

FIFTH GRADE ELA STANDARDS

(Click on the link to see specific details for each standard)

Reading Standards for All Text Types

[R.5.1](#) Discover the truth within the text and quote accurately when explaining what the text says explicitly and when drawing inferences from the Catholic worldview

[R.5.2](#) Determine two or more main ideas of Scripture or a text, using details in the text, explain how they are supported by key details; summarize the text, determine the theme, virtue or moral depicted in a story, drama, poem, parable, scripture passage or Psalm, including how characters in a story, drama, or parable respond to challenges or how the speaker in a poem or Psalm reflects upon a topic; summarize the texts.

[R.5.3](#) Compare and contrast two or more characters, settings, or events from Scripture, a story or drama, drawing on specific details in the text in order to obtain deeper meaning of Salvation History, symbolism, and the message God is sending through Divine Scripture . Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text that shows God's plan unfolding throughout history and the fulfillment of the Covenant through Jesus Christ.

[R.5.4](#) Determine the meaning of general academic domain-specific, and faith-based words and phrases as they are used in a text, including figurative language such as metaphors and similes.

[R.5.5](#) Explain how a series of chapters, scenes, stanzas, scripture verses and hymn verses fit together to provide the overall structure of a particular story, drama, poem, scripture passage or song. Compare and contrast the overall structure (EXAMPLES: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

[R.5.6](#) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and describe how a narrator's or speaker's point of view and the Catholic point of view influences how events are described.

[R.5.7](#) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently and analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of scripture (EXAMPLES: graphic novel, religious works of art, multimedia presentation of fiction, folktale, myth, poem. use a Bible concordance; be able to locate book, chapter and verse of a scripture and daily readings on usccb.org).

[R.5.8](#) Explain how an author and the Catholic Church use reason and evidence to support particular points in a text, including scripture, identifying which reasons and evidence support which point(s).

[R.5.9](#) Integrate information from several texts, including the Catechism of the Catholic Church, the Bible, and biographies of the lives of saints, on the same topic in order to write or speak about the subject knowledgeably, Comparing and contrasting stories in the same genre on their approaches to similar themes and topics (EXAMPLES: mysteries and adventure stories; the theme of forgiveness in The Prodigal Son (Luke 15:11-32), The Parable of the Unmerciful Servant (Mt 18:21-35), and The Lost Sheep (Luke 14: 4- 7)).

[R.5.10](#) By working to their highest God-given potential, students will, by the end of the year, independently and proficiently read and comprehend the following: history/social studies, science, and technical texts, literature, including stories, dramas, poetry, parables, Psalms, hymns and scripture passages at the high end of the grades 4-5 text complexity band.

Language Standards

[L.5.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

L.5.1b Form and use the perfect verb tenses (EXAMPLES: I had walked. I have walked. I will have walked.)

L.5.1c Use verb tense to convey various times, sequences, states, and conditions.

L.5.1d Recognize and correct inappropriate shifts in verb tense.

L.5.1e Use correlative conjunctions (EXAMPLES: either/or, neither/nor).

[L. 5.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing including any written materials in religion.

L.5.2a Use punctuation to separate items in a series.

L.5.2b Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c Use a comma to set off the words yes and no (EXAMPLE: Yes, thank you), to set off a tag question from the rest of the sentence (EXAMPLE: It's true, isn't it?), and to indicate direct address (EXAMPLE: Is that you, Steve?).

L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

[L. 5.3](#) Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.3b Compare and contrast the varieties of English (EXAMPLES: dialects, registers) used in stories, dramas, or poems.

L. 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4a Use context as a clue to the meaning of a word or phrase (EXAMPLES: cause/effect relationships and comparisons in text).

L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (EXAMPLES: photograph, photosynthesis).

L.5.4c Consult reference materials (EXAMPLES: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L. 5.5 Jesus taught using figurative language. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.5a Interpret figurative language, including similes and metaphors, in context or in scripture.

L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5c Use the relationship between particular words (EXAMPLES: synonyms, antonyms, homographs) to better understand each of the words.

L. 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships in context or in scripture. (EXAMPLES: however, although, nevertheless, similarly, moreover, in addition).

Writing Standards

W.5.1 Write opinion pieces on topics or texts, including scripture, supporting a point of view with reasons and information.

W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1b Provide logically ordered reasons that are supported by facts and details.

W.5.1c Link opinion and reasons using words, phrases, and clauses (EXAMPLES: consequently, specifically).

W.5.1d Provide a concluding statement or section related to the opinion presented.

W. 5.2 Write informative/explanatory texts including scripture, to examine a topic and convey ideas and information clearly (EXAMPLE: saint biography report).

W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (EXAMPLE: headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (EXAMPLES: in contrast, especially).

W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.5.2e Provide a concluding statement or section related to the information or explanation presented.

[W. 5.3](#) Write narratives to develop real or imagined experiences including faith based occurrences or events using effective technique, descriptive details, and clear event sequences.

W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3e Provide a conclusion that follows from the narrated experiences or events.

[W. 5.4](#) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience especially when conveying beauty, truth and goodness.

[W. 5.5](#) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[W. 5.6](#) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, including messages of the faith, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

[W. 5.7](#) Conduct short research projects, including the lives of the saints or other church figures, that use several sources to build knowledge through investigation of different aspects of a topic (EXAMPLE: the orders in the Archdiocese).

[W. 5.8](#) Recall relevant information from (faith based) experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (EXAMPLES: - saint biographies and Mary's role in the Church).

[W. 5.9](#) Draw evidence from literary, religious or informational texts to support analysis, reflection, and research.

W.5.9a Apply grade 5 Reading standards to literature (EXAMPLES: Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text, such as how characters interact).

W.5.9b Apply grade 5 Reading standards to informational texts (EXAMPLES: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).

[W. 5.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences from the Catholic perspective.

Speaking and Listening Standards

[SL 5.1](#) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

[SL 5.2](#) Summarize a written text (scripture) read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[SL 5.3](#) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence from the Catholic worldview.

[SL 5.4](#) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[SL 5.5](#) Include multimedia components (EXAMPLES: graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes especially to convey the truths of the Faith.

[SL 5.6](#) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation or when speaking of the faith.

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIFTH GRADE
SCRIPTURE	
<i>I am the way, and the truth, and the life. No one comes to the Father except through me.</i> John 14:6	
STANDARD	
R.5.1 Discover the truth within the text and quote accurately when explaining what the text says explicitly and when drawing inferences from the Catholic worldview	
EXAMPLES OF TEXT	
Scripture , Parables , Fifth Grade Saint biographies, Literature reflecting Catholic morals/values	
Essential Questions	
<ul style="list-style-type: none"> How do readers utilize the text to disclose truth in their faith? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIFTH GRADE
SCRIPTURE	
<i>Very truly I tell you, I am the gate for the sheep.</i> John 10:7	
STANDARD	
R.5.2 Determine two or more main ideas of Scripture or a text, using details in the text, explain how they are supported by key details; summarize the text, determine the theme, virtue or moral depicted in a story, drama, poem, parable, scripture passage or Psalm, including how characters in a story, drama, or parable respond to challenges or how the speaker in a poem or Psalm reflects upon a topic; summarize the texts.	
EXAMPLES OF TEXT	
Parables , Psalms , Saint Stories : Loyola Press	
Essential Questions	
<ul style="list-style-type: none"> How do readers determine the message the author is trying to convey? 	
Activities	

Reading Standards for All Text Types	
ELA-Key Ideas and Details	FIFTH GRADE
SCRIPTURE	
<i>Not that we dare to class or compare ourselves with some of those who recommend themselves. But when they measure themselves by one another and compare themselves with one another, they are without understanding.</i> 2 Corinthians 10:12	
STANDARD	

R.5.3 Compare and contrast two or more characters, settings, or events from Scripture, a story or drama, drawing on specific details in the text in order to obtain deeper meaning of Salvation History, symbolism, and the message God is sending through Divine Scripture . Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text that shows God’s plan unfolding throughout history and the fulfillment of the Covenant through Jesus Christ.
EXAMPLES OF TEXT
Scripture comparison of Joseph and Jesus; Compare/Contrast the four Gospels, Four Gospels pdf chart; compare/contrast Mary and Eve
Essential Questions <ul style="list-style-type: none"> How does comparing and contrasting elements of a story provide deeper insight into the text?
<u>Activities</u>

Reading Standards for All Text Types	
ELA-Craft and Structure	FIFTH GRADE
SCRIPTURE	
<i>I am the vine, you are the branches.</i> John 15:5	
STANDARD	
R.5.4 Determine the meaning of general academic domain-specific, and faith-based words and phrases as they are used in a text, including figurative language such as metaphors and similes.	
EXAMPLES OF TEXT	
<u>Scripture</u>	
Essential Questions <ul style="list-style-type: none"> How do readers interpret the author’s use of language? 	
<u>Activities</u>	

Reading Standards for All Text Types	
ELA-Craft and Structure	FIFTH GRADE
SCRIPTURE	
<i>We know that all things work for good for those who love God who are called according to his purpose.</i> Romans 8:28	
STANDARD	
R.5.5 Explain how a series of chapters, scenes, stanzas, scripture verses and hymn verses fit together to provide the overall structure of a particular story, drama, poem, scripture passage or song. Compare and contrast the overall structure (EXAMPLES: chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	

EXAMPLES OF TEXT	
Scripture	
Essential Questions	
<ul style="list-style-type: none"> How do readers use text structure to understand meaning? 	
Activities	

Reading Standards for All Text Types	
ELA-Craft and Structure	FIFTH GRADE
SCRIPTURE	
<i>For as in one body we have many parts, and all the parts do not have the same function</i> Romans 12:4	
STANDARD	
R.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and describe how a narrator's or speaker's point of view and the Catholic point of view influences how events are described.	
EXAMPLES OF TEXT	
Scripture: Tables comparing/contrasting four gospels	
Essential Questions	
<ul style="list-style-type: none"> How do readers analyze point of view and/or purpose? 	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>Jesus answered and said to him, "What I am doing, you do not understand now, but you will understand later."</i> John 13:7	
STANDARD	
R.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently and analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of scripture (EXAMPLES: graphic novel, religious works of art, multimedia presentation of fiction, folktale, myth, poem. use a Bible concordance; be able to locate book, chapter and verse of a scripture and daily readings on usccb.org).	
EXAMPLES OF TEXT	
Scriptures , Mysteries of the Rosary , Pictures of the Mysteries	
Essential Questions	
<ul style="list-style-type: none"> How do readers use illustrations to understand the text? 	
Activities	

Reading Standards for All Text Types

ELA-Integration of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>That you may be children of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous. Matthew 5:45</i>	
STANDARD	
R.5.8 Explain how an author and the Catholic Church use reason and evidence to support particular points in a text, including scripture, identifying which reasons and evidence support which point(s).	
EXAMPLES OF TEXT	
Scripture , Apostles' Creed	
Essential Questions	
<ul style="list-style-type: none"> How do readers determine and make meaning in the claims presented in a text? 	
Activities	

Reading Standards for All Text Types	
ELA-Integration of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>Rejoice with me because I have found my lost sheep. I tell you, in just the same way there will be more joy in heaven over one sinner who repents than over ninety-nine righteous people who have no need of repentance. Luke 15:1-7</i>	
STANDARD	
R.5.9 Integrate information from several texts, including the Catechism of the Catholic Church, the Bible, and biographies of the lives of saints, on the same topic in order to write or speak about the subject knowledgeably, Comparing and contrasting stories in the same genre on their approaches to similar themes and topics (EXAMPLES: mysteries and adventure stories; the theme of forgiveness in The Prodigal Son (Luke 15:11-32), The Parable of the Unmerciful Servant (Mt 18:21-35), and The Lost Sheep (Luke 14: 4- 7)).	
EXAMPLES OF TEXT	
Scriptures , Parable Charts	
Essential Questions	
<ul style="list-style-type: none"> How do readers make connections between texts? 	
Activities	

Reading Standards for All Text Types	
ELA-Range of Reading and Level of Text Complexity	FIFTH GRADE
SCRIPTURE	
<i>Whatever you do, do from the heart, as for the Lord and not for others, Colossian 3:23</i>	
STANDARD	
R.5.10 By working to their highest God-given potential, students will, by the end of the year, independently and proficiently read and comprehend the following: history/social studies,	

science, and technical texts, literature, including stories, dramas, poetry, parables, Psalms, hymns and scripture passages at the high end of the grades 4-5 text complexity band.
EXAMPLES OF TEXT
Scripture , Saint Biographies , religion textbook
Essential Questions
<ul style="list-style-type: none"> How do readers use comprehension strategies to improve understanding of text?
Activities

Language Standards
Conventions of Standard English FIFTH GRADE
SCRIPTURE
<i>Let the words of my mouth and the meditation of my heart be acceptable in Your sight, O Lord, my rock and my Redeemer.</i> Psalm 19:14
STANDARD
<p>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>L.5.1b Form and use the perfect verb tenses (EXAMPLES: I had walked. I have walked. I will have walked.)</p> <p>L.5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L.5.1d Recognize and correct inappropriate shifts in verb tense.</p> <p>L.5.1e Use correlative conjunctions (EXAMPLES: either/or, neither/nor).</p>
EXAMPLES OF TEXT
Scripture , Religion textbook, Bible language study
Essential Questions
<ul style="list-style-type: none"> How does having a command of conventions help students become better readers and writer?
Activities

Language Standards
Conventions of Standard English FIFTH GRADE
SCRIPTURE
<i>Let your speech always be gracious, seasoned with salt, so that you know how you should respond to each one.</i> Colossians 4:6
STANDARD
<p>L. 5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing including any written materials in religion.</p> <p>L.5.2a Use punctuation to separate items in a series.</p> <p>L.5.2b Use a comma to separate an introductory element from the rest of the sentence.</p> <p>L.5.2c Use a comma to set off the words yes and no (EXAMPLE: Yes, thank you), to set</p>

<p>off a tag question from the rest of the sentence (EXAMPLE: It's true, isn't it?), and to indicate direct address (EXAMPLE: Is that you, Steve?).</p> <p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p>
EXAMPLES OF TEXT
Story of Lourdes
<p>Essential Questions</p> <ul style="list-style-type: none"> How does having a command of conventions help readers better understand what is being written?
Activities

Language Standards	
Knowledge of Language	FIFTH GRADE
SCRIPTURE	
<i>Children, let us love not in word or speech but in deed and truth.</i> 1 John 3:18	
STANDARD	
<p>L. 5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3b Compare and contrast the varieties of English (EXAMPLES: dialects, registers) used in stories, dramas, or poems.</p>	
EXAMPLES OF TEXT	
Scripture	
Essential Questions	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIFTH GRADE
SCRIPTURE	
<i>The beginning of wisdom is: get wisdom; whatever else you get, get understanding.</i> Proverbs 4:7	
STANDARD	
<p>L. 5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>L.5.4a Use context as a clue to the meaning of a word or phrase (EXAMPLES: cause/effect relationships and comparisons in text).</p> <p>L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (EXAMPLES: photograph, photosynthesis).</p> <p>L.5.4c Consult reference materials (EXAMPLES: dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise</p>	

meaning of key words and phrases.
EXAMPLES OF TEXT
Scripture , Religion textbook, List of parables
Essential Questions
<ul style="list-style-type: none"> Why do readers need to be able to utilize context clues in order to better comprehend what is being written?
Activities

Language Standards	
Vocabulary Acquisition and Use	FIFTH GRADE
SCRIPTURE	
<i>The heart of the wise makes for eloquent speech, and increases the learning on their lips.</i> Proverbs 16:23	
STANDARD	
L. 5.5 Jesus taught using figurative language. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.5.5a Interpret figurative language, including similes and metaphors, in context or in scripture. L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs. L.5.5c Use the relationship between particular words (EXAMPLES: synonyms, antonyms, homographs) to better understand each of the words.	
EXAMPLES OF TEXT	
Scripture , Bible Language Activity Packet	
Essential Questions	
<ul style="list-style-type: none"> 	
Activities	

Language Standards	
Vocabulary Acquisition and Use	FIFTH GRADE
SCRIPTURE	
<i>By wisdom a house is built, by understanding it is established;</i> Proverbs 24:3	
STANDARD	
L. 5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships in context or in scripture. (EXAMPLES: however, although, nevertheless, similarly, moreover, in addition).	
EXAMPLES OF TEXT	
Scripture , Religion textbook	
Essential Questions	
<ul style="list-style-type: none"> How does the use of appropriate words and phrases help the reader's comprehension of text? 	

Activities	
Writing Standards	
Text Types and Purposes	FIFTH GRADE
SCRIPTURE	
STANDARD	
<p>W.5.1 Write opinion pieces on topics or texts, including scripture, supporting a point of view with reasons and information.</p> <p>W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.5.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>W.5.1c Link opinion and reasons using words, phrases, and clauses (EXAMPLES: consequently, specifically).</p> <p>W.5.1d Provide a concluding statement or section related to the opinion presented.</p>	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> How is truth, beauty, and goodness present in the writer's work? 	
Activities	

Writing Standards	
Text Types and Purposes	FIFTH GRADE
SCRIPTURE	
<i>You are our letter written on our hearts, known and read by all. 2 Corinthians 3:2</i>	
STANDARD	
<p>W. 5.2 Write informative/explanatory texts including scripture, to examine a topic and convey ideas and information clearly (EXAMPLE: saint biography report).</p> <p>W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (EXAMPLE: headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (EXAMPLES: in contrast, especially).</p> <p>W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.5.2e Provide a concluding statement or section related to the information or explanation presented.</p>	
EXAMPLES OF TEXT	
Saint Biographies,	
Essential Questions	

- How does the writer reveal the truth, beauty, and goodness of those who have lived the faith clearly?

[Activities](#)

Writing Standards	
Text Types and Purposes	FIFTH GRADE
SCRIPTURE	
<i>Your eyes saw me unformed; in your book all are written down my days were shaped, before one came to be.</i> Psalms 139:16	
STANDARD	
<p>W. 5.3 Write narratives to develop real or imagined experiences including faith based occurrences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.5.3e Provide a conclusion that follows from the narrated experiences or events.</p>	
EXAMPLES OF TEXT	
Use concept map	
Essential Questions	
<ul style="list-style-type: none"> • How do writers craft engaging, vivid narratives while also depicting the goodness of God? 	
Activities	

Writing Standards	
Production and Distribution of Writing	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
<p>W. 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience especially when conveying beauty, truth and goodness.</p>	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How does the writer clearly and accurately convey the faith in a way that deepens the reader's understanding of a topic? 	

