



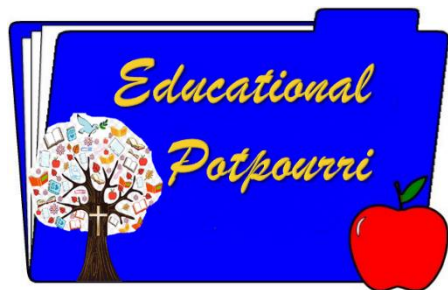
Apostolic Briefings & Communications

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

Trust in the **L**ord
with all your heart



Exciting Journeys for 2019-2020 School Year



Educators have their schoolbags packed for the wonderful adventure of teaching! Teaching is a blessed vocation, a profession that makes other professions possible. Catholic school educators prepare future generations to be faith-filled, responsible, hard-working, and caring citizens. To begin this journey, Harry and Rosemary Wong, in their fifth edition of *The First Days of School* (2018), remind readers that teachers must plan carefully; otherwise, “without a plan, teachers are planning to fail” (p. 308). Veteran educators know that, in teaching, one can never over-plan. Teachers must be flexible because

there is always a need for a plan A, B, C, and sometimes D!

As we are all children of God, we strive to reach our ultimate destination - heaven. Teachers, therefore, begin the school year journey by praying for divine assistance and the graces needed to make this the best school year ever. *The First Days of School* (2018) is filled with concrete and explicit details of how to become an effective teacher and how to make a positive difference in the lives of students, colleagues, and the school community. This text is a must-have for any teacher new to the profession and a refresher for veteran teachers. Both will discover a plethora of practical ideas that can be implemented immediately.



Before embarking on a new school year, it is necessary to map out the journey. First, even before teachers meet their students, they should pray for each of them and their families. Teachers should believe that their students are precious gifts from God and make it their aim to communicate to them that they are valued as God’s special gifts every day. This encouraging and caring attitude is paramount for the students’ spiritual, academic, emotional, and social development. What an awesome and beautiful privilege to be a positive influence and role model for students-- such a great need in our world today!



Secondly, educators must decide upon the procedures they will implement in order to ensure an organized, clean, safe, and consistent classroom environment.

Many teachers write a postcard welcoming their students before school begins. In addition, in preparation for the first day of school, many prepare a detailed script and rehearse it. It is beneficial to take the time to create exactly what will be done and said that first day and every day thereafter. The effectiveness of the first day will impact the failure or success for the remainder of the year. Teachers must portray a self-assured, professional demeanor and dress accordingly throughout the year. What teachers wear does make a difference and speaks volumes to the students and the school community.

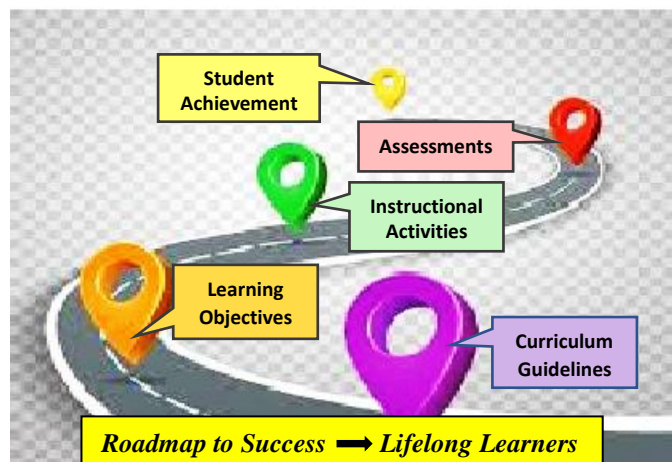


Because of the careful preparation for the first day of school, teachers confidently welcome and greet their students at the classroom door with an inviting smile. It is important that teachers take the time to introduce themselves for the purpose of putting the students at ease and alleviating undue anxiety. Some students, on the first day of school, worry whether or not they are in the correct classroom. Displaying each child’s name, grade, and room number in a prominent place where it is easily visible is good classroom management, as is assigning seats facing the front of the classroom with the student’s name on each desk.



Setting aside occasions to explain procedures clearly and succinctly those first weeks of school is not a waste of time but is necessary to ensure a smooth ride throughout the year. Standard procedures for entering and leaving the classroom, organizing student belongings, taking attendance, collecting notes, passing out papers, raising hands, and signaling for quieting the class need practice. Other essential routines that need explanation include but are not limited to: homework/assignment expectations, snack/lavatory break, movement from task to task, directions for walking in the hallways, emergency drills instruction and practice, and dismissal procedures. Explaining, rehearsing, and reinforcing five procedures a day is sufficient for one day. Reteaching of procedures may be necessary before these become a daily routine. When students perform the procedure correctly, teachers should provide specific praise, for example, “John, thank you for passing the papers across the row.” This type of praise intrinsically motivates the student to continue this practice. Students’ understanding of the why and the how the class is structured and their

recognizing what is expected of them, foster a secure and optimal learning environment. Allowing students to offer input in procedure establishment will also aid in achieving their cooperation. As teachers are aware, many of the students' homes are rather inconsistent and school is the place where they feel safe, accepted, and encouraged to be all that they are meant to be. It is also advantageous to share these established classroom procedures with parents and guardians for the purpose of supporting them at home.



Thirdly, educators must become familiar with the curriculum guidelines for the subjects and grade/s taught. Curriculum guidelines are the roadmaps in designing lesson plans with specific learning objectives for the purpose of teaching mastery of content. The Wongs encourage teachers to utilize the Learning Triangle when planning instruction for every lesson throughout the year. Each lesson must have clear learning objectives (what it is students are expected to learn), often referred to as learning targets. Teachers having studied what they must present to students and posting the objectives for the lesson in the same place everyday aid students in recognizing the subject matter for which they are responsible. Direct instruction and learning activities are formulated from these objectives. Furthermore, formative

and summative assessments related to the objectives are means for checking student understanding of subject content. This is a continuous cycle for every lesson: Objectives → Instruction → Assessment (p. 224). The Wongs emphasize that the Learning Triangle “provides the solid structure needed to prevent a mumbo jumbo, smorgasbord of classroom activities that fill in time but are not achieving any continuous, coherent, or consistent content” (p. 225). As objectives for lessons are written, teachers develop several questions that will assess whether students achieved the stated objective. Rubrics are a very effective means for checking students’ progress. As a result of this formative checkup, teachers may find it necessary to either reinforce or perhaps reteach a skill before moving onto the next learning target. These questions then become the framework for the summative assessment. When instruction, learning activities, and assessment of student progress are aligned to the objectives, student learning is achieved and both teacher and student experience a feeling of success.

Effective teachers are serious about improving the craft and art of teaching. Everyone from the beginning teacher to the teacher who is nearing retirement has something to offer. Working together for the achievement of students is the main goal of collaboration. In this type of team atmosphere in which continuous improvement is the aim, colleagues share ideas, interesting course work, or articles with one another, invite one another to observe a lesson, and work together when planning lessons. Teaching in a collaborative environment enhances one’s professionalism and expertise, and makes coming to school an exciting enterprise. This teamwork achieves growth for all, especially students!

