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- Table of Contents
- Introduction to the *LitPlan Teacher Pack™*
- first page of the Study Questions
- first page of the Study Question Answer Key
- first page of the Multiple Choice Quiz Section
- first Vocabulary Worksheet
- first few pages of the Daily Lessons
- a Writing Assignment
- first page of the Extra Discussion Questions
- first page of the Unit Test Section

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TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

Cheaper by the Dozen

based on the book by

Frank Gilbreth, Jr. & Ernestine Gilbreth Carey

Written by

Mary B. Collins & Barbara M. Linde

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INTRODUCTION *Cheaper By The Dozen*

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Cheaper By The Dozen* by Frank Gilbreth Jr. and Ernestine Gilbreth Carey. It includes eighteen lessons, supported by extra resource materials.

In the **introductory lesson** students write down and discuss their household rules. Following the introductory activity, students are given a transition to explain that household rules are important in every family, but in the book they are about to read, rules and order are especially important for the Gilbreth family since there are twelve children. Following the transition, students are given the materials they will be using during the unit.

The **reading assignments** are approximately twenty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for several vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate machinery, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for several vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

Students are assigned to do a **project** with this unit. The Gilbreth family always seemed to have some sort of a project going on—recorded language lessons, learning morse code, learning to type, etc. Students are to choose a project to complete during the unit and will share it with the whole class in a presentation at the end of the unit.

There is also a **group activity** in which students complete a motion study.

Two lessons are devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

After students complete the discussion questions, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. In the first assignment, students write to inform. They are to decide on an activity for their project, tell what it is, what they intend to do, and what they think they will gain from doing it. In the second assignment, students are asked to consider the importance of popularity (based on Mr. Gilbreth's comment about it in the book) and to write down their personal opinions about that topic. The third writing assignment is to persuade a parent, guardian, or elected official to do or agree to something the student wants.

In addition, there is a **nonfiction reading assignment**. Students are required to read a piece of nonfiction related in some way to *Cheaper By The Dozen*. After reading their nonfiction pieces, students will fill out a worksheet on which they answer questions regarding facts, interpretation, criticism, and personal opinions.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit tests** come in two formats: short answer and multiple choice. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test which is even more challenging.

There are additional **support materials** included with this unit. The **unit resource materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** immediately follow the **reproducible student materials**. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

UNIT OBJECTIVES *Cheaper By The Dozen*

1. Students will consider the meaning of "education," and the roles of home and school in a person's education.
2. Students will compare and contrast views in the 1920s with current views about education, family, and child-rearing.
3. Students will practice reading orally and silently.
4. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *Cheaper By The Dozen*.
5. Students will each complete an independent project which is educational and challenging.
6. The writing assignments are designed for several purposes:
 - a. To check and increase students reading comprehension
 - b. To make students think about the ideas presented in the novel
 - c. To encourage logical thinking
 - d. To provide the opportunity for students to practice good grammar and improve their use of the language
 - e. To encourage students' creativity
7. Students will participate in group activities to improve their personal interaction skills.
8. Students will study vocabulary from the book to improve their own vocabularies.
9. Students will practice their public speaking skills.

READING ASSIGNMENTS *Cheaper By The Dozen*

Date Assigned	Chapters	Completion Date
	1 - 5	
	6 - 8	
	9 - 11	
	12 - 14	
	15 - 16	
	17 - 19	

UNIT OUTLINE *Cheaper By The Dozen*

1 Introduction Project Assignment	2 PVR Chapter 1 PV Chapter 2	3 Read Chapter 2 PV Chapters 3-5	4 Read Chapters 3-5	5 Study ?s 1-5 Writing Assignment #1
6 PVR Chapters 6-8	7 Study ?s 6-8 Motion Study Group Project	8 PV Chapters 9-11 Writing Assignment #2 Read 9-11	9 Study ?s 9-11 PVR 12-16	10 Study ?s 12-16 Library for Nonfiction Asst. PVR 17-19
11 Study ?s 17-19 Writing Assignment #3	12 Extra Discussion Questions	13 Extra Discussion Questions	14 Vocabulary Review	15 Project Reports
16 Project Reports	17 Unit Review	18 Unit Test		

P=Preview the Study Questions
V=Do the Vocabulary Worksheet
R=Read

LESSON ONE

Objectives

1. To introduce *Cheaper By The Dozen* unit
2. To distribute books, study guides and other related materials

NOTE: Prior to this lesson, prepare a bulletin board with background paper and title it: HOUSEHOLD RULES.

Activity #1

Tell students to take out a piece of paper and to make a list of all of the rules in their households. Give students about 5 minutes to jot down their lists. Have students tell some of their household rules to the class, and jot them down on the bulletin board. (You might want to have drawn guide lines on the board if you have trouble writing straight.) Have students discuss the reasons why these various rules are necessary.

Transition: Tell students that the book they are going to read is about a family with twelve children, and that those children have many rules to follow just to keep the household from being chaotic! Sometimes, though, even with rules, things get a bit out of hand resulting in hilarious episodes! These kids have a father who is a "motion study man," an expert in efficiency, who is constantly finding a better way to do things and inventing unusual projects for his kids to complete.

Activity #2

Distribute the Project Assignment Sheet and discuss the directions in detail. Be sure to tell students if there will be a time limit on their presentations.

Activity #3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should preview the study guide questions before each reading assignment to get a feeling for what events and ideas are important in that section. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

WRITING ASSIGNMENT #1 - *Cheaper By The Dozen*

PROMPT

Take a few minutes to think about the project you are doing with this unit. Have you decided on a project yet? If not, now is the time to decide on something. Tell me what you have in mind, a little bit about the project you have chosen, and why you have chosen it.

PREWRITING

Fill out the Assignment 1 Prewriting Form.

DRAFTING

Write one good, full paragraph for each of the headings on the form.

PROMPT

After you have finished a rough draft of your composition, revise it yourself until you are happy with your work. Then, ask a student who sits near you to tell you what he/she likes best about your work, and what things he/she thinks can be improved. Take another look at your work keeping in mind your critic's suggestions, and make the revisions you feel are necessary.

PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.

SUBMISSION

Submit your composition with the Assignment 1 Prewriting Form stapled on top.

DUE DATE _____