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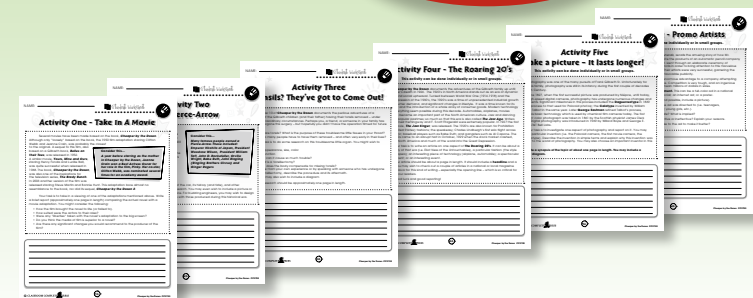
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# Frank B. Gilbreth Jr (1911-2001)

## Ernestine Gilbreth Carey (1908-2006)

**F**ranks & Ernestine were two of the twelve children born to Frank (Sr.) and Lillian Gilbreth in the early part of the 20th Century. Married in 1904, Frank Sr. was a pioneer in the field of motion study, and Lillian was a psychologist, earning a doctorate from Brown University.



Although Frank Sr. had no formal education beyond high school, he discovered his vocation when, as a young building contractor, he sought ways to make bricklaying faster and easier. With his wife, he studied the work habits of manufacturing and clerical employees to find methods to increase output and make their jobs easier. He and Lillian eventually founded a management consulting firm called Gilbreth, Inc. Frank Gilbreth Sr. died of heart failure at the relatively young age of 55. His wife, Lillian, survived him by 48 years.

The exploits of the Gilbreth family inspired the book *Cheaper By the Dozen*, written by two of the Gilbreth children, Frank Jr. and Ernestine. Frank Jr. went on to be a journalist, author and newspaper executive in South Carolina. He raised three children of his own. Ernestine Gilbreth Carey attended Smith College and graduated with a degree in English. She spent 14 years in buying and management in a New York City department store. Ernestine married and had two children. With her brother, Frank, she was co-recipient of the 1950 French International Humor Award for *Cheaper by the Dozen*.

The 12 Gilbreth children were often used as guinea pigs in their father's time-saving experiments. The names of the twelve children were Anne, Mary, Ernestine, Martha, Frank Jr., William, Lillian, Fred, Daniel, John, Robert and Jane.

### Did You Know?

- Mary, was one of the 12 children however she died at a young age, leaving them with only eleven children, they always referred to themselves as a dozen. They simply carried on as if she was still there.
- Frank Jr.'s middle initial is B. It stands for Bunker. Named after his father, his full name is Frank Bunker Gilbreth Jr.
- Frank was well known for his column, "Doing the Charleston," which he wrote under the pen name Ashley Cooper from the late 1940s to 1993.



# Chapters Three and Four

Answer the questions in complete sentences.

1. Think of two advantages to growing up in a large family.  
\_\_\_\_\_  
\_\_\_\_\_
2. Think of two disadvantages to growing up in a large family.  
\_\_\_\_\_  
\_\_\_\_\_

### Vocabulary

With a straight line, connect each word on the left with its meaning on the right.

1	perpetual	gruesome	A
2	contagious	disease	B
3	inanimate	vigorous	C
4	sanitary	eyeglasses	D
5	lurid	scoundrel	E
6	vitality	nonliving	F
7	callope	conquer	G
8	coincide	concur	H
9	subdue	musical instrument	I
10	reprobate	clean	J
11	pince-nez	ceaseless	K
12	leprosy	catching	L



# Chapters Three and Four

### Part A

1. Circle **T** if the statement is TRUE or **F** if it is FALSE.

- T** **F** a) Mr. Gilbreth was a skilled driver.
- T** **F** b) The family car was kept in a barn.
- T** **F** c) Besides getting himself ready for a ride in the car, each older child was responsible for one of the younger ones.
- T** **F** d) Mrs. Gilbreth had red hair.
- T** **F** e) Bill was the one who first coined the phrase, "cheaper by the dozen".
- T** **F** f) Anne objected so strenuously to wearing dusters on their car rides that she swore.

2. Number the events from 1 to 6 in the order they occurred in these chapters.

- \_\_\_\_\_ a) While their dad gets the car ready, the kids all get cleaned up and into their dusters.
- \_\_\_\_\_ b) Mr. Gilbreth shows off his family to pedestrians.
- \_\_\_\_\_ c) Mr. Gilbreth whistles assembly and asks how many want to go for a ride.
- \_\_\_\_\_ d) The author recounts Mr. Gilbreth's problem following directions and getting lost.
- \_\_\_\_\_ e) Mr. Gilbreth calls roll.
- \_\_\_\_\_ f) One of the children who had been especially good was allowed to sit up front.



# Chapters Three and Four

Part B Answer each question with a complete sentence.