Educators are creative, intelligent, hard-working, and dedicated people who choose teaching to make a positive impact on the lives of children. Collaboration is an essential characteristic of a thriving school. Father Ted, an Augustinian missionary in Peru, once said, “Teaching is the one ministry that reaches three generations at once: the children, their parents, and their grandparents. Education opens up opportunities for the poor.” ***What a gift dedicated and nurturing teachers are to humanity – thank you, Teachers, for making a positive difference in the world! May Jesus bless our efforts as we begin this wonderful journey of school year 2019-2020!***

God’s special blessings on all educators!

In Mary’s Immaculate Heart, I am,
Sister Mary C. Chapman, IHM, Ed.D.

Please feel free to email me your ideas or an area you would want me to research for the next issue at smaryihm@gmail.com

Wong, H. & Wong, R. (2018). *The first days of school: How to be an effective teacher*. (5th ed.). CA: Harry K. Wong Publications, Inc.

<https://gazette.teachers.net/gazette/wordpress/harry-wong/classroom-management-articles-by-harry-rosemary-wong/>: Classroom Management Articles by Harry & Rosemary Wong

Using “Kid Smarts” (a.k.a. Multiple Intelligences) in the Language Arts Classroom

Welcome back, teachers ! I pray for the blessings of peace, patience and preparedness for your new school year. I promised at the last issue of the ABC Notes that I would continue musing about “Kid Smarts” to see what I could offer this year. My research has unearthed dozens of creative ways to use them in Language Arts and beyond. This issue will deal with LA, then we’ll move to other subjects in the second and third issues. You’ll also notice some additional *attention getters* (ATs): techniques for refocusing the class when expressions like “1, 2, 3 eyes on me” lose their effectiveness.

Remember that all kids are smart! It’s up to us to figure out not how smart they are, but *how* they are smart. There are several surveys on line for different age groups to help you uncover their “smarts”. Children are generally fascinated by them, so it’s definitely not a waste of time, and it’s a unique way to start the year rather than the usual *all-about-me* poster. Vishal Jain compiled one at the *School of Educators* website. There are others at: teachables.scholastic.com; businessballs.com; lessons from the middle.com as well as one on teachers-pay-teachers.com.

Musical/rhythmic: You’ll remember that this is where it all begins, with the rhythm of our mother’s heartbeat. So any time you can use song or rhythm, it will enhance learning and make it stick.

Any music in 4/4 time helps with memorization and concentration, especially for those with ADD or ADHD. Play Pachelbel’s Canon in D as you read out this week’s spelling words or vocabulary. Students can calmly spell, find synonyms or antonyms, and eventually know the definitions.

If you use *The Yearling* as one of your trade books, let Vivaldi’s “Autumn” movement from *The Four Seasons* act as background for reading. This is an emotional book for animal lovers. As they listen to the music, they can almost see the hunters on horseback chasing the fox through the woods. The mood of the music predicts the outcome of the hunt. Listening easily transitions into writing about the novel. The same music may work with an animal story from a reader.

Show how punctuation supplies a natural rhythm to sentences. It’s hospitable to the reader and helps that reader express the meaning of the text comprehensibly. If that were not so, the next two sentences would be exactly the same: *Let’s eat, kids. Let’s eat kids.* (Punctuation really can save lives!) Punctuate the following group of words differently and see what happens:

Woman without her man is nothing

1) *Woman: without her, man is nothing.* 2) *Woman, without her man, is nothing.*

Or ask the class to fix this sentence to show its intended meaning.

We celebrated; a lovely, May Procession last, Friday and, everyone; participated.

If your class is old enough to appreciate it, find Victor Borge’s punctuation routine on YouTube. The class will laugh as they learn!



Attention getters (ATs):

T: Hi ho hi ho Ss: It's off to work we go

T: (sings) Red Robin Ss: (sing back) Yummmmm

Clap a beat that all must clap back to you.

Visual-spatial: Most of our students are predominantly visual with other “smarts” interspersed more recessively. Therefore, we need to attend to visual learning strategies.

When checking for comprehension of details, give the students a half sheet of art paper. (A full sheet takes too much time to fill, and you don't want this to blossom into an art activity.) Ask them to draw what they've heard so far in the story and include as many details as they can remember. Allow 2-3 minutes only and assure them that this is not an art grade. Otherwise your artistic students will try to perfect their work, again taking too much time. It's a quick, formative assessment for you, and shows the class that drawing is not just for little kids.

A group could create a comic strip or story board for the events in the book. The advantage here is that the nature of the assignment limits the space, so they must summarize: a critical thinking skill and a difficult one for students.

After reading a few chapters in a trade book, show a segment of its movie counterpart. Ask if these were the images that they conjured up in their mind's eye. A Venn diagram showing similarities and differences could be a follow up.

If the story is a biography, supply a sentence starter such as: *If _____ were alive today, he/she would have much to say about _____.* They could draw a cartoon with a speech balloon showing the character uttering the statement.

Color coding helps the brain learn. When studying vocabulary, students could make study cards using one color for synonyms and another for antonyms. Students could also color code the various parts of speech in sentences, or when diagramming sentences (e.g. print the verb in red, nouns in green etc.). If you need help learning to diagram and you don't use *Voyages in English* in your school, go to *learning in color.com* and look up diagramming sentences.

Logical/mathematical: It's unfair to say, and yet it often happens, that mathematical students don't enjoy reading. However, you can still appeal to that “smart” in Language Arts class by choosing some of the following techniques:

Use graphic organizers, story webs, word maps. The logical bent of these students won't allow them to miss the details.

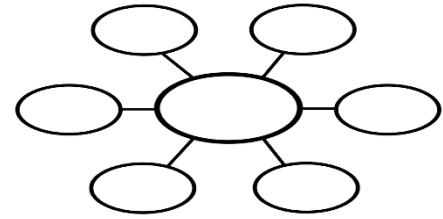
Diagram sentences so students can actually see the logic and consistency in the placement of sentence parts and parts of speech.

Teach these students to do “close reading”. Because they're logical to begin with, they don't like gaps or vague connections in reading. So they question, and thereby learn better study habits.

ATs:

T: Don't work harder Ss Work smarter

T: If at first you don't succeed Ss Try, try again



Verbal-linguistic: Obviously these are the students who already enjoy language and the challenge of it, but they also enjoy the fun of words. However, they become distracted by a barrage of words so try not to talk *at* the class too long. Many times they are confused by (or simply ignore) written directions. They benefit from reading directions out loud. Don't forget to teach Latin and Greek roots. Students are fascinated when they can de-code a long word because they know the roots. The following ideas might appeal to this type of "smart":

As a type of brain break, introduce Spoonerisms. Here letters are reversed to make funny statements. "When our troops come home we will fling out the hags." (We will hang out the flags.) *Prinderella and the Cince* is another entertaining way to use Spoonerisms and see if the class can de-code what's being said. Riddles and puns hook and hold these students also. Can they make up riddles pertaining to the language arts class?

Occasionally (as part of group work or as a center) devote a section of your room to literacy where students can read, think and write out loud. Some find it easier to develop a thought, or decide on just the right word when they are permitted to talk it out quietly. In days gone by, students who read this way were thought to have a reading deficiency. Now they are recognized as auditory learners who grasp content through hearing.

Not only the *logical smart*, but also the *linguistic smart* is drawn to diagramming sentences. When they know the questions to ask to identify each part of speech, they feel empowered to be successful.

These are also the students who can rewrite difficult information in simpler language for a struggling child, or a younger child. They could write a script for a story or poem that is told only in narrative style.