<u>Activities</u>	
Writing Standards	
Production and Distribution of Writing	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
W. 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • How do our relationships with others help us to reveal a deeper understanding of God's goodness in our writing? • How does planning, revising, editing, and rewriting help readers better understand what the writer is trying to convey? 	
<u>Activities</u>	

Writing Standards	
Production and Distribution of Writing	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
W. 5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, including messages of the faith, as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> • What strategies do effective writers use to demonstrate their ability to produce truth in their work? • What strategies can a writer utilize to help them showcase their abilities in keyboarding? 	
<u>Activities</u>	

Writing Standards	
Research to Build and Present Knowledge	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	

STANDARD	
W. 5.7 Conduct short research projects, including the lives of the saints or other church figures, that use several sources to build knowledge through investigation of different aspects of a topic (EXAMPLE: the orders in the Archdiocese).	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> How can a writer utilize various sources to help reveal their knowledge of the goodness of God? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FIFTH GRADE
SCRIPTURE	
<i>Entrust your works to the LORD, and your plans will succeed.</i> Proverbs 16:3	
STANDARD	
W. 5.8 Recall relevant information from (faith based) experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (EXAMPLES: - saint biographies and Mary's role in the Church).	
EXAMPLES OF TEXT	
Saint Biographies	
Essential Questions	
<ul style="list-style-type: none"> How can the writer use real life experiences, coupled with relevant information, to display what is true and good? Why is summarizing and/or paraphrasing an essential component to writing? 	
Activities	

Writing Standards	
Research to Build and Present Knowledge	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
W. 5.9 Draw evidence from literary, religious or informational texts to support analysis, reflection, and research.	
W.5.9a Apply grade 5 Reading standards to literature (EXAMPLES: Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text, such as how characters interact).	
W.5.9b Apply grade 5 Reading standards to informational texts (EXAMPLES: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).	

EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> How can a writer gather evidence to support the truths in our faith? 	
Activities	

Writing Standards	
Range of Writing	FIFTH GRADE
SCRIPTURE	
You are our letter, written on our hearts, known and read by all. 2Corinthians 3:2	
STANDARD	
W. 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences from the Catholic perspective.	
EXAMPLES OF TEXT	
Essential Questions	
<ul style="list-style-type: none"> What processes can a writer use when writing routinely or over an extended period of time that aid in their understanding of God's beauty? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FIFTH GRADE
SCRIPTURE	
<i>Iron is sharpened by iron; one person sharpens another. Proverbs 27:17</i>	
STANDARD	
<p>SL.. 5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	
EXAMPLES OF TEXT	
Scripture , Liturgy of the Word, lectio divina	
Essential Questions	
<ul style="list-style-type: none"> What is my role in communication (as a listener, speaker, thinker)? 	

<ul style="list-style-type: none"> • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences?
Activities

Speaking and Listening Standards	
Comprehension and Collaboration	FIFTH GRADE
SCRIPTURE	
<i>There is no partiality with God.</i> Romans 2:11	
STANDARD	
SL 5.2 Summarize a written text (scripture) read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
EXAMPLES OF TEXT	
Scripture : Sermon on the Mount, Beatitudes Activities , Beatitudes worksheets	
Essential Questions <ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences? 	
Activities	

Speaking and Listening Standards	
Comprehension and Collaboration	FIFTH GRADE
SCRIPTURE	
<i>and you will know the truth, and the truth will set you free</i> John 8:32	
STANDARD	
SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence from the Catholic worldview.	
EXAMPLES OF TEXT	
Scripture , lectio divina , activities list , list of parables	
Essential Questions <ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>The way of fools is right in their own eyes, but those who listen to advice are the wise.</i> Proverbs 12:15	

STANDARD	
SL 5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	
EXAMPLES OF TEXT	
Saint Biographies	
Essential Questions <ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>Set a guard, LORD, before my mouth, keep watch over the door of my lips</i> Psalms 141:3	
STANDARD	
SL 5.5 Include multimedia components (EXAMPLES: graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes especially to convey the truths of the Faith.	
EXAMPLES OF TEXT	
Rubrics , Saint Biographies	
Essential Questions <ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? • How do sources of information affect the communication process? • Why do I adapt my communication to different purposes and audiences? 	
Activities	

Speaking and Listening Standards	
Presentation of Knowledge and Ideas	FIFTH GRADE
SCRIPTURE	
<i>No foul language should come out of your mouths, but only such as is good for needed edification, that it may impart grace to those who hear</i> Ephesians 4:29	
STANDARD	
SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation or when speaking of the faith.	
EXAMPLES OF TEXT	
Scripture , Ten Commandments	
Essential Questions <ul style="list-style-type: none"> • What is my role in communication (as a listener, speaker, thinker)? 	

- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Activities

Scripture

Scriptural reference for each of the mysteries of the rosary

Rich Young Man; Mark 10:17-31

Multiplication of Loaves and Fishes; John 6:1-15

Holy Orders; 1 Cor. 11:17-34

Reconciliation; John 20:23

Confirmation; Acts 2

Anointing of the Sick James; 5:13-15

Baptism; John 3:5, Matthew 3:13-17 Matthew 28:19

Matrimony; Eph. 5:25-26

Reconciliation; Luke 15

Good Shepherd; John 10:1-21

Anti-bullying; Mark 12:31, 1Cor 6:19-20 Genesis 1:26-27

Parables

<u>Parables of Jesus in Chronological Order</u>				
	Parable	Matthew	Mark	Luke
1	New cloth on an old coat	9:16	2:21	5:36
2	New wine in old wineskins	9:17	2:22	5:37-38
3	Lamp on a stand (also see #6)	5:14-15		
4	Wise and foolish builders	7:24-27		6:47-49
5	Moneylender forgives unequal debts			7:41-43
6	Lamp on a stand (2 nd time, see #3)		4:21-22	8:16, 11:33
7	Rich man foolishly builds bigger barns			12:16-21
8	Servants must remain watchful (also see #44)			12:35-40
9	Wise and foolish servants (also see #42)			12:42-48
10	Unfruitful fig tree			13:6-9
11	Sower and four types of soil	13:3-8, 18-23	4:3-8, 14-20	8:5-8, 11-15

12	Weeds among good plans (Kingdom of Heaven)	13:24-30,36-43		
13	Growing seed (Kingdom of Heaven)		4:26-29	
14	Mustard seed (Kingdom of Heaven)	13:31-32	4:30-32	13:18-19
15	Yeast (Kingdom of Heaven)	13:33		13:20-21
16	Hidden treasure (Kingdom of Heaven)	13:44		
17	Valuable pearl (Kingdom of Heaven)	13:45-46		
18	Fishing net (Kingdom of Heaven)	13:47-50		
19	Owner of a house (Kingdom of Heaven)	13:52		
20	Lost sheep (sheep as children, also see #29)	18:12-14		
21	The sheep, gate and shepherd	(John 10:1-5, 7-18)		
22	Master and his servant			17:7-10
23	Unmerciful servant (Kingdom of Heaven)	18:23-24		
24	Good Samaritan			10:30-37
25	Friend in need			11:5-8
26	Lowest seat at the feast			14:7-14
27	Invitation to a great banquet			14:16-24
28	Cost of discipleship			14:28-33
29	Lost sheep (sheep as sinners, also see #20)			15:4-7
30	Lost coin			15:8-10
31	Lost (prodigal) son			15:11-32
32	Shrewd manager			16:1-8
33	Rich man and Lazarus			16:19-31
34	Workers in the vineyard, early and late	20:1-16		
35	Persistent widow and crooked judge			18:2-8
36	Pharisee and tax collector			18:10-14
37	King's ten servants given minas (also see #45)			19:12-27
38	Two sons, one obeys and one does not	21:28-32		
39	Wicked tenants	21:33-44	12:1-11	20:9-18
40	Invitation to a wedding banquet	22:2-14		
41	Signs of the future from a fig tree	24:32-35	13:28-29	21:29-31
42	Wise and foolish servant (2 nd time, see also #9)	24:45-51		
43	Wise and foolish virgins	25:1-13		
44	Servants must remain watchful (2 nd time, see #8)		13:35-37	
45	Three servants given talents (also see #37)	25:14-30		
46	Sheep and goats will be separated	25:31-46		

Scriptural reference for each of the mysteries of the rosary

OUR LADY OF THE ROSARY OF FATIMA

The Rosary Mysteries as a Summary of the Gospels How is the rosary prayed? As is traditional with Catholic prayers, it begins and ends with the sign of the cross, a proclamation of our belief in the Holy Trinity that also signals our faith in Christ's saving act of redemptive suffering. This is followed by an ancient formula declaring our major Christian beliefs, known as the Apostle's Creed, that also summarizes the rosary mysteries. Then, the rosary's three component prayers

(Our Father, 3 Hail Marys, and a Glory Be) prepare for meditations on the rosary mysteries with petitions for increases in faith, hope, and love. Usually prayed as 1 set of 5 mysteries at a time, the full rosary is a series of 20 mysteries. After each mystery is announced, it begins with the Lord's prayer (Our Father), followed by a decade (10 Hail Marys), and ends with a Doxology to the Trinity (Glory Be). A prayer to Jesus for mercy taught by Our Lady at Fatima is added after each mystery at her request. The rosary ends with the Hail Holy Queen prayer imploring Mary's help in her role in God's plan. Yet, these prayers are not the totality. The heart of the rosary lies in meditating on each mystery, with the 4 sets of 5 mysteries designated as Joyful, Luminous, Sorrowful, and Glorious. Prayerful consideration of the events described in each mystery increases our appreciation of the love of Jesus Christ for us.

To help make meditations on these mysteries most fruitful, contemplating the words of Holy Scripture enables us to visualize the events and appreciate the truths contained in the words and actions as they were recorded for our instruction. Each mystery occurs in a larger context. The gospels provide the important information that leads to and/or follows after the event portrayed by the name of the mystery. Considering the preliminary and subsequent events helps form a greater appreciation of the depth in each occurrence. Some mysteries are very briefly described in the gospels and need to be understood together with related material to develop a more complete perspective. Thus, praying the rosary while using the associated Scriptures as the basis for our meditations offers profound insights into their meaning and importance for our lives. The gospels of Matthew, Mark, Luke and John offer different accounts of many of the same historical events. Therefore, the combined use of these sources of "good news" gives a more thorough description of the work of God through Jesus and in Mary and its implications in our own lives.

The final 4 Glorious mysteries of the rosary are not found in these 4 gospels. Though the ascension of Jesus is briefly mentioned in the gospels of Mark and Luke, it is more fully described, along with the descent of the Holy Spirit at Pentecost, in the Acts of the Apostles written by Luke. This book is sometimes called the gospel of the Holy Spirit. The assumption and coronation of Mary are also not included in the gospel narratives, nor are they recorded in the Acts. However, one key to Scriptural meditation on these mysteries is remembering Christ's words on the cross to "the disciple whom he loved," recognized in that instance as the apostle and gospel author John. [However, all Christians should consider themselves as disciples whom Jesus loves and relate to the descriptions of that disciple in John's gospel: closeness with Jesus during the Lord's supper (13:23) and at his cross (19:26), believing the evidence of his empty tomb (20:2,8), recognizing Jesus in a stranger (21:7), following Peter and Jesus (21:20), and testifying to Jesus (21:24).] When Jesus said to this beloved disciple (as to us, his beloved), "Behold your mother," it says "from that hour the disciple took her into his home."

Knowledge of John's relationship to the Blessed Mother allows us to recognize that she was present behind the scenes in Jerusalem as his involvement is described in the Acts of the Apostles. Her assumption is said to have occurred prior to the martyrdom of his brother James (Acts 12:2), during the time John and Our Lady lived near Ephesus. Descriptions by John in the book of Revelation symbolically refer to Our Lady's maternal role on earth and her glory in the heavenly kingdom. This book may be considered the gospel of the final age, describing the trials, martyrdom and glory of faithful Christians. Mary's part in the salvific drama coincides with that of the heavenly angels and her spiritual children on earth as explicitly described. Michael and his angels cast down Satan with his minions, who attempts to destroy the influence of the mother of

Christ and her children who remain faithful to God's commands and their witness to Jesus. As the Word of God triumphs, Satan is bound, and Christ reigns on earth with the faithful. The preparation for Christ's second coming and God's kingdom is faithfulness to God's saving Word, a grace accessible through praying the holy rosary.

Prophecies of the Rosary Mysteries in the Old Testament

One unique feature of Jesus Christ is the repeated promise in Holy Scriptures of his coming. The Messiah of Israel was proclaimed by Old Testament prophets. The Jewish nation itself is known as God's chosen people. This designation not only signifies the close relationship that Israel enjoyed with God, as shown by His personal intimacy with the patriarchs and Moses, by the commandments He gave to Moses, in His leading the people through the judges, and in His instructing the people through prophets. The Hebrew people literally became God's own people when His Word incarnated as a human being, Jesus of Nazareth, born of Mary through the power of the Holy Spirit. The entire history of the Israelites was a preparation for God's coming in Jesus the Christ, as a people made to be holy for the Lord. The inspired prophetic words given to this people in anticipation of this One who was to come were to identify him on his arrival. However, "to his own he came, yet his own did not accept him" (John 1:11), except for a faithful remnant.

As the Messiah of Israel, Jesus came to fulfill the law and the prophets (Matthew 5:17). On the day of his resurrection from the dead, when Jesus appeared to his disciples gathered together, "He said to them, 'These are my words that I spoke to you while I was still with you, that everything written about me in the law of Moses and in the prophets and psalms must be fulfilled.' Then he opened their minds to understand the scriptures." (Luke 24:44-45) Moses, the major figure of the exodus from Egypt (1250 BC) as the saving action of God, was the lawgiver and the prophet most intimate with God. David was both the king (1010 BC) who secured the kingdom of Israel and a prophet who composed inspired psalms. Jeremiah was a priest chosen by God to prophecy the Babylonian captivity (587 BC). They all prophesied and modeled the sufferings of the Messiah as God's obedient servant. All of the books of the Old Testament anticipate the coming of the Messiah (anointed priest/prophet/king) either by prophecy or by prefiguring his life with events in the lives of one of the God-given saviors of their people. These "types" of Christ include: Melchizedek, Isaac, Joseph, Moses, Samuel, David, Solomon, Elijah, Elisha, Jeremiah, and Jonah. As Jesus is the spiritual Adam (1 Corin. 15:45), so "the woman" Mary is as an obedient Eve. Mary, the virgin mother of God, likewise is prefigured by a number of faithful and heroic women in Jewish salvation history: Sarah, Hannah, Esther, and Judith. She is even prefigured by the Mosaic ark of covenant, as her body is the new ark of the Covenant who is Jesus Himself.

Prophecy is not primarily a matter of predicting future events, nor is it a phenomenon from the distant past. Prophecy is speaking God's word by the power of the Holy Spirit to inform, instruct, or warn. It often has implications for future events that depend on the response of people to God's revealed words. A modern example of this are the messages received by three shepherd children (Lucia, Francisco, Jacinta) in 1917 from Our Lady of Fatima. Besides giving the 3 prophetic secrets on July 13, Our Lady requested each month that the rosary be prayed daily for peace. On that same day Our Lady also asked for communions of reparation and that sacrifices be offered for the love of Jesus, the conversion of sinners, and in reparation to her Immaculate Heart. She later explained that receiving sacramental confession and Holy Communion on the

first Saturday of 5 consecutive months, accompanied by a 5-decade rosary and 15 minutes of meditation on the mysteries to “keep me company,” should be offered in reparation. Mary promised that this devotion as a means of grace would help prevent war and assure her assistance at the hour of our death. Mary is the mother of the Church. Her role in salvation history did not end 2000 years ago; she continues speaking with a prophetic voice to this day.

One good way to meditate on each rosary mystery is to consider the associated prophecy before praying the Our Father. Then recall a gospel passage before each Hail Mary is prayed. After the Glory Be to the Trinity is proclaimed, end with the prayer Our Lady gave to the children at Fatima on July 13 after revealing the secrets: “Oh my Jesus, forgive us our sins, save us from the fires of hell; lead all souls to heaven, especially those in most need of thy mercy.” Prayed this way, the rosary will help bring into our lives God’s graces, mercy and peace through the love of Our Lord and Redeemer Jesus Christ and His Holy Spirit and by the prayers of His and our Blessed Mother Mary.

ROSARY PRAYERS

The Apostles' Creed:

I believe in God, the Father Almighty, Creator of Heaven and earth; and in Jesus Christ His only Son, Our Lord; who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried. He descended into Hell; the third day He arose again from the dead; He ascended into Heaven, and is seated at the right hand of God, the Father Almighty; from thence He shall come to judge the living and the dead. I believe in the Holy Spirit, the Holy Catholic Church, the communion of Saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen.

The Our Father:

Our Father who art in heaven, hallowed be Thy name; Thy kingdom come; Thy will be done on earth as it is in Heaven. Give us this day our daily bread; and forgive us our trespasses as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. Amen.

The Hail Mary:

Hail Mary, full of grace! the Lord is with thee; blessed are thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners now and at the hour of our death. Amen.

Glory be to the Father:

Glory be to the Father, and to the Son, and to the Holy Spirit. As it was in the beginning, is now, and ever shall be, world without end. Amen.

Prayer Requested By Our Lady at Fatima:

O My Jesus, forgive us our sins, save us from the fires of hell, lead all souls to Heaven, especially those most in need of Thy mercy.

Hail Holy Queen:

Hail! Holy Queen, Mother of Mercy, our life, our sweetness and our hope. To thee do we cry, poor banished children of Eve. To thee do we send up our sighs, mourning and weeping in this valley of tears. Turn then, O most gracious advocate, thine eyes of mercy towards us; and after this our exile, show

unto us the blessed fruit of thy womb, Jesus. O clement! O loving! O sweet Virgin Mary! Pray for us, O Holy Mother of God, that we may be made worthy of the promises of Christ.

Prayer After The Rosary:

O God, whose only-begotten Son, by His life, death and resurrection, has purchased for us the rewards of eternal life; grant, we beseech Thee, that, meditating upon these mysteries of the Most Holy Rosary of the Blessed Virgin Mary, we may imitate what they contain and obtain what they promise, through the same Christ our Lord. Amen.

THE JOYFUL MYSTERIES

I. THE ANNUNCIATION OF THE INCARNATION OF JESUS BY THE ANGEL

Prophesied Isaiah 7:13-14

Listen, O house of David! Is it not enough for you to weary men, must you also weary my God!? Therefore the Lord himself will give you this sign: the virgin shall be with child, and bear a son, and shall name him Immanuel.

