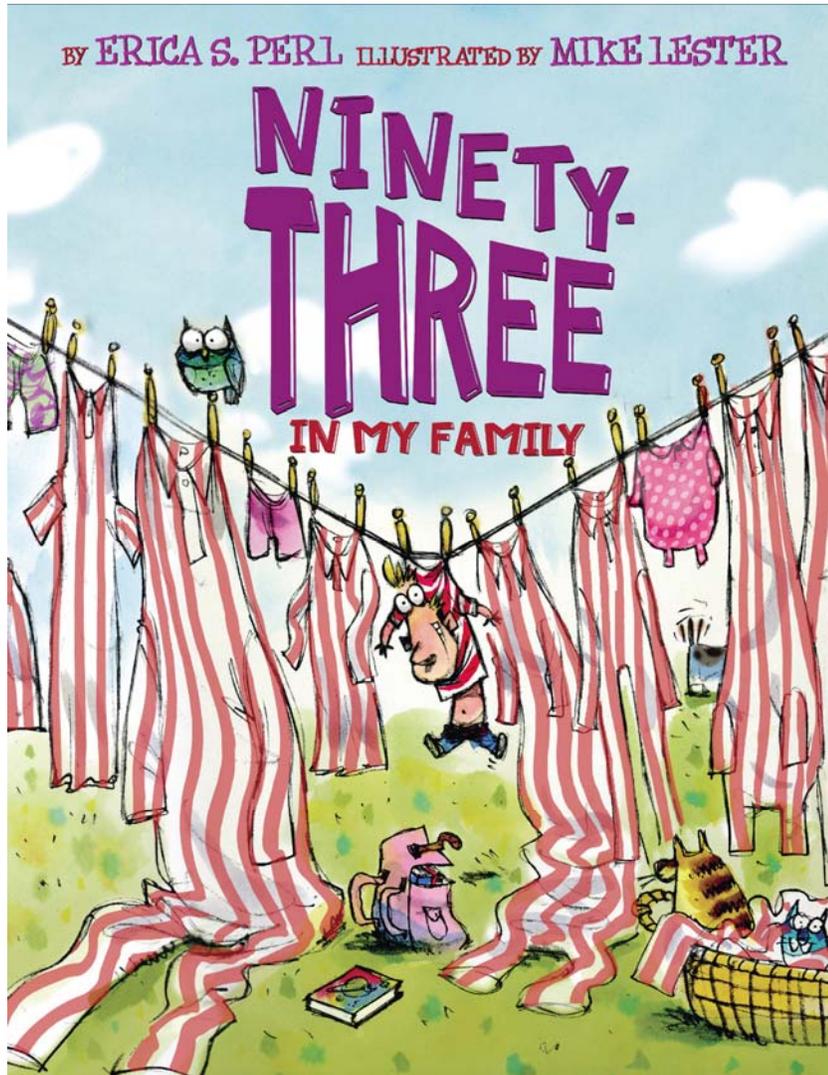


▲ Abrams Books for Young Readers
www.abramsyoungreaders.com

Think *Your* House Is a Zoo?
Meet Me and the Other Ninety-Two!



ISBN 0-8109-5760-4 * \$15.95 * September 2006

Activity Guide for Classrooms and Storytimes

All activities are reproducible on 8 ½ by 11" paper.

Based on the book *Ninety-Three in My Family*,
By Erica S. Perl, Illustrated by Mike Lester

1 2 3 4 5 6 7 8 9 10 11 12 13

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About Author Erica S. Perl

One of the reasons Erica wrote *Ninety-Three in My Family* is that, when she was a child, she always wished for more pets. She had two dogs, a cat, two rabbits, many guinea pigs and two hamsters... although not all at once.

Ninety-Three in My Family was originally called *Seventy-Three In My Family*. By the time it was complete, 20 more animals had jumped on board! Also, the book was first written as a song, which is why there is a chorus throughout it ("Whenever people ask me/how many live with me/I tell them true/There's ninety-two/Including me, we're ninety-three"). If you ever meet Erica in person, she'd be happy to sing it for you!

