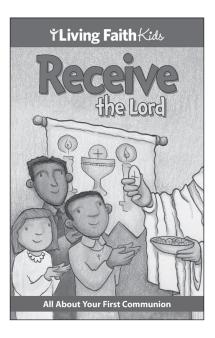
YLiving FaithKids





Teaching Plan

Teaching Tips

Ahead of introducing *Receive the Lord* to the children, take time to familiarize yourself with the contents. Review this handout and how it correlates to the children's resource.

The resource is designed for children to interact with. Have the children follow along as you read aloud, and engage them in hands-on interaction with the resource, as suggested in the teaching steps below.

Background

Since we receive Jesus sacramentally in the celebration of the Eucharist, learning about the Mass is foundational to First Communion preparation. In many Catholic parishes, it's traditional for children preparing for the sacrament to make banners as keepsakes of this important day. But First Communion signs and banners can also serve as tactile learning tools, as children work with images of bread, wheat, grapes, and other elements of the Eucharistic feast.

While this booklet explains the images used in typical First Communion banners, you do not necessarily have to make one to get use out of it. Using the Mass as a framework, it explains in concrete terms the objects, symbols, signs, gestures, readings, and prayers that form our celebration of the Eucharist. Encourage children to look for these each time they go to Mass.



Opening Prayer

Begin your lessons with prayer. Use the following or modify it each time you pray it with the group.

Loving God, because you love us so much, you gave us the gift of your Son, Jesus. As we prepare to receive him in Holy Communion, help us to love and serve each other as Jesus does. Amen.

Teaching Steps

Page(s)		UI:F _ !! .(/.)
COVER	• Direct the children to look at the cover of their booklets. Read the title aloud: <i>Receive the Lord</i> . Ask, <i>How are these children receiving the Lord</i> ? (In the Eucharist, which is truly the Body of Christ.)	YLiving FaithKids Receive the Lord
	• Discuss the art. Say, What can you see in this picture? What can you not see? (Jesus' Real Presence in the Eucharist). Explain that we will learn more about what we can see, touch, taste, smell, and hear at Mass. But we will also learn about all that we cannot see as we receive the Lord.	

2-3	•	Read aloud the header on page 2. Announce the date, if you know it, for the children's First Communion, and discuss what an exciting day that will be.		
	•	Read each paragraph on page 2. Whether or not you are making an actual banner, focus on the "amazing things" children will learn about in this booklet.	You are making your first community. Some will reach areas for the first time in the factority that an exchange day May of disk and some how exchange a second some of the some more than the specific ways. These barries in their discrimination have at a your presented for first Community, you can make a practice barren hove, you can make a practice barren hove, there are present hove to an exchange a second some of the specific second some of the	
	•	Note the circular red sticker icon with the crucifix. These sticker icons appear throughout the booklet as cues to place a sticker on the banner on page 3.	He took the broads, said the behaving, broads it, and group it to them, saying. "This is provided, which will be prior for space do that in memory of the "And Alexand the took of the space", and the space of the took of of	
	•	Read the "Did you know?" text. Before the children write their names on the banner, explain that they will be adding many stickers to it, so they should try and leave room for those.	A service of the serv	
	•	Read the text on the top of page 3 and the dir banner activity. Remind the children that they w on this banner as they learn about each item.		

4–5	•	Read aloud the header on page 4. Explain that when something special happens in our lives, we want to be ready so that we can get the most out of it. Ask about the ways children prepare for their First Communion.
	•	Read the paragraphs as the children follow along, emphasizing words such as "joy," "family," and "goodness." If necessary, review how to make the Sign of the Cross.
	• Read the paragraph at the top of page 5 together. Ask, Can you imagine carrying a heavy weight around with you all the time? How does Jesus take away the weight of sin from us? How does Reconciliation make us feel?	
	• Read the text in the blue box. Ask, <i>How many people are there when we receive the Sacrament of Reconciliation? Who are they?</i> Have the children draw themselves in the picture.	

