

# Kindergarten: Lesson One

## How Priests Serve God

**Lesson Objective:** Students will be able to identify how the vocation of priesthood serves God through the witness of Fr. Patrick Peyton, C.S.C.

**Lesson Assessment:** Students will identify ways that priests serve God and model them through role playing.

### Lesson Materials:

- Large chart paper
- Rosary
- Copies of Fr. Peyton comic page for each student
- Costumes/dramatic play materials (optional)

### Lesson Outline:

#### Opening Prayer (2 min)

Gather the students for the prayers in these lessons as they would gather for prayer at other times.

**Say:** Dear Lord, thank You for our church and school. Thank You for the priests who help our church and school. Please bless our hearts and minds for our learning today. Amen.

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#### Assessing Prior Knowledge (5 min)

Determine what the students know about priests and “being called by God.”

**Say:** Everybody close your eyes and imagine that you are at church. Who is leading the way? Who is saying all those important prayers? What are they wearing? Who told them to do that special job? How do they know all of the things they have to do? Everyone open your eyes and raise your hand if you have an idea about some of those questions I just asked.

Reiterate their responses in clear, child-friendly language, and guide students to identify that God asked them to be the priest and lead the way at church.

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#### Discussion (10-15 min)

**Say:** God sends everyone a special message for what He would like us to do in His Kingdom. He asks some people to be priests so that they can build His Kingdom and serve God by helping His people. When God asks His people to be something special and the best they can be, we call it a vocation.

(Continued ...)

## Lesson Outline, Continued:

### Discussion Continued

**Say:** Repeat after me “vocation.” I heard God’s special message asking me to be a teacher. That is my vocation. When God asks men to be priests, that is their vocation.

**Say:** When someone is sick the priest might give them a special blessing just like a father takes care of his child. When people are worried about something or need someone to talk to, a priest listens to them just like a father does. Did you know that the priest at our church helped to make the school? Did you know that the priest at our church helps bring money to the poor? Did you know that the priest at our church helps everyone share their special gifts with people who need them? Did you know that the priest at our church helps bring food to the homeless?

**Say:** Do you think these things the priest does make God smile? What are some other things priests do that make God smile?

**Say:** Find your talking buddy and talk with each other about the ways that priests make God smile. When I ring the bell, come back to your carpet spot.

Have students share their ideas in the larger group. With their help, come up with pictures or words that can be drawn or written on the chart to represent their ideas. Write as a heading on the chart: “Priests Serve God” (with a smiley face next to it).

The lesson could be divided into two sections at this point. If you choose to do so, be sure to review the main concepts of Part 1 before beginning Part 2.

Fr. Patrick Peyton as an ordained priest had received the Sacrament of Holy Orders. Holy Orders is the sacrament that deacons, priests, and bishops receive that consecrates them for their ministry. They are ordained to serve the People of God through administering the sacraments, preaching the word, and shepherding the Church. For more on this vocation, see the Vocations Grid included in the curriculum.

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### Saintly Model Connection (5 min)

**Say:** I’m going to tell you the story of one really special priest that made God smile very brightly. His name was Fr. Patrick Peyton, C.S.C. He made God smile so big because when he was about to go up to heaven, he had prayed with more people than any other Catholic person ever!

Pass out the comic page of Fr. Peyton and read it together with the students.

**Say:** So, when Fr. Peyton was very sick and felt he was not going to get better, he prayed and prayed and prayed. He asked Mary and God to help him feel better. He believed with his whole heart, and eventually he got better. He believed it was Mother Mary that helped him get better!

(Continued ...)

## *Lesson Outline, Continued:*

### **Saintly Model Connection Continued**

Hold up the rosary for the students to see. Ask them if they have seen a rosary before and what they know about it.

**Say:** *After he was healed, Fr. Peyton promised Mary to help others pray. He spent the rest of his life telling everyone to pray to Mary and say the rosary. He had prayed the rosary with his family in Ireland when he was very sick. He liked the rosary and told everybody that the whole family should come together to pray the rosary. He also taught others to pray too. He would come on the radio and the television and say, "The family that prays together, stays together!" What do you think that means?*

Break-down the students' answers, and guide them to the idea that a family that prays together is very strong and can get through anything!

**Say:** *Tap your head if you see why Fr. Peyton made God smile so brightly.*

Use this as a quick assessment for student learning. If most aren't tapping their head, take more time to explain Fr. Peyton's service to God.

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### **Group Work (5-10 min)**

**Say:** *While only boys can become priests, it is good for all of us to know what priests do and what their life is like because they serve us.*

Explain to students that they will have a few minutes to imagine what the life of a priest is like. Model a few ways that you would do this if you were a priest (teaching other people how to pray, leading people in prayer, collecting money for the poor, bringing food to people who are hungry, etc.). Also consider asking a couple of students to model this small group task for the class. Refer to words and pictures from the previous discussion on the chart paper or board.

Explain that students can use items (bread, play money, clothing, etc.) from the dress up area and a rosary from the prayer table to show how priests do their work.

*(Continued ...)*



*Lesson Outline, Continued:*

**Group Work  
Continued**

Assign students to small groups.

Observe and assess students demonstrating priests in their role-playing, and pause their activity to ask students to explain their role-play. Re-teach if needed to get them on the right path of demonstrating understanding.

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**Closing Prayer**

**Say:** *Thank You, God, for sending us Fr. Patrick Peyton. He taught many people how to pray the rosary and wants us to pray to Mary too. He served Your people and You in so many ways. We will listen for Your special message to us to know what we can do to serve You. Amen.*

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# Fr. Patrick Peyton, C.S.C.: Priesthood

Patrick got very sick as a seminarian.

Patrick prayed to Mary and she helped him.

He then promised to help teach others how to pray.

As a priest, he traveled the world teaching families to pray to Mary.

*"The family that prays together, stays together."*

He prayed with more people than anyone else before him in the world.

# Kindergarten: Lesson Two

## Talking with God in Prayer

**Lesson Objective:** Students will be able to describe how Jesus talked with God in prayer and how all people can talk with God in prayer.

**Lesson Assessment:** Students will write a prayer to God to be included in a class prayer book.

### Lesson Materials:

- Special Prayer Paper
- Pencils
- Coloring supplies
- *Catholic Bible Stories for Children (optional)*
- Ribbon to tie book (optional)

### Lesson Outline:

#### Opening Prayer (2 min)

**Say:** Thank You, God for always listening to our prayers and inviting us to talk with You. We love You! Thank You for sending us Jesus to teach us how to pray and show us Your love. Amen.

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#### Review of Previous Lessons (2 min)

Reiterate the objective from Lesson 1.

**Say:** Yesterday, we learned that God sends us a special message about what we can do to build His kingdom. Sometimes He asks people to be priests, and we learned about Fr. Peyton. Fr. Peyton taught people how to pray, and he really listened for God's special message.

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#### Story & Song (10 min)

**Say:** Today, we are going to learn how to listen for God's message and send God messages too! Guess who is going to teach us how to pray? (listen for responses) Yes, Jesus!

**Say:** The disciples asked Jesus to teach them to pray. The disciples were with Jesus all the time and had seen Him pray, but they said they still didn't know how. I am going to tell you a story about Jesus when He taught His disciples to pray.

Read the story from *Catholic Bible Stories for Children* (p. 139) or the Bible (NAB Matthew 6:5-13):

(Continued ...)

## *Lesson Outline, Continued:*

### **Story & Song Continued**

**Say:** “When you pray, do not be like the hypocrites, who love to stand and pray in the synagogues and on street corners so that others may see them. Amen, I say to you, they have received their reward. But when you pray, go to your inner room, close the door, and pray to your Father in secret. And your Father who sees in secret will repay you. In praying, do not babble like the pagans, who think that they will be heard because of their many words. Do not be like them. Your Father knows what you need before you ask him.

This is how you are to pray: Our Father in heaven, hallowed be your Name, your kingdom come, your will be done, on earth as in heaven. Give us today our daily bread; and forgive us our debts, as we forgive our debtors; and do not subject us to the final test, but deliver us from the evil one.” (Matthew 6:5-13)

**Say:** Jesus told His disciples some very important ideas. (As you teach these, hold fingers up and point to each one as you list them, encouraging students to do the same for kinesthetic learners.)

1. Keep it simple (although Jesus listens no matter how long or short it is).
2. If you don't have the right words, it's okay. God knows what you are trying to say! (No fancy words are needed!)
3. Pray in a quiet place (no showing off!) with your own needs, thanks, praise, or things that you're sorry for.

**Say:** God will always listen to us even if it is a prayer you know by heart or if we just want to talk. Here is a song to help us remember! Sing with me!

(You sing and students repeat the verses. Use the tune to make up more verses with the children and their ideas! Invite students to stand and sing and make up motions to go with each verse of the song.)

**Sing:** (to the tune of London Bridge)  
God always listens when we pray, when we pray, when we pray,  
God always listens when we pray, Jesus taught us.

(Continued ...)

## *Lesson Outline, Continued:*

The lesson could be divided into two sections at this point. If you choose to do so, be sure to review the main concepts of Part 1 before beginning Part 2.

### **Story & Song Continued**

*We can tell God how we feel, how we feel, how we feel,  
We can tell God how we feel, Jesus taught us.*

*We can tell God when we're sorry, when we're sorry,  
when we're sorry, we can tell God when we're were  
sorry, Jesus taught us.*

*God knows the words we mean to say, mean to say,  
mean to say, God knows the words we mean to say,  
Jesus taught us.*

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### **Activity Assessment (15 min)**

Explain that they are going to write a prayer to compile in a class prayer book. Remind students that you can pray to say thank you, that you're sorry, to ask for some help you need, or just that you love God. He will know!

Students can start by drawing a picture of their prayer or of themselves praying on a special piece of prayer paper. Explain that you will come around and help them write the words of their prayer if they need it.

Model writing the beginning of the prayer on the board and invite students to share words or phrases that might be helpful. Scaffold their learning with possibilities to copy from and they can organize them independently. Consider differentiating your instruction by challenging the high performing students to write a prayer on their own. Attend to the students who need support individually, in a small group, or with an outline they can trace.

Distribute paper and remind students of what materials they can use (markers, crayons, pencils, etc.).

Compile the prayers in a book with a cover and ribbon. Place on the prayer table.)

Consider singing the song one more time to conclude the lesson.

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### **Closing Prayer**

Say the Lord's Prayer together as a class.

(Since the language of the Lord's Prayer commonly used by the Church is a bit different from the Scripture account, use the version most familiar to the children.)



# Kindergarten: Lesson Three

## Mary's Important Words

**Lesson Objective:** Students will be able to describe Mary's last lesson: "Do whatever Jesus tells you."

**Lesson Assessment:** Students will make a poster demonstrating how they have followed Jesus' example.

### Lesson Materials:

- Large paper
- Pencils
- Coloring supplies
- Picture of Mary
- *Catholic Bible Stories for Children (optional)*

### Lesson Outline:

#### Opening Prayer (2 min)

**Say:** Jesus, we thank You for our mothers. We love them! We thank You for giving us your Mother Mary to be our mother too. She is a good mother, always loving us. We ask that Mary help teach us to love You by doing whatever You ask of us. Amen.

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#### Review of Previous Lessons (3 min)

Review the objectives learned in the previous two lessons.

**Say:** This week, we have learned about the messages God sends us. God asked Fr. Peyton to be a priest and live his life to make God smile. God sent us Jesus to show us how to pray and listen for His message.

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#### Discussion/ Story (10-15 min)

**Say:** Today, we are going to learn from someone else who had a special message. Think about who this person could be as I give you these clues:

- She was chosen to be Jesus' mother.
- The angel Gabriel told her that she was blessed and that she was going to have baby Jesus.
- She was married to St. Joseph.

Have students share answers.

(Continued ...)

## *Lesson Outline, Continued:*

### **Discussion/ Story Continued (10-15 min)**

**Say:** *Yes Mary! I am going to tell you about her special message.*

Write the words “Do whatever Jesus tells you” on the board. Hold up or project a picture of Mary for visual support.

