



## Apostolic Briefings & Communications

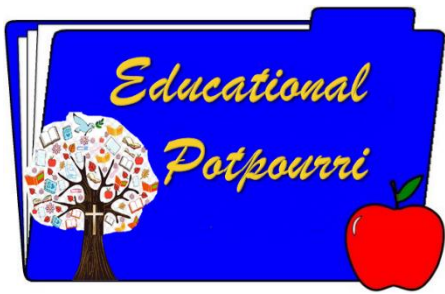
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Sisters, Servants of the Immaculate Heart of Mary | Villa Maria House of Studies | Immaculata, PA 19345

*WHAT YOU ARE IS  
GOD'S GIFT TO YOU,*



*WHAT YOU BECOME IS YOUR GIFT TO*  
*God.*  
HANS URS VON BALTHASAR



## Autumn Recipe for Achievement



In this beautiful season of autumn in which we revel in the spectacular array of colorful leaves, it gives us pause to praise the wonder of God's creation and give thanks. However, it was children squealing with excitement as they enjoyed a hayride at the local farm that inspired me to create an autumn acronym for this section of the ABC Notes. **PUMPKIN** is the acronym since it is a popular decoration for the fall season.

**Prioritize.** As we are well into the school year, it is easy for us to get overwhelmed with our many responsibilities and commitments. Sister Isabel Mary IHM once taught her college students that they would have love and peace in life if they put into practice the acronym, **JOY**. **J** is that Jesus must be our number one priority in life. **O** is that we put others in line after Jesus. **Y** is for taking care of yourself. As one of her students, I have never forgotten this acronym and I hope that you too may find it useful for yourself and for your students.

Prioritizing is essential for student mastery. As teachers, it is necessary to: review the curriculum guidelines; know what students are expected to learn, keep the end in mind; and then, plan accordingly. Even though there is a plethora of content in textbooks, we need to remember that textbook companies are marketing to the entire country. Therefore, there is material in the texts that does not coincide with the curriculum guidelines and there is no need to teach that material. Planning in this manner, with school calendar in hand, will assist educators in teaching for mastery, rather than for the purpose of trying to complete the textbook.

**Utilize** and teach essential skills that students will need throughout their lives, such as, our Catholic faith, reading, writing, mathematics, critical thinking, problem-solving, working with others, and being creative, to mention a few. In speaking of essential skills, we must also acknowledge the existence of attention deficit problems that have increased exponentially in our modern age. Some researchers are even referring to this as an epidemic among children due to many of them suffering from screen addiction. Dr. Nicholas Kardaras in his book *Glow Kids* (2017) explains that "China has identified Internet Addiction Disorder as its number-one health crisis, with more than 20 million Internet-addicted teens, and South Korea has opened 400 tech addiction rehab facilities and given every student, teacher, and parent a handbook warning them of the potential dangers of screens and technology" (p. 4). In recent years I, too, have noticed that students do not look me in the eye when I am conversing with them; since for many students their main form of communication is through texting. As educators, we need to plan peer group work that will develop students' interpersonal skills in which they create and develop solutions for real world problems. I would suggest that teachers organize learning activities that utilize and enhance students' creativity, interactions with others, critical thinking, and problem-solving skills for the purpose of being equipped for careers that we probably cannot even imagine at this point in history.

**Memorize.** Dr. Kardaras was one of the presenters at the Archdiocese of Philadelphia Principals' Conference. He posed the question of how many phone numbers we knew 10 years ago in comparison to today. Kardaras confessed that since he has all the phone numbers he needs in his phone contacts, he has only a few numbers memorized. Principals agreed that this was the case with many of us. Dr. Kardaras explained that the brain is very efficient, and that if we do not exercise or use parts of our brain, these sections would eventually atrophy. Therefore, we need to exercise the memory portion of our brains in order to strengthen and sustain it, rather than depending on our devices for answers.

Students also need to develop their memorization skills by learning essential subject area facts without relying on their device. How often at a checkout do we experience a confused look on the young cashier's face when we hand him/her a penny to avoid having all the extra change. Dr. Kardaras also warns in *Glow Kids* that holding the phone up to our ear, which happens to be where our brain's memory lobes are located, is dangerous because of the electromagnetic fields it emits into the brain. For young adults and children, special care must be taken because their scalps are thinner and their brains are still developing; therefore, they are more susceptible to the negative effects of radiation. Dr. Kardaras cites many experts on the effects of positioning devices too close to the body. Working with your laptop on your lap, he warns, is the most dangerous, because it affects negatively the male and female reproductive organs. In my opinion, *Glow Kids* is a must-read for parents and educators.

Dr. Kardaras further referred to the findings of Dr. Andrew Doan, a neuroscientist, who heads addiction research for the U.S. Navy. Doan explained that the gaming industry and so-called educational game companies have as their goal to get users addicted so that they play longer and will purchase more of their company's products. These companies hire neurobiologists and neuroscientists to test players' blood pressure while playing the video game. Doan describes that the industry's aim is to get the participants' blood pressure to 180 over 140 or 120. If it

doesn't reach this point, they tweak the game (p. 22). It seems clear, the industry's purpose is not to enhance the educational pursuits of children. Let us therefore make use of technology in the classroom for the sole purpose of students' academic benefit.

**Presence.** Students today need adults that will provide them their full attention without distraction from a device. How often do we see families at a restaurant glued to the screen rather than looking at one another, eye to eye? There is an "ever-increasing amount of clinical research that correlates screen tech with psychiatric disorders like ADHD, addiction, anxiety, depression, increased aggression, and even psychosis. Recent brain-imaging studies conclusively show that excessive screen exposure can neurologically damage a young person's developing brain in the same way that cocaine addiction can. That's right – a kid's brain on tech looks like a brain on drugs" (p. 4).

Think back, when you were a child, of family memories created by the silly games you made up with everyone packed in the car for a day trip. These became great stories at family get-togethers as adults. What will children today say, "Yeah, I played hours of video games, or watched x amount of YouTube videos on our trip." As teachers, we can encourage parents to establish a no device policy at dinner or while in the car to help strengthen family ties. Also, parents need to know they can allow children to be bored--giving them time for silence to create their own fun instead of every minute being scheduled for them. In school, teachers can provide learning activities in which students must create a project or solve problems in a peer group which will aid in developing their interpersonal skills. In addition, it is teachers conversing with students and demonstrating genuine concern, that will increase positively students' perception of their self-worth because a trusted adult has given him/her their undivided attention.

**Knowledge-seeking** is a main goal of education. It is hoped that by having students engaged actively in the learning process they will develop a thirst for learning by raising their curiosity level. Spoon-feeding doesn't aid students in becoming self-directed knowledge-seekers. We recognize as educators it is not always easy to get students enthused about learning content of which they are not interested, but this is the time when we need to be very creative and try our best to design methods that pique their attention. Seeking knowledge through the senses, discovering lessons from nature, and visiting the local zoo, library, and museum are more intriguing to a student than experiencing these virtually. The more we can expose children to actual, hands-on learning experiences the better for their overall spiritual, physical, emotional, intellectual, and social development.

**Internet** usage should be utilized as a tool not a crutch or babysitter in the educational setting. The Internet is no doubt an amazing invention. However, students' brains are not able to process the constant bombardment of figures on the screen at an alarming rate and then attend to a teacher's slow-moving instructions. Recall how some top technology executives enroll their own children in low-tech or no tech schools. Why? Because of the addictive influence of technology on children's brains. Recently, a former librarian explained that students were looking for books on famous historical figures. One student complained that someone else was using the A encyclopedia, so he couldn't find any information about Abraham Lincoln. The librarian had to instruct the fourth grader that he could easily locate the necessary content in the L volume . . . an interesting description of how a basic skill can be lost through dependence on the Internet. Also, some students today inquire whether it is still necessary to capitalize, since neither capitalization nor punctuation is rarely used when texting. The reality is that basic skills still need to be taught and practiced.

**No-nonsense**, direct instruction remains a necessity in our fast-paced and technologically connected world today. Students in this modern age, now more than ever, need a teacher that is enthused about teaching and learning and strives to engage students to become life-long learners. This is accomplished by planning lessons that are relevant to students, and that require them to use and develop their imagination, creativity, critical thinking, and problem-solving skills. By encouraging students to work to their full potential, we are preparing them for exciting opportunities. Involving them in hands-on learning instills in them a thirst for learning and for developing creative solutions to complex problems.

Thank you, Educators, for your continued dedication to Catholic education. You are an invaluable resource to our students, to your colleagues, to the Church, and to our world. We believe that nothing is impossible for God, but with Him the possibilities are endless. May God continue to bless all our efforts!

In Mary's Immaculate Heart, I am,  
Sister Mary C. Chapman, IHM, Ed.D. smaryihm@gmail.com

*A delicious and easy Jewish Apple Cake recipe which I found on the Internet at:*  
[www.browneyedbaker.com/jewish-apple-cake/](http://www.browneyedbaker.com/jewish-apple-cake/)

**“Kid Smarts”** (a.k.a. Multiple Intelligences)  
**They’re not just for Language Arts!**

Thanks to a previous (and anonymous) contributor to the ABC Notes, I can share with you in the next two issues how you can use **“kid smarts”** in other curriculum areas. I’ll also include some ideas of my own that I’ve used during instruction. Have you found a survey that you can use to discover the “kid smarts” in your room? It’s an intriguing activity that never fails to engage the students. After all...it’s about them! We’ll start where it all begins--with the rhythm of our mother’s heartbeat.