Erica lives in Washington, DC, with her husband, two daughters, and dog. In addition to *Ninety-Three In My Family*, she is the author of *Chicken Bedtime Is Really Early* (Abrams, 2005), illustrated by George Bates. Erica is a popular presenter at schools, libraries, and book stores. More information about her books, her advice to aspiring young writers, and her educational presentations can be found on her website: www.ericaperl.com.



About Illustrator Mike Lester

Mike Lester is a cartoonist with a popular daily Internet cartoon, Mike du Jour, which appears on DowJones.com and Work.com. He has illustrated several children's books, including the best-seller *A Is for Salad*.

When all of the illustrations for *Ninety-Three In My Family* were completed, Erica Perl sent Mike a note congratulating him for doing such an amazing job. His reply, having painstakingly hand-drawn all ninety-four creatures was: "Next time, please just write about ONE animal, OK?"

Mike lives in Rome, Georgia, with two children, two dogs, and two birds. Visit www.mikelester.com.

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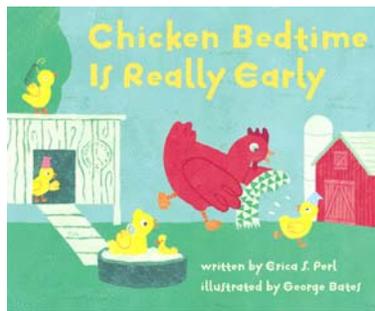
Praise for Erica Perl's
Ninety-Three in My Family

A Book Sense Pick: "Families with pets of any type or number will enjoy this raucous picture book."

"a comic masterpiece" –*School Library Journal*

"Rib-tickling romp with many counting opportunities for young listeners."
–*Kirkus Reviews*

Praise for Erica's other book
Chicken Bedtime Is Really Early



ALA Booklist Starred Review

BarnesandNoble.com Pick of the Week

School Library Journal called it a "bouncy bedtime tale"

"[I]t's perfectly pitched for young ears, combining puns, simple rhymes, silly words and repetition to achieve a satisfying snappiness."

–*Publishers Weekly*

"All in all a fun book to share with youngsters about bedtime and bedtime routines." –*Christian Library Journal*

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CLASSROOM ACTIVITIES:

MAKING A CLASSROOM COMMUNITY QUILT (*a math, literacy, art, social studies and community-building project*)

1. **Read the book *Ninety-Three in My Family*** aloud (see “Storytime Activities”). Look at the tally sheet in the back of the book and discuss how all the different family members added up to ninety-three—or rather, ninety-four!
2. **Talk about what makes a family.** The boy in the book counts his numerous pets as members of his family. Some families include aunts and uncles, some have grandparents, and some have step-parents. Every family is different, and every family is special. As you lead a discussion on this topic, err on the side of inclusion so all students feel comfortable and accepted as they discuss their families. Invite students to draw pictures of their families (however they define “family”) and create tally sheets like the one in the back of the book to add up their family members.
3. **Introduce the idea that a classroom can be LIKE one big family** because the members of a class work together, support each other and form a community. Challenge students to figure out a way to add up ALL the members of the “classroom family” (the students, their pets, their parents and siblings, the teachers and any aides, their pets, children and spouses, etc.). Once again, err on the side of inclusion. If students feel the school janitor or principal is part of the classroom community, be sure to include him or her in the tally of classroom family members!
4. **How many in OUR classroom family?** Develop a system for adding up all the classroom community family members and visually representing each member. For example, this can be done by making a list of categories represented (hamsters, dogs, people, etc.) in the family drawings, then tallying each category, then adding all the tallies together.
5. **Assemble all the individual family portraits** around the tally sheet to create a quilt made of paper. Display the quilt on the wall of your classroom or at another prominent location in your school.
6. **Follow-up activities**
 - a. Try to write a story, as a group, about the adventures your classroom community might have if everyone tried to do something together like the family does in NINETY-THREE IN MY FAMILY. For example, what would happen if everyone went roller-skating together?
 - b. Ask students to write poems, individually or in small groups, about possible scenarios involving the whole classroom community.
 - c. Create graphs so students can see how many MORE people there are than hamsters, for example. Or graphing the pets to find out which kind of pet most people have.

