

Apostolic Briefings & Communications



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



"IF YOU GET,
GIVE.



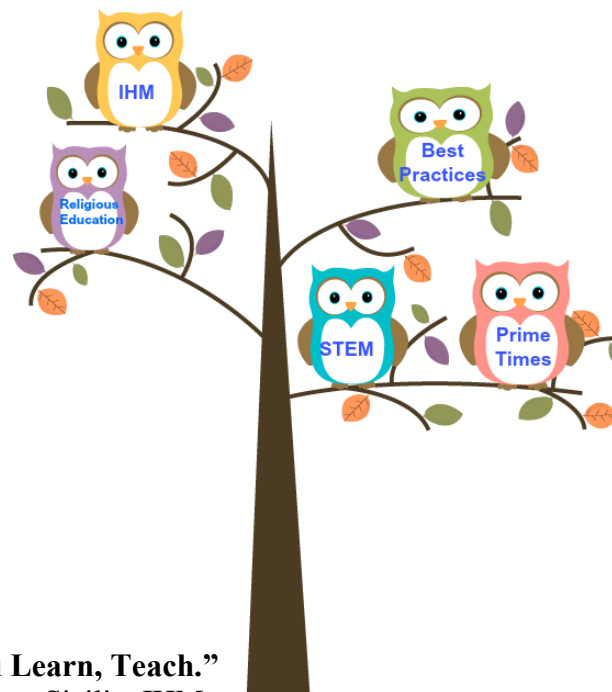
IF YOU LEARN,
TEACH."

- *Maya Angelou*



In This Issue

Spring 2016



Cover

“If You Get, Give. If You Learn, Teach.”
Sister Monica Therese Sicilia, IHM

IHM Best Practices

Student Engagement/Professional Development
Sister Margaret Rose Adams, IHM

For Teachers

Differentiating Instruction
Sister Adrienne Saybolt, IHM

Prime Times

Resources for Early Childhood and Primary Grades
Sister Elaine de Chantal Brookes, IHM
Sister Diane Richner, IHM
Sister Sarah Ellen McGuire, IHM
Sister Monica Therese Sicilia, IHM

Technology/STEM

Build A Robot With Your Students
Sister Jo-Ann Abate, IHM

Good Writers Club

Writing Samples/Certificates
Sister Theresa Duffy, IHM

Religious Education Section

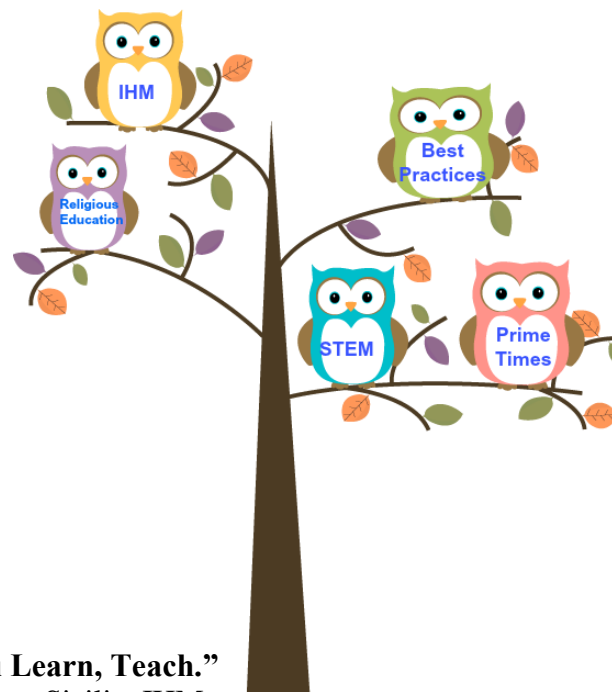
Resources for Religious Education
Sister Helene Thomas Connolly, IHM
Sister Marjorie McCall, IHM
Sister Edward William Quinn, IHM
Sister Kathleen Metz, IHM
Sister Carmen Teresa Fernandez, IHM
Sister Jeanne Baker, IHM
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♥ Love ♥ Creative Hope ♥ Fidelity ♥ Love ♥ Creative Hope ♥ Fidelity ♥ Love ♥ Creative Hope ♥ Fidelity ♥

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Proclaiming the Gospel Message in the Spirit of Jesus the Redeemer

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IHM Best Practices



Student Engagement

The closer to the end of the year that it gets, the more challenging it becomes to keep students engaged and this becomes more pronounced in certain grades such as eighth. Couple this with the fact that when Easter comes, it seems as though the end of the year has come also. This year an early Easter challenges the best instructors to keep students engaged with a complete two and a half months of school remaining. When students are engaged in learning, the lessons flow, time flies, and teachers feel good. Consider trying various student engagement techniques to see what works for you and your students. Once you discover what works, teachers should make the strategies part of their repertoire to enhance further learning. Students must be engaged in order to learn and while the students need to do their part, the master teacher accepts that student engagement is their responsibility also.

Brian Sztabnik believes that the eight minutes that matter most are the beginning and end of the lesson. If you hook the student as soon as class starts, you have them with you during the class. A well-developed ending packages the class in order for students to learn. At the beginning of the lesson, teachers should activate prior knowledge, create anticipation, and establish goals. A second grade teacher brought in her daughter's wedding album to demonstrate a modern day wedding prior to reading a story about a wedding. Sometimes teachers take for granted that students understand circumstances when they have never had the experience.

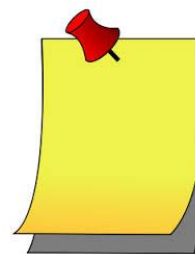


Some strategies for beginning a lesson include: trend with *YouTube*, start with *Good News*, use *cross disciplines*, and write 4 – 5. *YouTube* contains short video clips on everything. Teachers who take time to explore *YouTube* will find the perfect video that will build background for their lessons. Discussion needs to take place after the video to ensure that students understand the message especially in areas where children lack various experiences. Create a safe place in your classroom by sharing the *Good News* in your classroom. Celebrate students' successes and encourage them to do well. Bringing in *cross disciplines* expands the children's horizons. If you are doing a geometry lesson on angles, consider measuring angles from a Picasso painting. Bringing sports and the arts into your lessons will help more



children to identify with the topic. Another great beginning to a lesson consists of *Writing 4 – 5*. Students should write 4 times as much as a teacher can grade. Consider having students write 5 minutes a day on the essential question. If this is done on a continual basis, students build stamina and improve their writing. The teacher encourages and supports the students in the writing so it becomes an enjoyable task.

Bringing the lesson to a deliberate close helps seal the learning. Some ending strategies include: *Level It*, *Exit Tickets*, *Mimic Social Media*, and *Post it Power*. Have students give the lesson a *level* at the end. Children excel on video games because there is another level or sticker to achieve. Harness the idea of a video game and bring it to your lesson. Create images on the board for various levels. Have students record the level they are on in a copybook for that lesson. *Exit tickets* provide the teacher with a quick assessment of student achievement. Create tickets such as "I got it," "I did not get it," "I got it, but need more work on it." The students submit the tickets on exiting the class in order that the teacher may adjust the lesson for the next day. *Mimic Social Media* by having the children compose a tweet, or capture an image. Remind students that only 140 characters are allowed in a tweet. Challenge students to find the perfect image for the class resembling instagram. For *Post it Power*, have students write one thing they learned from another person on a post it and place it on a bulletin board. The next day start the class by reading the posts showing that a community of learners exists in the class. This practice validates participation.





Other strategies that lead to increased student engagement are:

- Create an emotionally safe classroom. Do not accept any type of a put down in the classroom including one from the teacher.
- Create an intellectually safe classroom. Begin each task with something 95% of the students will get right.
- Cultivate your engagement meter. Identify which activities truly engage students and incorporate them into future lessons.
- Create appropriate intermediate steps. Many students have problems seeing the big picture and whole project. Break your assignments into smaller parts to help students understand and work through the task.
- Practice journal or blog writing to communicate with students. Japanese teachers spend the last 5 minutes of each class summarizing, sharing and reflecting. Remember: the more students write the better they get.
- Create a culture of explanation instead of a culture of the right answer that will lead to higher order thinking.
- Use question strategies that make all students think and answer. Call on all students regardless of whether their hand is up or not. Use call cards or sticks to call on students so they do not know who will be the next one called. Have the whole class answer questions with a thumbs up or thumbs down. Use individual white boards to have all students write an answer and reveal the answer at the same time.