***Musical/Rhythmic***



**Religion or Social Studies:**

- Whether in Church History or Social Studies, the Industrial Revolution can be framed in music. Use the “Workers’ Song” from *Les Miserables* to begin the study. Ask students to draw what they think is happening in the song. They’ll probably choose dark, gloomy colors, foremen lording over the workers etc. Use that as a springboard to open their eyes to the poor working conditions during this period, child labor, unfair wages etc. leading up to the formation of unions. After the chapter is complete, close with “One More Day” from the same show. Get some feedback using cause and effect questions.
- Find some Gregorian chant or call-and-response singing from mediaeval times. Can the class see the similarity between that and our present day Responsorial Psalm?
- Play George M. Cohen’s “Over There” for WW I; “Victory at Sea” for WW II Pacific Theatre; the “1812 Overture” for that war; jazz for the Roaring 20s; swing or big bands (e.g. Boogie Woogie Bugle Boy) - all efforts to raise our country’s spirit during the wars. Don’t worry if a piece of music isn’t from the exact time period. Create the mood, set the stage.
- If your class is reading The Diary of Anne Frank, have them compare the mood of the American music they just heard with the historical mood of Europe at the same time.
- Analyze different historical periods or appreciate different cultures by playing music from that period or culture. Sing songs from nations being studied (e.g. “O Canada”). If you’re not a musician, you can always find examples on YouTube.

- Can students recognize a particular instrument from its country of origin (e.g. a didgeridoo from Australia)?
- Challenge the class to create a series of key dates by writing a “history rap”.
- Students could research Morse code, then use the rhythm of dots and dashes to pretend they are spies communicating secret messages during the war.



(didgeridoo...Now you know!)

### **Mathematics:**

- Teach math rules or operations through jingles. For example, the commutative property for addition and multiplication can be set to a beat: *The order of the addends does not affect the sum...clap.* After several repetitions, they get the rhythm and could even march around the room. Next change *addends* and *sum* to *factors* and *product*. The associative property becomes: *The grouping of the addends does not affect the sum...clap.* Again change *addends* and *sum* to *factors* and *product*. There are many free math songs on-line for children to learn their facts. Check out Jack Hartman on YouTube or [www.havefunteaching.com](http://www.havefunteaching.com)

### **Science/Health:**

- Experiment with the effect of vibrations in various pitches on human hearing. The same could be done using sand on a metal plate. What do various vibrations do to the sand?
- As the class studies the systems of the body, have them select a type of music or song that seems to go with each system.
- When studying the brain, they can use various humming patterns or melodies to see how they affect the brain and change students’ moods. How can music reduce stress? How do different kinds of music affect how we eat?

### **Music/Fine Arts/ Phys. Ed.:**

- Using rhythm instruments with young children makes it easy for them to keep a beat.
- Teach deep breathing exercises to slower, classical pieces as a prelude to singing.
- As a piece of music is being played, have the class draw or paint a scene suggested by the music.
- Play “Guess the Instrument” in musical pieces. Can students recognize which instruments were added and/or changed from the Renaissance to the Baroque to the Classical era?
- Play various types of music for warm-up drills. Sousa marches are great for this!



## Verbal/Linguistic

### Religion/Social Studies:

- Play “What’s My Line?” with religious/historical/ persons. One student takes the part of the religious or historical “guest” on the show (e.g. George Washington). A panel of 3 or 4 other students asks questions of the guest to determine who the person is, and what he/she did in life. They could also play “To Tell the Truth” by having 3 contestants pretend to be the guest (e.g. St. Catherine of Siena). The panel asks questions until they figure out which of the 3 is the real person. The game show “host” says, “Will the real St. Catherine please stand up”.
- Debate important issues/decisions from the past.
- Read stories, myths and poetry from other cultures. Do they have any parallel to our culture or religion? The Jain prayer from India echoes St. Francis Prayer for Peace: *Lead us from death to life; from falsehood to truth; from despair to hope.*
- Conduct a “Countries of the World” spelling/pronunciation bee.
- Students could keep a log called “What other cultures could teach us”.
- Ask students to look at a map and supply verbal directions to get from one place to another. (In this age of GPS and Waze that might be a challenge for some!)
- These linguistic children could rewrite difficult information in simpler language; write a script for a historical, scientific or mathematical discovery.

### Mathematics:

- Students write story problems for others to solve.
- Student-becomes-teacher and solves a problem aloud step-by-step at the board as others follow.
- Assign pairs for partner problems: one solves, the other explains.
- Allow them to make up and draw puns/riddles using math terms or vocabulary.

*Who are the best mathematicians in the snake family? The adders!*

*I made a mistake and hired an odd-job guy to do 8 jobs, but by the end of the day he had only done jobs 1, 3, 5 and 7.*

*Solving these equations is a **sine** of a big problem!*

*How do you stay warm in a cold room? Go into a corner where it’s always 90 degrees!*

### Science/Health:

- Give a story starter for the class to write a humorous anecdote using science terms. For example: one atom panics and says to a second atom, “I lost an ion!” The second atom says, “Are you positive?”



- As they study the circulatory system, they can create a diary on the life of the red blood cells.
- Pair a verbal/linguistic child with someone who was absent for a science experiment. He/she explains step by step what was missed.
- Primary children do this every day, so “kick it up a notch” for older ones by having them forecast and track the weather; record changes or developments in nature over time; predict the effects of extreme natural phenomenon.
- Play “What’s My Line?” or “To Tell the Truth” using famous scientists. (See Religion/Social Studies above.)

### **Music/Fine Arts/Phys. Ed.:**

- While listening to a piece of music, students compose a story about it.
- Pair a verbal child with an artistic one. The verbal child describes an object while the artistic partner draws it.
- So many teachers display emotion charts in their rooms that students could describe an emotion or mood and decide on a song or type of music which could accompany it. This might work in a health class too.
- Ask children to give verbal (or written) explanations of gymnastic routines, soccer rules, lay-ups in basketball etc.

### **Bodily/Kinesthetic**

#### **Religion/Social Studies:**

- Assign (or allow students to pick) a dramatic scene from Scripture, Church History or secular history for groups to perform.
- Hold a costume and food day from a historical period or country being studied.
- Play “Great Moments from the Past” charades to see if the class can identify the historical moment being enacted.
- Show a video clip of a dance from a country being studied or from previous periods of history (e.g. the minuet). Ask for volunteers to imitate those dance steps for the class.

### **Mathematics:**

- Make a human bar graph. Using an example from the text have students create it with their bodies against the chalkboard where the x and y axes have been drawn. They can physically show the mean, median and mode.
- Add and subtract members in a group to learn about fractions.

- Build equations using students: 2 will be called  $x$ ; another stands with arms parallel to be the equal sign; 6 more stand to the right of the equal sign. See if they can figure out what one person is worth if 2 are worth 6. The answer (3) is the value of  $x$ .
- Use different parts of the body to measure things and report results. “My desk is 6 hands long, and 3 hands wide.” Or have one tall person and one short person pace off the room. “It took me 10 paces to walk across the room.” The other may say, “It took me 13.” Conclusion: We need standard units of measurement.
- If your school is involved in STEM, ask the BK students to design something that requires applying math concepts.

### **Science/Health:**

- Have students role play the life of a cell. In the style of “Honey, I Shrunk the Kids” pretend they’ve shrunk to the size of a microbe and describe the journey through the circulatory system.
- Ask volunteers to act out the water cycle or the life cycle of a plant.
- Using the BK children as the planets, create the solar system; explain the rotation of the earth and its revolution around the sun using students.
- Examine and try various biofeedback techniques (include music with this one).
- Put a BK child in charge of watering any plants in the room.
- If you have trees and grass on school property, plan a Science lesson outdoors. A warm spring day is a great opportunity to teach solar energy.

### **Music/Fine Arts/Phys. Ed.:**

- After students practice a series of physical movements in their minds, ask them to act out the movements with their bodies. Maybe a dance from another country would work here (see Social Studies above), or imagining how to dribble a basketball before acting it out.
- When teaching the various orchestras, allow a student to portray the conductor.
- Create a human sculpture/tableau to express an idea or to portray a classic work of art (e.g. the signing of the Declaration of Independence).

*We'll wrap up the last three “smarts” in the spring issue. **Until then...***

# **Be brave! You've got this!**





# PRIME TIMES



Sisters, Servants of the Immaculate Heart of Mary  
Malvern, Pennsylvania 19355

Winter, 2019

## Charism Song

(Tune: Frere Jacques)

What is Charism?

What is Charism?

A gift and a call

A gift and a call

To LOVE we serve with joyful hearts

To LOVE we serve with joyful hearts

To HOPE we trust in God's great love

To HOPE we trust in God's great love

To FIDELITY by prayer each day

To FIDELITY by prayer each day

Jesus, we love You and Mary too.

Jesus, we love You and Mary too.



## Advent Waiting Song

(Tune: Frere Jacques)

Come, Lord, Jesus, Come, Lord Jesus.

Come to us. Come to us.