(1 of 2)

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MATH ACTIVITIES

Ninety-Three In My Family is a great math book! Kids will enjoy hearing the story and will welcome opportunities to follow it up with games and projects based on the book.

Math Stories

Math stories based on the book are very fun for kids to solve, invent, and illustrate! It is also easy to adjust the skill level depending on the abilities of individual students and/or student groups.

For example:

If each frog and every lion in the book wants a piece of pizza, how many pieces of pizza would they need? ($8 + 4 = 12$)

If the penguin is allowed to drive and he invites the armadillos and the flamingos to go for a ride with him, how many are in the car? ($1 + 3 + 2 = 6$) Then, if the armadillos get dropped off at five o'clock, how many are still in the car after that? ($6 - 3 = 3$)

Grouping and Understanding Numeric Relationships Between Groups

By kinds of animals:

How many kinds of birds are there? (owls, duck, flamingos, penguin)

How many kinds of mammals? (every other kind of animals except the goldfish and the frogs!)

By size:

What is the largest animal in the family?

What is the smallest animal in the family?

Relationships between groups:

What group of animals has the most members? (The owls) **Note: It is good to point out to students that the largest GROUP of animals has 27 members, whereas the largest ANIMAL—the big bear in the back of the car—is only 1 member! This is a great way to demonstrate the difference between the concepts of “the biggest” and “the most.”**

What group of animals has the fewest members?

How many more lions are there than tigers?

How many more owls are there than flamingos?

One-to-One Representation

Provide students with the Tally sheet handout. Encourage them to cut out all of the animals drawn on the black board. Then provide students with connecting cubes and tape, so they can attach each animal pictogram to a cube. Have the students line up the cubes so they can see how many 93 is... how close it is to 100, how it breaks down by 10s, etc. Use the cubes to help students practice basic mathematic operations involving the animals in the story.

STORYTIME ACTIVITIES:

Introducing the Book and Setting the Stage

1. Start by asking kids the question that starts off the book: “How many live with you?” This way, kids can volunteer to talk about their family and name family members—and pets.
2. Using puppets, stuffed animals or photographs, ask the audience as a whole to raise hands: Ask “who has one of these?” (hold up a dog), “how about one of these?” (cat) and then ask, “okay, who has one of THESE?” (more exotic animal in the book, like armadillo or flamingo) “Who knows anyone who has one of THESE in his family?” “No one? Well, then, you’re in luck!” Explain that we’re about to meet a very unusual family in today’s story: *Ninety-Three In My Family*.

Reading *Ninety-Three in My Family* Aloud

1. **Pause periodically** to show the busiest and funniest illustrations for a few extra beats. Many of the illustrations have great details!
2. **Finding Ed:** See if anyone can find Ed the gerbil when he is first mentioned (“my sister’s gerbil, Ed”). Ed will be mentioned three more times: as “that hungry gerbil, Ed,” “that carsick gerbil, Ed,” and “that sleepy gerbil, Ed.” Each time, see if the children can find him.
3. **Chorus:** There is a repeated “chorus” throughout the book (“Whenever people ask me/How many live with me...”). Each time you get to the chorus, encourage the kids to chime in with “Ninety-three” by asking “How many?” For example: “With me, you see, we’re... *how many?*... ninety-three.”
4. **Point Out Visual Details for the Youngest Listeners:** Here are some good spots for pointing out individual animals in the illustrations:
 - a. “Our goat, he eats the box.”
 - b. “The penguin wants to drive.”
 - c. “And where’s that growling coming from? Right there! The bear beneath my feet!”
 - d. “We have to watch them closely. (Some like to drink shampoo.)”
 - e. “While I blow dry the owls.”
5. **The BIG finish:** In the final full spread of animals (“...we’ll soon be ninety-four.”), ALL ninety-three – oops, make that ninety-FOUR – family members are depicted. This illustration provides a great opportunity for kids to count up different groups of animals.
6. **But Wait!** Don’t miss the LAST pages. Immediately following the “ninety-four” spread, there’s a tally of all of the animals, lined up on the blackboard. This way, kids can count them, add them up and hunt for them on other pages in the books.

Afterward

Invite the group to stay for a snack and an activity (or activities!) from this kit.