1. What do the authors mean when they state that the question was purely rhetorical when Mr. Gilbreth asked how many wanted to go for a car ride?  
\_\_\_\_\_
2. Going for a ride in the family car is compared to standing on a roller coaster; volunteering to go onstage for a magician; and doing a back somersault off the high diving board. Think of another activity that might be compared to this.  
\_\_\_\_\_
3. What does Mr. Gilbreth's reluctance to follow simple directions say about his personality?  
\_\_\_\_\_
4. Describe why the ant was one of Mr. Gilbreth's favorite creatures.  
\_\_\_\_\_
5. Why did the Gilbreths not let their children use the washrooms at filling stations?  
\_\_\_\_\_
6. Describe the prank that Bill played on his dad at the end of Chapter 4.  
\_\_\_\_\_

### Journal Activity

Describe a road trip that you have taken (by car, train, bus, plane) or write about a road trip that you dream one day of taking. What would make this road trip special?



## Chapters 1 to 3

F. W. Taylor

Frederick Winslow Taylor (1856 – 1915) and his work on **Time Study**, is credited with assisting the Gilbreths in their pioneering work on Motion Study. Taylor, a mechanical engineer, was primarily interested in improving industrial efficiency in the late 19th Century. This was very important to industries at this time in world history.

Investigate the life and achievements of F.W. Taylor, and prepare a short report of about a page in length documenting this man's life and principal achievements. Be sure to include his accomplishments, and also why he devoted his life to this work.



## Chapters 4 to 6

An Acrostic Poem

An Acrostic poem is one in which the first letters of each line are aligned vertically to form a word. The word often is the subject of the poem.

*Don't 12 kids  
Often seem like a  
Zillion?  
Especially  
Near bedtime?*

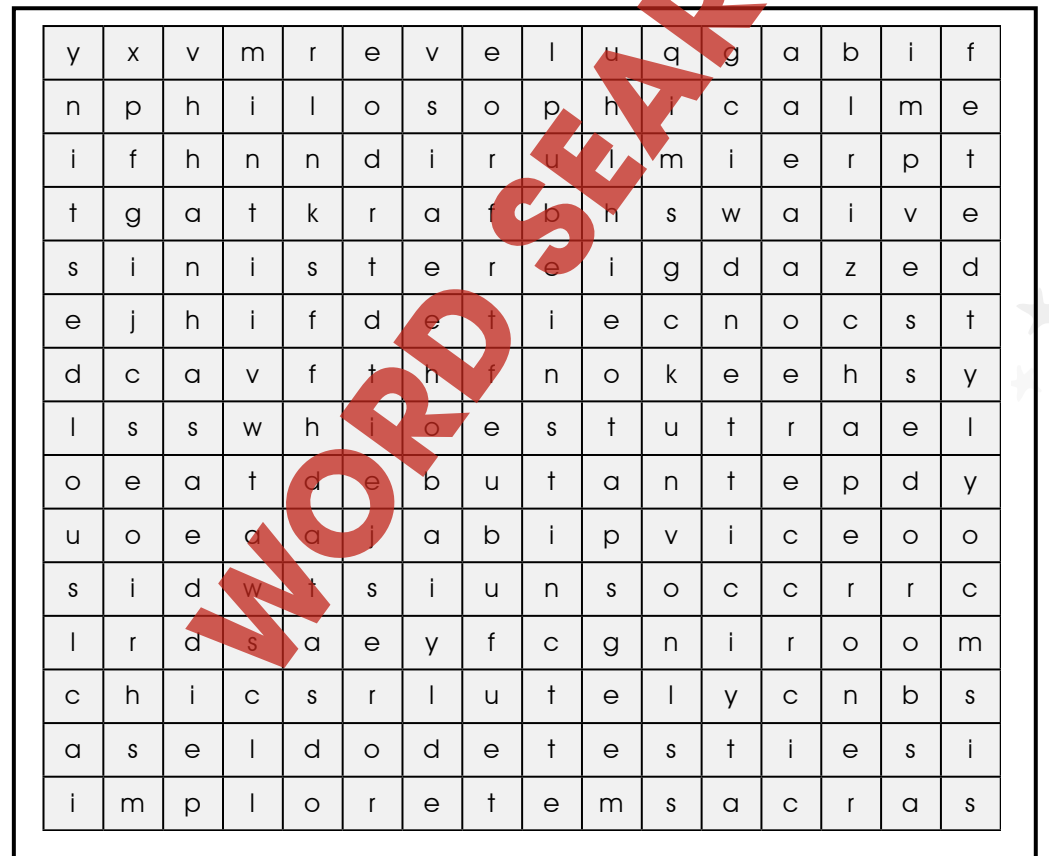
Make up your own Acrostic Poem. Use for your subject a theme from the book (i.e. Gilbreth, carriage, astronomy, motion, photo, twelve).



