

*Faith  
First*

PREPARING  
FOR **FIRST**  
**EUCCHARIST**

**Using Faith First Grade 2**

# PREPARING FOR FIRST EUCCHARIST

## Using Faith First Grade 2

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August 7, 2000

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### ACKNOWLEDGMENTS

Excerpts from the English translation of *The Roman Missal*  
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By RCL • Resources for Christian Living®

Printed in the United States of America

20149 ISBN 0-7829-0983-3

Printing:

10 9 8 7 6 5 4 3 2 1

Date:

10 09 08 07 06 05 04 03 02 01

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# How to Use This Booklet

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The immediate preparation for First Eucharist is a grace-filled time. *Preparing for First Eucharist* will guide you through the steps to use **Faith First**® Grade 2 to prepare children for receiving First Eucharist.

This *Preparing for First Eucharist* booklet has been written to be used in conjunction with the **Faith First** Grade 2 teacher and catechist guides. It will direct you to use the Grade 2 Catechist Guide (CG) used in a parish program and the Grade 2 Teacher Guide (TG) used in a school program.

There are five chapters in the child's text that can be used for the children's immediate preparation for First Eucharist. These chapters review the essential concepts that are a part of a sound catechesis for sacramental preparation. It is suggested that you plan your teaching of these lessons with the date of First Eucharist in mind. The five chapters that are taught immediately prior to First Eucharist are Chapters 11, 15, 16, 17, and 8. When this order is followed, the Scripture story of Jesus breaking the bread with the two disciples on the road to Emmaus becomes the climax of First Eucharist preparation.

*Preparing for First Eucharist* is simple, clear, and easy to use. It consists of a two-page spread for presenting each of the five chapters that are used for the immediate preparation of the children for First Eucharist. There are also six parent letters that are designed to be photocopied and sent home with each child. The first letter introduces the program to the parents. The remaining letters correspond to each of the five chapters.

On the first page of each lesson plan, you will find a brief explanation that places the chapter in the context of immediate preparation for First Eucharist. Specific objectives are named. These objectives will help you focus on teaching the chapter to the children. There is also a list of additional resources, along with practical suggestions, that you might want to use to help the children prepare for First Eucharist. This opening page of each lesson plan also contains a blessing for the children, which we encourage you to pray as you close each of the lessons.

The second page of the lesson plan is a step-by-step process for teaching the lesson. This page clearly identifies the parts of the regular **Faith First** Grade 2 Teacher Guide or Catechist Guide you should use and also contains additional information not found in the guides that will help you prepare the children for First Eucharist.

# Using Chapter 11: We Worship God



*Chapter 11 is the ideal setting in which to begin the final weeks of preparation for First Eucharist. Use this chapter to set the stage for how the Church gathers as God's family to celebrate their faith. Review with the children the way we celebrate the sacraments of Baptism and Reconciliation. Help the children recall the words and actions used in both of these sacraments. Then process the various components in this chapter to help the children understand the celebration of the Mass. You might use the family meal and the celebration of other important events in our lives to help the students understand the importance of the celebration of the Eucharist in the life of the Church.*

## Objectives for First Eucharist Preparation

- Know the words and actions used by the church community at Mass.
- Identify the meaning of the actions and words used at Mass.
- Describe the celebration of the Eucharist as one of the seven sacraments of the Church.

## Additional Resources

- Grade 2, **Faith First** video, segments 1, 2, and 4
- **Faith First** Interactive Calendar for Eucharist
- Parent Letter, found on page 13 of this booklet
- Grade 2, **Faith First Additional Activities Book**, pages 11 and 11a
- Books to read:
  - The Sacraments* by Inos Biffi. Grand Rapids, MI: William B. Eerdmans Publishing Company.
  - A Walk Through Our Church* by Gertrud Mueller Nelson. Mahwah, NJ: Paulist Press. The symbols used for the sacraments.

## Getting Ready for First Eucharist

- As the children's catechist and teacher, it is important that you check that the children have been baptized by verifying their baptismal certificates.
- Practice the songs that the assembly will sing at the celebration of First Eucharist with the children.
- Take the children to the church. Have the children practice the proper way to genuflect, kneel, stand, sit, and listen at Mass. Practice processing into church. Invite the children to sit in the presider's chair. This will give them a different perspective of the worshipping assembly.
- Communicate to the children's parents the specific times for practice and for arrival at the church on First Communion day.

## Blessing for the Children



*Jesus Christ, Bread of Life,  
be with these children  
as the day they will receive  
First Eucharist draws closer.  
May their excitement become an  
eagerness to learn more about you  
and your holy sacrament.  
Amen.*

## Begin the lesson . . .

### Guide Page 191

Student Page 111

- In CG and TG use **PRAY** and **DISCOVER**.

### Guide Page 192

Student Page 112

- In CG use **FOCUS**. In TG use **INTRODUCE**.
- Ask the children to name some of the people who take part in their family celebrations.
- Point out that when an event is very important, many people may take part in the celebration.
- Compare this to the church family gathering for liturgy on Sunday.
- Continue with **DISCUSS**.

### Guide Page 193

Student Page 113

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Ask the children to name things the worshiping assembly does at Mass. Include: genuflecting, bowing, standing, kneeling, sitting, processing, listening, responding, and singing. Make a list of these actions to refer to later.
- In TG use **CLOSE**.

### Guide Page 194

Student Page 114

- In CG use **FOCUS** and **SHARE**. In TG use **INTRODUCE** and **DISCUSS**.
- Ask the children what we can learn about Jesus from his words and actions.
- Invite some of the children to demonstrate ways Jesus might have acted toward Jarius and his daughter. Remind the children that Jesus showed great respect for Jarius and his daughter.