(1 of 1)

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Trivia Scramble

Look through the book and see if you can unscramble the answers to these questions!

These silly felines chug the shampoo...

S C T A

What pink plumed pet has to keep its long neck outside the car?

M F A O L G N I

Who need a good blow-dry after group bath-time?

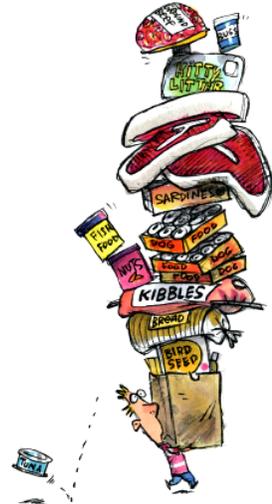
W L S O

When the pizza's all done, who swallows the box?

A G O T

Which trendy animal sports the spotted pajamas?

Y M P G Y P I H O P



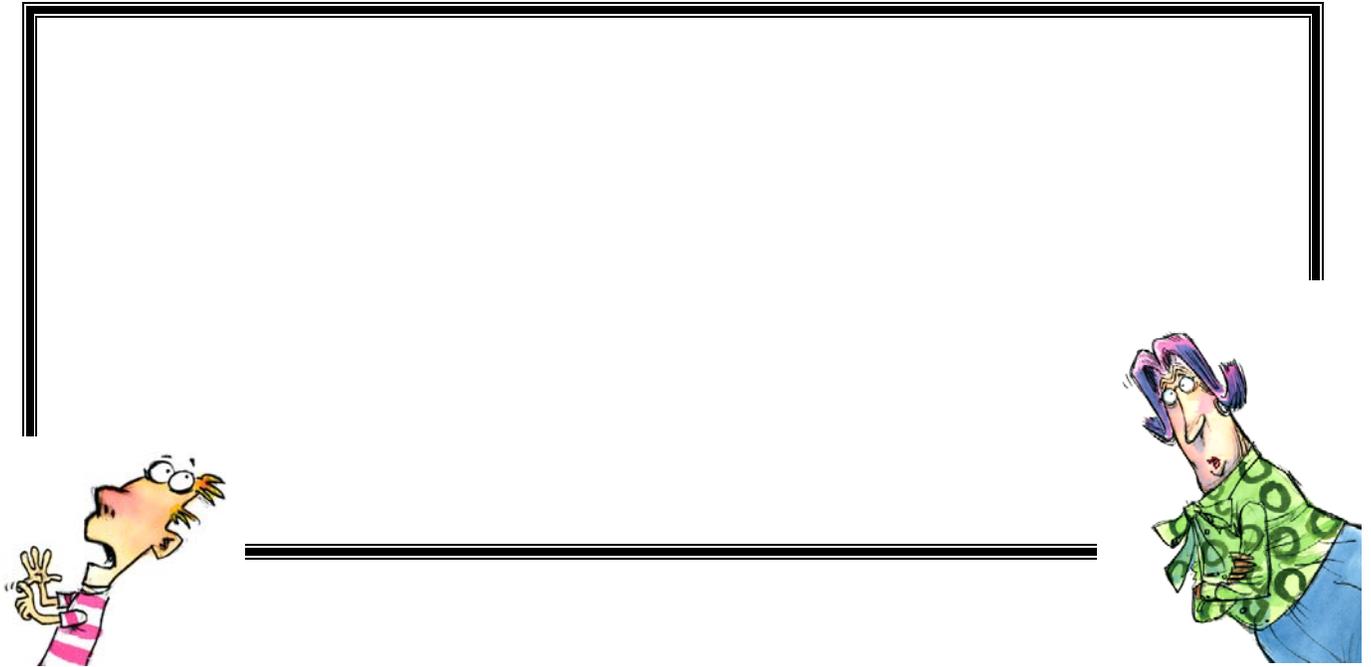
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How Many in *Your* Family?

With crayons, markers, colored pencils, or photographs, create your own family portrait. Don't forget to include your pet—or pets!



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Roll Call Word Search

Can you find the names of the animals hidden in this puzzle?

