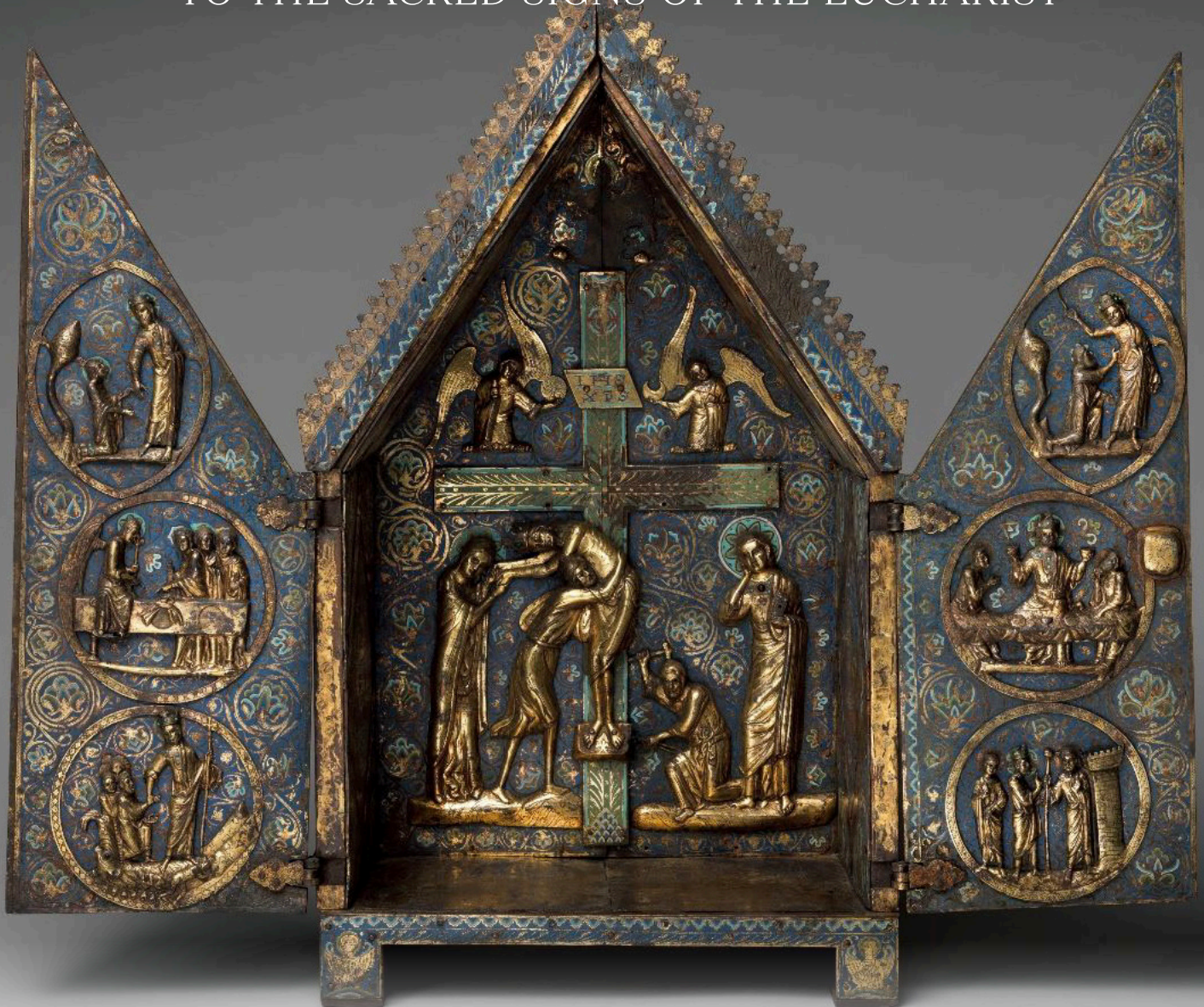


COME LET US WORSHIP:

A CHILDREN'S GUIDE
TO THE SACRED SIGNS OF THE EUCHARIST



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WELCOMING
CHILDREN
in WORSHIP

THE CATHOLIC
UNIVERSITY
OF AMERICA





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INTRODUCTION

FOR PARENTS, PASTORS, CATECHISTS, AND TEACHERS

In 1911, Romano Guardini, an Italian-born German Catholic priest and theologian, wrote a little book called *Sacred Signs*, which was written, in the words of Guardini, “to help open up the world of the liturgy.”¹ This opening up, as Guardini saw it, required a method of liturgical formation that would consider the experience of the whole person, spirit and body. It would also reclaim the capacity of the person to see and understand the signs, symbols, and gestures of the liturgy.

For more than a century, Guardini’s little book has continued to inspire, and the principles he sketches out in the introduction to *Sacred Signs* are as relevant today as they were when first published. Above all, they remind us that formation for the liturgy requires more than instruction, which by itself is superficial; rather, what is called for is engagement of the entire self, uniting intellect and experience, as well as the spiritual and material.²

Taken together, these principles have informed the methods we propose in this resource, methods which have proved to be fruitful, especially with children, who, by learning to see and learning to do, assimilate the meaning of the signs, symbols, and gestures of the liturgy.³ These methods include beginning with the basics, privileging experience over classroom instruction, and encouraging repetition to promote understanding.⁴ More specifically, our methods bring to the fore these principles of liturgical formation of children that:

- Highlight the goodness of Creation (body and soul) and prioritize the child’s participation (acclamations and responses, bringing up the gifts);
- Acclimate the child to the physical space (architecture, orientation, the liturgical year);
- Instruct the child in bodily movements (standing, kneeling, walking, hands);
- Present the objects and gestures of the liturgy as part of the child’s lived reality (chalice, paten, linens, epiclesis).

Your primary source of materials is your environment—the church, its structure and layout, its decoration—and the articles it holds for use in the Mass. Each lesson, however, provides the following support:

- Lesson Objective
- Suggested Materials
- Vocabulary
- Guiding Children’s Experience
- Children’s Activity
- Summary Lesson Plan

In addition to materials for artwork and for some activities, the only other item you will need is a Bible in order to locate and read selected passages. We recommend using the New Revised Standard Version Catholic Edition (NRSVCE) or the New American Bible Revised Edition (NABRE).

Thank you for your interest in using this resource for the liturgical formation of your students and children. May the Holy Spirit guide you and keep you as you carry out the vital ministry of forming the children in your care for worship and prayer.