### Guide Page 195

Student Page 115

- In CG and TG use **SUMMARIZE**. Use the following instead of **INTEGRATE**.
- Refer to the list on page 193 of actions the worshiping assembly does at Mass. Discuss the meaning of each action.
- Invite volunteers to show the correct way to do each action.
- Allow time for the children to practice each action reverently and with respect.
- Discuss what it means to really listen. Have the children name what will help them be attentive listeners, such as sitting quietly, looking at the priest or reader, thinking about what is being read or said.
- In TG use **CLOSE**.

### Guide Page 196

Student Page 116

- In CG use **FOCUS** and **INTRODUCE**. In TG use **INTRODUCE** and **DISCUSS**.
- Tell the children that through Baptism they become members of the Catholic Church. Explain that when our sins are forgiven in Reconciliation, we grow in our friendship with Jesus. Point out that both Baptism and Reconciliation prepare us for receiving Jesus in the Eucharist.

### Guide Page 197

Student Page 117

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Encourage the children to demonstrate words and actions from the Mass for the “Praising God” activity.
- Go over the responses used at the preface of the Mass. Practice the responses with the children and allow them to take turns saying the priest’s words.

- Have the children close their eyes and listen as you read one of the prefaces for Masses with Children.
- In TG use **CLOSE**.

### Guide Page 198

Student Page 118

- In CG and TG use **HIGHLIGHT**. In CG use **DISCUSS**. In TG use **EXPLORE**.
- Review with the children the actions used by the assembly during Mass.
- Choose a crossbearer to lead the children in procession around the room while you play a recording of an appropriate song.
- Give each child a paper candle with the words “We follow Jesus, the Light of the World” written on it.
- Invite the children to take their paper candle home and practice walking in procession with members of their family.

### Guide Page 199

Student Page 119

- In CG use **REFLECT**. In TG use **RESPOND**. In CG and TG use **CHOOSE**.
- Have the children identify when each of these gestures may be used during the celebration of Mass: outstretched arms, folded hands, bowing, hands raised up high. Discuss the meaning of these gestures with the children.
- In TG use **PRAY**.

### Guide Page 200

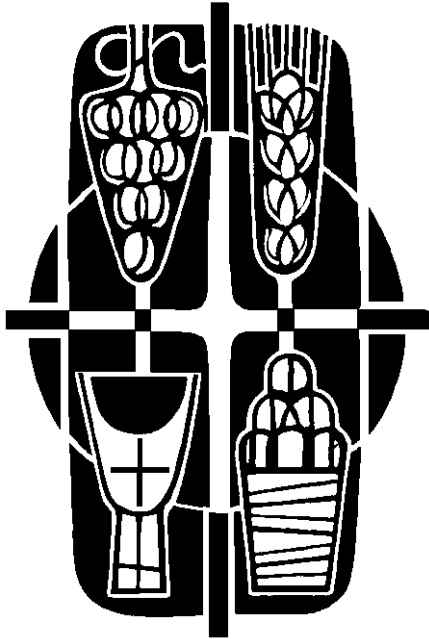
Student Page 120

- In CG and TG use **REINFORCE** and **CELEBRATE**.

## Conclude the lesson . . .

- Pray the “Blessing for the Children” found on page 2.
- Tell the children that you will be praying for them in a special way as they prepare to receive First Eucharist.

# Using Chapter 15: We Gather for Mass



*In Chapter 15 we begin to take a look at the rites of the Mass. In this lesson we will explain and demonstrate the Introductory Rites and the Liturgy of the Word. We will also invite and help the children learn to become more active participants in the celebration of the Mass.*

## Objectives for First Eucharist Preparation

- Explain the prayers, actions, and responses used during the Introductory Rites of the Mass.
- Explain and demonstrate the readings, actions, and responses that are part of the Liturgy of the Word and help the children understand that these words and actions teach us to live as followers of Jesus.
- Identify the different processions at Mass and explain their meanings.

## Additional Resources

- Grade 2, **Faith First** video, segments 1 and 4
- **Faith First** Interactive Calendar for Eucharist
- Parent Letter, found on page 14 of this booklet
- Grade 2, **Faith First Additional Activities Book**, pages 15 and 15a
- Books to read:
  - Sacred Places* by Jane Yolen and David Shannon. Orlando, FL: Harcourt Brace and Company. Pray everywhere.
  - The Relatives Came* by Cynthia Rylant. New York, NY: Aladdin Paperbacks. A family feast.
  - The Bee Tree* by Patricia Polacco. New York, NY: Philomal Books. God's word is sweeter than honey.

## Getting Ready for First Eucharist

- Use a lectionary and show the children the readings for the different Sundays of the year. Point out one of the gospel readings and then show the children where the same reading is found in the Bible.
- Have pictures of an altar, an ambo, a priest vested for Mass, a reader standing at the ambo, a chasuble, a stole, and an alb. Have the names of these items and people placed on tagboard and play a matching game with the children.
- Review the good listening techniques that were discussed in Chapter 11. Read a gospel story aloud to the children and have them practice listening attentively. After you have finished reading, have the children state in a brief sentence what the gospel story was about. Then have the children describe how the story might be asking them to live as followers of Jesus.

## Blessing for the Children



*Jesus Christ, Word of God,  
fill the children with  
your love for them  
and with ways they can express  
their love for you.  
Open their ears and their hearts  
as they listen to your word.  
Amen.*

## Begin the lesson . . .

### Guide Page 247 Student Page 151

- In CG and TG use **PRAY** and **DISCOVER**.

### Guide Page 248 Student Page 152

- In CG use **FOCUS** and **DISCOVER**. In TG use **INTRODUCE** and **EXTEND**.
- Write the words *welcome*, *remember*, *eat*, and *celebrate* on a poster. Explain that each word helps us understand the meaning of what the Church does at Mass. As you discuss the various rites of the Mass over the next few weeks, have the children identify which of those four actions are being used.
- Ask the children to identify the people they see helping at Mass, for example, the reader. Explain that these people, as well as all the people who gather for Mass, are part of the parish family to which they belong.
- Have pictures of the vestments that the priest wears at Mass. On a separate card, write the name of each vestment. Help the children match the pictures with the names. Do the same for the liturgical colors and the seasons of the liturgical year during which they are used.

### Guide Page 249 Student Page 153

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Ask the children if they have been to a Catholic church other than their parish church.
- Using the photographs, discuss how different churches can look. Have the children identify the things they will see in every Catholic church, for example, the altar. Emphasize that Catholics gather in their church to celebrate the Mass.

- In TG use **CLOSE**.

### Guide Page 250 Student Page 154

- In CG use **FOCUS** and **DISCUSS**. In TG use **INTRODUCE** and **DISCUSS**.
- Use the words *assembly* and *presider* often as you discuss these pages with the children.
- Let the children take turns being the presider and leading the prayers while the others take the part of the assembly. Practice the responses used in the Introductory Rites of the Mass.
- Ask the children how grandparents, aunts and uncles, or other relatives and friends might greet them when they visit. Point out how people are greeted at Mass.

### Guide Page 251 Student Page 155

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Talk with the children about what will soon be different about the way they take part in Mass. Up until now the children were not able to receive Holy Communion. Soon they will be able to join the assembly in receiving Holy Communion.
- In TG use **CLOSE**.

### Guide Page 252 Student Page 156

- In CG and TG use **INTRODUCE**.
- On a poster titled “Liturgy of the Word,” have the children list the order of the three readings and the psalm response used at Mass. Ask the children to name where each reading is found in the Bible.
- Ask the children why they think the term *Gospel* or *Good News* is a good term for the stories about the life of Jesus.
- Practice the responses used during the Liturgy of the Word.

- Explain that the homily helps us understand the readings and live as followers of Jesus.
- Tell the children that when we pray the Creed we are saying what we believe as Catholics.
- Invite the children to list the kinds of things that we pray for in the Prayer of the Faithful.

### Guide Page 253 Student Page 157

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- In TG use **CLOSE**.

### Guide Page 254 Student Page 158

- In CG use **HIGHLIGHT** and **DISCUSS**. In TG use **HIGHLIGHT** and **EXPLORE**.
- Invite a volunteer to carry a crucifix and practice the entrance procession with everyone. While they are processing, have the children sing an appropriate hymn that they know.

### Guide Page 255 Student Page 159

- In CG and TG use **RESPOND**.
- To help the students prepare for First Eucharist, plan “A Mass with Commentary,” which is explained in Bright Ideas on page 255 of the guide.
- In CG and TG use **CHOOSE**. In TG use **CLOSE**.

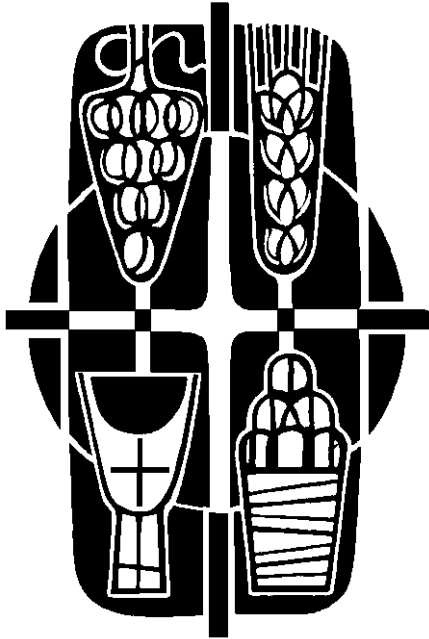
### Guide Page 256 Student Page 160

- In CG and TG use **REINFORCE** and **CELEBRATE**.
- After you have read the Gospel, ask the children for ideas that the presider could use for the homily.

## Conclude the lesson . . .

- Pray the “Blessing for the Children” found on page 4.
- Tell the children that you will be praying for them in a special way as they prepare to receive First Eucharist.

## Using Chapter 16: The Last Supper—A Scripture Story



*In Chapter 16 we hear the gospel story of how Jesus gave us the Eucharist. The children need to listen to the story of the Last Supper as they prepare to receive First Eucharist. The more familiar the children are with this story, the more they will be able to connect the celebration of the Eucharist with what Jesus did at the Last Supper. This will help the children believe more deeply that the Eucharist is Jesus truly and really present with them.*

### Objectives for First Eucharist Preparation

- Explain the special meal, called the Last Supper, that Jesus and his friends celebrated on the night before he died.
- Become familiar with what Jesus said and did at the Last Supper.
- Understand that at the Eucharist we receive the very same gift of Jesus' Body and Blood that he gave his disciples at the Last Supper.