Read the story of the Wedding at Cana from Catholic Bible Stories for Children (p. 133-134) or the Bible (NAB John: 2:1-11):

**Say:** *On the third day there was a wedding in Cana in Galilee, and the mother of Jesus was there. Jesus and his disciples were also invited to the wedding. When the wine ran short, the mother of Jesus said to him, “They have no wine.” [And] Jesus said to her, “Woman, how does your concern affect me? My hour has not yet come.” His mother said to the servers, “Do whatever he tells you.”*

*Now there were six stone water jars there for Jewish ceremonial washings, each holding twenty to thirty gallons. Jesus told them, “Fill the jars with water.” So they filled them to the brim. Then he told them, “Draw some out now and take it to the headwaiter.” So they took it. And when the headwaiter tasted the water that had become wine, without knowing where it came from (although the servers who had drawn the water knew), the headwaiter called the bridegroom and said to him, “Everyone serves good wine first, and then when people have drunk freely, an inferior one; but you have kept the good wine until now.”*

*Jesus did this as the beginning of his signs in Cana in Galilee and so revealed his glory, and his disciples began to believe in him. (John 2:1-11)*

**Say:** *What did Mary say when she saw that some people were in need? They were helping at a wedding, and there was nothing left to drink to celebrate the marriage. What did she say to the people who needed to help?*

Wait for student responses.

(Continued ...)

## Lesson Outline, Continued:

### Discussion/ Story Continued (10-15 min)

**Say:** Yes, she said to the people who needed help, “Do whatever he tells you.” Then, Jesus came and told the people to fill six jugs with water. Then a miracle happened! The water became wine!

**Say:** These were the last words written in the Bible from Mary. This is the most important message she had for us too! Why were these her last words to all of us? What was she trying to tell us? Why should we do whatever Jesus says?

Listen to and break down student responses. Guide them to arrive at the conclusion that God smiles when we do whatever Jesus tells us.

**Say:** And Mary wants us to share this message with others so they can make God smile too by doing whatever Jesus asks them.

The lesson could be divided into two sections at this point. If you choose to do so, be sure to review the main concepts of Part 1 before beginning Part 2.

You could also consider using the posters for a bulletin board to share Mary’s message another way.

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### Activity/ Assessment (15 min)

Explain to students that they will create a poster demonstrating a time they followed Jesus’ example. Show a sample poster. Discuss and model pictures they could draw on the board. For example, helping a friend, doing a chore at home, helping their parents, praying, teaching a friend, etc.

Show where supplies are. Hand out papers. Observe and assess for student understanding. Circulate and ask children to repeat Mary’s message and share their examples of following Jesus.

Show some student samples, or have students share their own, and repeat Mary’s message.

Describe how they can share their poster (giving it to their brother or sister, hanging it in their room, having their mom or dad hang it on the fridge, etc.). Remind students how much they would be making God smile by sharing their example.

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*Lesson Outline, Continued:*

**Closing Prayer**

**Say:** Thank You, God for sending us the message to hear Mary's important words. Please help us to share this message with others and listen for Your special messages always. We love You. Amen.

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# First Grade: Lesson One

## God Created the World

**Lesson Objective:** Students will be able to explain that God made everything in the world and that it is good.

**Lesson Assessment:** Students will identify things that God made in creation and state that they are good by completing an activity page.

### Lesson Materials:

- Chart paper
- Pencils
- Coloring supplies
- Copies of the creation activity page for each student
- *Catholic Bible Stories for Children (optional)*

### Lesson Outline:

#### Opening Prayer (2 min)

Gather the students for the prayers in these lessons as they would gather for prayer at other times.

**Say:** *God, we thank You for creating the world and all that is in the world. We thank You for creating us too. Help us to learn more today about You and about creation so we realize just how much You love us, and so we can love You more. Amen.*

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#### Story (10 min)

**Say:** *Today, we are going to learn about God creating the world. Does anyone know why God created the world?*

Students may volunteer answers.

**Say:** *God created the world because God had so much love that He wanted to share it with others.*

**Say:** *I am going to read you the Bible story of creation. Listen closely for the things that God makes on each day.*

Write on chart paper: "These are the things God created in love:"

Read the story from *Catholic Bible Stories for Children* (p. 18-20) or the Bible (NAB Genesis 1:1-2:3), pausing after each day. Ask the students to recall the things that God made that day. Record their responses on chart paper. Emphasize that at the end of each day, all God created was "good."

(Continued ...)

## *Lesson Outline, Continued:*

### **Story Continued**

**Say:** *In the beginning, when God created the heavens and the earth, and the earth was without form or shape, with darkness over the abyss and a mighty wind sweeping over the waters. Then God said: Let there be light, and there was light. God saw that the light was good. God then separated the light from the darkness. God called the light “day,” and the darkness he called “night.” Evening came, and morning followed—the first day.*

*Then God said: Let there be a dome in the middle of the waters, to separate one body of water from the other. God made the dome, and it separated the water below the dome from the water above the dome. And so it happened. God called the dome “sky.” Evening came, and morning followed—the second day.*

*Then God said: Let the water under the sky be gathered into a single basin, so that the dry land may appear. And so it happened: the water under the sky was gathered into its basin, and the dry land appeared. God called the dry land “earth,” and the basin of water he called “sea.” God saw that it was good. Then God said: Let the earth bring forth vegetation: every kind of plant that bears seed and every kind of fruit tree on earth that bears fruit with its seed in it. And so it happened: the earth brought forth vegetation: every kind of plant that bears seed and every kind of fruit tree that bears fruit with its seed in it. God saw that it was good. Evening came, and morning followed—the third day.*

*Then God said: Let there be lights in the dome of the sky, to separate day from night. Let them mark the seasons, the days and the years, and serve as lights in the dome of the sky, to illuminate the earth. And so it happened: God made the two great lights, the greater one to govern the day, and the lesser one to govern the night, and the stars. God set them in the dome of the sky, to illuminate the earth, to govern the day and the night, and to separate the light from the darkness. God saw that it was good. Evening came, and morning followed—the fourth day.*

*(Continued ...)*

## *Lesson Outline, Continued:*

### **Story Continued**

Then God said: Let the water teem with an abundance of living creatures, and on the earth let birds fly beneath the dome of the sky. God created the great sea monsters and all kinds of crawling living creatures with which the water teems, and all kinds of winged birds. God saw that it was good, and God blessed them, saying: Be fertile, multiply, and fill the water of the seas; and let the birds multiply on the earth. Evening came, and morning followed—the fifth day.

Then God said: Let the earth bring forth every kind of living creature: tame animals, crawling things, and every kind of wild animal. And so it happened: God made every kind of wild animal, every kind of tame animal, and every kind of thing that crawls on the ground. God saw that it was good. Then God said: Let us make human beings in our image, after our likeness. Let them have dominion over the fish of the sea, the birds of the air, the tame animals, all the wild animals, and all the creatures that crawl on the earth.

God created mankind in His image; in the image of God He created them; male and female He created them. God blessed them and God said to them: Be fertile and multiply; fill the earth and subdue it. Have dominion over the fish of the sea, the birds of the air, and all the living things that crawl on the earth. God also said: See, I give you every seed-bearing plant on all the earth and every tree that has seed-bearing fruit on it to be your food; and to all the wild animals, all the birds of the air, and all the living creatures that crawl on the earth, I give all the green plants for food.

And so it happened. God looked at everything He had made, and found it very good. Evening came, and morning followed—the sixth day.

Thus the heavens and the earth and all their array were completed. On the seventh day God completed the work he had been doing; He rested on the seventh day from all the work he had undertaken. God blessed the seventh day and made it holy, because on it He rested from all the work he had done in creation.

(Genesis 1:1-2:3)

(Continued ...)

## *Lesson Outline, Continued:*

### **Story Continued**

**Say:** God made all of these things, and He made human beings in His own image and likeness. God made us in His likeness because He wanted to share His love with us in an extra special and unique way. God created us and we are good. He loves us, and He wants us to love Him, too!

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### **Activity (10 min)**

**Say:** Another thing God made that is good: crayons! Please return to your desks now, and take out your coloring supplies.

Students return to desks. Pass out the creation activity page to each student.

**Say:** On your activity page you will see a row for each of the six days of creation. (Remember God rested on the seventh day!) Look at the picture, and use your pencil to fill in the blanks with the words from Scripture. After you fill in the blanks, color the pictures of God's creation.

Students fill in blanks using words from the chart paper and color in the corresponding pictures.

When students have completed the pages, review the answers. Have the class say the second blank for each row. For example:

**Say:** What did God make on the first day?

Student answers: day and night

**Say:** On the first day, God created day and night and it was...

Class responds: good! (Note: Make sure to emphasize that everything God created was good!)

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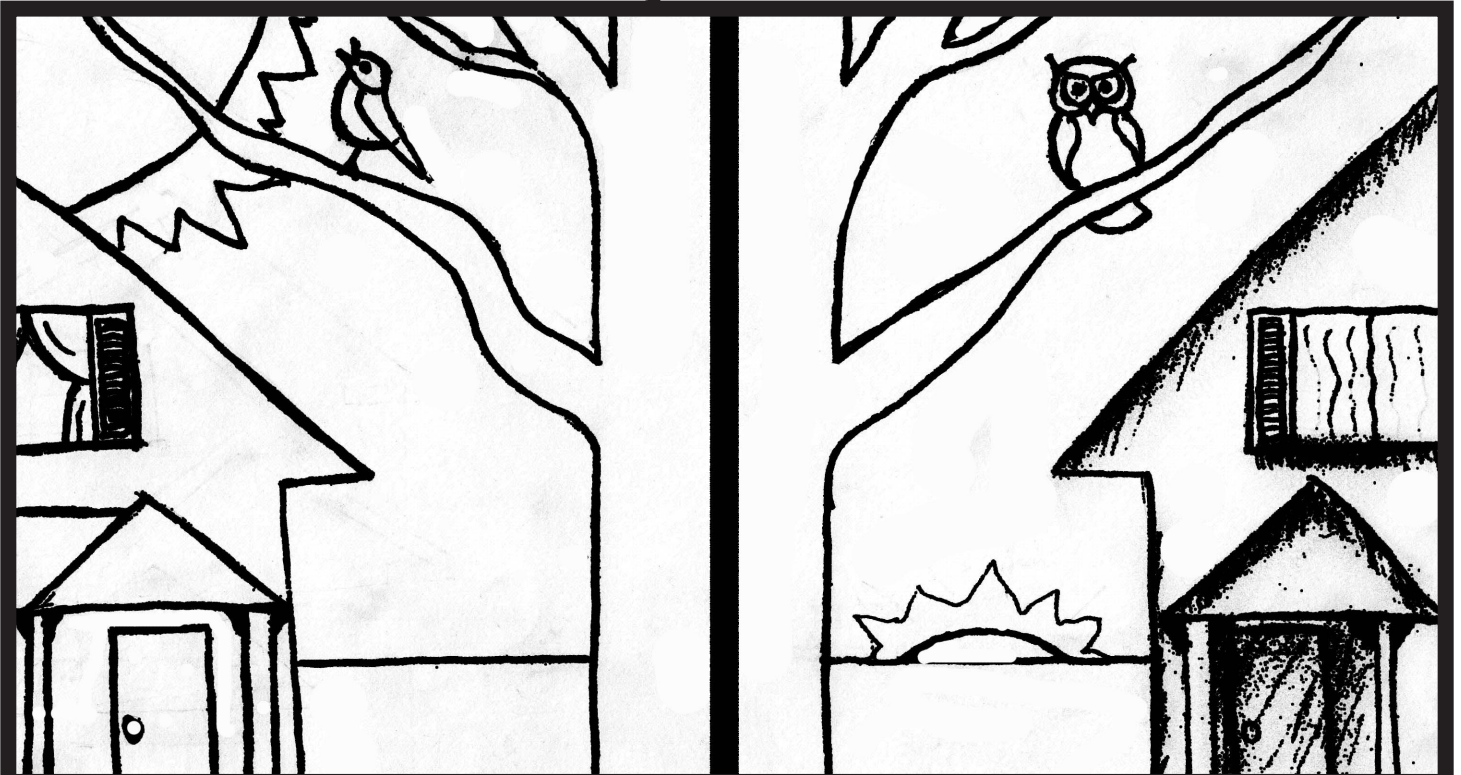
### **Closing Prayer**

**Say:** Dear God, we thank You for teaching us today more about Your creation and how everything You created is "good." We, too, are part of Your creation, and we, too, are good! Thank You for loving us, and help us to love You and Your creation more. Amen!