A WORD ON FORMING CHILDREN FOR PRAYER AND WORSHIP

In the Catholic tradition the Mass is “the highest point in all our prayer.”⁵ Accordingly, formation in prayer is a natural, and arguably essential, part of liturgical formation. To this end, we have incorporated a period of prayer into the beginning of each lesson.

The *Catechism of the Catholic Church* mentions five forms of prayer: blessing and adoration, praise, thanksgiving, petition, intercession. Similarly, it identifies three expressions of prayer: vocal prayer, meditation, contemplative prayer.⁶ Against this background, we begin each lesson with *lectio divina*, which familiarizes children with these forms and expressions and the discipline required for participation in the Mass. A description of this practice may be found below.

We also recommend teaching children the responses, acclamations, and prayers of the Mass. These include the Confiteor, the Gloria, the Nicene Creed, the Sanctus (Holy, Holy, Holy), the Our Father, the Invitation to Prayer (Lord, I am not worthy), and the Agnus Dei (Lamb of God). These also may be found below.

Lectio divina and teaching children to pray with scripture

Lectio divina is an ancient practice dating back to the early Church. It is a method of praying with Scripture that helps us to discern what God is speaking to our hearts. There are four steps: **lectio, meditatio, oratio, and contemplatio or reading, meditation, prayer and contemplation**. Each of these steps is described below.

Lectio: Once you have chosen a Scripture passage, read it (or have it read to you) slowly and carefully. What does it mean, in the literal sense?

Meditatio: Read or listen to the passage again. Are there words or phrases that stand out to you? Ponder them. How do they make you feel? What is God saying to you?

Oratio: Read or listen to the passage again. In light of your meditation, respond to God. What would you like to say to him?

Contemplatio: Read or listen to the passage again. Now sit in silence, and rest in God. Listen for what he may be speaking to your heart.

With young children, our purpose is to show them that the Bible is a special book. We teach them how to hold it so they can feel its weight, and we let them turn its pages. The passages we read to them are narrative in nature, and we guide their responses with questions. Older children who are seven and above may be led through the usual steps. The passages we read to them may be narrative or not, and their responses, if they wish, may be private. Even so, their responses may still need to be prompted by questions, until they grow in prayer and worship.

Notes

1. Romano Guardini, *Sacred Signs*, trans. Grace Branham (St. Louis: Pio Decimo Press, 1956), <https://www.ewtn.com/catholicism/library/sacred-signs-11190>.
2. Romano Guardini, *Liturgy and Liturgical Formation*, trans. Jan Bentz (Chicago: Liturgy Training Publications, 2022), viii.
3. Fr. Samuel Weber, OSB, “Sacred Signs and Religious Formation: An Application of the Teachings of Monsignor Romano Guardini,” *Adoremus* 14, no.1 (March 2008), <https://adoremus.org/2008/03/sacred-signs-and-religious-formation/>.
4. Weber, “Sacred Signs.”
5. Benedict XVI, General Audience, https://www.vatican.va/content/benedict-xvi/en/audiences/2012/documents/hf_ben-xvi_aud_20120111.html.
6. Catechism of the Catholic Church, *Catechism of the Catholic Church*, 2nd ed. (Washington, DC: Libreria Editrice Vaticana-United States Catholic Conference, 2000), 2626-2643.

Confiteor

I confess to almighty God
and to you, my brothers and sisters,
that I have greatly sinned
in my thoughts and in my words,
in what I have done and in what I have
failed to do,
through my fault, through my fault,
through my most grievous fault;
therefore I ask the blessed Mary
ever-Virgin, all the Angels and Saints,
and you, my brothers and sisters,
to pray for me to the Lord our God.

Gloria

Glory to God in the highest,
and on earth peace to people of good will.
We praise you,
we bless you,
we adore you,
we glorify you,
we give you thanks for your great glory,
Lord God, heavenly King,
O God, almighty Father.
Lord Jesus Christ, Only Begotten Son,
Lord God, Lamb of God, Son of the Father,
you take away the sins of the world,
have mercy on us;
you take away the sins of the world,
receive our prayer;
you are seated at the right hand of
the Father, have mercy on us.
For you alone are the Holy One,
you alone are the Lord,
you alone are the Most High,
Jesus Christ,
with the Holy Spirit,
in the glory of God the Father. Amen.

Nicene Creed

I believe in one God,
the Father almighty,
maker of heaven and earth,
of all things visible and invisible.
I believe in one Lord Jesus Christ,
the Only Begotten Son of God,
born of the Father before all ages.
God from God, Light from Light,
true God from true God,
begotten, not made, consubstantial
with the Father;
through him all things were made.
For us men and for our salvation
he came down from heaven,
and by the Holy Spirit was incarnate
of the Virgin Mary,
and became man.
For our sake he was crucified under
Pontius Pilate,
he suffered death and was buried,
and rose again on the third day
in accordance with the Scriptures.
He ascended into heaven
and is seated at the right hand of the Father.
He will come again in glory
to judge the living and the dead
and his kingdom will have no end.
I believe in the Holy Spirit, the Lord,
the giver of life,
who proceeds from the Father and Son,
who with the Father and Son is adored
and glorified,
who has spoken through the prophets.
I believe in one, holy, catholic and apostolic
Church.
I confess one Baptism for the forgiveness
of sins
and I look forward to the resurrection of
the dead and the life of the world to come. Amen.

Sanctus (Holy, Holy, Holy)

Holy, Holy, Holy
Lord God of hosts.
Heaven and earth are full of your glory.
Hosanna in the highest.
Blessed is he who comes
in the name of the Lord.
Hosanna in the highest.

Our Father

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

Invitation to Communion

Lord I am not worthy
that you should enter under my roof,
but only say the word
and my soul shall be healed.

Agnus Dei (Lamb of God)

Lamb of God,
you take away the sins of the world:
have mercy on us.
Lamb of God,
You take away the sins of the world:
have mercy on us.
Lamb of God,
you take away the sins of the world:
grant us peace.





UNIT II | Lesson Four
WELCOMING CHILDREN TO SACRED SPACE
Liturgical Elements of the Mass

LESSON OBJECTIVE

The purpose of this lesson is to introduce and make accessible the basic liturgical elements on or near the altar during the Mass.

SUGGESTED MATERIALS

- Bible
- Image of Hubert and Jan van Eyck's *Adoration of the Mystic Lamb*
- 11" x 17" white cardstock
- Chart depicting and labeling the basic liturgical elements of the Mass
- Colored pencils

VOCABULARY

Altar	the table from which the priest presides over the Mass
Altar Candles	candles made from beeswax that are used during Mass
Altar cloth	the cloth covering the altar during the Mass
Chalice	a cup made of precious metal to hold the wine
Crucifix	a cross with the body of Jesus on it
Paten	a plate made of precious metal to hold the bread

GATHERING AND PRAYER

Pray *lectio divina* using Psalm 91:4.

GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the basic liturgical elements of the Mass onto the cardstock.

Remind the children that the altar is the center of the Church and the table from which the Mass is celebrated. It is also the table from which we are invited to share a special meal—the bread and wine which becomes the Body and Blood of Jesus Christ at the Eucharist.

Using the chart, name the altar cloth. The altar cloth covers the altar like a tablecloth. It is often made from a fabric called linen, which is woven from the fibers of the flax plant.

Name the crucifix. A crucifix is a cross with the body of Jesus on it. It helps us remember that Jesus was sacrificed on the cross for us.

Name the chalice and the paten. During the Mass, the chalice is the cup that holds the wine, and the paten is the plate that holds the bread; both should be made from a precious metal such as gold.

Name the altar candles and candlesticks. The candles are made from beeswax. They remind us that Jesus is “the light of the world (John 8:12).” Like the chalice and paten, the candlesticks should be made from a precious metal.

Ask the children if they would like to see a picture of an altar. Show them the *Adoration of the Mystic Lamb* painted by Hubert and Jan van Eyck. Point out the altar in the center of the painting, the worshipping angels, the chalice, and the lamb.

After examining the painting, tell the children Jesus is the Lamb of God,¹ a name that we sing during the Mass before we receive Communion.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, teach the children to sing “Lamb of God” as a way to place emphasis on Jesus as the sacrificial Lamb and to encourage their participation in the Mass.

REFLECTION QUESTIONS

- > *What is the difference between a crucifix and a cross? Is it important?*
- > *Why do you think the chalice and paten are made from precious metals?*
- > *Why do you think we use candles during the Mass?*

ACTIVITY

Teach the children to sing **Lamb of God** however it is sung in your parish.

You will want to revisit this activity throughout the year.



AGNUS DEI

Lamb of God,
 you take away the sins of the world,
 have mercy on us.
 Lamb of God,
 you take away the sins of the world,
 have mercy on us.
 Lamb of God,
 you take away the sins of the world,
 grant us peace.

SUMMARY LESSON PLAN

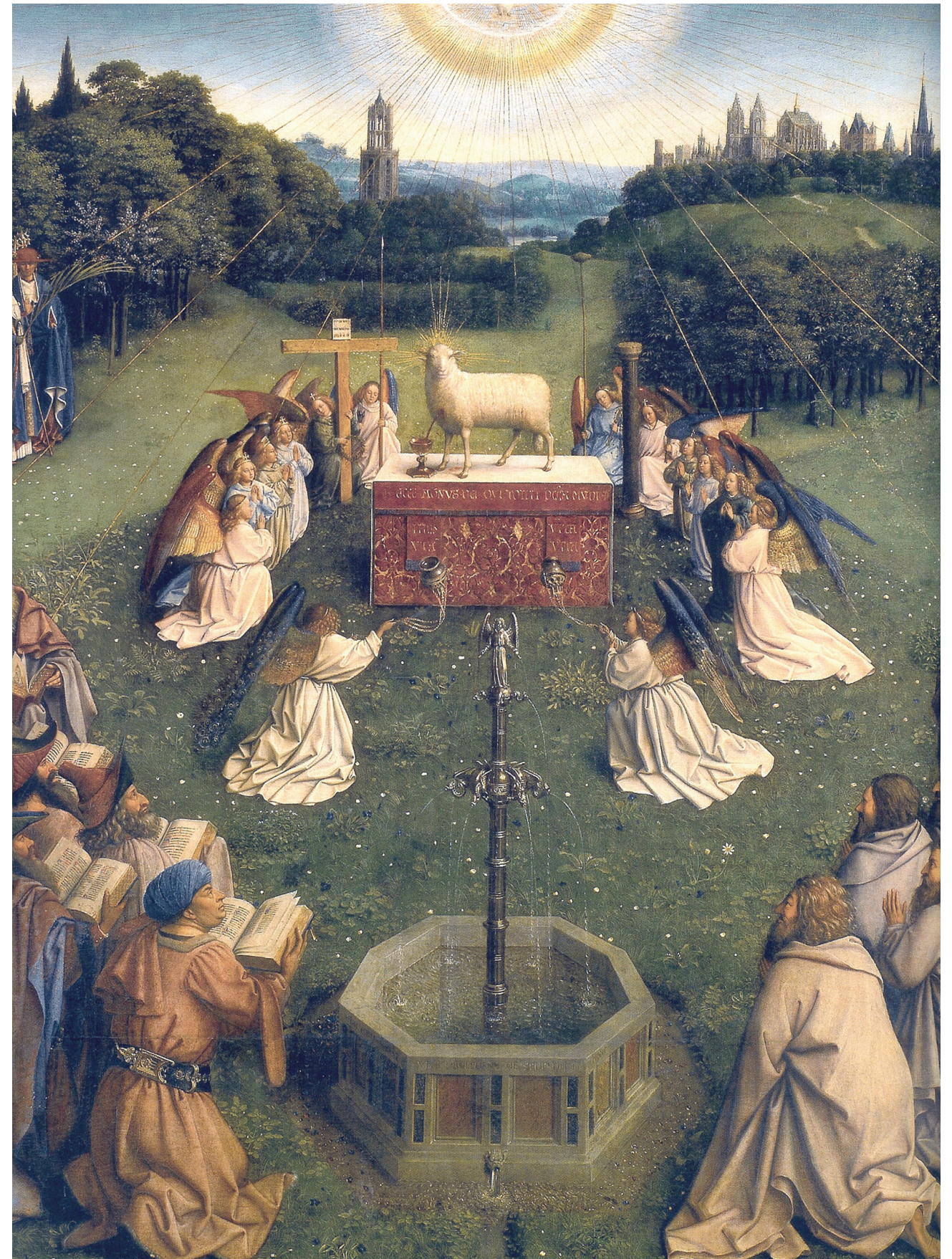
Lesson Four: Welcoming Children to Sacred Space (*Liturgical Elements of the Mass*)

MATERIALS: Bible, image of Hubert and Jan van Eyck's *Adoration of the Mystic Lamb*, 11" x 17" white cardstock, chart depicting and labeling the basic liturgical elements on or near the altar during the Mass, colored pencils.