Student engagement will greatly increase student achievement. Continue to try new things as you build your personal resources.

Professional Development



Master teachers view professional development as a life long task. As you prepare the summer reading lists for your students, consider making a list of articles and books that you will read and workshops/webinars that you will attend. Listed here are some recommendations for you.

- Read the latest Caldecott and Newberry Book winner. Work to read all the winning books to see which ones would be good for your class.
- Work with your principal to identify your areas of desired growth. Develop a plan with goals to help you achieve the growth. Locate books, websites, and other professionals who may help you. Dedicate a specific period of time to work on your project and stick to it.
- Choose a concept such as Religion, Rigor, Relevance, and Relationships or an educational theorist such as Robert Marzano, William Daggett, Charlotte Danielson, or Parker Palmer and spend significant time learning the theories and implement the concepts into your daily teaching.
- Challenge yourself to read at least one educational book or several educational articles this summer. Find a colleague who shares your philosophy and see if he/she would read the same books/articles so that you may later discuss.

Edcamp.org

Have you heard of Edcamp? Edcamp is an organic, participant-driven, computer learning opportunity created by educators for educators. A grass roots effort dedicated to technology, Edcamp provides a professional development experience like no other. Edcamps throughout the United States are posted at www.edcamp.org. Teachers register free of charge and converge on a given location on a non-school day. Because it is the teacher's choice to attend, a synergy arises where everyone tries to help each other learn. While there, some educators post a topic that they will present. A schedule is produced of several workshops and participants head to the class of their choice. If teachers do not like the topic or are not learning, they are encouraged to get up and leave to go find another workshop. At the end of the day, everyone gathers to share what they have learned. Afterwards many groups head to food trucks or a park where the learning continues into the night. You may leave at any time. It is well worth exploring the concept and if you attend one, you will not be disappointed; however, you will be amazed.



Sources:

www.edcamp.org
www.edutopia.org/blog/8-minutes-that-matter-most-brian-sztanik
<http://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james>
www.edutopia.org/project-learning-teaching-strategies
www.marzanocenter.com

For additional information regarding the IHM Best Practices contact Sister Margaret Rose Adams, IHM at smgtadams@gmail.com.

2-16



We've **chunked**. We've **chewed**. Now it's time to **check**! How can we be sure that the students have grasped our lessons (the *chunk* of the material we've taught) after they've *chewed* on it?

Let's look at some ways whereby we can *check* to determine their level of comprehension. Some of the following are formative types of assessment (those which take place as the teaching is in progress). We can't wait until it's time to give a chapter or unit test. By then it's too late to learn that some students are confused! So some *checks* must happen all the while. Others in this list may be used as alternate forms of summative (end of concept) assessments.

- **KWL:** This chart may have been made at the beginning of the lesson. The children have filled in the K and W sections already, so now is the time to assess the L section. "What Have I Learned"? It's helpful to add an **H** sometimes as well: **H**ow did I learn? (Did I use manipulatives, sing a song, act out the process, watch a video clip, take notes etc.)
- Any **exit cards** that have been collected can be used to fill in the L section of the KWL chart at this time. It's also a good idea to see if any other questions have arisen since the exit cards were written. Answers to those questions can now be added to the L column.
- **Traffic Light:** Many classrooms display a traffic light for behavior. Have you ever used it as an assessment device? Here's how: Each group receives a black and white outline of a traffic light. Using crayons, markers or sticky notes in yellow, red and green the students mark the corresponding section of the light which indicates their understanding of the topic or the answer to the teacher's question. The teacher can quickly assess who is ready to move on (green), who needs a quick review (yellow), or who needs further help (red). *Hint: Put the page in a sheet protector, so it can be erased and used again.*
- **Class Lists:** Create class lists using a spread sheet or a table of rows and columns. At the bottom of a column note the topic or skill being checked and write the day's date. At the top of the list, devote about four columns per topic/skill. Use these letters at the top (one letter to a column): **M** (for *mastered*), **P** (for *progressing*), **NI** (*needs further instruction*), **NP** (*needs further practice*). After using one of the *chew* strategies or doing an exercise at the board, the teacher can quickly assess the students' comprehension of the topic with a check mark under each heading. By using these lists repeatedly, the teacher can tell at a glance the improvements being made. (These lists would be helpful at parent conference time as well.) Small groups can easily be assigned after those check points: 1) independent practice for **NP**; 2) group with teacher for **NI**; 3) challenge or extension work for **M**; 4) on-level group work for **P**
- **R.A.F.T.** This clever and creative check may be used as a formative or summative assessment. The student chooses a **R**ole to play, an **A**udience to address, a **F**ormat and a **T**opic. For example, the student may choose the role of *fraction*, an audience of *whole numbers*, the format of *persuasion*, and the topic of *seeking acceptance into the family of numbers*. Since persuasive writing is a Common Core topic, this format could be used in Language Arts for that purpose also. When the child reads the R.A.F.T. to the class it could also be a speaking/listening grade!

- **Using Multiple Intelligences** to assess:

- ❖ Student-becomes-teacher: a child teaches the lesson to the class, spotlighting only the *major concepts* of the lesson.
- ❖ Create and present a play (e.g. the conversion of St. Paul on the Damascus road).
- ❖ Students can compose a jingle or re-write lyrics to a song to help the class remember the skill.
- ❖ Create a word game.
- ❖ Design a one-student show, or write a monologue.
- ❖ Act out, mime or use charades. (This is especially useful to demonstrate shades of meaning in vocabulary words e.g. walk, stride, amble, lope etc.) Alternate use: act out the synonym or antonym of a vocabulary word and the class must guess the list word from that unit. This is very valuable for success in standardized testing.
- ❖ Create a story board or comic strip to explain the concept (particularly good when teaching students to summarize since their space is limited to the major ideas in the lesson).

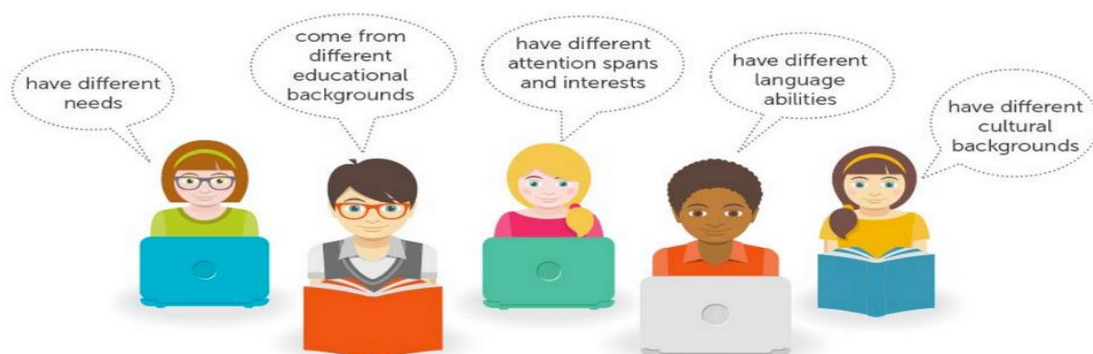
Since differentiated instruction often involves group work, let's look at some essential points for successful groupings.

- Give all directions before the work begins. It's too hard to regain attention once the students have begun to work. *Hint:* Ask the children to repeat the directions to you. Children often pay more attention to their peers than to the teacher! Those with oppositional defiant disorder (ODD) respond better to student repetition of directions.
- Invent a signal that the class can use to indicate "help needed". You can stop by that group as you monitor, and students are not leaving their places to come to you.
- Jot notes to the groups on post-its. This allows you to encourage, compliment, correct, suggest without interrupting the work. Then move on! If we stay with a group too long, students may begin to enlist too much of our help. Other groups may go off task.
- There must be a job for every group member: timekeeper, facilitator, word wizard, fact checker, supplies manager, recorder, reporter, teacher-getter etc.
- Have anchor activities posted clearly in the room for those who finish early. This offsets interruptions like, "I'm done". "What do I do now?"
- Establish rotation procedures if students will be moving from one activity or center to another. Transitions must be smooth especially if you are occupied with one of the groups.
- Keep class lists on a clipboard. Write the date at the top of a column and expectations at the bottom (on-task, using time wisely, inside voices, activity complete, all are participating etc.).
- Pin a sign to yourself (e.g. *Do Not Disturb* or *Ask 3 Before Me*) as you monitor around the room. When the sign is on, students know not to ask you questions or interrupt. When the sign is removed, they may use the non-verbal signal that you created to ask for help.