### Additional Resources

- Grade 2, **Faith First** video, segment 7
- **Faith First** Interactive calendar for Eucharist
- Parent Letter, found on page 15 of this booklet
- Grade 2, **Faith First Additional Activities Book**, pages 16 and 16a
- Books to read:
  - *Badger's Bring Something Party* by Hiawyn Oram. New York, NY: Lothrop, Lee and Shepard Books. Come to the banquet, and bring your best self.
  - *The Table Where Rich People Sit* by Byrd Baylor. New York, NY: Aladdin Paperbacks. Come to the feast, come to the table of plenty.

### Getting Ready for First Eucharist

- Take the children to the church for a tour of the sacristy. Show the children a chalice, the unconsecrated eucharistic bread and wine, and a ciborium. Let the children see and touch the vestments that the priest, deacon, and altar servers wear at Mass.
- If at all possible, show the children the tabernacle and explain the purpose of the tabernacle. It can be a moment of awe as the children learn that the Blessed Sacrament is Jesus.
- Talk with the children about all the preparations they are making at home with their families for their First Communion day. Help the children understand that of all the things they will do on their special day, receiving Holy Communion for the first time is the most important event of that day and the reason for everything else their families will do to celebrate that day.

### *Blessing for the Children*



*Jesus Christ, Bread of Life,  
be with these children  
as they learn of the great love  
you have for all people.  
Help the children truly believe  
that the gift you offer  
to them, the Eucharist,  
is your Body and Blood.  
Amen.*



## Begin the lesson . . .

### **Guide Page 261**

#### **Student Page 161**

- In CG and TG use **PRAY** and **DISCOVER**.

### **Guide Page 262**

#### **Student Page 162**

- In CG use **FOCUS**. In TG use **INTRODUCE**.
- Review with the children the ways in which their family celebrations at home and the celebration of Mass are alike.
- In CG use **DISCOVER**. In TG use **DISCUSS**.
- Briefly tell the children the Old Testament story of the Passover. Help the children understand that Jesus and his disciples, as well as Jewish families today, thank and bless God at Passover for the safe deliverance of the Hebrew people out of Egypt.
- Write the terms *celebration of Passover, Last Supper, Holy Thursday, and night before Jesus died* on the board. Help the children see the connection between these terms.

### **Guide Page 263**

#### **Student Page 163**

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Call on volunteers to share some things for which they are thankful. Be sure that Jesus' gift of the Eucharist is included.
- In TG use **CLOSE**.

### **Guide Page 264**

#### **Student Page 164**

- In CG use **FOCUS**. In TG use **INTRODUCE**.
- If possible, show some pictures of the Last Supper to the children.
- Ask and discuss:
  - How do you think the disciples felt at the Last Supper?
  - Why were the disciples happy? Why were they sad?
  - What did Jesus give his followers?

– What did Jesus ask his disciples to do?

- Explain that Jesus gave his disciples his own Body and Blood at the Last Supper. Jesus told the disciples that the bread and wine were his Body and Blood. The disciples were given the gift of faith to believe this. We also have the gift of faith and believe the bread and wine become the Body and Blood of Jesus at Mass.
- In CG and TG use **DISCUSS**.

### **Guide Page 265**

#### **Student Page 165**

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Ask the children if there are any people whom they may sometimes imitate.
- Explain to the children that doing something just like someone else has done it, helps us remember and feel close to that person.
- Show the children a piece of unleavened bread and a piece of leavened bread. Explain the difference between the two types of bread. Point out that Jesus used unleavened bread at the Last Supper. Ask the children why Jesus and his friends used unleavened bread at the Last Supper. (Because that is what the Israelites had used at the first Passover.)
- Ask why we continue to use unleavened bread in the celebration of Mass today. (Because Jesus used unleavened bread at the Last Supper.)
- Tell the children that we also use wine as Jesus did at the Last Supper. Point out that wine is used for the celebration of the Eucharist in Catholic churches all over the world.
- In TG use **CLOSE**.

### **Guide Page 266**

#### **Student Page 166**

- In CG use **FOCUS** and **EXPLORE**. In TG use **INTRODUCE** and **EXPLORE**.

- Emphasize that we believe that at Mass, the bread and wine become Jesus' Body and Blood.

### **Guide Page 267**

#### **Student Page 167**

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Emphasize that receiving the Eucharist strengthens us to live as followers of Jesus.
- Have the children name ways they live as followers of Jesus.
- In TG use **CLOSE**.

### **Guide Page 268**

#### **Student Page 168**

- In CG and TG use **HIGHLIGHT**. In CG use **DISCUSS**. In TG use **COMPARE**.
- Discuss the two altars in the photos. Talk about why an altar is special.
- Tell the children that all over the world people gather each day around altars of all different types to celebrate the Eucharist.

### **Guide Page 269**

#### **Student Page 169**

- In CG and TG use **RESPOND** and **CHOOSE**.
- Talk about the ways we show respect and reverence for the Eucharist.
- In TG use **CLOSE**.

### **Guide Page 270**

#### **Student Page 170**

- In CG and TG use **REINFORCE** and **CELEBRATE**.

## Conclude the lesson . . .

- Pray the "Blessing for the Children" found on page 6.
- Tell the students that you will be praying for them in a special way as they prepare to receive First Eucharist.

# Using Chapter 17: We Give Thanks to God



*In the previous lesson we reviewed what Jesus did and said at the Last Supper. Now we look at the words and actions of the Liturgy of the Eucharist. The more the children are able to recognize what is taking place during the Liturgy of the Eucharist, the better they will be able to participate, through their own words and actions, and take their place at the Table of the Lord.*

## Objectives for First Eucharist Preparation

- Explain that at the Eucharist the church community gathers to thank God for his many gifts and blessings.
- Describe that at the Liturgy of the Eucharist the Church remembers and does what Jesus did and said at the Last Supper.
- Explain that sharing the Eucharist changes us and gives us strength to live as followers of Jesus.

## Additional Resources

- Grade 2, **Faith First** video, segment 7
- **Faith First** Interactive calendar for Eucharist
- Parent Letter, found on page 16 of this booklet
- Grade 2, **Faith First Additional Activities Book**, pages 17 and 17a
- Books to read:
  - *Wilfrid Gordon McDonald Partridge* by Mem Fox. Brooklyn, NY: Kane/Miller Book Publishers. "Do this in memory of me."
  - *Miss Rumphius* by Barbara Cooney. New York, NY: Penguin Books. Spread thanks and tell about the kingdom.

## Getting Ready for First Eucharist

- Demonstrate the appropriate way to receive Holy Communion. Give the children the opportunity to see and taste the unconsecrated bread. Have the children practice receiving communion.
- Practice receiving from the cup too. Use water or grape juice as you practice. Remember to check with the parents to verify which children will be receiving from the cup.
- Talk with the children about fasting from food and drink, except water, for one hour before receiving Holy Communion.
- Have the children go to the Faith First Activity "Where Do Hosts Come From?" on the **Faith First** web site. To locate this, go to **www.FaithFirst.com** and open the Kids Clubhouse section. Click on the Faith First Activities box, scroll down to the Grade 2 section, and click on the Chapter 7 and Chapter 8 book.

## Blessing for the Children



*Jesus Christ,  
Gift of the Father,  
open the minds and hearts  
of these children to your great love.*

*Strengthen their faith  
in your Son, Jesus,  
the Bread of life.*

*Amen.*

## Begin the lesson . . .

### Guide Page 275

Student Page 171

- In CG and TG use **PRAY** and **DISCOVER**.

### Guide Page 276

Student Page 172

- In TG use **INTRODUCE**. In CG use **FOCUS**.
- Review with the children the Liturgy of the Word. Have the children tell what they know about the Liturgy of the Word.
- Explain that the Liturgy of the Eucharist begins by preparing the altar and the gifts of bread and wine. Discuss why we use bread and wine for the celebration of the Eucharist.
- Tell the children that we also ask God to accept our lives as gifts. We want the gifts of our work and our play to be the very best they can be. At Mass we give ourselves with Jesus to the Father.
- In TG and CG use **EXPLORE**.

### Guide Page 277

Student Page 173

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Remind the children that all our blessings come from God. In the Liturgy of the Eucharist we remember our blessings and thank God for them.
- In TG use **PRAY**.

### Guide Page 278

Student Page 174

- In CG use **FOCUS**. In TG use **INTRODUCE** and **DISCUSS**.
- Use the Bright Ideas section on page 278 of the guide.
- Say aloud the words “Take this, all of you, and eat it: this is my body which will be given up for you.”
- Repeat the words leaving out one or two words and ask the children to fill in the missing words.

- Use the same activity with the words the priest prays over the wine.
- Write the word *consecrate* on the board. Explain that *consecrate* means “to make holy” and that the words of the priest are called the words of consecration. Explain that what Jesus said and did at the Last Supper are done by the priest during the eucharistic prayer. Explain that only a priest can lead the assembly in celebrating the Liturgy of the Eucharist.

### Guide Page 279

Student Page 175

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Discuss the eucharistic prayer and ask the children what the priest does and says at Mass that Jesus said and did at the Last Supper.
- In TG use **CLOSE**.

### Guide Page 280

Student Page 176

- In CG and TG use **INTRODUCE**.
- Discuss with the children the importance of receiving Holy Communion when they take part in Mass.
- Write the term *Holy Communion* on the board. Underneath it write the terms *priest*, *deacon*, and *eucharistic minister*. Explain that these are the ministers whom the faithful go to at Mass to receive Holy Communion.
- Demonstrate the way that Holy Communion will be given to the children. Demonstrate the way the children will receive the Body of Christ. Demonstrate, if it is the custom of the parish, the way the children will receive from the cup. Tell the children what the priest, deacon, or eucharistic minister will say and what the children’s responses are.
- In TG and CG use **DISCUSS**.

### Guide Page 281

Student Page 177

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Using some of the examples the children gave for the activity “Living with Jesus,” make a reminder sheet that will help the children live as Jesus taught us.
- In TG use **PRAY**.

### Guide Page 282

Student Page 178

- In CG and TG use **HIGHLIGHT** and **DISCUSS**.
- Have some examples of the pictures, books, or statues Catholics use to remind ourselves and others that we are followers of Jesus. Tell the children that they may receive some of these items as gifts on the day of their First Communion celebration. Discuss with the children ways they might treat and use these gifts.

### Guide Page 283

Student Page 179

- In CG and TG use **RESPOND** and **CHOOSE**.
- Have the children list things that can help them remember to thank and praise God. Some examples might be: thank God for water each time they get a drink or wash their hands, thank God for people who love and care for them each time they get a hug or kiss, and thank God for the gift of Jesus, the Bread of Life, each time they eat bread this week.
- In TG use **PRAY**.

### Guide Page 284

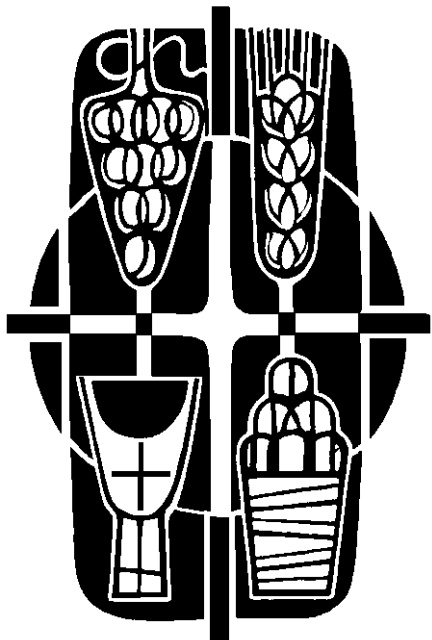
Student Page 180

- In CG and TG use **REINFORCE** and **CELEBRATE**.

## Conclude the lesson . . .

- Pray the “Blessing for the Children” found on page 8.
- Tell the children you are proud of the work they are doing.

## Using Chapter 8: The Traveler on the Road to Emmaus—A Scripture Story



*In the previous lessons we have talked with the children about shared meals and celebrations, the gospel story of the Last Supper, and we demonstrated and explained the rites of the Mass. In this lesson we will listen to and talk about the gospel story of the Risen Jesus sharing a meal with two of his followers. We will discover that we are spiritually fed and nourished when we receive the Body and Blood of Christ in Holy Communion and that at the end of Mass we are invited to tell everyone we meet about Jesus.*

### Objectives for First Eucharist Preparation

- Recognize Jesus in the blessing and breaking of the bread at Mass, just as the disciples who traveled with Jesus to Emmaus recognized him in the blessing and breaking of bread.
- Describe ways in which the celebration of the Eucharist helps us live as followers of Jesus.
- Summarize what we have learned about the Eucharist.

### Additional Resources

- **Faith First** Interactive Calendar for Eucharist
- Parent Letter, found on page 17 of this booklet
- Grade 2, **Faith First Additional Activities Book**, pages 8 and 8a
- Books to read:
  - Bread, Bread, Bread* by Ann Morris. New York, NY: Lothrop, Lee and Shepard Books. The breaking and sharing of bread—Eucharist.
  - Bread Is for Eating* by David Gershator. New York, NY: Henry Holt and Company, Inc. Bread—the work of human hands.

### Getting Ready for First Eucharist

- Review the prayer that is said by the assembly before communion: “Lord, I am not worthy to receive you, but only say the word and I shall be healed.” Talk about the meaning and importance of this prayer as a way to prepare for receiving the Eucharist.
- Talk with the children about what will happen on the day of First Eucharist.
- Provide reminders to the children and their families about any details for First Eucharist day, such as times for practice, arrival, where to gather, and so on.
- Spend some time in prayer this week. Thank God for the privilege to join with the parents in preparing their children for First Eucharist. Pray that everyone continues to be nourished at the Table of the Lord.

### Blessing for the Children



*Jesus Christ, Bread of Life,  
travel beside these children  
as they take their final steps  
in their journey to your table.*

*Help them recognize you  
in the words of Holy Scripture,  
in the Blessed Sacrament,  
in your people, and in themselves.*

*Draw the children close to you so they  
may radiate your love to others.*

*Amen.*

## Begin the lesson . . .

### Guide Page 147

Student Page 79

- In TG and CG use **PRAY** and **DISCOVER**.

### Guide Page 148

Student Page 80

- In CG use **FOCUS** and **SHARE**. In TG use **INTRODUCE** and **DISCUSS**.
- Call on volunteers to share their favorite story about Jesus.

### Guide Page 149

Student Page 81

- In CG and TG use **SUMMARIZE**.
- Ask the children why Jesus died.
- Emphasize that the Emmaus story tells us that Jesus was raised from the dead and lives in a new way.
- In CG and TG continue with **INTEGRATE**.
- In TG finish with **CLOSE**.

### Guide Page 150

Student Page 82

- In CG use **INTRODUCE** and **DISCUSS**.
- In TG use **INTRODUCE** and **INTERPRET**.
- Ask the children what they think the two disciples were talking about as they were walking to Emmaus.
- Invite the children to describe the feelings they might have when someone they have not seen for a while recognizes them. Point out that recognizing someone we know and love and whom we have not seen for some time is a moment of great joy.
- Explain that the gift of faith helps us recognize that Jesus is present with us.
- Remind the children of the special way Jesus is present with us when we celebrate the Eucharist.

### Guide Page 151

Student Page 83

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Read the memos at the bottom of page 151 in the guide to help you process this page.
- In TG use **CLOSE**.

### Guide Page 152

Student Page 84

- In CG use **FOCUS** and **SHARE**. In TG use **INTRODUCE** and **DISCUSS**.
- Discuss the widespread use of bread as food: bread helps keep us alive, healthy, and growing. Point out that Jesus calls himself the Bread of Life (see John 6:34–51). Then talk about the Eucharist, the Body and Blood of Jesus, the Bread of Life. Stress that receiving Holy Communion regularly helps us grow closer to Jesus and to one another.

### Guide Page 153

Student Page 85

- In CG and TG use **SUMMARIZE** and **INTEGRATE**.
- Ask the children to close their eyes and picture Jesus at the Last Supper with the disciples. Next have the children picture Jesus with the two disciples on the road to Emmaus. Finally have the children picture themselves walking toward the altar at Mass, approaching the altar, and receiving the Body and Blood of Jesus.
- In TG use **CLOSE**.

### Guide Page 154

Student Page 86

- In CG and TG use **HIGHLIGHT**. In CG use **INVOLVE**. In TG use **DISCUSS**.
- Ask the children to share their thoughts about receiving Holy Communion for the first time.
- Allow the children to ask any questions they may have about the Eucharist.

