



Saint Agnes School 530 Lafond Avenue, St. Paul, Minnesota 55103

K-6 Parent Resource Guide

to help with the transition to distance learning during the Coronavirus Disease (COVID-19) pandemic

As we shift education from Saint Agnes School to distance learning, we realize that this is a sudden and unexpected change in your child's education. We hope that this document will provide some tips and strategies to help you in this transition. You are the primary educators of your child, and we look forward to working with you during this unique time.

1. Stay calm!

Your children will adjust well, especially if you remain calm.

We will pray especially that God gives you grace upon grace as you discern what is best for your family.

2. Keep it simple!

We are here for you and will do our best to provide the essential pieces of the curriculum for your children.

Give your children time to play, exercise, and help with projects around the house.

3. Take breaks!

Go outside, dance to music, eat a snack.

Your child has many breaks during the school day and is unable to sit at a desk for 6 hours.

Break up the learning with play and physical activity.

4. Give chores!

More kids around equals more mess.

Create an expectation that there will be more jobs around the house to help keep things under control.

5. Your home is a wonderful place to learn!

This temporary time of distance learning will be a new experience for all of us.

It will look different, but this will be a time of growth for your family.

6. Read!

Read a chapter book together as a family.

Have time for silent reading. Read outside. Listen to audiobooks. Here's a [book list](#) to begin.

Encourage older children to read to younger children. Try a read-aloud challenge: keep track on a chart, have every kid try to read aloud to a sibling or stuffed animal every day.

7. Have fun!

Try your best with what you have and let us know when you have questions.

Do not stress about teaching your child a difficult new concept. We'll review when we return to school.

Enjoy the time getting to know your child's interests and learning style.



Your child has many needs during this time of transition.

I. Spiritual Needs

- a. God is love and has a beautiful plan for your family during this time.
- b. Pray together as a family each day.
- c. Read the Bible together out loud each day.
- d. Create a prayer table or corner in a central place in your home.
- e. Choose a devotion to pray together: the Rosary, Divine Mercy Chaplet, Stations of the Cross, etc...
- f. If you are unable to make it to Sunday Mass, watch it on a device and make a spiritual communion.
- g. Our Dominican Sisters have many wonderful resources on prayer and virtue at www.goledigital.org
- h. There are many free online resources: Magnificat, Laudate, and Formed.
- i. In moments of stress, pray simple prayers
 - i. Jesus, I trust in you.
 - ii. Come, Holy Spirit.
 - iii. Have mercy on us and on the whole world.

II. Emotional Needs

- a. Reassure your child that they are secure- you will provide for their basic needs: shelter, food, clothing, medical care and protection from harm.
- b. Predictable, consistent routines will bring peace and stability to your child.
- c. Children thrive in spaces that are beautiful and orderly. Even the littlest children can help clean up the clutter and tidy the messiness.
- d. Your child will experience disappointment when they miss out on activities they are looking forward to. Give them permission to express this disappointment in an appropriate way. This time is full of disappointments for all of us!
- e. Your child will miss their friends. Snail mail, phone calls, and video chats might be really important and helpful for them.
- f. Children can be overstimulated by technology. Be cautious with the amount of screen time.
- g. Your child might be experiencing more stress and anxiety. Explain that school is closed so that we can all stop sharing germs for a while and let the germs go away. Encourage your child to pray and also help them with calm music, laughter, play, exercise, and sleep.

III. Physical Needs

- a. Hygiene: teach them how to wash hands, cover coughs, and not touch eyes, nose, and mouth.
- b. Get outdoors every day and exercise.
- c. Maintain a consistent sleep schedule.
- d. Being hungry distracts from learning.
 - i. Have your children help prepare healthy meals.
 - ii. Eat lunch at the same time as it would be at school.
 - iii. If you are in need of food, there are several [resources](#) and [restaurants](#) offering food in the Twin Cities.



IV. Academic Needs

- a. Create a schedule with your children.
 - i. Your children need to know the difference between spring break and a distance learning day.
 - ii. Checklists are a helpful visual that help to organize tasks.
 - iii. The mornings are the best work time, so media free mornings are highly recommended.
 - iv. Set apart Sunday as a day of rest. The Lord's Day and Solemnities should feel completely different!