Remember—start with small steps. Keep notes for yourself about what worked, what didn't, how you can change things for next year. God bless all of your efforts to meet the needs of your students.

WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



PRIME TIMES



Sisters, Servants of the Immaculate Heart of Mary
Immaculata, Pennsylvania 19345

February, 2016

Mercy Journal

Either as a class or individually create a Mercy journal. In the journal there can be pictures and/or sentences describing real life situations the students have observed as times or acts of mercy. In discussing the entries your students will become more aware of what mercy looks like and how they can demonstrate mercy in their lives. It will also act as a stepping stone to help them move from the concrete to the abstract forms of mercy.

Lenten Bulletin Board

by: Sister Catherine Glackin

Led on a journey
Ever Christ by our side
Nothing can hinder
The mercy God provides



Bossy "E"

A simple jingle to help remember "E" at the end of a word.

Bossy "E" seems a bit rude.
It likes to change the game.
When "E" shows up at the end of a word
"E" makes the vowel say its name.

Share the Love

This Valentine's Day let your parents know that they should anticipate one or two more cards needed for their child to prepare to distribute in school. As a class decide whether you will be sending cards to shut-ins, local first responders, etc... On Valentine's



Day have an extra box/bag labeled with the group that was decided upon and as the students distribute the cards to the class they will also have a spot to put the special ones they created.

Craft Sticks and Popsicle Sticks

Craft sticks and Popsicle sticks can be used for various activities and stored in Ziploc snack bags. It is good to number the sticks and bags in case of a mix up or missing sticks.



Sticks can be used for math facts, skip counting, greater than, less than, fact families, ordinals, prefixes and suffixes, word families, ABC order and matching vocabulary words with meanings.

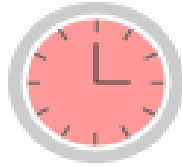
Saint Joseph

Tune: "Twinkle, Twinkle, Little Star"

Joseph made things out of wood.
He showed Jesus all he could.
Gave Him food and clothes and love,
Showed Him sun and stars above.
Played with Him and hugged Him tight
He loved Jesus day and night.

Telling Time with Plastic Eggs

Using different colored plastic eggs, write with permanent markers the digital time on the top half of the egg. On the bottom half draw or glue an analog clock. Make sure the top and bottom are different colors. Students find the top half (digital time) and match it to the bottom half (analog clock) and snap them



together. Eggs can be stored in egg cartons or Pringles containers. Code the eggs with the same number or letter in case they get mixed up.

Other uses for plastic eggs: matching upper case and lower case letters, numbers and number words, word families, fact families, ordinal numbers, colors and color words.

Easter Song

Tune: "Frere Jacques"

Now it's Easter! Now it's Easter!
Jesus rose! Jesus rose!
Life is all around me!
Life is all around me!
Allelu! Allelu!



Signs of new life! Signs of new life!
I can see! I can see!
Easter lilies blooming!
Easter lilies blooming!
Allelu! Allelu!

March Tune

By Kathleen Peterson



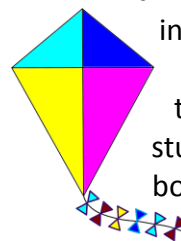
Tune: Bingo

There is a month with 31 days and March is
its name – o.
M-a-r-c-h, M-a-r-c-h, M-a-r-c-h and March is
its name – o.

Leprechauns and shamrocks too
Spring is almost here!
M-a-r-c-h, M-a-r-c-h, M-a-r-c-h and March is
its name-o.

High-flyin' Kites

Create a cardboard kite with a very long tail
to be hung on a wall in your classroom.
Laminate the kite and the bows to be placed
on the tail. Each morning, with an erasable
marker, write instructions on the kite
indicating the kind of tail needed,
such as "short u words" or "facts
that equal 10." During the day,
students write their response on a
bow and attach it to the tail.
Check all the answers at the
end of the day for a quick class review.



Writing Activities

The seasons through the senses:

Winter through the senses	I see
Spring through the senses	I hear
Summer through the senses	I smell
Fall through the senses	I taste
	I touch



April Tune

By Kathleen Peterson

Tune: Sing a Song of Sixpence



Sing a song for April

A-P-R-I-L

April is the fourth month and spring is here as well.

Days are getting warmer, the flowers start to sprout.

A- P-R- I-L

That's what April's all about.

Estimation Speculation

Designate a spot in your classroom for estimation. Once a week put on display in either a jar or clear bag objects to be estimated. Each student will write on their laminated personalized cards their estimation and post it around the jar/bag. At the end of the day the exact total is announced along with who was closest. A small reward such as a sticker can be given to the student(s) whose estimation was the closest.

Caterpillars

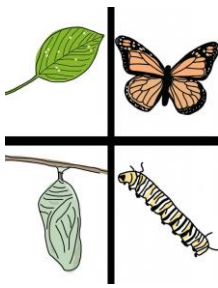
Tune: "Pop Goes the Weasel"

Up and down the flower stalk

The caterpillar's a busy guy.

He spins a bed and snuggles to sleep,

And OUT POPS A BUTTERFLY!



Laudato Si and Mother's Day

Saturday, March 12, 2016 is National Plant a Flower Day. On the Friday closest to that date you can do a mini lesson about care of the environment with your students. As a wrap up activity you can plant seeds. The end result is a beautiful Mother's Day gift. Come



May, your students can give the plant as a present with a tag that says:

"Praise be to you, my Lord. In the words of this beautiful canticle, Saint Francis of Assisi reminds us

that our common home is like a beautiful mother who opens her arms to embrace us."

- Pope Francis *Laudato Si*

Just like this flower adds beauty to the Earth you add beauty to my life. Happy Mother's Day!

May Tune

By Kathleen Peterson

Tune: Farmer in the Dell

M-A-Y spells May.

M-A-Y spells May.

The fifth month of the year

M-A-Y spells May.

Kids go out and play.

All through the month of May.

31 days of sunny fun

And then the month is done.

Magic Spoons

Purchase, at the Dollar Store, clear plastic spoons and white (or any other color) spoons. On the colored spoons print the upper case letters and on the clear spoons



print the lower case letters. Students match the letters by placing the clear spoon on top of the colored spoon. The spoons can also be used for word families and fact families.

Spoons can be stored in Pringles containers or Ziploc bags.



Beach Ball Activities

There are a number of ways to have fun using beach balls to review skills. When finished, they can be deflated and easily stored. Parents may find these ideas helpful with younger students. Many Dollar Stores carry beach balls in the spring time.

Using permanent markers, put skills to be reviewed on the beach ball. The teacher can pass the ball or assign a student to do the passing. Wherever the right thumb lands, on or near the skill indicated, that is what the student answers. If the student gives an incorrect response, he/she can ask for a life line and pass the beach ball to another student. After each correct response, that student sits down.

Some ideas for using beach balls are solving math facts, naming fact families, skip counting, multiplication, division, prefixes and suffixes, definitions, parts of speech, and story elements to name just a few. Have fun.

Summer Activities with a Beach Ball

In June, instead of sending home the standard summer calendar of activities send a beach ball instead. Gift each student with a beach ball, a list of eighteen activities, and the following directions. Have a grown up inflate the beach ball and with a permanent marker draw two equidistant lines horizontally around the ball. In each section write one number from 1-18. Each day have your child toss the ball in the air. Whatever number their right thumb lands on when they catch it is the activity for the day. The ball can also be used to review math facts (right thumb number plus left thumb number, etc...)

Cookie Sheets and Baking Pans

Cookie sheets and baking pans can be used for a number of magnetic activities. These items can be purchased at the Dollar Store. Magnetic tape can be purchased at Craft Stores or Office Supply Stores.

