

About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 470

Book Summary

Mother Teresa: Mother to Many details the extraordinary life of a woman who cared for so many people. Mother Teresa began her life as an ordinary girl who left her family to become a Roman Catholic nun. A “day of inspiration” led her to the slums of India, where she began teaching and caring for people who were very poor and very sick. Other nuns joined her, and in time, Mother Teresa earned a Nobel Peace Prize and came to lead an organization that has helped millions of people in many countries. Photographs and maps support the text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Identify main ideas and details
- Summarize to understand text
- Identify *r*-controlled vowel /ur/
- Identify compound predicates
- Understand the difference between homophones *there* and *their*

Materials

Green text indicates resources are available on the website.

- Book—*Mother Teresa: Mother to Many* (copy for each student)
- Chalkboard or dry-erase board
- Sticky notes
- Photographs of nuns of different ages and dress
- Large pieces of paper
- Main idea and details / summary, compound predicates, homophones worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:
 Story critical: *charity* (n.), *faith* (n.), *inspiration* (n.), *missionaries* (n.), *nun* (n.), *slums* (n.)
 Enrichment: *blessing* (n.), *extraordinary* (adj.), *Roman Catholic* (adj.)

Before Reading

Build Background

- Ask students if they have heard of a woman named *Mother Teresa*. Explain that she was famous for helping sick and poor people.

Lesson Plan *(continued)*

Mother Teresa: Mother to Many

- Write the word *nun* on the board. Ask students to tell what they know about nuns. Using Internet or print references, show students photographs of nuns of different ages and dress. Explain that this book gives information about nuns and Mother Teresa.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Main idea and details**

- Write the following list of words on the board: *backpack, pencil box, folder, notebook*. Ask students to describe what these words refer to (school supplies). Point out the definitions of these words help to identify the main idea. (There are many different supplies needed for school.) The words *backpack, pencil box, folder, and notebook* are the details that support this main idea.
- Explain that sometimes the amount of information about a topic is so large it is grouped into separate sections, and each section has its own main idea. Point out while this book does have separate chapters, some books do not. When a book is divided into chapters, each chapter or section has its own main idea.
- Read page 4 aloud to students. Model identifying the main idea and details of the first page.
Think-aloud: *As I read page 4, most of the sentences mention something about Mother Teresa. This page gives information about why Mother Teresa is considered extraordinary. I will underline the information that talks about this. The sentences I will underline mention she was famous for working with poor and dying people. I also read she was born an ordinary girl, but through her deep faith and love for others, she became an extraordinary woman who touched many lives. On the basis of what I've read, I think the main idea of the first page is: Mother Teresa was extraordinary.*
- Write the main idea on the board. Point out that different people may think of a different way to say the main idea. While the words may vary slightly, the overall point of the main idea is the same. Ask students to identify the details from the book that support the main idea (page 4: Do ordinary things with extraordinary love; famous Roman Catholic nun; worked with poor and dying people; born ordinary; deep faith and love for others; extraordinary woman; touched many lives). Write these details on the board.

Introduce the Comprehension Skill: **Summarize**

- Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in the text. Point out that a summary includes the main idea and one or two supporting details. It often answers the questions *who, what, when, where, why, and how*. Explain that engaged readers stop after reading a section or chapter in a book, or every few pages, to summarize what they've read so far.
- Model summarizing the main idea and details from the first page on the board.
Think-aloud: *To summarize, I decide which information is most important to the meaning. To do this, I can identify the main idea and important details and then organize that information into a few sentences. When I look at the main idea and details on the board, a summary of this page might be: Mother Teresa was an extraordinary woman. A famous quote from her reads: "Do ordinary things with extraordinary love." She was born an ordinary girl, but became an extraordinary Roman Catholic nun who touched many lives by caring for poor and dying people.*

Lesson Plan *(continued)*

Mother Teresa: Mother to Many

- Write the summary on the board. Have students identify the main idea and details within the summary. Discuss how you used your own words to create the summary and each person's summary might be slightly different. Point out that a summary includes more details than a main idea.

Introduce the Vocabulary


- Write the following Story Critical vocabulary words from the text on large pieces of paper and hang them up around the room: *charity*, *faith*, and *inspiration*. Read each word aloud with students.
- Place students in three groups and assign each group to a word. Encourage all students to participate and share their thoughts with their group, emphasizing this is a collaborative effort. Have them discuss what they know about the meaning of their word, and have them write their group definition or definitions on the paper. Rotate the groups until each student has visited every word on the poster, writing their ideas for the definition.
- Have students find the sentence on page 4 that contains the word *faith*. Ask a volunteer to read the sentence aloud. Discuss the different ideas and definitions written on the poster. Have another volunteer read the definition from the glossary, and invite students to compare the meaning of the word with their prior knowledge definition.
- Repeat the exercise with the words *inspiration* (page 8), and *charity* (page 12).

Set the Purpose

- Have students read the book to find out about Mother Teresa. As they read, encourage them to underline or write on a separate piece of paper the important details of the story.



During Reading

Student Reading

- **Guide the reading:** Have students read from page 5 to the end of page 9. Encourage those who finish early to go back and reread. When students are ready, discuss the important details they identified.
- Model identifying the main idea and details for the section titled "From Agnes to Teresa." **Think-aloud:** *As I read the section titled "From Agnes to Teresa," most of the sentences mentioned something about Mother Teresa's childhood. I read she was born in Skopje in 1910 and named Agnes. I will underline this information in the book. I will also underline that religion was an important part of her family's life and Agnes loved church. Lastly, I will underline where it says she was inspired by her mother to care for others who were sick and hungry, and she left her family at eighteen to become a nun in Ireland, choosing the name Sister Teresa. On the basis of what I've read and underlined, I think the main idea of the section is: Mother Teresa, named Agnes at birth, belonged to a very religious and loving family.*
- Write the main idea on the board. Ask students to identify details that support this main idea (1910; Agnes; happy life; religion was an important part of their lives; loved church; interested in missionaries; mother's kindness was an inspiration; and so on). Write these details on the board.
- Review how to create a summary from the main idea and details. Refer back to the summary created during the Introduce the Reading Strategy section. Discuss and create a summary for "From Agnes to Teresa" as a class, and write it on the board. Remind students a summary is longer than the main idea and includes some of the supporting details.
-  **Check for understanding:** Have students read to the bottom of page 12. Invite them to share the important details they underlined. Write these details on the board. Divide students into groups and have them work with their group to identify the main idea from the details of pages 10 through 12. Discuss their responses as a class, and write the main idea on the board.
- Ask each group to use the main idea and details of the section to write a brief summary on a separate piece of paper. Have them share what they wrote.

Lesson Plan *(continued)*

Mother Teresa: Mother to Many

-  Have students read the remainder of the book. Encourage them to continue to underline important details in the book as they read the rest of the story.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Comprehension Skill

- Discuss how stopping to review the important details as they read helped students to remember the facts and better understand the information in the book.
- Invite students to share the important details they underlined on page 14. Write these details on the board. Divide students into small groups. Have each group work together to identify the main idea from the details and write this information on a separate piece of paper. Discuss their responses as a class.
- Discuss the main idea and supporting details of the book as a whole. Write these on the board. Explain to students that, when writing a summary of the whole book, they should include only the most important details in an effort to be concise.
- **Independent practice:** Introduce and explain the [main-idea-and-details / summary worksheet](#). Have students finish the main idea portion of the worksheet.

Reflect on the Reading Strategy

- Review with students how the main idea and details of each section can be used to develop a summary. Discuss with them the benefits of summarizing information they read (to understand the main point of a larger piece of writing). Invite students to share instances in which summarizing might be helpful in real-life situations, for example when relaying the important events of their day at the dinner table.
- **Independent practice:** Have students complete their main-idea-and-details / summary worksheet by writing a summary of the book. When students have finished, have volunteers read their summaries aloud. Reinforce that summaries don't have to be alike to be correct.
- **Enduring understanding:** In this book, you read about a woman who devoted her life to caring for the sick and poor people of the world. Now that you know this information, why do you think it is important for people to do this type of work?

Build Skills


Phonics: **R-controlled vowel /ur/**


- Ask students who the focus of this biography is. Write the name *Mother Teresa* on the board and underline the *-er* in both *Mother* and *Teresa*. Explain to students that the letters *e* and *r* together stand for the vowel sound they hear in the words *Mother* and *Teresa*. Over-enunciate the *-er* in *Teresa* to highlight the sound.
- Explain that the *-er* letter combination is one of the letter combinations that stands for a group of sounds called *r-controlled vowels*. These vowel sounds are neither long nor short and are sometimes difficult to hear. The other *r-controlled /ur/* letter combinations are *-ur* and *-ir*.
- Write the words *skirt* and *skit* on the board and say them aloud. Ask students which word contains the same vowel sound as in *Teresa*. Make sure students can differentiate between the two vowel sounds. Give other examples if necessary.

Lesson Plan *(continued)*

Mother Teresa: Mother to Many


- Ask students to name other words with the same *r*-controlled vowel sound as in *Teresa*. Write each example on the board and invite volunteers to circle the *r*-controlled vowel spelling in each word.


 Have students turn to page 6 and circle the word *third*. Write the word *third* on the board and underline the *-ir*. Point out the letter combination that stands for the *r*-controlled vowel sound in the middle of the word. Ask students to blend the letters *i* and *r* together to make the same vowel sound as in *Teresa*. Run your finger under the letters as you blend the sounds in *third*. Point out that, even though there are five letters in the word *third*, only three sounds are enunciated.

 Have students turn to page 7 and circle the word *church*. Write the word *church* on the board and underline the *-ur*. Point out the letter combination that stands for the *r*-controlled vowel sound in the middle of the word. Ask students to blend the letters *u* and *r* together to make the same vowel sounds as in *Teresa* and *third*. Run your finger under the letters as you blend the sounds in *church*.

Grammar and Mechanics: **Compound predicates**

- Review or explain that two short sentences can be combined to form a new sentence if the subject in each sentence is the same. Explain to students that writers often combine sentences in order to make their writing easier to read and understand.
- Write the following sentence from page 6 on the board: *She was named Agnes and was the third of three children.* Explain to students this is an example of a sentence formed from two shorter sentences that have the same subject. Review or explain the *subject* of a sentence is the *person, place, thing, or idea* that is doing or being something. Readers can find the subject of a sentence if they find the verb that follows. (The verb contains the predicate of the sentence.) Have students identify the subject of the sentence (*She*), and the verb of being (*was*). Ask volunteers to write each sentence separately (*She was named Agnes. She was the third of three children.*).
- Write the following sentence from page 12 on the board: *That's when she formed the Missionaries of Charity and became known as Mother Teresa.* Have students identify the subject of the sentence (*she*), the verbs (*formed* and *became*), and point out that the words before the subject (*That's when*) should be included in each separate sentence. Ask volunteers to write each sentence separately (*That's when she formed the Missionaries of Charity. That's when she became known as Mother Teresa.*).

 Have students turn to page 12 and underline the compound sentence discussed above. Have them circle the subject and underline each predicate (subject: *she*; predicates: *formed the Missionaries of Charity*; *became known as Mother Teresa*). Point out that the predicates begin with a verb of action or being.

 Have students use the inside front cover of their book to write a sentence about Mother Teresa that has a compound predicate. Have them exchange books with a partner and identify the subject and predicates. Have students share their sentences with the group.

- **Independent practice:** Introduce, explain, and have students complete the **compound predicates worksheet**. When students are finished, discuss answers aloud.

Word Work: **Homophones**

- Write the following sentences on the board: *We went to their house. It was nice to visit them there.* Circle the words *their* and *there*. Ask students to explain the meaning of each word (*there* refers to where the house is; *their* shows possession).
- Point out the words sound the same when pronounced but are spelled differently and have different meanings. Review or explain these words are called *homophones*.

Lesson Plan *(continued)*

Mother Teresa: Mother to Many

- Have students place sticky notes on pages 7 and 9. Ask them to identify the sentence on page 7 that contains *there* or *their*. (*Her family belonged to the Roman Catholic Church, and religion was an important part of their lives.*) Have them write *their* on the sticky note on page 7. Repeat the exercise on page 9, identifying the sentence (*There she became a nun and chose the name Sister Teresa.*) and writing *there* on the sticky note on page 9. Discuss the meaning of each word.
- **Check for understanding:** Have students use a separate piece of paper to write a sentence containing both words in correct context. For example: *Their* mother told them to stay away from *there*.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). When students are finished, discuss answers aloud.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. With someone at home, have students summarize two pages using the main idea and details while reading the book.

Extend the Reading

Biography Writing Connection

Have students brainstorm the major events so far in their own lives. Have them create a timeline of these major events, including the year each event occurred. Model how students can then create a report using the timeline as a reference, referring to your own timeline on the board. Have students write their own biography, including events from their lives in the order in which they happened. Encourage students to include photographs in their final copy.

Visit WritingA-Z.com for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide print and Internet resources for students to learn more about the history of nuns around the world. Have them look for information such as when their work began throughout the world, what their lives are like, what their work entails, and so on. Invite students to share their findings in a group discussion after their research is complete.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently identify the main idea and supporting details to better understand the text in discussion and on a worksheet
- accurately use main idea statements and supporting details to write a summary in their own words, in discussion, and on a worksheet
- fluently read the *r*-controlled vowel /ur/ during discussion and independently
- accurately recognize and write compound sentences in which subjects have been combined during discussion and on a worksheet
- properly identify the meanings of homophones *their* and *there*, and correctly use the words in sentences during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)