We wait for Your coming.

We wait for Your coming.

Christmas Day. Christmas Day.

## Christmas Poem

Marcia Hornok

Baby Jesus was God's Son

He came to earth for everyone

Shepherds in the field that night

Learned the news from the angels bright

"Do not fear," the angels said

"Jesus lies in a manger bed."



## Authors' Birthdays

What better way to highlight various authors than to celebrate their birthday by reading one of their books. Here are just a few who have birthdays in the next few months.

November 25<sup>th</sup> – Marc Brown

November 25<sup>th</sup> – P. D. Eastman

November 26<sup>th</sup> – Charles Schulz

December 1<sup>st</sup> – Jan Brett

December 19<sup>th</sup> – Eve Bunting

January 4<sup>th</sup> – Jacob Grimm

January 27<sup>th</sup> – Lewis Carroll



## Making a Soft Bed for Jesus

By their actions your students can make a soft bed for Jesus come Christmas. Using a brown lunch bag, staple close the top and cut a palm-sized opening in the middle of the bag (this creates the "manger"). Whenever one of the children does a kind deed they can add straw to the manger. At the end of Advent each child will have created a soft bed of good deeds to lay Baby Jesus on.

## Paper Hat Book Report

Have the students complete wearable book reports. By folding oversized paper into a hat or simply glue paper to a sentence strip, the students can make the paper hats. Then they can illustrate or write (depending on the grade level) details from the book. Not only will they have fun in creating them but the students can wear them as they wait their turn to give their oral report.

### Quick Change

(past tense verbs)

Squeeze a little grammar practice into the beginning and end of the day. In the morning, post a few sentences about the day's events on the board. Direct the students to copy the morning message and underline the verbs. Then, at the end of the day, have students rewrite the sentences to show the past tense of the underlined verbs. Quick and easy, but great practice!

### Verbs in Action

Tune: Farmer in the Dell

All action words are verbs.  
They make writing superb.  
High-ho the derry-o,  
All action words are verbs.

A verb tells what you do,  
Like jump, or swim, or chew.  
High-ho the derry-o  
A verb tells what you do.

Each sentence must have one.  
The verb adds all the fun!  
High-ho the derry-o,  
Each sentence needs a verb.

VERBS  
are  
ACTION

VERBS  
add fun!

VERBS . . .  
all about  
what you  
do

## A Blizzard of Books

There is nothing better than cuddling up with a blanket and a book during the winter months. Every time one of your students reads a book they can write the name, author, and illustrator on a snowflake and indicate whether or not they would suggest it to someone else. You will be amazed at how quickly your bulletin board/hallway display will turn into a blizzard.

### Teacher's Prayer for Snow

Oh Lord, let it snow.  
Let it drift and let it blow.  
In the morning, no real fuss,  
Just enough to stop the bus.  
Enough to make the county say:  
"There will be no school today."  
Let the radio report: "Snow's deep!"  
And I'll roll over for more sleep.  
Then later on, say maybe ten,  
I'll turn the radio on again.  
Just in time to hear them say:  
"It's strange, the snow has gone away."  
And then I'll know, You made it stop.  
So I can go to the mall and shop.  
Please Lord, just hear my teacher's plea,  
And make it snow for the kids and me.



### Snowball Toss

(vocabulary)

In advance, write each vocabulary word for a science or social studies unit on a separate snowball-shaped cutout. Place the cutouts in a brown paper bag. Invite pairs of students to choose a snowball to pass back and forth. Explain that before a partner passes the snowball, the partner must either define or state a fact about the word on the snowball. The last partner able to say something about the word wins that round. Then the partners select a new snowball to pass.



## Breezy Day (Mailbox)

(cause and effect)



You may not be able to see the wind, but you can see its effects; making it an excellent tool for a lesson on cause and effect. Ask students to share things they have seen the wind do. List their ideas on a board or chart. Have *cause* first and then *effect*. Then have fun by inviting students to weave these situations into a class story called “One Windy Day.” Write the story on the board, chart or smart board so that everyone can see its progress. Copy the finished story on chart paper and post it in your room; then invite students to mount their original illustrations around the windy tale.

Ex. Cause: A strong wind blew the door open.

Effect: The dog ran out the open door.

## Instant Bingo



For a quick math drill invite students to write five numbers from 0-18 on a strip of paper. Present addition and subtraction flash cards one at a time. If the student has the correct answer on his/her paper, he/she crosses it out. The first player to cross out all five numbers shouts “Bingo!”

## Oopsie!

Build students’ mathematical proficiencies with Mistake Mondays. At the start of each week, display a problem with an incorrect solution. Guide each student to find the errors, tell what was done incorrectly, and explain why. Also have the student identify the correct solution. Used as a weekly warm-up, this task will help students build knowledge and understanding of math practices.



## Blurt Box

Set up a “blurt box” on a chalkboard or white board. Each time a student blurts out an answer or comment, quietly put a tally mark in the box. At the end of the day, have the students count aloud with you and total the tally marks. Then write the number in the box, circle it and erase the tallies. Challenge the students to reduce the number of tallies the next day.

Renea Magnani, Glen Ellen, CA

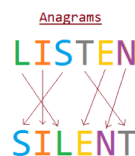


## As Good as Gold

(positive behavior)

Use this idea to encourage positive behavior! Fill a clear, unbreakable container with toy coins or another item and put it on display. Each time a student receives a compliment from a staff member or demonstrates positive or caring behavior; give the student a chance to win a prize. Have the student estimate the number of items in the container and then record his/her estimation with the student’s name on a slip of paper. Keep the strips in a plastic ziploc bag until the end of the week. Then count the items and reward the student who made the closest estimation with a prize.

Mailbox



## Anagram Hunt

Write *march* on the board and guide students to recognize that by simply switching the *ch* and *m*, you can make the word *charm*. Explain to students that *march* is an anagram, or a word whose letters can be rearranged to make a new word. Then list on the board the word *act* and challenge the students to rearrange the letters to make another word, *cat*. Repeat with other anagrams as time allows. Ex. *earth/heart*, *vase/save*, *tea/ate*

## It's In the Bag!

(idioms)

To expose students to idioms, place in a paper bag a can labeled “worms” (open a can of worms), a bouncy ball (have a ball), a wiggle eye (I’ve got my eye on you), some fish-shaped crackers (something’s fishy in here), and some dry beans (spill the beans). Start by discussing with students the sentence “Don’t let the cat out of the bag.” Explain to students that the expression “let the cat out of the bag” has a nonliteral meaning – one that doesn’t mean exactly what it says. The pull each item out of the bag, name the related idiom, and have students tell the nonliteral meaning. As a follow-up activity, assign each child two or more different idioms and have them prepare a bag to share with the class in similar manner. Learning idioms will be a piece of cake! Google “idioms” to find a list you can use with young students.

Jessica Wokmack, Bonham, TX

## Totally Terrific!

(figurative language)

Sweeten your students’ writing with a small-group activity that reinforces alliteration. Tell each group that it’s working for a candy company that only uses alliterative text on its conversation hearts. Challenge each group to list a two-word alliterative phrase for as many alphabet letters as it can. Then have each group write its phrases on individual heart cutouts. Use the cutouts for a one-of-a-kind bulletin board border.

Ex. Forever Friends, Silly Sweet

## Marshmallow Motivator

For an incentive that encourages students to turn in homework on time, make a colorful mug pattern for each student. Have the student put his/her name on the mug and decorate it. Display the mug with the student’s name where the student can easily reach it. Make a supply of marshmallow patterns. Each time a student turns in homework on time, he/she earns a marshmallow to place on the mug. When students have a predetermined number of marshmallows on their mugs, they earn a treat or surprise.

Mailbox



## Ringin' Resolutions

(goal setting)

Start off the New Year with this activity. Provide each student with several index cards. At the top of each card, the students write a different academic or school-related goal he/she wants to attain this year. Below the goal, list three things the student could do to achieve the goal. Once the cards are labeled a hole is punched in the top left corner of each card and then all the cards are put on a binder ring. When the goal is achieved the appropriate card is removed from the ring.

Mailbox

Ex. I will learn my subtraction facts.

-Practice facts in the car or on the bus.

-Write each subtraction fact twice a day.

## Valentine Mailboxes



To make quick cardholders, staple the sides of used file folders. Give each student one to personalize, and tape the decorated folder to the side of the student’s desk. To “mail” a valentine, all a student needs to do is drop the card in a classmate’s folder. When it’s time to take the valentines home the folder makes a handy carrier! You can do the same with a lunch bag the students decorate and tape to the side of the desk.

Mailbox

## Dental Health Tune

(Tune: Twinkle, Twinkle, Little Star)

Brushing, brushing all my teeth,  
On the top and underneath.  
Twice a day to fight decay,  
Brush my teeth without delay.  
Brush them well so there’s no plaque.  
Floss between, then in the back.



Mailbox

## Celebrate Diversity



Martin Luther King Jr. helped Americans to appreciate the diversity of one another. In his honor have a multicultural day. Have students of different cultures share about their traditions. If a class does not have several cultures, the teacher can share about different countries or assign the task to students. It does not matter our background because we all have a dream.