USES: matching upper case letters with lower case letters, creating sentences using spelling words or vocabulary words, building math facts or fact families, greater than, less than, place value, etc. The cutouts can be stored in Ziploc bags with the directions.

Back to School Ideas

Place some gold fish in a Ziploc snack bag with this sign and the student's name.



WELCOME! You are o-fish-ally in grade _____.

Place some Lucky Charm Cereal in a clear plastic Ziploc snack bag. Tape this sign on the bag...

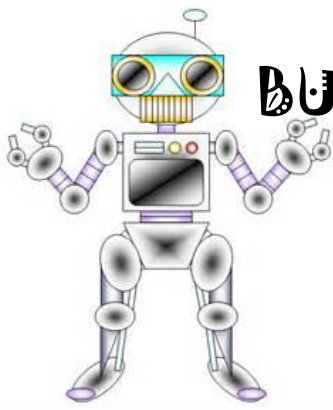
"I'm so LUCKY to have you in my class."

Place a few colorful crayons in a Ziploc snack bag. Tape this sign on the front.

WELCOME to grade _____. You color my world.

This is the last issue of the 2015-2016 school year! Blessings be yours in the coming months! Thank you for all that you do for the children!





BUILD A ROBOT WITH YOUR STUDENTS

Building a robot is one sure way to ignite the STEM revolution in schools. Presently there is a crisis concerning STEM in our country. There is a shortage of students that choose a career in **Science, Technology, Engineering and Mathematics**.

When the millennium was at hand many began saying the “industrial age” was finally dead and the birth of a new era was upon us. BUT, between the industrial age and the “new” era we can easily forget that the age of the machine quietly had its own day. That day was the moment the old IBM with a black screen and green print moved from the business world to the Personal Computer world and into the hands of everyday citizens. Little did they realize how the age of the machine would take us to the edge of the future.

We have come a long way from the first industrial robot. The first industrial robot was created by an American inventor, George Devol, in 1961.

UNIMATE was the first robot in a General Motors online automobile factory in New Jersey. Remember Stanley Kubrick and Arthur C. Clarke’s **HAL 9000** in **2001: A SPACE ODESSEY?** HAL took us to the next level with *heuristic* and *algorithmic* programming that gave HAL “intelligence.” “**HAL 9000 is capable of speech recognition, natural language understanding, lip reading, and thinking well enough to beat humans at chess. Along with all these capabilities comes the capacity for malevolence. HAL kills its astronaut crew.**”¹



Let us not forget the lightweight champion on wheels: **The MARS PATHFINDER SOJOURNER ROVER**. This real life robot roamed the surface of MARS and transmitted 2.3 gigabytes of data back to earth scientists, including 16,500 images. The **PATHFINDER** revolutionized robots in space. It was the first of its kind to meet obstacles and be able to make decisions on its own to solve them. It performed chemical analysis of rocks and soil, carried out technology experiments and explored 250 meters of Martian terrain.²

The first episode of the **STAR WARS** series gave us a robot that immediately became a much loved favorite to generations of **STAR WARS** fans known as **R2D2**. This little droid was chuck full of all sorts of tools and capabilities. It is the Star Ship’s repair mechanic, it recues the Queen; it reassembles other robots, such as, C-P3O and has the desirable attributes of spontaneity, affability and loyalty.³



¹ <http://www.robothalloffame.org/inductees/03inductees/hal.html>

² *ibid.*

³ *ibid.*



Those of us who have seen **STAR WARS: THE FORCE AWAKENS** knows that R2D2 is also being replaced with a newer, smarter android. Spero's **STAR WARS'**

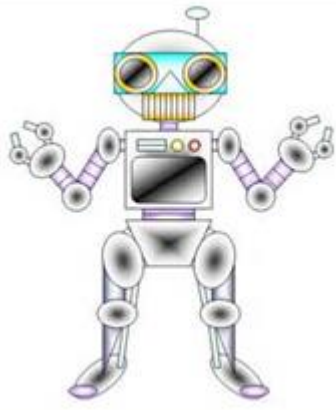
"BB-8" is a droid robot that is being hunted for the secret map it contains. The really great thing about **BB-8** is that the creator, Spero, designed it with the intentions of having it in every home! How perfect is that for all our students? In this age of robotics, when teachers everywhere are introducing their students to the importance of STEM in the classroom, a classic Hollywood movie sets the stage and stimulates the appetite for robotics in education.

It will not be the first time Hollywood has inspired science. Star Trek introduced the laser beam which was developed for the medical use in laser surgery. The artificial intelligence of the android DATA is now a reality. It just might be *STAR WARS'* BB-8 robot that gets robotics truly off the ground in every classroom not just in the computer lab.

Schools all over the country recognize this need and are trying to incorporate robotics into their curriculum. Teachers are teaming up with local businesses to aid them with project expenses and materials. One such school in Massachusetts is incorporating it into their literature curriculum. Students work to solve a problem from a novel they read. They select a character and problem, then, discuss a solution. They apply the solution by creating a robotic prototype to perform specific functions. Using Legos, sensors, egg cartons, gears, pipe cleaners and wiring motors the students build their robots. "They have partnered with Tufts's University, in which engineering challenges are plucked from the plots of assigned books. The elementary school lesson plan, developed at Tufts' Center for Engineering Education and Outreach, is backed by the National Science Foundation."⁴ It is quite an interesting project and challenge.

The effects of STEM pervade every aspect of our daily lives. We see it in the designing of our roads, bridges, buildings, transportation systems, appliances, environment, ecosystems and in improving our life styles and homes. Students need to be taught about how much STEM effects them. They should be encouraged to take courses in science, mathematics, technology and engineering in high school and college. This is not just for the boys. Girls as well need to be encouraged to excel in these areas. Teachers should have professional development to dispel any fears or lack of knowledge about how to build and program robots. Most of all teachers should exhibit enthusiasm in the activities of the teachers that give their time to working with the students. Educators need to remind themselves that STEM is the key to continued innovations and future scientists not just for a few, but for the welfare of us all!

⁴http://www.slate.com/articles/technology/future_tense/201512/novel_engineering_project_teaches_kids_about_engineering_by_using_fiction.html
This project uses plots from books by Roald Dahl, Judy Blume, and others to teach STEM concepts.



BUILD A ROBOT WITH YOUR STUDENTS

There are many sites that sell robot kits for students. The websites listed below are fairly standard sites for building a robot. Building a robot can be an expensive project and many schools have teamed up with a business to sponsor the costs and materials. Some teachers have purchased their own and use the robot to instruct the students in programming its functions. Either way, it is an exciting and engaging project for the students.

<http://kidsahead.com/external/article/1416> Self-folding Minirobots.

<http://www.seaperch.org/index> SeaPerch – an innovative underwater robotics.

<http://www.phillyseaperch.org/what-is-seaperch.html> SeaPerch Philadelphia.

<https://www.youtube.com/watch?v=ImjX7v4zPBE> YouTube Video “How to Build a Lego Robot.”

Learning to build Lego robots is an easy way to get started. Once the technique is easier then adds some sensors, wires and simple motors.

<https://www.youtube.com/watch?v=N0JzkxQT5vA> The Lego Movie 60 second building challenge.

<https://wiki.ezvid.com/best-robots-for-kids?id=adw&gclid=CPagufnQw8oCFUwYHwod0DYJkQ> -

The Ten Best Robots for Kids.

<http://www.makeblock.cc/mbot/?gclid=CK3BwY7Sw8oCFQEoHwodF6wD0g> -

mBot – STEM Educational Robot Kit.

<http://www.instructables.com/id/Your-First-Robot/> - Instructables – build your first robot

<https://www.makewonder.com/dash> Meet DASH and DOT loveable robots.

IHM Good Writers Club



Grades 3 & 4

APRIL

The beginning of knowledge
is the discovery of something
we do not understand.

Frank Herbert

MAY

Immaculate Mary,
Your praises we sing.
You reign now in splendor
With Jesus our King.

Grades 5 & 6

APRIL

Whatever your goal, you can
get there if you are willing to
work.

MAY

Charity is the sun
Which makes all things beautiful,
Gives all things warmth
and makes all things live.