Particularly appropriate for younger children is air-writing. It's a quick and easy technique for you to assess the proper formation of numbers and letters. It's advantageous for older students when you teach punctuation within dialogue.

ATs:

T: Chicka chicka Ss: Boom boom
T: Hakuna Ss: Matata
T: Hi ho, hi ho Ss: It's off to work we go.

Interpersonal: These students work well in groups, but could take over and monopolize. So when you do group work, be certain that each child has a job.

In each group, they can make a list of the 5 most important parts of the story. Without these parts the story wouldn't hold together.

Identify with a figure from literature, and either write from that person's point of view, or conduct an imaginary interview with the person.

Allow this student to peer coach another child.

ATs:

T: Mac and cheese...

Ss: Everybody freeze!

T: Tootsie roll, lollipop...

Ss: We were talking, now we stop.

T: Holy moly...

Ss: Guacamole



Intrapersonal: In this age of group work, it's incumbent upon us to provide quiet, independent time during our lessons. Intrapersonal students thrive on it, and constant group work is counterproductive for them. The following might appeal to them:

Allow them to reflect on their own learning and write about it. What strength did I exhibit this time? What should I be working on for the next essay? The ability to self-assess is an invaluable life skill which we can offer to our classes.

After they have self-assessed, conference with them *individually*. This constitutes a type of private time which they crave.

ATs: Use any of the above which are short. These students are not generally your talkers, so it won't take long to re-focus them.

Bodily/Kinesthetic: These are the students who move during class, tap a foot or pencil. They can fix things and like physical rewards. So we can help them process Language Arts through their bodies.

A group of your B-K learners could enact a scene from the story, role play or mime that scene, create a tableau or freeze frame and have their picture taken! Use charades as a way to act out a vocabulary word or the verb in the sentence.

Another group may like to make a model of a scene or character from the text. (This could be part of a center activity, since it may take some time.)

For primary children, choose four or five letter sounds that you've been working on. Whisper a different one of those sounds to every child. At your signal, they make their sound and circulate around the room and finally cluster with all those making that sound.

Practice their spelling words or sight words while pretending to jump rope, play with a yo-yo, or dribble and shoot a basketball. Practice CVC patterns by raising their right hands for a consonant, left hands for vowel; or stand for a vowel, remain seated for consonants.

When learning their letter sounds little children can: 1) stretch out their arms for long *e* pretending to pull “taffeeeee”; 2) make a circle of their arms when saying long *o*; 3) make letter shapes in the air, or with pipe cleaners, play dough, sidewalk chalk on the playground, or with a flashlight if you can darken the room; 4) make letters with glue on paper, then stick yarn or string to the glue.

Print each word of a sentence on a separate piece of paper. (Use a very large font or a thick marker.) Place the words on the floor in scrambled order. Can the children figure out the sentence and then walk or jump to each word properly. Furnish some clues for them, such as: the word with the capital letter indicates the first word in the sentence; the word with an end mark of punctuation must be the last word.

ATs:

T: Are you ready, class?	Ss: (while saluting)	Aye! Aye! Captain
T: Everybody rock	Ss: (while moving arms in circle)	Everybody roll
T: If we all don't row	Ss: (while pretending to row)	Then we don't go



PRIME TIMES



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

September, 2019

A Teacher's Prayer for a New School Year

Dear God,
A new school year is about to begin
and my classroom door will soon open
to students you've assigned to my care...
Open my mind and heart to each of them
and especially to the ones
who will need me the most...
Help me challenge each of them
to study, to learn, to grow in knowledge
and even a little wisdom...
Help me remember, Lord,
how young my students really are:
give me patience to help them grow up
with insight to know the help they need...
Help me to understand that sometimes
my students may not understand me:
may I be clear in the things I say and do,
and in the manner of all that comes from me.
Keep me from favoring any particular students. Lord, let
my decisions in the classroom
be fair and just, honest and true...
Send your Spirit to fill me with gifts
of knowledge and understanding, counsel and wisdom;
with all I need.
Lord, open my mind and heart to my students' parents,
especially those who will challenge me the most...
Help me invite parents to challenge their children to
study, to learn and to grow...
Help me to teach as you would, Lord:
help me be understanding when I need to be firm yet
gentle in all things;
patient until the last bell rings...
A new school year is about to begin, Lord,
and I wonder,
what will you teach me today?
Amen.



Ten Little Fingers

I have ten little fingers
They all belong to me;
I can make them do things
Would you like to see?
I can shut them up tight;
I can open them wide;
I can put them together;
I can make them all hide;
I can make them jump high;
I can make them jump low;
I can put them together
And hold them just so!
(Folded for prayer)



Number Poem

Numbers are fun whatever you do
First comes one and then comes two.
After two comes three and four
Then comes five
Now count once more
1, 2, 3, 4, 5

You can count to five
That's fine
Number six is next in line
Then comes seven, eight, nine, ten
Now let's stop and count again:
1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Letter Lineup

String a clothesline in your classroom and attach plastic colored clothespins labeled **A** to **Z**. On small cards print lower case letters **a** to **z**. Drill matching upper case and lower case letters, students match cards to clip pins. Just mix up the cards to reinforce ABC order as well. This lineup may also be used for matching numbers to number words

Magazine Search

Use advertising magazines from the Sunday newspaper to help reinforce the skill of categorizing. For example:

Find - Cut - Paste on scrap paper or other paper

- Three things that are round
- Four things that are red
- Two things you can hang up
- Two pair of things to wear on your feet



I Can Learn

(Tune: Sing a Song of Sixpence)

When I think of Jesus
I'm happy as can be.
I love Jesus dearly –
Jesus loves me.
Even though I'm little, oh,
I can learn to do
Helpful things to please my Lord
The same as each of you.

The Twelve Apostles

Song: This Old Man by Judy Hall

Jesus said, "Follow me,
Twelve apostles you will be."
James and John and Andrew, too,
Philip and Bartholomew;
Thomas, James, Simon, eight,
Judas, Matthew, don't be late,
Simon Peter, Thaddaeus, too—
Twelve apostles, all for you.



Little Leaves

Little leaves fall gently down
Red and yellow, orange and brown
Whirling, whirling, round and round
Quietly without a sound
Down and down and down and down.



Red Wagon

I took my red wagon down to the store
to but a big pumpkin to set by my door.
I'll cut out teeth, eyes and a great big grin;
a hole in the top where the candle goes in.
I'm sure he'll be funny and a scary sight
when he greet all his friends on
Halloween night!



Halloween

A costume contest with a twist . . .
Rather than having your students
come in or bring in their costumes
for your class Halloween party
have them make a lunch bag hand
puppet to bring to school. The week before your class
party distribute extra-large brown lunch bags to your
students. Explain that they can add any medium to the
bag in order to create a miniature *them* in their
Halloween costume. On the day of the party you can
have a puppet parade and contest. You can have the
class vote or invite an older grade to cast their votes.
Come up with as many categories as needed so everyone
receives either a first, second or third place ribbon.



Holiday Listening Game

As a good transitional activity, ask students "Which does
not belong?" Then name two holiday words and one
that is not related.

Example: pumpkins ghost tree

This listening exercise in listening could be used with
rhyming words, parts of speech, capitals of states or
countries. The possibilities are endless!

