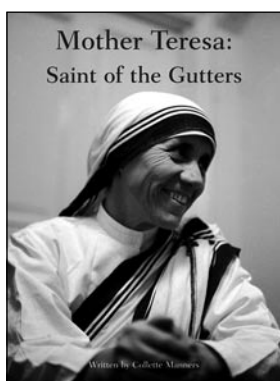


Mother Teresa: Saint of the Gutters

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



MOTHER TERESA: SAINT OF THE GUTTERS

Middle level fact

Text type: Biography

Reading age 9.7

Word count 1,914

Before Reading

Activate prior knowledge by asking students if they know what a biography is. Guide the discussion to build understandings that a biography is an account of someone's life or part of their life which is told by someone else.

What kind of people do you think others would like to read about? Invite responses and support students to understand that biographies can also be about people who have achieved great things through their deeds. Share the story of Ryan Hreljac, known for *Ryan's Well*. Ryan's tireless efforts began at the age of 7, when he learned that his penfriend's

village in Africa had no clean drinking water. Ryan began doing chores to raise money to build a well. By the time Ryan had finished junior school, over \$750,000 had been raised for the well, which was constructed by a school. A biography about Ryan was made into a documentary.

Ask students if they know of other people whose actions have helped others. Discuss.

COVER

Before Reading

Read the title and examine the cover photograph. Who is Mother Teresa? What might the words Saint of the Gutters mean? Whose mother is she? Discuss what the book may be about. What do you notice about how Mother Teresa looks?

Read the blurb. What additional information does this give you? What do you know about Mother Teresa?

What kind of person is Mother Teresa?

How is this story told? Discuss that it is a biography.

What was her dream?

What do you expect to learn about Mother Teresa from this book?

What kinds of places do you expect to see?

What kinds of deeds would you expect from Mother Teresa?

*Who do you think Mother Teresa helped? Refer students to the words *Saint of the Gutters*.*

Jot down any tricky words that you need to clarify. Think about what you think they could mean and be ready to discuss them.

CONTENTS PAGE

*Open the book. Tell me what you know about this page. Discuss features of the contents page. Where would I go to read about *The Missionaries of Charity*? Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses.*

*What special features does this book have? Discuss the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or unusual words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.*

*Discuss the term *introduction*. What does this mean? Guide students to understand that an introduction provides general information about the topic, which can build readers' knowledge. Do you think this might be a useful place to start?*

Direct students to the time line on pages 4 and 5 to help them build content knowledge.

INTRODUCTION

During Reading

What do you notice about the photo on page 7? Read the caption. Guide students to infer that Mother Teresa loved people. Why do you think this photo was selected for this page?

As you read page 6, think about what you learn about Mother Teresa from the way others describe her. Be ready to chat about what you imagine it would be like to know Mother Teresa.

After Reading

Are there any words we need to clarify? Reread the sentences containing these words in the text and invite students to infer their meanings. Clarify as needed.

What is a slum? Where might you find a slum? Who would live in a slum?

When is the introduction set? Why do you think this book begins with Mother Teresa's death? Guide the conversation so that students understand that by learning about her achievements in the first paragraphs, it will give us greater perspective and increased understanding as we learn more about her life.

What can you infer about Mother Teresa from the way she is described by others?

What is meant by the description 'an apostle of peace and love?' What does this tell us?

Do you think Mother Teresa would be an interesting person to have known? Explain.

EARLY YEARS

During Reading

Tell me what you see on this page. Discuss the photographs and read the captions.

Look at the photo on page 8. What does it tell you about how others regarded Mother Teresa? Explain. Could that be Mother Teresa on page 9? Read the caption to check. If it isn't Mother Teresa, how might this photo be significant?

Read page 8 and be ready to share what you learn about Mother Teresa as a young girl. Think about how her early life is the same or

different from yours. Jot down a few ideas.

When you get to the end, visit the glossary to help you understand the last sentence.

After Reading

What was Mother Teresa's birth name?

When and where was she born?

How old would she be if she were alive now?

Something significant occurred when Mother Teresa was 7. What occurred? How might this have affected her? Invite inferences.

What can you tell me about what sort of girl she was? Probe for clarification and elaboration as needed. Encourage students to identify words or phrases in the text that help them to build their understandings.

Why might she have been interested in the people of India? Invite inferences.

What kind of charity work might she have done? Have any of you done any charity work? Perhaps you have had people come to your door to collect for charity. What happens with the money collected?

BECOMING A NUN AND TEACHER

During Reading

Do you think we will learn more about the nun in the photograph as we read this section of the book? Do you expect this nun to be someone significant to Mother Teresa? Explain.