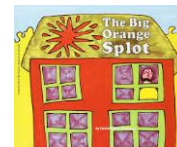
## 10 Children's Books That Teach Diversity

- *One Green Apple* by Eve Bunting  
Facing the challenges of being a new kid in a new country with a new language, Farah finds comfort in the similarities she finds on a field trip to an apple orchard. As the class works together to make apple cider, the young Muslim immigrant begins to connect with her classmates when she realizes it takes many types of apples to make the sweet beverage.
- *Two Mrs. Gibsons* by Toyomi Igus  
In a world where biracial children are becoming the majority, this touching children's book celebrates cultural diversity by highlighting a little girl's relationships with her Japanese mother and her African-American grandmother. While the story teaches kids about diversity, it is the lesson that the strengths come in those differences, especially within your own family, that shines through.
- *Little Blue and Little Yellow* by Leo Lionni  
Originally written during a time when races were often separated, two little dots of colors form a friendship represented by the color green that was not accepted by all, namely their own parents. However, the message of tolerance and acceptance of cultural diversity is delivered through the blending of the colors by the parents themselves in the end.

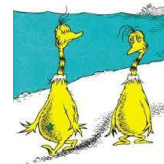


- *Jack & Jim* by Kitty Crowther  
With messages of tolerance and the beauty of diversity weaved into the tales of two birds from different parts of the world, children will grasp the easy-to-understand messages illustrated in the watercolor artwork of Kitty Crowther. Children will learn that the birds' friendship is based on what's beyond their feathers — what's inside their hearts.

- *The Big Orange Splot*  
by Daniel Manus Pinkwater  
The message of individuality and self-actualization is easily delivered when Mr. Plumbeans's house is splashed with orange paint. Although the choice he makes to paint his house in multicolored hues is in response to the intolerance of his neighbors, the lesson to accept people as they are is received loud and clear.



- *Alphabet Kids* book series  
This multicultural series of books features kids of all different ethnicities who experience intolerance but grow through the discovery of their own customs, strengths and appreciation of others' differences. These affordable reads help promote tolerance and understanding of cultural diversity through situations with which kids can identify.
- *The Sneetches and Other Stories*  
by Dr. Seuss  
Unlike many of the Dr. Seuss books you know, this children's book contains a number of short stories that weave a message of tolerance and teaches kids about diversity. Through the Sneetches, Zax and two other stories, the lesson that friendship is more important than differences is delivered through Dr. Seuss's lovable way.



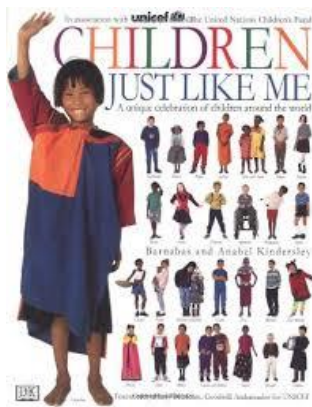
- *The Sandwich Swap*  
by Queen Rania of Jordan Al Abdullah and Kelly DiPucchio  
When a small disagreement over a hummus sandwich causes two best friends to divide, the story spreads across the school and transforms into intolerance. In an effort to mend fences, the principal helps the girls to celebrate their differences while giving the student body a lesson in the beauty of cultural diversity.



- *Children Just Like Me: A Unique Celebration of Children Around the World*

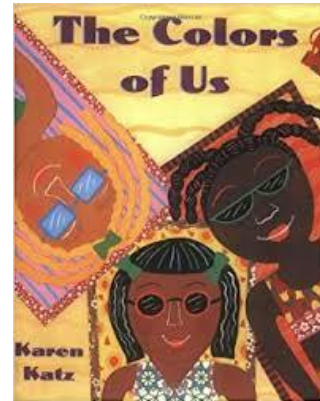
by Anabel Kindersley and Barnabas Kindersley

Based on interviews with youngsters from all around the world, this children's book celebrates the beauty of cultural diversity while linking the worldwide similarities children of all walks of life share. Filled with photos and information on children of every continent in more than 140 countries, young readers will learn the foods, living conditions and fun in communities that are more similar to their own than they may first think.



- *The Colors of Us* by Karen Katz

Through a little girl's quest to paint a picture of herself, Lena and her mother take a walk through their neighborhood to understand that skin color comes in all sorts of shades. As Lena and her mother compare each person's skin color to food such as honey, cinnamon and more, diversity is put in a perspective even small children can grasp.





# IHM Good Writers Club



Grades 3 & 4

## **JANUARY**

Hats and mittens keep us warm,  
We are ready for the storm.  
Zip your coat to your chin,  
Do not let the winter in.

## **FEBRUARY**

The flag that flies over our country,  
Tells us that we are free!  
The flag that we look at so proudly  
Was given to you and to me!

Grade 5 & 6

## **JANUARY**

Thank you God for winter  
For snow and frosty air  
For those who love and care for us  
For the blessings that we share.

## **FEBRUARY**

Recipe for love:  
One gallon of kindness  
Two cups of truth  
Three quarts of respect  
Four teaspoons of joy

Grades 7 & 8

## **JANUARY**

Success means to go to sleep  
at night knowing that our talents  
and abilities were used in a way  
that served others.

Marianne Williamson

## **FEBRUARY**

Every new day begins with possibilities.  
It is up to us to fill it  
with the things that move us  
toward progress and peace.

Ronald Regan

## MARCH



Grades 3 & 4

Joseph hammered, Joseph sawed,  
He worked hard every day.  
He showed his love for God  
And thanked God as he prayed.

Grades 5 & 6

You have brains in your head  
You have feet in your shoes  
You can steer yourself  
Any direction you choose.

Dr. Seuss

---

Grades 7 & 8

With every experience,  
you alone are painting your own canvas,  
thought by thought,  
choice by choice.

Oprah Winfrey

---

Winter, 2020

# PROFICIENCY IN PENMANSHIP



This certifies that

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has attained that level of proficiency in penmanship  
required by the IHM GOOD WRITERS CLUB  
for Grade \_\_\_\_\_

and thereby is entitled to this

## Certificate of Merit

awarded by the IHM Good Writers Club

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Date

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Member of the official Board of Evaluators

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*I.H.M. ABC NOTES –Resources for Teaching Religion*  
*Winter 2019-2020*

*Joyful Bearers of God's Redeeming Love*



In this issue...

- . **Religious Education Treasures...***The How, When and Why of Candles in Church*  
*Sister Jeanne M. Baker, I.H.M.*

**Religion Bulletin Boards ...** *"I Have a Mission"*  
*Themes for December, January, February*  
*Sister Edward William Quinn, I.H.M.*

**Welcoming the New Year...***Prayer Customs and Practices to Start the Year*  
*Sister Eileen Tiernan, I.H.M.*

**Catholic Technology Resources for Religious Education...***Websites & Apps*  
*Sister Judith Kathleen Knowlton, I.H.M.*

**Seek First the Kingdom...***Parents – First Teachers of Prayer*  
*(Part 5 of 6: Participate in Mass)*  
*Sister Patricia M. McCormack, I.H.M.*  
*Spanish Translation by Sr. Eileen Reilly, IHM*

**ACKNOWLEDGMENTS**

Many thanks to those who contributed Religious Education ideas to this Issue.  
Thank you for being Joyful Bearers of God's Redeeming Love!



## Welcoming the New Year



When school reopens after the Christmas holiday break, and the children return to their classes and religious education programs, it would be a good time to ask God's blessing on the new calendar year that January brings. There is a Catholic custom, usually celebrated on the Feast of the Epiphany, called the "chalking of the doors." It is one way of asking God to bless a home (or class) at the fresh start of a new year. Using a piece of chalk, one member of the home or class writes the following on the top of the doorway: 20 + C + M + B + 20

This strange "equation" represents the year (the 20 in front and back for 2020); the letters C, M, B represent the initials of the 3 Wise Men (Caspar, Melchior and Balthasar), and the cross is placed in between. CMB also represents "Christus mansionem benedicat" or "May Christ bless this home."

If you are a catechist who shares a classroom with the school teacher, you may want to check before chalking the door. Or you could chalk a sign, and put it out each week during your religious education class period.

## Praying with the IHMs

One prayer custom that the IHM Sisters perform every New Year is to choose a Patron Saint, a Virtue to practice and an Intention to pray for during the coming 12 months. These can be picked randomly and see what the Holy Spirit has chosen for us! Or each one can decide which saint they want to stay close to and come to know better this year; in which virtue do they wish to grow; and what special intention needs their prayer.

There are ready made cards of Patrons, Virtues and Intentions on our IHM website, if you wish to use. These may be accessed at [www.ihmimmaculata.org/pray-with-us/spiritual-resources](http://www.ihmimmaculata.org/pray-with-us/spiritual-resources) and then scroll down to Annual Patron, Virtue, Prayer.

May God bless us all in the New Year 2020!





## Prayer to Begin the New Year

At this start of a New Year, it is a good time to reflect back and thank God for all the blessings of joy and grace that we experienced in the past year. We also thank God for His blessing of strength in seeing us through troubled times this past year.

Now, with hearts full of HOPE, we look forward to what lies ahead, knowing that God is and will be in each moment. We entrust this New Year to Him and ask His blessing on the year to come. As the Wise Men, in trust, followed the light that led them to “the Light of the World,” let us continue into our new year with that same faith and continue to follow the light that is Jesus, and follow where he leads.

