2009

Stories of God's Love: Preschool Program (Ages 4-5)

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Welcome to Stories of God's Love!

This year you will be a teacher in a religion readiness program that helps young children take their first steps on their journey of faith. *Stories of God's Love:*

- Teaches children appropriate Scripture stories that tell them of God's love and connects these stories to the children's lives.
- Follows the guidelines of the Catechism Committee of the United States Conference of Catholic Bishops to assist the review of preschool materials.
- Incorporates a simple “Teach and Apply” process in every session.
- Weaves prayer experiences into every lesson.
- Connects your sessions to the home by offering weekly family enrichment.
- Supports your religion coordinator with resources to make your religion readiness program effective and enjoyable.

Your Role

Beginning to teach from your new program can be a wonderful experience. As *Stories of God's Love* was being developed, you were thought about every step of the way. We considered the needs of both beginning teachers and the needs of experienced, veteran preschool educators. The result is teacher guides that will make a difference!

We created two guides for *Stories of God's Love*: a guide for those who teach one session per week, and one for those who offer religion sessions on multiple days. You'll find that the session plans are very simple and easy to use. They were written by people who actually teach religion readiness classes just like yours, so we know that these lessons will work for you.

This teacher guide has excellent organizational pages and background information on the topics that you will be teaching—hundreds of ideas you can use. Colorful Teaching Posters and a Music Songbook with CD are also available. In addition, we hope you'll become a regular visitor to our supportive Web site designed to offer even more ideas. You'll find it at RCLBenzigerPreschool.com.

*We're looking forward to working with you!*
Preschool catechists and teachers do more than simply teach religion to their young learners. First of all, catechists are people of faith themselves who let the word of God echo, or resound, through their lives and teaching. Religion teachers and catechists share their faith and help the children to apply and live out their faith day by day.

If you are like most catechists and teachers, you may already have realized that teaching religion is different from most other teaching tasks. Certainly, your storytelling ability and skills for organizing cooperative play activities will serve you well. But there is a different atmosphere in faith formation because you are sharing your own faith as well as your knowledge.

You may be wondering what you are getting yourself into and asking how you can ever help children to grow in faith. You might also be wondering if you are up to the challenge. Well, you are! You are one of the thousands of catechists and teachers who have asked these same questions and have discovered a wonderful secret: Helping young children begin their journey of faith is one of the most important ministries of the Church and one of its most rewarding.

Here is a simple approach to your ministry that will make this year a satisfying one for you:

**Relax!** Some teachers and catechists find the idea of sharing faith a little frightening. Remember, the Scriptures tell us that our ancestors in faith, including Moses, Jeremiah, Peter, and Mary, faced the same fear. With God’s help, they did great things. You will too.

**Ask questions!** You are not expected to have the answers to every question the children may ask. Your pastor, priests, principal, DRE, preschool coordinator, and other catechists will gladly help you respond to the children. We will too.

**Take your time!** Remember, you are both a teacher and a learner. Be patient with yourself as you learn. Trust in the Holy Spirit. The important thing is to continue to grow in your ministry.

**Use your guide!** In the pages that follow you’ll find a comprehensive introduction to *Stories of God’s Love*, including an overview of the effective and easy-to-use “teach and apply” format. You’ll find hundreds of helpful tips and activities to engage young children in the lesson plans that follow. Gradually, you’ll find yourself growing in competence and confidence about your ministry.

**Examine the children’s leaflets.** Browsing through the children’s leaflets, including the family pages, will help you to capture the flavor of what you are to present to the children. Becoming familiar with the sequence of lessons will also help you plan your calendar.

You are embarking on an exciting journey this year. Be sure to take advantage of all the opportunities for growth as a teacher that are offered by your parish or school. And most of all, have fun!
Your Students

Your success as a teacher depends on your relationship with the children. Welcome the children with warmth and enthusiasm. Be sure to tell them how much you look forward to getting to know them.

Here are some basic principles to keep in mind with all young people:

- Respect them as children of God.
- Honor the children's abilities, their imagination, and their desire to know and love God.
- Value the children as learners.
- Involve the children actively in the learning process.
- Help the children understand what a difference faith can make in their lives.

You will learn more about the special characteristics of three-, four- and five-year-old children on pages 10 and 11 of this guide.

Your Teaching Space

Every teacher and catechist faces the challenge of creating an inviting and safe catechetical teaching environment. With a little creativity and determination, you can transform your setting into a warm and inviting environment for the teaching of religion.

Here are some questions to discuss with your principal, DRE, or religion coordinator:

- What are the safe environment guidelines of your parish or diocese?
- Is your teaching space shared with others? Can you meet with the other people who use the space to discuss needs and to build a spirit of cooperation?
- Are the chairs, desks and tables the appropriate size for the children? Can the seating be rearranged for different activities?
- Can the lighting and temperature be adjusted for comfort?
- Is a chalkboard, a dry-erase board, or newsprint available?
- Are you allowed to tape posters or other materials to walls or bulletin boards?
- How will the children clean up after the activities?
- What electronic media equipment is available? How can you be trained to use that equipment?
Your Prayer Center

The prayer center is the heart of your catechetical teaching space. It tells the children that sharing faith together is a sacred activity. Gather with the children in or around the prayer center for prayer each time you meet with them.