Let's look forward to see what we can expect to read about. Briefly discuss the map on page 11. Where was Mother Teresa born? Where did she go next? And then? How do you think she felt about arriving in India? Guide students to recall that helping the people in India was a childhood dream. Turn over again to view the

photo and read the caption on page 13. Where is Calcutta? Has Mother Teresa realized her dream? Describe what you see.

As you read pages 9 to 13, jot down the main points about Mother Teresa's life as a nun and teacher. Remember to find out about the nun in the photo.

After Reading

What did you learn? Invite students to share their understandings of Mother Teresa's journey.

How old was she when she became a nun? And why did she change her name?

What was special about the French saint, Therese of Lisieux?

What did you learn about Teresa's character? Direct students to reread the top of page 10 to check if needed.

What interesting information did you learn about Teresa's mother on page 10? Why do you think they never saw each other again?

Tell me about Teresa's experience in Calcutta. Reread the second paragraph on page 10 if needed.

Something significant occurred in 1946. How old was Teresa then? What happened? How did this change Teresa's life?

How was the decision to leave the Sisters of Loreto difficult for Teresa?

Who helped Teresa in her new work? What is a volunteer?

THE MISSIONARIES OF CHARITY

During Reading

Look at the photograph on page 17. What do you think happens next?

*What does the title suggest to you? Discuss the words *missionaries* and *charity*. Revisit the*

glossary if needed.

As you are reading pages 14 to 18, jot down some of the things you learn about the *Missionaries of Charity*. Write these questions up for students to see.

- Who are they?
- What do they do?
- What do they look like?
- What type of people do you think they are?
- What do they hope to achieve?
- How many homes did they have by 1991?

Don't forget to use the glossary to help you with some of the new words.

After Reading

Discuss students' understandings about The *Missionaries of Charity*. Probe for clarification and elaboration where needed. Encourage students to refer to the text to substantiate their understandings.

Who are they? In the photo on page 15, they are all women. Is this correct? Encourage students to refer to page 17 of the book to provide information about the *Missionaries of Charity Brothers*.

Describe the sort of work the missionaries do. *Why don't other organizations care for these people?* Discuss.

What happened in 1991? How do you think Teresa would have felt about opening a home in her country of birth? Explain. How many homes were there by 1991?

How did others feel about Teresa's efforts? How do you know?

FAME AND FORTUNE

During Reading

What does the title suggest to you?

What do the photo and caption tell you? What does the word abandoned mean? What might happen to these children if Mother Teresa wasn't able to provide a home for them? Do you think there may be other children like this in the world?

Look at the photos and captions on pages 20 and 21. What do you know about Teresa?

Think about the title again. Do you have any other thoughts on what it may mean? Discuss.

As you read pages 19 to 21, take note of what fame and fortune meant to Mother Teresa.

- *Did Teresa like being famous?*
- *What did the fame enable her to do?*

After Reading

What happened as people began to hear about Teresa's efforts?

*How did the documentary assist the *Missionaries of Charity*?*

What is a soup kitchen?

What does the word poverty mean? When or where have you seen people living in poverty? Prompt students to think of the World Vision advertisements. What do you think it would be like to live in poverty? Explain.

Why did Teresa take donations from anyone? Why didn't some people like this? If Teresa didn't accept the donations, what might happen to some of the needy?

What else didn't some people like about Teresa? Why?

How do you think Teresa felt about the attention she got from the media?

AWARDS

During Reading

Look at the table on page 23. What kinds of awards do you think Mother Teresa received? Look down the list. Do you recognize any of these awards? Discuss. What do these awards tell us about the way Teresa's work is regarded? Encourage inferences. Do you think Teresa expected or wanted these accolades? Explain.

Read page 22 and be ready to discuss what Teresa did that was unusual after winning the Nobel Peace prize.

Take a detailed look at the awards table. Think about whether any may have been special for Teresa.

After Reading

What did Teresa do after winning the Nobel Peace Prize in 1979? Why do you think this was unusual? Does it surprise you that Teresa asked for the money for the dinner to be donated to the poor? Explain.

What do the Peace Prizes suggest to you?

What is an Honorary Citizenship of the United States?

Do you think a Golden Honour of the Nation award would be prestigious?

In 1971 Teresa received the Pope John XXIII Peace Prize. How do you think she may have felt about this? Why? Revisit page 12 and reread the first paragraph if needed. Remind students that when Teresa left the Sisters of Loreto, she knew that the church may not approve.

ILL HEALTH

During Reading

What do the titles of pages 24 and 25 suggest to you?