Hallway Rosary

October is the month of the Rosary.
Celebrate by making a giant rosary to
hang in the hallway with special intentions on it that will
be remembered each time your class prays a decade of
the rosary. Send home a "bead" (a circle about the size
of a half a sheet of paper) or two depending on class size
and have the family write their intentions on it. Each
family will pray a Hail Mary per bead. You can include
other faculty and staff members by asking them to write
their intentions on a bead and pray either an Our Father
or the remaining Hail Marys. Assemble it on the wall in
the shape of a rosary and then you can use string/yarn to
drape behind each bead to act as the "chain".



Guardian Angel

Oh, my good Angel, kind and dear,
how glad I am that you are here.
Stay close by me all day and night
and help me do all that is right.

Poetry Corner

Why not use poems when changing from one subject to another or while getting in line?

Displaying the poem on a smartboard or poster enables you to use it as a review in Language Arts. Ask students to find different parts of speech, punctuation, rhyming words, multiple meaning words, etc. Be creative with poetry.

Thank you, God

Thank you, God
for feet to run,
Thank you for my
play and fun;
For eyes to see
and hands to lift,
For food to eat
and every gift
That makes me strong
and wish to sing,
Thank you, God,
for everything!



Five Little Pilgrims

by Katherine Oana

Five little pilgrims on Thanksgiving Day.
The first pilgrim said,
“There’s no time for play!”
The second pilgrim said,
“I’ll do what I’m able.”
The third pilgrim said,
“Let me set the table.”
The fourth pilgrim said,
“I’ll check the chestnuts toasting.”
The fifth pilgrim said,
“I’ll check the turkey roasting.”
The five little pilgrims called all their
friends to eat.
They sat down at the table for a great
Thanksgiving treat!



Turkey Tasks

Describe what Thanksgiving dinner will be like in the year 2040.

Imagine that you can ask anyone in the world to your Thanksgiving dinner. Who would you invite and why?

Using ads from the newspaper or online grocery store plan a Thanksgiving feast for your family. Price each item you need to buy. Add up your total costs to find how much you’ll spend for your Thanksgiving meal.

“Today is brought to you by the number _____.”

In this activity the teacher says the beginning phrase of “Today is brought to you by the number ___” and adds a number in the blank. The students then take turns naming things that deal with that number. They can name anything from fact families to pets.

Example:

- “Today is brought to you by the number 5”
- The number of fingers on a hand
 - The month of May
 - $2 + 3 = 5$
 - # of sides in a pentagon
 - 5 people are in that row

This helps the students to become aware of quantity and groupings in their daily lives.

Flashlight Sight Words

Write your designated Social Studies vocabulary words on star shapes and place them on the ceiling. (Precut foam star shapes are available. Magnetic strips work well with a suspended ceiling.) At the end of the day or when you have a few extra minutes, grab a flashlight and turn out the lights in the classroom. Have students repeat the following chant with you:

Flashlight, flashlight
Oh, so bright!
Shine on the word _____
with all your light!

Then, choose a volunteer to find the "star" word in the night sky with the flashlight and define it to the best of their ability.

Salt Art (for any season)

You will need: card stock, white glue, and salt, colored water (food coloring in water or use water color paint,) paint brush

What to do:

- Have your child use the glue to draw a design on the paper.
- Sprinkle the wet glue with salt until it's completely covered and then tap off any excess.
- You do not need to wait for the glue to dry to continue.
- Have the child use his or her paintbrush to touch a section of the salt with either the colored water or paint. As the salt absorbs the liquid, the water will move along the glue lines, resulting in a wonderful web of color. Be sure to watch what happens when the color reaches the intersecting lines.

Spelling – Writing Connection

Glue a Dolch basic sight word list in each student's notebook, journal or writing folder. The students will use the list to self-check their spelling during independent writing assignments. Many students will master spelling words and word recognition skills by June.



Recycling Song: Recycling in my Home

Students sing this song to remember what can be recycled. Tune: Wheels on the Bus

Recycling in my home goes round and round,
Round and round, round and round.
Recycling in my home goes round and round
All through the day.

Tie up the papers and *take them back* (2more x)
Tie up the papers and take them back
All through the day.

- crush all the cans
- rinse all the bottles
- save all the glass



My Little Ear Song

Tune: Yankee Doodle

What will happen with a sound if I make it
LO – UD?
What will happen with a sound if I make it
qu – iet?
How do I hear the sound? Which part of me
hears it?
That will be my little ear, if you listen
carefully!
Where does the sound travel to, where does it come
from?
Can it travel through the walls and how far
can it go?
It travels from the object to, my own little
ear drum
Though some materials and quieter as we move away.



IHM GOOD WRITERS CLUB



RATIONALE FOR THE CLUB

1. To assist teachers in providing motivation
2. To develop skills of legible handwriting; provide means for a sense of achievement; foster pride in daily work

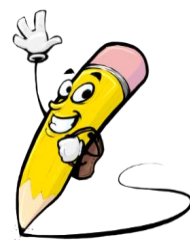
TIPS FOR TEACHERS

1. Select a definite objective for each lesson.
2. Allocate a specific item for penmanship each day.
3. Study techniques outlined in your Teacher's Manual, noting the letter formation peculiar to your series (Palmer, Noble, Zaner Blozer, etc).
4. Provide thorough instruction by demonstrating formation, size, shape, and slant.

EVALUATIVE CRITERIA

- | | |
|----------------------|--|
| 1. SHAPE | correct formation of letters |
| 2. SIZE | uniform, correct height and width of letters |
| 3. SLANT | uniform, diagonal slope of strokes |
| 4. ALIGNMENT | tangency to baseline with down-strokes |
| 5. APPEARANCE | neat, clean work; proper margins;
specified arrangement of papers |

Classes should come to an agreement on one alphabet.





Good Writers' Club



The Good Writers' Club is designed to assist teachers in:

- providing motivation
- developing skills of legible handwriting
- establishing a means for a sense of achievement
- fostering pride in daily work

We encourage a continued effort in all grades in providing daily instruction and encouragement in:

- correct letter formation
- uniform height and width of letters
- uniform slant
- proper alignment
- neat and clean work
- good margins
- a specified arrangement of papers.

There is no longer a FORMAL REGISTRATION to participate in the program.

We are fully aware that even though registrations were not formally submitted, many schools have been participating, which is **ADDITIONAL GOOD NEWS!**

Monthly samples will be provided in the *ABC Notes*.

Within each school, a designated evaluator could be chosen, or classroom teachers may evaluate within the grade to choose those students of the month who have exhibited good writing skills. Perhaps a "Good Writers of the Month" Bulletin Board could display work and/or names in order to heighten motivation. Certificates can be distributed.

A sample certificate page is included in these *ABC Notes* for your convenience to print on cardstock.

Thank you for all you do to encourage and foster these good writing skills in your students on a daily basis.



PROFICIENCY IN PENMANSHIP



This certifies that

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

Date

Member of the official Board of Evaluators

PROFICIENCY IN PENMANSHIP



This certifies that

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

Date

Member of the official Board of Evaluators

IHM Good Writers Club



Grades 3 & 4

OCTOBER

Letter shapes are important,
Make them round and neat,
So everyone will see,
Your writing can't be beat.

NOVEMBER

Feeling gratitude and not expressing it
Is like wrapping a present
And not giving it.
(William Arthur Ward)

Grades 5 & 6

OCTOBER

October is the month
When the smallest breeze
Gives us a shower
Of autumn leaves.