Here are some practical ideas for creating a prayer center:

- Cover a small table with a cloth, preferably with a cloth that is the color of the current liturgical season or the liturgical feast you are celebrating.
- Place a crucifix on the wall or on the table in the prayer center.
- Place a candle on the table as a sign that Christ is the Light of the World. (Be sure to check and follow all fire regulations.)
- Enthrone an open Bible on the table by displaying pages from important passages for the day.
- Place a plant or other objects that symbolize the lesson theme in the prayer center. Invite the children to take turns helping you decorate the prayer center by bringing in objects from home that might be appropriate to symbolize the themes you are covering in class.

Your General Supplies

No matter how well equipped with materials your school and parish programs are, there will usually be additional materials that you will need. Here are some items to have on hand:

- Art supplies such as art paper, construction paper, poster board, newsprint, colored markers, crayons, glue, washable paints, paint brushes, paint smocks, appropriate safety scissors, tape and yarn.
- Audiovisuals such as DVDs and videos, photos, posters, and music tapes or CDs. Stories of God's Love Music CD and Songbook are available and specifically designed for this program.
- Materials for your prayer center such as a cloth, a Bible, a crucifix, a candle, a plant, and symbols for the liturgical seasons and feasts.
- A bulletin board reserved for displaying religious projects and education topics such as the liturgical seasons and feasts of the Church.
The development of three-, four- and five-year-olds varies greatly from child to child. Children in these age groups tend to enjoy the same active learning techniques. However, as you read these developmental descriptions, consider that three-year-olds may be at an entry level while five-year-olds are more likely to be working on mastery. Remember that typical preschoolers vary greatly in their development.

**Physical Development**

While older children may take physical development for granted, young children are generally very proud of their physical accomplishments. Whether growing taller, learning to catch a ball or climbing the ladder of a slide, these physical feats mean a lot to three-, four- and five-year-olds. Activities that capitalize on the preschooler’s interest in and need for movement are necessary for instruction to be effective for this age group. In order to do this, be sure to expect your preschoolers:

- To be developing body awareness including the parts of their body and the ability to navigate their body gracefully through space.
- To be unaware of safety issues related to physical activity.
- To be developing both large muscle and small muscle (eye-hand) coordination.
- To enjoy moving their body to music.
- To enjoy some small motor skills, such as scribbling, pretend writing, cutting and gluing, coloring and painting. These skills are just emerging so reward the children's efforts and not the product.

**Cognitive Development and Learning Skills**

Young three-, four- and five-year-olds make great strides in cognitive development which refers to their growing ability to make meaning of the world around them. They start with what they know and they learn new concepts by comparing new concepts to those with which they are familiar. During these early years, children enjoy opportunities that develop their ability to reason, acquire new knowledge and to solve problems. You can expect your preschoolers:

- To be interested in nature but have gaps in their understanding of the world around them, especially the physical laws of nature.
- To use both fact and fantasy to make sense of their world and, at times, not be able to distinguish between truth and fiction.
- To look at the world through their eyes alone and have limited ability to understand the perspectives of others.
- To learn by touching and manipulating objects.
- To learn by talking to others and by asking a lot of questions.
Language Development

Preschoolers develop language at a rate that is astonishing to most adults. They are learning to share their thoughts, feelings and ideas through language, gestures and facial expressions. Language development is important to both cognitive development and to social and emotional development. If language and communication skills are underdeveloped, young children will likely struggle to understand the language of others or to express their own ideas and feelings. As you support your preschoolers' language development, you can expect them:

- To be learning the rules of language as well as the meaning of words.
- To practice new words, concepts and voice tones in pretend play.
- To copy adults as they imitate their words and expressions.
- To talk in short sentences.
- To understand one-step and some two-step directions.
- To listen to an interesting story for eight to ten minutes.

Social and Emotional Development

Social development refers to the preschoolers' ability to get along with others while emotional development speaks to their ability to develop a concept of “self.” This self-concept is the child’s mental image of their characteristics and capabilities. The child’s understanding of “self” is important in their learning how to interact with others. The feelings that children develop about themselves and about the people around them lay the foundation for their ability to take the risk to make mistakes or learn new things. This “self-concept” is newly forming and is fragile. To help children develop both a positive view of themselves and of others, it is important to know that preschoolers are likely:

- To need to have their feelings and the feelings of others labeled and explained.
- To need positive support from others in order to learn to resolve conflicts.
- To be just developing the language of interaction.

Spiritual Growth and Development

As young children grow and develop spiritually, it is important to remember the cognitive limitations that exist in young children. This series is designed to help children lay a positive foundation for faith formation. The concepts are presented in a positive way that allows children to explore new ideas in safe and familiar terms. Maintaining a positive and responsive classroom will allow young children to explore the concepts while growing stronger in their relationship with God and the Church community.
INTRODUCTORY CHAPTERS

I Am Welcomed

INTRODUCTORY CHAPTERS FOCUS
Jesus welcomes the children. We feel welcome in our religion class.

Chapter 1 Jesus Welcomes the Children
Major Concept: The Bible tells us that Jesus welcomes all children.
Key Word: Bible

Chapter 2 My Teacher Welcomes Me
Major Concept: We welcome you in religion class as Jesus welcomed the children.
Key Word: Jesus
Story: "Jamal and Abby"

UNIT ONE

God Knows and Loves Me

UNIT ONE FOCUS
God loves and knows everyone by name. Our parents gave us our name and they love and care for us.

Chapter 3 Jesus Is the Good Shepherd
Major Concept: Jesus is the Good Shepherd who knows his sheep by name.
Key Word: shepherd
Bible Story: "I Am the Good Shepherd" Based on John 10:3-5, 11, 14-15.