Prefigured Genesis 18:1,9,12

The LORD appeared to Abraham by the terebinth of Mamre. ... "Where is your wife Sarah? ... I will surely return to you about this time next year, and Sarah will then have a son." ... So Sarah laughed. ... The LORD said to Abraham, "Why did Sarah laugh? ... Is anything too marvelous for the LORD to do? At the appointed time, ... I will return to you, and Sarah will have a son."

- | | |
|--------------|---|
| John 1:1,14 | 1) In the beginning was the Word, and the Word was with God, and the Word was God. ... And the Word became flesh and made his dwelling among us, and we saw his glory, the glory as of the Father's only Son, full of grace and truth. |
| Luke 1:26-27 | 2) The angel Gabriel was sent from God to a town of Galilee called Nazareth, to a virgin betrothed to a man named Joseph, of the house of David, and the virgin's name was Mary. |
| Luke 1:28-29 | 3) Coming to her, he said, "Hail, full of grace! The Lord is with you." But she was greatly troubled at what was said and pondered what sort of greeting this might be. |
| Luke 1:30-32 | 4) The angel said to her, "Do not be afraid, Mary, for you have found favor with God. Behold, you will conceive in your womb and bear a son, and you shall name him Jesus. He will be great and will be called Son of the Most High." |
| Luke 1:32-34 | 5) "The Lord God will give him the throne of David his father, and he will rule over the house of Jacob forever, and of his kingdom there will be no end." But Mary said to the angel, "How can this be, since I have no relations with a man?" |
| Luke 1:35 | 6) And the angel said to her in reply, "The Holy Spirit will come upon you, and the power of the Most High will overshadow you. Therefore the child to be born will be called holy, the Son of God." |
| Luke 1:36-37 | 7) "Behold, Elizabeth, your relative, has also conceived a son in her old age, and this is the sixth month for her who was called barren; for nothing will be impossible for God." |
| Luke 1:38 | 8) Mary said, "Behold, I am the handmaid of the Lord. May it be done to me according to your word." Then the angel departed from her. |

- Matt. 1:20 9) The angel of the Lord appeared to Joseph in a dream and said, "Joseph, son of David, do not be afraid to take Mary your wife into your home. For it is through the Holy Spirit that this child has been conceived in her."
- Matt.1:21-22 10) "She will bear a son and you are to name him Jesus, because he will save his people from their sins." All this took place to fulfill what the Lord had said through the prophet.

THE JOYFUL MYSTERIES

II. THE VISITATION OF MARY TO ELIZABETH AND ZECHARIAH

Prophesied 2 Samuel 6:9,11,14; 7:8-9,16

David ... said, "How can the ark of the LORD come to me?" ... The ark of the LORD remained in the house ... 3 months. ... David ... came dancing before ... the ark of the LORD with abandon. ... "Speak thus to my servant David, ... I will make you famous like the great ones of the earth. ... Your house and your kingdom shall endure forever before me."

Prefigured 1 Samuel 2:1-2,5,7-8

As Hannah worshipped the LORD, she said: "My heart exults in the LORD, my horn is exalted in my God. ... I rejoice in my victory. There is no Holy One like the LORD. ... The well-fed hire themselves out for bread, while the hungry batten on spoil. ... The LORD makes poor and makes rich, he humbles, he also exalts. He raises the needy from the dust ... to seat them with nobles."

- Luke 1:39-41 1) During those days Mary set out and traveled to the hill country in haste to a town of Judah, where she entered the house of Zechariah and greeted Elizabeth. When Elizabeth heard Mary's greeting, the infant leaped in her womb.
- Luke 1:41-43 2) Elizabeth, filled with Holy Spirit, cried out in a loud voice and said, "Most blessed are you among women, and blessed is the fruit of your womb. And how does this happen to me, that the mother of my Lord should come to me?"
- Luke 1:44-45 3) "For at the moment the sound of your greeting reached my ears, the infant in my womb leaped for joy. Blessed are you who believed that what was spoken to you by the Lord would be fulfilled."
- Luke 1:46-48 4) Mary said, "My soul proclaims the greatness of the Lord; my spirit rejoices in God my savior. For he has looked upon his handmaid's lowliness; behold, from now on will all ages call me blessed."
- Luke 1:49-50 5) "The Mighty One has done great things for me, and holy is his name. His mercy is from age to age to those who fear him."
- Luke 1:51-53 6) "He has shown might with his arm, dispersed the arrogant of mind and heart. He has thrown down the rulers from their thrones but lifted up the lowly. The hungry he has filled with good things; the rich he has sent away empty."
- Luke 1:54-56 7) "He has helped Israel his servant, remembering his mercy, according to his promise to our fathers, to Abraham and to his descendants forever." Mary remained with her about 3 months.

Lk 1:57,59,63-4 8) When the time arrived for Elizabeth to have her child, she gave birth to a son. ... When they came on the eighth day to circumcise the child, ... Zechariah wrote: "John is his name." Immediately his mouth was opened, his tongue freed.

Luke 1:67-69 9) Zechariah his father, filled with the Holy Spirit, prophesied, saying: "Blessed be the Lord, the God of Israel, for he has visited and redeemed his people. He has raised up a horn for our salvation within the house of David his servant."

Luke 1:76-77,79 10) "And you, child, will be called prophet of the Most High, for you will go before the Lord to prepare his ways, to give his people knowledge of salvation through forgiveness of their sins, because of the tender mercy of our God."

THE JOYFUL MYSTERIES

III. THE NATIVITY OF JESUS IN BETHLEHEM

Prophesied Micah 5:1-2,4

You, Bethlehem-Ephrathah, ... from you shall come forth for me one who is to be ruler in Israel; whose origin is from of old, from ancient times. Therefore the LORD will give them up, until the time when she who is to give birth has borne. ... He shall be peace.

Prefigured 1 Kings 10:1-2,4-6,9-10

The queen of Sheba, having heard of Solomon's fame, arrived in Jerusalem. ... When the queen of Sheba witnessed Solomon's great wisdom, ... she was breathless. She told the king, ... "In his enduring love for Israel, the LORD has made you king to carry out judgment and justice." Then she gave the king 120 gold talents, a very large quantity of spices, and precious stones.

Luke 2:4-5 1) Joseph went up from Galilee from the town of Nazareth to Judea, to the city of David that is called Bethlehem, because he was of the house and family of David, to be enrolled with Mary, his betrothed, who was with child.

Luke 2:6-7 2) While they were there, the time came for her to have her child, and she gave birth to her firstborn son. She wrapped him in swaddling clothes and laid him in a manger, because there was no room for them in the inn.

Luke 2:8-9 3) Now there were shepherds in that region living in the fields and keeping the night watch over their flock. The angel of the Lord appeared to them and the glory of the Lord shone around them, and they were struck with great fear.

Luke 2:10-11 4) The angel said to them, "Do not be afraid; for behold, I proclaim to you good news of great joy that will be for all the people. For today in the city of David a savior has been born for you who is Messiah and Lord."

Luke 2:13-15 5) Suddenly there was a multitude of the heavenly host with the angel, praising God and saying, "Glory to God in the highest and on earth peace to those on whom his favor rests." ... The angels went away from them to heaven.

- Luke 2:15-16 6) The shepherds said to one another, "Let us go, then, to Bethlehem to see this thing that has taken place, that the Lord has made known to us." So they went in haste and found Mary and Joseph, and the infant lying in the manger.
- Luke 2:17-18 7) When they saw this, they made known the message that had been told them about this child. All who heard it were amazed by what had been told them by the shepherds. And Mary kept all these things, reflecting on them in her heart.
- Matt. 2:1-2 8) In the days of King Herod, behold, magi from the east arrived in Jerusalem saying, "Where is the newborn king of the Jews? We saw his star at its rising and have come to do him homage."
- Matt.2:9-10 9) After their audience with the king they set out. And behold, the star that they had seen at its rising preceded them, until it came and stopped over the place where the child was. They were overjoyed at seeing the star.
- Matt.2:11 10) On entering the house they saw the child with Mary his mother. They prostrated themselves and did him homage. Then they opened their treasures and offered him gifts of gold, frankincense, and myrrh.

THE JOYFUL MYSTERIES

IV. THE PRESENTATION OF THE INFANT JESUS IN THE TEMPLE

Prophesied Malachi 3:1-3

Suddenly there will come to the temple the LORD whom you seek, and the messenger of the covenant whom you desire. Yes, he is coming, says the LORD of hosts. But who will endure the day of his coming? ... He will purify the sons of Levi ... that they may offer due sacrifice to the LORD.

Prefigured 1 Samuel 1:24-25,28

Once he was weaned, she brought him up with her ... and presented him at the temple of the LORD in Shiloh. After the boy's father had sacrificed the young bull, Hannah, his mother approached Eli and said, ... "Now I, in turn, give him to the LORD; as long as he lives, he shall be dedicated to the LORD."

- Luke 2:21 1) When eight days were completed for his circumcision, he was named Jesus, the name given him by the angel before he was conceived in the womb.
- Luke 2:22-24 2) When the days were completed for their purification according to the law of Moses, they took him up to Jerusalem to present him to the Lord, just as it is written in the law of the Lord, ... and to offer the sacrifice.
- Luke 2:25-26 3) [Simeon] was righteous and devout, awaiting the consolation of Israel, and the Holy Spirit was upon him. It had been revealed to him by the Holy Spirit that he should not see death before he had seen the Messiah of the Lord.
- Luke 2:27-28 4) [Simeon] came in the Spirit into the temple; and when the parents brought in the child Jesus to perform the custom of the law in regard to him, he took him into his arms and blessed God.
- Luke 2:29-32 5) "Now, Master, you may let your servant go in peace, according to your word, for my eyes have seen your salvation, which you prepared in sight of all the peoples, a light for revelation to the Gentiles, and glory for your people Israel."

- Luke 2:33-34 6) The child's father and mother were amazed at what was said about him; and Simeon blessed them and said to Mary his mother, "Behold, this child is destined for the fall and rise of many in Israel."
- Luke 2:34-35 7) "[He is] to be a sign that will be contradicted, and you yourself a sword will pierce, so that the thoughts of many hearts may be revealed."
- Luke 2:36-38 8) There was also a prophetess, Anna. She never left the temple, but worshiped night and day with fasting and prayer. ... She gave thanks to God and spoke about the child to all who were awaiting the redemption of Jerusalem.
- Luke 2:39 9) When they had fulfilled all the prescriptions of the law of the Lord, they returned to Galilee, to their own town of Nazareth.
- Luke 2:40 10) The child grew and became strong, filled with wisdom; and the favor of God was upon him.
- THE JOYFUL MYSTERIES*

V. THE FINDING OF THE CHILD JESUS IN THE TEMPLE

Prophesied 2 Samuel 7:4-5,12-14

The LORD spoke to Nathan and said: "Go tell my servant David, ... I will raise up your heir after you, sprung from your loins, ...It is he who shall build a house for my name. And I will make his royal throne firm forever. I will be a father to him, and he shall be a son to me."

Prefigured 1 Samuel 2:11,20; 3:1,3

When Elkanah returned home to Ramah, the child remained in the service of the LORD under the priest Eli. ... Eli would bless Elkanah and his wife, as they were leaving for home. ... During the time young Samuel was minister to the LORD under Eli, ... Samuel was sleeping in the temple of the LORD where the ark of God was.

- Luke 2:41-42 1) Each year his parents went to Jerusalem for the feast of Passover, and when he was twelve years old, they went up according to festival custom.
- Luke 2:43 2) After they had completed its days, as they were returning, the boy Jesus remained behind in Jerusalem, but his parents did not know it.
- Luke 2:44 3) Thinking that he was in the caravan, they journeyed for a day and looked for him among their relatives and acquaintances.
- Luke 2:45-46 4) Not finding him, they returned to Jerusalem to look for him. After three days they found him in the temple.
- Luke 2:46 5) [Jesus was] sitting in the midst of the teachers, listening to them and asking them questions.
- Luke 2:47-48 6) All who heard him were astounded at his understanding and his answers. When his parents saw him, they were astonished.
- Luke 2:48 7) His mother said to him, "Son, why have you done this to us? Your father and I have been looking for you with great anxiety."

- Luke 2:49 8) He said to them, "Why were you looking for me? Did you not know that I must be in my Father's house?"
- Luke 2:50-51 9) They did not understand what he said to them. He went down with them and came to Nazareth, and was obedient to them.
- Luke 2:51-52 10) His mother kept all these things in her heart. And Jesus advanced in wisdom and age and favor before God and man.

THE LUMINOUS MYSTERIES

I. THE BAPTISM OF JESUS IN THE JORDAN RIVER BY JOHN

Prophesied Isaiah 42:1,6-7

Here is my servant whom I uphold, my chosen one with whom I am pleased. Upon whom I have put my spirit; he shall bring forth justice to the nations. ... I, the LORD, have called you for the victory of justice, I have grasped you by the hand; I formed you, and set you as a covenant of the people, a light for the nations, to open the eyes of the blind, to bring out prisoners.

Prefigured 1 Samuel 16:4,1

Samuel did as the LORD commanded him. ... Samuel asked Jesse, "Are these all the sons you have?" Jesse replied, "There is still the youngest, who is tending the sheep." Samuel said, "Send for him." ... The LORD said, "There – anoint him, for this is he!" Then Samuel, ... anointed him. ... The spirit of the LORD rushed upon David.

- John 1:6-7,9 1) A man named John was sent from God. He came for testimony, to testify to the light, so that all might believe through him. ... The true light, which enlightens everyone, was coming into the world.
- Luke 3:16 2) John answered them all, saying, "I am baptizing you with water, but one mightier than I is coming. I am not worthy to loosen the thongs of his sandals. He will baptize you with the Holy Spirit and fire."
- Mark 1:9 3) It happened in those days that Jesus came from Nazareth of Galilee and was baptized in the Jordan by John.
- Matt. 3:14-15 4) John tried to prevent him, saying, "I need to be baptized by you, and yet you are coming to me?" Jesus said to him in reply, "Allow it for now, for thus it is fitting for us to fulfill all righteousness." Then he allowed him.
- Matt.3:16 5) After Jesus was baptized, he came up from the water and behold, the heavens were opened, and he saw the Spirit of God descending like a dove and coming upon him.
- Matt.3:17 6) A voice came from the heavens, saying, "This is my beloved Son, with whom I am well pleased." John
- Matt.1:29-30 7) John ... said, "Behold, the Lamb of God, who takes away the sin of the world. He is the one of whom I said, 'A man is coming after me who ranks ahead of me because he existed before me.' "
- Matt.1:33-34 8) "I did not know him, but the one who sent me to baptize with water told me, 'On whomever you see the Spirit come down and remain, he is the one who will baptize with the Holy Spirit.' "
- Matt.1:34-37 9) "Now I have seen and testified that he is the Son of God." The next day John was there again with 2 of his disciples, and as he saw Jesus walk by, he said, "Behold, the Lamb of God." The 2 disciples ... followed Jesus.
- Matt.1:40-42 10) Andrew was one of the 2. ... He told his brother Simon, "We have found the Messiah." ... Then he brought him to Jesus. Jesus ... said, "You are Simon the son of John; you will be called Kephas" (translated Peter).

THE LUMINOUS MYSTERIES

II. THE MANIFESTATION OF JESUS AT THE WEDDING FEAST AT CANA

Prophesied Isaiah 55:1-3

All you who are thirsty, come to the water! You who have no money, come, receive grain and eat; come, without paying and without cost, drink wine and milk! ... You shall delight in rich fare. ... I will renew with you the everlasting covenant, the benefits assured to David.

Prefigured 2 Kings 2:19-22

Once the inhabitants of the city complained to Elisha, ... "The water is bad and the land unfruitful." "Bring me a new bowl," Elisha said, "and put salt into it." When they had brought it to him, he went out to the spring and threw salt into it, saying, "Thus says the LORD, 'I have purified this water.' " ... And the water has stayed pure even to this day.

- John 2:1-2 1) There was a wedding in Cana in Galilee, and the mother of Jesus was there. Jesus and his disciples were also invited to the wedding.
- John 2:3 2) When the wine ran short, the mother of Jesus said to him, "They have no wine."
- John 2:4 3) Jesus said to her, "Woman, how does your concern affect me? My hour has not yet come."
- John 2:5 4) His mother said to the servers, "Do whatever he tells you."
- John 2:6-7 5) Now there were six stone water jars there for Jewish ceremonial washings, each holding 20-30 gallons. Jesus told them, "Fill the jars with water."
- John 2:7-8 6) They filled them to the brim. Then he told them, "Draw some out now and take it to the headwaiter." So they took it.
- John 2:9 7) When the headwaiter tasted the water that had become wine, without knowing where it came from (although the servers who had drawn the water knew), the headwaiter called the bridegroom.
- John 2:10 8) He said to him, "Everyone serves good wine first, and then when people have drunk freely, an inferior one; but you have kept the good wine until now."
- John 2:11 9) Jesus did this as the beginning of his signs in Cana in Galilee and so revealed his glory, and his disciples began to believe in him.
- John 2:12-13 10) After this, he and his mother, brothers, and his disciples went down to Capernaum and stayed there only a few days. Since the Passover of the Jews was near, Jesus went up to Jerusalem.

THE LUMINOUS MYSTERIES

III. THE PROCLAMATION OF THE GOOD NEWS OF THE KINGDOM BY JESUS

Prophesied Deuteronomy 18:17-19

The LORD said to Moses, "This was well said. I will raise up for them a prophet like you from among their kinsmen, and will put my words into his mouth; he shall tell them all that I command him. If any man will not listen to my words which he speaks in my name, I myself will make him answer for it."

Prefigured Deuteronomy 30:15-16,19-20; 31:1

"I have today set before you life and prosperity, death and doom. If you obey the commandments of the LORD, ... loving him and walking in his ways, ... your God will bless you in the land you are entering to occupy. ... Choose life, then, that you and your descendants may live, by loving the LORD, your God, heeding his voice, and holding fast to him." ... Moses had finished.

