

# Critical Thinking Skills



Cheaper by the Dozen

Skills For Critical Thinking		Chapter Questions									Writing Tasks	Graphic Organizers	
		Ch 1-2	Ch 3-4	Ch 5-6	Ch 7-8	Ch 9-10	Ch 11-12	Ch 13-14	Ch 15-16	Ch 17-18			Ch 19
LEVEL 1 Knowledge	• Identify Story Elements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Recall Details	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Match	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Sequence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2 Comprehension	• Compare and Contrast	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Summarize	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• State Main Idea	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Describe	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Classify	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3 Application	• Plan	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Interview	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Infer Outcomes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4 Analysis	• Draw Conclusions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Identify Supporting Evidence	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Infer Character Motivations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Identify Cause & Effect	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5 Synthesis	• Predict	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Design	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Create	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Write An Alternative Ending To	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6 Evaluation	• State and Defend An Opinion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	• Make Judgements	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy



# 1,2,3

## Graphic Organizer Transparencies

The three **Graphic Organizer Transparencies** included in our **Literature Kit™** are especially suited to a study of ***Cheaper by the Dozen***. Below are suggestions for using each organizer in your classroom, or they may be adapted to suit the individual needs of your students. The transparencies can be used on an overhead projector in teacher-led activities, and/or photocopied for use as student worksheets. To evaluate students’ responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).

**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:

© CLASSROOM COMPLETE PRESS      Cheaper by the Dozen CC2700

### KWS CHART

The KWS Chart is a useful tool to help students develop skills in planning and writing a nonfiction article. After having an initial discussion, ask students to brainstorm topics related to the novel for further investigation (i.e. early automobiles, sailing, photography, motion study, tonsils, etc.) Working individually or in pairs, have students choose one topic from the list to research. They then jot down what they already know about the topic; what they would like to know; and possible sources of information. Have students conduct their research and record information they found (what they learned). **Found on Page 53.**

### COMPARE / CONTRAST

*Cheaper by the Dozen* features an array of fascinating characters, from the opinionated, charismatic Mr. Gilbreth, to his quiet and gentle wife, Lillian. For this activity the students are to choose one character from the story to compare/contrast with Mr. Gilbreth. They are to consider five attributes (physical features and personality traits) about these two characters and record them in the left hand column. A variety of attributes should be selected which are both different and similar, and details should be given where appropriate. **Found on Page 54.**

**Compare / Contrast**

Using the chart below, compare Mr. Gilbreth with another character in the story. You should consider both of personality as well as physical traits. Be sure to include similarities as well as differences.

TRAITS	MR. GILBRETH	CHARACTER TWO
1.		
2.		
3.		
4.		
5.		

© CLASSROOM COMPLETE PRESS      Cheaper by the Dozen CC2700

**The Five W's Chart**

Choose a major event from the novel, then complete the following chart with the appropriate details.

**What** happened?

**Who** was there?

**Why** did it happen?

**When** did it happen?

**Where** did it happen?

© CLASSROOM COMPLETE PRESS      Cheaper by the Dozen CC2700

### THE FIVE W'S CHART

Students are asked to choose a major event from the novel. This can be from any section of the book. They are then asked to complete the accompanying chart with the appropriate details. This should include, What happened? Who was there? Why did it happen? When did it happen? Where did it happen? **Found on Page 55.**



# Chapters Five and Six

## Part A

Answer the questions in complete sentences.

1. Mr. Gilbreth is really serious about everything running as efficiently as possible. Can you think of an example in your own life which could do with the help and advice of an **efficiency expert**?

\_\_\_\_\_

\_\_\_\_\_

2. Describe one advantage and one disadvantage to having a pet.

\_\_\_\_\_

\_\_\_\_\_

## Vocabulary

Complete each sentence with a word from the list.

disreputable  
prodigy

implore  
apportion

adept  
rendezvous

innuendo  
atrocious

hysterical  
menace

1. At the Little Big Horn, General Custer had a \_\_\_\_\_ with destiny.
2. A subtle \_\_\_\_\_ never worried Dad.
3. The escaped convict was regarded by all as a \_\_\_\_\_ to society.
4. My mother will \_\_\_\_\_ the dessert to all the children equally.
5. The man had a \_\_\_\_\_ reputation after he was caught stealing from his grandmother.
6. "I \_\_\_\_\_ you," the woman begged. "Please give me one more chance."
7. Matilda's aunt became \_\_\_\_\_ when the baby carriage tipped over.
8. The dead fish had an \_\_\_\_\_ smell.
9. The secretary was most \_\_\_\_\_ at keyboarding.
10. Clever Ernestine was something of a child \_\_\_\_\_.



# Chapters Five and Six

## Part A

### 1. Fill in each blank with the correct word from the chapters.

- a) Grandma Gilbreth prepared her children for their rendezvous with \_\_\_\_\_.
- b) When Mr. Gilbreth finished high school, he got a job as a \_\_\_\_\_ helper.
- c) Within a year he had designed a \_\_\_\_\_ that made him the fastest on the job.
- d) Mrs. Gilbreth was from \_\_\_\_\_, California and was a \_\_\_\_\_ graduate from the University of California.
- e) On the employer-employee board, assignments were made on a basis of personal choice and \_\_\_\_\_.

### 2. Use the words in the box to answer each question.

roller skates      machine      dog      parliamentary      rug

a) At Family Councils, Mr. Gilbreth thought he knew a lot about \_\_\_\_\_ procedure.

b) At the second meeting of the Family Council, Anne proposed that the family have a voice in the purchase of a \_\_\_\_\_.

c) Bill put forth the proposal that the family purchase a \_\_\_\_\_.

d) When Lill won the bid for painting the fence, what did her father buy her once the job was done?

e) Mr. Gilbreth insisted on taking Martha to a \_\_\_\_\_ exhibition in New York.



# Chapters Five and Six

## Part B

Answer the questions in complete sentences.

1. What do you think is being implied by the statement, "Although a graduate of the University of California, the bride is nonetheless an extremely attractive young woman"?

---

---

2. The description in Chapter 5 of the Family Council in operation is quite entertaining. Why do you suppose the parents decided on this format to arrive at the decision about how work would be divided amongst family members?

---

---

3. Describe how the children managed to get their parents to agree to the purchase of a family dog.

---

---

4. Why did Mr. Gilbreth purchase the Victrolas?

---

---

5. What was the reason that Mr. Gilbreth gave for his French being superior to his children's?

---

---

SAMPLE

### Journal Activity

Living in the Gilbreth house would probably be a most interesting experience. Imagine that you are one of the 12 Gilbreth children and write about one of the events described in these two chapters from your point of view.