Chapter 4 My Name Is Special
Major Concept: People call me by my name. God knows each one of us by name.
Key Word: special
Story: "Carlos and Grandpa Go to the Park"

Chapter 5 The Good Shepherd Cares for His Sheep
Major Concept: Good shepherds always take care of their sheep. Jesus the Good Shepherd loves and cares for us.
Key Word: Good Shepherd
Bible Story: "The Good Shepherd Cares for His Sheep" Based on Luke 15:4-7

Chapter 6 My Family Cares for Me
Major Concept: My family loves me and cares for me.
Key Word: care
Story: "Music Across the Street"

UNIT TWO

God Gives Us All That Is Good

UNIT TWO FOCUS
God made and gave us the world because he loves us. We show our love for God by taking care of ourselves and the world.

Chapter 7 God Made the World
Major Concept: God created the world because of his love. God's creation is good.
Key Word: creation
Bible Story: "God Made All Things Good" Based on Genesis 1:1-25

Chapter 8 I Help Take Care of the World
Major Concept: God told people to take care of all that he made. We show our love for God when we take care of the world.
Key Word: care
Story: "The Perfect Beach"

Chapter 9 God Made People
Major Concept: God created people to share in his love. We are special.
Key Word: people
Bible Story: "God Made People Special" Based on Genesis 1:6-27

Chapter 10 I Take Care of Myself
Major Concept: We are good. We take care of ourselves.
Key Word: good
Story: "Shiny Teeth"

UNIT THREE

Jesus Is God's Own Son

UNIT THREE FOCUS
Jesus, Mary, and Joseph are the Holy Family. Our family loves us and cares for us.

Chapter 11 Jesus Is Born
Major Concept: We celebrate the birth of Jesus. Mary is the Mother of Jesus, God's own Son.
Key Word: Mary/Holy Family
Bible Story: "Mary's Baby" Based on Luke 1:31, 2:3-7

Chapter 12 I Have a Family
Major Concept: I have a family. A baby is a special gift from God to a family. I am happy when a new baby is born into our family.
Key Word: family
Story: "A Baby to Love"

Chapter 13 Shepherds Visit Baby Jesus
Major Concept: The angels tell the shepherds about the birth of Jesus. The shepherds thank God for the birth of Jesus.
Key Word: angels/shepherds
Bible Story: "Shepherds Hear Good News" Based on Luke 2:8-20

Chapter 14 A Visit from My Family
Major Concept: I am happy when our family visits.
Key Word: family (extended family)
Story: "The Birthday Visit"
**UNIT FOUR**

**I Belong to My Church Family**

**UNIT FOUR FOCUS**

We are friends of Jesus. The friends of Jesus are called the Church.

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<td>Jesus invites four fishermen to be his special friends.</td>
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<td>I join with other friends of Jesus at church.</td>
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**UNIT FIVE**

**I Tell God I Love Him**

**UNIT FIVE FOCUS**

I talk to God and speak to him. I pray every day.

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<td>Chapter 19</td>
<td>David Talked with God</td>
<td>God chose David the shepherd boy to be his special friend. David talked and listened to God.</td>
<td>pray “God’s Good Friend David” Based on 1 Samuel 16:11-12, 18; Psalm 5:3; Psalm 17:6</td>
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<td>I talk with God every day.</td>
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<td>David Sang His Prayers</td>
<td>David played music. He wrote and sang his prayers.</td>
<td>hymns “David Sang His Prayers” Based on 1 Samuel 16:11b–12, 16:18; 2 Samuel 5:4-5; Psalm 23 and Psalm 25</td>
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<td>Chapter 22</td>
<td>I Can Sing My Prayers</td>
<td>I sing songs with my family and friends to tell God how much I love him.</td>
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**I Celebrate Holy Days and Holidays**

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<td>All Saints Day</td>
<td>Saints help us know God’s love. They show us how to love God and live as friends of Jesus.</td>
<td>saint “Dressing Up as Saints”</td>
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<td>Thanksgiving Day</td>
<td>We thank God for all his blessings. We show we are thankful for the blessings that God gives us by sharing them with other people.</td>
<td>thankful, blessing “The Thank-You Game”</td>
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<td>We Celebrate Christmas</td>
<td>The Magi honor Jesus, the Son of God and Son of Mary. We honor Jesus in a special way during Christmas time.</td>
<td>honor/Magi “The Magi Visit the Baby Jesus” Based on Matthew 2:1–11</td>
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<td>Valentine’s Day</td>
<td>Saint Valentine showed his love for God and for people. We are doing what Jesus told us to do when we help people and show them we love them.</td>
<td>love “A Valentine’s Day Hug”</td>
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<td>Chapter 28</td>
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<td>Lent is a special time of the year for our Church family. We do things that show we are growing in our love for God, for our family and for other people.</td>
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<td>Chapter 29</td>
<td>We Celebrate Easter</td>
<td>At Easter the Church sings “Alleluia.” We remember that Jesus is alive and is always with us.</td>
<td>Easter/Alleluia “Grandpa Keeps His Promises”</td>
</tr>
<tr>
<td>Chapter 30</td>
<td>We Love Mary</td>
<td>We love Mary as our Mother, the Mother of all the friends of Jesus. The Church shows her love for Mary in many ways.</td>
<td>Mary “Mary Loves Us”</td>
</tr>
</tbody>
</table>
INTRODUCTORY CHAPTERS

We Gather as the Friends of Jesus

INTRODUCTORY CHAPTERS FOCUS

Jesus is our friend. We have friends in religion class.