### ❖ CHALKING OF THE DOORS

❖ Some suggestions for songs: *We Three Kings*; *Songs of Thankfulness and Praise*

“Follow the Star” by Allan McKinlay; “The Lord is My Light” by Christopher Walker

❖ Recitation of Psalm 121

❖ Prayers of Intercession

Our Father in heaven will always be our guide and protector as we move into each uncertain future. With trust in his love for us, let us share with him our hopes, desires and needs for the coming New Year.

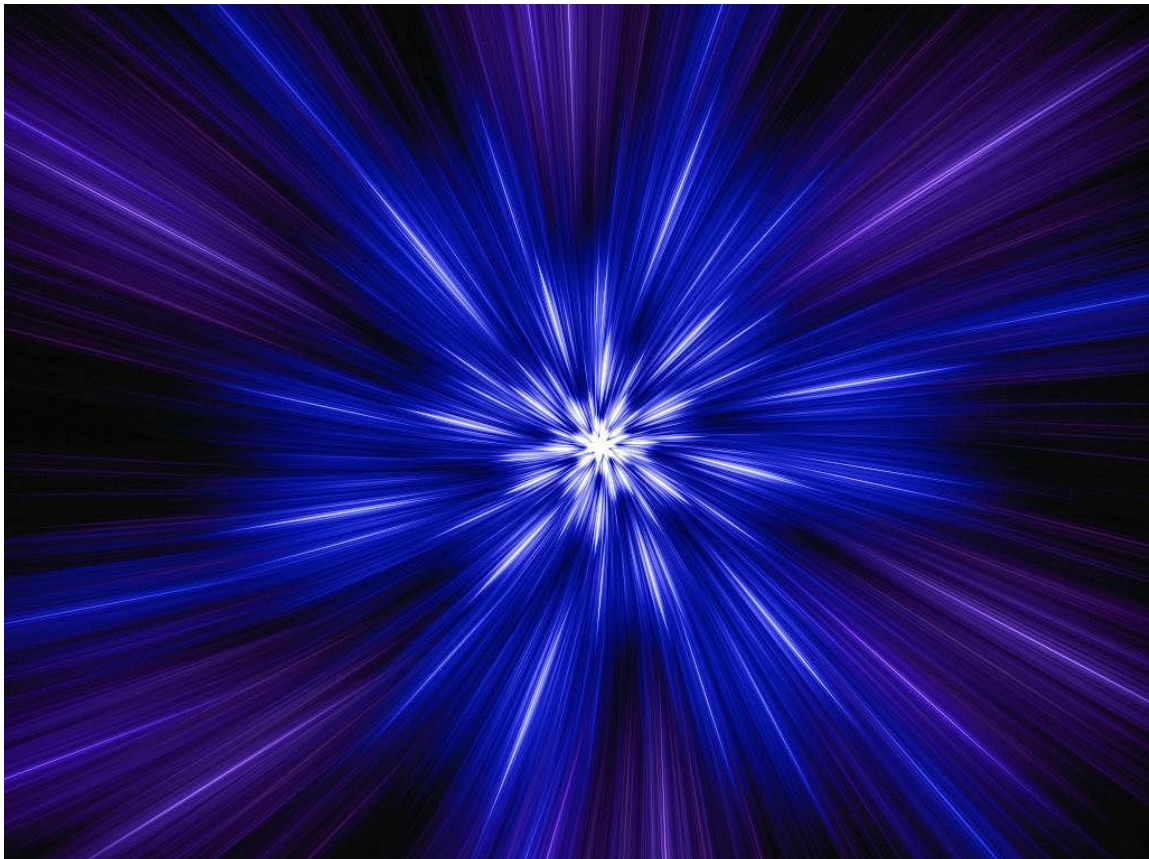
*(Please add your own spontaneous prayers and petitions.)*

❖ Let us together pray The Lord's Prayer: Our Father...

❖ Choosing of a Patron, Virtue and Intention for the Coming Year

*At this time, please choose a patron saint who will be your special spiritual companion for the next year; a virtue to help you to grow in your life of faith; and an intention to keep you aware of needs of others.*

Closing Prayer: Bless this New Year, O Lord, and fill it with many new experiences of your love. We offer all of our days to you, O God of our past, our present and our future. Amen.



# Religion Bulletin Boards

2019- 2020

## ***“I Have a Mission”***

*The special month/year of Mission has concluded, but our focus on “mission” as a supportive role in the Church will continue. We began the school year by taking phrases of St. John Henry Newman’s prayer and applying them to appropriate liturgical and seasonal occurrences. The bulletin boards for the next three months will continue in this direction as there is yet much to learn from Newman’s words.*

*It is important that the students be made aware that the newly canonized St. John Newman is not the same person as St. John Neumann, the fourth bishop of Philadelphia who is the founder of Catholic parochial education in the United States. While their names are often pronounced the same, they are not the same person.*

*There are many things about the two saints that are similar: Both lived in the nineteenth century; both were ordained; both wrote prayers still in use today; both were committed to education; both were strongly committed to the mission God gave them.*

*The themes of these bulletin boards continue to reflect on MISSION:*

*December: The mission of those who prepare for and celebrate Jesus’ coming*

*January: The mission of two saints; the mission of Catholic schools*

*February: The mission of LOVE of God and Country.*





## December

*We Have a Mission*



*Hail and blessed be the hour and moment in which the Son of God was born of the most pure Virgin Mary, at midnight, in Bethlehem, in piercing cold. In that hour, vouchsafe, O my God! to hear my prayer and grant my desires, through the merits of Our Savior Jesus Christ, and of His Blessed Mother Amen*

### Preparing for Advent

Prayed as a class, the Saint Andrew Christmas Novena is a very good way to help focus the attention of your children on the Advent season. This is a time-honored prayer passed on through many generations. Important in using it, though, is that the student

- **Hail:** an exclamation, a greeting
- **Blessed:** holy
- **Most pure:** spotless, unstained; a reference to Mary's Immaculate Conception and her lifelong sinlessness
- **Vouchsafe:** to grant something, especially to someone who doesn't deserve it on his own
- **Desires:** something one wants strongly; in this case, not a physical or gluttonous desire, but a spiritual one
- **Merits:** good deeds or virtuous actions that are pleasing in God's sight

Richert, Scott P. "The Saint Andrew Christmas Novena Prayer." Learn Religions, Apr. 17, 2019, [learnreligions.com/saint-andrew-christmas-novena-542608](https://www.learnreligions.com/saint-andrew-christmas-novena-542608).

## THEY HAD A MISSION



How will YOU  
spread the "Good  
News?"



Design a bulletin board which focuses on those whose mission it was to proclaim the "Good News" of Jesus' birth: the shepherds, the angels, the Magi. Discuss the importance of focusing on the spiritual side of Christmas. Ask the students to create a birthday card for Jesus which includes the statement "I will spread the "Good News" of Christmas by ,,,,,,,,,,,,,,,,,,,,,,"



# **JANUARY**

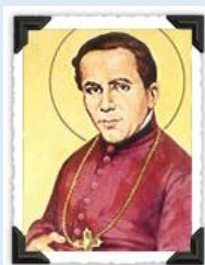
## *Believing in our Mission*

### **St. John Neumann**

**American Saint**

**Founder of Catholic**

**Schools in the US.**



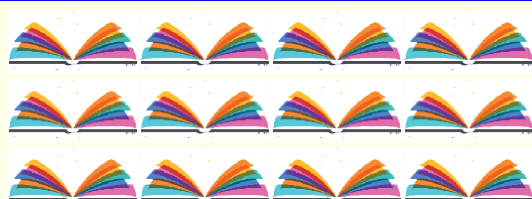
### **Saints with a Mission**

The twelfth day of Christmas is January 5, the feast of St. John Neumann, a man who truly believed in the mission God entrusted to him. This provides an opportunity to distinguish between St. John Neumann and St. John Henry Newman. Have the students learn more about the two saints and prepare a compare/contrast chart. (See chart on later page) Some Ideas can be found on the first page of the bulletin boards. A PowerPoint that can be used on the feast of St. John Neumann can be found at: <https://stjohnneumann.org/our-st-john-neumann/about-st-john-neumann/> A video tour of the Shrine of St. John Neumann can also be found on the site, If you live in an area close to the National Shrine, this is a good time to schedule a visit to the newly constructed museum at the Shrine..

### **Our Mission**

The current theme (to be used through CSW 2020) is "Catholic Schools: Learn. Serve. Lead. Succeed." This theme encompasses the core products and values that can be found in Catholic schools across the country. Not only are we teaching students to become future servant leaders, faith-filled disciples and enriched citizens in our communities, we, as educators, are growing with them. In Catholic schools, we are all learners, servants and leaders. These shared qualities are what make Catholic schools work. They are what make Catholic schools succeed. The official CSW logo brings the theme to life. The open book made up of multi-colored pages symbolizes how all areas of Catholic schools blend together, with faith — symbolized by the cross — at the forefront. Catholic schools are vibrant, dynamic and excellent. (NCEA)

Place the Catholic Schools Week logo in the center of the bulletin board and explain the symbolism of the open book. Have the students create their own books, writing about each quality. Place these on the bulletin board around the logo.