St. Francis de Sales

Grades 7 & 8

APRIL

Pray as if everything
depended upon God.
Act as if everything
depended upon you.

Francis Cardinal Spellman

MAY

It is the province of knowledge to speak.
It is the privilege of wisdom
to listen.

Oliver Wendell Holmes



Spring, 2016

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

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RELIGIOUS EDUCATION...Cover Sheet
I.H.M. ABC NOTES -- Spring, 2016

THE JUBILEE YEAR OF MERCY

USCCB CATECHETICAL THEME, 2015 – 2016
“SAFEGUARDING THE DIGNITY
OF EVERY HUMAN PERSON”

CONTENTS

Cover Sheet for the Religious Education Section
I.H.M. Office of Religious Education

Prayer Service for the Jubilee Year of Mercy
Celebrating God’s Mercy
Sister Marjorie M. McCall, I.H.M.

Lenten Prayer Service
I.H.M. Office of Religious Education

Prayer Service for the Solemnity of the Annunciation of the Lord
Celebrated this Year on April 4, 2016
Sisters of I.H.M.

Religion Bulletin Boards
Virtues of the Month -- March, April, May 2016
Sister Edward William Quinn, I.H.M.

Wall Board Project on the Virtue of the Month
Follow-up on the Winter 2015 IHM ABC Religion Bulletin Boards
Sister Kathleen Marie Metz, I.H.M.

Catholic Technology Resources for Religious Education
Sister Carmen Teresa Fernandez, I.H.M.

Religious Education Treasures
The Corporal Works of Mercy
Sister Jeanne M. Baker, I.H.M.



Seek First the Kingdom...Parents Sharing Faith with Their Children
A Guide to Catholic Parenting: Catholic Parents Celebrate Sacraments
Sister Patricia M. McCormack, I.H.M.

We are very grateful to those who contributed creative Religious Education ideas to this *Spring Issue*. Their creativity has certainly enhanced this publication!

Order of Prayer ~ Celebrating God's Mercy

The Year of Mercy: December 8, 2015 – November 20, 2016



Leader Let us recall the mercies of God, in our past and in our present.

The light of God	All	surrounds us.
The love of God	All	enfolds us,
The power of God	All	protects us,
The presence of God	All	watches over us.
Where we are	All	God's abundant mercy is.

Leader Glory to the Father, and to the Son, and to the Holy Spirit;
All As it was in the beginning, is now and will be for ever. Amen.

Hymn	<i>There's A Wideness in God's Mercy</i>	<i>Open My Eyes, Lord</i>
	<i>Glory and Praise to our God</i>	<i>Jesus, Come To Us</i>

A Reading from Scripture

Lector I A Reading from the Letter of Saint Paul to Titus (Titus 2:11-14; 3:4-7)

Beloved:

The grace of God has appeared, saving all and training us to reject godless ways and worldly desires and to live temperately, justly, and devoutly in this age, as we await the blessed hope, the appearance of the glory of our great God and savior Jesus Christ, who gave himself for us to deliver us from all lawlessness and to cleanse for himself a people as his own, eager to do what is good.

When the kindness and generous love of God our savior appeared, not because of any righteous deeds we had done but **because of his mercy**, he saved us through the bath of rebirth and renewal by the Holy Spirit, whom he richly poured out on us through Jesus Christ our savior, so that we might be justified by his grace and become heirs in hope of eternal life.

The Word of the Lord. **All** Thanks be to God.

A few moments of silent, personal reflection . . .

Lector II A Reflection on the Year of Mercy - Catholic Relief Services

The Year of Mercy is for all of us. To deliver God's mercy, we must first seek to fully experience it ourselves. This can be done by renewing ourselves through the sacraments, particularly confession. A pilgrimage is also a special way to experience the renewal.

Holy Mother Church encourages us to practice the **corporal and spiritual works of mercy**:

(over)

Feeding the hungry
Sheltering the homeless
Clothing the naked
Visiting the sick
Ransoming the captive/
Visiting the imprisoned
Giving drink to the thirsty
Burying the dead

Converting sinners
Instructing the uninformed
Advising the doubtful
Comforting the sorrowful
Bearing wrongs patiently
Forgiving injuries
Praying for the living and the dead

Personal Reflection on God's mercy in your life
and the practice of the corporal and spiritual works of mercy.

(The reflection below may take several minutes and it may be followed by sharing).

*(First, take a few moments and consider your own experience of God's mercy in your life . . . Next, slowly re-read the **corporal works of mercy** and reflect upon which ones you have practiced for the good of God's most abandoned poor ones in your community. Can you choose one additional one to add to your list? And now re-read the **spiritual works of mercy** and identify the ones you already practice in your relationships with family, colleagues, associates, students, parents and administrators. Again, which one could you add to your list at this time? This reflection could lead to sharing with the person beside you.)*

Pope Francis' Prayer for the Jubilee Year of Mercy (adapted)

Lector III Lord Jesus Christ, You are the visible face of the invisible Father,
of the God who manifests his power above all by forgiveness and mercy:
All Let the Church be your visible face in the world, its risen and glorified Lord.

Lector III You willed that your ministers would also be clothed in weakness
in order that they may feel compassion for those in ignorance and error:
All Let everyone who approaches your ministers feel loved and forgiven by God.

Lector III Send your Holy Spirit and consecrate every one of us with its anointing,
All So that the Jubilee of Mercy may be a Year of Grace from the Lord.

Lector III And may your holy Church, with renewed enthusiasm, bring good news to the poor,
All Proclaim liberty to captives and the oppressed, and restore sight to the blind.

Lector III We ask this, O merciful God, through the intercession of our Savior,
the Son of Mary, Mother of Mercy, Who live and reign with You, O Father,
and the Holy Spirit, for ever and ever.
All **Amen.**

The Lord's Prayer

Leader Let us pray in the words that our merciful Savior gave us as the model for all prayer:
All "Our Father . . ."

Hymn *Loving and Forgiving* *We Are Called*
Prayer of Saint Francis *Now Thank We All Our God*

Leader Let us share with one another a sign of the Father's mercy and Christ's peace.

LENTEN PRAYER SERVICE

“MASTER, WE WANT TO SEE...”



Call to Prayer: We journey with the Church in this holy Lenten Season, anticipating the great feast of Christ’s Resurrection! As we continue on life’s busy daily routine, let us not lose sight of the richness of the sacred Lenten invitations and symbols. Let our vision not be clouded...let us not lose sight of Ash Wednesday’s call...our initial fervor...to

Pray

Fast

and Give Alms

Hymn: Change Our Hearts

Ant. “Master, I want to see.”

Psalms 63 (Please pray in unison)

**O God, you are my God; I seek you.
My soul thirsts for you;
my flesh pines for you,
as in a dry and weary land where there is no water.**

**So I have looked upon you in the sanctuary,
beholding your power and glory.
Because your steadfast love is better than life,
my lips will praise you.
So I will bless you as long as I live;
I will lift up my hands and call upon your name.**

Glory be to the Father...

Reading: Mark 10: 46 – 52
Pause for Silent Reflection

(OVER)

Intercessions: **Response:** *Master, I want to see!*

For a greater awareness of our soul's thirst for God, we pray...

For a greater awareness of global church needs, we pray...

For a greater awareness of world hunger and suffering, we pray...

For a greater awareness of local injustices and wrongs, we pray...

For a greater awareness of each other's needs, we pray...

For a greater awareness of those among us who suffer physical and emotional illnesses, we pray...

For greater awareness of our own need to pray, fast, and give alms more faithfully, we pray...

For greater awareness of those who grieve the loss of loved ones, we pray...

Our Father...

Closing Prayer: Lord, during this Lenten Season, we ask you to change our hearts. Give us the grace to see these Lenten days as golden opportunities, that we may see you more clearly amidst the cloudiness of daily routines and pressures. Help us to...

PRAY more fervently,

FAST more meaningfully,

and **GIVE ALMS** more generously. We ask you this through Christ, Our Lord. Amen.



“MASTER, WE WANT TO SEE...”

Prayer Service:

Solemnity of the Annunciation of the Lord

Celebrated this Year on April 4, 2016



Call to Worship

Reader 1: Today, on this Feast of the Annunciation, we come together to pray and reflect upon Mary, the Mother of Jesus. God found favor with Mary. Through a special messenger, the angel Gabriel, God communicated a perplexing message to Mary. Although Gabriel's words puzzled Mary, she knew that God would help her. She chose to say "Yes" to God by responding, "I am the Lord's servant. May it be done to me as you have said."

Reader 2: Each day may we, like Mary, listen to God's Word and believe in His promise. Let us be ready to say "Yes" to God's plan for our lives. May our words and actions be the same as Mary's Son, Jesus, so that we bring Christ to everyone we meet each day.

Song:

(Suggested Marian Hymns)

*Immaculate Mary
Gentle Woman
Be Joyful, Mary*

*Hail Holy Queen
My Soul Rejoices
Behold Your Mother*

Ave Maria

Psalm:

(Psalm 40, Psalms Anew, St. Mary's Press)

Antiphon: Blessed are you, Mary, for you are the mother of your Maker,
yet you remain a virgin forever!

Side 1: Yahweh, You have put a new song in my mouth – a song of praise!
Many will look on in awe and will put their trust in You.

Side 2: How many wonders You have done for us, Yahweh, our God! How many plans
You have made for us! You have no equal. I want to proclaim Your deeds again
and again, but they are more than I can count.

Side 1: Then I said, "Here I am! I have come!" In the scroll of the book it is prescribed
for me to obey Your will. My God, I have always loved Your Law from the
depths of my being.

Side 2: I have always proclaimed the justice of Yahweh in the Great Assembly; I do
not mean to stop proclaiming, as You well know. To all who love Your saving
power, give constant cause to say, "God be glorified!"

All: Glory be to the Father ...

Reading: Luke 1; 26-38
(Pause for silent reflection)



Prayer of Intercession:

Help us, O Mother of Peace and Patience. Teach us your ways to peace!

Mother of all goodness ...	Help us
Mother of all justice ...	Help us
Mother of forgiveness ...	Help us
Mother of strength ...	Help us

Pray for us, O Mother of Peace and Patience. Teach us your ways to peace!

Mother of the dying ...	Pray for us
Mother of the homeless ...	Pray for us
Mother of the sinner ...	Pray for us
Mother of the weak ...	Pray for us

Guide us, O Mother of Peace and Patience. Teach us your ways to peace!

Closing Prayer:

We come to you, Mother of our Lord and Mother of us all, to thank you for your **YES** that gave us the Incarnation of God's own **YES**, and brought life to its fullness!

We ask you, teach us to follow you in saying our **YES** with faith and courage. You know the cost of living our **YES**! Protect ours in integrity and joy. Ask your divine Son for the grace always to repeat our **YES** with an ever-growing surrender, and to experience how this increases the meaningfulness of our lives.

Under your inspiration help us build the kingdom of God, today and every day, forever and ever. AMEN.



Song: See Suggested Listing on Page 1

RELIGION BULLETIN BOARDS

March - Virtue of PATIENCE/LONG SUFFERING

Patience is trusting that God has a difficult situation under control and being willing to wait for Him to solve the problem. It's being willing to forgive others when they do things that bug us because you know that God has forgiven you for so much. Patience is not something that you are born with; you have to develop it. It takes great courage and faith to wait upon God's timing.
d.

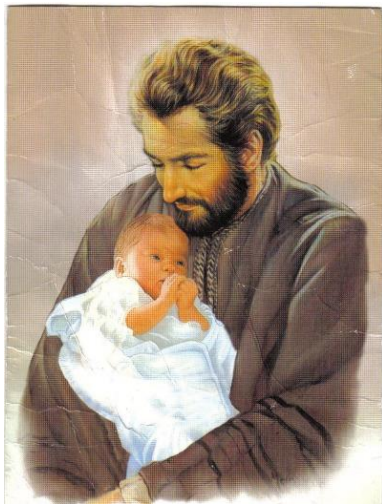
All grades



**JESUS WALKED A PATH
OF PATIENCE. . .CAN
YOU?**

During the month of March, in the time of Lent, we are given the opportunity to reflect on the virtue of PATIENCE which is the ability to wait calmly without complaining. Patience is a learned and valuable virtue. Patience can be reinforced and taught through prayer, reflection, and classroom activities. We are all "plugged in" to the modern fast paced world. As Holy week and Easter near, the pace of life seems to speed up, presenting us with the perfect opportunity to slow down and be patient. As a class students can build a sense of quiet as they prepare their hearts for the Passion and Resurrection, They will also be reminded of how patient God is with us Place a "brick" on the road for each act of patience.

**S
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P
H**



Model of Patience

Dedicate a bulletin board during March to St. Joseph, an exemplar of patience and long suffering. In talking to thousands in an audience in the Philippines, the Holy Father reminded people of the gift of the family and its place in the Divine plan, comparing it with how God entrusted the Holy Family to the carpenter St. Joseph. "Each of you, each of us – for I too am part of a family – is charged with caring for God's plan. The angel of the Lord revealed to Joseph the dangers which threatened Jesus and Mary, forcing them to flee to Egypt and then to settle in Nazareth, acts which required much patience on the part of St. Joseph. So too, in our time, God calls upon us to recognize the dangers threatening our own families and to protect them from harm," the pontiff added. Discuss with the students the ways in which they can imitate St. Joseph's patience in their families.

RELIGION BULLETIN BOARDS

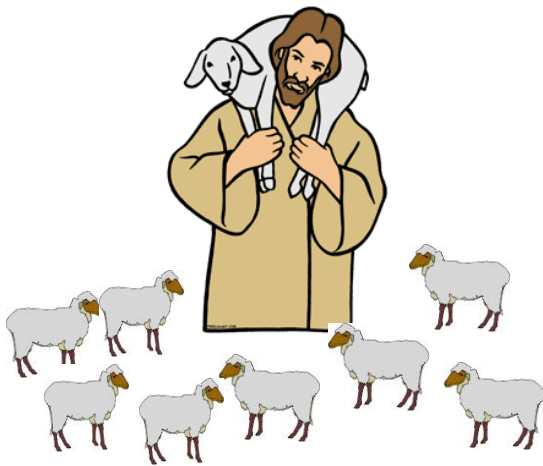
April—Virtue of Goodness

Goodness involves doing things that are right, but it goes way beyond staying out of trouble. Doing things God's way, instead of the way everyone else does them, is the definition of real goodness

We show goodness by choosing to obey God, even when it is hard. We should be actively looking for opportunities to do what God says is the ight thing to do.

Primary

**We are God's people—
Called to goodness.**



In 1963 Pope Paul VI designated Good Shepherd Sunday as "World Day of Prayer for Vocations". Jesus, the Good Shepherd, the exemplar of the virtue of goodness, protects us as his flock and promises us the gift of eternal life. The Church invites us to honor the vocation of all Christians given at baptism. May we who have dedicated our lives to God through the vocation of marriage, priesthood, diaconate, consecrated life, and the single life remain faithful to our commitments. May those who are discerning their life's vocation listen to the grace of God to guide them. This year's theme is "***We are God's people***". Use this as a bulletin board theme. On the back of each sheep have students write a prayer for their own vocation.

Upper

**Practice the
Works of Mercy**



Spiritual Works of Mercy
To admonish the sinner
To counsel the doubtful
To comfort the sorrowful
To bear wrong patiently
To forgive all injuries
To pray for the living and the dead

Corporal Works of Mercy
To feed the hungry
To give drink to the thirsty
To shelter the naked
To visit and comfort the afflicted
To bury the dead
To free the captives
To care for the sick

The responsorial psalm for Divine Mercy Sunday reads, "*Give thanks to the Lord for He is good; His steadfast love (mercy) endures forever,*" The celebration of Divine Mercy Sunday provides the opportunity to practice the virtue of goodness through the Corporal and Spiritual Works of Mercy and to focus on the call to live a Year of Mercy. Have the students create a collage on the bulletin board of ways people can practice the works of mercy. They can use real photographs they have taken or photographs taken from news articles or printed material.

