

Mother Teresa, The Saint

National Curriculum Objectives:

Reading: English Year 3 & Year 4: Understand what they read, in books they can read independently, by identifying how language, structure and presentation contribute to meaning. [More resources with this objective.](#)

SPAG: English Year 3 & Year 4: Use brackets, dashes or commas to indicate parenthesis. [More resources with this objective.](#)

Level of this pack:

Old National Curriculum: 3a

New National Curriculum: Year 3 Mastery/Year 4 Secure/Year 5 Emerging

Book Band: Sapphire

PM Benchmark Level: 29 & 30

Reading Recovery Level: 29 & 30

Reading Age: 9 1/2 – 10

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Mother Teresa, The Saint

Anjezë (Agnes) Gonxhe Bojaxhiu or more commonly known as Mother Theresa (1910-1997) was a Catholic nun that spent her life **dedicated** to helping others. She was named a Saint by the Catholic church in 2016, after her death, and her title is now Saint Teresa of Calcutta.

During her lifetime, Mother Teresa was given many **honours** including the Nobel Peace Prize for her lifetime of work.

Early Life

Mother Teresa was born in Skopje (skop-pe-yay) a large city which is now part of Macedonia. She was born to her parents Nikollë and Dranfile on the 26th August. Her father, Nikollë was a businessman. Her parents were **devout** Catholics and therefore Teresa was **baptized** on the 27th August, the day after she was born. Teresa said that the day that she was baptized was her “true birthday”. Her father died when she was eight years old.



From a young age Teresa was interested in stories of **missionaries** and decided that she wanted to do the same by the age of 12. At the age of 18, in 1928, Teresa left home to join a **nunnery** at Loreto Abbey in Ireland to learn English. The Sisters at the Abbey often travelled to India to teach school children English and in 1929 Teresa joined them.

Achievements

Teresa began her missionary work in Darjeeling, India. There she learnt the local language of Bengali and began teaching at the local school to the **convent**. It was not until 1931 that Teresa became a nun and took her **vows**. She chose her name as Teresa. She later became the headmistress at a school in Calcutta. When she began teaching in India, she was horrified at the sight of sick and dying people who lived on the streets. She was desperate to help them.

In 1948, when Mother Teresa was 36, she had a calling from God telling her to help the poorest people of India. She had some training in medicine and set out to help the needy and sick, often going hungry herself. Not **content** with just helping individuals on the streets, Mother Teresa set up a home for people who were dying. This was a **sanctuary** where they could spend their last days looked after by the nuns of the convent. When Mother Teresa was living in the **slums** helping the needy, she found it hard. There were many **occasions** where she thought about going back to the convent, as in slums she had to beg for food and spent all her time putting others first.

In 1950, Mother Teresa set up a group named the Missionaries of Charity, which was set up within the Catholic Church. Teresa wanted the charity to help “all those people who feel unwanted, unloved, uncared for throughout **society**, people that have become a **burden** to the society and are **shunned** by everyone”. This is now the aim of the group and what every member is working towards. Mother Teresa worked hard for the charity right up until her death in 1997.

In 1979, Mother Teresa was awarded the Nobel Peace Prize. Usually when a **candidate** receives the award, a big **banquet** is held to celebrate. Mother Teresa asked that instead of a big banquet, the money should be given to the poor in India where she lived.

Other Facts

Mother Teresa once travelled through a war zone to rescue a group of 37 children and take them to safety. After she left home to travel to India, she did not see her family again. In 1948, on the way to help the poor in India, she left her nun uniform behind and decided to wear a sari and sandals, just like the women she would be helping.

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Mother Teresa, The Saint – Y3m/Y4s/Y5e (Sapphire) – Text

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Mother Teresa, The Saint – Follow-Up Work

1. Find two words or phrases in the text which the author has used to show you Mother Teresa's character. (C7)

2. What word or phrase in the text shows that Mother Teresa won many awards? (C7)

3. What is the purpose of the first two paragraphs? Why have they been used? (C7)

4. Who was Mother Teresa? (C6)

5. When was she born? (C6)

6. What reason did Mother Teresa give for believing her birthday was the 27th August instead of the 26th August? (C6)

7. Why do you think that Mother Teresa did not accept the banquet for winning a Nobel Peace Prize? What do you think about this? (P5)

8. Why has the author used parentheses in the phrases and sentences below? (C7)

(a) Mother Teresa was born in Skopje (skop-pe-yay)

(b) Mother Theresa (1910-1997)

(c) Anjezë (Agnes)

9. How did Mother Teresa feel when she lived in the slums with the poor? How do you know? (P5)

10. What order has this text been written in? (T4)

11. If you wanted to find out more about Mother Teresa, how could you do this? (P4)

12. Compare this text to other biographies you have read. What similarities and differences are there between the two texts? (C4)

Mother Teresa, The Saint – Vocab 1

Write the meaning of each of the words.

dedicated	
honours	
devout	
baptized	
missionaries	
nunnery	
convent	
vows	
content	
sanctuary	
slums	
occasions	
society	
burden	
shunned	
candidate	
banquet	

Mother Teresa, The Saint – Vocab 2

Solve the cryptogram and complete the words from the text with the missing letters.

a	b	c	d	e	f	g	h	i	j	k	l	m
15	17		7	9	2			5		26	20	

n	o	p	q	r	s	t	u	v	w	x	y	z
	25						18					

	u			e		
19	18	19	19	9	3	11

b	a			i		e	d
17	15	23	6	5	4	9	7

	o		o	u		
24	25	19	25	18	3	13

d	e		o	u	
7	9	8	25	18	6

b	u		d	e	
17	18	3	7	9	19

d	e	d	i		a		e	d
7	9	7	5	21	15	6	9	7

Now use the same code to write your own secret message about Mother Teresa.