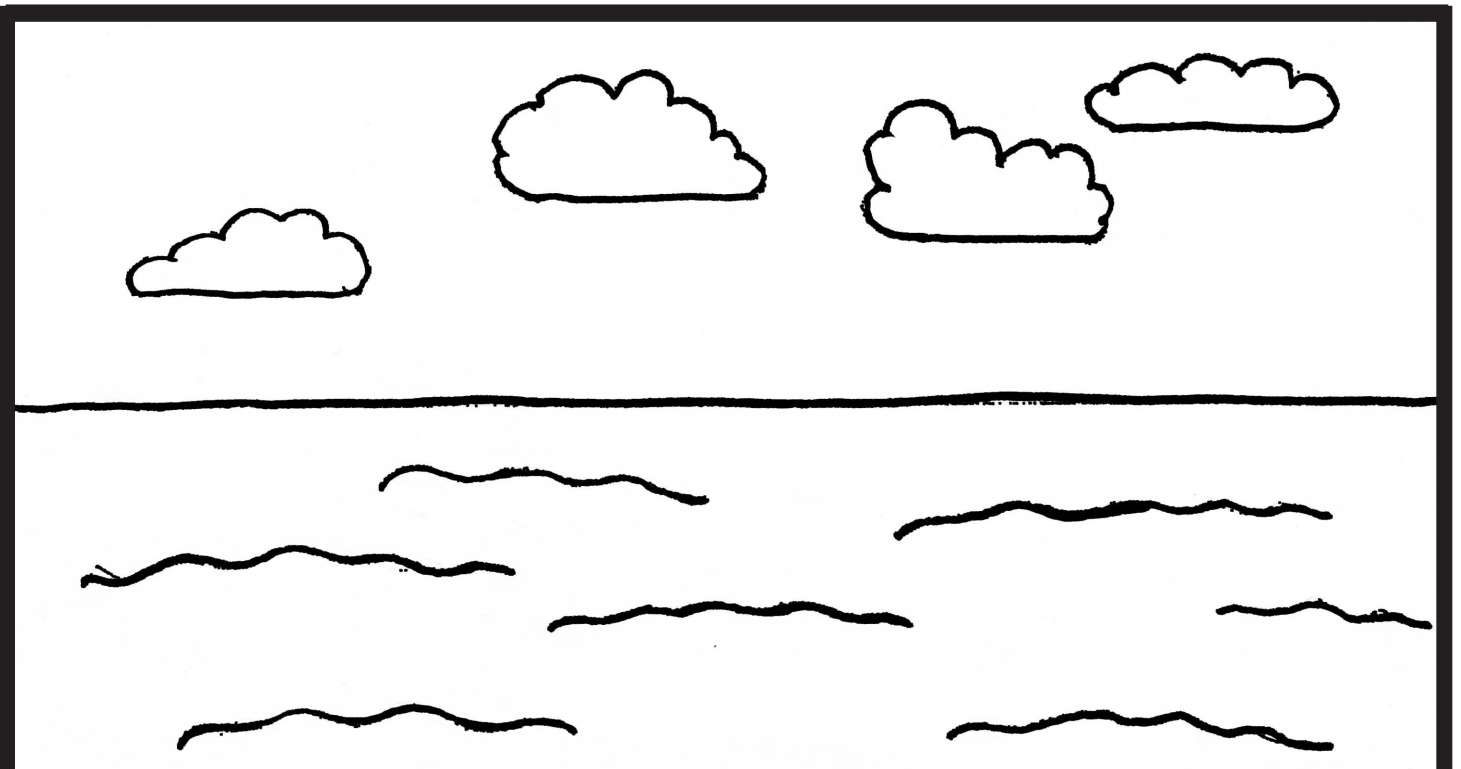
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# The Story of Creation

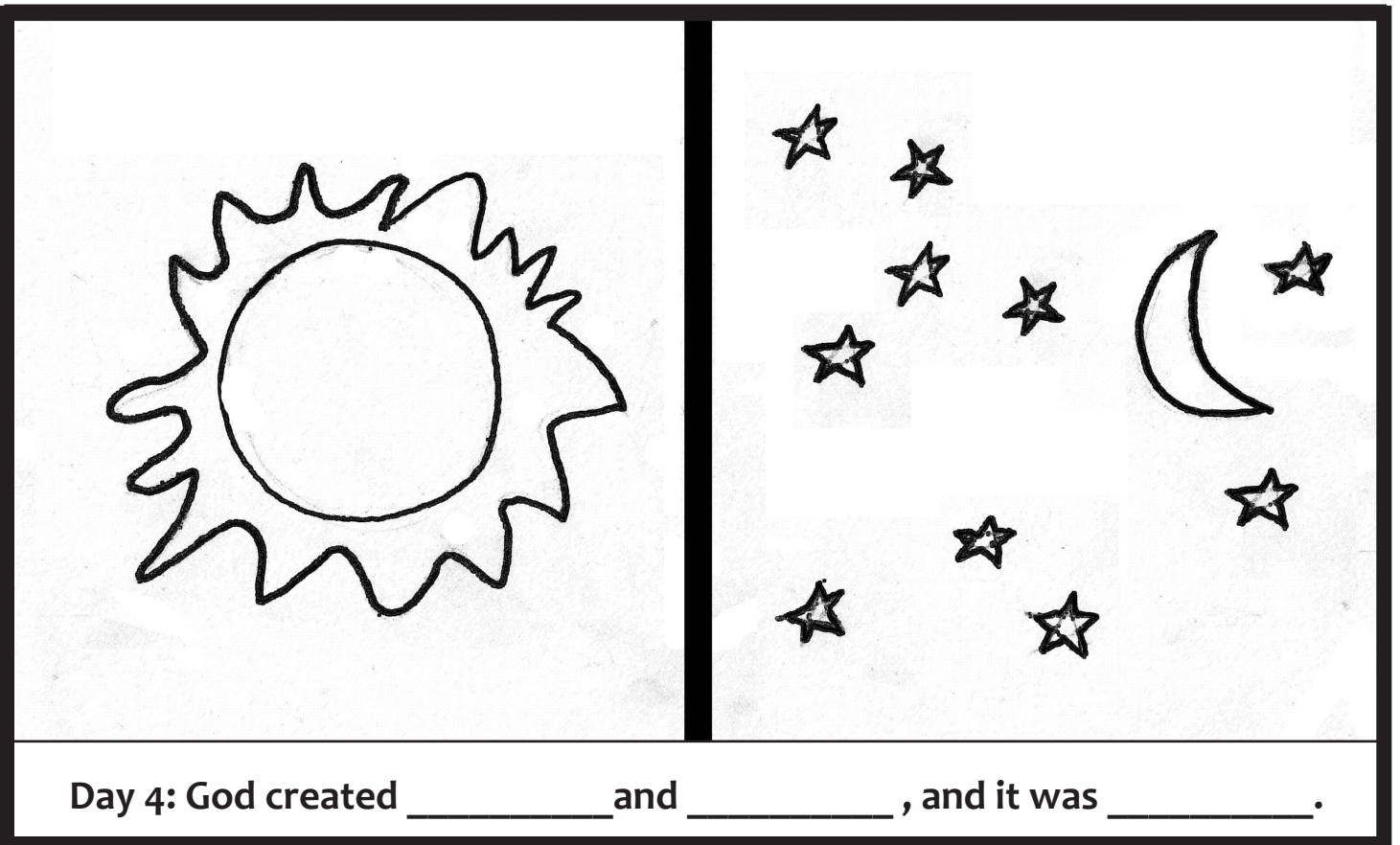
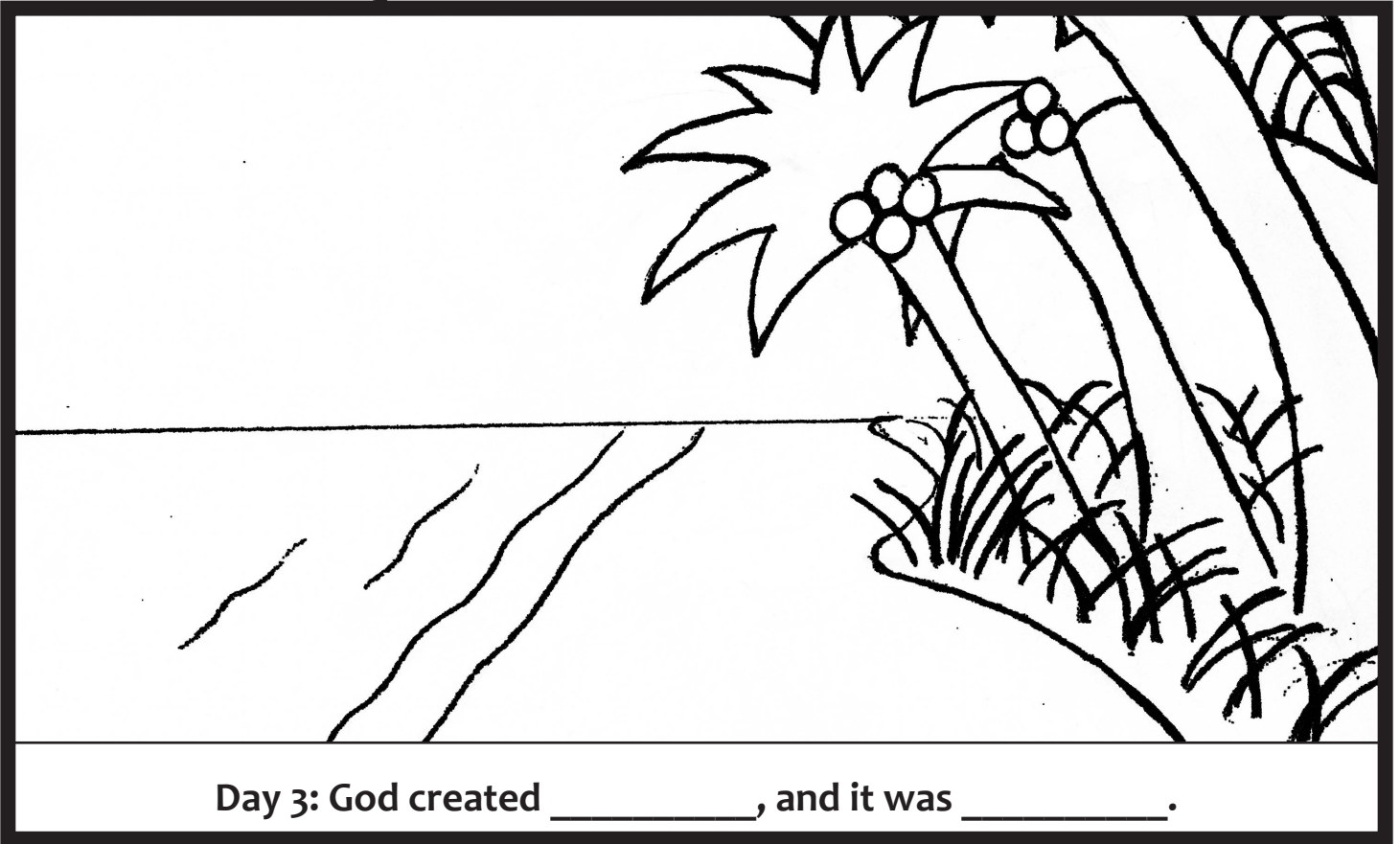


Day 1: God created \_\_\_\_\_ and \_\_\_\_\_, and it was \_\_\_\_\_.