- Give each child a white paper heart that has been divided into many sections. Give each child a red crayon. Call on volunteers to mention something they have learned while preparing for First Eucharist. As the child tells something he or she has learned, tell all the children to color one section on their hearts if they remember learning that too. When all the hearts have been colored red, tell the children that they have prepared well to receive the Eucharist. Their red hearts are symbols of the love they have for Jesus and of the love that Jesus has for each of them.

### Guide Page 155

Student Page 87

- In CG and TG use **RESPOND** and **CHOOSE**.
- Extend the “Choose” activity by asking the children to name things they see outside of Mass that remind them of Jesus. You might start them off by saying that you are reminded of Jesus when you see someone being helpful.

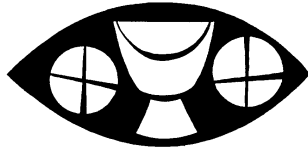
### Guide Page 156

Student Page 88

- In CG and TG use **REINFORCE** and **CELEBRATE**.
- During the “Celebrate” activity have the children think about Christians all over the world, sitting together listening to gospel stories. Tell them Jesus is present at all these gatherings, but that he is present in a special way when people are gathered to celebrate and share the Eucharist.

## Conclude the lesson . . .

- Pray the “Blessing for the Children” found on page 10.
- Ask the children to include all the people who have helped them prepare for First Eucharist in their prayers on their special day.



*Dear Parents,*

*What an exciting time for your family! Beginning next week, the final preparations for your child's celebration of First Eucharist will be getting underway in class, just as they are at home. With your child's celebration of First Eucharist only a month and a half away, we want you and your child to be involved in five important lessons to help prepare for First Eucharist. It is our hope that by communicating with you each week we will be able to help one another appreciate this grace-filled time for your child, your family, and our parish community.*

*Each week your child will bring home a letter similar to this one. It will contain background information on the topic of the week's lesson and help you know what your child is learning in class. It will also include activities that you and your child can do together during the week. These activities will help your family set aside time to focus on this very important time in your child's and your family's life. During these final weeks of preparation, we will also be enlisting your help in some of the preparations that need one-on-one attention or extra practice.*

*Please know that you have done a wonderful job as the primary educator of your child. Your dedication has made this a time of wonder and awe for your child. We feel privileged to be a part of this special time in the life of your child and of your family. Remember that the parish is here to help and serve you. If you have any questions or concerns at all, feel free to call on us.*

*We are keeping you and your child in our prayers. We hope you will do the same for us. May the Lord guide us as we bring the children to a deeper friendship with Jesus, the Bread of Life.*

*Sincerely,*



Dear Parents,

*This week we are working on Chapter 11, “We Worship God,” pages 111–120 in your child’s text. The discussion of this chapter begins with a comparison of family celebrations with the celebration of the Mass. We invite you to continue this discussion by sharing with your child those things that are part of your family meal with those that are similar to the celebration of Mass. For example, point out that you share stories about your day during your meal much like we tell and listen to stories from the Scripture during the Mass; compare the serving dishes to the paten and other vessels used at Mass; remind your child that the cup used at Mass is called a chalice. Such comparisons will help your child see that the Eucharist is a celebration at which we gather as God’s family, the People of God.*

*One of our goals during these final weeks of your child’s preparation for First Eucharist is to help your child become more familiar with the meaning of the words and actions used at Mass. Children sometimes learn to do things while never really understanding why they do them. Talk with your child about sitting and attentively listening to the stories of God’s people—a sign that we believe the Bible is God’s own word to us. Point out that standing during the reading of the Gospel at Mass is a sign of respect for Jesus who is present with us.*

*This time of preparation for First Eucharist is an opportunity to strengthen your family’s custom of praying together at dinnertime or bedtime. Each evening have one family member say a blessing prayer for your child, asking God to watch over and guide him or her. A sample prayer could be: Jesus, true Bread come down from heaven, help my child always hunger for your love. Amen. Then invite your child to pray a blessing prayer for your family. Your child’s prayer could be: Jesus, my Friend, watch over my family and fill them with your love. Amen.*

*Have a wonderful week. Remember, we’re praying for one another.*

*Sincerely,*



Dear Parents,

*This week we are using Chapter 15, "We Gather for Mass," on pages 151–160 of your child's text. In this chapter your child will grow in his or her understanding that the parish community is our family within the Catholic Church. Together, we can help the children appreciate that just as all families need to spend time together and celebrate important events together, so too, their parish family comes together to celebrate God's love and blessings. Your commitment to this weekly time of worship is perhaps one of the greatest gifts you can give to your child.*

*This week's lesson will focus on the order of the Mass, beginning with the Introductory Rites. The children will become familiar with the prayers led by the presider during these rites and they will practice the responses to these prayers. We encourage you to review and practice these responses at home.*

*The children will also learn that the Liturgy of the Word follows the Introductory Rites. The first reading and psalm response usually come from the Old Testament. The second reading and the Gospel reading are from the New Testament. Our belief that the Scripture is God's own word to us will be stressed. This week is a wonderful opportunity to spend time as a family reading from the Bible. As you read the Bible together, you might conclude the reading by practicing the assembly's responses, Thanks be to God and Praise to you, Lord Jesus Christ. The children will feel more a part of the worshiping assembly at church, the more they are familiar with the responses.*

*Sometimes it may be difficult for a young child to listen attentively to the homily. One way to help your child listen is to talk about the Scripture readings before going to church and then, after Mass, to discuss the readings and the homily as a family. You might also talk about the message of the homily on the drive home from church or during your next family meal. Such conversations are wonderful moments of faith sharing.*