Does it surprise you that Teresa seemed to lead a healthy life despite working tirelessly with the sick and homeless? Would you expect that she may have been exposed to many illnesses over her years?

Who is the person in the photo on page 24?

As you read page 24, think about how others may have felt about her failing health. Think about how Teresa may have felt and what she may have been thinking. Find words or phrases in the book that suggest this to you.

How old was Teresa when Sister Nirmala took over as head of the Missionaries of Charity?

After Reading

What happened in 1989? How old was Mother Teresa at this time? What does the term nearly fatal mean?

Why do you think Teresa decided that she could not continue to lead her order? Encourage inferences.

Why do you think everyone voted to re-elect Teresa despite her decision? What does this tell you about how she was regarded? Did Teresa continue to head the Missionaries of Charity despite her wishes? Why do you think she did this?

What was the event that forced her to stop? How old was she now?

How do you think Teresa felt about handing over the role to Sister Nirmala? Explain.

How do you think Sister Nirmala felt about taking over from Mother Teresa? Explain.

THE END

During Reading

What do the photo and caption tell you? Why do you think this photo has been selected for this page?

Turn to pages 26 and 27. Who is the other person in these photos? Why might Princess Diana be in these photos? Invite inferences. Read the captions. What does the caption on page 26 tell us about the way the two women felt about each other? What is Princess Diana doing on page 27? What does this suggest to you about Princess Diana?

Turn to pages 28 and 29. What is happening here? Describe the size of the funeral. Why are there so many people at Teresa's funeral?

Turn to page 30. What does this photo suggest?

Read the last chapter and collect your final thoughts on the life of Mother Teresa. Be ready to comment about something interesting on the last page.

After Reading

What are your final thoughts on the life of Mother Teresa? Invite discussion and probe for clarification and elaboration as necessary.

How has she been remembered by many? Direct students to page 25 to check if needed. What else do we learn about Teresa that there is no reference to in the book? Ask students to reread the final sentence on page 25. What does this tell us?

The deaths of Princess Diana and Mother Teresa were not far apart. In what ways were these women similar and different?

Why do you think millions of people watched Teresa's funeral? Do you think it was appropriate for her to have a simple white coffin, or would she have preferred something

expensive and ornate? Explain.

On page 29 we learn that the poorest people were not allowed to take part in the funeral. Why do you think this was an issue? What are your thoughts on this?

🔍 CODE BREAKER

The way words or expressions are selected can enhance meaning or add emphasis. This can affect the way the reader understands things in the text.

Turn to page 6 of the book. When talking about Mother Teresa's death, Bill Clinton says,

This evening there is less love, less compassion, less light in the world.

What does Bill Clinton mean? Is he speaking literally? For example, does he really mean that there is less light in the world? Why has he chosen these words? What meaning is he trying to get across to others about Mother Teresa? Discuss.

On page 17, it says that the Missionaries of the Charity Brothers,

vowed to serve the poorest of the poor.

What meaning is conveyed by using the words poorest of the poor? Would this have read as powerfully if the Brothers vowed just to serve the poor? What do you imagine when you think about people who are poor? What do you imagine when you think about the poorest of the poor? Discuss.

📖 MEANING MAKER

The vocabulary used in the book is important. It helps us build a picture of the people, and this helps us to understand the importance of this biography. The words used to describe Mother Teresa help us know the sort of person she was.

Work through the book and record all the words that are used to describe Mother Teresa. Sort the words into groups: words that describe her character and words that describe her physically.

Find and record all the words that are used to describe the people that Mother Teresa helped.

When you have finished, reread your words and write a general statement about Mother Teresa and a general statement about the people she helped.

◆ TEXT USER

A biography is the story of a real person's life, or part of their life, which is written or told by another person. Since it is based on real events, photographs are used to illustrate and captions are added. This enables us to get a real picture of things as they actually happened.

Discuss how you think your knowledge of this book would be different if the pictures were drawn or painted instead of photos. Why do you think captions are often added to photographs? Discuss.

Using a selection of information books that students have not seen, ask students to work in pairs to look through texts and read the captions. Discuss how much information students gathered simply by studying photos and reading captions. Support students to generalize that these are a feature of the text that help readers to build knowledge about the topic.

● TEXT CRITIC

Because this is a biography, the reader is getting the story about Mother Teresa's life from Collette Manners. Collette Manners may have spent time interviewing Mother Teresa, or she

may have conducted research to gather the information.

The reader needs to understand that if information is gathered through an interview, they are reading about events in the way that Mother Teresa either remembers them or would like others to remember them.