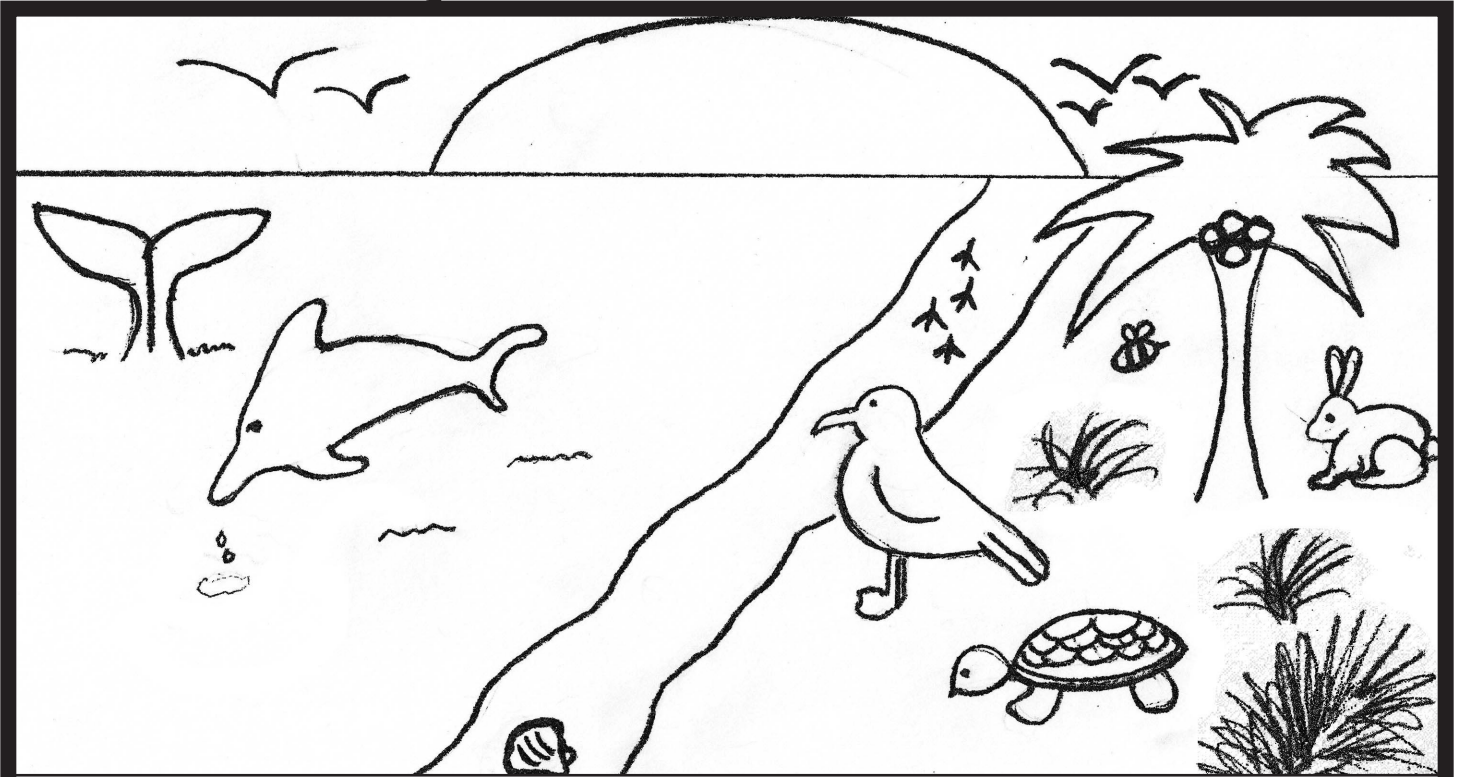


Day 2: God created \_\_\_\_\_, and it was \_\_\_\_\_.

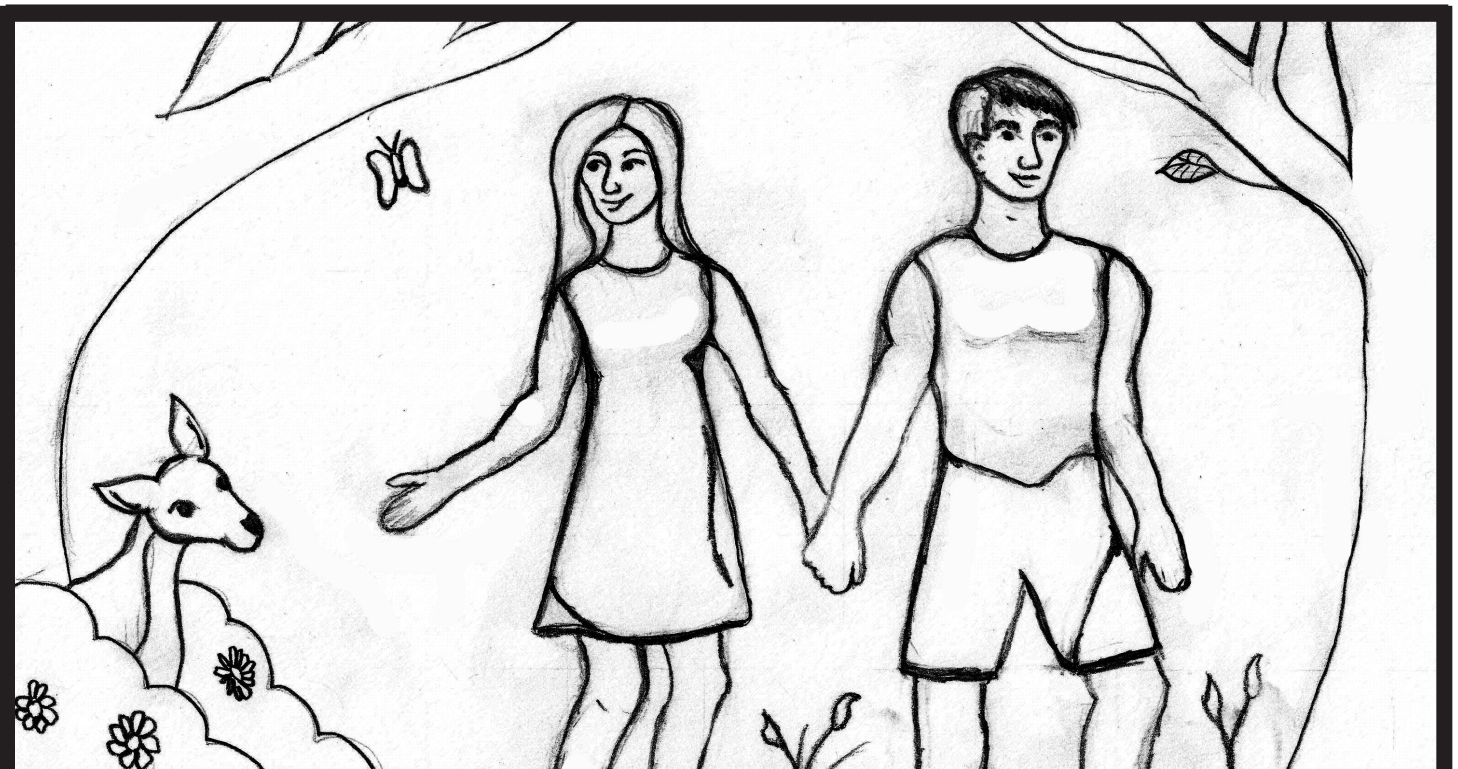
# The Story of Creation Continued...



# The Story of Creation Concludes



Day 5: God created \_\_\_\_\_ and \_\_\_\_\_, and it was \_\_\_\_\_.



Day 6: God created \_\_\_\_\_ and \_\_\_\_\_,  
and it was \_\_\_\_\_.

# First Grade: Lesson Two

## God Loves Us

**Lesson Objective:** Students will be able to explain that God gave us His Son to show us that He loves us.

**Lesson Assessment:** Students will identify the ways Jesus showed love for humanity by completing an activity page.

### Lesson Materials:

- Chart paper
- Coloring supplies
- Pencils
- “Jesus Shows God’s Love” activity page for each student
- *Catholic Bible Stories for Children (optional)*

### Lesson Outline:

#### Opening Prayer (2 min)

**Pray:** God, today we want You to help us learn how much You really love us. Creation was Your gift to us, but You gave us an even greater gift of love in Your Son. Help us to see how Jesus is Your gift of love to us. Amen.

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#### Review of Previous Lesson (3 min)

**Say:** Raise your hand if you can tell me any of the things that God made.

Guide students to list several examples.

**Say:** What word describes everything that God made?

Guide students to answer “good.”

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#### Discussion (7 min)

**Say:** God has given us so many things that are good. The greatest gift God has given us is His Son, Jesus. We have all heard so many Gospel stories about Jesus. Close your eyes and try to picture what Jesus is doing as I read this story to you.

Read the story from *Catholic Bible Stories for Children* (p. 135-138) or the Bible (NAB Matthew 4:23-25):

(Continued ...)

## *Lesson Outline, Continued:*

### **Discussion Continued**

**Say:** He went around all of Galilee, teaching in their synagogues, proclaiming the gospel of the kingdom, and curing every disease and illness among the people. His fame spread to all of Syria, and they brought to him all who were sick with various diseases and racked with pain, those who were possessed, lunatics, and paralytics, and he cured them. And great crowds from Galilee, the Decapolis, Jerusalem, and Judea, and from beyond the Jordan followed him. (Matthew 4:23-25)

**Say:** *Open your eyes and raise your hand if you can tell me something Jesus did while on earth.*

On chart paper, record student responses, beginning with the story from Matthew and also mentioning other common Bible stories about Jesus.

Be sure to include:

- Jesus heals: the lepers (Luke 17:11-19), the blind (Mark 10:46-52), the paralytic on the mat (Luke 5:17-26)
- Jesus teaches: Beatitudes (Matthew 5:2-12), two greatest commandments (Matthew 22:36-40), the golden rule (Matthew 7:12)
- Jesus guides: washing of the feet (John 13:1-17), cleansing the Temple (Matthew 21:12-13)
- Jesus loves: multiplying the loaves and fishes to feed the hungry (Matthew 13:14-21), calming the sea (Mark 4:35-41), carrying the cross (Luke 22:47-23:56).

**Say:** *Jesus showed God's love to people while He was on earth, and He loves us, too! Remember from yesterday that God made Creation so He can show His love. God also gave His Son Jesus to show His love. God only had one Son, and it was so special that God gave Jesus to us because when we only have one thing, to share it with someone else shows great love, especially something as special as a child. Jesus showed us God's love by teaching, guiding, healing, and loving us.*

## *Lesson Outline, Continued:*

### **Activity (10-12 min)**

**Say:** *You will now get to color a picture of ways Jesus shows God's love.*

Pass out the activity page for this lesson. Students will use crayons or other supplies to color pictures on the activity page. Review the four ways Jesus is depicted showing God's love (heals, teaches, guides, and loves us). Post the pictures in the classroom for the remainder of the week.

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### **Closing Prayer**

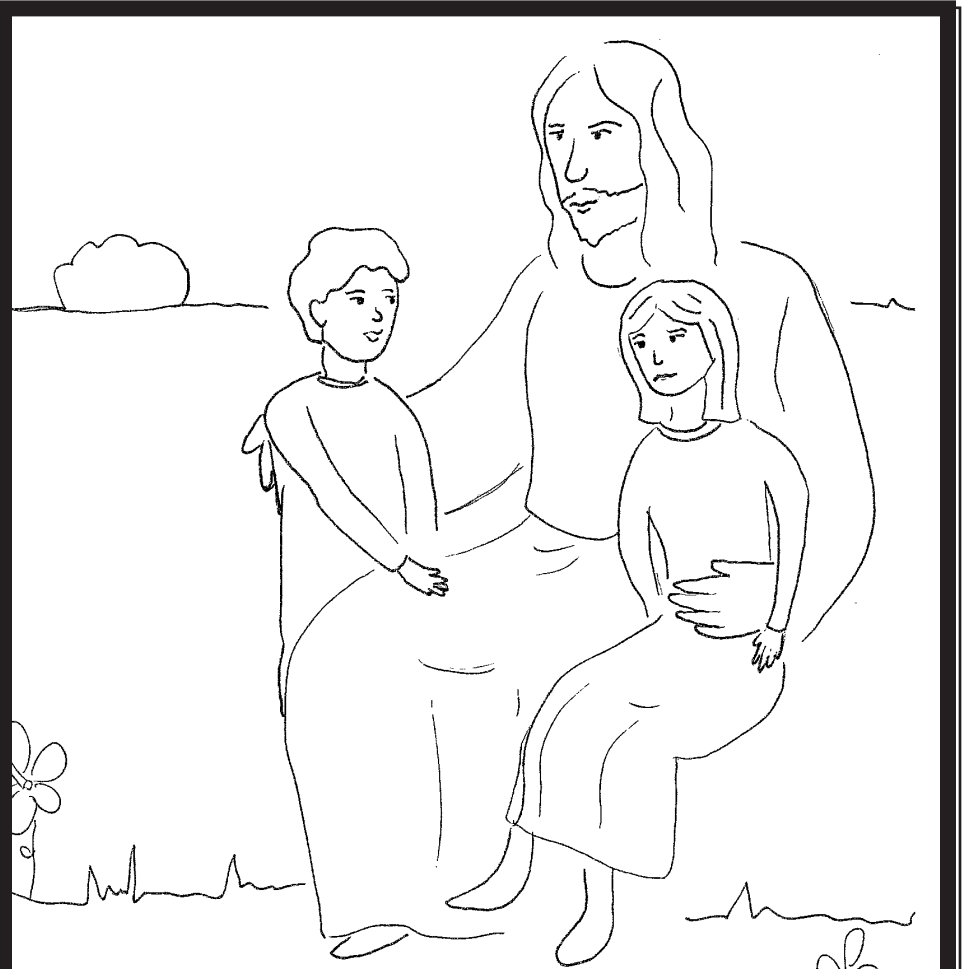
**Say:** *God, we thank You for giving us Your only Son Jesus. We thank You, too, for how Jesus gives us Your love by healing, teaching, guiding, and loving us. Help us to love each other as He has loved us. Amen.*

