

WALKING by FAITH

Grade 5 / Home Lesson

CHAPTER 22 GOD'S WORD LIVES

Objectives

- Realize that the Old and New Testament are both God's living word.
- Discover why Scripture is important in the celebration of the sacraments.
- Understand the Introductory Rites and the Liturgy of the Word.

Step 1: *We Are Invited* (Life Experience), pages 164–165

Discuss with your child objects or stories that are connected with your family's history. Point out that the Bible is the family treasure of the people of God; in it we are told of all God has done for us. Ask your child to think about the significance of the Bible as you read the chapter title (*God's Word Lives*) pray together the opening **Prayer** on page 164.

Read the text on page 164 and the first two paragraphs on page 165. Make sure your child understands that by the term *ancestors* we usually mean those people in our family line who lived before our grandparents. Use the **Language of Faith** section at the back of the textbook to clarify the highlighted word. Point out that the *Hebrew Scriptures* are a collection of twenty-four books considered by Jews and Christians alike to be God's revealed word. The first five books are called the Pentateuch or Torah. Collectively these five books shaped the religious practices and traditions of the Jewish people; they tell how the Israelites were chosen by God and contain the laws by which God's people were to live.

Have your child recall what he or she has learned about interpreting the Bible (specifically, the creation story in *Genesis*). Remind him or her that interpretation of the Bible is not simply a matter of knowing the literal meaning of the words.

Clarify for your child why understanding the Bible is complicated. To interpret Scripture correctly, it is necessary to study the history, religion, and culture of the human authors; the kind and style of writing they used; and the language in which they wrote. In addition, the Church guides us in discovering the religious meaning. Finally it is important to determine how the message is as relevant to us today as it was to those who wrote it.

Direct your child's attention to the photograph on page 164. Explain that quilts like the one in the picture were originally made from scraps of leftover fabric or worn-out clothing. Ask: What do you think the woman and the girl might be talking about? (the stories behind the patches of fabric in the quilt)

Allow time for your child to answer the caption question on page 164.

Continue reading **Our Sacred Scriptures** on page 165.

Read **Saints Walk with Us** about Saint Jerome and share this additional information with your child: Jerome (340–420) is one of the four greatest teachers or doctors of the Church. He is known for his biblical scholarship and for his life of extreme self-discipline as a monk. He was born in Dalmatia on the Adriatic Sea and was educated in Rome. Moved by a dream he had in 374, Jerome devoted himself to studying the Bible. Encouraged by Pope Damasus, he began translating the Old Testament directly from the original Hebrew into Latin. He later founded a monastery in Bethlehem, where he completed his translation. Jerome's Latin translation, called the *Vulgate*, became the standard translation for the Catholic Church for centuries.

Direct your child's attention to the photograph on the left. Ask: How are the lectors in this procession showing reverence for the word of God? (They are raising it up.) Invite answers to the caption question. (It tells about the faith of our Jewish ancestors and how God acted in their lives.)

Step 2: We Explore (Doctrine), pages 166–169

Ask your child to tell what he or she thinks is written on the scroll in the photograph. (Accept all reasonable answers.) Read **Landmark** on page 166. Tell your child that the oldest surviving biblical manuscripts, called the Dead Sea Scrolls, were discovered between 1947 and 1956 in caves near the Dead Sea. Among them is a copy of the Book of Isaiah from the Old Testament.

Read **With Us in God's Word** on page 166, and make sure your child understands the term *Tradition* by referring to the **Language of Faith** section at the back of the textbook for clarification.

Read **Catholics Believe** and explain that the Liturgy of the Word is part of every sacrament and sacramental blessing because Christ is present in God's word. In a special way Christ is present in the Liturgy of the Word during Mass. Ask: How can you be a better participant in the Mass? (by looking over the readings ahead of time, listening carefully, singing, praying from the heart)

As you read **Breaking and Sharing** on page 167, use the **Language of Faith** section at the back of the textbook to help your child understand the highlighted terms. Have your child recall Paul's letter to the Corinthians in the previous chapter. Explain that Paul used letters, or *epistles*, to supervise the Christian communities he had started. Ask: How many readings do we hear during Mass on Sundays? (three—the first usually from the Old Testament, the second from the letters, the third from one of the Gospels)

Read the **Scripture Signpost** and answer the question found there. (Through it God speaks to us; it makes Jesus present among us.)

Read the **Activity** and help your child complete it.

Read **At the Table of the Word** on page 168; then take turns with your child reading the bulleted items in **The Introductory Rites**. Remind your child that an *antiphon* is a short verse sung at the beginning and end of psalms or between verses. You might note the following variations for your child: the prayer in the penitential rite may be the I Confess prayer or the Lord, Have Mercy. The Glory to God is omitted during Advent and Lent. Ask: How do the introductory rites show that we are preparing for the Liturgy of the Word? (We remember our Baptism in the sprinkling rite; we show sorrow for sins and ask God’s mercy; we greet God with praise; the presider presents our prayers to God.)

Continue taking turns as you read **The Liturgy of the Word** on page 169. Explain that the general intercessions are sometimes referred to as the prayer of the faithful.

Ask: How do we as the Eucharistic assembly show that we believe Scripture is the living word of God, that God is actually speaking to us in the readings? (We respond by saying “Thanks be to God,” “Alleluia,” and “Praise to you, Lord Jesus Christ”; we stand for the gospel as a sign of respect and trace a cross on our foreheads, lips, and hearts as a sign we want God’s word to be present in our minds, on our lips, and in our hearts; we listen to how we can make God’s word a part of our lives.)

Step 3: We Reflect (Integration of Faith into Everyday Life), page 170

Review the material taught in this lesson by completing the sections: **Recall, Think and Share, and Continue the Journey**.

Read and discuss **We Live Our Faith: At Home and In the Parish**. Try to follow through on these suggestions.

Refer to the **Language of Faith** section at the back of the textbook for clarification and review of all highlighted words.

Complete pages 43–44 in the **Faith Journal**.

Step 4: We Celebrate (Prayer and Conclusion), page 171

Read **Open Our Eyes** on page 171. Invite your child to make a connection between the pictures and what he or she has learned in this chapter. You might explain that the illustration of Saint Matthew is from a seventh-century illuminated manuscript of the Gospels. (Scripture is the living word of God. God speaks to people, like the students in the picture, today, just as he did to those people who read the illuminated manuscript long ago.) Ask: Where can we feel God’s presence in the world? (Possible answers: everywhere—in Scripture, the Eucharistic assembly, nature, friends, our families.)

Close the lesson by celebrating the Scripture service provided for you. After sharing the readings invite your child to offer petitions and intercessions that relate the readings to the needs in the present world—for example, *Lord, help us to treat all people with respect*.