RELIGION BULLETIN BOARDS

May – Virtue of Gentleness

Gentleness describes a person's outward action. So, if a person has a humble heart, he or she will behave with gentleness. Sometimes people think that a humble, gentle person is weak or babyish. But true godly Gentleness is just the opposite of weakness—it is God's power put into action with love.

Primary

Hail Mary



Gentle Women

May provides an opportunity to focus on the virtue of gentleness as modeled by Jesus' mother, Mary, and our own mothers. On one side of the bulletin board put pictures of Mary, especially of those with Jesus in their home at Nazareth. On the other side have students draw a picture of their own mothers when they are caring for them. Teach them the Marian hymn, "Gentle Woman" to sing throughout the month of May.



Upper

Learn from ME...

I AM MEEK
AND
GENTLE
OF HEART



Reflection on the virtue of Gentleness provides an opportunity to foster devotion to the Sacred Heart of Jesus. Jesus' Heart loved like no other heart has loved in all of history. His heart experienced joy, happiness, compassion, sorrow, and sadness while on earth. The Heart of Jesus is the source and expression of his infinite love for each person, whatever his situation may be. Share the Gospel passages each morning in which Jesus showed gentleness—the woman at the well, the blind man, the leper, the wedding at Cana, etc. Have students share examples of gentleness they have experienced in their own lives.

WALL PROJECT ON THE VIRTUE OF THE MONTH



*Based on the Virtues Bulletin Boards
Found in the IHM ABC Notes*

ABC Notes Come Alive!

Our school continues to work on the monthly virtues, as suggested in the Religion Bulletin Boards in the IHM ABC Notes. Our “Committee for the Virtue of the Month” shared with the faculty: the virtue of the month, a quote of the month, a song for the month, and the suggested practices. Then we decided on a visual presentation.

For **December** the virtue was **Charity**. The committee distributed holly leaves to every student on which they wrote their practice for living charity and love during Advent. These holly leaves were used to create a giant Advent wreath. Four large candles were added and one was “lit” with a flame each week. We used the scripture quote: “Where there is charity and love, God is there.” Before school and during lunch, students would read each other’s ideas and look for their own part of the Advent wreath.

In **January**, the committee transferred to the suggested virtues for the Year of Mercy. **January** was **Joy**. Each student decorated a white dove and glued their own photo on the dove. The main display had a large fishing net, a photo of Mother Teresa and her quote: “Joy is a net of love through which you catch souls.” This month our wall display is quite a gathering spot with students finding not only their own pictures, but those of friends, classmates, siblings, etc. The smiling photo of Mother Teresa is there blessing them all.

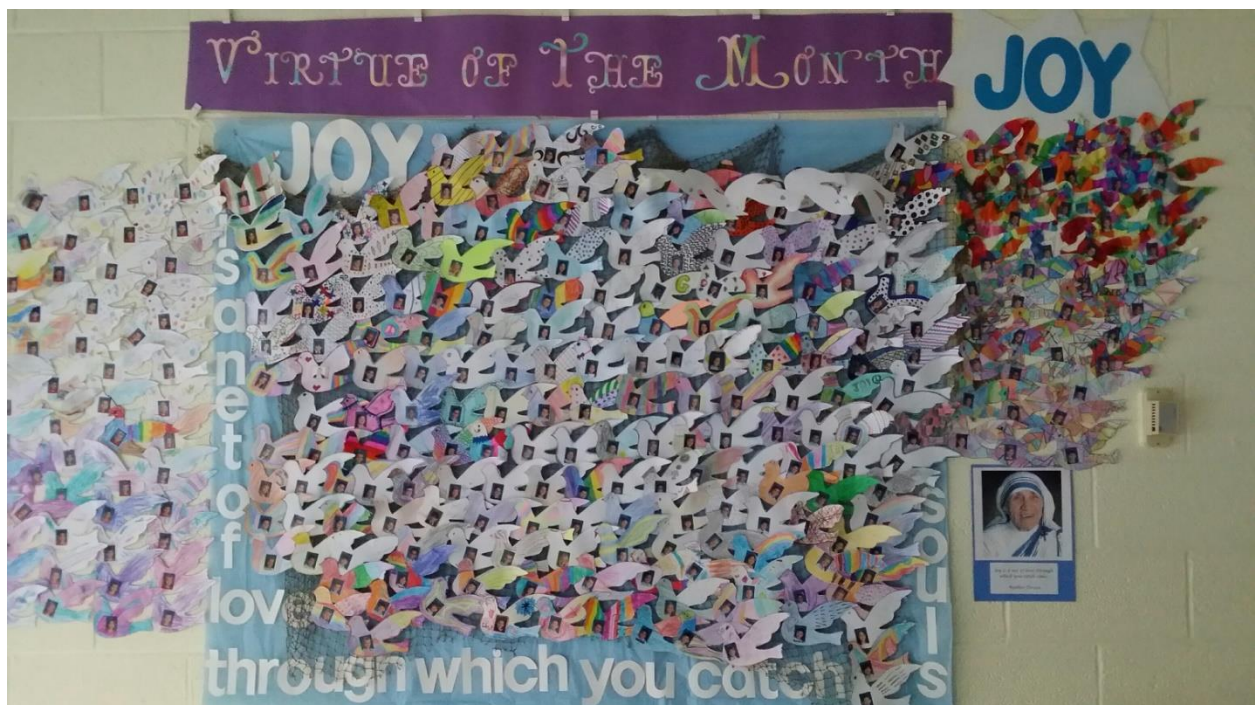
Please enjoy our attached photos, showing the fruits of our efforts for these two months!

Virtue of the Month Wall Project

CHARITY



JOY



CATHOLIC TECHNOLOGY RESOURCES FOR RELIGIOUS EDUCATION

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

What Catholics Know

<http://www.loyolapress.com/what-catholics-know.htm>

The *What Catholics Know* section of the Loyola Press website contains an online tutorial, as well as an assessment program about Catholicism. It is divided into areas of difficulty, so that materials can be adapted for any age level. Because the program is entirely online, it can be used anywhere. The program focuses on twelve categories of Catholic doctrine including: the Trinity, Mary and the Saints, Sacred Scripture, Sacraments, and Prayer and Liturgy.

The Daily Good

<http://www.dailygood.org>

Daily Good is a website focused on promoting news that inspires others. It was started in 1998 by a college student, who desired to uplift the lives of his friends by sending them a positive thought each day. Although *Daily Good* is not specifically a Catholic site, it offers meaningful stories, photos, and quotes that encourage readers of all ages to proclaim the Good News.

Word on Fire

<http://www.wordonfire.org>

The *Word on Fire* website contains articles, homilies and links to videos by Robert Barron, Auxiliary Bishop of Los Angeles, California. His clear and down-to-earth style make theological concepts easy to understand.

Apps for Ipad, Iphone, Ipod

Catholic Mega App

The *Catholic Mega* app is a collection of Catholic materials: prayers, videos, podcasts, links to Catholic news sources, games, art galleries and much more. While this free app is practical for increasing our personal knowledge, it also provides teachers with up-to-date information that will help provide answers for curious students.



Bible Reader +

The *Bible Reader+* app is an interactive bible that brings the Scriptures to life through photos, maps, videos and virtual tours. The app costs \$2.99 in the iTunes store and is easy to explore. The *Bible Reader+* app promises to capture the attention of young people with its modern connections to Scriptural times.



Confession

The *Confession* app is a great resource for every person preparing to go to the Sacrament of Penance. The app contains a password protected examination of conscience that can be personalized by age and vocation, as well as a step-by-step guide to the Sacrament. It can be found in the app store for \$1.99.



Shared Wisdom

Two heads are better than one. Please submit your favorite technology resources for Catholic religious education at s.carment@yahoo.com. Submissions will be included in upcoming issues. Many thanks to those who shared tools for this issue.

Religious Education Treasures

Corporal Works of Mercy



As we journey this year through the Church's '**Jubilee Year of Mercy**', we have the privilege to introduce and help our students become better aware of the practice of the **CORPORAL WORKS OF MERCY**.

The Seven Corporal Works of Mercy have been a part of our faith's rich landscape of practices since the 12th Century. The first six Works of Mercy came about from the parable of the Sheep and the Goats. (Matthew 25: 31-46). The Corporal Work of 'Burying the Dead' was added from the Book of Tobit, (Tobit 1: 16-19), completing the Works to Seven.