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# Ways Jesus Shows God's Love for Us

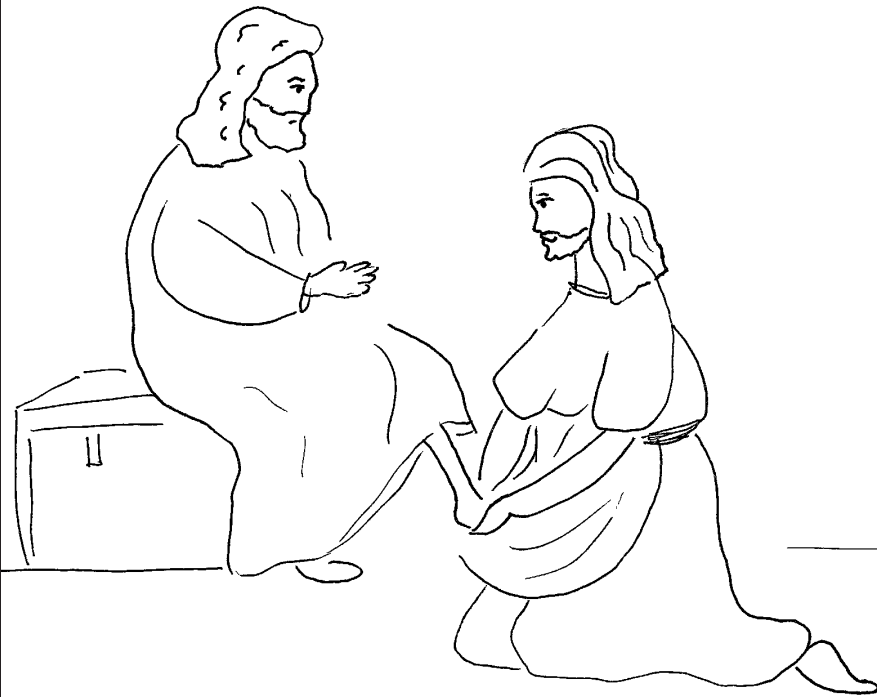


Jesus \_\_\_\_\_ us.

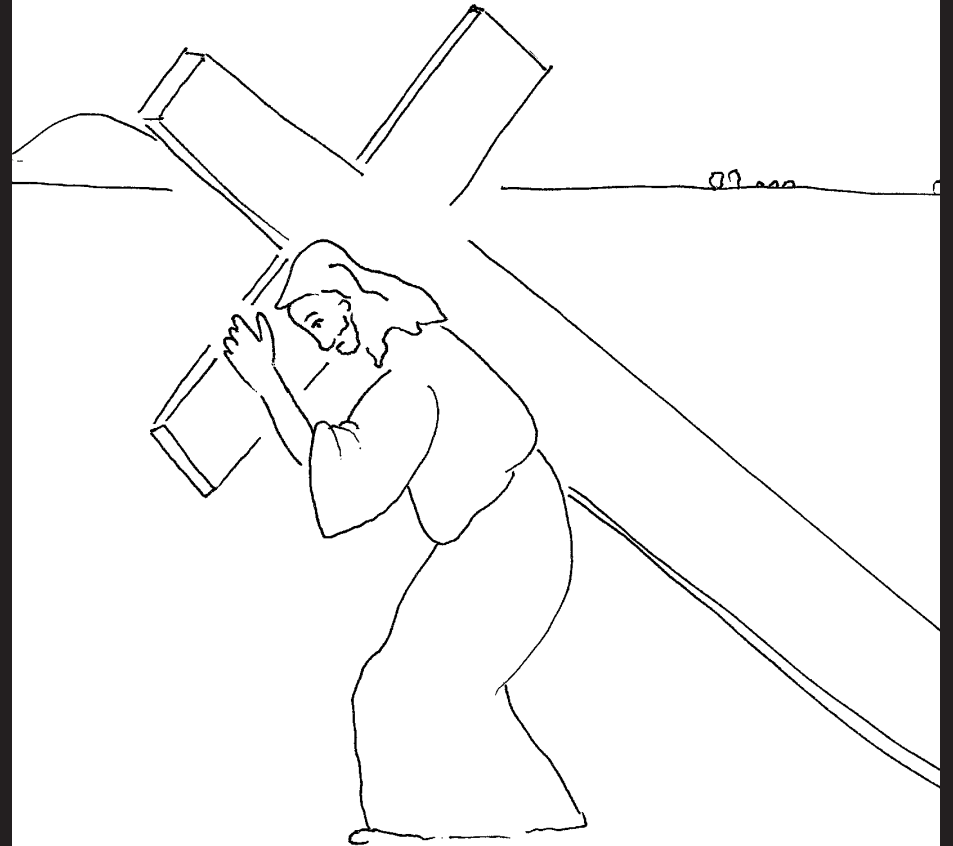


Jesus \_\_\_\_\_ us.

# Ways Jesus Shows God's Love for Us Continued



Jesus \_\_\_\_\_ us.



Jesus \_\_\_\_\_ us.



# First Grade: Lesson Three

## St. André – God’s Servant

**Lesson Objective:** Students will be able to identify how St. André Bessette showed others that God loves them through his vocation as a religious brother.

**Lesson Assessment:** Students will be able to highlight ways that St. André Bessette served God as well as identify ways that other religious men and women serve God with their lives.

### Lesson Materials:

- Large chart paper with graphic organizer
- Copies of St. André Bessette comic page for pairs of students
- A note card for each student
- Coloring supplies
- Pencils

The word “vocation” comes from the Latin word “vocare” meaning “to call.” Our vocations are the unique mission God has for us – a mission that no one else in this world can fulfill but us. We are to become the saints we were made to be. For more on the meaning of vocation, which is an example of consecrated life, see “A Vision of Vocation” included in the

### Lesson Outline:

#### Opening Prayer (2 min)

**Say:** God, we love You. We know You love us, too. You have given us so many signs of Your love in creation and in Jesus. But You also ask us to be signs of Your love to one another. Help us learn today how we can be Your love to others through our vocations. Amen.

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#### Assessing Prior Knowledge (5 min)

**Say:** Raise your hand if you’ve heard the word “vocation” before? Not vacation but vocation.

If students raise hands, ask for volunteers to tell what they know about vocation. Write the word “vocation” on chart paper. Record correct answers under the word. Work to the following definition:

**Say:** A vocation means a special way that God calls us to know, love, and serve Him in our lives.

Write this answer on the graphic organizer.

**Say:** This isn’t like a call on the phone, it is more like the dream God has for each person’s life.

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#### Discussion (7 min)

**Say:** God asks us to be very nice to people who need our help. Can you think of times when somebody might need our help?

(Continued ...)

All women and men in religious life, like St. André Bessette, live lives that are defined by the vows of Poverty, Chastity, and Obedience. These vows are known as the “Evangelical Counsels” because they are the way of life that Jesus lived in the Gospels. Jesus was poor; he did not marry and chastely or faithfully lived that commitment; and he always obeyed his Father’s will. For more on this vocation, see the Vocations Grid included in the curriculum.

## *Lesson Outline, Continued:*

### **Discussion Continued**

Allow students to brainstorm times when people need help. Direct the conversation both to the needs of people the children know (like their families and classmates), but also to others like the sick, the hungry, the lonely, and other people in need.

**Say:** *How would God want us to help these people? Why is it sometimes hard to help those people?*

Allow students to brainstorm ways to help people in need. Draw out a variety of answers.

**Say:** *Today, we are going to learn about people who are called to the religious life. They are called religious brothers and religious sisters (or nuns). A person who lives the religious life has a special job to show God’s love to people who are in need: the hungry, the lonely, the sick, and others who need special love. Men and women in the religious life live with other people who also try hard to help people in need. Needy people become like their family!*

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### **Saintly Model Connection (10-15 min)**

*Read the comic page on St. André Bessette. Draw out the connection that St. André Bessette was a person who lived the religious life in service to others.*

**Say:** *We have heard in this story how St. André helped people who were in need, especially those who were sick. He had a special love for them and cared for them like they were his family. In this way, St. André was living out his vocation as a religious brother. He did so out of his great love for God and others.*

Now have the students re-read the story in pairs/groups and ask them to circle words or pictures that show how in particular St. André used his life to serve God through others.

Once students have found several examples, record the examples on a piece of chart paper entitled “Ways that St. André showed God’s love to others.” Be sure to include: opened doors to welcome the sick and suffering, reminded others that God loves them, prayed to God for people’s healing.

## *Lesson Outline, Continued:*

### **Group Work (10 min)**

Ask students to name other men or women they know (in their parish, school, or extended family) who have been called to religious life by God. List the names of the people on chart paper or the board. Discuss how they help others in need. Assist the students in expanding their answers.

**Say:** *We want to thank these people for the ways that they serve God and serve us as if we were their family. I am going to give each of you a note card on which you can write one of their names. Then on the back write down one reason why you thank God for that person and his or her vocation.*

Let the students know that if they do not know any of the people personally, they can still thank God for one way the person has shown God's love to others based on the earlier discussion.

When the students have finished, place these intentions on the prayer table so that as a class, they can ask God to bless these religious men and women in their daily prayer.

**Say:** *We have learned three important things this week.*

- 1. God created all things, and He made them good.*
- 2. God shows His love for us by giving us His Son, Jesus. Jesus showed us God's love for us.*
- 3. St. André Bessette loved God by loving other people through his vocation to religious life just as men and women religious do today.*