**Catholic Schools**  
**Learn. Serve. Lead. Succeed.**



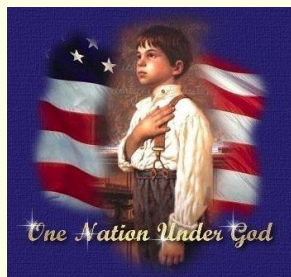


*February*

*A Mission of Love*



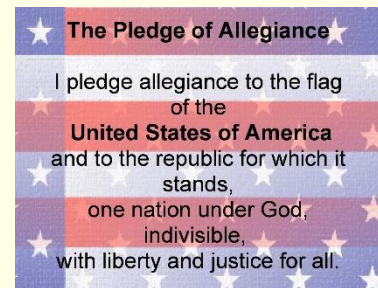
**WE ARE  
ONE NATION**



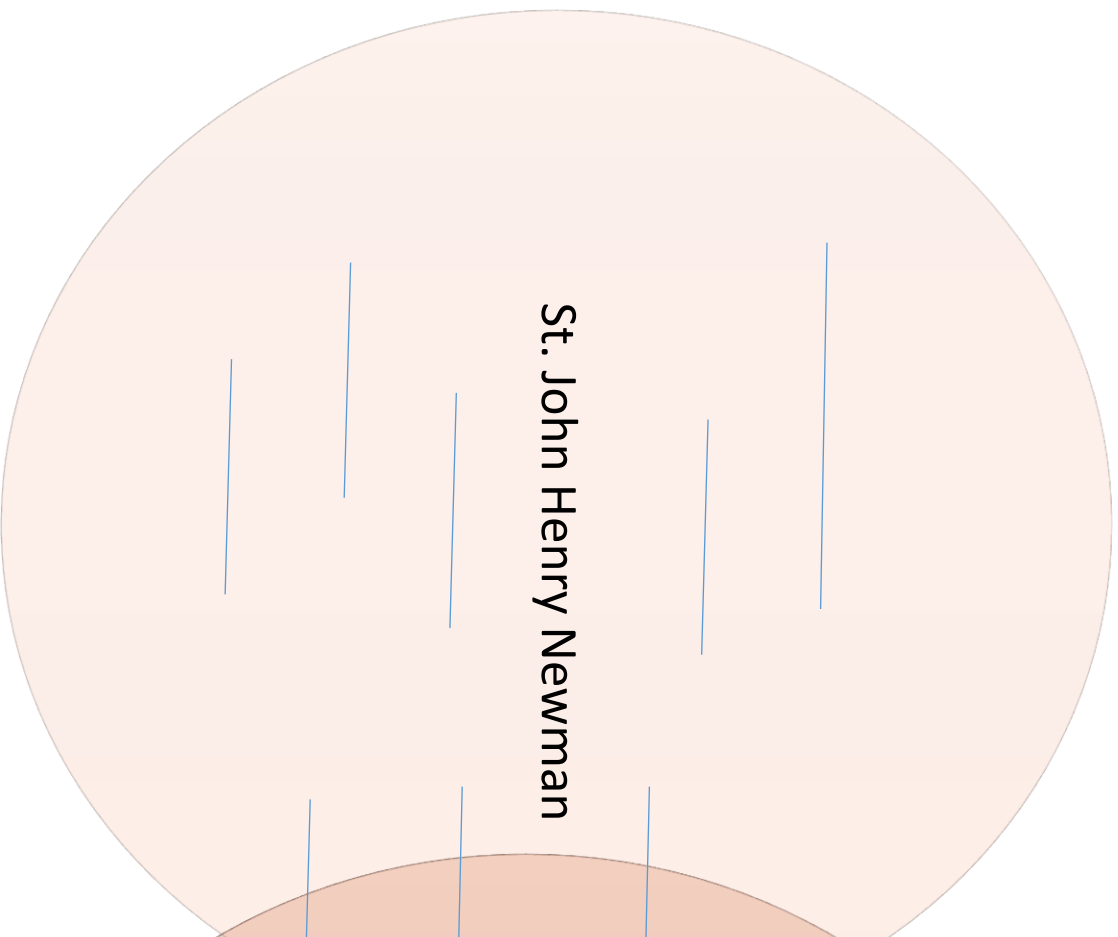
**UNDER GOD**

**Love of God and Country**

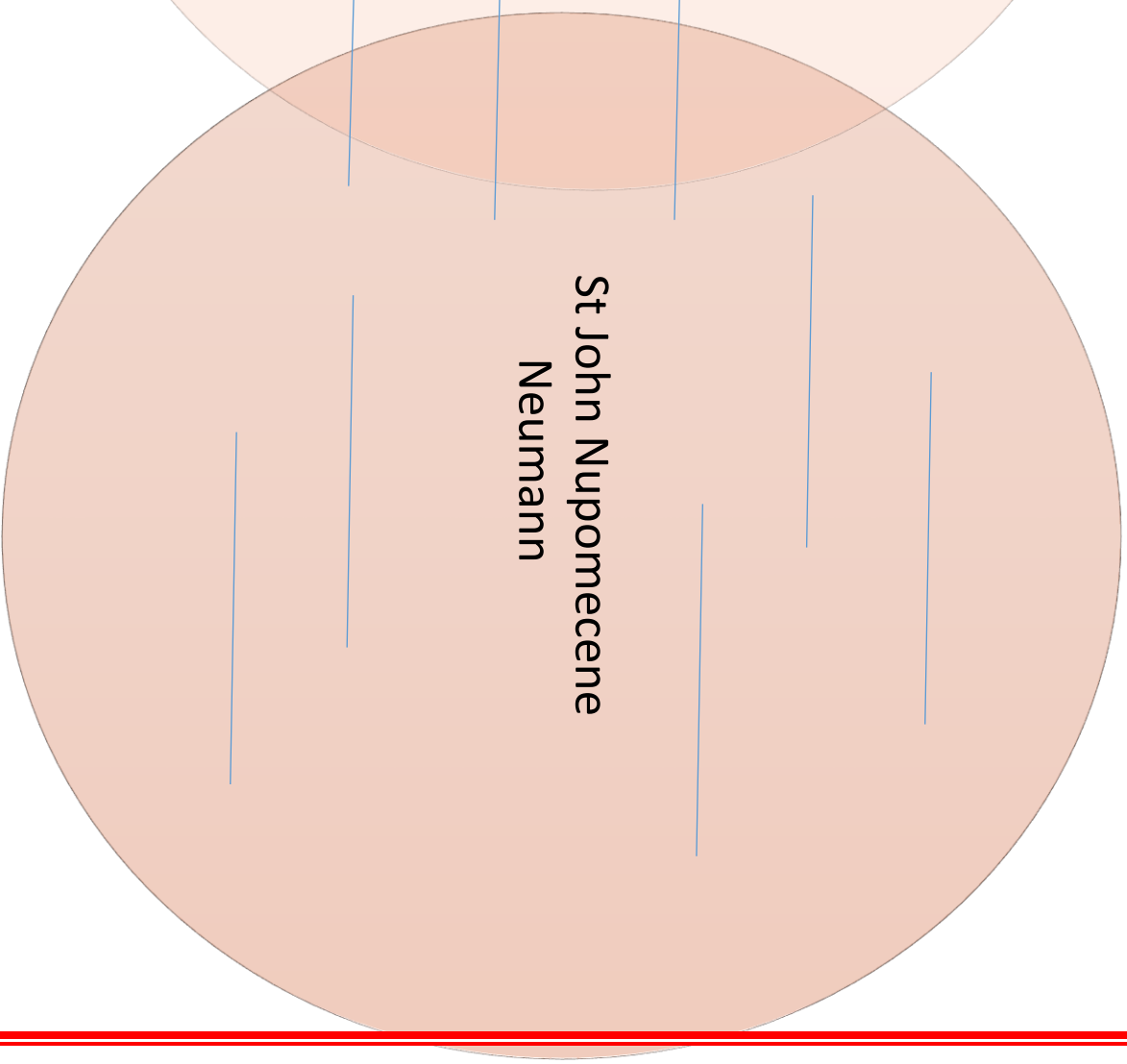
February is a month with two common themes: love and patriotism. Valentine's Day provides an opportunity to increase awareness of the Sacred Heart of Jesus and Immaculate Heart of Jesus. On a bulletin board, place the images of Jesus and Mary in a heart. Have the students create "valentines" to Jesus and Mary by completing the statement, "Jesus and Mary, I love you because. . . ." Place these on the board with the large hearts.



With the commemoration of President's Day in February, it is a good time to remind students of our roots as a nation "under God." Help them to reflect on the words of the Pledge of Allegiance. Have them write a paragraph beginning with the statement, "I love my country because. . ."

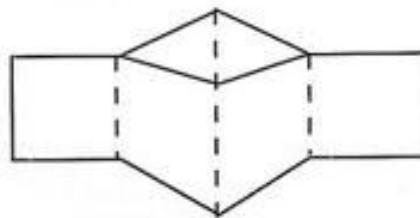
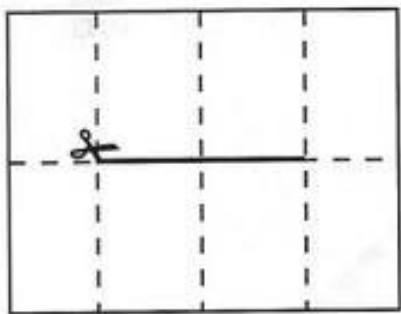


St. John Henry Newman



St John Nupomecene  
Neumann

# Catholic Schools Week Book



Fold paper in half horizontally. Fold again. Open and fold in half vertically. Then fold again. Open one fold. Starting on center fold (closed side), cut halfway down. Open and shape into book form as shown above.