NOVEMBER

On Thanksgiving Day we say,
"Thank You, Lord" as we pray
For food, for health and also joy
For every girl and every boy.

Grades 7 & 8

OCTOBER

The computer is a thinking machine
The smartest one you've ever seen!
But every computer can only do
What some person has told it to!

NOVEMBER

We can hear God speak to us,
We quiet our hearts and do our best.
He tells you what you need to do,
To let His love shine right through you.

DECEMBER

Grades 3 & 4

Advent is a time to wait,
Not quite time to celebrate
We light the candles one by one
'Till the Advent time is done.

Grades 5 & 6

Life is a constant Advent season:
we are continually waiting -
to become, to discover,
to complete, to fulfill.

Grades 7 & 8

I heard the bells on Christmas Day
Their old familiar carols play,
And wild and sweet
The words repeat
Of peace on earth, good-will to men!
(Henry Wadsworth)



Fall, 2019

RELIGIOUS EDUCATION RESOURCES

*IDEAS TO SHARE WITH ALL WHO ENGAGE IN FAITH FORMATION THROUGH
THE TEACHING OF RELIGION*

I.H.M. ABC NOTES ---Fall 2019



In this issue...

Contemplative Prayer for School/PREP Faculties at Beginning of Year

...based on the USCCB Catechetical theme: Stay with Us

Sister Eileen Tiernan, I.H.M.

Religious Education Treasures... Angels

Sister Jeanne M. Baker, I.H.M.

Religion Bulletin Boards ... "I Have a Mission"

Themes for September, October, November

Sister Edward William Quinn, 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 4 of 6: Blessed Sacrament Prayer)

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!



Contemplative Reflection for Catholic School Faculties and Parish Religious Education Catechists

Based on the USCCB Catechetical Theme for 2019-2020

The following reflection can be used in whatever fashion best suits each group. Perhaps the Gospel and quotes can be shared, then some quiet time to ponder the reading, quotes and reflection questions. After some quiet pondering... words, thoughts and inspirations may want to be shared with the group.

Gospel: Luke 24: 13-35

Quotes from Christus Vivit, the post- Synodal Apostolic Exhortation on Young People from Pope Francis

Try to look for Jesus, and you will have the beautiful experience of seeing that he is always at your side. This is what the disciples of Emmaus experienced when, as they walked along dejected, Jesus “drew near and walked with them.” In the words of St. Oscar Romero, “Christianity is not a collection of truths to be believed, rules to be followed, or prohibitions. Seen that way, it puts us off. Christianity is a person who loved me immensely, who demands and asks for my love. Christianity is Christ.” (#156)

The Synod proposed the example of the disciples of Emmaus as a model of what happens in ministry to youth. Jesus walks with two disciples who did not grasp the meaning of all that happened to him, and are leaving Jerusalem and the community behind. Wanting to accompany them, he joins them on the way. He asks them questions and listens patiently to their version of events, and in this way, he helps them recognize what they were experiencing. Then, with affection and power, he proclaims the word to them, leading them to interpret the events they had experienced in the light of the Scriptures. He accepts their invitation to stay with them as evening falls; he enters into their night. As they listen to him speak, their hearts burn within them and their minds are opened; they then recognize him in the breaking of the bread. They themselves choose to resume their journey at once in the opposite direction, to return to the community and to share the experience of their encounter with the risen Lord. (#236-237)

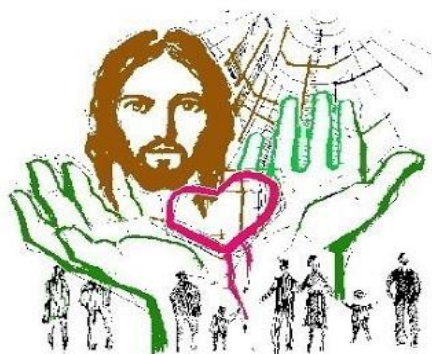
EXPERIENCE WALK ALONG WITH
ENTERS THEIR NIGHT ACCOMPANY
ASKING AND LISTENING PATIENTLY
RECOGNIZING LEADING INTERPRETING
INVITATION HEARTS BURNING MINDS OPEN
ENCOUNTER

In what ways can you as teacher and catechist lead and guide your students to “encounter” the living Lord, beyond learning “about” him?

How can you set their “hearts on fire” with love for God? How much fire is burning within your heart? Can you see it catching?

What does it mean to “accompany” your students, young disciples, along the way this coming year? Place yourself in the gospel account of Emmaus, how will you open the minds and hearts of your young disciples to encounter Jesus through the Scriptures and the Sacraments?

Jesus, our Lord and ever-present companion, grant us your grace, mercy and strength as we begin this new journey of accompanying your young disciples. In being faithful to you, let us be faithful for them. May we find our success and our joy in leading them to you each day. Bless us, our students and their families, and keep us all united in your love. Amen.



Religion Bulletin Boards

2019- 2020

“I Have a Mission”

The beginning of the 2019-2020 school year is a time of several special events in the Church. We have been preparing this past year for the special Month of Mission declared by Pope Francis which will be held in October.

October will also see the canonization of five new saints— one of whom is considered a patron of scholars and students. Two other new saints canonized in the past year were children of the same age as many of our students.

John Henry Newman was a 19th century theologian and poet. Originally an Anglican priest, he converted to Catholicism in 1845 and was ordained a Catholic priest in 1847,. His writings are considered among some of the most important Church-writings in recent centuries. Newman was also particularly dedicated to education and founded two schools for boys.

One of Newman’s best known writings is a prayer, “I have a mission. Some of the thoughts from this prayer coincide very well with events being celebrated in the new school year. As such, we will focus some of this year’s bulletin boards on some of the themes which evolve from Newman’s prayer.

Our September Bulletin boards will focus on some newly canonized saints with whom the students can identify as well as a thought from Newman’s prayer which will welcome them back to a new school year.

During October, we can reflect on the theme of Mission to commemorate World Mission Month as well as what it means to be canonized a saint.

In November, we celebrate All Saints as well as the impact of those immigrant saints who have brought faith to America and for which we have much to be thankful for this Thanksgiving Day.

*Additional resources can be found at the Missionary Childhood Association web site:
<http://phillymissions.org/our-work/youth-in-mission/>*

September

We Have a Mission

New Year—New Saints



St Mariam Theresia



St Giuditta Vannini

**What can
You do**



St John Henry Newman

**To
Become
a Saint**



St Dulce Lopes Pontes



St Marguerite Bays

As the new school year begins, engage the students in a conversation about things that are “new.” Tell them that Pope Francis will canonize five new saints in early October. Tell them a little about each of these saints, noting that one of these saints, St. John Henry Newman is considered to be a patron of Students and Scholars. This is a good opportunity to explain that there are many good people who have died who are saints but may not be “officially canonized” a saint. Ask them to think of what they could do in this new school year to become saints. When setting goals for the new school year, be sure to include a faith goal. When setting up copybooks for the new year, have them choose a saint to pray to this year and write a short prayer on the title page of the copybook. If possible, research the saint and try to find a picture to put with the prayer.