- John 3:5,22 1) "Amen, amen, I say to you, no one can enter the kingdom of God without being born of water and Spirit." ... After this, Jesus and his disciples went into the region of Judea, where he spent some time with them baptizing.
- Mark 1:14-15 2) After John had been arrested; Jesus came to Galilee proclaiming the gospel of God: "This is the time of fulfillment. The kingdom of God is at hand. Repent, and believe in the gospel."
- John 12:31-33 3) "Seek his kingdom, and these other things will be given you besides. Do not be afraid any longer, little flock, for your Father is pleased to give you the kingdom. Sell your belongings and give alms."
- John 13:29 4) "You will see Abraham, Isaac, and Jacob and all the prophets in the kingdom of God. ... People will come from the east and the west and from the north and the south and will recline at table in the kingdom of God."
- John 17:20-21 5) "The coming of the kingdom of God cannot be observed, and no one will announce, ... 'There it is.' For behold, the kingdom of God is among you."
- Matt. 5:3,10 6) "Blessed are the poor in spirit, for theirs is the kingdom of heaven. ... Blessed are they who are persecuted for the sake of righteousness, for theirs is the kingdom of heaven."
- Matt.7:20-21 7) "By their fruits you will know them. Not everyone who says to me, 'Lord, Lord,' will enter the kingdom of heaven but only the one who does the will of my Father in heaven."
- Matt.10:5,7-8 8) Jesus sent out the 12. ... "Make this proclamation: 'The kingdom of heaven is at hand.' Cure the sick, raise the dead, cleanse lepers, drive out demons. Without cost you have received; without cost you are to give."
- Matt.16:17-19 9) "Blessed are you, Simon. ... I say to you, you are Peter, and upon this rock I will build my church. ... I will give you the keys to the kingdom of heaven. Whatever you bind on earth shall be bound in heaven."
- Matt.18:3-4 10) "Amen, I say to you, unless you turn and become like children, you will not enter the kingdom of heaven. Whoever humbles himself like this child is the greatest in the kingdom of heaven."

THE LUMINOUS MYSTERIES

IV. THE TRANSFIGURATION OF JESUS ON THE MOUNTAIN

Prophesied Isaiah 9:1,5-6

The people who walked in darkness have seen a great light. ... A son is given us; upon his shoulder dominion rests. They name him Wonder-Counselor, God-Hero, Father-Forever, Prince of Peace. His dominion is vast and forever peaceful, from David's throne, and over his kingdom which he confirms and sustains by judgment and justice, both now and forever.

Prefigured Exodus 34:30,34

- When Aaron, then, and the other Israelites saw Moses and noticed how radiant the skin of his face had become, they were afraid to come near him. ... Whenever Moses entered the presence of the LORD to converse with him, ... the Israelites would see that the skin of Moses' face was radiant.
- Luke 9:28-29 1) Jesus took Peter, John, and James and went up the mountain to pray. While he was praying his face changed in appearance.
- Matt. 17:2 2) He was transfigured before them; his face shone like the sun and his clothes became white as light.
- Luke 9:30-31 3) Behold, 2 men were conversing with him, Moses and Elijah, who appeared in glory and spoke of his exodus that he was going to accomplish in Jerusalem.
- Luke 9:32 4) Peter and his companions had been overcome by sleep, but becoming fully awake, they saw his glory and the 2 men standing with him.
- Luke 9:33 5) As they were about to part from him, Peter said to Jesus, "Master it is good that we are here; let us make 3 tents, 1 for you, 1 for Moses, and 1 for Elijah." But he did not know what he was saying.
- Luke 9:34 6) While he was still speaking, a cloud came and cast a shadow over them, and they became frightened when they entered the cloud.
- Matt. 17:5 7) Then from the cloud came a voice that said, "This is my beloved Son, with whom I am well pleased; listen to him."
- Matt. 17:6-8 8) When the disciples heard this, they fell prostrate and were very much afraid. But Jesus came and touched them, saying, "Rise, and do not be afraid." And when the disciples raised their eyes, they saw no one else but Jesus alone.
- Mark 9:9-10 9) Coming down from the mountain, he charged them not to relate what they had seen to anyone, except when the Son of Man had risen from the dead. So they kept the matter to themselves, questioning what rising from the dead meant.
- Matt. 17:10-13 10) The disciples asked him, "Why do the scribes say that Elijah must come first?" ... "I tell you that Elijah has already come, and they did not recognize him." ... Then they understood that he was speaking to them of John the Baptist.

THE LUMINOUS MYSTERIES

V. THE INSTITUTION OF THE EUCHARIST AT THE LAST PASSOVER OF JESUS

Prophesied Jeremiah 31:31-34

The days are coming, says the LORD, when I will make a new covenant with the house of Israel. ... It will not be like the covenant I made with their fathers. ... They broke my covenant and I had to show myself their master. ... I will place my law within them, and write it upon their hearts; I will be their God. ... I will forgive their evildoing and remember their sin no more.

Prefigured Genesis 14:18-20

Melchizedek, king of Salem, brought out bread and wine, and being a priest of God Most High, he blessed Abram with these words: "Blessed be Abram by God Most High, the creator of heaven and earth; and blessed be God Most High, who delivered your foes into your hand." Then Abram gave him a tenth of everything.

- Luke 22:8,14-5 1) Jesus sent out Peter and John, instructing them, "Go and make preparations for us to eat the Passover." ... He took his place at table with the apostles. He said to them, "I have eagerly desired to eat this Passover with you before I suffer."
- Luke 22:19 2) He took the bread, said the blessing, broke it, and gave it to them, saying, "This is my body, which will be given for you; do this in memory of me."
- Matt. 26:27-28 3) Then he took a cup, gave thanks, and gave it to them, saying, "Drink from it, all of you, for this is my blood of the covenant, which will be shed on behalf of many for the forgiveness of sins."
- Luke 22:27-30 4) "I am among you as the one who serves. It is you who have stood by me in my trials; and I confer a kingdom on you, ... that you may eat and drink at my table in my kingdom; and you will sit on thrones judging the 12 tribes of Israel."
- Luke 22:31-34 5) "Simon, Simon, ... I have prayed that your own faith may not fail; and once you have turned back, you must strengthen your brothers. ... I tell you, Peter, before the cock crows this day, you will deny 3 times that you know me."
- John 14:6-7 6) "I am the way and the truth and the life. No one comes to the Father except through me. If you know me, then you will also know my Father. From now on you do know him and have seen him."
- John 14:26-27 7) "The Advocate, the Holy Spirit that the Father will send in my name – he will teach you everything and remind you of all that I told you. Peace I leave with you; my peace I give to you. ... Do not let your hearts be troubled or afraid."
- John 15:5,9 8) "I am the vine, you are the branches. Whoever remains in me and I in him will bear much fruit, because without me you can do nothing. ... As the Father loves me, so I also love you. Remain in my love; ... keep my commandments."
- John 15:12-14 9) "This is my commandment: love one another as I love you. No one has greater love than this, to lay down one's life for one's friends. You are my friends if you do what I command you."
- Jn 17:1-2,20-21 10) "Father, the hour has come. Give glory to your son, ... so that he may give eternal life to all you gave him. ... I pray not only for them, but also for those who will believe in me through their word, so that they may all be one ... in us."

THE SORROWFUL MYSTERIES

I. THE AGONY OF JESUS IN THE GARDEN OF GETHSEMANE

Prophesied Isaiah 53:8,10-12

Oppressed and condemned, he was taken away; ... smitten for the sin of his people. ... Yet it was the will of the LORD to crush him in infirmity. If he gives his life as an offering for sin, ... the will of the LORD shall be accomplished through him. ... Through his suffering, my servant shall justify many, and their guilt he shall bear. ... He surrendered himself to death.

Prefigured Genesis 37:8,27-28

“Are you really going to make yourself king over us?” his brothers asked him. ... “Let us sell him to these Ishmaelites, instead of doing away with him ourselves. After all, he is our brother, our own flesh.” His brothers agreed. They sold Joseph to the Ishmaelites for twenty pieces of silver.

Mark 14:32-33 1) They came to a place named Gethsemane, and he said to his disciples, “Sit here while I pray.” He took with him Peter, James, and John, and began to be troubled and distressed.

Mark 14:34-35 2) Then he said to them, “My soul is sorrowful even to death. Remain here and keep watch.” He advanced a little and fell to the ground and prayed that if it were possible the hour might pass by him.

Mark 14:36-37 3) He said, “Abba, Father, all things are possible to you. Take this cup away from me, but not what I will but what you will.” When he returned he found them asleep. He said, “Simon, are you asleep? Could you not keep watch for 1 hour?”

Mark 14:38-40 4) “Watch and pray that you may not undergo the test. The spirit is willing but the flesh is weak.” Withdrawing again, he prayed, saying the same thing. Then he returned once more and found them asleep. They could not keep their eyes open.

Luke 22:43 5) To strengthen him an angel from heaven appeared to him. He was in such agony and he prayed so fervently that his sweat became like drops of blood falling on the ground.

Mark 14:41-42 6) He returned a third time and said to them, “Are you still sleeping and taking your rest? It is enough. The hour has come. Behold, the Son of Man is to be handed over to sinners. Get up, let us go. See, my betrayer is at hand.”

Luke 22:47-48 7) While he was still speaking, a crowd approached and in front was one of the 12, a man named Judas. He went up to Jesus to kiss him. Jesus said to him, “Judas, are you betraying the Son of Man with a kiss?”

John 18:10-11 8) Then Simon Peter, who had a sword, drew it, struck the high priest’s slave, and cut off his right ear. ... Jesus said to Peter, “Put your sword into its scabbard. Shall I not drink the cup that the Father gave me?”

Matt. 26:53,55 9) “Do you think that I cannot call upon my Father and he will not provide me at this moment with more than 12 legions of angels?” ... Jesus said to the crowds, “Have you come out as against a robber, with swords and clubs to seize me?”

Matt.26:55-57 10) “Day after day I sat teaching in the temple area, yet you did not arrest me. But all this has come to pass that the writings of the prophets may be fulfilled.” Then all the disciples left him and fled. Those who arrested Jesus led him away.

THE SORROWFUL MYSTERIES

II. THE SCOURGING AND ABUSE OF JESUS

Prophesied Isaiah 53:5-7

He was pierced for our offenses, crushed for our sins; upon him was the chastisement that makes us whole, by his stripes we were healed. We had all gone astray like sheep; each following his own way; but the LORD has laid upon him the guilt of us all. Though he was harshly treated, he submitted and opened not his mouth, like a lamb led to the slaughter.

Prefigured Jeremiah 26:10-11; 37:15

When the princes of Judah were informed of these things, they came up from the king's palace to the house of the LORD and held court. ... The priests and prophets said to the princes and to all the people, "This man deserves death; he has prophesied against this city, as you have heard with your own ears." ... The princes were enraged, and had Jeremiah beaten and thrown into prison.

- John 18:19-22 1) [Annas] questioned Jesus about his disciples and doctrine. ... Jesus answered, ... "Why ask me? Ask those who heard me what I said to them." ... When he said this, one of the temple guards standing there struck Jesus.
- Mark 14:61-64 2) He was silent and answered nothing. The high priest asked, ... "Are you the Messiah, the son of the Blessed One?" Then Jesus answered, "I am." ... At that the high priest tore his garments and said, ... "You have heard the blasphemy."
- Mark 14:64-65 3) [Caiphas asked,] "What do you think?" They all condemned him as deserving to die. Some began to spit on him. They blindfolded him and struck him and said to him, "Prophecy!" And the guards greeted him with blows.
- Mt. 27:2,12-14 4) They bound him, led him away, and handed him over to Pilate, the governor. ... When he was accused by the chief priests and elders, he made no answer. ... The governor was greatly amazed.
- Jn. 18:33,36-37 5) Pilate went back into the praetorium and summoned Jesus and said to him, "Are you the King of the Jews?" ... Jesus answered, "My kingdom does not belong to this world." ... Pilate said to him, "Then you are a king?"
- Jn.18:37-38 6) Jesus answered, "You say I am a king. For this I was born and for this I came into the world, to testify to the truth. Everyone who belongs to the truth listens to my voice." Pilate said to him, "What is truth?"
- Luke 23:6-9,11 7) Pilate asked if the man was a Galilean; ... he sent him to Herod. ... [Jesus] gave him no answer. ... Herod and his soldiers treated him contemptuously and mocked him, and after clothing him in resplendent garb, sent him back to Pilate.
- Luke 23:14-18 8) [Pilate] said to them, ... "Herod ... sent him back to us. So no capital crime has been committed by him. Therefore I shall have him flogged and then release him." But all together they shouted out, "Away with this man!"
- Luke 23:21-22 9) They continued their shouting, "Crucify him! Crucify him!" Pilate addressed them, ... "I shall have him flogged and then release him."
- Jn. 18:39-19:1 10) "Do you want me to release to you the King of the Jews?" They cried out again, "Not this one but Barabbas!" Now Barabbas was a revolutionary. Then Pilate took Jesus and had him scourged.

THE SORROWFUL MYSTERIES

III. THE CROWNING WITH THORNS AND MOCKING OF JESUS

Prophesied 1 Samuel 8:6-8

Samuel was displeased when they asked for a king to judge them. He prayed to the LORD, however, who said in answer: ... "They are rejecting me as their king. As they have treated me constantly from the day I brought them up from Egypt to this day, deserting me and worshiping strange gods, so do they treat you."

Prefigured Jeremiah 15:10-11,15-16

A man of strife and contention to all the land! I neither borrow nor lend, yet all curse me. Tell me, LORD, have I not served you for their good? Have I not interceded with you in the time of misfortune and anguish? ... You know I have. ... Know that for you I have borne insult. ... Because I bore your name, O LORD.

- Matt. 27:27-28 1) The soldiers of the governor took Jesus inside the praetorium and gathered the whole cohort around him. They stripped off his clothes and threw a scarlet military cloak about him.
- Matt.27:29-30 2) Weaving a crown out of thorns, they placed it on his head, and a reed in his right hand. Kneeling before him, they mocked him, saying, "Hail, King of the Jews!" They spat upon him and took the reed and kept striking him on the head.
- Matt.27:31 3) And when they had mocked him, they stripped him of the cloak, dressed him in his own clothes, and led him off.
- John 19:4-5 4) Once more Pilate went out and said to them, "Look, I am bringing him out to you, so that you may know that I find no guilt in him." So Jesus came out, wearing the crown of thorns.
- Matt.19:5-6 5) [Pilate] said to them, "Behold, the man!" When the chief priest and the guards saw him they cried out, "Crucify him, crucify him!" Pilate said to them, "Take him yourselves and crucify him. I find no guilt in him."
- Matt.19:7,12 6) The Jews answered, ... "He ought to die, because he made himself the Son of God." ... Pilate tried to release him; but the Jews cried out, "If you release him you are not a Friend of Caesar. Everyone who makes himself a king opposes Caesar."
- Matt.19:14-15 7) It was about noon. And he said to them, "Behold, your king!" They cried out, "Take him away, take him away! Crucify him!" Pilate said to them, "Shall I crucify your king?" The chief priests answered, "We have no king but Caesar."
- Matt. 27:24-25 8) [Pilate] took water and washed his hands in the sight of the crowd, saying, "I am innocent of this man's blood. Look to it yourselves." And the whole people said in reply, "His blood be upon us and upon our children."
- Luke 23:24-25 9) The verdict of Pilate was that their demand should be granted. So he released the man who had been imprisoned for rebellion and murder, for whom they asked, and he handed Jesus over to them to deal with as they wished.
- John 19:19-22 10) Pilate also had an inscription written and put on the cross. It read, "Jesus the Nazorean, the King of the Jews." ... It was written in Hebrew, Latin, and Greek. ... Pilate said, "What I have written, I have written."

THE SORROWFUL MYSTERIES

IV. THE CARRYING OF THE CROSS OF JESUS TO GOLGOTHA

Prophesied Isaiah 53:3-4,12

He was spurned and avoided by men, a man of suffering, accustomed to infirmity, one of those from whom men hide their faces, spurned, and we held him in no esteem. Yet it was our infirmities that he bore, our sufferings that he endured, while we thought of him as stricken. ... Counted among the wicked, he shall take away the sins of many, and win pardon.

Prefigured Genesis 22:6-8,13

Abraham took the wood for the holocaust and laid it on his son Isaac's shoulders. ... Isaac spoke, ... "Where is the sheep for the holocaust?" Abraham answered, "God himself will provide the sheep for the holocaust." ... As Abraham looked about, he spied a ram caught by its horns in the thicket. So he went and took the ram and offered it up as a holocaust in place of his son.

- Mk. 15:15-6,20 1) So Pilate, wishing to satisfy the crowd, ... handed him over to be crucified. ... The soldiers led him away ... and led him out to crucify him.
- John 19:16-17 2) So they took Jesus, and carrying the cross himself he went out to what is called the Place of the Skull, in Hebrew, Golgotha.
- Luke 23:26 3) As they led him away they took hold of a certain Simon; a Cyrenian, who was coming in from the country; and after laying the cross on him, they made him carry it behind Jesus.
- Luke 23:27 4) A large crowd of people followed Jesus, including many women who mourned and lamented him.
- Luke 23:28 5) Jesus turned to them and said, "Daughters of Jerusalem, do not weep for me; weep instead for yourselves and for your children."
- Luke 23:29 6) "For indeed, the days are coming when people will say, 'Blessed are the barren, the wombs that never bore and the breasts that never nursed.' "
- Luke 23:30-31 7) "At that time people will say to the mountains, 'Fall upon us!' and to the hills, 'Cover us!' for if these things are done when the wood is green what will happen when it is dry?"
- Luke 23:32-33 8) Now two others, both criminals, were led away with him to be executed. When they came to the place called the Skull, they crucified ... the criminals there, one on his right, the other on his left.
- Matt. 27:33-34 9) When they came to ... Golgotha, ... they gave Jesus wine to drink mixed with gall. But when he had tasted it, he refused to drink.
- John 19:23-24 10) They took his clothes and divided them into four shares, one for each soldier. They also took his tunic, but the tunic was seamless, woven in one piece. ... So they said, "Let's not tear it, but cast lots for it." ... That is what they did.

THE SORROWFUL MYSTERIES

V. THE CRUCIFIXION AND DEATH OF JESUS

Prophesied Psalm 22:1,8-9,16-19

My God, my God, why have you forsaken me? ... All who see me mock me; ... “He relied on the LORD – let him rescue him.” ... My throat is dried up like baked clay; my tongue cleaves to my jaws; ... They have pierced my hands and my feet, I can count all my bones. ... They divide my garments among them, and for my vestment they cast lots.

Prefigured Numbers 21:7-9

The people said to Moses, “We have sinned in complaining against the LORD and you. ... The LORD said to Moses, “Make a saraph and mount it on a pole, and if anyone who has been bitten looks at it, he will recover.” So Moses made a bronze serpent and mounted it on a pole, and whenever anyone who had been bitten by a serpent looked at the bronze serpent, he recovered.