- b. Practical Considerations
 - i. Your child needs a place to work with their materials.
 - ii. They need to know where to find pencils, a pencil sharpener, erasers, dictionary, and math resources: ruler, coins, analog clock, counters, etc...
 - iii. If you do not have wifi or internet, [see if you qualify for two months of free service.](#)
 - iv. Designate one place to keep schoolbooks and materials. Books are often accidentally damaged at home by spills, pets, toddlers, etc... Please help your child find a safe place to store school items. Many of the books will need to be returned for the students to use next year.
 - v. Timers (sand timers are wonderful) often help students concentrate on one task at a time.
 - vi. Creating a cubicle from cardboard, may help your child focus while working at a table with siblings.
 - vii. Your child might not want to work in the same place all day. Perhaps morning study time is at the kitchen table, but midday reading is on the front step and afternoon study time is in the den.
 - viii. Parents will most likely need to proctor some tests at home. We trust that you will create a non-distracting testing environment where the student will work independently. As you supervise the test, do not provide verbal or nonverbal hints regarding the correct answer.
 - ix. Please realize that these distance learning assignments maybe different than typical assignments in the school setting with a group of students. The teachers will do their best to pace assignments accordingly.

- c. Multiage Learning
 - i. If you have multiple children at home, build in time for the older children to read aloud and help the younger ones.
 - ii. If there are young children at home, set up invitations to play (playdoh station, rice tray with scoops, etc) to engage them while getting "real" schoolwork done with bigger kids. Pack a box of toys for toddlers that they can only touch while you are working with the big kids on schoolwork. Then it's more exciting because the things are usually unavailable! Set up a blanket on the floor for them, their special space.

- d. Additional learning your child can do at home.
 - i. Now might be the perfect time for your child to learn a new hobby: baking, indoor plant care, painting, candle making, knitting, crocheting, needlepoint, painting, drawing, memorizing poetry, jigsaw puzzles, learning a new language, dance, etc... YouTube has so many lessons!
 - ii. Find a free typing tutorial and have your child learn finger positions to increase their typing speed.
 - iii. Create time for musical instrument practice.
 - iv. This will be a huge adjustment for your family and you have a fresh start each day.
 - v. When school resumes, the most important thing will be that the child's hearts and minds have been growing in faith, reason, and virtue. Thank you for helping to foster the learning in your home.



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Work with your children to create a Monday- Friday schedule. Here's one sample:

8:00 AM - All kids awake by this time. Eat breakfast, get dressed, finish chores.

9:00 AM- Begin with a "School Song" to signal for everyone to meet at the table, be there by end of the song. Pray the Angelus, sing a hymn, learn about the Saint of the Day, focus on one virtue for the day.

Watch a virtue minute from our Dominican Sisters at www.golepress.com/what-are-the-virtues/
Read aloud a Bible passage and meditate on it using Lectio Divina.

Share prayer intentions and end with a closing prayer.

The K-6 students at St. Agnes begin the school day with a morning meeting.

You could ask your child plan one. The four parts are greeting, sharing, activity, and morning message.

9:15 AM Morning work time on essential subjects of math and reading. Highly recommend no devices in the morning.

10:00 AM Morning snack and outdoor recess

10:30 AM Enrichment Subjects

11:15 AM Lunch (maybe do a family read aloud)

12:00 PM Pray the Angelus, afternoon recess

12:30 PM Quiet time for ALL! Everyone goes to their own space to read, work quietly, or nap for a half hour, hour, two hours, whatever you need. Having everyone home can be overwhelming. Everyone needs some planned time apart from each other.

3:00 PM Afternoon snack, pray Chaplet of Divine Mercy

4:00 PM Continue with school work. Chores (cooking, cleaning, laundry), free choice time when schoolwork is done.

5:00 PM Family Rosary Walk

6:00 PM Pray the Angelus, Family Dinner

7:00 PM Family Recreation (games, movie, etc...)

7:30 PM Family Examen Prayer. What am I grateful for? How did the day go? What are our goals for tomorrow?
Allow members of family time to make individual apologies to ask for forgiveness.

7:45 PM Bedtime for kids who did not follow the daily schedule and were not practicing virtue.

8:30 PM Bedtime all kids who follow the daily schedule and practiced virtue.



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Our Family's Monday - Friday Schedule

8:00 AM _____

8:30 AM _____

9:00 AM _____

9:30 AM _____

10:00 AM _____

10:30 AM _____

11:00 AM _____

11:30 AM _____

12:00 PM _____

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5:00 PM _____

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6:00 PM _____

6:30 PM _____

7:00 PM _____

7:30 PM _____

8:00 PM _____

8:30 PM _____



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Work with your child to create a daily checklist. Be sure to include fun things!

Start with a reasonable checklist that your child will be able to manage. Here's one sample daily checklist:

Pray with family

Hygiene

- Brush teeth
- Comb hair
- Wash face
- Bath/Shower

Clothes

- Change out of pajamas
- Put on clean clothes
- Put dirty clothes in hamper
- Help sort dirty laundry
- Fold clean clothes
- Put clean clothes away
- Hang up coat and put away boots after playing outside

Eat

- Breakfast
- Morning Snack
- Lunch -set table
- Afternoon Snack
- Dinner -clear table

Cleaning

- Tidy bedroom
- Make bed
- Clean up toy room
- Unload dishwasher
- Take out trash

Learning

- Math
- Reading
- Spelling
- Writing
- History
- Practice piano
- Practice typing

Play

- Quiet play inside (puzzle, Legos, blocks)
- Creative play inside with my siblings (board games, build a fort, dress up)
- Friends- Call or video chat with a classmate, write a letter and put it in the mail, etc....
- Morning Recess outside
- Afternoon Recess outside

Exercise

- Ride bike
- Jump rope
- Run 10 laps around the house
- Shoot hoops
- Play Catch
- Hula Hoop
- Roller Skate
- Play tag
- Create an obstacle course



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Daily Checklist

Prayer

Hygiene

- _____
- _____
- _____
- _____
- _____
- _____

Clothes

- _____
- _____
- _____
- _____
- _____
- _____

Eat

- _____
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Cleaning

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Learning

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Play

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Exercise

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Give your child the opportunity to practice the virtues of temperance and orderliness by learning these practical life skills:

Personal Hygiene

- Wash hands
- Bathing and Showering
- Wash hair
- Wash face
- Brush teeth
- Trim nails

Clothing

- Dress self
- Put clean clothes in a drawer
- Put dirty clothes in hamper
- Use the washing machine and dryer
- Fold towels and clothes
- Hang clothes on a hanger
- Tie shoes
- Simple sewing, such as threading a needle, darning socks, and sewing on a button

Food

- Read a recipe and prepare a simple meal
- Clear plate after meals
- Mix, stir, and cut with a dull knife
- Peel potatoes and carrots
- Pour water without spilling
- Set a table
- Fold cloth napkins

Cleaning

- Pick up toys
- Make bed
- Load and unload dishwasher
- Take out trash
- Replace toilet paper roll
- Sort laundry, start washer and dryer, fold clothes, match socks
- Use a broom and dustpan
- Take out the trash
- Change own bed sheets
- Sweep, mop, and vacuum
- Clean countertop, sink, and mirrors

Other

- Recite full name, address and a phone number to reach you
- Make an emergency call
- Use a safety pin
- Use a paper clip
- Use a stapler
- Open a lock with a key
- Open a lock with a combination
- Pound a nail with a hammer
- Tighten and loosen a bolt with a wrench
- Measuring with tape measurer
- Tie the eight basic types of knots
- Use a level
- Wrap a present
- Navigate with a map and compass
- Make change with coins
- Care for plants and animals



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Responsive Classroom Strategies

that your children know from their classrooms.

- 1) Talk as a family to share hopes and dreams for this time of distance learning.
- 2) From those hopes and dreams, create a set of rules that will help you achieve those goals.
(Some examples of rules: Show virtue. Work hard. Be safe. Use Kind words. Be helpful. Be a problem solver.)
- 3) Designate a spot in your home for your child to take a break. (This is different than a time out chair- it is a spot they can go if they are feeling worried, overwhelmed, upset, or need a break from a sibling.) Children learn self-regulation by learning what they can do to help calm themselves down when they are feeling upset.
- 4) When problems arise, the parent or child can call a problem-solving meeting. You can decide who in your family needs to be there. For example, your child might say: "I am having a problem focusing on my work because my younger brother keeps distracting me. I think we could solve this problem by having him work at the kitchen counter while I work on the couch." The child should advocate for his or her learning during this unique time.
- 5) Use reinforcing language with your children.
 - a. This is proactive, specific, descriptive, and reflecting
 - b. "I notice that you started your work right away without any reminders."
 - c. "Tell me about your illustration."
 - d. "You got out all of your materials and were able to complete your whole math assignment."
 - e. "You were able to _____. What strategies did you use to accomplish that?"
 - f. "You were able to _____. How do you feel about that?"
- 6) Use reminding language with your children.
 - a. This is proactive and reactive. It encourages planning and reflection
 - b. "Remind us how to..."
 - c. "Who remembers..."
 - d. "Think about last time. What worked and what did we say we wanted to change?"
 - e. "Who can show us..."
 - f. "Tell me how you are going to..."
 - g. "What strategies did you use to solve the problem?"
- 7) Use Redirecting language with your children.
 - a. This is reactive, direct, names the ideal, and invokes authority. Language should be descriptive and stress the deed and not the doer.
 - b. "You have been late three times. What will you do differently to be on time tomorrow?"
 - c. "You need to..."
 - d. "Our rules say..."
 - e. "We agreed to..."
 - f. "Show me a better way to do/ say that."



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- 8) Find ways to give the child academic choice.
 - a. What subject would you like to work on next?
 - b. Where would you like to sit?
 - c. Would you like to work for 5 more minutes or 10 more minutes?

- 9) Use logical consequences
 - a. Loss of privilege
 - i. If the child is not putting caps on markers and putting them away when finished using them, they lose the privilege of using them.
 - ii. In a child does not clean up Legos when finished playing, they lose the privilege of playing with them.
 - iii. Before you restore a privileged, coach child so they can be more successful next time.
 - b. Break It, Fix It
 - i. The “fix it” part is directly related to and in proportion to what the child did.
 - ii. If a child knocks over her brother’s tower of blocks on purpose, she needs to help him pick up the blocks and rebuild the tower.
 - iii. When a child calls her sibling a mean name, she can apologize and write a list of positive attributes.

- 10) Children need Brain Breaks and Energizers throughout the day.
 - a. They can be calming or lively.
 - b. The [Responsive Classroom YouTube Channel](#) has many examples and your children know several from their classrooms.



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List of Virtues and Definitions

Affability	Being easy to approach and easy to talk to – friendly
Circumspection	Careful consideration of circumstances and consequences
Courtesy	Treating other people with respect, recognizing that all are made in God’s image and likeness
Docility	Willingness to be taught
Foresight	Consideration of the consequences of one’s actions; thinking ahead
Fortitude	Enduring difficulties and pain for the sake of what is good.
Generosity	Giving of oneself in a willing and cheerful manner for the good of others
Gratitude	Thankful disposition of mind and heart
Honesty	Sincerity, openness and truthfulness in one’s words and actions
Humility	Awareness that all our gifts come from God and appreciation for the gifts of others
Industriousness	Diligence, especially in work that leads to natural and supernatural maturity
Justice	Giving to each, beginning with God, what is due him
Kindness	Expressing genuine concern about the well-being of others; anticipating their needs
Loyalty	Accepting the bonds implicit in relationships and defending the virtues upheld by Church, family, and country
Magnanimity	Seeking with confidence to do great things in God; literally “having a large soul”
Magnificence	Doing great things for God
Meekness	Serenity of spirit while focusing on the needs of others
Moderation	Assenting to rightful authority without hesitation or resistance
Modesty	Purity of heart in action, especially in regards to dress and speech
Obedience	Assenting to rightful authority without hesitation or resistance
Orderliness	Keeping oneself physically clean and neat and one’s belongings in good order
Patience	Bearing present difficulties calmly
Patriotism	Paying due honor and respect to one’s country, with a willingness to serve
Perseverance	Taking the steps necessary to carry out objectives in spite of difficulties
Prayerfulness	Being still, listening, and being willing to talk to God as a friend
Prudence	Reasoning and acting rightly in any given situation; “right reason in action”
Respect	Speaking and acting according to our own and others’ rights, status, and circumstances
Responsibility	Fulfilling one's just duties; accepting the consequences of one's words and actions, intentional and unintentional
Self-control	Joyful mastery over one’s passions and desires
Sincerity	Trustfulness in words and actions; honesty and enthusiasm towards others
Temperance	Being moderate in the pleasure and use of created goods
Trustworthiness	Acting in a way that inspires confidence and trust; being reliable

More resources available from our Virtue in Practice curriculum by the Dominican Sisters of Mary Mother of the Eucharist are available at <https://golepress.com/what-are-the-virtues/>



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DISCIPLE OF CHRIST
EDUCATION IN VIRTUE™

DISCIPLE OF CHRIST VIRTUES

IN BAPTISM WE ARE GRAFTED ONTO CHRIST THE VINE; He enters us and remains in us as long as we desire His presence. By freely choosing to live as one with Christ, we permit Him to transform us from within. This life in Christ is rooted in the virtues and gifts received at baptism (see CCC, 1266).

"If faith is like the root, charity is like the sap that nourishes the trunk and rises into the branches, the network of virtues, to produce the delicious fruit of good works" (Servais Pinckaers, O.P., *Morality: The Catholic View*, South Bend, St. Augustine Press, 2001).

Disciple of Christ Virtues guide educators, parents, and students in identifying virtues which need to be cultivated. Each corresponding "Opposing Trait" highlights a pattern of behavior which needs change in order for one to mature in virtue.

Human virtues acquired by education, by deliberate acts, and by perseverance ever-renewed in repeated efforts are purified and elevated by divine grace. With God's help, they forge character and give facility in the practice of the good. The virtuous man is happy to practice them (CCC, 1810).

"GOD GIVES THE GROWTH."
(1 CORINTHIANS 3:7)

VIRTUE	MEANING	OPPOSING TRAIT	WAYS TO CULTIVATE
JUSTICE (Fairness)	Enables one to give to each, beginning with God, what is due him	Failing to see what is owed to each by virtue of his dignity	Recognize what is due to God first and then to others.
AFFABILITY	Being easy to approach and easy to talk to - friendly	Being mean, unkind, cruel, or unflattering	Smile; acknowledge the presence of other people and take time to listen to them.
COURTESY	Treating other people with respect, recognizing that all are made in God's image and likeness	Not recognizing the inherent dignity of others made in God's image and likeness	Be aware of others' feelings and expressions; be polite, well-mannered.
GENEROSITY	Giving of oneself in a willing and cheerful manner for the good of others	Giving without a spirit of cheer, with a begrudging manner	Be self-giving; focus on one act of charity/kindness each day; share.
GRATITUDE	Thankful disposition of mind and heart	Not expressing appreciation; taking other people and things for granted	Count the good things (blessings) in one's life; express gratitude even when it is difficult.
KINDNESS	Expressing genuine concern about the well-being of others; anticipating their needs	Not regarding the well-being of others, being cruel in looks, words, and actions	Practice speaking, thinking, and acting kindly.
LOYALTY	Accepting the bonds implicit in relationships and defending the virtues upheld by Church, family, and country	Breaking bonds of trust with Church, family, country, friends, and school	Seek to do one's best to help others; follow rules; fulfill responsibilities; be faithful to commitments.
OBEDIENCE	Assenting to rightful authority without hesitation or resistance	Resisting the directives of rightful authority	Listen to rightful authority; follow directions; give a prompt response.
PATRIOTISM	Paying due honor and respect to one's country, with a willingness to serve	Lacking regard or respect for one's country and national symbols	Show respect for your country's flag; speak respectfully about government officials; recite the Pledge.
PRAYERFULNESS	Being still, listening, and being willing to talk to God as a friend	Entertaining distractions during prayers and Mass	Cultivate a spirit of prayer and recollection; maintain the proper posture (kneeling, sitting still, etc.).
RESPECT	Speaking and acting according to one's own and others' rights, status, and circumstances	Resisting the directives of rightful authority	Be respectful in words and actions (body language); allow others to go first.
RESPONSIBILITY	Fulfilling one's just duties; accepting the consequences of one's words and actions, intentional and unintentional	Failing to accept responsibility for one's words and/or actions; being unreliable	Be accountable for one's personal actions and decisions at home, at school, and in personal relationships.
SINCERITY	Trustfulness in words and actions; honesty and enthusiasm towards others	Speaking or acting in a manner only to make oneself look good; being insincere	Tell the whole truth; build trust by words and actions; state what one is sorry for.
TRUSTWORTHINESS	Acting in a way that inspires confidence and trust; being reliable	Being devious or deceptive	Perform actions that restore and maintain trust; act with fidelity in small matters.

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Forming Catholic Hearts & Minds in Faith, Reason, & Virtue



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VIRTUE	MEANING	OPPOSING TRAIT	WAYS TO CULTIVATE
PRUDENCE (Sound Judgment)	Enables one to reason and to act rightly in any given situation – “right reason in action”	Being hasty or rash in one’s words or actions	Pray for guidance. Seek sound advice. Think about the situation. Act upon the decision.
PARTS OF A PRUDENTIAL ACT			
GOOD COUNSEL (Ask and listen)	Seeking advice from a reasonable person	Seeking advice from those who agree with you; asking moral advice from people who do not share your moral values	Seek advice from trustworthy people.
GOOD JUDGMENT (Think)	Thinking rightly about a decision	Acting without thinking	Carefully consider all the circumstances and ask “What am I to do now?”
COMMAND (Act)	Directly acting upon a sound decision	Failing to act upon a sound decision	Take action after thoughtful deliberation.
VIRTUES			
CIRCUMSPECTION	Careful consideration of circumstances and consequences	Considering only oneself when acting	Seek advice; silently reflect upon the circumstances and consequences of one’s actions (memory).
DOCILITY	Willingness to be taught	Being stubborn, inflexible, and proudly set in one’s ways	Listen to others and be willing to follow directions; thank others for rightful corrections.
FORESIGHT	Consideration of the consequences of one’s actions; thinking ahead	Failing to consider later consequences	Pray, think, act; learn how to gather information to make a decision; plan out long-term and short-term goals.

VIRTUE	MEANING	OPPOSING TRAIT	WAYS TO CULTIVATE
FORTITUDE (Courage)	Enables one to endure difficulties and pain for the sake of what is good	Choosing the easiest task; being cowardly; being insensible to fear	Withstand difficulties; complete hard tasks.
INDUSTRIOUSNESS	Diligence, especially in work that leads to natural and supernatural maturity	Giving in to a lack of motivation to complete one’s responsibilities; being lazy	Diligently complete a task; set small goals along the way.
MAGNANIMITY	Seeking with confidence to do great things in God; literally “having a large soul”	Seeking to do great things for self-promotion – not seeking to do the good that is possible – pusillanimity (weak, spineless)	Acknowledge the good in others when it is difficult; strive to do difficult tasks with God’s grace.
MAGNIFICENCE	Doing great things for God	Being wasteful; not responding to grace	Use one’s talents for the good; act with generosity towards others.
PATIENCE	Bearing present difficulties calmly	Being impatient while completing a difficult task or in handling challenging circumstances	Listen to others; wait for one’s turn; tolerate inconveniences and annoyances without complaining.
PERSEVERANCE	Taking the steps necessary to carry out objectives in spite of difficulties	Quickly giving up when a task is challenging	Complete task from start to finish; stay with a task when it is hard, difficult, or boring.

VIRTUE	MEANING	OPPOSING TRAIT	WAYS TO CULTIVATE
TEMPERANCE (Self-Control)	Enables one to be moderate in the pleasure and use of created goods	Intemperance; overindulging in a good thing	Exercise the freedom to say ‘no’ to one’s wants and desires.
HONESTY	Sincerity, openness, and truthfulness in one’s words and actions	Being dishonest in words and actions; telling lies	Live uprightly in words and actions; recognize that “God sees the heart.”
HUMILITY	Awareness that all one’s gifts come from God and appreciation for the gifts of others	Failing to recognize the gifts of others; being too proud or having false humility	Show deference to others; acknowledge the accomplishments of others; look at one’s strengths and weaknesses honestly.
MEEKNESS	Serenity of spirit while focusing on the needs of others	Giving in to anger and losing one’s temper when working or playing with others	Remain calm; allow others to go first; wait without complaining.
MODERATION	Attention to balance in one’s life	Giving in to being excessive in one or more areas of one’s life	Set limits for oneself; create a balance in one’s life by limiting the use of media, consumption of additional food and drink, etc.
MODESTY	Purity of heart in action, especially in regards to dress and speech	Choosing to dress or act in a way inconsistent with one’s dignity as a child of God	Follow the dress code; recognize your dignity as a person; ask yourself if you are respecting yourself as a child of God.
ORDERLINESS	Keeping oneself physically clean and neat and one’s belongings in good order	Disorder with regard to one’s space and physical appearance	Establish order in one’s daily life; keep one’s space and appearance orderly and clean.
SELF-CONTROL	Joyful mastery over one’s passions and desires	Being excessive in words or actions, acting impulsively	Mastery of one’s desires; practice restraint in regards to words and actions.

Forming Catholic Hearts & Minds in Faith, Reason, & Virtue



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50 Acts: The Virtue of Kindness

Ideas for Saint Agnes School Students

1. Hold the door open for others
2. Do a chore at home without being asked
3. Pick up trash off the ground
4. Return a stray cart at the store
5. Tell a family member you love them
6. Call a grandparent and ask them about their childhood
7. Let someone ahead of you in line who'd appreciate it
8. Compliment a classmate for a job well done
9. Thank your teacher(s) for something specific
10. Help clean up the mess in the car without someone asking
11. Clean up a mess at home that you didn't make
12. Ask an elderly neighbor how you can help around his/her house
13. Send a card to a military service member
14. Offer a Divine Mercy Chaplet for someone deceased
15. Tithes some of your allowance to your church
16. Donate some cool toys for kids in need
17. Surprise a friend, classmate, or sibling with a treat
18. Read a book to a younger sibling
19. Own-up and ask forgiveness from a sibling for something you did in the past
20. Greet everyone you see with a cheerful demeanor
21. Make a sibling's bed (or parent's bed)
22. Visit the elderly at a nursing home
23. Invite someone lonely to play at recess
24. Tell the Director of the Lower School about a great teacher
25. Thank Fr. Moriarty and Fr. McConville for saying Mass and hearing Confessions all day
26. Thank your parish priest for all he does
27. Thank a religious sister, especially our Dominicans, for their vocation and service
28. Help a parent make dinner without being asked
29. Help set the table without being asked
30. Write a letter to a grandparent (or aunt or uncle)
31. Make a "get well" card for someone in need
32. Clean and organize your room without being asked
33. Share something you appreciate about a classmate with others
34. Work hard to always have an "attitude of gratitude" and always thank God for your many blessings each day
35. Avoid complaining for the entire day
36. Serve a family member a surprise breakfast in bed
37. Do a sibling's chores as a surprise
38. Write down the things and people for whom you are grateful; tell them to your parents
39. Share your favorite book, game, or hobby with someone
40. Make sure to involve others in the conversation in the cafeteria
41. Sit by someone new or lonely at lunch
42. Offer a sacrifice of one specific thing you enjoy each day for the souls in Purgatory (e.g. dessert, TV, etc.)
43. Look for an opportunity to encourage a classmate, sibling, or friend in their Faith
44. Help a friend to make a good decision; be a positive influence on others
45. Offer a word of encouragement and support for a classmate who appears down or sad
46. Write a cursive letter to a friend, instead of email or text
47. Work daily to grow in attentiveness and responsiveness to the needs of your peers
48. Be a good listener; ask follow-up questions; don't interrupt in conversation
49. Thank your Guardian Angel in prayer for all the protection you've been given - that you don't even know about
50. Thank your parents for their sacrifices so you can attend Saint Agnes School

"Achieve sanctity by being faithful in the smallest matters."

-St. Therese of Lisieux



Saint Agnes School 530 Lafond Avenue, St. Paul, Minnesota 55103

CAUGHT PRACTICING VIRTUE

_____ was practicing

the virtue of _____

when _____

_____.

*Let your light so shine before men, that they may see your good works
and give glory to your Father who is in heaven. Matthew 5:16*

Name: _____ Date: _____



CAUGHT PRACTICING VIRTUE

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and give glory to your Father who is in heaven. Matthew 5:16*

Name: _____ Date: _____





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Morning Offering

O Jesus, through the Immaculate Heart of Mary, I offer you my prayers, works, joys, and sufferings of this day, in union with the Holy Sacrifice of the Mass throughout the world. I offer them for all the intentions of your Sacred Heart, for the salvation of souls, reparation for sin, and the reunion of all Christians. I offer them for all of our Bishops, and for all the members of the Apostleship of Prayer, and in particular for the intentions recommended by our Holy Father for this month. Amen.

Saint Michael Prayer

Saint Michael, the Archangel, defend us in battle. Be our protection against the wickedness and snares of the devil. May God rebuke him we humbly pray, and do thou, O Prince of the Heavenly Host, cast into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.

Guardian Angel

Angel of God, my guardian dear, to whom God's love commits me here. Ever this day be at my side to light and guard, to rule and guide. Amen.

Memorare

Remember, O most gracious Virgin Mary, that never was it known that anyone who fled to thy protection, implored thy help, or sought thy intercession was left unaided. Inspired by this confidence, I fly unto thee, O Virgin of virgins, my Mother, to thee do I come, before thee I stand, sinful and sorrowful. O Mother of the Word Incarnate, despise not my petitions, but in thy mercy hear and answer me. Amen.

Before Meal Prayer

Bless us, O Lord, and these Thy gifts, which we are about to receive from Thy bounty. Through Christ Our Lord. Amen.

Angelus

The Angel of the Lord declared unto Mary: **And she conceived of the Holy Spirit.**

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

Behold the handmaid of the Lord: **Be it done unto me according to Thy word.**

Hail Mary . . .

And the Word was made Flesh: **And dwelt among us. (*All kneel*)**

Hail Mary . . .

Pray for us, O Holy Mother of God, **that we may be made worthy of the promises of Christ.**

Let us pray:

Pour forth, we beseech Thee, O Lord, Thy grace into our hearts; that we, to whom the incarnation of Christ, Thy Son, was made known by the message of an angel, may by His Passion and Cross be brought to the glory of His Resurrection, through the same Christ Our Lord. Amen.



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Online Learning Resources:

If you are looking for some supplemental curriculum, you can check out eBooks from your library. You may also want to filter through some of these websites. We cannot fully endorse all the content available on these expanding sites, but there are some wonderful resources that you might find very helpful and engaging.

The **Look to Him and be Radiant Blog** is full of free Catholic resources for your family.

Holy Heroes is a Catholic resource with many free activities.

National Geographic Kids Find amazing facts about animals, science, history and geography, along with fun competitions, games and more.

PBS Kids Educational games and videos from Curious George, Wild Kratts and other PBS KIDS shows!

Science Daily - Breaking science news and articles.

Mystery Science – Mystery Science is offering free memberships for up to one year, with engaging lessons in a variety of science-related areas, including timely topics such as, “How do germs get inside your body?” Video lessons are complemented by hands-on experiments and downloadable activities.

Vooks- A kid-safe ad free streaming library of read-aloud, animated storybooks.

Duolingo – Learn a new language with free online learning tools in 36 languages.

Smithsonian Institution Learning Lab, free, online resources and activities for learners.

BrainPop is a group of educational websites with over 1,000 short animated movies for students in grades K-12, together with quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music.

Prodigy Math – A free, online math program that uses a fun video game-style interface to engage learners. Users create their characters and conquer challenges while doing math along the way, tied to their skill level and aligned with core competencies.

Freckle is a website with a differentiation platform where students work at *their* level across subjects.

GoNoodle is a great go to when your child needs a brain break. The movement and mindfulness videos are created by child development experts.

Find more free educational websites at <http://www.amazingeducationalresources.com/>