Page 1 - Cover

Page 2 and 3 – Describe what they have learned in Catholic School that they would not have learned elsewhere.

Pages 4 and 5 – Describe how their school is a place of service.

Pages 6 and 7 – Tell how they are being challenged to become leaders in the Church and in their communities.

Page 8 - Explain how they have met with success in Catholic School.

# **PUTTING A LITTLE LIGHT ON THE SUBJECT**

## **The HOW, WHEN, and WHY of Candles in the Church**

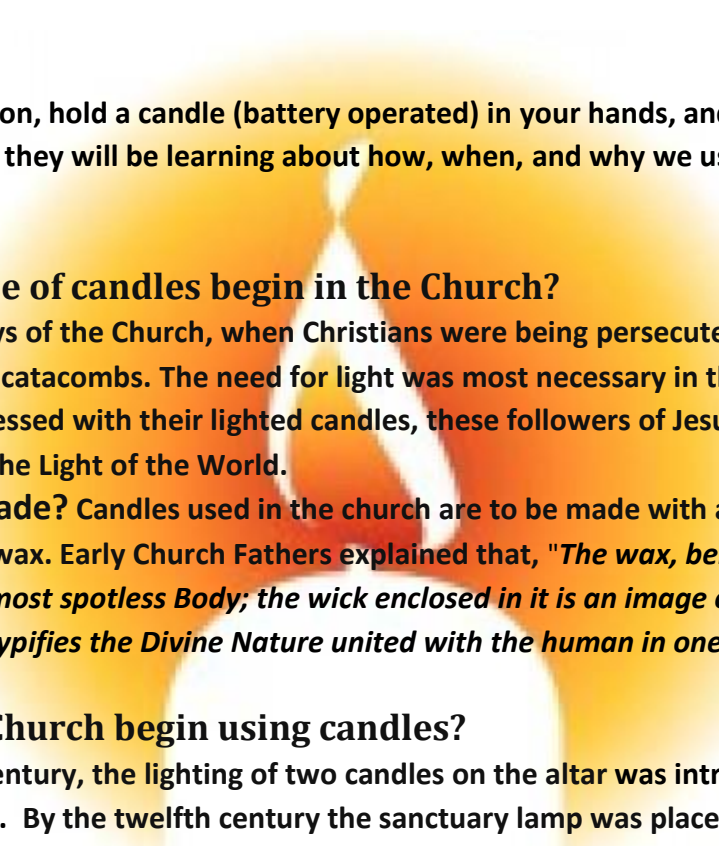
As our bodies adjust themselves to the winter season with shorter days and longer nights, we recognize our dependence on light. Throughout its history, the church has used light, specifically candles, to remind the faithful that Jesus is the Light of the World. This belief is continuously recognized, believed, and renewed during each Mass that is celebrated, each sacrament received, and each sacramental used throughout our lives as members of the Catholic Church.

Teaching your students about the use of candles can be an 'enlightening' experience. It can also be used, not just as a religion lesson, but also in Science, on how candles are made from beeswax; in Social Studies, studying how society progressed and changed from using candles to the lights we use today; and in Math, estimating how long it would take an 18 inch candle to completely melt if it takes 2 days to melt ½ inch. The possibilities are endless!

To present a religion lesson on the use of candles, decide if you want to do a single lesson, or several lessons, depending on the liturgical year, a feast day celebration, or in preparation of a sacrament.

To introduce your lesson, have your students brainstorm different ways we can get light: sun, moon, stars, lightning, fireflies, lanterns, flashlight, candles, campfires, fireplace, lightbulbs, incandescent light, LED lamp, street lights, strobe lights, stadium lights, etc. For older students, you might like to brainstorm about the various times we use candles in the church:

- On the altar during Mass, the sanctuary lamp near the tabernacle, and votive candles before the statues in church
- During the baptismal ceremony when the godparent holds the blessed candle reminding all present that the newly baptized has received the 'Light of Christ'
- The blessing of candles on the feast of the Presentation of Our Lord on February 2<sup>nd</sup>
- On February 3<sup>rd</sup>, the Feast of St. Blaise, when the faithful receive a blessing to protect them from any disease of the throat while two candles touch their throat.
- During the Easter Vigil, while the church is in darkness, the deacon or priest processes into the church with the Paschal Candle, chanting 'Light of Christ,' while the faithful light their small candles from the light of the Paschal Candle
- The Paschal Candle is placed near the casket or urn during a funeral mass
- During the season of Advent, the Advent Wreath with three purple candles and one pink candle is placed in the sanctuary with the lighting of the particular candles for each of the four weeks before Christmas anticipating the birth of Jesus, The Light of the World.



After this introduction, hold a candle (battery operated) in your hands, and explain to your students that today they will be learning about how, when, and why we use candles in church.

### **HOW did the use of candles begin in the Church?**

During the early days of the Church, when Christians were being persecuted, they celebrated the Eucharist in the catacombs. The need for light was most necessary in these darkened caves. As they processed with their lighted candles, these followers of Jesus remembered that their Savior is the Light of the World.

**HOW are they made?** Candles used in the church are to be made with a certain percentage of beeswax. Early Church Fathers explained that, *"The wax, being spotless, represents Christ's most spotless Body; the wick enclosed in it is an image of His Soul, while the glowing flame typifies the Divine Nature united with the human in one Divine Person."*

### **WHEN did the Church begin using candles?**

During the fourth century, the lighting of two candles on the altar was introduced by the church in Jerusalem. By the twelfth century the sanctuary lamp was placed near the tabernacle reminding the faithful that Christ is always present in the tabernacle. Votive candles were also placed around the church inviting the faithful to remember their intentions and that of others through the intercessions of Our Lord, His holy Mother, and the saints. These candles were placed before a statue, picture or icon of that holy person. Blessed candles were recognized as an important sacramental with many of the faithful keeping candles in their homes. Families would light the blessed candles and pray for protection against pestilence, plagues, war, and dangerous storms.

### **WHY do we use candles in the Church?**

Jesus called himself, the Light of the World. *"I am the light of the world; he who follows me will not walk in darkness, but will have the light of life"* (John 8:12).

He says of us that we, also, are to be a light. *"You are the light of the world. A city set on a mountain cannot be hidden. Nor do they light a lamp and put it under a bushel basket; it is set on a lampstand, where it gives light to all in the house. Just so, your light must shine before others, that they may see your good deeds and glorify your heavenly Father."*

*(Matthew 5:14-16)*

Each time we see the candles lit in church these beliefs should come to mind.

At the end of Mass, when the altar server snuffs the light of the candles out, we are reminded that we are now to bring that light to others, and help the light of Jesus shine in our world through the good deeds that we do and the love that we share with one another.





## DID YOU KNOW?

Did you know that Candlemas Day and Groundhog Day have something in common? Groundhog Day, celebrated on February 2<sup>nd</sup>, actually had its

beginning from the celebration of Candlemas Day, also known as the Presentation of the Lord, previously known as the Purification of Mary, which is also celebrated on February 2<sup>nd</sup>.

Like many of our Christian celebrations, it also tied in with a Roman feast known as the 'Festival of Lights,' with the Romans paying homage to their various deities. This took place in early February. The early church put in its place the remembrance of the ritual of Our Blessed Lady following the Jewish custom that required a woman after the 40<sup>th</sup> day since she gave birth to come to the temple to be cleansed and to present her first born son to God. It is called Candlemas with the blessing of candles on this day because of Simeon's reference to the Infant Jesus as the '*Light for revelation to the Gentiles*. ' (Luke 2:32) The candles represent the inner light of Christ which He brought to share with the world. It is the mid-point between the Winter Solstice and the Spring Equinox. Prior to this date we are closer to the Winter Solstice and moving away from the cold and darkness of winter. After this date we are closer to the Spring Equinox and moving towards the warmth and new growth of spring.

So how did it become Groundhog Day? It started with an old English farmer's saying:  
*"If Candlemas Day is clear and bright, winter will have another bite.  
If Candlemas Day brings cloud and rain, winter is gone and will not come again."*

The meaning being that we are only ready for new growth and Spring if the brightness of Candlemas Day and the light of the candles (light of Christ) radiates through the gloom and darkness of the day outshining the world's light (our sun). Otherwise, let darkness and winter remain.

German Folklore incorporated a hedgehog (felt to be a wise animal) into the picture and German settlers to America changed the hedgehog into the more commonly found groundhog. If the groundhog saw its shadow, there will be six more weeks of winter; if not, spring is on its way! The first documented American reference to Groundhog Day can be found in a diary entry, dated February 4, 1841, of Morgantown, Pennsylvania, storekeeper James Morris, and as they say, the rest is history with Punxsutawney Phil and General Beauregard Lee, for our Southern neighbors, as weather forecasters.