Chapter 1: Jesus' Special Friends
Major Concept: Jesus calls Peter, Andrew, James and John to follow him and to be his special friends.

Key Word: Bible/friends of Jesus

Bible Story: "Come, Follow Me." Based on Matthew 4:18-22

Chapter 2: We Are Friends
Major Concept: We gather with friends at religion class. We come together to learn about Jesus.

Key Word: friends

Story: "Be My Friend"

UNIT ONE

God Knows and Loves Us

UNIT ONE FOCUS

Jesus tells us that each person is special to God. God loves us and cares for us.

Chapter 3: Jesus Welcomes the Children
Major Concept: Jesus invites the children to come to him and he blesses them. Children are special to God.

Key Word: Jesus


Chapter 4: We Are Special
Major Concept: God loves us. We are all special. Our likenesses and differences make us special, or unique, individuals.

Key Word: special/unique

Story: "Who Is God's Favorite?"

Chapter 5: The Good Shepherd
Major Concept: Jesus is the Good Shepherd. The sheep trust the good shepherd because he is always kind to them. He loves and cares for his sheep.

Key Word: trust

Bible Story: "Jesus Is the Good Shepherd." Based on John 10:14-15 and Luke 15:3-7

Chapter 6: We Are Kind
Major Concept: We show our love for one another. We are kind to one another.

Key Word: kind

Story: "Ming's Furry Puppy"

UNIT TWO

God Gave Us the World

UNIT TWO FOCUS

God created the world and everything and everyone good. All of God's creation is a sign that God loves us. We show our love for God by taking care of his creation.

Chapter 7: God Made the World
Major Concept: God is the Creator. God created the world and people good.

Key Word: creation

Bible Story: "God Made All Things Good" Based on Genesis 1:1-27

Chapter 8: We Care for God's Creation
Major Concept: We show our love for God by taking care of creation.

Key Word: care/caring

Story: "Ducks and Flowers"

Chapter 9: God Always Loves Us
Major Concept: God promises to always love and care for Noah, his family, and for all people. The rainbow in the sky is a sign of God's promise.

Key Word: promise

Bible Story: "God's Promise" Based on Genesis 6-9

Chapter 10: We Love Others
Major Concept: God always shares his love with us. We show our love for others when we share with them.

Key Word: share

Story: "Only One Cookie"

UNIT THREE

Jesus Is God's Own Son

UNIT THREE FOCUS

God sent Jesus, his own Son, to us. Mary and Joseph loved and cared for Jesus. Our families love us and care for us.

Chapter 11: Jesus is Born
Major Concept: Jesus was born to Mary. Jesus is Mary's Son and God's own Son.

Key Word: Mary


Chapter 12: We Celebrate Jesus’ Birthday
Major Concept: We celebrate the birth of Jesus with joy. We celebrate the birth of Jesus with our family and all the friends of Jesus celebrate.

Key Word: birthday

Story: "The Christmas Play"

Chapter 13: Jesus Belonged to a Family
Major Concept: Jesus, Mary and Joseph are the Holy Family. Jesus lived in a family who loved and cared for him.

Key Word: Holy Family


Chapter 14: We Belong to a Family
Major Concept: We are a part of a family who loves and cares for us.

Key Word: belong

Story: "A Family's Love"
We talk to God in prayer

UNIT FIVE FOCUS
We pray. We tell God that we love him and trust in his love.
We pray alone, with our family and with our Church family.

Chapter 19 David Teaches Us to Pray
Major Concept: David, the shepherd boy who became king, teaches us how to pray.
Key Word: pray/prayer
Bible Story: “David Sang His Prayers” Based on 1 Samuel 16:11–13, Psalm 51:3, Psalm 118:1, Psalm 136:1-3 and Psalm 145

Chapter 20 We Pray Every Day
Major Concept: We pray every day. We thank God for his blessings when we pray.
Key Word: thanksgiving
Story: “A Birthday Thank-You”

Chapter 21 Friends of Jesus Pray Together
Major Concept: The friends of Jesus came together to pray.
Key Word: praise/Sign of the Cross

Chapter 22 We Pray with Our Church Family
Major Concept: We pray together as Jesus’ friends. We praise God because he loves us and we love him so much.
Key Word: prayer of praise
Story: “A Special Celebration”
Hi. My name is Nina.
I love gymnastics.
I like living with my grandparents.
My favorite color is pink.

Nina loves to move. She runs, spins, tumbles and giggles the whole time. She loves to hold her baby sister, Diana. Nina and her parents live with her Grandma and Grandpa. People like to be with Nina because she loves to play. When she grows up she wants to be a ballerina.

Hi. My name is Adam.
I like to be with animals, and have two cats.
We have a big family.
My favorite color is red.

Adam is very loving. He has a big brother, Justin, and a little sister, Sara. They all live in an apartment with their mom and dad. Since Adam loves to help people and animals, he wants to be a firefighter when he grows up.

Hi. My name is Ming.
I play soccer.
I also like to draw.
My favorite color is green.

Ming lives with his mother and big brother. His brother Shun watches him while his mother is at work. They have a new puppy named Sunny. Ming is quiet but smiles a lot. He is kind to everyone. He loves to draw pictures and wants to be an artist when he grows up.

Hi. My name is Keesh. 
I like to make up stories.
I want to be a teacher when I grow up.
My favorite color is purple.