- Mt.27:35-6,41-2 1) After they had crucified him, ... they sat down and kept watch over him. ... The chief priests with the scribes and elders mocked him and said, ... “Let him come down from the cross now, and we will believe in him.”
- Luke 23:34-36 2) Jesus said, “Father, forgive them, they know not what they do.” ... The rulers, meanwhile, sneered at him and said, “He saved others, let him save himself if he is the chosen one, the Messiah of God.” Even the soldiers jeered at him.
- Luke 23:39-43 3) One of the criminals hanging there reviled Jesus. ... The other ... said in reply, “Have you no fear of God?” ... Then he said, “Jesus, remember me.” ... He replied to him, “Amen, I say to you, today you will be with me in Paradise.”
- John 19:25-26 4) Standing by the cross of Jesus were his mother, her sister, Mary the wife of Clopas, and Mary of Magdala. When Jesus saw his mother and the disciple there whom he loved, he said to his mother, “Woman, behold, your son.”
- John 19:27 5) Then he said to the disciple, “Behold, your mother.” And from that hour the disciple took her into his home.
- Mark 15:33-34 6) At noon darkness came over the whole land until 3 in the afternoon. And at 3 o’clock Jesus cried out in a loud voice, ... “My God, my God, why have you forsaken me?”
- John 19:28-30 7) Jesus said, “I thirst.” There was a vessel filled with common wine. They put a sponge soaked in wine on a sprig of hyssop and put it up to his mouth. When Jesus had taken the wine, he said, “It is finished.”
- Luke 23:45-47 8) Then the veil of the temple was torn down the middle. Jesus cried out in a loud voice, “Father, into your hands I commend my spirit.” When he had said this he breathed his last. The centurion ... said, “This man was innocent beyond doubt.”
- Jn. 19:33-4,39 9) When they came to Jesus and saw that he was already dead, ... 1 soldier thrust his lance into his side, and immediately blood and water flowed out. ... Nicodemus ... came bringing a mixture of myrrh and aloes ... about 100 pounds.
- Mt.27:58-60,66 10) [Joseph of Arimathea] went to Pilate and asked for the body of Jesus. ... Joseph wrapped it in clean linen and laid it in his new tomb. ... Then he rolled a huge stone across the entrance. ... They secured the tomb by ... setting the guard.

THE GLORIOUS MYSTERIES

I. THE RESURRECTION OF JESUS FROM THE DEAD

Prophesied Psalm 16:9-11

My heart is glad, my soul rejoices; my body also dwells secure, for you will not abandon me to Sheol, nor let your faithful servant see the pit. You will show me the path to life, abounding joy in your presence, the delights at your right hand forever.

Prefigured Jonah 2:1,3,7

The LORD sent a large fish, that swallowed Jonah; and he remained in the belly of the fish 3 days and 3 nights. ... Jonah said this prayer: ... 'From the midst of the nether world I cried for help, and you heard my voice. ... You brought up my life from the pit, O LORD, my God.'

- Matt. 28:2-4 1) An angel of the Lord descended from heaven, approached, rolled back the stone, and sat upon it. His appearance was like lightning and his clothing was white as snow. The guards, shaken with fear of him, became like dead men.
- Matt.28:5-7 2) The angel said to the women, "Do not be afraid! I know that you are seeking Jesus the crucified. He is not here, for he has been raised just as he said. ... Go tell his disciples ... he is going before you to Galilee; there you will see him."
- John 20:2-3,10 3) Mary of Magdala ran and went to Simon Peter and to the other disciple ... and told them, "They have taken the Lord from the tomb." ... Peter and the other disciple went out and came to the tomb. ... Then the disciples returned home.
- Jn 20:11,16-18 4) Mary stayed outside the tomb weeping. ... Jesus said to her, "Mary! ... Go tell my brothers, 'I am going to my Father and your Father, to my God and your God.' " Mary of Magdala ... announced to the disciples, "I have seen the Lord."
- Mark 16:10-12 5) His companions who were mourning and weeping, when they heard that he was alive and had been seen by her, ... did not believe. After this he appeared in another form to two of them walking along on their way to the country.
- Lk. 24:30-33 6) While he was with them at table, he took bread, said the blessing, broke it, and gave it to them. ... They recognized him, but he vanished. ... They set out at once and returned to Jerusalem where they found gathered together the eleven.
- Lk 24:36,40,46,48) He stood in their midst and said to them, "Peace be with you." ... He showed them his hands and his feet. ... "Thus it is written that the Messiah would suffer and rise from the dead on the third day. ... You are witnesses of these things."
- John 20:21-23 8) "Peace be with you. As the Father has sent me, so I send you." And when he said this, he breathed on them and said to them, "Receive the Holy Spirit. Whose sins you forgive are forgiven them, and whose sins you retain are retained."

John 20:27-28 9) He said to Thomas, "Put your finger here and see my hands, and bring your hand and put it into my side, and do not be unbelieving, but believe." Thomas answered and said to him, "My Lord and my God!"

John 20:29 10) Jesus said to him, "Have you come to believe because you have seen me? Blessed are those who have not seen and have believed."

THE GLORIOUS MYSTERIES

II. THE ASCENSION OF JESUS TO HEAVEN AFTER 40 DAYS

Prophesied Daniel 7:13-14

I saw one like a son of man coming on the clouds of heaven; when he reached the Ancient One and was presented before him, he received dominion, glory, and kingship; nations and peoples of every language serve him. His dominion is an everlasting dominion that shall not be taken away.

Prefigured 2 Kings 2:9-12

Elijah said to Elisha, "Ask whatever I may do for you, before I am taken from you." Elisha answered, "May I receive a double portion of your spirit." ... He replied, "If you see me taken up from you, your wish will be granted." ... A flaming chariot and flaming horses came between them, and Elijah went up to heaven in a whirlwind. When Elisha saw it happen he cried out.

Mark 16:15-18 1) [Jesus] rebuked them for their unbelief. ... "Whoever believes and is baptized will be saved. ... Signs will accompany those who believe: in my name they will drive out demons. ... They will lay hands on the sick, and they will recover."

Matt. 28:16-19 2) The 11 disciples went to Galilee, to the mountain to which Jesus had ordered them. ... Then Jesus approached and said to them, "All power in heaven and on earth has been given to me. Go, therefore, make disciples of all nations."

Matt.28:19-20 3) "Baptize them in the name of the Father, and of the Son, and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, until the end of the age."

Jn.21:1,6,11,13 4) Jesus revealed himself again to his disciples at the Sea of Tiberias. ... He said to them, "Cast the net." ... Simon Peter ... dragged the net ashore full. ... Jesus came over and took the bread and gave it to them, and in like manner the fish.

Jn 21:15-17,19 5) When they had finished breakfast, Jesus said to Simon Peter, ... "Do you love me?" ... He said to him, "Yes Lord, you know that I love you." He said to him, "Feed my lambs. ... Tend my sheep. ... Feed my sheep. ... Follow me."

Acts 1:3,5 6) He presented himself alive by many proofs after he had suffered, appearing to them during 40 days and speaking about the kingdom of God. ... "John baptized with water, but in a few days you will be baptized with the Holy Spirit."

Acts 1:6-8 7) They asked him, "Lord, are you at this time going to restore the kingdom of Israel?" He answered them, "It is not for you to know the times or seasons. ... But you will receive power when the Holy Spirit comes upon you."

Acts 1:8-9 8) "You will be my witnesses in Jerusalem, throughout Judea and Samaria, and to the ends of the earth." When he had said this, as they were looking on, he was lifted up, and a cloud took him from their sight.

Acts 1:10-12 9) Suddenly two men dressed in white garments stood beside them. They said, ... "This Jesus who has been taken up from you into heaven will return in the same way." ... Then they returned to Jerusalem from the mount called Olivet.

Mark 16:19-20 10) The Lord Jesus, after he spoke to them, was taken up into heaven and took his seat at the right hand of God. ... The Lord worked with them and confirmed the word through accompanying signs.

THE GLORIOUS MYSTERIES

III. THE DESCENT OF THE HOLY SPIRIT ON THE DISCIPLES

Prophesied Joel 3:1-2,5

I will pour out my spirit upon all mankind. Your sons and daughters shall prophesy, ... even upon the servants and the handmaids, in those days, I will pour out my spirit. ... Then everyone shall be rescued who calls on the name of the LORD; for on Mount Zion there shall be a remnant, as the LORD has said, and in Jerusalem survivors whom the LORD shall call.

Prefigured Numbers 11:25,29

The LORD then came down in the cloud and spoke to him. Taking some of the spirit that was on Moses, he bestowed it on the seventy elders; and as the spirit came to rest on them, they prophesied. ... Moses answered, ... "Would that all the people of the LORD were prophets. Would that the LORD might bestow his spirit on them all!"

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| Acts 1:13-14 | 1) When they entered Jerusalem they went to the upper room where they were staying. ... All these devoted themselves with one accord to prayer, together with some women, and Mary the mother of Jesus, and his brothers. |
| Acts 2:1-2 | 2) When the time for Pentecost was fulfilled, they were all in one place together. And suddenly there came from the sky a noise like a strong driving wind, and it filled the entire house in which they were. |
| Acts 2:3-4 | 3) Then there appeared to them tongues as of fire, which parted and came to rest on each of them. And they were all filled with the Holy Spirit and began to speak in different tongues, as the Spirit enabled them to proclaim. |
| Acts 2:14,22 | 4) Then Peter stood up with the 11, raised his voice, and proclaimed to them, ... "You who are Israelites, hear these words. Jesus the Nazorean was a man commended to you by God with mighty deeds, wonders, and signs." |
| Acts 2:23-24 | 5) "This man, delivered up by the set plan and foreknowledge of God, you killed, using lawless men to crucify him. But God raised him up, releasing him from the throes of death, because it was impossible for him to be held by it." |
| Acts 2:32-33 | 6) "God raised this Jesus; of this we are all witnesses. Exalted at the right hand of God, he received the promise of the Holy Spirit from the Father and poured it forth, as you both see and hear." |
| Acts 2:36-37 | 7) "Therefore let the whole house of Israel know for certain that God has made him both Lord and Messiah, this Jesus whom you crucified." Now when they heard this, they were cut to the heart. |
| Acts 2:37-38 | 8) They asked Peter and the other apostles, "What are we to do, brothers?" Peter said, "Repent and be baptized, every one of you, in the name of Jesus Christ for the forgiveness of your sins; and you will receive the gift of the Holy Spirit." |
| Acts 2:39-40 | 9) "For the promise is made to you and to your children and to all those far off, whomever the Lord our God will call." He testified with many other arguments. |

Acts 2:40-41 10) [Peter] was exhorting them, "Save yourselves from this corrupt generation." Those who accepted his message were baptized, and about 3,000 persons were added that day.

THE GLORIOUS MYSTERIES

IV. THE ASSUMPTION OF MARY, BODY AND SOUL, INTO HEAVEN

Prophesied Psalm 45: 7,9,14-15,17-18

Your throne, O God, stands forever; ... with myrrh, aloes, and cassia your robes are fragrant. ... All glorious is the king's daughter as she enters; ... she is led to the king. ... The throne of your fathers your sons will have; you shall make them princes through all the land. I will make your name renowned through all generations; thus nations shall praise you forever.

Prefigured Esther 5:1-2

Esther put on her royal garments and stood in the inner courtyard, looking toward the royal palace, while the king was seated on his royal throne in the audience chamber, facing the palace doorway. He saw Queen Esther standing in the courtyard, and made her welcome by extending toward her the golden staff which he held. She came up to him.

Acts 2:42-44 1) They devoted themselves to the teaching of the apostles, and to the communal life, to the breaking of the bread, and to the prayers. ... Many wonders and signs were done through the apostles. All who believed were together.

Acts 4:19-20,

23,31 2) Peter and John said, ... "It is impossible for us not to speak about what we have seen and heard." ... After their release they went back to their own people. ... All were filled with the Holy Spirit and continued to speak the word of God.

Acts 5:41-42 3) Rejoicing that they had been found worthy to suffer dishonor for the sake of the name, all day long, both at temple and in their homes, [the apostles] did not stop teaching and proclaiming the Messiah, Jesus.

Acts 8:1 4) A severe persecution of the church broke out in Jerusalem, and all were scattered throughout the countryside of Judea and Samaria, except the apostles.

Acts 8:14-15 5) When the apostles in Jerusalem heard that Samaria had accepted the word of God, they sent them Peter and John, who went down and prayed for them, that they might receive the Holy Spirit.

Rev. 1:5,17-18 6) Jesus Christ, the faithful witness, the firstborn of the dead and ruler of the kings of the earth ... said, ... "Once I was dead, but now I am alive forever and ever. I hold the keys to death and the netherworld. Write ... what you have seen."

Rev.2:1,4-5,7 7) "To the angel of the church in Ephesus write: ... 'You have lost the love you had at first. Realize how far you have fallen. Repent, and do the works you did at first. Whoever has ears ought to hear what the Spirit says to the churches.' "

Rev.2:7,26,28 8) " 'To the victor I will give the right to eat from the tree of life that is in the garden of God. ... To the victor, who keeps to my ways until the end, I will give authority over the nations. ... I will give the morning star.' "

Rev.3:14,21 9) "The Amen, the Faithful and True witness, the source of God's creation, says: ... 'If anyone hears my voice and opens the door, I will enter his house and dine with him. ... I will give the victor the right to sit with me on my throne.' "

Rev.11:16-19 10) The 24 elders said: "The time has come for the dead to be judged, and to recompense your servants, the prophets, the holy ones." ... God's temple in heaven was opened, and the ark of his covenant could be seen in the temple.

THE GLORIOUS MYSTERIES

V. THE CORONATION OF MARY AS QUEEN OF HEAVEN AND EARTH

Prophesied Genesis 3:14-15,20

Then the LORD God said to the serpent: "I will put enmity between you and the woman, and between your offspring and hers. He will strike at your head, while you strike at his heel." ... She became the mother of all the living.

Prefigured Judith 13:18; 15:9-10

"Blessed are you, daughter, by the most High God, above all the women on earth; and blessed be the LORD God, ... who guided your blow at the head of the chief of our enemies." ... All blessed Judith, saying: "You are the glory of Jerusalem, the surpassing joy of Israel; you are the splendid boast of our people. ... God is pleased with what you have wrought. May you be blessed forever.

Rev. 12:1,4 1) A great sign appeared in the sky, a woman clothed with the sun, with the moon under her feet, and on her head a crown of twelve stars. ... The dragon stood before the woman about to give birth, to devour her child when she gave birth.

Rev.12:5-6 2) She gave birth to a son, a male child, destined to rule all the nations with an iron rod. Her child was caught up to God and his throne. The woman herself fled into the desert where she had a place prepared by God.

Rev.12:7,9 3) In heaven Michael and his angels battled against the dragon. ... The dragon, the ancient serpent, who is called the Devil and Satan, who deceived the whole world, was thrown down to the earth, and its angels were thrown down with it.

Rev.12:13-14 4) It pursued the woman, ... but the woman was given the two wings of the great eagle, so that she could fly to her place in the desert where, far from the serpent, she was taken care of.

Rev.12:15-16 5) The serpent spewed a torrent of water out of his mouth after the woman to sweep her away with the current. But the earth helped the woman and opened its mouth and swallowed the flood that the dragon spewed out of its mouth.

Rev.12:17 6) Then the dragon became angry with the woman and went off to wage war against the rest of her offspring, those who keep God's commandments and bear witness to Jesus.

Rev.19:11-16 7) "Faithful and True" ... judges and wages war in righteousness. ... His name was called the Word of God. The armies of heaven followed him. ... He will rule ... with an iron rod. ... He has a name, ... 'King of kings and Lord of lords'.

Rev.20:1-3 8) An angel came down from heaven, holding in his hand the key to the abyss and a heavy chain. He seized the dragon ... and threw it into the abyss, which he locked over it and sealed, so that it could no longer lead the nations astray.

Rev.20:4,6 9) [John] saw thrones; those who sat on them were entrusted with judgment. ... The souls of those who ... witness to Jesus. ... came to life and reigned with Christ. ... Blessed and holy is the one who shares in the first resurrection.

Rev.22:13,
16,20 10) "I am the Alpha and Omega, the first and the last, the beginning and the end. ... I, Jesus, sent my angel. ... I am the root and offspring of David, the bright morning star. ... Yes, I am coming soon." Amen! Come, Lord Jesus!

Virtues

Cardinal virtues(prudence, justice, fortitude, and temperance)as it relates to personal behavior

Saints

Evangelist:

Matthew

Mark

Luke

John

Sacraments:

John Vianney

John Chrysostom

John the Baptist

Vocation:

Angela Merici

Benedict

Vincent DePaul

Theresa of Lisieux

Katherine Drexel

Marian:

Juan Diego

Catherine LaBoure

Historical:

Andre Bessette

Kateri Tekakwitha

Junipero Serra

Elizabeth Ann Seton

Isaac Jogues

Prayers

Apostle's Creed

Memorare

Intro Vocation Prayer

Prayers of Thanksgiving

Personal Petitions

Contrition

Prayer of Adoration/Praise

Time in Adoration

Novenas

Meditation through Scripture

Participates in the Stations of the Cross

[Lecio divina](#)

Songs

Commandments

6th Commandment as it relates to caring for own and others' bodies.

All 10 Commandments (Reconciliation examination of conscience)

Sacraments

All Sacraments in detailed explanation (celebrations, symbols, related to student life)

Participation in Reconciliation/Eucharist

Literature R.5.1

Literature R.5.2

Literature R.5.3

Literature R.5.4

Literature R.5.5

Literature R.5.6

Literature R.5.7

Literature R.5.8

Literature R.5.9

Literature R.5.10

Literature L.5.1

Literature L.5.2

Literature L.5.3

Literature L.5.4

Literature L.5.5

Literature L.5.6

Literature W.5.1

Literature W.5.2

Literature W.5.3

Literature W.5.4

Literature W.5.5

Literature W.5.6

Literature W.5.7

Literature W.5.8

Literature SL.5.1

Literature SL.5.2

Literature SL.5.3

Literature SL.5.4

Literature SL.5.5

Literature SL.5.6

Activities R.5.1

Give students a specific Scripture of your choice (options included below) and have them:

1. Read through the text and determine what the author is saying
2. Distinguish what is inferred and what is explicit
3. When inferring, provide a quote that supports the inference
4. Use annotations if possible

Activities R.5.2

1. Paraphrase a Psalm. Write out a paraphrase of the psalm of your choosing in your own words. Try to find modern-day synonyms and thoughts that correspond to the thoughts in the psalm. Don't be afraid to be creative.
2. Have students work in groups. Assign each group a parable. Each group will use details from the text to determine the main idea/message that Jesus is trying to deliver. [List of Parables](#)

Have students [act out the parable](#), then have students write their own parable that delivers a message for the current generation. Then share with the class.

Activities R.5.3

Choose which text students will compare and contrast: you could use multiple in order to differentiate.