Armadillo

Fox

Llama

Bear

Frog

Owl

Cat

Goldfish

Penguin

Flamingo

Lion

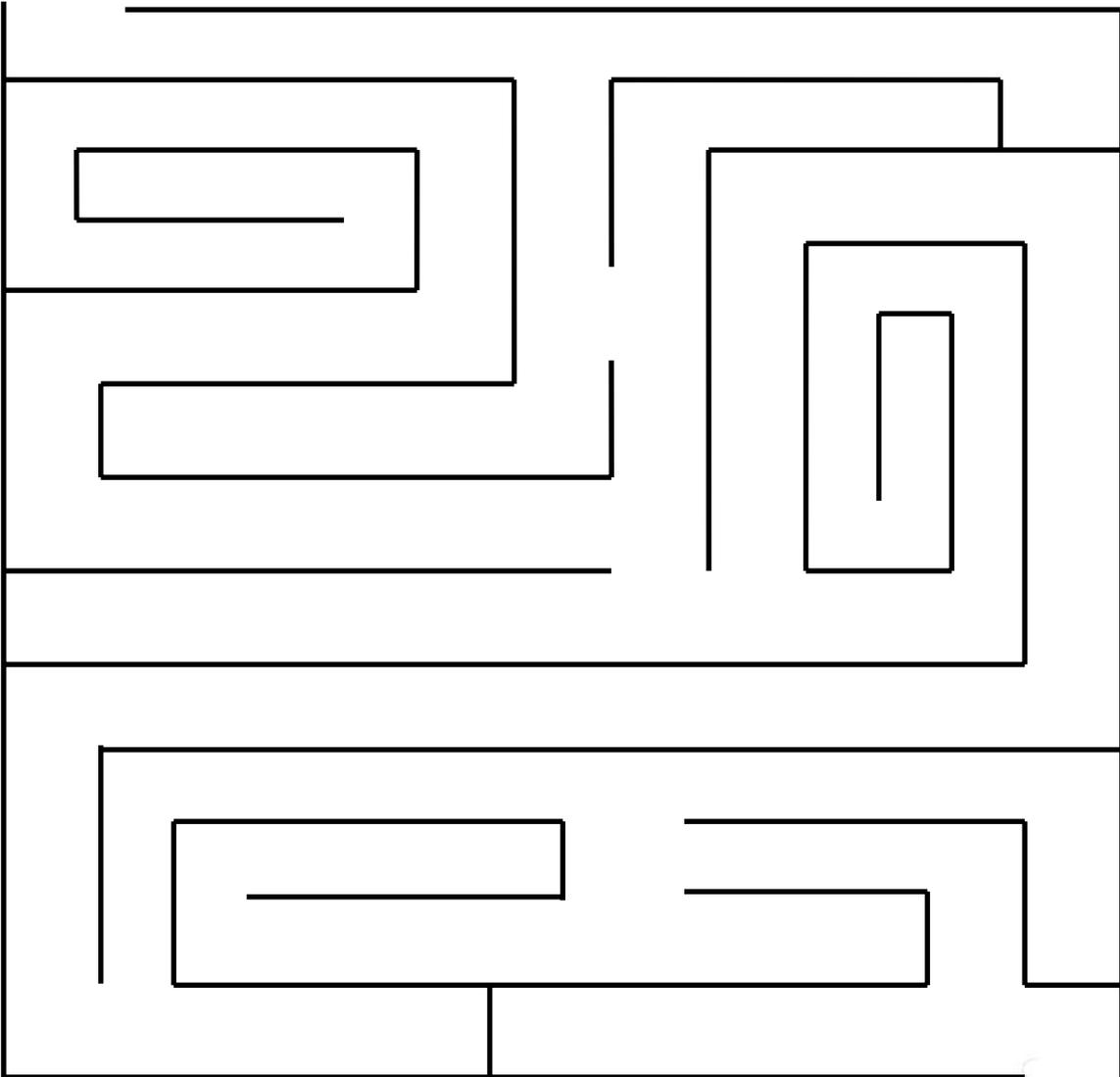
Pygmy Hippo

A L B E A R X R H P
P E N G U I N S L T
O Y C Y O F I Q P H
L T G O R F O X D F
L X I M D J U W N L
I G M L Y K N D C A
D R O L V H O B A M
A G E A W J I U T I
M Y I M K N L P Q N
R C B A E W M E P G
A S T R O Z V H N O

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That Carsick Gerbil, Ed

Help Ed find his way home before he gets sick.