I am a link in a chain



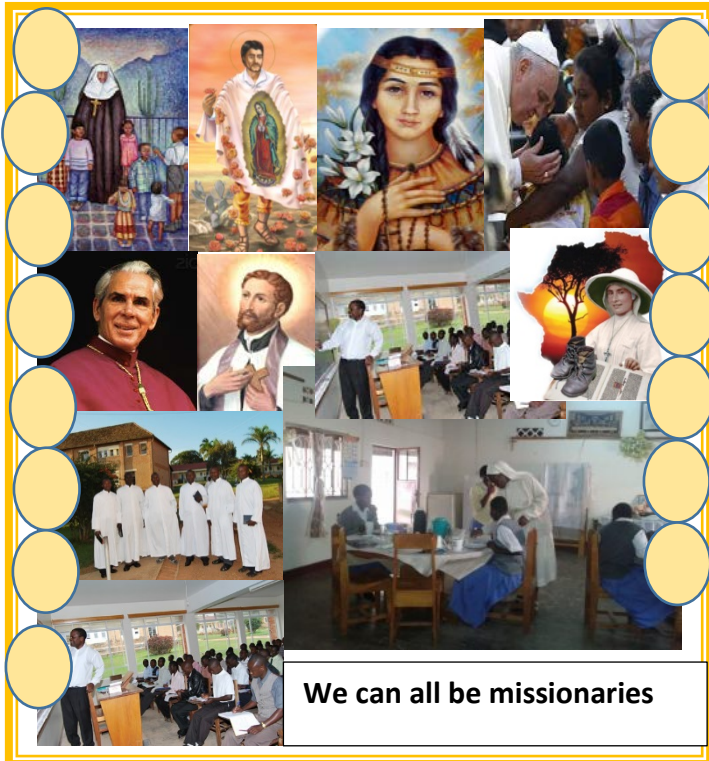
*Don't let Jesus be a
missing link*

One of the saints to be canonized, John Henry Newman wrote a powerful prayer, “I have a mission. . .” Many of the phrases from this prayer are good catalysts for creating a bulletin board. The phrase, “I am a link in a chain” is a good one to start the school year with. During an opening of the school year prayer time give each student a strip on which they will set a goal for the new school year. These strips (see patterns on a separate page) can be linked together to form a chain to be hung on the bulletin board. If available they could put a picture on the other side of the strip.

Older students can be taught the prayer of Cardinal Newman. There are templates on another page that could be duplicated on card stock and used as bookmarks.

OCTOBER

Month of Mission



Pope Francis declared this month as a special month of Mission. Pope Francis teaches us that “by loving and helping the poor, we love and serve Christ.” To serve others as Missionaries allows us to grow in our own holiness and become Missionary disciples. On a bulletin board—instead of putting backing paper up create a collage of missionary saints and activities. Have the students complete the statement on the “missionary circles” (see template) and create a boarder for the board. Take the time to discuss the background pictures.



MARY, THE FIRST MISSIONARY



MODEL OF ALL MISSIONARIES

On a bulletin board acknowledge Mary as the first missionary. At the time of the Visitation, Mary was a “missionary” bringing the “good news” as Elizabeth recognized her as the “Mother of my Savior.” She has continued to bring the news through the years as she did at Fatima, an event commemorated on October 13. It is also the same day that Pope Francis will canonize five new saints—many of whom were devoted to Mary. The following Sunday, October 20, is World Mission Sunday. During the week between, create a time of focused mission awareness by:

- Taking up a special collection for the missions;
- Inviting a missionary to speak to the students;
- Saying the Mission Rosary remembering each continent on a decade of the Rosary.
- Having a special prayer day for the missions.

November Sharing our Mission

- *Instruct the ignorant*
- *Admonish the sinner*
- *Comfort the Sorrowful*
- *Forgive Injuries*
- *Bear wrongs patiently*
- *Pray for the living and the dead*



**HAVE
A MISSION**

- *Feed the hungry*
- *Give drink to the thirsty*
- *Shelter the homeless*
- *Visit the sick*
- *Visit the prisoners*
- *Bury the dead*
- *Give alms to the poor*

During the month of November, we often focus on the things we are grateful for. We can also focus on the things we have as bounty which those who are less fortunate do not have. We can continue to reflect on St. John Henry Newman's prayer with the beginning statement, "I Have a Mission." Surrounding the words list the Spiritual and Corporal Works of Mercy. With younger classes, list only those they are able to understand. As you review each one change the picture to reflect the work of mercy you are focusing on. Free Works of Mercy coloring pages can be found at:

<https://www.looktohimandberadiant.com/2015/07/spiritual-works-of-mercy-teaching-tools.html>

Activities that can be used to teach the Works of Mercy can be found at:

<https://www.catholicteacher.com/printable-activity-corporal-works-of-mercy-sort/>

**God does
nothing
in vain**



**HE knows what HE is
about**

As we get closer to Thanksgiving, emphasize the strong faith and trust in God the Pilgrims had. They embraced the fact that the new country they had come to was only possible because it was part of God's plan for this country. Point out the thought of St. John on the Bulletin board. Note that the pilgrims kept their focus on gratitude to God before anything. With this in mind, have them create placemats for Thanksgiving dinner on which they write a prayer of gratitude to God for all of the blessings He has bestowed on them and their families.

I Have a Mission

Oh My God, you have created me do some definite service. You have committed some work to me that you have not committed to another. I have my mission; I am a link in a chain, a bond of connection between persons. I will trust you, whatever, wherever I am. If I am in sickness, my sickness may serve you. If I am in perplexity, my perplexity may serve you.

If I am in sorrow, my sorrow may serve you. You do nothing in vain. You know what you are about. Though friends be taken away, though I feel desolate, though my spirits sink, though my future is hidden from me, yet I will trust you, for you know what you are about. I ask not so much to see as to be used: through Christ our Lord. Amen.



I Have a Mission

Oh My God, you have created me do some definite service. You have committed some work to me that you have not committed to another. I have my mission; I am a link in a chain, a bond of connection between persons. I will trust you, whatever, wherever I am. If I am in sickness, my sickness may serve you. If I am in perplexity, my perplexity may serve you.

If I am in sorrow, my sorrow may serve you. You do nothing in vain. You know what you are about. Though friends be taken away, though I feel desolate, though my spirits sink, though my future is hidden from me, yet I will trust you, for you know what you are about. I ask not so much to see as to be used: through Christ our Lord. Amen.



I Have a Mission

Oh My God, you have created me do some definite service. You have committed some work to me that you have not committed to another. I have my mission; I am a link in a chain, a bond of connection between persons. I will trust you, whatever, wherever I am. If I am in sickness, my sickness may serve you. If I am in perplexity, my perplexity may serve you.

If I am in sorrow, my sorrow may serve you. You do nothing in vain. You know what you are about. Though friends be taken away, though I feel desolate, though my spirits sink, though my future is hidden from me, yet I will trust you, for you know what you are about. I ask not so much to see as to be used: through Christ our Lord. Amen.



I Have a Mission

Oh My God, you have created me do some definite service. You have committed some work to me that you have not committed to another. I have my mission; I am a link in a chain, a bond of connection between persons. I will trust you, whatever, wherever I am. If I am in sickness, my sickness may serve you. If I am in perplexity, my perplexity may serve you.

If I am in sorrow, my sorrow may serve you. You do nothing in vain. You know what you are about. Though friends be taken away, though I feel desolate, though my spirits sink, though my future is hidden from me, yet I will trust you, for you know what you are about. I ask not so much to see as to be used: through Christ our Lord. Amen.