Then go over what needs to be included when comparing and contrasting characters, settings, or events (ex. traits, virtues, theme, motivations, feelings, relationships, interactions, etc.).

Next, give students just the scripture numbers and a Venn Diagram (they may want to work in pairs or small groups) they will then begin collecting the information needed to accurately compare and contrast.

Once all the students have found the information, come back together to complete a classwide Venn Diagram over the information the students discovered.

Challenge the students to come up with another event or persons in the bible that could be compared and contrasted.

Compare and contrast the Four Gospels

[Basic Outlines of the Four Gospels](#)

Four Gospels Chart

Mark

Introduction: John the Baptist & Jesus (1:1-15, incl. the theme of Jesus' preaching 1:14-15)

Early Ministry: healing & preaching to Jews in Galilee (1:16 – 6:52)

Expanded Ministry: mostly outside of Galilee to non-Jews (6:53 – 8:21)

Central Section: Jesus and his disciples "On the Way" to Jerusalem (8:22 – 10:52)

(incl. three passion predictions [8:31; 9:31; 10:32-34] framed by two healings of blind men)

Final Ministry: in Jerusalem, incl. Apocalyptic Discourse (11:1 – 13:37)

Passion Narrative: Last Supper, Trials, Crucifixion (14:1 – 15:47)

Conclusion: Report about the Empty Tomb (16:1-8)

[Later endings added to Mark's Gospel: 16:9-20]

Material found only in Mark: 1:1 (Introductory Verse); 3:19b-21 (Jesus' Family Comes for Him); 4:26-29 (Parable of Seed Growing of Itself); 7:31-37 (Deaf Man in Decapolis); 8:22-26 (Blind Man of Bethsaida); 14:51-52 (Young Man Runs Away after Jesus' Arrest); [16:14-18 - Commissioning of the Eleven]

Matthew

Genealogy & Infancy Narrative: 1–2

Narrative: 3–4

First Discourse: "Sermon on the Mount": 5–7

Narrative: 8–9

Second Discourse: "Missionary Instructions": 10

Narrative: 11–12

Third Discourse: "Parables Collection": 13

Narrative: 14–17

Fourth Discourse: "Community Instructions": 18

Narrative: 19–22

Fifth Discourse: "Sermon on Eschatology": 23–25

Passion & Resurrection Narrative: 26–28

Material found only in Matthew: 1:1; 1:18–2:23; 5:17-20, 21-24, 27-29, 31, 33-38, 43; 6:1-8, 16-19; 7:6, 15-17, 28-29; 9:27-31, 35-38; 10:22-23; 11:1, 28-30; 13:24-30, 36-43, 44-52; 14:28-31; 16:17-19; 17:24-27; 18:15-21, 21-35; 19:10-12; 20:1-16; 21:28-32; nearly all of ch. 23; 25:1-13, 31-46; 27:3-10, 24-25, 52-53, 62-66; 28:11-15, 16-20

Material in other Gospels but significantly different in Matthew: 1:2-17; most of ch. 5–7 (esp. 5:3-12; 6:9-15; 7:15-20); most of ch. 10; 12:33-37; 16:13-23; much of ch. 18; 22:1-14; 25:14-30.

Luke

Literary Preface & Infancy Narrative: 1:1 – 2:52

Preparation for Ministry: 3:1 – 4:13

Galilean Ministry: 4:14 – 9:50

Journey to Jerusalem: 9:51 – 19:27

Jerusalem Ministry: 19:28 – 21:38

Passion Narrative: 22:1 – 23:56

Resurrection Appearances & Ascension: 24:1-53

Material found only in Luke: 1:1-4; 1:5–2:52; 3:10-14; 4:14-30; 5:1-11; 6:24-26; 7:11-17; 8:1-3; much of 9:51–18:14; 19:1-10; 19:39-44; 22:15-17, 31-32, 35-38; 23:2-16, 27-31, 34, 39-43, 46; 24:13-35, 36-49, 50-53

Material in other Gospels but significantly different in Luke: 3:1-2, 23-38; 6:20-26; 7:36-50; 9:18-22; 11:1-8; 14:16-24; 19:12-27; 21:34-38; 22:15-38; 24:1-12

John

Prologue: 1:1-18 (Logos Hymn: The Word in the Beginning with God; The Word becomes Flesh)

"The Book of Signs": 1:19 – 12:50 (Wedding at Cana, Dialogue with Nicodemus, Samaritan Woman at the Well,

Healing at the Pool of Bethesda, Bread of Life Discourse, Man Born Blind, Raising of Lazarus, etc.)

"The Book of Glory": 13:1 – 20:31 (Washing the Disciples' Feet, Farewell Discourses, Jesus' Prayer, Passion

Narrative, Crucifixion Scene, Resurrection Appearances, esp. to Mary Magdalene and Thomas)

Epilogue: 21:1-25 (Another Resurrection Appearance at the Sea of Tiberias/Galilee - added later)

[Compare and Contrast Mary and Eve](#)

Chart comparing Mary to Eve

The Fall	The Redemption
The LORD God said, "It is not good for the man to be alone. I will make a helper suitable for him." (Gen. 2:18)	"I am the Lord's servant," Mary answered. (Luke 1:38) a servant is a helper
The man said, "This is now bone of my bones and flesh of my flesh. She shall be called Woman', because she was taken out of Man...(Gen. 2:23)	And Jesus said to her, "Woman, what does that have to do with us? My hour has not yet come." (John 2:4) "woman" is an odd title for his Mother, and unusual for the day, Catholics think there was a reason Jesus used that word
Then the LORD God made a woman from the rib he had taken out of the man, and he brought her to the man. (Gen. 2:22) Eve came out of Adam	But when the time had fully come, God sent his Son, born of a woman, born under law, to redeem those under law, that we might receive the full rights of sons. (Galatians 4:4-5) Jesus, the new Adam (1 Cor 15:22) came out of Mary (the new Eve)
Now the serpent was more crafty than any of the wild animals the LORD God had made. He said to the woman, "Did God really say, 'You must not eat from any tree in the garden'?" (Gen. 3:1)	his mother said to the servants, "Whatever He says to you, do it." (John 2:5) on one level she is amending the disobedience of Eve
Then the LORD God said to the woman, "What is this you have done?" The woman said, "The serpent deceived me, and I ate." (Gen. 3:13)	And Mary said, "Behold, the bondservant of the Lord; may it be done to me according to your word." And the angel departed from her. (Luke 1:38) Mary's obedience vs. Eve's disobedience

Adam named his wife Eve, because she would become the mother of all the living. (Gen. 3:20)

When Jesus then saw his mother, and the disciple whom He loved standing nearby, He said to his mother, "Woman, behold, your son!" Then He said to the disciple, "Behold, your mother!" (John 19:26-27) Catholics believe at that moment Mary was given as mother to all Christians. (As per Rev 19:26, explained below)

Activities R.5.4

Using scripture, try to identify and/or illustrate figurative language, metaphors, similes, hyperbole, personification, alliteration, and idioms, etc

Have students create their own verse using a metaphor or simile. Illustrate a picture to go along with the verse.

Scripture

"I am the vine, you are the branches" (John 15:5);

"The Lord is my Shepherd" (Psalm 23:1);

"They are ferocious wolves" (Mt 7:15);

The story of Nicodemus and being "born again" (John 3: 1-21)).

• Proverbs 13:14

The teaching of the wise **is a fountain of life.**

In our first example, teaching is compared to a fountain, but not just any fountain. The fountain of life is a common metaphor that suggests a continuing source of sustenance and life.

• Isaiah 64:8

But now, O Lord, You are our Father, **We are the clay, and You our potter;** And all of us are the work of Your hand.

In this metaphor, God is compared to a potter who molds clay. God's followers are the clay and are subject to his design and influence.

• Psalms 23:1

The Lord **is my shepherd,** I shall not want.

Here is a commonly alluded to metaphor from one of the most famous passages in The Bible. God is compared to a shepherd, someone whose duty it is to look after and care for his sheep.

• John 6:35

Jesus said to them, **'I am the bread of life;** he who comes to me will not hunger, and he who believes in me will never thirst.'

In this metaphor, Jesus compares himself to bread. The bread of life is a symbolic idea that Jesus offers eternal fulfillment. Like bread sustains us in life, Jesus's metaphor suggests that he can sustain his followers in a spiritual sense.

- **John 8:12**

Then Jesus again spoke to them, saying, '**I am the Light of the world**; he who follows me will not walk in the darkness, but will have the Light of life.'

Here is another metaphor that Jesus used to talk about himself. He calls himself "the light of the world." In The Bible, light refers to salvation, and darkness refers to sinfulness.

- **Revelations 19:7**

Let us rejoice and be glad and give the glory to Him, for **the marriage of the Lamb has come and His bride has made herself ready.**

This example contains three metaphors. The lamb is Jesus, the bride is the Church, or the followers of Christ, and the marriage is the union of the two in heaven.

- **Isaiah 5:5**

So now let me tell you what I am going to do to **my vineyard**: I will remove **its hedge** and it will be consumed; I will break down its wall and it will become trampled ground.

In this example, God is warning Israel, which he refers to as his "vineyard." God says he will remove "its hedge" or protective surroundings and allow its destruction.

- **Deuteronomy 32:4**

He is the rock! His work is perfect, for all His ways are just; a God of faithfulness and without injustice, righteous and upright is He.

Metaphors about God and Jesus abound in The Bible. God is commonly referred to as a rock, as in this example.

- **Psalms 18:2**

The Lord is my rock, my fortress and my deliverer; my God is my rock, in whom I take refuge, **my shield and the horn of my salvation, my stronghold.**

As in the last example, God is compared to a rock. But this metaphor is expanded in this verse from Psalms. God is compared to a fortress, a shield, and a stronghold to illustrate his role as a protector.

- **Revelations 21:6**

And He said unto me, it is done. **I am Alpha and Omega, the beginning and the end.** I will give unto him that is athirst of the fountain of the water of life freely.

Here is another commonly quoted verse from The Bible. In it, God compares himself to the Greek alphabet. The first and last letter of the Greek alphabet is alpha and omega, respectively.

- **Genesis 49:9**

Judah is a lion's whelp; from the prey, my son, you have gone up. He couches, he lies down as a lion, And as a lion, who dares rouse him up?

This verse illustrates another commonly alluded to name of God. In this verse, Judah, one of the twelve tribes of Israel, is called a “lion’s whelp,” or a lion’s cub. It is from this verse that the term of God as “the Lion of Judah” originates.

- **John 14:6**

Jesus answered, ‘**I am the way and the truth and the life.** No one comes to the Father except through me.’

In this verse, Jesus establishes himself as not only the pathway to God, but also as truth and life itself.

- **John 15:5**

I am the vine; you are the branches. If you remain in me and I in you, **you will bear much fruit;** apart from me you can do nothing.

Here is another commonly quoted Bible verse with a famous metaphor. In this example, Jesus compares himself to a vine and calls his followers branches of the vine, in that they are extensions of himself. Also, Jesus states his followers will “bear much fruit,” meaning good things will come as a result of their faith.

- **Corinthians 5:17**

Therefore, if anyone is in Christ, **he is a new creation;** the old has gone, the new has come!

In this example, followers of Christ are said to be “a new creation.” It is metaphorical, of course, because something already existing cannot be created.

- **Matthew 5:13**

You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled underfoot.

Here is another famous metaphor for the followers of Christ. They are compared to salt, in that they have a purpose in the world. In biblical times, salt was very important as a preservative, flavoring, and even as currency. This metaphor says that followers of Christ have no purpose without Christ.

Conclusion

In each of these examples, figurative language and descriptions are used in order to make comparisons between different things easier to understand. Since each of these verses are commonly quoted and alluded to, the metaphors used are important to understand. So, not only are these metaphors integral in The Bible, but show up in many other texts.

Activities R.5.5

1. Divide the class into four groups (or eight groups) and assign each group one of the Gospel accounts of the Resurrection/empty tomb. Have the students read the Gospel account of the Resurrection together. Then, have them work together to create summaries of the events as they are portrayed in their Gospel to present to the class. Students may consider creating PowerPoint Presentations, poster boards, timelines, or short plays.

2. Invite each group to present their summaries to the class. While the groups are presenting have the students in the audience list the differences they notice between their Gospel and the Gospels of the other presentations.

3. Before looking at each Gospel account in detail, discuss the presentations and the major differences they noticed. Create a list with the class of the things that were in all of the accounts. Then, create a list including the parts of the accounts that are not found in all of the Gospels.

4. Distribute copies of all three accounts to each student (included below). Have them lay out the readings side-by-side on their desks. Invite them to underline the similarities in all of the texts. Then, have them circle the differences in each of the Gospel accounts.

5. Based on their findings, edit the lists of similarities and differences created in response to the group activities.

6. In closing, discuss the following:

- What can we know about Jesus' resurrection based on the Gospel similarities?

(responses may include: it occurred on the first day of the week [Sunday], Mary Magdalene and other women were some of the first to witness the empty tomb and the Risen Jesus, Jesus would appear to the disciples and others after the Resurrection)

- What do the differences indicate about what we can know about the Resurrection?

(Jesus either appeared to the disciples in Galilee or Jerusalem)

- What historical evidence would the early Christians have had that the Resurrection actually occurred based on the accounts? *(eye witnesses and the empty tomb)*

- Why would the disciples have seen this as a truly significant event? *(responses may include: it confirmed Jesus' teachings, fulfilled the promises of the Old Testament, and promised their own resurrection)*

- If there is time, place the major differences in the context of each of the Evangelists' Gospels. Matthew hoped to show the historical accuracy of the event against the

rumor that the disciples had stolen Jesus' body. Mark intended for the reader/audience to hear and act on the message of the Risen Christ while the witnesses to the empty tomb were too fearful to act. Luke, who also wrote Acts, wished to show that the missionary Church began in Jerusalem and spread to the whole world. And in John, wished to place higher significance on Peter and the Beloved Disciple in the Resurrection account.

<https://www.avemariapress.com/engagingfaith/2010/04/easterresurrection-lesson-plan-compare/>

Resurrection/Empty Tomb Accounts

Matthew 28:1-10

Mark 16:1-8;

Luke 24:1-12

John 20:1-18

Activities R.5.6

Have students work in groups to compare and contrast the four gospels.

Have students identify the pieces(included in the tables below) for comparing/contrasting: Who? (attributed and implied), To whom? (audience), Where? (Written from and/or to), When? (approx. date), What? (Type of "Gospel" - structure), Why? (circumstance or author's purpose)

Come back together and share information as a class.

Create large table as a class showing differences and similarities found.

Next, have students locate the following information from their Gospel account for comparing/contrasting:

Number of Chapters, geographical location, Gospel beginning, first words of Jesus, Jesus's birth account, Jesus's last words on the cross and last major event in the Gospel.

After students find the information, come back together and add to the class table.

Follow-up: Students should write about which differences were the biggest, most surprising-between the four gospels and why do they think the author's points of view were different?

Compare/Contrast Tables for the Four Gospels: http://catholic-resources.org/Bible/Four_Gospel_Chart.htm

[Compare and Contrast the Gospels Chart](#)

Activities R.5.7

Have students work in groups. Each group will look up a set of Bible verses for the Mysteries of the Rosary and write down the mystery being described. Then give each group the same verse shown with pictures. Model how to analyze the effects of visual elements. Have a class discussion about how the visual elements affect the meaning of the text.

Scripture Verses for each Mystery

Joyful Mysteries:

1. The Annunciation (Humility) Luke 1:26-38; John 1:14
2. The Visitation (Charity/Love of Neighbor) Luke 1:39-56
3. The Nativity (Poverty) Luke 2:6-20; Matthew 1:18-25
4. The Presentation (Obedience) Luke 2:22-39
5. The Finding of the Child Jesus in the Temple (Joy in finding Jesus; prudence) Luke 2:41-51

Luminous Mysteries:

1. The Baptism of Jesus (Fidelity to our baptismal promises) Matthew 3:11-17; Mark 1:9-11; Luke 3:15-22; John 1:26-34
2. The Wedding Feast at Cana (Faith in Mary's intercession and maternal care) John 2:1-12
3. The Proclamation of the Kingdom (Conversion of heart) Mark 1:14-15; Matthew 5:1-16; Matthew 6:33; Matthew 7:21
4. The Transfiguration (Desire to become a new person in Christ) Matthew 17:1-8; Mark 9:2-10; Luke 9:28-36
5. The Institution of the Eucharist (Love of the Eucharist; active participation at Mass); Matthew 26:26-28; Mark 22:25; Luke 22:14-20; John 6:33-59

Note: The five Luminous Mysteries, or Mysteries of Light, were introduced in 2002 by Pope John Paul II in *Rosary of the Virgin Mary*.

Sorrowful Mysteries:

1. The Agony in the Garden (True sorrow for sin; repentance) Matthew 26:36-46; Mark 14:32-42; Luke 22:39-46
2. The Scourging at the Pillar (Modesty and purity; mortification or self-denial) Matthew 27:26; Mark 15:15; Luke 23:16-22; John 19:1
3. The Crowning of Thorns (Moral courage; love of our enemies) Matthew 27:29-30; Mark 15:16-20; John 19: 2-3
4. The Carrying of the Cross (Patience, especially when suffering; fortitude) Luke 23: 26-32; Matthew 27:31-32; Mark 15:21; Luke 23:26-32
5. The Crucifixion (Perseverance; mercy) Luke 23: 33-46; Matthew 27: 33-54; Mark 15: 22-39; Luke 23: 33-47; John 19:17-37

Glorious Mysteries:

1. The Resurrection (Faith) Matthew 28: 1-10; Mark 16: 1-18; Luke 24: 1-49; John 20:1-29
2. The Ascension (Hope) Mark: 16: 19-20; Luke 24: 50-51; Acts 1: 6-11
3. The Descent of the Holy Spirit (Love of God; gifts of the Holy Spirit) Acts 2:1-41
4. The Assumption* (Grace of a happy death; eternal happiness) Revelation 12:1
5. The Crowning of Mary as Queen of Heaven and Earth* (True devotion to Mary) Revelation 12:1

*Mary's Assumption and Coronation are implied in Revelation Chapter 12 and in other Biblical references, but neither is directly stated in the Bible.

<http://www.integratedcatholiclife.org/2011/05/mysteries-of-the-rosary-mysteries-in-the-bible/>

Mysteries of the Rosary with Pictures

The Joyful Mysteries

(Said on Mondays and Saturdays, the Sundays of Advent, and Sundays from Epiphany until Lent)

Rosary pictures are from "Pray the Rosary Daily" pamphlet.

