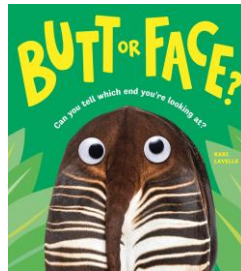


Book Guide

Milwaukee Public Library Summer Reading Program



Book Title:	Butt or Face? series
Author:	Kari Lavelle
Illustrator:	N/A

Recommended Audience	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	K5	1 st	2 nd	3 rd	4 th	5 th	6 th

Length of Time to Read:

Read aloud to younger students in 15-20 minutes, highlighting just one or two facts about each animal. With older students, read the whole book aloud in 60 minutes or do 5 minutes (1-2 animals) per day.

Summary:

In this hilarious and interactive new non-fiction series, kids must look at a close-up photo of a weird animal and guess if it shows the animal's butt or face. Turn the page to reveal the truth and learn interesting scientific facts about each animal's habitat, diet, and unique adaptations.

Before Reading (Create Interest):

Ask your students if they have ever looked through binoculars or a magnifier to see something up close. Looking at nature in a different way can help us learn new things about the world. Tell your group they are about to look at some cool animals from a new perspective and play a fun guessing game about those animals. Decide if you'd like your students to shout out their guesses, raise hands, or vote another way. Take time to set expectations before reading. Encourage students to use their observational skills and look closely at each picture before making a guess.

During Reading (Discussion/Questions):

Pause when you get to each photo and give students plenty of time to look at it. Ask 2-3 students to share their prediction and WHY they think it's a butt or a face. Then, reveal the correct answer and read some fun facts about the animal. Pause to define any words your students may be unfamiliar with (predator, camouflage, habitat, endangered, etc.)

After Reading:

Have a few students share which animal from the book was their favorite. Then ask: How might having a butt that looks like a face help protect an animal from predators? Many animals have markings that look like large eyes to scare away predators. When animals trick predators by looking like a bigger or scarier animal, this is called "mimicry." Their sneaky disguise helps them not be eaten! Page back through the book and see if your students can spot any examples of animal mimicry.



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STEAM (Science, Technology, Engineering, Arts, and Math) **Connection:**

Animal Mimicry Activity (included)

Learn more about mimicry and have your students design their own sneaky animal “disguises.”

Explore Wildlife Webcams

Scientists often use cameras to observe animals up close in their natural habitats. Visit <https://explore.org/livecams> with your group to watch some amazing animal livestreams from around the world. Check back repeatedly throughout the summer to see what your favorite animals are up to.

Play Two Truths and a Lie

Ask each student to choose an animal that is NOT included in the book and research some fun facts about it. They can use non-fiction books, websites, videos, etc. On a notecard or piece of paper, have each student write down two true statements/facts about their animal. Next, have them write down one made-up (untrue) statement about their animal. Ask them to share their three animal statements with the class and have the other students guess which one is the lie.

Go on a Bug Scavenger Hunt (included)

Prep/Materials: Copy the scavenger hunt handout and distribute to students. Each student will need a pencil. Adult brings paper/plastic cup. Optional: clipboards, notebooks, or other hard surface for students to write on. Head outside to search for signs of wildlife around your building.

Step 1: Weird, wacky (and sometimes tiny) wildlife is all around us. Ask your students to name creatures they have seen in their neighborhood. Tell students the boundaries of where they are allowed to look. Brainstorm areas where they are likely to find bugs (trees, bushes, grass, dirt, under logs/rocks, etc.). Discuss how to stay safe and be respectful of any wildlife they encounter (i.e. it’s okay to gently pick up a ladybug or roly-poly, but butterflies/bees are not for touching).

Step 2: Divide your students into pairs or small groups and begin the scavenger hunt. If students find an interesting critter, the adult can carefully scoop it into the cup. Have students take turns looking at each bug. Ask: “Can you locate its butt and its face? How could you tell?” Point out cool adaptations like wings, antennae, special mouth parts, unique colors, camouflage, or mimicry!

Step 3: Return bugs to their homes. It’s okay if students can’t find everything on the scavenger hunt. Keep searching together throughout the summer or send the scavenger hunt home with students to complete with their family.

Ideas for younger or older children

For younger children, pick 1-2 facts to read about each animal. They will enjoy the guessing game and be eager to see the next photo. It’s okay to skip some parts to keep them engaged. After reading with older children, show them the map at the back of the book. See if they can figure out the continent or ocean where each animal lives. They can also take turns guessing what each animal eats. Read the correct answers from the columns labelled “Where They Rest Their Butts” and “What Goes in Their Faces.”

Additional Notes: Visit the EEK! Environmental Education for Kids in Wisconsin website for more fun animal games, quizzes, videos, and activities: <https://www.eekwi.org/>