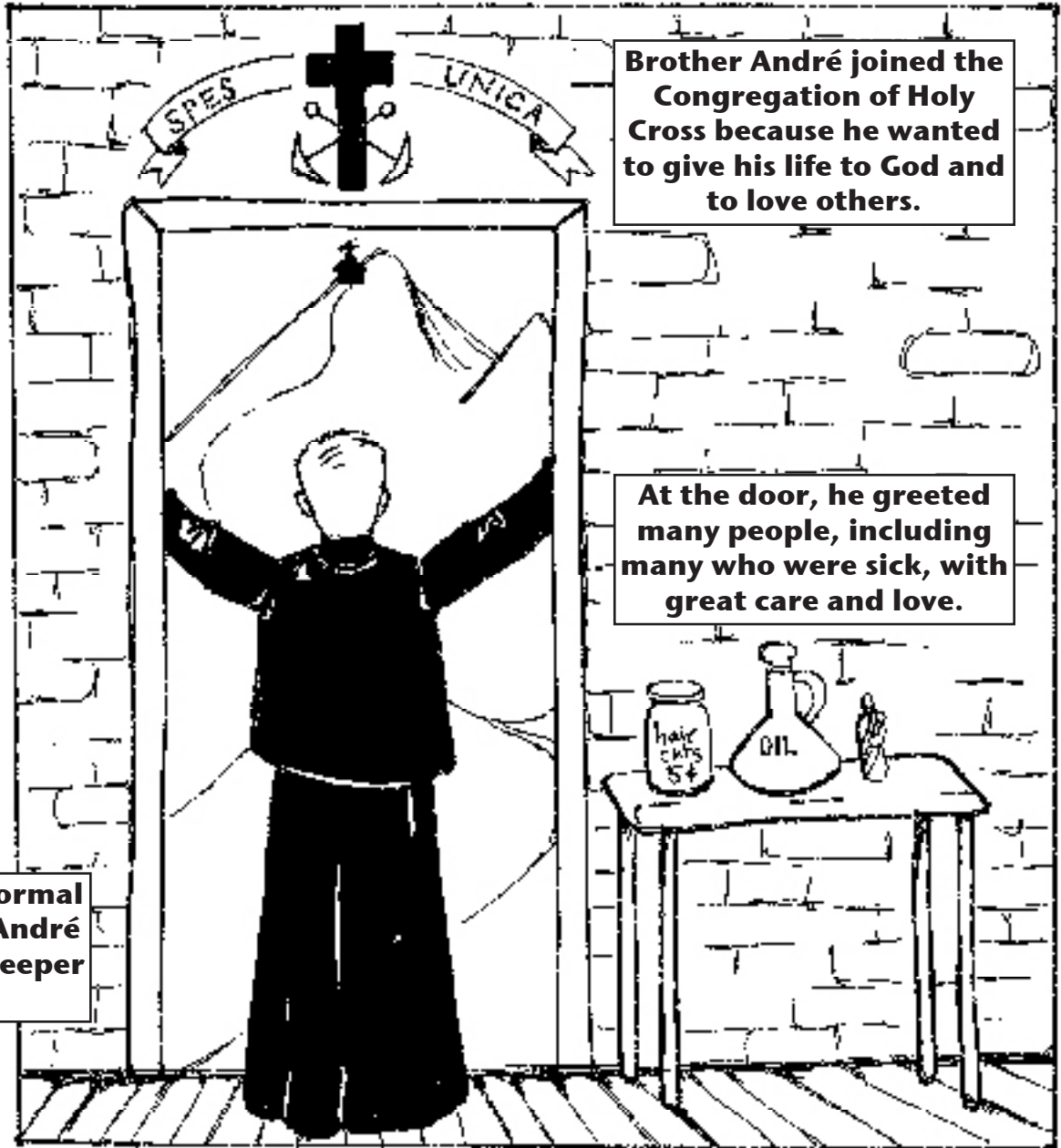
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### **Closing Prayer**

**Say:** *God, we thank You for introducing us to St. André Bessette. We thank You for his vocation as a religious brother. We thank You for how he showed Your love to so many people, especially people who were in need. We ask You to bless the work of men and women religious in our parish, school, and local community. Like Saint André, help us to discover what You are calling us to so that we can say "yes" and be signs of Your love in the world. Amen.*

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# St. André Bessette: Male Religious Life

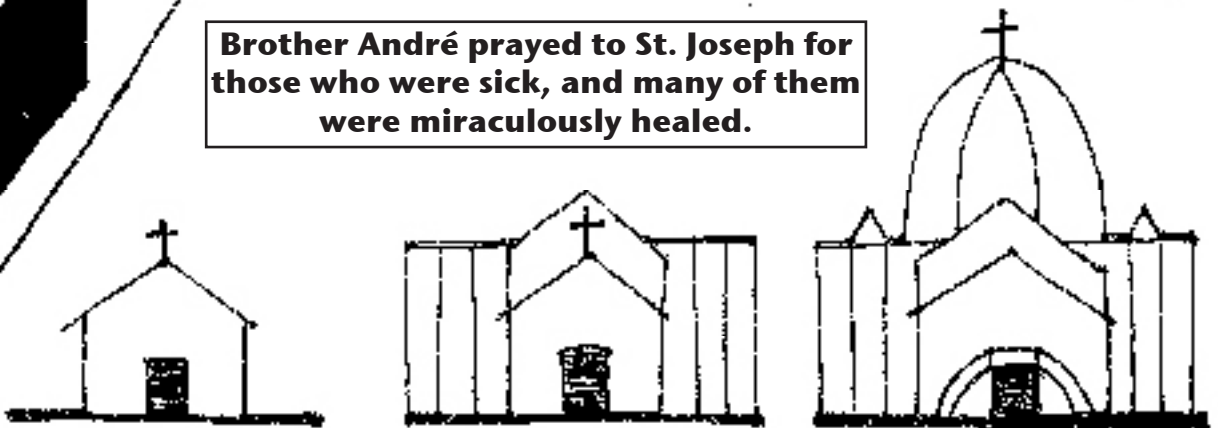


Brother André joined the Congregation of Holy Cross because he wanted to give his life to God and to love others.

At the door, he greeted many people, including many who were sick, with great care and love.

Because he had no formal schooling, Brother André was made the doorkeeper at the school.

Brother André prayed to St. Joseph for those who were sick, and many of them were miraculously healed.



I am sending you a saint...



Bro. André

Brother André

# Second Grade: Lesson One

## Showing Love through Vocations

**Lesson Objective:** Students will be able to identify ways that religious men and women show love for others through their vocation of religious life.

**Lesson Assessment:** Students will list ways that St. Teresa of Calcutta was a reflection of God's love, even in the darkest of places, as she answered the call to religious life.

### Lesson Materials:

- Phone ring sound
- Picture of St. Teresa
- Copies of St. Teresa of Calcutta comic page for each student
- Copies of the picture-frame activity page for each student
- Coloring supplies
- Pencils

### Lesson Outline:

#### Opening Prayer (2 min)

Gather the students for the prayers in these lessons as they would gather for prayer at other times.

**Say:** *God, as we learn more today about vocations, we ask You to open our hearts with Your love. Help us be generous in serving You and in serving others, especially those who are most in need. We know many people who are hurting and suffering and are poor. Be with them. Give them hope. And inspire us and others to help them in their need. Amen.*

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#### Lesson Introduction (3 min)

Play a recording of a phone ringing for the students.

**Say:** *What is this sound? What would you normally do if you heard it?*

Once they state that someone is calling and they would answer it:

**Say:** *How do you feel when you look at the Caller ID and see that it is one of your friends or someone in your family?*

Take a few student responses and lead them toward answers about excitement, joy, maybe a little bit nervous if you haven't spoken in awhile, etc.

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#### Assessing Prior Knowledge (3 min)

Write the word "vocation" on the board. Ask students to think about this word. Have they ever heard it before? Do they remember anything about this word from 1st grade?

(Continued ...)

## Lesson Outline, Continued:

### Assessing Prior Knowledge Continued

Allow students 1 minute to share with neighbor before sharing anything they do remember aloud.

Write anything the students do remember on the board.

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For more on the meaning of vocation, see “A Vision of Vocation” included in the curriculum.

### Introduction of New Material and Discussion (7 min)

Explain the meaning of the word “vocation.”

**Say:** *Vocation comes from the Latin word “vocare” that means “to call.” A person’s vocation is a call from God. Sometimes people answer this call right away. Sometimes people are scared to answer God’s call. Sometimes people try to ignore God’s call like we said we would ignore a phone call from someone we didn’t want to talk to. The difference is that God never gets tired of calling us. He keeps calling and calling and never gives up.*

Show a picture of St. Teresa.

**Say:** *This is a woman named Agnes Bojaxhiu but you might have heard her called “Mother Teresa.” Today she is also known as St. Teresa of Calcutta because she was canonized by Pope Francis in 2016.*

Explain that this woman is very special because she was a wonderful model of God’s love.

**Say:** *St. Teresa had a very special vocation, or a calling from God.*

Ask students to name any vocations they remember. (Most likely these will be married life and priesthood. Prompt them if they need help.) Explain that some people have a vocation, or calling, to a life of service to others in a different way than priests or married people. Some people commit to being single all of their lives and generously help others. Like St. Teresa, other people are called to what is known as “religious life.” This means a person joins a community with other people in which everyone is committed to serving God, and others, in a special way.

Guide students in defining “religious life.”

Beatification is the last step in the process of becoming a canonized saint. Although it is still appropriate to refer to her as Mother Teresa, her official title now is St. Teresa of Calcutta.

(Continued ...)

All women and men in religious life, like St. Teresa of Calcutta, live lives that are defined by the vows of Poverty, Chastity, and Obedience. These vows are known as the “Evangelical Counsels” because they are the way of life that Jesus lived in the Gospels. Jesus was poor; He did not marry and chastely or faithfully lived that commitment; and He always obeyed His Father’s will. For more on this vocation, which is an example of the consecrated life, see the Vocations Grid included in the curriculum.

## Lesson Outline, Continued:

### Discussion Continued

**Say:** These men and women who are called to religious life make special promises, just like men and women who get married. However, rather than promising their life to one person, these people make promises to the Church and to God. They give up having their own families so that they can make God’s family, the Church, their main family and care for it.

**Say:** Has anyone ever met a religious sister or brother? What kind of work were they doing?

Allow students to answer.

**Say:** Some might be teachers. Some work in hospitals. Some work in a home for small children or a home for senior citizens. Some work in shelters or soup kitchens. But, all of them serve God with their lives by loving Him and loving others.

**Say:** Today we will read about the life of the woman we saw earlier, St. Teresa of Calcutta. We will try to figure out what kind of work she was called by God to do in her life through her vocation to religious life.

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### Saintly Model Connection (5 min)

Hand out the comic page on St. Teresa of Calcutta. Make the connection that St. Teresa dedicated herself to religious life at a very early age.

Read the handout of St. Teresa of Calcutta. Guide the students in a choral reading of the biography.

**Say:** As we just read, there are many ways that St. Teresa cared for others through her vocation to religious life. We now are going to identify specific ways that St. Teresa did just that. I will give you one example.

Model what the students will now do as a group activity by writing on the board: “St. Teresa taught poor students at a school in India.” Ask students to recall other ways in which St. Teresa cared for others and continue to list these on the board.

## *Lesson Outline, Continued:*

### **Individual Work & Assessment (10 min)**

Pass out the picture frame activity page to students. Ask them to draw a picture of St. Teresa ministering to others in one of the ways they identified her caring for others. At the bottom of the work sheet, ask students to complete the sentence, "St. Teresa \_\_\_\_\_." For example, they might write: "St. Teresa fed hungry children."

When the students have finished, ask each to present their drawing to the class.

Consider compiling the worksheets into a class book, bind, and title "St. Teresa Cared for Others" or "St. Teresa's Vocation." Display it on the prayer table.

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### **Closing Prayer**

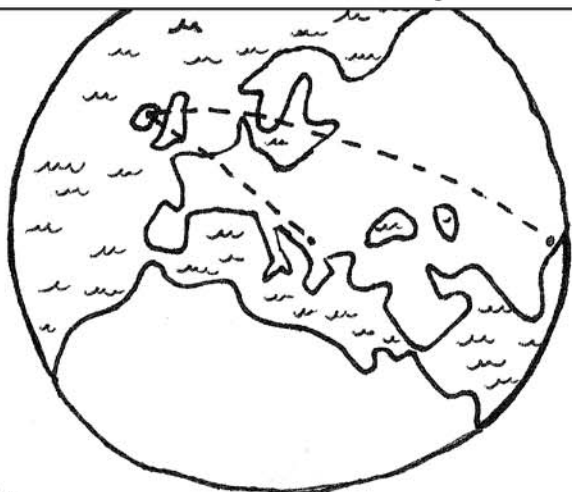
**Say:** *Dear God, St. Teresa once said that in order to show love for God and for others, we don't need to do big, wonderful things. We can show our love by doing small, everyday things with great love in our hearts. Help us to remember this today, and everyday, as we try to do all things with great love in our hearts, just as St. Teresa did for everyone she met. Amen.*

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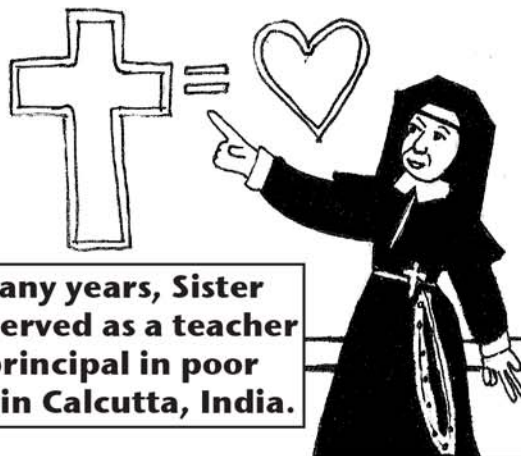


# Saint Teresa of Calcutta: Religious Life

At the age of 18, Sister Teresa left her home to become a missionary in India.