Courtesy of Association of Marian Helpers. www.marian.org



1. The Annunciation
(Humility)



2. The Visitation
(Fraternal Charity)



3. The Nativity
(Love of God)



4. The Presentation
(Spirit of Sacrifice)



5. Finding in the Temple (Zeal)

The Luminous Mysteries

Said on Thursdays



1. The Baptism of the Lord (Sacrament of



2. The Wedding of Cana



3. The Proclamation of the

Baptism)

(Fidelity)

Kingdom (Desire for Holiness)



4. The Transfiguration

5. The Institution of the Eucharist

(Spiritual Courage)

(Love of Our Eucharistic Lord)

The Sorrowful Mysteries

(Said on Tuesdays, Fridays throughout the year;

and daily from Ash Wednesday until Easter Sunday)



1. Agony in the Garden (True Repentance)

2. Scourging at the Pillar (Mortification)

3. Crowning with Thorns (Moral Courage)

4. Carrying the Cross (Patience)

5. The Crucifixion (Final Perseverance)

The Glorious Mysteries

(Said on Wednesdays and the Sundays from Easter until Advent)



1. The Resurrection
(Faith)

2. The Ascension
(Hope)

3. The Descent of
the Holy Spirit
(Zeal)

4. The Assumption
(Happy Death)

5. The Coronation of
B.V.M. (Love for
Mary)

<http://www.catholic-kids.com/picturemysteries.html>

Activities R.5.8

Discuss the importance of backing up claims with evidence. Give students a copy of the the 12 Doctrines of the Church stated in the Apostles' Creed. As a class, have students look up each of the Bible verses below (you may want to mix them up to create more of a challenge) and try to identify which doctrine in the Creed is being supported.

[The 12 Doctrines of the Apostles Creed](#)

The Apostles' Creed

I believe in God, the Father almighty, (*Mt 5 :45*)

Creator of heaven and earth, (*Gen 1:1; Rom 1:20*)

And in Jesus Christ, His only Son, our Lord, (*Mt 3:17; Phil 2:12*)

Who was conceived by the Holy Spirit, (*Lk 1:35*)
born of the Virgin Mary, (*Lk 2:7*)
suffered under Pontius Pilate, (*Jn 19:16*)
was crucified, died, and was buried. (*Jn 19:29 – 42*)
He descended into hell; (*1 Pet 3:19 – 20*)
on the third day He rose again from the dead, (*Mt 28:1-10; Jn 20:11-18*)
He ascended in heaven, (*Lk 24:51*)
and sits at the right hand of God, (*Heb 1:3*)
the Father almighty; (*Mk 14:36*)
from thence He shall come again (*Mt 16: 27; Acts 10:39*)
to judge the living and the dead. (*1 Cor 15: 51*)
I believe in the Holy Spirit, (*Jn 14:15 – 20; Acts 1:7 – 8*)
the Holy Catholic Church, (*Mt 16:18 – 19; Eph 5:26-27; Col 1:24*)
the communion of Saints, (*Mt 28:19 – 20; 2 Cor 11:13; 1 Cor 15: 33*)
the forgiveness of sins, (*Jn 20:22 – 23*)
the resurrection of the body, (*1Cor 15:51 – 54; 1 Thes 4:13 – 18*)
and life everlasting. (*1 Jn 5:20*)
Amen.

<http://www.acatholic.org/about-the-catholic-faith/catholic-the-apostles-creed/>

12 Doctrines of the Apostles' Creed

I believe in God, the Father Almighty,
Creator of heaven and earth; (*The 1st article*)
And in Jesus Christ, His only Son, our Lord; (*The 2nd*)
Who was conceived by the Holy Spirit,
Born of the Virgin Mary, (*The 3rd*)
Suffered under Pontius Pilate,
Was crucified, died, and was buried. (*The 4th*)
He descended into hell;
The third day he rose again from the dead; (*The 5th*)
He ascended into Heaven,
And is seated at the right hand of God, the Father Almighty;
(*The 6th*)
From thence he shall come to judge the living and the dead.
(*The 7th*)
I believe in the Holy Spirit, (*The 8th*)
The Holy Catholic Church,
The Communion of Saints, (*The 9th*)
The forgiveness of sins, (*The 10th*)
The resurrection of the body, (*The 11th*)
And life everlasting. Amen. (*The 12th*)
<http://www.ourcatholicprayers.com/the-apostles-creed.html>

Activities R.5.9

Give students a set of parables in two of the gospels to look up and read. Have them show similarities and differences in the texts. Students can use a venn diagram to present their findings.

[List of parables found in the gospels](#)

Parables (incl. Sayings, Images, Stories)	Mark	Matthew	Luke	
Wedding Guests	Mk 2:19-20	Mt 9:15	Lk 5:34-35	
Garments & Wineskins	Mk 2:21-22	Mt 9:16-17	Lk 5:36-39	
Beelzebul/Satan & Strong Man	Mk 3:23-27	Mt 12:24-29	Lk 11:15, 17-21	
Sower & Seed	Mk 4:3-8	Mt 13:3-9	Lk 8:5-8	
[<i>Why Jesus Uses Parables</i>]	Mk 4:10-12	Mt 13:10-17	Lk 8:9-10	
[<i>Interpretation of Sower & Seed</i>]	Mk 4:13-20	Mt 13:18-23	Lk 8:11-15	
Lamp on a Stand	Mk 4:21	Mt 5:15	Lk 8:16; and Lk 11:33	
[<i>Sayings about Jesus' Parables</i>]	Mk 4:22-25	Mt 10:26; 7:2; 13:12	Lk 8:17-18; 12:2; 6:38b	
Seed Growing Secretly	Mk 4:26-29	[<i>replaced by Mt 13:24-30</i>]	-	
Mustard Seed	Mk 4:30-32	Mt 13:31-32	Lk 13:18-19	
[<i>Jesus' Use of Parables</i>]	Mk 4:33-34	Mt 13:34-35	-	

Things That Defile [<i>with explanation</i>]	Mk 7:14-17, [18-23]	Mt 15:10-11, [15-20]	-	
Salt	Mk 9:50	Mt 5:13	Lk 14:34	
Camel & Eye of Needle	Mk 10:25	Mt 19:24	Lk 18:25	
Wicked Tenants	Mk 12:1-11	Mt 21:33-44	Lk 20:9-18	
Budding Fig-Tree	Mk 13:28-29	Mt 24:32-33	Lk 21:29-31	
Doorkeeper	Mk 13:33-37	-	[<i>cf. Lk 12:35-38</i>]	

Parables found in just Matthew and Luke

Parable	Mark	Matthew	Luke	
Specks and Planks in Eyes	-	Mt 7:3-4	Lk 6:41-42	
Good and Bad Fruit	-	Mt 7:16-20	Lk 6:43-44	
Two Houses, Built on Rock or Earth	-	Mt 7:24-27	Lk 6:47-49	
Children in the Market Place	-	Mt 11:16-19	Lk 7:31-35	
Return of the Unclean Spirit	-	Mt 12:43-45	Lk 11:24-26	

Burglar	-	Mt 24:43-44	Lk 12:39-40	
Servant Entrusted with Supervision	-	Mt 24:45-51	Lk 12:42-46	
Going before the Judge	-	Mt 5:25-26	Lk 12:58-59	
Leaven	-	Mt 13:33	Lk 13:20-21	
Great Supper	-	Mt 22:1-10	Lk 14:16-24	
Lost Sheep	-	Mt 18:12-14	Lk 15:3-7	
Serving Two Masters	-	Mt 6:24-25	Lk 16:13	
Pounds or Talents	-	Mt 25:14-30	Lk 19:12-27	

<http://catholic-resources.org/Bible/Parables.htm>

Activities R.5.10

Throughout the year, have students read/view a variety of texts to complete comprehension activities. A menu/choice board of activities could be used throughout the year in order to assess comprehension skills in all types of texts. This could be incorporated when reading saint biographies, scripture passages, religion textbook, etc.

[Reading Comprehension Choice Board](#)

[Anchor Activity](#)

Activities L.5.1

Review the following terms and their functions: Conjunctions, prepositions, and interjections, verb tenses, and correlative conjunctions

Choose several quality verses from either Scripture or even a Religion textbook, then have students identify all parts of the sentences using different colors for each term. Challenge students to find a scripture verse with a conjunction, preposition, interjection, certain verb tenses and/or correlative conjunctions.

For independent practice, students can write a prayer using a specific tense and make sure to include all terms that were reviewed in the lesson.

Below is a [Bible language study packet](#) with a lot of ideas and premade activities for an array of language skills.

Activities L.5.2

Review punctuation. Review comma usage, underlining, quotation marks, and italics. Give students copies of the story of Lourdes without any punctuation; available below the correct reading (could just give sections depending on time/level). Have them use different colors to go through and insert the proper punctuation: commas-blue, underling-red, quotation marks-green, italics-orange, etc. Come back together and review what students were able to identify.

[Bible Language Activity Packet](#): Punctuation Activity Available as well

[Our Lady of Lourdes and St. Bernadette](#)

Our Lady of Lourdes and St. Bernadette

I am the Immaculate Conception . . .

IT IS MORE THAN 150 years since the birth of Bernadette Soubirous, the peasant girl whose visions led to the founding of the shrine at Lourdes in the foothills of the French Pyrenees. Nowadays four illuminated basilicas dominate the landscape, there are torchlight processions every day, and the shops are full of statuettes and relics. Five million pilgrims or religious tourists visit every year.

At the time of her vision Bernadette was fourteen years old and barely literate, and had to look after her younger brothers while her mother went out cleaning. On February 11, 1858, while Bernadette was out collecting wood with her sister Toinette and her friend Jeanne, they came to a place where the millstream joined the shallow river by a grotto at Massabielle. The other girls waded through the water, crying because it made their feet so cold. As Bernadette, a

sickly, asthmatic girl, held back, she heard what she described as a roar. Later she reported: "I raised my head and looked towards the grotto. I saw a Lady dressed in white, wearing a white dress, a blue girdle and a yellow rose on each foot, the same color as the chain of her Rosary: the beads of her Rosary were white."

The vision was praying the Rosary. Bernadette took out her beads and did the same. The Lady beckoned but, when the girl dared not approach, she vanished. Toinette and Jeanne saw nothing and at first Bernadette did not tell them what she had seen but they got the story out of her and told her parents. The Soubirous family would not allow her to visit the grotto again, but the girl told her priest, Father Pomian, about the vision and he discussed it with the parish priest of Lourdes, Father Peyramale.

A VISION CALLED AQUERO

On February 14, a Sunday, Madame Soubirous relented. Bernadette took a bottle of holy water to the grotto and knelt down to say her Rosary. The Lady appeared again. Bernadette said, "I started throwing holy water at her and told her that if she came from God to stay, and if not to go." The vision smiled and bowed her head and as Bernadette was frightened, Our Lady disappeared. On the 18th Bernadette returned once more, this time with two adults, Madame Millat and Antoinette Peyret, "who advised me to take paper and ink and to ask her, if she had anything to say to me, to be so good as to write it down." The Lady appeared, said that what she had to say need not be written down, and asked Bernadette if she would come each day for a fortnight. Bernadette began to refer to the vision as Aquero, which means simply, 'It', and said that the Lady spoke in the Lourdes dialect, 'sweet and gentle', and not in French. On this third visit Aquero said, "I do not promise to make you happy in this world, but in the other."

According to Bernadette, between February 19 and March 4 "The vision appeared every day except one Monday and one Friday. She told me several times that I should tell the priests that a chapel should be built there and . . . I should pray for the conversion of sinners. She gave me three secrets which she forbade me to tell anyone."

Bernadette's account caused mixed reactions. The local police inspector interrogated her and tried to muddle her testimony, but could not: his notes of the interview have been preserved.

Some of the villagers were angry at him and threatened to break down the door if he would not release the girl.

Our Lady told Bernadette to drink from the spring-----a little muddy water that appeared from beneath the rock. Bernadette said, "I threw it away three times because it was so dirty, but the fourth time I was able to drink it . . .

The Public Prosecutor, Dutour, tried to rig Bernadette's account, but again local men hammered on his door and, trembling, he let the girl and her mother go. Later Bernadette said, "There was something in me that enabled me to rise above everything. I was tackled from all sides, but nothing mattered and I was not afraid."

I AM THE IMMACULATE CONCEPTION

At five o'clock on the morning of March 25, the Feast of the Annunciation of the Virgin Mary, Bernadette felt compelled to go again to the grotto. The Lady was already there. "With her two arms hanging down, she raised her eyes and looked up at the sky, and it was then that she told me, joining her hands together now at the height of her breast, that she was the Immaculate Conception. Those were the last words she ever said to me." Four years before these events, Pope Pius IX had proclaimed the dogma of the Immaculate Conception. For centuries this doctrine-----that the Virgin Mary had been conceived and born without the taint of Original Sin-----had been a pious belief among the ordinary people; but the proclamation of 1854 had made it part of the Church's official teaching.

Controversy surrounded the event, and it is possible that Bernadette had heard angry words flying about in a devout village. But Father Peyramale was convinced by Bernadette's story and became her strongest supporter.

On June 3, the Feast of Corpus Christ, Bernadette made her First Communion. By the 16th, when Bernadette returned to the grotto, fences had been put up around it and she was obliged to say her Rosary from a distance. When questioned she said, "I saw nothing but the Blessed Virgin."

In 1862 a series of interrogations by bishops began. They were impressed by 'her simplicity, candor and modesty, the wisdom of her answers, her calm imagination and commonsense above her age'. To skeptics Bernadette replied, "I have been told to tell you about it. I have not been told to make you believe it."

THE VISIONS AUTHENTICATED

Lourdes quickly became a popular shrine and visitors tried to shower Bernadette with money, to steal a relic from her or to cut off a piece of her hood or her dress as a souvenir. She complained of the adulation and said it tired her. Hundreds of letters were addressed to her; she prayed for their senders and asked them to pray for her in turn.

In 1862 the Bishop of Tarbes authenticated the visions and the hard-pressed Bernadette applied to join the St. Bernard nuns at Anglet, but was turned down because they did not want to be over-run by pilgrims and tourists. Four things told against her vocation: poverty, fame, poor education and lifelong bad health. In March 1862 Bernadette became very ill and she was given the Last Rites. She recovered to nurse old people in the hospice at Lourdes.

In April 1866 she succeeded in becoming a postulant at Nevers. On her first day she was ordered to recount her visions to the whole community and then never speak of them again. "I have come here to hide," she declared. She carried with her three small stones of which she said, "These are my companions whom I love." On them she had written the words 'Lourdes', 'The Grotto' and 'Nevers Mother House'. In July she received the habit and became known as Sister Marie-Bernard, but in October she was so ill that she was again given the Last Rites. Once more she defied death, and was later put in charge of the hospital.

In June of 1873 she was given the Last Rites for the third time. Yet again she recovered and this time was appointed Assistant Sacristan-----the person who kept the chapel clean and in order. But from April of 1875 she was a complete invalid, and on April 16, 1879 she died at three in the afternoon-----the same hour as Christ's death on the Cross.

THE SUFFERINGS OF BERNADETTE

What, apart from this bare chronology, can we know about Bernadette Soubirous? One thing is certain: she strove with all her might to fulfill the vocation announced to her by the Virgin at Massabielle-----to do penance, to pray and suffer for sinners. And she did suffer. The Mother Superior at Nevers testified, "It took her an hour to find a bearable position, during which her face changed and she became as if dead. Even when asleep, the faintest movement of her leg made her cry out. Such sharp cries that her companions in the dormitory could not sleep. She shrank to nothing." In fact, she had tuberculosis. Bernadette did not 'enjoy' suffering, though she spoke of it as 'my job'. And she once said, "I pray to St. Bernard, but I do not imitate him. St. Bernard liked suffering, but I avoid it if I can."

Apart from her physical pain, she bore much personal grief. Her mother died early, at forty-one. Her sister Toinette's first child, also named Bernadette, died in February of 1871, to be followed by her father a month later. In fact all five of Toinette's babies died and Bernadette wrote to her: "I like to imagine that dear little group praying in Heaven for us poor exiles on this miserable earth."

Bernadette suffered, too, from the interrogations of religious historians who tried to make her offer elaborate theological explanations for her visions. But she replied, "It is best for people to speak and write very simply. It is more moving to read the Passion than to have it explained."

In the last stages of her final illness, she requested to be left only with the crucifix sent to her by Pope Pius IX. When she became too weak to hold it, she had it fastened to her breast. After her death she was first beatified in 1925 and then canonized as St. Bernadette in 1933. Her Feast Day is February 18.

Is there anything truer or more beautiful, anything more desperately needed in our own violent times, than the heartfelt desire to pray for the forgiveness and salvation of others as well as for ourselves, and to follow the intuitive, undefeated sense and hope in all of us that love and tenderness are the immaculate things in a sullied world? It is not out of place to describe this longing as a vision of the Mother of God.

THE BEAUTY AND WORK OF LOURDES TODAY

Lourdes is justly regarded as the most important place of Catholic pilgrimage in the world after the Holy Land and Rome. It comprises four magnificent basilicas and the grotto marking the exact spot where Our Lady appeared to Bernadette.

It is an awe-inspiring and unforgettable experience for the pilgrim or visitor to join one of the torchlight processions which begin at the grotto and lead to Rosary Square where the sick are blessed in the name of the Holy Mother. Traditionally there are four gifts of Lourdes: the gift of

miraculous water, the gift of healing, the gift of reconciliation, the gift of strength and friendship.

In 1866 the first Mass was offered at the grotto, and on the Feast of the Assumption in 1871 the newly built Church of the Immaculate Conception was blessed. The following year saw the first national pilgrimage, with flags and banners and a torchlight procession. In 1873 the Assumption Fathers organized a much larger pilgrimage and a year later the first visitors came from abroad, particularly from Belgium and the USA. The statue of Our Lady of Lourdes was crowned in 1876 and the second of four great basilicas-----the Church of the Rosary-----was opened in 1889. On March 25, 1958, the centenary of the apparitions, the Basilica of St. Pius X was consecrated.

There have been five thousand cures which have taken place. Sixty-five of these cures have been officially designated 'miraculous' by the Church. Wonderfully moving is the nightly procession of the Holy Rosary.

Activities L.5.3

Hand out one Scripture verse to each student (either have them look it up or have it already printed out). Then place the mini-tweet cards (notecard will do) on each person's desk. Students must then take the Scripture Quote and turn it into a tweet. Each tweet must either be expanded with more details or reduced by combining and rewriting sentences. The hash tag (#) at the end of the quote will instruct you to either expand or reduce the tweet. Remember, tweets must be short, to the point, and most importantly, interesting to the reader!