**Bob Mahr Godspeed & Guideposts for Your Journey**

<https://ministry-to-children.com/simeon-and-anna-video/> short video on the Presentation

<https://withafaithfulheart.blogspot.com/2014/01/its-mid-winter-celebrate-candlemas-and.html>

Activities to help celebrate the Presentation of the Lord, also, an interesting video about groundhogs

<https://www.franciscanmedia.org/presentation-of-the-lord/> you tube audio on the Presentation

<https://www.catholic.org/prayers/prayer.php?p=3187> Prayer for Candlemas Day





# CATHOLIC TECHNOLOGY RESOURCES FOR RELIGIOUS EDUCATION

*Instruct the wise and they become wiser still. Proverbs 9: 9*

## Free Rice

[www.freerice.com](http://www.freerice.com)

Free rice is a mixed educational drill. The student answers vocabulary questions and for each answer he/she gets right, the free rice sponsors send the cash equivalent of ten grains of rice to the World Food Programme, who use it to save and change lives. By playing, you are generating the money that pays for this rice. The money is also used to pay for other types of assistance – not only rice – depending on where needs are greatest.

## Symbaloo

<https://www.symbaloo.com/welcome>

Symbaloo is a free website where you can save, organize and share your favorite online resources. Save your links in tiles that you can customize with different colors, icons or images. Symbaloo keeps all of your favorite resources in one place. Symbaloo Pro is a paid version for teachers and schools. This app is useful for religious educators who wish to organize online resources for their students or colleagues.

## Apps for Ipad, Iphone, Ipod

### Catholic Words and Games App

This app was created with children in mind. It is for ages 4 and up. There is also a cost of 4.99. Because there is a cost there are no ads or pop ups while it is in use. Catholic Words and Games offers the user several games, such as: Spelling, matching and flash cards.



### Little Saints Adventure App

*Little Saints Adventures* is a free app for children, ages 3 to 8. This app engages and teaches the faith to children. There are over forty games, bible stories and activities within the app. It also offers in-app purchases.



### YOUCAT Daily Bible Catechism App

This app offers users a 5-minute daily dose of the most important texts of the Church. Read the Gospel of the day together and then answer a question from the YOUCAT, Youth Catechism of the Catholic Church, or DOCAT, Catholic Social Teaching. It also provides an inspirational quote and a Sunday challenge.



## Shared Wisdom

*Two heads are better than one.* Please submit your favorite technology resources for Catholic religious education at [krantzihm@yahoo.com](mailto:krantzihm@yahoo.com). Submissions will be included in upcoming issues. Many thanks to those who shared tools for this issue.



# Seek First the Kingdom

*Parents in Partnership with God – Sharing Faith with Children*

*A Ministry of the Sisters, Servants of the Immaculate Heart of Mary, Immaculata, Pennsylvania*

## PARENTS – FIRST TEACHERS OF PRAYER

### Part 5 of 6: Participate in Mass

As the **First Herald of the Gospel** to children, it is the parent-privilege to introduce a child to God and to prayer-ways that engage the child in conversation with God.

Conversation leads to knowing;  
knowing leads to loving;  
loving leads to serving.

This bulletin is one of six newsletters:

- Prayer Prompts
- Parent Blessings
- Love for Scripture
- Blessed Sacrament Prayer
- Participate in Mass
- Sunday Gospel “Take-Aways”

May the suggestions that follow support you, the parent, to fulfill this divine task.

The Catholic **Mass** is the *liturgical celebration* of the Eucharist. It is “the memorial of Christ, of his life, of his death, of his Resurrection, and of his intercession in the presence of the Father.” (CCC #1341)

The Mass is the center of the Church’s life. Saint Pope John Paul II said that “the duty to take part in the Eucharist every Sunday is a distinguishing element of our Catholic identity.” (NMI #36)

The Catechism of the Catholic Church (#1346) explains that the **Liturgy of the Eucharist** (the Mass) includes two great parts that form a fundamental unity:

1. The gathering, the **Liturgy of the Word**, with readings, homily and general intercessions
2. The **Liturgy of the Eucharist**, with the presentation of the bread and wine, the consecration, and communion

*Together* the liturgy of the Word and liturgy of the Eucharist form “one single act of worship.”

**Prepare to PARTICIPATE in the Mass with *attention, reverence and devotion*.**

#### Liturgy of the Word

**Before Mass begins:** <sup>1</sup>Examine your conscience. <sup>2</sup>Read and reflect on the introduction to the readings that are contained in the missalette or prayer guide (if your parish provides those kinds of books.) <sup>3</sup>Pre-read the Gospel to “ready yourself” to hear God’s word for you.

**Sing the Hymns.** Recite the prayers, responses, and petitions (intercessions). Pay attention to the words. Let the thoughts tutor your heart.

**Listen to the readings**, especially the Gospel. Ask yourself what message God has for you. If possible, focus on one scripture verse (statement) to integrate into your soul and actions throughout the week.

**Provide prayer aides** like a child’s prayer book, missal or missalette.

#### Liturgy of the Eucharist

**Prepare the Gifts of Bread and Wine.** Imagine placing into the *chalice* the blessings and challenges of the last week. Imagine placing onto the *paten* the needs of the week ahead. (Or devise some such practice in order to unite yourself with Jesus and enter into the Consecration with him.)

Use an expired missalette to underline phrases within the **Eucharistic Prayer of Consecration** that have particular meaning for you. Then listen attentively as the priest prays aloud. Let the great prayer become personal and unite you to Jesus.

**Practice sacred etiquette** for approaching and receiving Holy Communion.

Make an **Act of Thanksgiving** after receiving Holy Communion. Embrace the thought that Jesus’ very body is within you and that he invites you to be one with him.



# Busquen Primero el Reino

*Padres de Familia Cooperando con Dios-*

*Compartiendo su Fe con sus Hijos/Hijas*

*Un Ministerio de las Hermanas, Siervas del Inmaculado Corazón de María*

## PADRES - PRIMEROS MAESTROS DE ORACIÓN

### Parte 5 de 6: Participar en la Santa Misa

Como el **Primer Heraldo del Evangelio** para los niños, es el privilegio de los padres presentar a un niño a Dios y a las formas de oración que involucran al niño en la conversación con Dios.

La conversación conduce al conocimiento;  
saber conduce a amar;  
amar conduce a servir.

Este boletín es uno de seis boletines informativos:

- Mensajes de oración
- Bendiciones de los padres
- Amor por la Sagrada Escritura
- Oración del Santísimo Sacramento
- Participación en la misa
- Domingo Evangelio "Para Llevar"

Esperamos que las sugerencias que se describen a continuación sean un apoyo para Usted.

**La Misa Católica** es la *celebración litúrgica* de la eucaristía. Es "el memorial de Cristo, de su vida, de su muerte, de su resurrección y de su intercesión en presencia del Padre." (CCC # 1341)

La Misa es el centro de la vida de la Iglesia. El Papa Juan Pablo II dijo que "el deber de participar en la Eucaristía todos los domingos es un elemento distintivo de nuestra identidad católica." (NMI # 36)

El Catecismo de la Iglesia Católica (n.1346) explica que **la Liturgia de la Eucaristía** (la misa) incluye dos grandes partes que forman una unidad fundamental:

1. La reunión comunitaria de **la Liturgia de la Palabra**, con lecturas, homilía e intercesiones generales.
2. **La liturgia de la Eucaristía**, con la presentación del pan y el vino, la consagración y la comunión.

Todas estas instancias, la liturgia de la Palabra y la liturgia de la Eucaristía forman "un solo acto de adoración."

### Prepárese para PARTICIPAR en la misa con atención, reverencia y devoción.

#### LITURGIA DE LA PALABRA

**Antes de que comience la misa:** examine su conciencia, lea y reflexione sobre la introducción a las lecturas contenidas en la libo de la misa o la guía de oración (si su parroquia proporciona ese tipo de libros). Lea previamente el Evangelio para "prepararse" para escuchar la palabra de Dios.

**Cante los himnos.** Recite las oraciones, respuestas y peticiones (intercesiones). Preste atención a la palabra. Deje que los pensamientos guíen su corazón.

**Lecturas especialmente el evangelio.** Pregúntese qué mensaje tiene Dios para usted. Si es posible, concéntrese en un versículo de las Escrituras para integrarlo en su alma y sus acciones a lo largo de la semana.

**Utilice instrumentos tales** como: libro de oraciones, misal.

#### LITURGIA DE LA EUCHARISTÍA

**Ofrendas de pan y vino.** Imagine colocar en el cáliz las bendiciones y los desafíos de la semana pasada. Imagine colocar en la patena las necesidades de la próxima semana. (O diseñe una práctica similar para unirse a Jesús y entrar en la Consagración con él.)

Use un antiguo misal para subrayar frases dentro de **la Oración Eucarística de la Consagración** que posean un significado particular para usted. Luego escuche atentamente mientras el sacerdote ora en voz alta. Deje que la gran oración sea personal y le une a Jesús.

**Sagrada Comunión:** sea y manifieste respeto al acercarse a recibir la eucaristía.

**Acto de Acción de Gracias después de recibir la Sagrada Comunión.** Abraza el pensamiento de que el mismo cuerpo de Jesús está dentro de usted y que le invita a ser uno con él.