This year I will work at being a better student and a better person by

This year I will work at being a better student and a better person by

This year I will work at being a better student and a better person by

This year I will work at being a better student and a better person by

This year I will work at being a better student and a better person by

This year I will work at being a better student and a better person by

This year I will work at being a better student and a better person by

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

**I can be a
missionary.
I can**

Sharing our Spiritual Treasures



A YEAR WITH THE ANGELS

As young children we learned about that most amazing creature created by God called our guardian angel. With the knowledge of our guardian angel always at our side, the prayer known as the *Angel of God Prayer* was memorized and had a special place in our daily recitation. As Catholic educators, we have the privilege to pass on this beautiful tradition to our students. However, we don't have to stop with just teaching them about their guardian angels, we can dedicate our whole school year to learning about various angels found in the Bible and stories of them visiting God's holy people throughout the ages. But who are these creatures called *angels*? The Catechism of the Catholic Church states in Paragraphs 329-330:29: *"With their whole beings the angels are servants and messengers of God. Because they always behold the face of my Father who is in heaven, they are the mighty ones who do his word, hearkening to the voice of his word."*

SEPTEMBER 29th FEAST OF THE ARCHANGELS, MICHAEL, GABRIEL, AND RAPHAEL

On this beautiful feast, explain to your students the particular role and title of these three archangels, Michael, Gabriel, and Raphael. Students can choose one of the three archangels and draw a picture or symbol for that particular archangel. They can also write a simple prayer to that archangel.

➤ SAINT MICHAEL

Michael's name means, *"Who is like God?"* and he is the ultimate embodiment of strength and the patron of soldiers, police officers, and firefighters. Various traditions say that he was the first of the angels who were created, which may explain why he is often revered as the eldest brother of his brethren. *Revelations 12:7-9*. He is also recognized as the one loyal to God who led the battle between the faithful and unfaithful angels in heaven.

➤ SAINT GABRIEL

Gabriel's name has many meanings: *"Strength of God," "Hero of God,"* and *"God has shown Himself Mightily."* These variations can be summed up in one definition, *"God is My Strength."* Gabriel is God's holy messenger and traditionally he has been revered as the Archangel of Wisdom, of Revelation, of Prophecy, and of Visions. Gabriel was chosen by God to ask Our Lady if she would consent to be the mother of God's Son. He is also the angel who appeared to Joseph in his dreams: to take Mary as his wife, to flee from Herod to Egypt, and to return to Nazareth. Gabriel is recognized as the Patron of the Holy Family.

➤ SAINT RAPHAEL

Raphael's name means, *"Healing Power of God."* Traditionally, due to the meaning of his name, he is revered as the Archangel of Healing. Due to this, he might be alluded to in *John 5:2-4*. In the Old Testament, Raphael played a pivotal role in the *Book of Tobit*, as he helps Tobiah, the son of Tobit, on his journey, and the curing of Tobit's blindness.

OCTOBER 2nd

MEMORIAL OF THE GUARDIAN ANGELS



This feast day lends itself to many opportunities that you can introduce, explain, and lead your students to a special devotion to their guardian angel. The Catechism of the Catholic Church teaches that, *“From its beginning until death, human life is surrounded by their watchful care and intercession. ‘Beside each believer stands an angel as protector and shepherd leading him to life.’ Already here on earth the Christian life shares by faith in the blessed company of angels and men united in God.”*

For younger students, a special celebration day can be organized for them to learn, enjoy, and pray to their guardian angel.

<https://www.catholicicing.com/guardian-angel-feast-day/> has some wonderful activities that you can use on your special *Angel Day*. A few days before the feast have older students assist in setting up stations which the younger student can visit. You might like to include: an angel craft, older students using puppets to tell some important facts about angels, a video on angels, making an *Angel of God* card for their bedroom, learning a song about angels, and a quiet space with a picture of an angel where they can say their own prayer to their guardian angel.

NOVEMBER 28th

FEAST OF ST. CATHERINE LABOURE – HER GUARDIAN ANGEL LED SISTER CATHERINE TO OUR LADY



Tell the story of St. Catherine’s angel leading her to see Our Blessed Mother. One night Catherine’s guardian angel, appearing as a young child surrounded by a brilliant light, called her to wake up and follow him to meet the Blessed Virgin. Remind the children that their guardian angel always wants us to be close to Jesus and His Mother Mary. Check on *you tube* for a video about the story of St. Catherine and the Miraculous Medal. Your students can make up their own prayer to their guardian angel. These prayers can be collected and placed in a binder that can be put in your Religion Center.

DECEMBER

ANGELS GIVE PRAISE AND TELL THE GOOD NEWS



Luke, 2:12-14 describes the angels announcing the wonderful news of Jesus’ birth to the shepherds. Explain to your students that in the *Gloria* at Mass we recite what the angels said to the shepherds, *“Glory to God in the highest and on earth peace to people of good will.”* Recite the *Gloria* explaining the various phrases. Have your students write a short prayer of praise to God.

JANUARY

FATIMA’S ANGEL OF PEACE TEACHES THE CHILDREN HOW TO PRAY



The Angel of Peace appeared three times to the children of Fatima, Lucia, Francisco, and Jacinta, before they were visited by Our Lady. The angel taught the children how to pray the rosary correctly. The angel also taught the following prayer to the children: *“My God, I believe, I adore, I hope and I love You! I ask pardon of You for those who do not believe, do not adore, do not hope and do not love You.”* Have your students memorize this prayer and recite it at the end of your daily religion lesson.

FEBRUARY



THE ANGELS MINISTER TO JESUS

One special role of God's angels is that of *Comforters*. After Jesus' 40 days in the desert, we read in *Matthew 11:4* "Then the devil went away, and angels came and took care of Jesus." Again, after Jesus' anguish in the Garden of Gethsemane, an angel gave him comfort and strengthened him. *Luke 22:42* "An angel from heaven appeared to him and strengthened him."

Ask your students how do they think the angels took care of Jesus? Discuss how they can show care, concern, and compassion to others at home, at school, in their community. Take up a collection in your classroom for a special cause to help children such as *Catholic Relief Services*.

MARCH 25th



THE ANGEL GABRIEL APPEARS TO OUR LADY

Probably, the most familiar story of an angel coming to earth is that of the Angel Gabriel appearing to Mary and asking her if she would be the mother of God's Son. Read *Luke 1:26-38* "And he came to her and said, 'Hail, full of grace, the Lord is with you!'" Discuss with your students the words of this gospel story which we recite in the *Hail Mary*. Show your class different pictures of the Annunciation. Have your students discuss what they think Our Lady was doing when the angel appeared to her. How do they think Mary felt as she heard the words of the Archangel Gabriel? Have your students type the Hail Mary on their computers and decorate it. Recite a decade of the Joyful Mysteries each day.

APRIL



THE ANGELS AT THE TOMB

Although there are several Resurrection accounts, all mention the appearance of one or two angels telling the good news of Jesus' resurrection: [Matthew 28:2-7](#), [Mark 16:5-7](#), [Luke 24:4-7](#) and [John 20:12](#). Discuss with your students how would they have felt if they witnessed the angels at Jesus' tomb. Have your class brainstorm what joyful news about Jesus they can share with others. Guide your students in writing a prayer to their guardian angels asking their help to be joyful followers of Jesus.

MAY



OUR LADY, QUEEN OF THE ANGELS

During the month of May, Our Lady's Month, a beautiful prayer to Our Lady is the *Litany of Loretto*. In this litany we pray to Our Lady under many of her titles, one of which is *Queen of Angels*. The angels give honor to Our Lady as the Mother of God's Son. Like our guardian angel, but in a greater way, Our Blessed Lady cares for us and listens to our needs. She prays for us and by her example shows us how to come closer to her Divine Son. After explaining to your students this type of prayer known as a *litany*, recite the *Litany of Loretto*. Each day after your morning prayer, say the aspiration, *Our Lady of Angels, pray for us*.

CATHOLIC TECHNOLOGY RESOURCES FOR RELIGIOUS EDUCATION

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

Loyola Press Catholic Kids

<https://www.loyolapress.com/our-catholic-faith/family/catholic-kids>

The *Loyola Press Catholic Kids* website is a fun and spiritual resource for catechists. It offers many activities that can be adapted to any age level. The Catholic signs and symbols matching game is both entertaining and educational.

Saints Fun Facts

https://www.catholic.org/saints/fun_facts_arch.php

The *Catholic Online Saints Fun Facts* page is a perfect resource for teachers preparing for All Saints Day. The site provides the reader with a list of popular saints, as well as some lesser known Saints. Fun Facts provides a short biography of the saint as well as some **fun** facts.

Children's Worship Bulletins

<https://www.childrensbulletins.com>

The *Children's Worship Bulletins* website provides information for subscribing to a weekly bulletin which teaches the message of the Sunday Gospel in a fun way for children. This is ideal for Children's Liturgy of the Word as well as the classroom.

Apps for Ipad, Iphone, Ipod

Mary Our Mother App

The *Mary Our Mother app* provides the user with tools to pray and learn. It offers daily mass readings, reflections, prayers, podcasts in addition to links to Catholic newspapers and bible. The app also provides information on the sacraments and Saints. There's so much more this app offers that cannot be listed here!



Pray Catholic Novenas App

The *Pray Catholic Novenas App* is a simple, straightforward way to pray novenas with daily reminders. It helps the user improve their prayer life, be more consistent, and grow closer to God through powerful novenas.



Catholic Prayers: Official App

The *Catholic Prayers: Official App* gathers a diverse selection of prayers from the traditions of the Catholic Church. It includes personal, family, and liturgical prayers which can be used for different occasions in the life of the user.



Shared Wisdom

Two heads are better than one. Please submit your favorite technology resources for Catholic religious education at 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 4 of 6: Blessed Sacrament Prayer

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
- Participation in Mass
- Sunday Gospel “Take-Aways”

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

The Eucharist is the center of Catholic worship. The Catechism of the Catholic Church explains:

“The Eucharist is the source and summit of the Christian life . . . The Eucharist is the sum and summary of our faith: Our way of thinking is attuned to the Eucharist, and the Eucharist in turn confirms our way of thinking.” (#1324-1327).

Because Eucharist is “*the Sacrament of sacraments*” Catholics call it **The Most Blessed Sacrament**.

1. We receive the Eucharist (consecrated hosts) in Holy Communion.
2. We reserve the Eucharist in the tabernacle.
3. We expose the Eucharist on the altar in a sacred vessel named a Monstance. We call this custom *Adoration of the Blessed Sacrament*.

When we come into the Church we demonstrate respect for the Most Blessed Sacrament by genuflecting or performing a bodily gesture of reverence and observing prayerful silence.

**Introduce your children to the custom of praying before the Most Blessed Sacrament.
Take them for brief visits (5-10 minutes) and teach the following PRAYER-AIDS:**

Genuflection Prayers:

¹“Jesus in the Blessed Sacrament, I adore you.”

²“O Sacrament Most Holy, O Sacrament Divine.

All praise and all thanksgiving be every moment thine.”

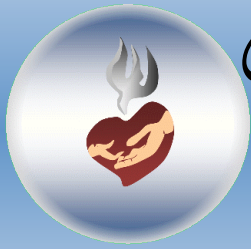
A-C-T-S of Love: Adore, Confess, Thank, Seek.

Devote time to **Adore** (recognize and proclaim God’s greatness: awe, praise, honor, admire, glorify); to **Confess** (admit sin, faults, failings: acknowledge, express guilt/sorrow/shame); to **Thank** (express gratitude to God: acknowledge kindnesses and favors received, appreciate, be grateful); and then to **Seek** (make known your needs to God: ask, search, beg, appeal, petition, invite, question). Then listen!

Spiritual Communion: Use your own words or those of St. Alphonsus Liguori.

“My Jesus, I believe that You are really present in the Blessed Sacrament. I love you more than anything in the world and I hunger to be nourished by You. But since I cannot receive Communion at this moment, come into my soul at least spiritually. I unite myself to You now as I do when I actually receive You. Never let me drift away from you.”

Eucharistic Hymns: Pick up the parish song book and locate a favorite hymn. Sing it within your soul. Talk with Jesus about the ideas it surfaces.



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 4 de 6: Oración del Santísimo Sacramento

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 Eucaristía, el Catecismo de la Iglesia Católica explica:

"La Eucaristía es la fuente y cumbre de la vida cristiana... La Eucaristía es la suma y el resumen de nuestra fe: nuestra forma de pensar está en sintonía con la Eucaristía, y la Eucaristía a su vez confirma nuestro modo de pensar". (# 1324-1327).

Porque la Eucaristía es "el sacramento de los sacramentos", los católicos lo llamamos: **El Santísimo Sacramento**.

1. Recibimos la Eucaristía (hostias consagradas) en la Santa Comunión.
2. Guardamos la Eucaristía en el tabernáculo.
3. Exponemos la Eucaristía en el altar en un objeto sagrado llamado: "Custodia".

Cuando entramos en una Iglesia y el Santísimo está expuesto, le demostramos nuestro respeto haciendo una genuflexión o realizando un gesto corporal de reverencia y observación del silencio orante.

Acerque a sus hijos a la costumbre de orar ante el Santísimo Sacramento.

Llévelos a visitas breves (5-10 minutos) y enseñe la siguiente oración:

Oraciones De Genuflexión:

1. "Jesús en el Santísimo Sacramento, yo te adoro."
- 2 "O Sacramento Santísimo, O Sacramento Divino. Toda alabanza y acción de gracias sean en todo momento tuyos."

A-C-T-O-S del amor: Adoro, Confiesa, Agradece, Busca

Dedique su tiempo a **Adorar** (reconozca y proclame la grandeza: temor de Dios, alabanza, honor, admiración, glorificación); **confesar** (admitir nuestro pecado/faltas/fallas: reconocer, expresar culpa / pena / vergüenza); **agradecer** (exprese gratitud a Dios: reconozca las bondades y favores recibidos, aprecie, ser agradecido); **buscar** - para luego dar a conocer a Dios sus necesidades: pregunte, busque, ruegue, solicite, invite. Entonces ¡escuche!

Comunión espiritual: Use sus propias palabras o las de San. Alfonso de Liguori: "*Jesús mío, creo que estás realmente presente en El Santísimo Sacramento. Te amo más que nada en el mundo y tengo hambre de ser alimentado por ti. Pero como yo no puedo recibir la comunión en este momento, entra en mi alma al menos espiritualmente. Me uno a ti ahora como lo hago cuando en realidad te recibo. Nunca me dejes alejarme de ti.*"

Himnos eucarísticos: Recoja el libro de canciones de la parroquia y localice un himno favorito. Cántelo dentro de su alma. Comparta con Jesús las ideas que le surjan.