[Scripture Quotes](#)

Activities L.5.4

Read through a parable with the students. Have students follow along and highlight any unknown/uncommon words. When finished, make a list of words that students found. Then work together using context clues, affixes, and references to determine meaning.

This type of activity can also always be incorporated/reinforced in during Bible Study or when reading out of the Religion textbook

[List of Parables](#)

Activities L.5.5

Review figurative language: similes, metaphors, idioms, adages, and proverbs. Give students an example of each type of figurative language from the bible language activity packet. Group

students and then give each group one type of figurative language and have them locate an example in scripture (Proverbs is a good place to look!).

[Bible Language Activity Pack](#)

Activities L.5.6

Fifth grade students should read texts that contain new vocabulary and more complex sentence structures. Help students understand conjunctions and adverbs like those listed above by asking them to use those words correctly in a sentence. When reading with students, ask them to use context clues to deduce the meaning of these words. This can be done during Bible study and/or when reading out of the religion text book.

Activities W.5.1

Activities W.5.2

[Saint Report](#)

Activities W.5.3

1. Give students the opportunity to write about their most powerful catholic experience.

Title – Getting Personal/Concept Mapping Narratives

By – Marcy Winograd

Primary Subject – Language Arts

Secondary Subjects – Language Arts

Grade Level – 4-8

Standard: Students will write descriptive personal narratives.

Objective: Students will concept map a scene from their life, then write the scene incorporating sensory details, an element of conflict or tension, dialogue, and private thoughts. Students will proceed through the stages of the writing process, peer revising using questioning strategies.

Materials Needed: overhead transparencies; crayons optional for students

Procedure/Guided Practice:

Read and discuss stories that are examples of personal narratives. Engage students in highlighting or responding to elements of the text that emphasize details in the setting, tension between characters, and private thoughts.

Using the overhead, brainstorm scenes/events from students' lives. Ideas may include the birth of siblings; graduation ceremonies; first day of school; first day in a new place; a

wedding; a divorce; the death of a grandparent; an earthquake; the break-up of a friendship; the beginning of a new friendship; a time the student got into trouble; a time the student won an award or game, etc.

Draw a picture on the overhead of a scene from your own life. Include in your concept map, three-five sensory details about the setting; dialogue bubbles; private thought bubbles; a tunnel to a past memory somehow related to the event or scene; a rope for a tug of war that pits the two sides of the conflict

against each other. Emphasize that all scenes contain an element of tension or doubt, even scenes between friends and lovers. (One often wants to freeze the moment, knowing happiness is fleeting.)

Ask students to draw a similar picture depicting a scene from their own life. Have them label the sensory details; the thought bubble; the tug of war; the dialogue; the tunnel to the past.

Next, model writing a narrative based on your overhead concept map. Think aloud as you write, referring back to the elements in your drawing. You may want to start in the middle of the action, in the middle of the dialogue or private thought.

After you model this, have students write their own narrative based on their drawings.

When are they finished, refer back to your narrative. Ask them to come up with at least three questions for you to explore further when you revise your narrative.

Write down their questions and think aloud about how you might answer those questions in the revision process.

Have students switch papers, read each other's narrative, and write down five questions to help their peer develop their narratives further.

Students revise their drafts, paying close attention to the questions that were raised, as well as to moments that might be slowed down to heighten the tension.

Independent Practice: Students concept map a scene from a book and write a narrative in the voice of one of the characters.

Assessment/Rubric for Personal Narrative:

4- beginning, middle, end; lots of sensory details; escalating tension; private thoughts; believable dialogue; strong voice

3- beginning, middle, end; some sensory details; some tension; a private thought; dialogue; voice

2- may be missing a beginning, middle or end; may be lacking sensory details, an element of conflict, dialogue and private thoughts

1- lacks any semblance of logical organization; little tension; virtually no dialogue or private thoughts

2. Students will choose a book based on one of the virtues from the included book list. When finished they will complete the reading response at the end of the book list document.

Activities W.5.4

Students will complete a variety of Scripture Reflections throughout the year. Each reflection is over a particular parable. See outline, list of parables, and rubrics below.

Activities W.5.5

[Saint Report](#)

Activities W.5.6

[Saint Report](#)

Activities W.5.7

[Saint Report](#)

Activities W.5.8

[Saint Report](#)

****This project combines Standards W.5.2, W. 5.4, W 5.5, W.5.6, W.5.7, W. 5.8, W. 5.10****

Saint Report In Your OWN Words

Once you have researched your saint, follow the template below for your final report. You will present your report to the class - see next standard for presentation requirements/options

Your Next Major Research Step:

- 1) - Did the saint you chose, have a conflicts with family, friends, other religions, etc?
 - 2) How did the saint choose to handle the conflict?
 - 3) What was the outcome?
- Conflict can be as simple as the saint's parents wanted him/her to get married, but instead he/she joined the church... Keep your eyes open for conflict!

Websites to visit for research:

- 1) Please avoid Wikipedia
- 2) Saint Index
- 3) American Catholic.org
- 4) Kids Saints Zone

Report is be:

- A list and two paragraphs.
- This report will be completed AT SCHOOL.
- Students will need to have the information below, but please do not complete the report at home.
- *No more than one page... must fit on a single piece of paper (no report folders please).*
- *Typed and double spaced*
- *Size 12 font*
- *Either: Times New Roman, Arial or Georgia font.*

Your report is to include:

- A picture of your saint.
- List one:
 - Saint's name (St. Jerome)
 - Feast Day
 - Patron Saint of what?
 - When he/she lived
 - Where he/she lived
- Paragraph one:
 - Important facts about the saint's life (what they are most known for)
 - What you admire about him/her
- Paragraph two:
 - What is a conflict your saint had during his/her life? How did he/she solve it? What was the outcome?

Sample:



Student Name #2

Saint Basic Info:

- Saint Name: John the Baptist
- Feast Day: June 24
- Patron Saint of.....
-

John the Baptist is the cousin of Jesus. Also John baptized Jesus. Jesus once said that John was THE greatest that had preceded him. I admire John the Baptist because he followed Jesus and helped others to know Him.

<http://lennonsjs.blogspot.com/2012/04/saint-report-in-your-own-words.html>

Activity W.5.9

Students will complete a variety of Scripture Reflections throughout the year. Each reflection is over a particular parable. See outline, list of parables, and rubrics below.

Activity W.5.10

Saint Report

Activities SL.5.1

Before Mass or just a daily reading of the Liturgy of the Word, go through the pre-mass reflection and discussion questions. After Mass or reading, assign everyone the post Mass reflection and questions for students to work on independently. Come back together and have student share and discuss their findings and points of view from their assigned discussion questions. This can also be done using the lectio divina questions and process.

PRE-MASS REFLECTION AND DISCUSSION QUESTIONS

<https://www.thereligionteacher.com/catholic-mass-reflection-questions/>

Consider first taking an inductive approach to liturgical catechesis (NDC, 29) that focuses on the young person's experiences before, during, and after the encounter with God in the Liturgy.

- What are the 2-3 things that are dominating your attention and thought today? What can you ask of God in the Liturgy to address these things?
- Has God been at work in your daily life? What evidence is there that God is communicating with you daily? How do you expect this communication to continue during the Liturgy?

Read any or all of the day's Scripture passages in the Liturgy of the Word. Take students through a [process of lectio divina](#) by asking them some of these questions:

- What word or phrase jumps out at you in today's reading?
- Imagine yourself being a present during this story. What do you see, hear, smell, taste, feel, etc.? Describe everything in detail.
- Imagine that you are one of the people in the reading. What do you feel, think, and do as a response to the events?
- What does this reading remind you of in your life at this particular moment?

The Mass is in an opportunity to receive forgiveness of venial sins. Take the students through an Examination of Conscience, if possible.

- When have you failed to love yourself, God, and neighbor?
- Are there people who you have hurt in some way by your words, actions, or failure to act?
- What personal weaknesses can God take over for you today?

The word Eucharist means "thanksgiving." As a celebration of thanksgiving, pose the following questions regarding the Mass:

- What are you most thankful for today?
- Who are you thankful is in your life today?
- What has God done for you in your lifetime that you can thank him for today?

POST-MASS REFLECTION AND DISCUSSION QUESTIONS

Questions related to personal experience:

- What is God prompting you to do in your encounter with him in the Sacrament?
- What experiences during the Mass did you find most relevant to your current situation and life?
- What was the holiest experience you had during Mass?

Reflections on the Liturgy of the Word:

- What word or phrase jumped out at you in today's reading?
- Imagine that you were present during this story. What do you see, hear, smell, taste, feel, etc.? Describe everything in detail.
- Imagine that you are one of the people in the reading. What do you feel, think, do as a response to the events?
- What did this reading remind you of in your life at this particular moment?

Forgiveness:

- Are there specific experiences of forgiveness that you have taken away from today's Liturgy?
- What habits should you form to avoid sin in the future?

Eucharist as thanksgiving:

- What did you or can you be thankful for after today's Liturgy?
- Is there anything for which you will make a commitment to be thankful for today?

The name Mass comes from the Latin *missa*, which means to "go forth" and is taken from the final words of the concluding rite.

- How will you bring Christ to the world today?
- What will you do to show God's love to others?
- What are the greatest needs that you see in your everyday life? Empowered with the love of God in the Eucharist, what will you do to help meet those needs?

Activities SL.5.2

11 BEATITUDES ACTIVITIES TO TRY IN CLASS

<https://www.thereligionteacher.com/beatitudes-activities/>

1. Rewrite the Beatitudes in your own words.

Similar to the [Ten Commandments activity](#), students will be able to come to a deeper understanding of what each beatitude means if they are able to paraphrase what Jesus actually said. You will have to do some work to define and explain terms like meek, poor in spirit, righteousness, etc.

(Download a worksheet for this activity. See below.)

2. Create hand motions for each beatitude.

It is very likely that in order to teach the Beatitudes, you want them to memorize or at least come to understand what they mean when reading them. One way to accomplish both tasks is to create hand motions and gestures to help remember and understand each one.

For example, the students could make crying gestures for “mourn” and rub their stomachs for “hunger and thirst for righteousness.” Give them the opportunity to come up with the gestures and hand motions to help them remember them.

3. Draw a symbol next to each beatitude.

If you give the students a print out of the Beatitudes, have them draw a symbol or icon next to each one to help them remember what they are and what they mean. For example, they might draw a heart for “Blessed are the clean of heart” and the peace sign for “Blessed are the peacemakers.” They could draw a shouting face for “Blessed are you when they insult you...”

They could even pick out and draw some “[emojis](#)” to go along with each Beatitude.

(Download a worksheet for this activity. See below.)

4. Match the Beatitudes.

Split each Beatitude into two parts and use the [Matching Game Template](#) to create cards to use in centers or as practice at the students’ desks. Save some time for creating the cards in class. It takes a little while to cut out the pieces and color the backs to make sure you are matching the beginning of each Beatitude to its end.

5. Compare and contrast the Beatitudes and the Ten Commandments.

Using a [Venn Diagram](#), have the students compare and contrast the Beatitudes with the Ten Commandments. Have them label one circle “Beatitudes” and the other circle “Ten Commandments” and give them Bibles or written copies of them. Allow the students to be creative in the things they write down as differences and similarities, but challenge them to think deeply about the meaning of the words in each set of precepts.

6. Create a Beatitudes collage.

Gather magazines and give them to the students to cut out clippings to make a collage for all or just one of the Beatitudes. It might be best to assign each student one Beatitude and have them present the collage to the class. Post the collages on the walls when they are finished.

(Download a worksheet for this activity. See below.)

7. Create a Beatitudes journal.

Have the students pick one Beatitude each day and write about how they lived it throughout the day. Make it an ongoing project and ask them to share their experiences along the way. If

they are really committed to it and doing each Beatitude on the same day, commit yourself to living it with them and praying for them to live each Beatitude to its fullest each day.

8. Match a Beatitude to a famous person.

Once the students have a good understanding of what each Beatitude means, give them some time to think of a famous person who exemplifies each Beatitude. If you have some extra time, have them copy out or cut out pictures of these famous people and paste them on a sheet of paper or worksheet with all of the Beatitudes.

(Download a worksheet for this activity. See below.)

9. Match a Beatitude to a character in a book or movie.

In the last idea, the students matched the Beatitudes to a real and well-known person. In this version of the activity, the students think of fictional characters that exemplify each Beatitude from books and movies. Like the last idea, have them copy and paste pictures onto a separate document as a part of this activity.

(Download a worksheet for this activity. See below.)

10. Rewrite “happy” instead of “blessed” and discuss.

It’s commonly said that what Jesus meant when he said “Blessed are . . .” is really “Happy are . . .” This changes the perspective on the Beatitudes because it shows that living each one not only results in a blessing, but it makes a person happy and joyful about life. This is a great way to counteract the impression that doing what is right has to be hard.

11. Pray with the Beatitudes.

Start your [class prayer](#) with the Beatitudes. Turn each one into a prayer. For example:

Lord, make me poor in spirit, so I can receive the kingdom of heaven.

Lord, when I mourn, help me find comfort.

Lord, make me meek, so that I may inherit the land.

Lord, help me to hunger and thirst for righteousness, so I may be satisfied.

etc.

The Sermon on the Mount

Blessed are the poor in spirit,
for theirs is the kingdom of heaven.

Blessed are the meek,
for they shall possess the earth.

Blessed are they who mourn,
for they shall be comforted.

Blessed are they who hunger and thirst for justice,
for they shall be satisfied.

Blessed are the merciful,
for they shall obtain mercy.
Blessed are the clean of heart,
for they shall see God.
Blessed are the peacemakers,
for they shall be called children of God.
Blessed are they who suffer persecution for justice' sake,
for theirs is the kingdom of heaven.
Blessed are you when men reproach you,
and persecute you,
and speaking falsely, say all manner of evil against you, for My sake.
[Rewriting the Beatitudes](#)

Activities SL.5.3

Assign each student group a parable, then either allow them to pick an activity or assign one to each group to better explain/teach the class about their assigned parable.

SIX ACTIVITIES TO HELP TEACH ABOUT THE PARABLES

<https://www.thereligionteacher.com/parable-activities/>

07/15/2015 By Jared Dees

"The disciples approached him and said, 'Why do you speak to [the crowds] in parables?' He said to them in reply, 'Because knowledge of the mysteries of the kingdom of heaven has been granted to you, but to them it has not been granted.'"

Matthew 13:10-11

When Jesus spoke to the crowds (the group of people who had not yet decided to become his disciples), he shared stories to express symbolically who and what God and his kingdom are like.

Most of the time, people didn't completely understand what he was trying to say. This is because the parables that Jesus shared always shocked them. These simple, shocking stories stuck with people. They were hard to forget. They almost always shattered some kind of misconception about the world, God, and how we should act toward one another.

(Related: [Why did Jesus speak in parables?](#))

As young people, most of us learned these parables growing up. We know the stories before we even read them. Unfortunately, this means that we often forget about the shock-value of the stories. We miss the deeply surprising details and take the story for granted.

That's the last thing we want to do as catechists and teachers introducing the parables to a new generation of young people.

When we present the parables, we want to make sure that they listen and respond with questions and curiosity. We want these stories to be surprising. We want our students to continue to wrestle with them mentally so that they can also wrestle with the way they integrate them into their daily lives.

Listening or reading the parables should ultimately challenge us to change the way we live. They should lead to conversion and the decision to leave everything in pursuit of God's kingdom.

TEACHING ABOUT THE PARABLES

Here are a few ways to effectively teach about the parables to young people today:

1. READ THE PARABLE SLOWLY WITH EXPLANATIONS, QUESTIONS, AND REPETITION.

Help your students understand the historical context and meaning of everything in the story. You may have to explain who the Pharisees or Samaritans were in some of the parables. You will need to stop and explain what Jesus meant when he referred to seeds being sown on rocky

ground. Depending on where you live, your students may have very little understanding of farming, shepherding, or working in a vineyard.

2. SHOW PICTURES AND IMAGES OF CLASSICAL ART.

Find some photos or classical renditions of the parables and show it to the students for context. Read the story, then identify in the paintings how the artist portrayed the story in creative ways.

I have spent multiple days analyzing and reflecting on Rembrandt's classic rendition of *The Return of the Prodigal Son* with students. They rarely get that opportunity to reflect on paintings and it appeals to the visual learners in class.

3. ACT OUT THE PARABLE

Assign roles and have groups plan and perform a skit of one of the parables. Some might be easier to act out than others. Make sure you pick a few parables of equal length so that all of the groups finish in about the same amount of time.

4. CHART THE SYMBOLISM

Create a chart on the board or create flash cards that show the symbolism in the story. Who does the shepherd represent? And the sheep? What is the seed in this story? How about the father? And the sons? And the wedding party guests?

Each of the parables offers slightly different representations of people of Jesus' day. Make sure you also make connections with the type of people that each story might represent today as well.

Note: Download the worksheet below for a simple parable chart.

5. MODERNIZE THE PARABLE

Have students re-write the parable in modern day symbolism. Instead of farmers and shepherd, for example, use computer programmers and CEOs of companies. Instead of workers in a vineyard, use skyscraper construction workers. Instead of seeds or fields, write stories with sporting equipment and stadiums. Let the students be creative but make sure the moral of the story is always the same.

6. LEAD THEM IN A MEDITATION

Ask the students a series of questions that gets them to relate the story to their life. For example:

- How are you like the . . . in the story?
- Have you ever . . . like this story?
- Is anyone like the . . . in the story?
- Who are they . . . in the story today?
- If you were the . . . in the story, how would you react?

If you are looking for something simple to use in class, this worksheet with a set of four questions to help guide students through a process of *Lectio Divina* using the parables. By answering the questions, students will be guided through each step of *Lectio Divina*: *lectio*, *meditatio*, *oratio*, and *contemplatio*.

Activities SL.5.4

[Saint Report](#)

Activities SL.5.5

From SL 5.4, Students will create a multimedia presentation about the saint they chose to write the report about. They may choose to use a prezzi, powerpoint, etc.

Activities SL.5.6

Have students look up the Ten Commandments in the Bible. Students will then try and rewrite each commandment using informal language, today's language, or even for a small child. Students will then share what each commandment came out for informal, today's language, and for small children.

[Presentation Rubric](#)

Ten Commandments: Exodus 20:2-17

1. I am the Lord your God; you shall not have strange gods before Me.

2. You shall not take the Name of the Lord your God in vain.
3. Remember to keep holy the Lord's day.
4. Honor your father and your mother.
5. You shall not kill.
6. You shall not commit adultery.
7. You shall not steal.
8. You shall not bear false witness against your neighbor.
9. You shall not covet your neighbor's wife.
10. You shall not covet your neighbor's goods.