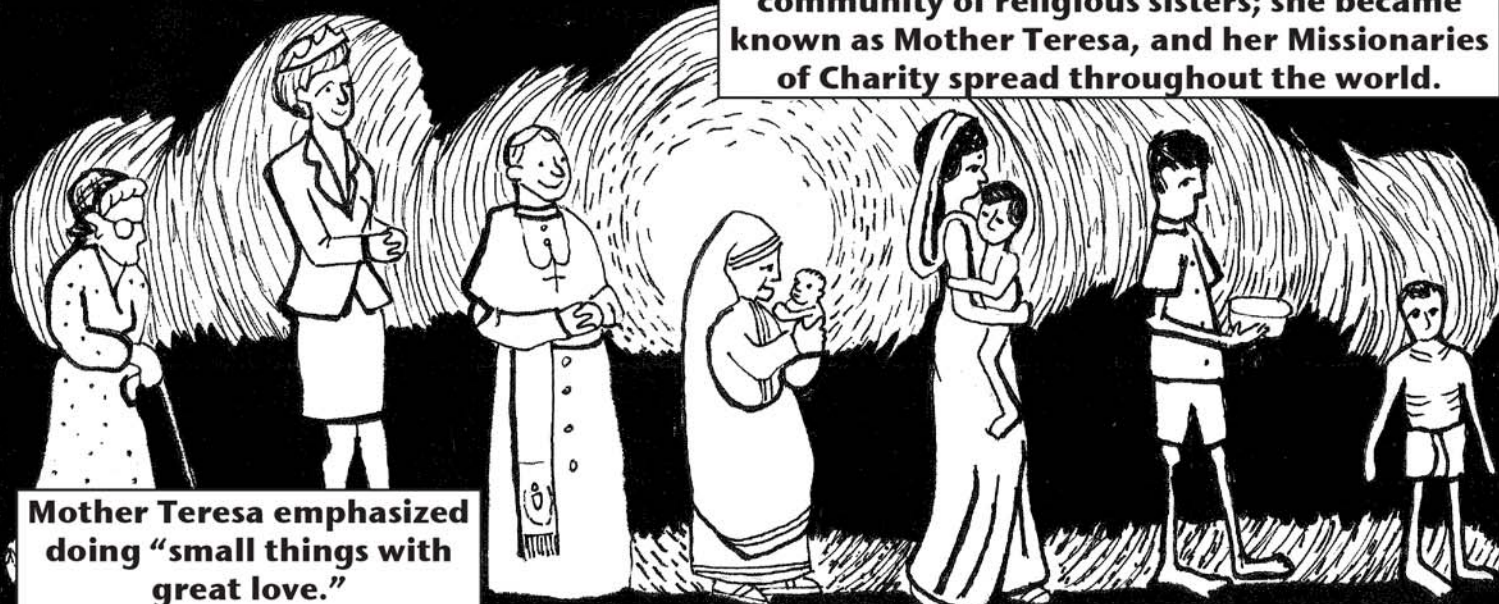
For many years, Sister Teresa served as a teacher and principal in poor schools in Calcutta, India.



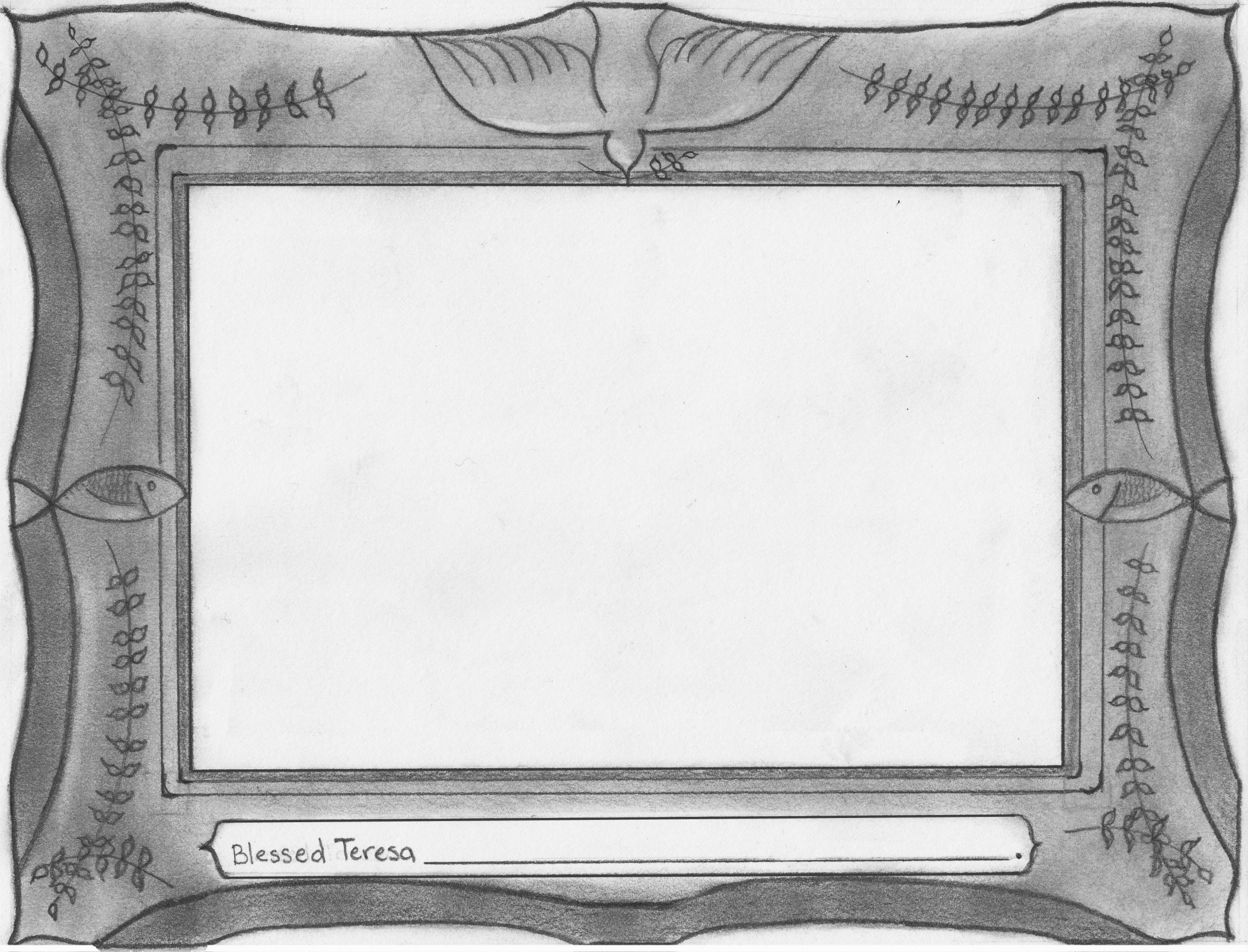
Then she heard a "call within a call" from Jesus to serve the Poorest of the Poor who lived in the streets.



To help her serve the Poor, she founded a new community of religious sisters; she became known as Mother Teresa, and her Missionaries of Charity spread throughout the world.



Mother Teresa emphasized doing "small things with great love."



Blessed Teresa \_\_\_\_\_

# Second Grade: Lesson Two

## The Greatest Commandments

**Lesson Objective:** Students will be able to explain God's call to love through Jesus' teaching of the Two Greatest Commandments.

**Lesson Assessment:** Students will illustrate ways to follow each of the Greatest Commandments.

### Lesson Materials:

- Copies of the Story of Jesus' Greatest Commandments (either *Catholic Bible Stories for Children*, p.158-159, or the handout of the version from the NAB)
- Copies of worksheet with the blank tablets
- Pencils
- Coloring supplies
- Poster of the prayer of St. Teresa of Calcutta

### Lesson Outline:

#### Opening Prayer (2 min)

**Say:** Dear God, today we come to You asking You to teach us. Teach us what You are asking us to do. Teach us how to follow You like ' ° Teresa of Calcutta. Teach us how we can be people of love, who love You and love others. Amen.

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#### Review of Previous Lessons (3 min)

Reiterate the objective from Lesson 1.

**Say:** Yesterday, we learned the meaning of vocation. Does anyone remember what vocation means?

Allow students to respond.

**Say:** We also talked about people who are called to the vocation of religious life. These people make a promise to God and the Church to always love and serve others. They give up having their own family to care for God's family. Who remembers the name of the woman we read about yesterday who was called to religious life?

Allow students to respond.

**Say:** St. Teresa of Calcutta is a wonderful example of how to follow God's call to love others.

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This version of the Ten Commandments comes from the Catechism of the Catholic Church (Part 3, Section 2).

## *Lesson Outline, Continued:*

### **Group Work & Story (20 min)**

**Say:** *God understood that it isn't always easy to love or to live in the way that He would like us to. In order to help us, God gave us some special rules, or laws, to guide us. Does anyone remember what these are called? How many rules are there?*

Allow students to answer. Ask students to list as many of these Ten Commandments that they can remember. Try to use the version that the students have been taught or will be taught in their sacramental preparation class:

1. I am the Lord your God: you shall not have strange Gods before Me.
2. You shall not take the name of the Lord your God in vain.
3. Remember to keep holy the Lord's Day.
4. Honor your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbor.
9. You shall not covet your neighbor's spouse.
10. You shall not covet your neighbor's goods.

**Say:** *It can be hard to remember and follow so many rules. Sometimes we even have trouble remembering the rules we have in our classroom! So God sent someone special to help us, someone who would make it easier for us to understand the rules and to be an example for us to follow. Who was this person?*

Allow students to answer until they answer Jesus!

*(Continued ...)*

## *Lesson Outline, Continued:*

### **Group Work & Story Continued**

Students will read the story of Jesus' Greatest Commandments (either from *Catholic Bible Stories for Children*, p.158-159, or the activity page of the NAB version) in pairs and highlight the Two Greatest Commandments that He lists.

**Say:** *I am going to give you a copy of a story about Jesus. You are going to work with your partner to read this story and figure out how many commandments Jesus lists in the story. Then write down what they are. When you finish, talk to your partner about what you think these commandments mean and try to come up with some examples of how people can follow these commandments.*

After students have had ample time to finish, call them back together and have them share what they found in the story, as well as any ideas they had about what these two Commandments mean. Responses should include praying to God, treating God's name respectfully, going to Church, saying kind words to others, being honest, caring for others when they are sick or hurt, etc.

### **Assessment (10 min)**

Students will then write the Two Greatest Commandments in their own words and illustrate ways to follow each one. Give them the activity page with the blank tablets.

**Say:** *I am going to give you a paper with just two stone tablets. I would like you to write one of the Two Greatest Commandments we read about today in your own words on one tablet and the other Greatest Commandment on the second tablet. Then on each tablet, draw a few pictures that show what it means to follow these commandments.*

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### **Closing Prayer**

Gather students together either on the floor or in a central meeting place.

Distribute copies of (or show on a poster) this kid-friendly version of St. Teresa's daily prayer.