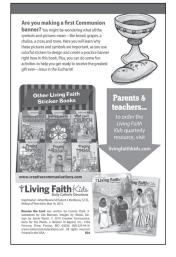
6-15	The following pages describe the parts of the Mass. For each page pair (6–7, 8–9), follow the steps below.					
	• Introduce pages by reading the header and stating in your own words what you will be learning about. For example, on page 6 you might say, <i>Now we will</i> <i>learn about what happens at the beginning of Mass.</i>					
	• Read each of the paragraphs and when finished, refer back to your introductory statement. For example, on page 6 you might say, So what have we learned happens at the beginning of Mass?	And the state an				
	• Pause occasionally to ask review and clarifying questions such as:	M* TLPIK GOI for LIS GFTS M CONTRACT CO				
	Page 6: Why do we call the Gospel "Good News"?	not they are not are specified in the second				
	Page 8: What are the symbols we use to remind us of God's gifts?	for detailed allowed allowed and allowed				
	Page 10: What is the holiest part of the Mass? Why? How can you show God how much you love him during this part of Mass?	the set of dyna and with a mean of the set o				
	Page 12: What are some ways we prepare our hearts at this time of the Mass? Who said, "Behold the Lamb of God"?	Ore EVENTSCIENCE:				
	Page 13: What do we bring to Jesus when we receive him in Holy Communion?	A number of the second				
	Page 14: What do you think it means when the priest tells us to "glorify the Lord by your life"? God gives all of us gifts he wants us to share. What special gifts has he given you that he wants you to share?	The formation the normation of the formation of the forma				

15–16	•	Offer guidance. If needed, help the children complete the activities on pages 7, 9, 11, 13, and 15.	KIK ILCIAN OF CH.	<u>IN PROVE 1000</u> Fields 1.5 for the sign is the date is non-time field in a grant with the sign is have been as the sign of the sign is th
	•	Pay attention to the red sticker icons when they appear and have the children place the appropriate sticker on page 3. Help with other sticker placement if needed.	A read work with the second se	<text></text>
	•	Use the "Did you know?" text to extend the lesson whenever you are able. For example,	The budy of Order Annuel Neur André Annuel Neuron Inste Cachant. The budy of Order Annuel Annue	
		you might read another of Jesus' parables, such as the Parable of the Sower (Matthew 13:1–9;	W. 90 into tKK World. Strongtkontd by JCSUS Alternerges has solved Area h hdy Connersia, we gay sleep for a nike then we stad and the pice Missions, un the near	We have learned about many symbols that help us understand the mystery of the Guidants these are more protected as which are been about the guidant and the understand Guidant terms with give source these the maching solution more the
		18–23) to show other ways Jesus used familiar	of the Father and the Sion and the Holy Split. The sands as call into the world. For englist say the: Go forth, the Mass is ended. Or:	their Bible verse. He "lays down his life for the sheeps" (John 10:11)
		things to tell stories (page 8); or if you are able, bring the children to church for adoration of the	Ge and announce the Gospel of the Level. Or: Ge in peace, glorifying the Level by your life. We record in ion: "Thank is the God" We wiskin because we have received	"Do not wwys. The of the table of Auduh, the most of David, has thempted" (Revelation 3.5)
		Blessed Sacrament (page 11).	Ansis is the Eachanta. We replote because we are strengthered by Assar one body and blods to goin all allsh, hope and both for or her/hers and sistes. We replote hercause reares me with Jeaus, working, judying and living properties with his forest. Together with Jeaus, we dill bline his light trans the work, Supperties with Jeaus, are will live former in paces and joy. Research Method	"Wher Assis was built indthe heavens were opened, and he saw the Spirit of God descending like a " durthere 3xill
	•	Other Extension ideas:	NEA/	Trans theend the the hirst not dire last, the beginning and the end." (Pavalithes: 22:13) "Gas the workship parent measure as long as the is with there?" (Matthew 92:1)
		Take note of discussions that particularly	The Easter cancel in your drunt in a summittee KNOWN The Easter cancel in your drunt in a summittee to be with how the light of the work. Whowever Biotexes mere with not work in durkness, the will have the light of the "Schen B23. 14	"He is the stone rejected by you, the builders, which has become the" (Acts 410
		engage the children, or use the review and		
		clarifying questions to inspire them to draw their impressions. For example, after discussing what we bring to Jesus in		
		Communion, you might have the children draw themselves walking forward		
		to receive the Eucharist at Mass. They might surrour smaller pictures of all they bring: times they experie		
	Help the children practice receiving Communion f become comfortable with the steps involved.		requently so they can	

Closing Prayer

Lead the children in prayer.

Jesus, you are really and truly present in the Eucharist we receive! We love you, we thank you, and we can't wait to receive you. Help us prepare our minds and hearts for this for this great day! Amen.



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