## Word Search

Find the following key words from the story. The words are written horizontally, vertically, diagonally and some are even backwards.

chaperone	destiny	implore	philosophical
chic	detest	instinct	revel
conceited	ecstasy	leeward	sarcasm
coyly	feted	lurid	sinister
debutante	Gilbreth	mooring	waive



## Comprehension Quiz

Answer each question in a complete sentence.

- What nickname did they give to the family car?  
\_\_\_\_\_
- In what subject did Mrs. Gilbreth receive her university training?  
\_\_\_\_\_
- Which of the Gilbreth boys was known as a practical joker?  
\_\_\_\_\_
- When would Mr. Gilbreth typically use the comment, "Not of general interest" ?  
\_\_\_\_\_
- How was Mr. Gilbreth typically received by the teachers of his children when he paid a surprise visit?  
\_\_\_\_\_
- To what city in California did Mrs. Gilbreth take her children to visit her family?  
\_\_\_\_\_
- What surgical procedure did Dr. Burton perform on a number of the Gilbreths (including the father)?  
\_\_\_\_\_

SUBTOTAL: /14

## KWS Chart

Choose a topic or theme addressed in **Cheaper by the Dozen** (i.e. early automobiles, sailing, photography, motion study, tonsils). Add details to each column making it possible for a researcher to write a report on the topic.

Topic: \_\_\_\_\_

What I Know:	What I Want to Learn:	Possible Sources:

NAME: \_\_\_\_\_

After You Read 



# Chapters Seventeen and Eighteen

## Part B

Answer each question with a complete sentence.

- Chapter 17 features a number of terms peculiar to the 1920's. Investigate and define one of the following terms (as it pertained to this era): *flapper, sheik, galoshes, slickers, chic, shifters club or cootie garages.*  
\_\_\_\_\_  
\_\_\_\_\_
- In her relationship with her father, why did Anne feel a certain amount of responsibility toward her younger sisters?  
\_\_\_\_\_  
\_\_\_\_\_
- What drastic measures did Anne take in Chapter 17 that upset her mother so much? Why did she take this action?  
\_\_\_\_\_  
\_\_\_\_\_
- Why didn't the girls want their mother to have her hair bobbed?  
\_\_\_\_\_  
\_\_\_\_\_
- What did Anne mean when she described her father as *the belle of the high-school ball*? What was the implication for Anne and her sisters?  
\_\_\_\_\_  
\_\_\_\_\_
- Describe the lesson the Gilbreths taught Motorcycle Mac.  
\_\_\_\_\_  
\_\_\_\_\_

### Journal Activity

Imagine that you were Motorcycle Mac. Write a journal entry explaining your side of the story.

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**1.**  
Answers will vary.

**2.**  
She was the oldest.

**3.**  
She cut her hair. Rebellion – it was more efficient to care for.

**4.**  
They wanted her to look like a mother, not a silly flapper.

**5.**  
He was the center of attention – not them.

**6.**  
When they found him peeping in the girls' bedroom window, they pretended they were going to burn down the tree he was in.

37

**1.**  
Answers will vary

**2.**  
Answers will vary

### Vocabulary

1. principal

2. subscribe

3. appraise

4. fatigue

5. terrace

6. charter

7. cranium

8. prime

38

**1.**  
a) **TRUE**

b) **FALSE**

c) **FALSE**

d) **FALSE**

e) **FALSE**

f) **TRUE**

**2.**  
a) **4**

b) **5**

c) **6**

d) **1**

e) **3**

f) **2**

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**1.**  
Two of: He lost weight; his hands trembled; his face was gray; he didn't have as much energy.

**2.**  
A year.

**3.**  
Answers will vary. Perhaps because he thought his brain to be extra-ordinary.

**4.**  
Postwar industrial expansion.

**5.**  
She became more dominant. Answers will vary.

**6.**  
They let the cook go; sold the car; and live very simply.

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EASY MARKING ANSWER KEY

## Cheaper By The Dozen

- **RSL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **RSL.7.3** Analyze how particular elements of a story or drama interact.
- **RSL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- **RSL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- **RSL.7.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RSL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RSL.8.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- **RSL.8.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RSL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RSL.8.6** Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.
- **RSL.8.10** By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- **WS.7.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.7.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.7.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.7.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **WS.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 7 Reading standards* to literature. **B)** Apply *grade 7 Reading standards* to literary nonfiction.
- **WS.8.1** Write arguments to support claims with clear reasons and relevant evidence. **A)** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **B)** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **C)** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **D)** Establish and maintain a formal style. **E)** Provide a concluding statement or section that follows from and supports the argument presented.
- **WS.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **A)** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension. **B)** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **C)** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **D)** Use precise language and domain-specific vocabulary to inform about or explain the topic. **E)** Establish and maintain a formal style. **F)** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **WS.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **A)** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **B)** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **C)** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. **D)** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **E)** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **WS.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WS.8.7** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **WS.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **WS.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **A)** Apply *grade 8 Reading standards* to literature. **B)** Apply *grade 8 Reading standards* to literary nonfiction.