*The five processions at Mass are explained on page 158 of your child's text. Review these with your child and have a procession as a family. Your child will enjoy being the one honored to carry the Bible and lead the family to a place of prayer.*

*Enjoy your week. We can all feel the sense of excitement mounting as the celebration of the children's First Eucharist draws near.*

Sincerely,





Dear Parents,

This week's lesson, Chapter 16, "The Last Supper: A Scripture Story" on pages 161–170 of your child's text, centers around the account of the Last Supper in the Gospel. While we are all very familiar with the gospel account of the Last Supper, we really never tire of hearing it retold. Each time we listen to it or read it, we rediscover the depth of God's love for us. Take the time this week to reread with your child the adaptation of the story of the Last Supper on pages 164 and 165 of your child's text and share how you would have felt if you had been there. Invite your child to do the same.

When Jesus and his disciples gathered for the Last Supper during Passover, they were continuing and taking part in an important tradition of the Jewish people. Your child is beginning to understand the meaning of and to look forward to family traditions. Discuss your family traditions and the special events that these traditions celebrate. Ask your child what parts of those celebrations they most enjoy. Invite your child to help plan your family's celebration of his or her First Communion Day. Include some of your family's traditions.

Children preparing for First Eucharist are also still at an age when believing is uncluttered with multitudes of questions. Theirs is a simple, childlike faith. When we share with them that the consecrated Bread and Wine of the Eucharist is really and truly Jesus, they believe. What a wonderful gift is the simplicity of a child's faith.

When you take part in Mass as a family, sit where your child has a good view of what is taking place. Help your child to stay focused by gently whispering what the presider or other ministers are doing. Point out what part of the Mass is being celebrated. Encourage your child to say the responses and to sing the hymns with the assembly.

When it is time for the assembly to receive Holy Communion, invite your child to process alongside you and to observe how you reverently receive Communion. In many parishes children who have not yet received First Eucharist are invited to cross their arms over their chest, approach the priest or other minister, and receive a blessing. After Mass talk with your child about what your family has just celebrated and how the Mass is like the Last Supper.

Value the time as your child's First Eucharist grows closer, as a time for your family to grow closer to Jesus.

Sincerely,



Dear Parents,

This week your child is working on Chapter 17, "We Give Thanks and Praise to God," on pages 171–180 of the child's text. This lesson explains the Liturgy of the Eucharist. The word "eucharist" means "to give thanks." We begin the Liturgy of the Eucharist by blessing and thanking God for the gifts of bread and wine that will become the Body and Blood of Jesus. We also ask God to accept the gift of ourselves and pray that God will accept and be pleased with our gifts.

Your child is no stranger to giving and receiving gifts. One only needs to watch the face of a child to see what wonderful gift-givers children are and how much delight they take in making someone happy. This week talk with your child about giving and receiving gifts. Help your child compose a prayer thanking God for the gift of Jesus, the Bread of Life, whom they will be receiving in Holy Communion. Appreciate and value the loving thoughts your child will express in this prayer. Let your child decorate the prayer, and keep a copy of it in a special envelope. Open the envelope and pray the prayer together with your child on First Communion day.

Review the words of the eucharistic prayer that are found on pages 174 and 175 of your child's text. Emphasize that during the eucharistic prayer the Church does and says what Jesus did at the Last Supper in memory of Jesus as he asked us to do.

It is important that your child understand that the Eucharist is truly spiritual food. Explain that just as we need to eat regular food for our physical health, we need to share the Eucharist on a regular basis to nourish our life in Christ. Point out that reading Scripture, praying, and receiving the Eucharist strengthen the new life in Jesus they have received in Baptism. Spend a little extra time with your child this week reading Scripture, praying, and talking about the importance of receiving the Eucharist regularly.

Feel the love and support of your parish family during these final weeks.

Sincerely,



*Dear Parents,*

*This is an exciting week. It is the final week of preparation for First Eucharist. This week your child is working on Chapter 8, "The Traveler on the Road to Emmaus: A Scripture Story." An adapted version of this story is found on pages 82 and 83 in your child's text. You can find the complete story in Luke 24:13–31. An important point about this story is that the disciples at first did not recognize that the stranger on the road was Jesus. Often, we too do not recognize Jesus. Jesus meets us in everyday and unexpected places as he met his disciples, who were walking to Emmaus.*

*At the end of Mass the presider or deacon gives the command: "Go in peace to love and serve the Lord." Help your child understand that when they help other people, they are serving the Lord. Jesus himself taught us this. Explain to your child that, as Christians, we all have the responsibility to help others come to know Jesus. Encourage your child to do this in simple ways each day. Share with your child the expression "Actions speak louder than words." Point out to your child his or her loving actions and how these actions will help others come to know Jesus.*

*This would be a wonderful time to have your own special family celebration in preparation for the day of your child's First Eucharist. If possible, bake bread together as a family. (Frozen bread dough can make this an easy activity.) Set your table with a candle or two, glasses of grape juice, and a Bible opened to the story of the disciples meeting Jesus on the road to Emmaus. Read the Scripture story, break and share the bread, and enjoy drinking the juice. Together say a prayer thanking God for all the blessings he has given to you. Decide one way your family can help other people come to know Jesus. End with a family hug.*

*This week say a prayer praising God for the gift of the Blessed Sacrament and for the gift of our children. What a privilege to bring these two great gifts together.*

*Sincerely,*



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ISBN 0-7829-0983-3



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