*(Continued ...)*

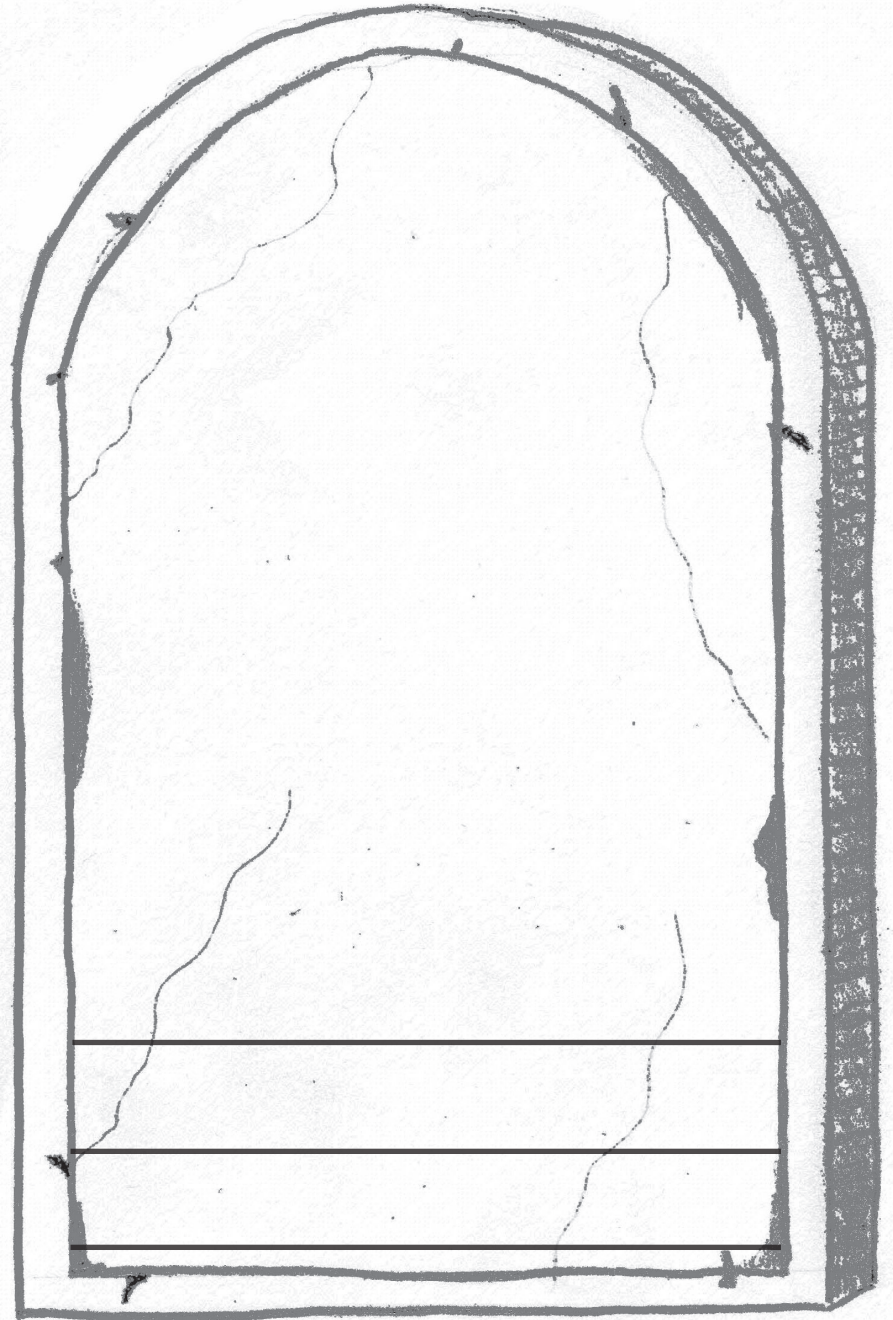
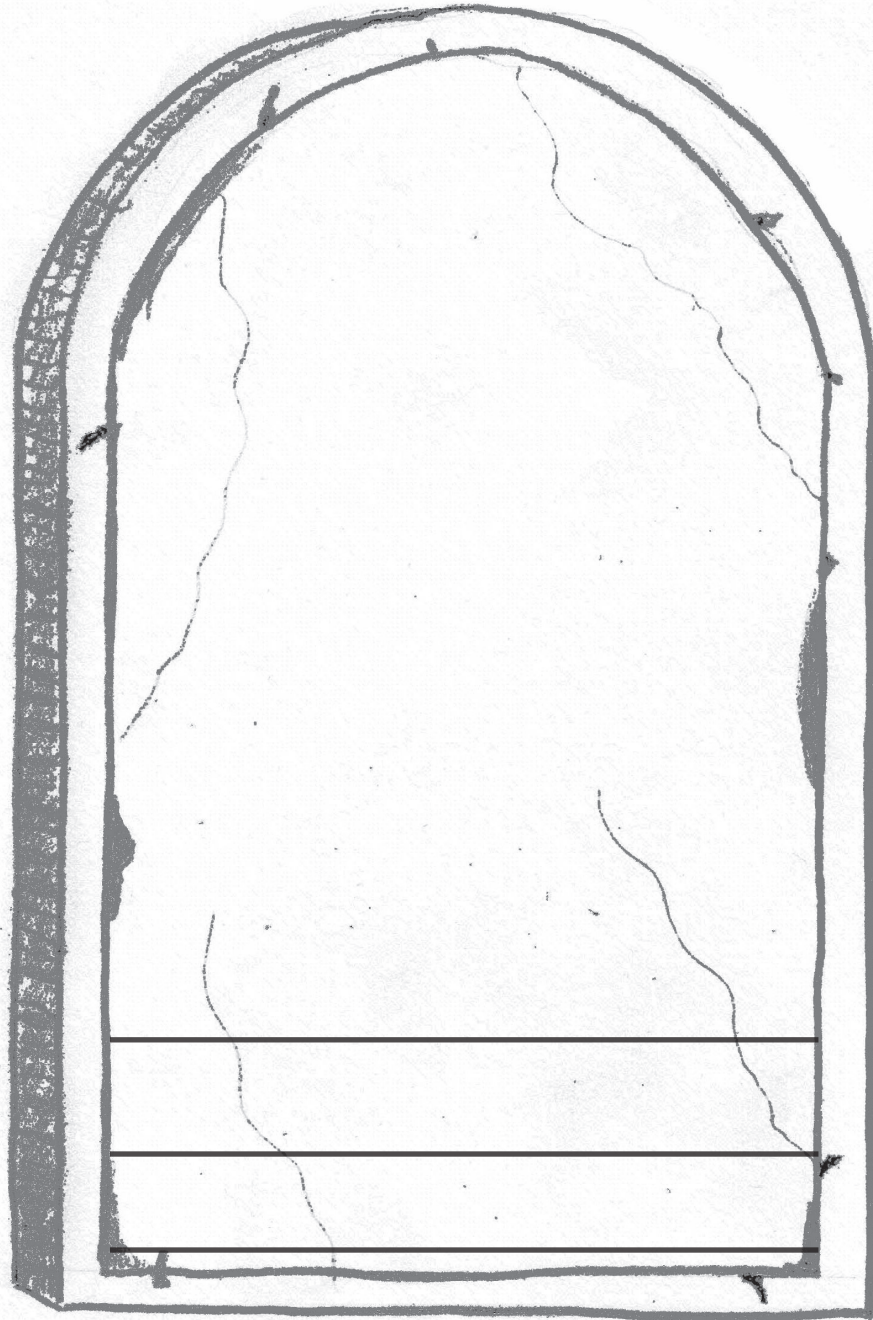


*Lesson Outline, Continued:*

**Closing Prayer  
Continued**

**Pray together:** *Dear Jesus, Help me to spread Your love wherever I go. Fill my body and my soul with Your love so that my life can be a reflection of Yours. Shine in me so that everyone I meet will see not just me, but also Your face. Stay with me today so that I will be filled with light and love for others just like You are for me. Amen.*

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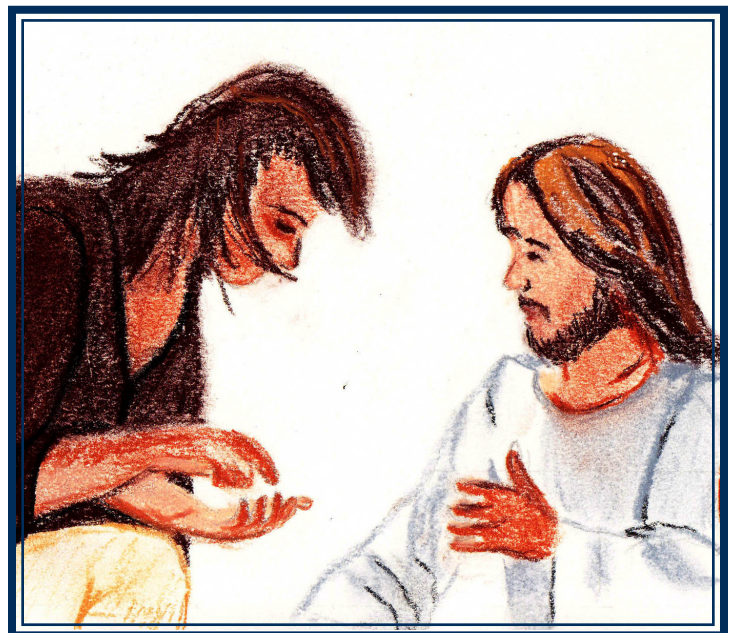


# The Two Greatest Commandments

Mark 12:28-34

One of the scribes, when he came forward and heard them disputing and saw how well he had answered them, asked him, “Which is the first of all the commandments?”

Jesus replied, “The first is this: ‘Hear, O Israel! The Lord our God is Lord alone! You shall love the Lord your God with all your heart, with all your soul, with all your mind, and with all your strength.’ The second is this: ‘You shall love your neighbor as yourself.’ There is no other commandment greater than these.”



The scribe said to him, “Well said, teacher. You are right in saying, ‘He is One and there is no other than he.’ And ‘to love him with all your heart, with all your understanding, with all your strength, and to love your neighbor as yourself’ is worth more than all burnt offerings and sacrifices.” And when Jesus saw that (he) answered with understanding, he said to him, “You are not far from the kingdom of God.” And no one dared to ask him any more questions.



# Second Grade: Lesson Three

## *Called to Love*

**Lesson Objective:** Students will be able to identify ways that they can follow God's vocation to love in their own lives.

**Lesson Assessment:** Students will create "Called to Love" hearts which list ways that 2nd graders can follow God's call to love by following the Two Greatest Commandments and the example of saints and other holy people.

### Lesson Materials:

- Worksheets with heart-shaped cut-out
- Scissors
- Pencils
- Coloring supplies

### *Lesson Outline:*

#### **Opening Prayer (2 min)**

**Say:** God, St. Teresa of Calcutta once said, "If we judge people, we have no time to love them." Help us to remember these words. Through the Two Greatest Commandments we learned yesterday, help us to see all the chances we have to show love for others each day. Amen.

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#### **Review of Previous Lessons/ Lesson Introduction (10 min)**

Review the objectives learned in the previous two lessons.

Write the word "LOVE" on the board.

**Say:** I would like you to think about this word and what we have talked about over the past few days. Think of some people in your own life who have been an example to you of what it means to love. When you think of someone, you may come write their name somewhere on the board surrounding the word LOVE.

Allow students to share why they wrote each name on the board.

**Say:** Today we are going to work in groups of four to brainstorm ways that we can follow God's call to us (our vocation) to love. You will work with a group to come up with examples of how you can follow the commandment your group has been assigned in your own life as a second grader!

(Continued ...)

## *Lesson Outline, Continued:*

### **Review of Previous Lessons/ Lesson Introduction Continued**

Put the students into groups and assign them one of the Two Greatest Commandments (either to love God or to love their neighbor).

**Say:** *After you have made your list, I want you to be creative writers! I want you to think of a situation where someone your age might have to make a choice to follow your commandment, even if it is not the easiest decision.*

---

### **Group Work (10 min)**

Walk around and help them come up with good ideas/scenarios to put on their paper. For example, if they wrote “share with someone who needs something,” they could write a few sentences about this happening in the cafeteria, such as when another student forgets his or her lunch. Make sure their examples are things that they as 2nd graders can do.

Have each of the groups share with the whole class a couple of the examples they wrote down and how they as second graders can live out this commandment.

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### **Individual Activity (10-15 min)**

**Say:** *Now you will have an opportunity to personally write ways of how you can follow God’s vocation call to love in your own life. Each of you will receive a heart cut-out that says “I will follow God’s vocation call to love by ...”. Write three ways that you plan to follow God’s vocation call to love in your own life and then decorate the heart.*

Hand out the activity page. Assist the students who are struggling. When they are finished, collect the hearts and create a “We are called to love...” bulletin board to share all that has been learned this week. The students could even share what they have written on their hearts as they are added to the board.

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*Lesson Outline, Continued:*

**Closing Prayer**

**Say:** “Dear God, help us to love You and one another as Jesus asked us to love in the Two Greatest Commandments. Remembering the example of St. Teresa of Calcutta, help us to show our love for God and for others, even when it is difficult. For this help we pray to Mary, our Mother: Hail Mary, ...”

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I will follow  
God's vocation  
call to love by...

A large dashed circle is centered on the page. Inside the circle, there are seven solid diagonal lines slanted from the bottom-left towards the top-right, providing space for a student to write their response to the prompt.