. A rule or law. |

B. Complete the Sentences

Use the words below to complete the sentences.

Anointing Blood sorry water
oil Body ordained Marriage Son

We baptize by pouring _____ and saying, "I baptize you in the name of the Father, and of the _____, and of the Holy Spirit."

At Confirmation the bishop anoints us with _____ and calls down the Holy Spirit on us.

The sacrament of healing is called the Sacrament of _____.

We receive the _____ and _____ of Jesus in the Eucharist.

I tell my sins and say I am _____ in the Sacrament of Reconciliation.

The Sacrament of _____ unites a man and a woman forever.

Priests and bishops are _____ in the Sacrament of Holy Orders.

C. Multiple Choice

Circle all of the correct answers.

- How many lepers did Jesus cure?
a. 5
b. 15
c. 10
d. 1
- Which of these pairs of Gospel characters have been in *Good News* this year?
a. Lazarus and the rich man.
b. The Pharisee and the tax collector.
c. Martha and Mary.
d. The widow and the judge.
- Which is the best definition of a saint?
a. Someone who is always in church.
b. Someone who never sins or makes a mistake.
c. Someone who tries to live as Jesus did.
- "Make Sunday a holy day" is which one of the Ten Commandments?
a. the 4th Commandment.
b. the 10th Commandment.
c. the 3rd Commandment.
- Eucharist is another name for
a. the Sacrament of Marriage.
b. the Mass.
c. a country in Eastern Europe.

D. Write or Talk

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

What have you learned about how to pray from the Gospel stories? _____

What would Jesus do if a hungry person were sleeping on the sidewalk by his house?

UNIT 1

We Follow Jesus

The autumn Sundays of Ordinary Time are the last Sundays of the liturgical year. The Church looks toward the end of time during this season 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 fall are from Luke and focus on two of his favorite themes—faith in action and prayer.

Good News starts off this year of learning about Jesus by asking the children to notice and learn about each other. They then celebrate their common faith in Jesus and learn how Jesus' love and care comes to us in the sacraments of the

Church and in the love and care we experience from each other.

The Gospel of the persistent widow advises us to pray without ceasing. The Gospel of the ten lepers teaches us to thank God for all the gifts God gives us. Jesus' parable of the Pharisee and the tax collector calls us to pray from our hearts. The children reflect on the private prayers they make each day and participate weekly in communal prayers of thanksgiving and petition.

Many *Good News* children are preparing for First Eucharist. The children create a Mass booklet that relates Jesus' eating with Zacchaeus to their own participation in the Lord's Supper in their parish.

Children in grades 2 and 3 are beginning to learn compassion, the act of putting themselves in another person's place and trying to understand how that person feels. The *Good News* stories and activities in this unit invite children to compassion, referring always to Jesus as our example of God's love for us made visible.

As the liturgical year ends, the Gospels for the first Sundays in November call us to reflect on the life we will enjoy with God in heaven. As we wait for the second coming of Jesus, we will begin again our Advent waiting for his first coming at Bethlehem.

Date/Sunday	Gospel Theme	Bible	Catholic Social Teaching	1 Creed	2 Sacraments	3 Life in Christ	4 Prayer
September 26, 2010 26th Ordinary Time	Luke 16.19-31 Rich and Poor	New Testament: the Gospels	Option for the poor and vulnerable	Respect for others is in God's plan (#353, 777)	Sunday Gospels	Noticing people in need	Family prayers
October 3, 2010 27th Ordinary Time	Luke 17.5-10 Faith	Old Testament: 3rd Commandment	Solidarity	Eucharist forms the Church (#181)	Sunday Eucharist	3rd commandment	<i>Our Father</i> , prayer of faith
October 10, 2010 28th Ordinary Time	Luke 17.11-19 Ten Lepers		Option for the poor and vulnerable	Sacraments build up the body of Christ (#780)	Sacraments are signs of Jesus' love	Building up the Body of Christ	<i>Our Father</i>
October 17, 2010 29th Ordinary Time	Luke 18.1-8 Persistent Widow		Challenging world hunger	The Church prays as the Body of Christ (#229)	Eucharist: Prayer of the Faithful	Sharing material and spiritual goods	Prayer of petition
October 24, 2010 30th Ordinary Time	Luke 18.9-14 Pharisee and Tax Collector	New Testament: Pharisees		God creates us all equal (#176)	Singing our prayer	Asking forgiveness	Thanking God for differences
October 31, 2010 31st Ordinary Time	Luke 19.1-10 Zacchaeus	New Testament: the Gospels		We belong to the Christian community (#960, 1055)	Parts of the Mass	Celebrating Eucharist with others	Eucharist
November 7, 2010 32rd Ordinary Time	Luke 20.27-38 Conflict	Old Testament: Jesus' ancestors		We will live eternally with God (#1016)		1st and 2nd commandments	Prayer of Thanksgiving
November 14, 2010 33rd Ordinary Time	Luke 21.5-19 End Times			God is in charge of the world (#682)	Communal prayer of thanksgiving	Belief in eternal life	Thanksgiving prayer service