Keesh lives with her mom and dad. They go to visit her Grandma once a week. Keesh likes to pick flowers to take to Grandma. She likes to collect books. She is anxious to learn to read and someday she wants to be a teacher. Then she can teach other boys and girls to read.
Component Overview

- Children's Leaflets
- Program Director's Manual
- Catechist/Teacher Guides
- Songbook
- Teaching Posters
- Music CD
Children's Leaflets

There are 30 story-based leaflets for each level of *Stories of God's Love*:
- Two introductory lessons to welcome the children.
- Ten Bible story lessons.
- Ten present-day life story lessons that connect with the Scripture stories.
- Eight seasonal celebrations.

Scripture stories form the heart of the *Stories of God's Love* Preschool Religion Readiness Program. Young children are introduced to a new Bible Story of God's love from the Scriptures every other week. A corresponding Life Story related to the child's life reinforces the Scriptural theme is presented on alternate weeks.

Week 1: Bible Story

The Bible Story presents the faith theme of the lesson.

Week 2: Life Story

The Life Story parallels the Bible Story theme from the previous week and connects the faith theme to the child's everyday life.

Character Punch-outs

Set of character punch-outs for child to use for storytelling and other activities

Certificate

Colorful diploma for each child recognizing their participation in the program
Activity Pages
The center spread of each leaflet contains an engaging activity to help the children apply and integrate the weekly session theme into their own lives.

Find the Lost Sheep
Help the shepherd find the lost sheep.

For My Family Page
A resource that supports parent's efforts to actively participate in the faith development of their child.

Sharing the Story
The story told in class is provided for the parents for retelling at home.

Reflecting on Our Faith
A question invites parents to reflect on the ways the faith theme intersects with their own personal and family life.

Nurturing Our Children
Advice from experts gives parents tips regarding their child's development.

Living Our Faith Together
A variety of activities to foster integrating what the children have learned into everyday family life.

For My Family
Sharing the Bible Story: "Jesus the Good Shepherd"

Nurturing Our Children
Praying as a Family
Weekly family prayers provide parents ways to guide their children in developing good prayer habits.
Seasonal Lessons

Each level of *Stories of God’s Love* provides eight seasonal lessons that:

- introduce children to holy days, holidays, feasts and liturgical seasons.
- build Catholic identity.
- provide stories, activities, and prayers.
- offer ways to extend the celebrations into the home.

- All Saints’ Day
- Thanksgiving
- Advent
- Christmas
- Valentine’s Day
- Lent
- Easter
- Mary
Music Program

Music is an integral part of Stories of God’s Love. The music program includes the following elements:

- Music CD containing both lyrics and instrumental versions of each song
- Songbook with lyrics and accompaniment for piano and guitar and a prayer celebration for each unit

Teaching Posters

Stories of God’s Love provides you with a teaching poster for every session. These provide a focal point for story time. The posters contain the same images and story as the ones on the corresponding Children’s Leaflet.

God Always Loves Us

Go to RCLBenzigerPreschool.com to find a multitude of ideas for teachers and parents to help young children take their first steps in faith. You’ll find additional activities, and teaching tips, as well as our unique feature, “Ask an Expert,” where you can type in any question you may have about your work as a teacher and receive a prompt reply.

Program Director’s Manual

Preschool Program Coordinators will find a treasury of resources in this manual to support their teachers and parents and to connect the religion readiness program to the whole community of faith.
Guide

Background Page
Chapter background information to assist the catechist in preparing for the chapter theme that includes:

Background for the Catechist
A brief scriptural and theological reflection related to the chapter faith theme

For Reflection
A question inviting teachers to reflect on their living of the chapter faith theme and their modeling the faith theme for the children

Lesson Planner

Faith Focus
The major faith focus for the chapter

Enriching the Lesson
A quick reminder for additional resources to enrich the lesson with song and the variety of opportunities on RCLBenzigerPreschool.com

Chapter Objectives
Brief statement of lesson objectives to guide your teaching

About the Children
Insights into the development of preschool-age children

A Few Suggestions
Practical teaching tips for effective and age-appropriate lessons

More Background
References to the Catechism of the Catholic Church, Compendium: Catechism of the Catholic Church and United States Catholic Catechism for Adults

Materials Needed
A detailed list of necessary materials to complete the lesson

Prayer
A prayer centered on the session theme to prepare the teacher
**Multi-Day Lesson Plan**

In *Stories of God's Love* you will follow this easy to use step-by-step process as you teach each lesson:

- Welcome and Gather
- Teach and Apply
- Pray

**Welcome**

Each chapter begins with a hands-on activity that introduces the children to the theme of the chapter.

**Gather**

Music signals the children to move from the Welcome Center to the Story Time Area and helps focus them on the chapter story.

**Teach**

In every lesson the children discover and learn through story. (1) The story is introduced and the children are given a purpose for listening. (2) The children listen to the story. (3) The children are guided to recall the details of the story to reinforce their knowledge of the story.

**Apply**

Age-appropriate activities engage the children that reinforce their understanding of the story and connect what they have learned to their everyday life.

**Additional Activities**

Optional activities are provided in every chapter. They offer you choices for class activities that include strategies for the many ways children learn.

**Activity Masters**

Reproducible masters are provided throughout to enhance the activities.

**Prayer**

Your lessons end in prayer. Additional extended prayer celebrations are provided in the *Stories of God's Love Song Book*.
The Environment as the Third Teacher

Young children learn from active exploration of their environment. It is important that we think about setting up the classroom with activity centers that allow children to explore and learn.

Preschoolers generally do not sit quietly at a table or floor activity for very long (8-10 minutes maximum). Thus, the environment needs to be designed to allow them to move around, be active, and make choices. Teachers can “play” with the children, guiding them to engage in tasks that help the children learn the concept of the day, such as “caring for others” or “Jesus wants me to be kind to my friends.”

Refer to the Program Director’s Manual or series Web site for suggested materials and centers. Establishing an appropriate and engaging environment will take some planning on the teacher’s part. However, these efforts can pay off with young children who are engaged in learning.
The Importance of Active Learning and Enticing Materials

Children at this stage of development learn by interacting with the materials and activities. Thus, the teacher will need to plan ahead to have enticing materials (those that make the child want to participate) set up in an inviting and engaging manner. It is best if children are allowed to explore the materials so that they can make their own meaning with the guidance of the teacher. Modeling activities can be helpful, but remember that children at this age may not get it "right" or have their product look like yours. The learning is what is important through active engagement.

Classroom Management through Guiding Behavior

Positive behavior management techniques have been proven to be more effective than punitive or negative management strategies. Strategies that will help decrease behavior problems include being ready for class (having all your materials ready, music and books ready to go), praising appropriate behavior (sharing, helping others, picking up toys or trash) and having a daily routine with cues to the children when it is time for a transition and what the next activity will be. Guiding children through verbal prompts, modeling of appropriate behavior and praising acts of kindness and acts of helping will all encourage children to "behave" in class. You will also need to support the children as they learn to manage conflicts. Help them learn the words and support them as they practice using them.
Health and Safety First!
Little children are infamous for runny noses, coughing, and sharing their germs! You can help stop the spreading of germs by encouraging and modeling appropriate hand washing with soap after using the restroom, before eating snacks, or after participating in a particularly messy activity. Having tissues handy and teaching children to "cover your mouth" in the crook of their arm will also be helpful.

Safety also needs to be taught, with gentle reminders of class/school rules (no running in the hallways, no climbing or sitting on furniture other than chairs, no hitting, and so on). It is often helpful for the children to be involved in making the rules, with the teacher writing them on poster board and the children decorating the poster once it is complete.

Appropriate tools need to be available for the children to use, including safety scissors (round tips), non-toxic washable paints and crayons, and child-size tools if using any for the weekly activities. Medical issues and allergies need to be known about the children, as does emergency contact information for the parents/caregiver.

Family Involvement and Communication
Encourage families to be involved in the program. They can help in the classroom, use the Children’s Leaflet to practice new concepts at home or donate materials that are listed on the classroom wish list (see the Program Director’s Manual and Web site).

The parents’ role may be somewhat different with this age group as separation is often difficult for children until they begin to trust the teacher. Parents should be encouraged to stay and join in with the lesson until their child is comfortable. Gradually they should be able to leave the child for longer and longer periods of time as the children adjust to their new surroundings.

Parents should be encouraged to view the family page of the Children’s Leaflet and to read the Bible and life stories presented and discuss the topics of the lesson also included for family discussion. Taking a few minutes to talk with the parents as they drop off or pick up the children will help make transitions smoother for the children and will let the parents be aware of what their child did while at school.
Working with Children with Special Learning Needs and Developmental Differences

Children with special learning needs are likely to be members of your class and can be accommodated with some basic modifications. Most children with special needs, including children with autism, learn best through repetition, consistency (schedule, locations in the room for specific events such as Bible/story time, prayer table, and so on), cues for attention (calling their name before asking a question, telling the class to listen for a particular concept as you are reading, or seating them next to you for quick taps on the shoulder or knee to help them refocus on you), and visual cues (pictures, models, word cards, or sequencing cards to complete a task).

Children with visual impairments benefit from enlarged materials, physical cues such as outlining a picture with a line of glue that will harden and leave a ridge, and verbal descriptions of what the other children are seeing to help them learn and participate in given tasks.

Children who are deaf or hard of hearing generally benefit from sitting where they can see the speaker’s lips, visual cues, and possibly an amplification system. Physical impairments can be accommodated by room arrangement, seating of the other children in the class (others in chairs instead of sitting on the floor if the child needs to stay seated in a wheelchair), and modified utensils and tools that can be provided by the family or child’s therapists.

Children who are gifted or talented also need to be considered. Provide enrichment activities to keep them interested in the tasks and activities.
Resources to Use with the Children

**Introductory Unit**

*First Day* by Joan Rankin (Margaret K. McElderry 2002)
Theme: welcome, parent-child relationship
Haybillybun struggles with the first day of preschool while his mother worries at home about whether he will be okay.

*First Friends* by Lenore Blegvad (HarperFestival, 2000)
Theme: friendship, sharing
Through object identification, word repetition and rhyme, the reader explores the environment of a preschool classroom through the eyes of a preschool child.

*That's What Friends Are For* by Valeri Gorbachev (Philomel, 2005)
Theme: friendship
In this fourth book in a series, Goat and Pig experience the meaning of friendship when Goat misunderstands Pig's tears from cutting onions which turns into an opportunity for them to make and enjoy dinner together.

*Wemberly Worried* by Kevin Henkes (Live Oak Media, 2001)
Theme: welcome, friendship
Wemberly, a little girl mouse, worries about everything small and big until she meets new friends on the first day of preschool.

**Unit One**

*A Stormy Ride on Noah's Ark* by Patricia Hooper (Putnam Juvenile, 2001)
Theme: trust
The traditional Old Testament story is told through rhyming verse focusing on the animals overcoming their fear of the storm by trusting in Noah.

*Because of You* by B. G. Hennessy (Candlewick, 2005)
Theme: kindness, friendship, peace
This book highlights the importance of the individual and how each of us can make a difference in the world through our sharing and helping others.

*Elinor and Violet: Two Naughty Chickens at the Beach* by Patti Beling Murphy (Amazon Remainders Account, 2003)
Theme: trust
Elinor and Violet take their hilarious troublesome adventures to the beach, where Elinor must decide what is the right thing to do.

Theme: uniqueness
Henry and Amy might have very different personalities, but the two complement each other well in this story about how friends who are different can learn from each other.

*How Kind!* by Mary Murphy (Walker Books Ltd, 2004)
Theme: kindness
Happy barn animals Hen and Pig exchange gifts which leads to a chain reaction of other acts of kindness on the farm.
**In the Moonlight, Waiting** by Carol Carrick (Clarion Books, 1990)

**Theme:** shepherd, sheep

A young girl and her little brother welcome a newborn lamb, and then the little girl stays awake watching the ewe, waiting for the possibility of another new baby lamb.

**Little Baa** by Kim Lewis (Walker Books Ltd, 2004)

**Theme:** shepherd, sheep, mother and child

A lost lamb and his mother are reunited by a young shepherd and his dog.

**Mary Had a Little Lamb** by Sarah Josepha Hale (Orchard Books, 2000)

**Theme:** shepherd, sheep

In this new interpretation of the classic children's nursery rhyme, the familiar characters of Mary, her family, teacher, friends and lamb are illustrated through fabric relief.

**Otis** by Janie Bynum (Voyager Books, 2003)

**Theme:** uniqueness, friendship

Otis is a young pig who dislikes the mud. He eventually befriends a young frog who also does not care to be dirty by mud.

**The First Thing My Mama Told Me** by Susan Marie Swanson (Harcourt Children's Books, 2002)

**Theme:** names

On her seventh birthday, Lucy fondly reflects back on the joyous memories she has about her name.

**The Kindness Quilt** by Nancy Elizabeth Wallace (Marshall Cavendish Corporation, 2006)

**Theme:** kindness

Minna, a young rabbit, and her friends learn about acts of kindness when their teacher, Mrs. Bloom, assigns them a kindness project. So Minna decides to make a quilt to illustrate the various acts of kindness she performed.

**Toot and Puddle: You Are My Sunshine** by Hobbie, Holly (Little, Brown, 2001)

**Theme:** friendship

Friends of Toot try to cheer him up from his gloominess and sorrow. After some time and a storm, Toot finally gains a new outlook because of the support of his friends.

**Where is the Green Sheep?** by Mem Fox (Chrysalis Children's Books, 2005)

**Theme:** shepherd, sheep

Children will discover various types of sheep through easy rhyme, color recognition and repetition.

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**Unit Two**

**Because Your Daddy Loves You** by Andrew Clements (Clarion Books, 2005)

**Theme:** caring for ourselves, parent/child relationship

This book celebrates a father's unconditional love and patience for his daughter who experiences some frustration while at the beach.

**Good Job, Little Bear!** by Martin Waddell (Candlewick, 2002)

**Theme:** caring for ourselves, parent/child relationship

Big Bear and Little Bear are on an expedition together where Little Bear explores his surroundings closely supported by his loving father, Big Bear.
Resources to Use with the Children

It's MY Birthday! By Pat Hutchins (Greenwillow, 1999)
Theme: sharing
Billy, the young green monster, is back for his birthday where receiving gifts becomes a difficult lesson in learning how to share.

Maisy's Wonderful Weather Book by Lucy Cousins (Candlewick, 2006)
Theme: God's wondrous creation
Whatever the weather, Maisy has fun, and so too the reader with the pull-tabs and flaps to help forecast the weather with Maisy.

Noah's Trees by Bijou Le Tord (HarperCollins Children's Books, 2007)
Theme: caring for God's creation
In this new perspective on the Old Testament story, Noah is a gardener who tends to dozens of trees. When God asks Noah to build the ark, he does so obediently, making sure to take pairs of animals and plenty of saplings along.

One for Me, One for You by C.C. Cameron (Roaring Brook Press, 2003)
Theme: sharing
Two friends, a hippo and alligator, learn about counting and sharing their cookies and toys.

Rain by Manya Stojic (Chrysalis Children's Books, 2001)
Theme: God's wondrous creation
Follow the animals of the African savanna who eagerly anticipate and experience rain through the senses of smell, sight, sound, touch and taste.

Theme: caring for God's creation
A young girl counts the ways she and her dog are best friends.

A Child was Born: A First Nativity Book by Grace Maccarone (Scholastic, 2000)
Theme: Christmas
The story of the birth of Jesus is told through short rhyming sentences.

Bubba and Beau Meet the Relatives by Kathi Appelt (Harcourt Children's Books, 2004)
Theme: family
The hilarious adventures of Bubba and Beau continue when Granddaddy Bubba, Grandma Ruby, Aunt Sapphire, Cousin Arlene and dog Bitsy visit.

Full, Full, Full of Love by Trish Cooke (Walker Books, 2004)
Theme: family
In this tribute to extended families, Jay Jay spends a day with Grannie who keeps him busy helping prepare a feast for the whole family.

Theme: family
A young boy who runs away from home eventually returns to the loving embrace of his father.

We Have a Baby by Cathryn Falwell (Clarion Books, 1999)
Theme: family
A family celebrates the arrival of a new baby.

Welcome, Precious by Nikki Grimes (Orchard Books, 2006)
Theme: family
This poetic illustration joyously highlights an African American family welcoming the newest member of the family.
Who Was Born This Special Day? by Eve Bunting (Aladdin, 2003)
Theme: Christmas
This holiday bedtime story presents the birth of Jesus from a contemplative perspective of those animals present by the manger.

Unit Four
Theme: friendship
Simon and Molly are best friends, and then Molly befriends Hester, causing Simon to feel left out. So the three work through reconciling the friendships.

That's What Friends Are For by Valeri Gorbachev (Philomel, 2005)
Theme: friendship
In this fourth book in a series, Goat and Pig experience the meaning of friendship when Goat misunderstands Pig's tears from cutting onions which turns into an opportunity for them to make and enjoy dinner together.

Toot and Puddle: You Are My Sunshine by Holly Hobbie (Little Brown, 2001)
Theme: friendship
Friends of Toot try to cheer him up from his gloominess and sorrow. After some time and a storm, Toot finally gains a new outlook because of the support of his friends.

We Go to Mass by Judy Winkler (Catholic Book Publishing Company, 2004)
Theme: Mass, church
This book contains a creative way to help the children learn about the Mass with five exciting jigsaw puzzles alongside a description for the major parts of the Mass.

What Game Shall We Play? by Pat Hutchins (Harper Trophy, 1995)
Theme: friendship
Duck and Frog seek out their animal friends for a game to play. Eventually Owl suggests the game of hide-and-seek.

Unit Five
Barnyard Prayers by Laura Godwin (Hyperion, 2000)
Theme: prayers
A young boy imagines that he is a farmer and his toy animals come to life. Through a series of prayers, each animal prays to God according to his nature.

God Bless Me, God Bless You by Lois Rock (Baker Book House, 2001)
Theme: prayer
In a style of bedtime prayers, a young boy and girl pray to God for the people, animals and things in their life.

Theme: prayer
Young readers will explore spiritual questions that speak to their heart. The children learn that God's presence can be experienced through the use of their senses.
My Book of Thanks by B. G. Hennessy (Candlewick, 2005)
Theme: prayer
A collection of prayers and petitions for young children to enjoy.

Sing a New Song: A Book of Psalms by Bijou Le Tord
(Wm. B. Eerdmans Publishing Company, 1997)
Theme: prayer
A beautiful collection of psalm verses combined with equally beautiful watercolor illustrations.

Unit Six

1, 2, 3, Valentine's Day by Jeanne Modesitt (Boyd's Mills Press, 2002)
Theme: Valentine's Day
In this rhyming counting book that celebrates the love of Valentine's Day, Mister Mouse, dressed in a dark pink suit, visits his animal friends to give them gifts.

A Child was Born: A First Nativity Book by Grace Maccarone (Scholastic, 2000)
Theme: Christmas
The story of the birth of Jesus is told through short rhyming sentences.

In My Heart by Molly Bang (Little Brown Young Readers, 2006)
Theme: motherhood
With a cast of multicultural characters, a mother describes the love in her heart for her child as she reflects on all the aspects of her day.

Mommy's Hands by Kathryn Lasky and Jane Kamine (Hyperion, 2002)
Theme: motherhood
The love of a mother for her child is affectionately described through the daily actions of her hands.

My Book of Thanks by B. G. Hennessy (Candlewick, 2005)
Theme: prayer
A collection of prayers and petitions for young children to enjoy.

My Mom by Anthony Browne (Farrar, Straus and Giroux, 2005)
Theme: motherhood
This book is an affectionate tribute to motherhood from the perspective of the adoring child with illustrations of the everyday mom who is the strongest woman in the world.

Over the River and through the Wood by Lydia Maria Child and Iris Van Rynbach (Little Brown & Co., 1989)
Theme: thanksgiving
Full-page illustrations detail rural scenes alongside this familiar children's poem about a visit to grandmother's house on Thanksgiving Day.

Saint Francis and the Christmas Donkey by Robert Byrd (Dutton Juvenile, 2000)
Theme: All Saints Day
Saint Francis meets a donkey in the forest who is struggling with all of the heavy burden he carries every day. Saint Francis tells him the story of the birth of Jesus which raises his spirits.
Gracious God, I ask your blessing as I begin this year as a catechist to the young children in our preschool program. Help me follow the example of your Son, Jesus, and all faithful people as I help these young ones take their first steps in faith.

Give me the spirit of welcome that Jesus showed when he gathered children around him. Remind me to show the preschool children how much I appreciate the blessing that each of them brings to our class.

Give me the gift of persistence displayed by the Good Shepherd who cared for each of his sheep. Help me give special attention to the children who most need to know your love for them.

Give me the spirit of love present in the Holy Family. Guide me in creating a circle of love and mutual respect within my teaching space.

Give me the gift of faith of the first disciples, who answered Jesus' call to proclaim his Good News to all people. May I tell the stories of your great love for us with the same passion and commitment.

Give me the spirit of forgiveness as I teach the children to be thoughtful and to forgive one another as your Son taught us to do.

Above all, help me to create a community of faith which is marked by listening, sharing, praising you, and treating one another with a spirit of love and care. Instill in me a child's sense of wonder and awe as I reflect on the mystery of your love and on the gift of being invited to serve as your catechist this year. Amen.