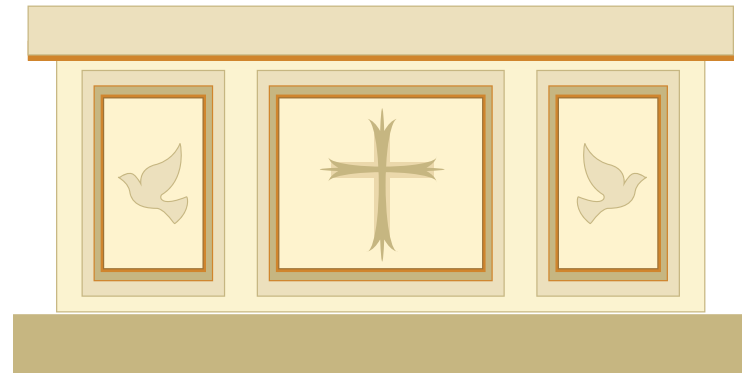
MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
Gathering and Prayer	Mark Psalm 91:4 in your Bible.	Pray lectio divina: Psalm 91:4.	
1st Moment		Remind children that the altar is the table from which the Mass is celebrated. It is also the table from which we are invited to share a special meal—the bread and wine that becomes the Body and Blood of Jesus in the Eucharist.	
2nd Moment	Print the chart depicting the basic liturgical elements of the Mass onto the cardstock.	Point to the chart. Tell children the altar cloth covers the altar like a tablecloth. The crucifix is like a cross with the body of Jesus on it. The chalice and paten are like a cup and a plate. During the Mass they hold the wine and bread. There are candles in candlesticks on the altar.	The altar cloth is often made from a fabric called linen, which is woven from the fibers of the flax plant. The crucifix helps us to remember that Jesus was sacrificed on the cross for us. Both the chalice and paten should be made from a precious metal such as gold. The candles should be made from beeswax. They remind us that Jesus is the "light of the world" (John 8:12). The candlesticks should be made from a precious metal such as gold.
3rd Moment	Print copies of the <i>Adoration of the Mystic Lamb</i> from the Ghent Altarpiece.	Ask children if they would like to see a picture of an altar. Examine the <i>Adoration of the Mystic Lamb</i> from the Ghent Altarpiece together. Point out the altar in the center, the worshipping angels, the chalice, and the lamb. Remind children that Jesus is the Lamb of God.	<i>The Adoration of the Mystic Lamb</i> from the Ghent Altarpiece was painted by Hubert and Jan van Eyck and completed in 1432. John the Baptist calls Jesus the Lamb of God in the Gospel of John (John 1:29).
4th Moment		Ask children to share their reflections, using the questions provided as a guide.	
Activity		Teach children to sing "Lamb of God" however it is sung in your parish.	
Closing Prayer	Choose closing prayer.	Pray closing prayer.	

Adoration of the Mystic Lamb

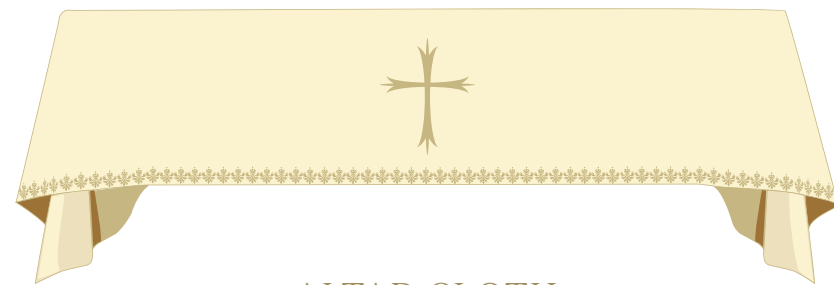
Detail from the Ghent Altarpiece in St. Bavo's Cathedral Ghent, Belgium, Wikimedia Commons, Public Domain