If Collette Manners has researched Mother Teresa in order to write, the reader must still be thinking that the biography is the author's understanding of what has occurred in Mother Teresa's life. Either way, the reader must be aware that the events may be true and unbiased, may be someone's understanding of what is true, or finally they may be someone's opinion.

How do you think Collette Manners got the information for this biography? Explain.

USING MULTIPLE INTELLIGENCES

Work in groups of four to six.

Brainstorm: Sketch Mother Teresa. Around the sketch, brainstorm and record the important things that Mother Teresa did. (V, P)

Write: Record notes about the four things you think were the most important. (V, P)

Photograph: Arrange yourselves in poses pretending to be Mother Teresa caring for the sick or needy. Take some photographs. (B, S, P)

Captions: Write captions for your photographs. (V, P)

Sculpt: a statue dedicated to Mother Teresa. (B, S)

Song: Think of a song that sends the message of peace/love/caring for others, etc. (M)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Mother Teresa: Saint of the Gutters

Name _____

Main Ideas

As you read, record the main ideas from each part of the book.

Chapter	Main Ideas
Introduction	
Early Years	
Becoming a Nun and Teacher	
The Missionaries of Charity	
Fame and Fortune	
Awards	
Ill Health	
The End	



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Mother Teresa: Saint of the Gutters

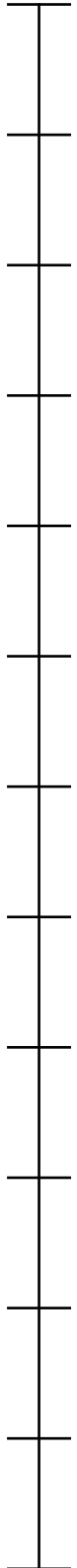
Name _____

Time Line of _____ Life

Draw a time line to show when important things have happened in your life. Use a ruler to make your time line easy to read. Use the time line on page 5 to help you set it out.

Some ideas:

When you: were born, began kindy/
preschool/school, attended special parties
or gatherings, got your pet, saw a favourite
movie or read a favourite book, had your first
sleepover, began playing a favourite game,
sport, or hobby, met your best friend/s, went
on a special trip or holiday, won a special
award.



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Mother Teresa: Saint of the Gutters

Name _____

Write these words from the story in alphabetical order. Some will be easy, but for others you will need to look past the first letters.

peace	apostle	Teresa	Catholic	missionary
nun	poverty	Albania	Calcutta	volunteers
children	poor	refugee	charity	donations

Write the plurals of these words:

nun _____

child _____

apostle _____

volunteer _____

Catholic _____

missionary _____

Unjumble the names of these places. Check the map on page 11 if you need help.

sAis _____

nidaI _____

cairfA _____

eroEup _____

lrIedna _____

cdeaMaino _____

How many words can you build from the name Mother Teresa? Use each letter only the number of times it appears in the name.

Mother Teresa



Mother Teresa: Saint of the Gutters

Name _____

Biography

1. Do the title, cover photograph, and blurb tell you what this book is about? Why or why not?

2. Who is the book about?

3. What has Mother Teresa done to have someone write about her?

4. How has Mother Teresa contributed to the world?

5. How might the author have acquired the information about Mother Teresa?

6. Was the book about Mother Teresa's whole life or just part of it?

7. How did the places this book was set in affect Mother Teresa's life?

8. Who do you think may have influenced Mother Teresa as a girl?

9. How did this book help you learn more about your world ?

10. Who do you think would enjoy a book like this? Why?



Mother Teresa: Saint of the Gutters

Name _____

This book is a biography. The reader views Mother Teresa from the author's perspective. How did you view Mother Teresa?

1. What was your first impression of Mother Teresa when you saw the cover?

2. Do you think the title, cover photograph, and blurb portray Mother Teresa in a positive way? Explain.

3. Do you think the biographer respects Mother Teresa? Give reasons.

4. Do you think the biographer likes Mother Teresa? Give reasons.

5. Which words, phrases, or sentences make you think the biographer likes and respects Mother Teresa or doesn't?

6. Do you think readers of this book will be inspired by this story? How do you feel after reading this book?

7. Who do you know that might enjoy this book? Why would they enjoy it?

8. Write words that tell how you feel about Mother Teresa.



Mother Teresa: Saint of the Gutters

Name _____

This book has many features that help us understand the topic and also find things easily. Write a sentence that explains how each feature helps us read the book.

Blurb

Contents page

Time line of Mother Teresa's life

Introduction

Photographs with captions

Map of Mother Teresa's journey

Table of Mother Teresa's awards

Glossary

Index



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