Pope Francis, in one of his homilies explained that, "**Jesus is the face of the Father's MERCY.**" The Corporal Works of Mercy are visible signs of God's love through the good works of His people.

LAYING THE GROUNDWORK

- Ask your students to think of other words for the word MERCY. (Charity, clemency, forgiveness, sympathy, kindness, pity, generosity, etc.)
Mention that the word MERCY appears in the Bible 124 times.
- For an Art Project, have your students list all the words that are synonymous with Mercy and create a 'word cloud' on the computer.
- Give a brief background about the way the Seven Corporal Works of Mercy came about by reading Mathew 25: 31-46, Parable of the Sheep and Goats, and Tobit 1: 16-19, where Tobit buries the dead. Hang a Poster of the CORPORAL WORKS OF MERCY in your classroom. Recite the Works of Mercy each day so that students will eventually know them by heart.
- Have students discuss how they can perform these CORPORAL WORKS OF MERCY. Younger students may need some guidance in this lesson. Pictures of people performing these Corporal Works of Mercy will help them better understand this concept. Older students may be divided into seven groups, each group receiving a card with one of the Corporal Works of Mercy. Hang large sheets of paper for each Work of Mercy around the room. Have each group list the various ways they can perform that specific Work of Mercy. Allow each group time to share their list of ideas with their classmates.
- To expand this lesson, older students may develop a Power Point presentation or a video demonstrating how they can perform the Corporal Works of Mercy.



**The Corporal
Works of Mercy**



- Younger students can draw a picture with 'word balloons' showing how they can do a particular Corporal Work of Mercy.



WAYS CHILDREN CAN PERFORM THE CORPORAL WORKS OF MERCY

As our students progress in their understanding of our Catholic faith so, too, does their participation in Church practices. This is true, also, for the Corporal Works of Mercy. Below are some ways students can put into practice the Corporal Works of Mercy:

FEED THE HUNGRY - Say kind words to those who may be 'hungry' to hear them. Cheer them on when they are having difficulty either doing schoolwork or a sport.

GIVE DRINK TO THE THIRSTY – Sit down and talk to someone, young or old, who is 'thirsting' to have someone take time to talk and listen to them.

CLOTHE THE NAKED – Take time to 'clothe' others with kind deeds. Offer them a snack or help them with their homework.

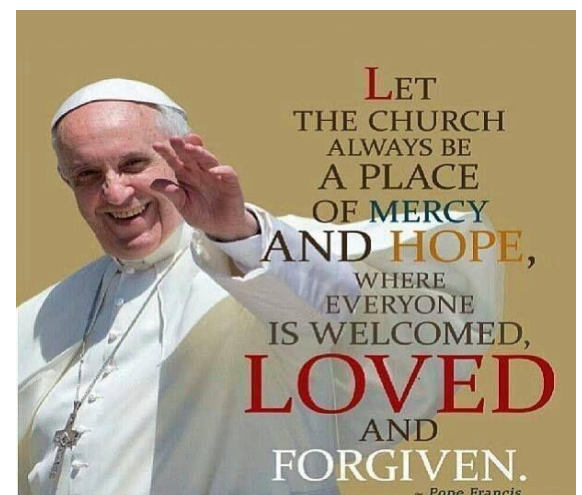
SHELTER THE HOMELESS – Invite someone in your class to spend some time at your home on a Saturday or day off. Invite them to go to Sunday Mass with you.

VISIT THE SICK – Call someone who is not feeling well and ask if you can do anything for them. For someone in your class, help them with an assignment that they may have missed.

VISIT THE IMPRISONED – Befriend someone who seems to be by themselves at recess. Invite them into the group to play a game or to just chat.

BURY THE DEAD – Be compassionate to those who may have lost a loved one. Try to spend some extra time with them and let them know that you are there for them. Remember their loved ones in your prayers.

Keep a 'good deed' jar in your classroom. As you notice your students doing small things for others, drop a bead in the jar. As the jar fills, this becomes a visible encouragement to growth in virtue for the whole group, rather than for just one individual.





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

A Guide to Catholic Parenting: CATHOLIC PARENTS CELEBRATE SACRAMENTS

Catholics are ONE in **faith** (*the Apostles' Creed*), **word** (*Sacred Scripture*), and **sacrament** (*sign and instrument of God's grace*). Catholic parenting initiates children into this life of faith and the *Catechism of the Catholic Church* provides formative support. This newsletter summarizes *a sacramental view of life*.

Christ acts in each of the seven sacraments to communicate his presence, love and divine life to help us in our journey toward holiness. Through words and ritual elements each sacrament is an expression of faith that instructs, nourishes, and strengthens us at *marker-moments* in our lives. Because Christ is the actor in each sacrament its effectiveness does not depend on the holiness of the minister (*ex opera operato*). The readiness and disposition of the recipient (you or me), however, does affect how fruitful the sacrament will be (*ex opera operantis*). This is why active participation in sacramental preparation programs is essential.

The *Catechism of the Catholic Church* explains that “the seven sacraments touch all the stages and all the important moments of Christian life: they give birth and increase, healing, and mission to the Christian's life of faith” (CCC #1210).

SACRAMENTS OF CHRISTIAN INITIATION

“Christian initiation is accomplished by means of the sacraments which establish the foundations of Christian life. The faithful born anew by Baptism are strengthened by Confirmation and are then nourished by the Eucharist.” (*Compendium Catechism of the Catholic Church*, #251)

Baptism removes sin; gives a share in Christ's role of priest, prophet, and king; establishes membership in the Christian community; infuses the theological virtues and gifts of the Holy Spirit, and bestows an indelible seal that marks the person as forever belonging to Christ.

Confirmation builds on the grace of Baptism by stirring up the gifts of the Holy

Spirit, binding the soul more firmly to Christ and the Church, and giving strength to witness to Christian faith.

Holy Eucharist feeds and nourishes us with the very body and blood of Jesus. When Eucharist is given at the time of death it is called *Viaticum* – “with you on the way.”

SACRAMENTS OF HEALING

“Christ, the physician of our soul and body, instituted these sacraments because the new life that he gives us in the sacraments of Christian initiation can be weakened and even lost because of sin. Therefore Christ willed that his Church should continue his work of healing and salvation by means of these two sacraments.” (*Compendium Catechism of the Catholic Church*, #295)

Penance (the sacrament of Reconciliation, Forgiveness, Confession, or Conversion) reconciles us with God and the Church; eliminates eternal punishment due to sin; increases spiritual strength; restores peace, balance, and serenity of conscience; and gives spiritual consolation.

Anointing of the Sick prepares the sick person for death by uniting intimately to the Passion of Christ. It gives comfort, peace, courage, and even the forgiveness of sins if the person is unable to make a confession.

SACRAMENTS OF MISSION/SERVICE

“Two sacraments, Holy Orders and Matrimony, confer a special grace for a particular mission in the Church to serve and build up the People of God. These sacraments contribute in a special way to ecclesial communion and to the salvation of others.” (*Compendium Catechism of the Catholic Church*, #321)

Holy Orders consecrates/ordains a man to serve the spiritual needs of the people of God as deacon, priest, or Bishop.

Matrimony seals a lifelong, exclusive bond between the spouses. It gives the graces necessary to become holy through the marriage relationship and to accept responsibly the gift of Christian parenting.

THE SACRAMENT OF SACRAMENTS

The Eucharist is central to the seven sacraments. All other sacraments lead to Eucharist and flow from Eucharist. Eucharist is a *memorial* that makes present and actual the same sacrifice of the cross, where Jesus is both the priest and victim who offers himself to the Father for the sake of all humankind. The sacred host contains the body, blood, soul, and divinity of Jesus. So special is this sacrament that it has many names, the most common being: “the Eucharist, Holy Mass, the Lord’s Supper, the Breaking of the Bread, the Eucharistic Celebration, the Memorial of the Passion, death, and Resurrection of the Lord, the Holy Sacrifice, the Holy and Divine Liturgy, the Sacred Mysteries, the Most Holy Sacrament of the Altar, and Holy Communion.” (*Compendium Catechism of the Catholic Church*, #275)

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