LITURGICAL ELEMENTS



ALTAR



ALTAR CLOTH



ALTAR CANDLES



CHALICE



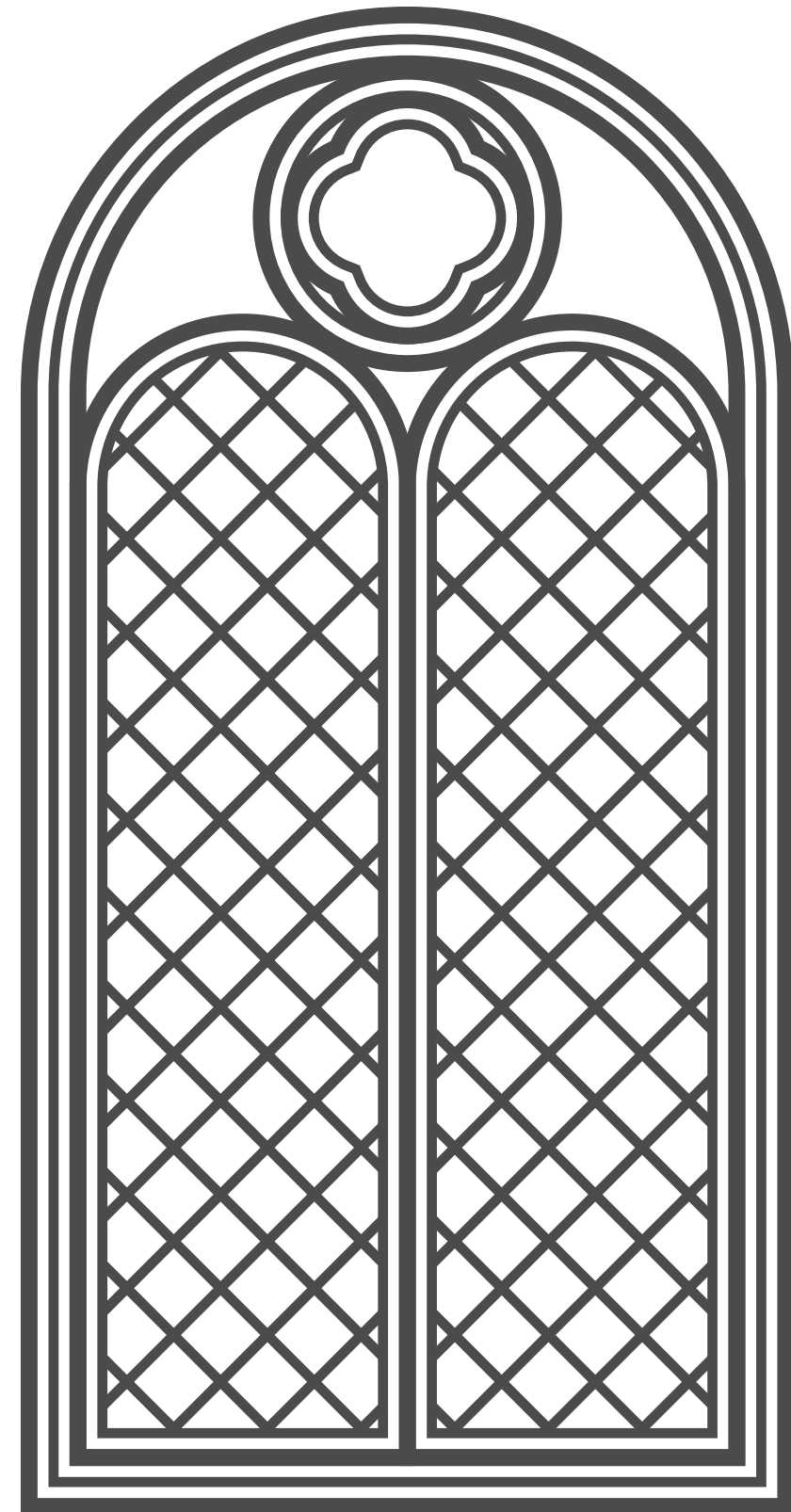
CRUCIFIX



PATEN

BONUS ACTIVITY

Inspired by the stained glass windows you see at your local Church, color this window with colored pencils.





UNIT II | Lesson Five
WELCOMING CHILDREN TO SACRED SPACE
Liturgical Colors

LESSON OBJECTIVE

The purpose of this lesson is to introduce children to the meaning of the four main liturgical colors, each of which is associated with a particular season or feast.

SUGGESTED MATERIALS

- Bible
- Image of H. Baron and L. Massard's *Le prêtre réfractaire*
- "Creator Alme Siderum," link provided on The Music of Richard Burchard website, <https://www.richardburchard.com/works/creator-alme-siderum-satb>
- Phone or other device for playing music
- 11" x 17" white cardstock
- Chart depicting and labeling the liturgical colors
- Coloring sheet for the liturgical colors
- Colored pencils

VOCABULARY

Alb	a vestment of white linen worn by the priest during the Mass
Chasuble	an outer vestment worn over the alb by the priest during the Mass
Liturgical colors	the colors associated with specific liturgical seasons and feasts and worn by the priest during the Mass
Vestments	liturgical garments worn by the priest during the Mass

GATHERING AND PRAYER

Pray *lectio divina* using Zephaniah 3:17.

GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the liturgical colors onto the cardstock.

Remind the children that the year has four seasons: spring, summer, fall, and winter. Explain that the church has seasons, too, and that each of these seasons has its own color and feasts.

Tell the children that the priest wears special clothing called vestments during the Mass. The outer vestment is called a chasuble and its color depends on the feast or the season. For example, the priest wears purple during Advent and Lent, while preparing for Christmas and Easter. Point to the purple chasuble on the chart.

Tell the children that white is the color of feast days, so the priest wears a white chasuble on Christmas and Easter. Point to the white chasuble on the chart. Add that green is the color of the time after Christmas and Easter. We call this time Ordinary or Growing Time. Point to the green chasuble on the chart. Red is the color of a special feast called Pentecost or the Feast of the Holy Spirit. Point to the red chasuble on the chart.

Ask the children if they would like to see a picture of a priest in his chasuble. Show them *Le prêtre réfractaire* by H. Baron and L. Massard and note that the priest is wearing a red chasuble. Ask them which feast he is celebrating.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, ask the children to color in the coloring sheet for the liturgical colors, while listening to "Creator Alme Siderum."

REFLECTION QUESTIONS

- > *Is it helpful to know why the priest wears certain colors?*
- > *Is it important to know why the priest wears certain colors?*
- > *Why does the priest wear white on feast days?*

ACTIVITY

*Color in the coloring sheet for the liturgical colors, while listening to **Creator Alme Siderum**.*

- Hand out the coloring sheet.
- Review the liturgical colors with the children.
- Have the children color the coloring sheet for the liturgical colors.



CHRISTMAS OR EASTER



ORDINARY TIME



ADVENT OR LENT



PENTECOST

SUMMARY LESSON PLAN

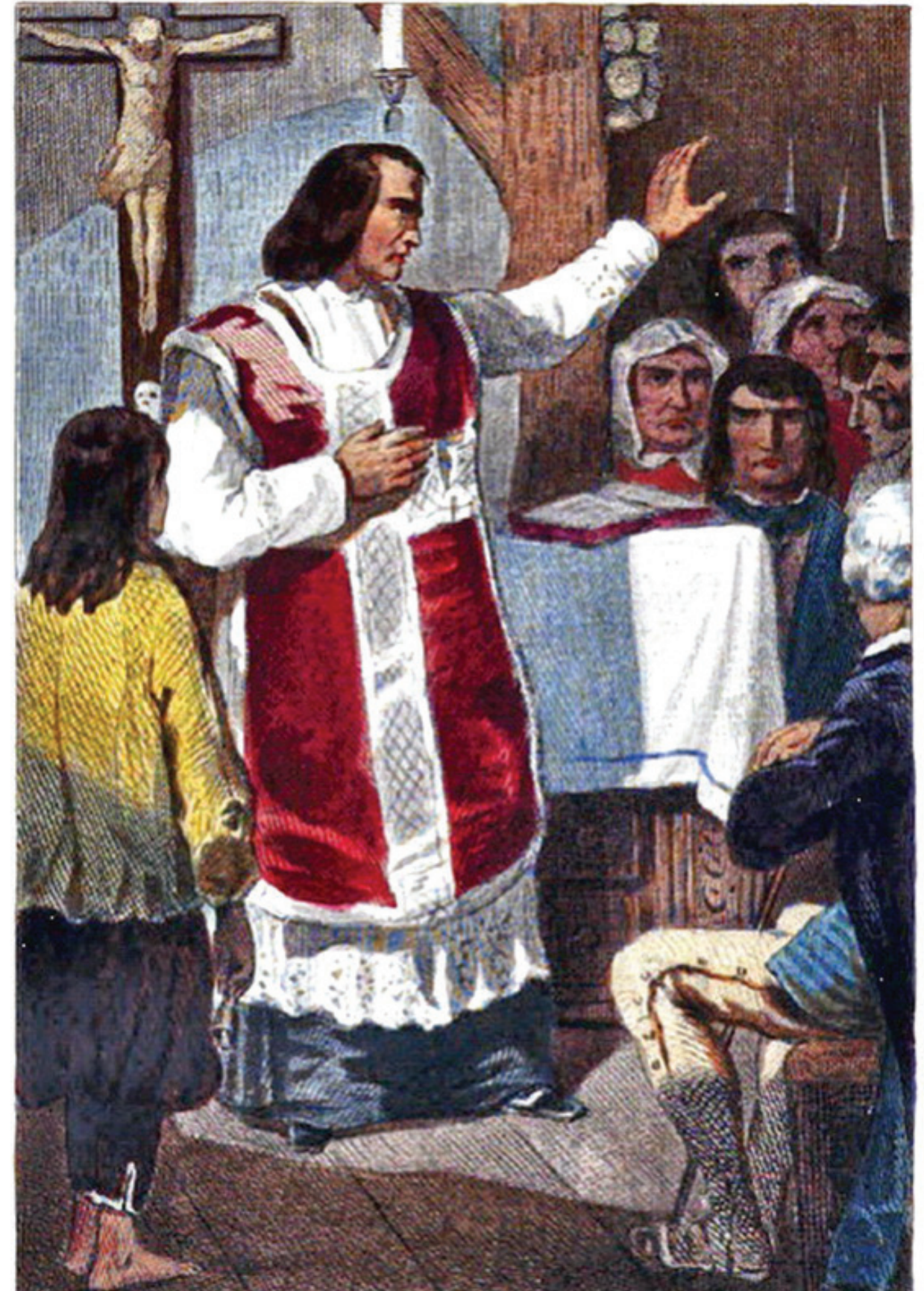
Lesson Five: Welcoming Children to Sacred Space (Liturgical Colors)

MATERIALS: Bible, image of H. Baron and L. Massard's *Le prêtre réfractaire*, "Creator Alme Siderum," phone or other device for playing music, 11" x 17" white cardstock, chart depicting the liturgical colors, coloring sheet for the liturgical colors, colored pencils

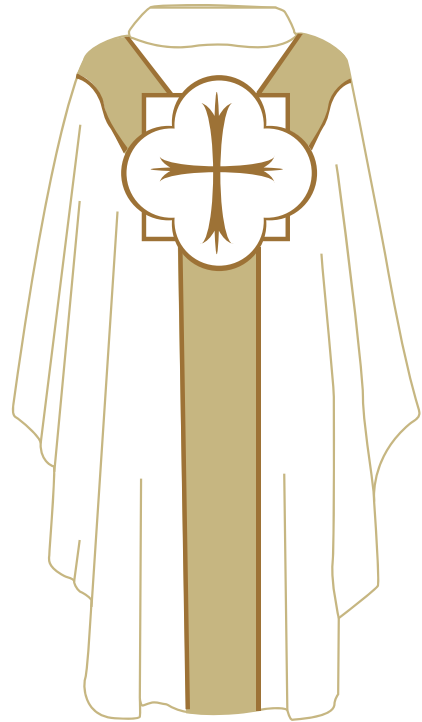
MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
Gathering and Prayer	Mark Zephaniah 3:17 in your Bible	Pray <i>lectio divina</i> : Zephaniah 3:17	
1st Moment		Remind children that the year has four seasons: spring, summer, fall, and winter. Tell children that the church has seasons, too, and that each of these seasons has its own feasts and color.	
2nd Moment		Tell children the priest wears special clothing called vestments during the Mass. The outer vestment is called a chasuble. The color of the chasuble depends on the feast or season.	The chasuble is worn over an alb. An alb is a vestment of white linen worn by the priest during the Mass.
3rd Moment	Print the chart depicting the liturgical colors onto the cardstock. Print copies of <i>Le prêtre réfractaire</i> .	Point to the chart. Tell children the priest wears purple during Advent and Lent, while preparing for Christmas and Easter. White is the color of feast days, so the priest wears a white chasuble on Christmas and Easter. Green is the color of the time after Christmas and Easter. We call this time Ordinary or Growing Time. Red is the color of a special feast called Pentecost or the Feast of the Holy Spirit.	<i>Le prêtre réfractaire</i> is an illustration from <i>Les Français sous la Révolution</i> , published in 1843.
4th Moment		Ask children to share their reflections, using the questions provided as a guide.	
Activity	Print copies of the coloring sheet. Have "Creator Alme Siderum," ready to play.	Have children color in the coloring sheet for the liturgical colors. Play "Creator alme siderum."	
Closing Prayer	Choose closing prayer.	Pray closing prayer.	

Le prêtre réfractaire (1843)

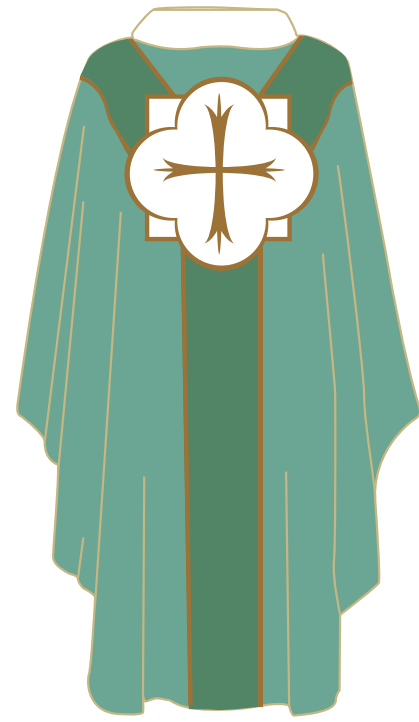
Illustration in *Les Français sous la Révolution*, by H. Baron and L. Massard, Wikimedia Commons, Public Domain



LITURGICAL COLORS



CHRISTMAS OR EASTER



ORDINARY TIME



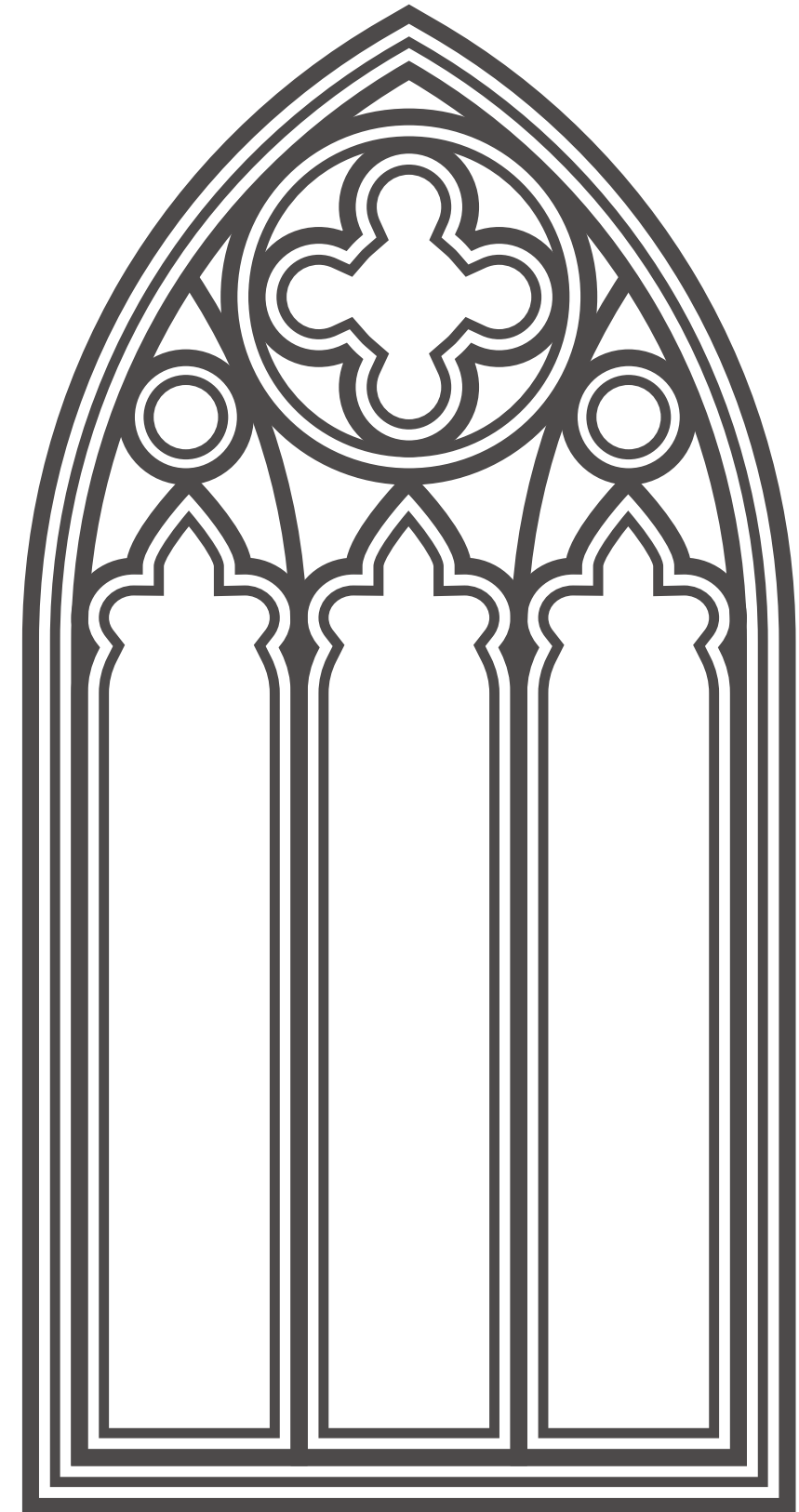
ADVENT OR LENT



PENTECOST

BONUS ACTIVITY

Inspired by the stained glass windows you see at your local Church, color this window with colored pencils.





UNIT II | Lesson Six
WELCOMING CHILDREN TO SACRED SPACE

Liturgical Calendar

LESSON OBJECTIVE

The purpose of this lesson is to introduce children to the principal seasons and feasts of the Church year.

SUGGESTED MATERIALS

- Bible
- “Forty Days and Forty Nights,” performance on *Welcoming Children in Worship* website, <https://wchorship.wpenginepowered.com/forty-days-and-forty-nights/>
- Phone or other device for playing video
- 11” x 17” white cardstock
- Chart depicting and labeling the liturgical calendar
- Coloring sheet for the liturgical calendar
- Colored pencils

VOCABULARY

Feast day	a day set aside to honor and observe an event from the life of Jesus Christ, a specific saint, or a mystery of faith
Liturgical calendar	calendar showing the cycle of liturgical seasons and feasts of the Church year
Liturgical season	distinct period of the Church year with unique opportunities for spiritual growth

GATHERING AND PRAYER

Pray *lectio divina* using Jeremiah 29:11.

GUIDING CHILDREN'S EXPERIENCE

Print the chart depicting the liturgical calendar onto the cardstock.

Introduce the concept of liturgical time with the liturgical calendar. A calendar is something we use to identify what month and day it is. We also use a calendar to mark the date and time of special events. The Church has a calendar, too, to mark the feasts and seasons of the year. We call this a liturgical calendar.

Using the liturgical calendar, point out that the Church year begins with Advent. Draw attention to the color of Advent, which is purple, and remind the children that the priest wears purple while preparing for Christmas. The Church gives us four whole weeks to prepare for Christmas. We call this time the Advent season.

Point to the white area adjacent to Advent and remind the children that white is the color for feast days. Christmas is a feast day because it honors the birth of Jesus—but Christmas is more than just one day. The celebration of Jesus' birth continues for three weeks. This long celebration is called the Christmas season.

Point out the area on the calendar for Lent, which is purple. Because Easter is the most important celebration of the Church year, the Church gives us six whole weeks to prepare for it. We call this time Lent or the Lenten season.

Pointing to the adjoining white area, say that Easter is the highpoint of the Church year as it celebrates the Paschal Mystery of Jesus' passion, death, and resurrection by which we are saved. Like Christmas, Easter is more than one day. Easter is such a big celebration that we celebrate for six weeks. We call this the Easter season.

After Easter, there is a feast called Pentecost. Point to the red area on the calendar. Pentecost is when the Holy Spirit descended on Mary and the Apostles. It is just one day, so there is only a sliver of color.

There are two green areas on the calendar—a small one after Christmas and a big one after Pentecost. This period is called Ordinary or Growing Time. Point to both areas. In this case, Ordinary means time we are not celebrating or preparing to celebrate. It is also a time when we deepen and cultivate our faith.

As before, we have provided a list of questions for your use with the children. You may, however, develop your own. For the activity, ask the children to color in the coloring sheet for the liturgical calendar, while listening to "Forty Days and Forty Nights."

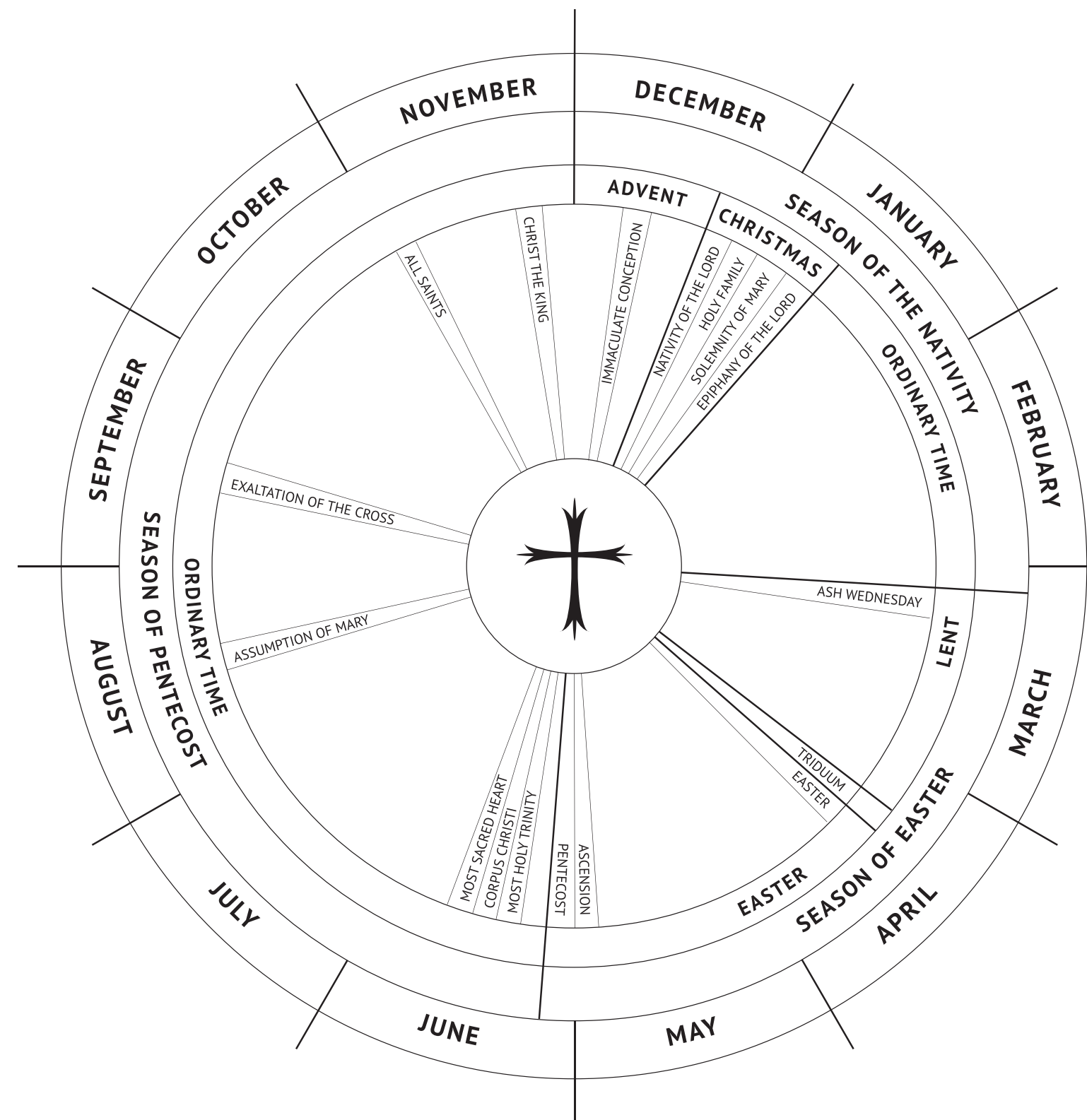
REFLECTION QUESTIONS

- > *Is it important to know where we are in the Church year?*
- > *Does it make sense for a celebration to be more than one day?*
- > *Why does the Church give us so much time to prepare for a celebration?*

ACTIVITY

*Color in the coloring sheet for the liturgical colors, while listening to **Forty Days and Forty Nights**.*

- Hand out the coloring sheet.
- Review the liturgical colors with the children.
- Have the children color the coloring sheet for the liturgical colors.



SUMMARY LESSON PLAN

Lesson Six: Welcoming Children to Sacred Space (*Liturgical Calendar*)

MATERIALS: Bible, “Forty Days and Forty Nights,” phone or other device for playing video, 11” x 17” white card stock, chart depicting the liturgical calendar, coloring sheet depicting the liturgical calendar, colored pencils

MOMENTS	PREPARATION	PRESENTATION/ACTIVITY	NOTES
Gathering and Prayer	Mark Jeremiah 29:11 in your Bible.	Pray lectio divina: Jeremiah 29:11.	
1st Moment		Tell children we have a calendar for the year: spring, summer, fall, winter. The Church has a calendar too. It marks the feasts and seasons of the Church year.	A calendar identifies what day it is or marks the date and time of a special event. The Church calendar is called a liturgical calendar.
2nd Moment	Print the chart depicting the liturgical calendar onto the cardstock.	Point to the calendar. Tell children Advent is the beginning of the Church year. Advent is a time of preparation for Christmas. It is colored purple on the calendar. Christmas day is a feast. It is colored white on the calendar. The time of preparation for Easter is called Lent. It is also colored purple on the calendar. The biggest celebration of the year is Easter. It is also colored white on the calendar. After Easter, there is a special feast called Pentecost or the Feast of the Holy Spirit. It is colored red on the calendar. The time after Christmas and Easter is called Ordinary or Growing Time. It is colored green on the calendar.	The Church gives us four-weeks to prepare for Christmas. We call this time the Advent season. Christmas is more than just one day. Christmas is so important that we celebrate for three weeks. We call this time the Christmas season. Easter is so important the Church gives us a six weeks to prepare for it. We call this time Lent or the Lenten season. Easter is more than just one day. Easter is so important that we celebrate for six weeks. We call this time the Easter season. Pentecost is when the Holy Spirit descends on Mary and the Apostles. Ordinary means the time we are not celebrating or preparing to celebrate. It is also a time when we cultivate our faith.
3rd Moment		Ask children to share their reflections, using the questions provided as a guide.	
Activity	Print copies of the coloring sheet. Have “Forty Days and Forty Nights” ready to play.	Have children color in the coloring sheet for the liturgical calendar. Play “Forty Days and Forty Nights.”	
Closing Prayer	Choose closing prayer.	Pray closing prayer.	

LITURGICAL CALENDAR