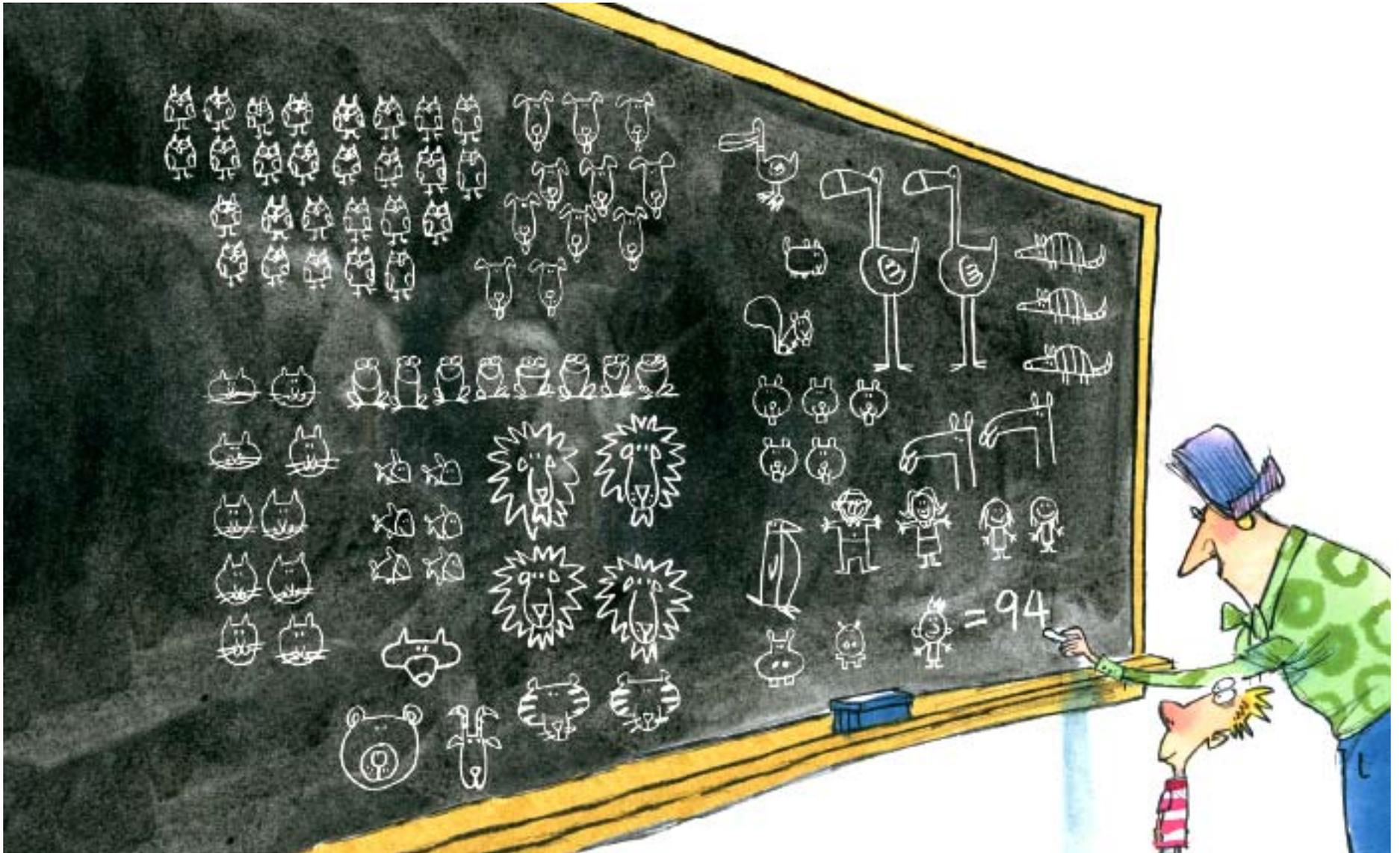
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Can You Find Them?

Look back through the book and, using the chalkboard tally, see if you can spot all the family members!

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