Mother Teresa, The Saint – SPAG

Parentheses and brackets can be used for many different reasons. Tick one box in each row to show whether the parenthesis has been used correctly.

Sentences	Correct	Incorrect
Mother Teresa (a Catholic nun) lived most of her life in India.		
From a (young age) Teresa was interested in stories of missionaries.		
In 1979, Mother Teresa was awarded (the Nobel Peace Prize).		
At the age of 18, Teresa left home to join Loreto Abbey (a nunnery) in Ireland.		

Rewrite the sentences below choosing the right word from the brackets.

Mother Teresa (became/become) Saint Teresa of Calcutta after she passed away.

Teresa (became/begun/began) her missionary work in Darjeeling, India.

In 1979, Mother Teresa (was/were/is) awarded the Nobel Peace Prize.

Highlight the adverbial phrase in each sentence below.

Mother Teresa moved to Ireland after her father had died.

With great determination, Teresa helped the poor.

Whilst feeling hungry, Mother Teresa gave away her last morsel of food.

Mother Teresa carefully travelled through the war zone to rescue the children.

Mother Teresa, The Saint – Oral Teacher Questions

1. Find two words or phrases in the text which the author has used to show you Mother Teresa's character. (C7) **Various answers but must be taken from the text and must support the fact that she helped others. Answers could include: dedicated, desperate to help, putting others first.**
2. What word or phrase in the text shows that Mother Teresa won many awards? (C7)
Many honours
3. What is the purpose of the first two paragraphs? Why have they been used? (C7) **As an introduction to the biography, they help the reader decide if they want to continue to read the biography.**
4. Who was Mother Teresa? (C6/2b) **A Catholic nun who, after her death, became a Saint.**
5. When was she born? (C6) **26th August 1910**
6. What reason did Mother Teresa give for believing her birthday was the 27th August instead of the 26th August? (C6) **She was baptized into the Catholic church on the 27th August.**
7. Why do you think that Mother Teresa did not accept the banquet for winning a Nobel Peace Prize? What do you think about this? (P5) **She felt the money would be better given to the needy and poor. Personal opinion for second part.**
8. Why has the author used parentheses in the phrases and sentences below? (C7)
 - (a) Mother Teresa was born in Skopje (skop-pe-yay) **To tell you how to pronounce the word.**
 - (b) Mother Theresa (1910-1997) **To give more information. In this case to give dates of birth and death.**
 - (c) Anjezë (Agnes) **To give more information. In this case to show you this name is more commonly known as Agnes.**
9. How did Mother Teresa feel when she lived in the slums with the poor? How do you know? (P5) **Personal response. Students should reference the text that Teresa thought about going back to the convent, and that she often went hungry.**
10. What order has this text been written in? (T4) **Chronological order**
11. If you wanted to find out more about Mother Teresa, how could you do this? (P4) **Use the Internet, go to the library and find some books about her, etc.**
12. Compare this text to other biographies you have read. What similarities and differences are there between the two texts? (C4) **Personal response. Students may talk about images, paragraphs, headings, facts and figures.**

Mother Teresa, The Saint – Vocab 1

Write the meaning of each of the words.

dedicated	loving, loyal and devoted
honours	respect, privilege, awards
devout	have deep religious commitment and belief
baptized	admit or allow someone into the church
missionaries	religious missions to do religious charitable work
nunnery	a group of buildings that nuns live and work in
convent	a group of buildings that nuns live and work in
vows	a promise
content	happy or satisfied
sanctuary	a safe place
slums	an area of squalid conditions where very poor people may live
occasions	events or times
society	organised group of people
burden	hardship, worry and distress
shunned	avoid, ignore or reject
candidate	a person who has been nominated for something
banquet	a celebration meal

Mother Teresa, The Saint – Vocab 2

Solve the cryptogram and complete the words from the text with the missing letters.

a	b	c	d	e	f	g	h	i	j	k	l	m
15	17	21	7	9	2	1	24	5	22	26	20	12

n	o	p	q	r	s	t	u	v	w	x	y	z
19	25	23	16	3	13	6	18	8	14	10	11	4

n	u	n	n	e	r	y
19	18	19	19	9	3	11

b	a	p	t	i	z	e	d
17	15	23	6	5	4	9	7

h	o	n	o	u	r	s
24	25	19	25	18	3	13

d	e	v	o	u	t
7	9	8	25	18	6

b	u	r	d	e	n
17	18	3	7	9	19

d	e	d	i	c	a	t	e	d
7	9	7	5	21	15	6	9	7

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From a (young age) Teresa was interested in stories of missionaries.		✓
In 1979, Mother Teresa was awarded (the Nobel Peace Prize).		✓
At the age of 18, Teresa left home to join Loreto Abbey (a nunnery) in Ireland.	✓	

Rewrite the sentences below choosing the right word from the brackets.

Mother Teresa (became/become) Saint Teresa of Calcutta after she passed away.

Mother Teresa became Saint Teresa of Calcutta after she passed away.

Teresa (became/begun/began) her missionary work in Darjeeling, India.

Teresa began her missionary work in Darjeeling, India.

In 1979, Mother Teresa (was/were/is) awarded the Nobel Peace Prize.

In 1979, Mother Teresa was awarded the Nobel Peace Prize.

Highlight the adverbial phrase in each sentence below.

Mother Teresa moved to Ireland **after her father had died**.

With great determination, Teresa helped the poor.

Whilst feeling hungry, Mother Teresa gave away her last morsel of food.

Mother Teresa carefully travelled through the war zone to rescue the children.

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices