

Hedgehog Needs a Hug

A teacher's guide created by Marcie Colleen
based upon the picture book
written and illustrated by Jen Betton

Hedgehog Needs a Hug



JEN BETTON

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Author and Illustrator, *Hedgehog Needs a Hug*

Jen Betton loves to draw and make up stories with her pictures. In kindergarten, she got into trouble for drawing presents on a coloring page of Santa, and she's been illustrating ever since. Her picture books include *Hedgehog Needs a Hug*, published with Putnam, which she wrote and illustrated, and she illustrated *Twilight Chant*, written by Holly Thompson, published with Clarion. She has a BA in English and a BFA and MFA in Illustration. She lives in Dallas with her family. You can see more of her work at www.jenbetton.com and on Twitter @jenbetton



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How to Use This Guide

This classroom guide for *Hedgehog Needs a Hug* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Hedgehog Needs a Hug* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as teaching tools throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.

Book Information



Hedgehog Needs a Hug

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Everyone needs hugs, even if they're prickly.

When Hedgehog wakes up feeling down in the snout and droopy in the prickles, he knows a hug will make him feel much better. But none of his animal friends are eager to wrap their arms around Hedgehog's prickles, and he's too smart to fall for Fox's sly offer.

Then Hedgehog gets a surprise: another animal in the forest is feeling exactly the same way. Luckily, both are kind and brave enough for the perfect hug.

"Wordplay and engaging images are joined expertly to a theme of love and compassion." – *Kirkus Reviews*

"Gentle and winsome... Featuring expressive animal images that pop from white backdrops and are at once softly focused and realistic... in a sweet conclusion that amplifies the story's directive to look beyond appearances and eschew stereotypes, Hedgehog finds his hug," – *Publisher's Weekly*

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English Language Arts

Reading Comprehension

Before reading *Hedgehog Needs a Hug*,

Help students identify the basic parts of a picture book: jacket, front cover, back cover, title page, spine, end papers, and jacket flap.

- Look at the cover illustration. Describe what you see.
- How would you describe Hedgehog?
- Mimic what Hedgehog is doing. How does it make you feel?
- Look at the illustration on the copyright/dedication page. Describe what you see.
- Can you find:
 - A turtle?
 - A fox?
 - A raccoon?
 - Several rabbits? (Count them!)
 - A skunk?
- Can you guess what the story might be about? What are some clues you can find in the cover and copyright/dedication illustrations?

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- How is Hedgehog feeling at the beginning of the book?
- What does Hedgehog want?
- Hedgehog tries several times to get a hug from different creatures he meets, and each animal has a different response. Fill in the chart below with who Hedgehog meets and how they respond to his request.

Attempt #	Who Hedgehog Asks	The Response
1	Rabbit	Rabbit says she has a cold and doesn't want to get Hedgehog sick
2		
3		
4		
5		

- Just when it seems like Hedgehog is never going to get a hug, who does he meet?
 - How is Skunk feeling?
 - When you look at the picture of Hedgehog and Skunk hugging, how do you feel?
 - Optional: Pair up with another person and pretend to be Skunk and Hedgehog. How does it make you feel when they hug? (If not comfortable hugging, children can high-five or pat each other on the back.)

Take a close look at the illustrations throughout the book.

- Can you guess what materials Jen Betton used to create the illustrations?
- What colors do you see? What are the brightest colors in the book? Why do you think those colors were used?

Critical Thinking

In fiction stories, a character usually changes in some way. Do you think Hedgehog changed in the story? How? (*analyzing, inferring, giving support to an idea*)

How would the story be different if Hedgehog had gotten his hug right away? (*predicting, cause and effect*)

What do you think is the message of this story? (*empathy, kindness, friendship, being ok to be different*)

Writing Activities

“Sorry, Hedgehog!” ~ Point of View

Either as a class or individually, explore each scene in *Hedgehog Needs a Hug* from the point of view of the animals he asks for a hug. How do each of the other animals feel?

Why do you think the friends really say no? Why might they not want to hug Hedgehog?

Example: Discuss Rabbit – how do you think she felt when Hedgehog asked her for a hug? Was she actually sick? Or just trying not to hurt Hedgehog’s feelings by giving an excuse? Could she feel several things at the same time? What would those feelings be? Different opinions are ok.



Advanced classes will be able to write *Hedgehog Needs a Hug* from the other animals' point of view. However, classes can also create captions and thought-bubbles for each character.

"Will You Give Me a Hug?" Persuasive Essay

Hedgehog asks each one of his friends if he can have a hug without much luck. Hedgehog knows that if you want or need something, you can ask or persuade your audience.

Ask your students if they know what "persuade" means? Can they make any guesses?

Discuss:

- What it means to persuade
- Times you might want to persuade someone (ie. persuade your parents to let you stay up late).

Writing to persuade tells the reader what you believe, gives the reader at least three reasons why you believe it, and has a good ending sentence. You want to try and convince the reader to agree with you.

Have students write a persuasive essay called "I Need a Hug" using the following structure:

T=Topic sentences. The topic sentence tells the reader what you think or believe.

Example: *I need a hug because I feel sad.*

R=Reasons. Three or more. The reasons tell the reader why a hug will make you feel better. Write at least 3-4 sentences supporting each reason.

E=Ending. Wrap it up with a conclusive sentence.

E=Examine. Look closely. Do you have all of your parts?

Feelings and Color

Sometimes feeling sad is referred to as "feeling blue."

Make feeling charts.

- List as many feelings as students can think of in the Feelings column (sad, mad, fear, nervous, happy, disappointed, excited, etc.).
- Have children choose a color for each feeling and explain why they are choosing each color for each feeling.
- Then, in the "When I Felt That Way" column, students should write about a time they felt that feeling.

FEELING	COLOR	WHEN I FELT THAT WAY

- Choose one of the situations in the “When I Felt That Way” column and illustrate it using the color included on the chart.

Look at Art History Examples:

- Look at a few examples of paintings from Picasso, Rothko, and Monet using this website as a guide: <http://www.arthistorykids.com/blog/2016/8/30/exploring-colors-and-emotions-in-paintings>.
- If possible, project the images large on a screen for a more immersive effect.
 1. Picasso’s blue period paintings
 2. Rothko’s red & orange abstract painting
 3. Monet’s green waterlilies

After looking at each of these images, ask the kids how they think the artist felt while painting. Ask them how they felt while looking at the piece. There are no right or wrong associations – colors often will have a positive or negative feel to them depending on composition, lightness or darkness, and brightness of the colors. (You can also read Dr. Seuss’ *My Many Colored Days* and look at how colors are associated with feelings in that book.)

Mixed-Up Feelings Jars

Using clear wide-mouth plastic jars, create some mixed-up feelings jars.

Provide students with slips of paper, each including the name of a feeling on it.

Students should color each feeling in whatever color they think fits. On the back of each slip of paper, students should write why they might feel this way. Then put the papers into the jar.

- Explain to students that sometimes we feel several different feelings all at once. (Pull a few feelings out of the jar and hold in your hand.)
- Then with the lid on the jar, shake the jar. Explain to students that sometimes, especially at times of big changes and loss, we may have mixed-up feelings.

Having mixed-up feelings can be confusing so it is helpful to talk about our feelings.

- Shake the jar again. Ask the students to predict what three feelings you will pull out of the jar with your eyes closed.
- Pull three feeling papers out of the jar. Were the predictions correct? Explain that especially in a time of grief or big change or stress, feelings can be unpredictable.

Language Activities

Show, Don't Tell

Good writing does not *tell* the reader how the character is feeling, but *shows* the reader through the character's dialogue, actions, or body language. This allows the reader to conclude how the character is feeling or thinking on their own. In the book, Hedgehog is "down in the snout and droopy in the prickles" – how does he feel? How do you know how he feels?

Examples of telling would be:

- A) Peter was shy.
- B) Mary was excited.
- C) Simon was upset.

Showing would be:

- A) Peter looked down at his feet.
- B) Mary jumped up and down, clapping.
- C) A tear rolled down Simon's cheek.



Rewrite the following *telling* examples, to be *showing* instead. Students can also stand up and act out how they would feel to get ideas for *showing*.

- 1) Turtle was sleepy.
- 2) Raccoon was nervous.
- 3) Fox was hungry.
- 4) Skunk was sad.
- 5) Hedgehog was happy.

Word Play

Read aloud some of the descriptions of animals' movements from *Hedgehog Needs a Hug*: "Tip-patter-pad" is used to describe Hedgehog. "Hippity-skippety-scram" is used to describe Rabbit, and "sly-slink-sliding" for Fox.

Listen to the words that are used. Why do you think the author used several words together instead of just one?

Get up on your feet and act out the verbs! How do you move with each description?

As a class, make a list of a few different animals and next to each animal's name write action words to describe how it moves. Try putting a few words together and see how it sounds.

Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Hedgehog Needs a Hug* to life in your classroom and have fun with speaking and listening skills!

Talking About Feelings

We all feel various feelings at different times. It is ok to feel happy or sad or angry.

Post the names of feelings in different colors for everyone to see. Have children choose a feeling to make a sentence about that feeling.

"Today I feel excited because we have pizza for lunch."

"Last week I felt lonely because my brother went away."

"Yesterday I felt worried because I lost my jacket."

Mime/Charades

Mime a feeling with gestures and facial expressions. Then have others try to guess that feeling. For a variation, have children draw the feeling from a "hat"—a basket/box/bag.

Mirroring

Have students stand in pairs. One person will be the actor. The other will be the mirror. The actor will make different movements slowly; the mirror must try to do the exact same movements at the same time as the actor—just like a mirror. Then switch places. Discuss the experience. Then change partners. Was the experience the same? different? How?

Drama

Create a TV commercial to encourage people to read *Hedgehog Needs a Hug*.

Math

Word Problems

For younger students, the use of pictures or props might be needed to figure out word problems.

- 1) Hedgehog has five friends he can ask for a hug. He asks one and they say "no." How many friends does Hedgehog have left to ask?

$$5 - 1 = ?$$

- 2) Raccoon has "garbage breath" because he the night before he ate from four garbage cans at a campground. Then he went to another campground and ate from three more garbage cans. How many garbage cans did Raccoon eat from?

$$4 + 3 = ?$$

- 3) Mama Rabbit and six baby bunnies are eating clover in a field. When Hedgehog approaches, three baby bunnies hide under a bush. How many baby bunnies are left in the field?

$$6 - 3 = ?$$

- 4) Fox chases Hedgehog around a tree two times. He then chases Hedgehog around the tree one more time. How many times does Fox chase Hedgehog around the tree?

$$2 + 1 = ?$$

- 5) Hedgehog wants to take nine deep breaths to make himself feel better. He takes seven deep breaths. How many breaths does he still have left to take?

$$9 - 7 = ?$$

The Emoji Scavenger Hunt

This scavenger hunt will help students sharpen observational and counting skills.

- Create several copies of the paper cut-outs of different emoji that represent different emotions.

- Number each different emoji set from 1-5.
- Hide these cut-outs around the room.
- Assign students a certain emotion.
- Ask students to find their set of emoji numbered 1-5. If a student sees an emotion they are NOT collecting, he/she must leave it for another student to find.
- The first student to find an emoji 1-5 sequence, wins.
- Additional activity: This same game can be played with a set pattern of colors or pictures to teach sequencing.

Science

Hedgehog and Friends Research Project

How much do you know about hedgehogs? It's time to research them.

Information to be gather must include:

- What hedgehogs eat.
- Where hedgehogs live.
- How do hedgehogs show how they feel?
- Draw a picture of a hedgehog.
- Write 3 words that describe a hedgehog.
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Students may use the internet or the library to complete their research. Once all the needed research is done, students must create a poster visual with all the necessary information and present their findings to the class.

BONUS: Some students can continue by researching rabbits, raccoons, turtles, foxes, and skunks.

Non-Verbal Communication

Take a close look at all of the illustrations of animals throughout *Hedgehog Needs a Hug*.

Without words, how do they show how they are feeling?

Ask students that have pets to describe how they know their pet is sad, scared, happy, having to go to the bathroom, etc.

Discuss the ways that animals communicate how they are feeling non-verbally.

Some examples of how animals communicate:

- Giraffes press their necks together when they are attracted to each other.
- Elephants show affection by entwining their trunks.
- Gorillas stick out their tongues to show anger.
- Kangaroos thump their hind legs to warn of danger.
- White-tailed Deer alert others to danger by flicking their tail.
- Dogs wag their tails when they are happy.

Defensive Adaptations

Hedgehog's spines keep Fox from eating him. Lots of animals have ways of discouraging predators from eating them. Some run away quickly, some hide, and some make themselves hard to bite. Brainstorm animals that you might not want to snack on, and why!

Examples of Defensive Adaptations:

- Hedgehog: spiky – ouch!
- Porcupine: also spiky
- Skunk: smells terrible
- Possum: pretends to be already dead, even smells bad
- Turtle: has a hard shell to protect it
- Armadillo: has a hard shell to protect it
- Octopus: squirts ink so predators can't see it
- Rabbit: is very fast
- Chameleon: can camouflage itself

Role-play: Have each child select an animal and research how they will escape a predator. They can each draw a picture or create a mask of their animal to hold or wear. One child can be the Fox and approach different classmates. Kids take turns explaining why Fox can't eat them, "No, no, Fox! I'm going to run away very fast." Or "No, no, Fox! I'm going to hide inside my shell."

Escape the Fox Game – variation on freeze tag



All characters are various animals (they can choose whichever ones they want). One child gets to be the Hedgehog. One child is “it” – the Fox.

Whenever the Fox tags someone they are frozen, but the Hedgehog cannot be frozen because of his/her prickles – the Fox will run away from the Hedgehog and the Hedgehog can un-freeze other animals to rescue them from the Fox. The last person to be tagged becomes the new Fox, and the old Fox becomes the Hedgehog.

Social Studies

In Someone Else’s Shoes Discussion

- Have you ever felt sad like Hedgehog?
- Does a hug make you feel better?
- If you were Hedgehog would you give up or would you keep trying to get a hug?
- Why did the characters not want to hug Hedgehog?
- Would you hug Hedgehog? Why?

- How is Hedgehog different from his friends?
- What makes you different from your friends or classmates?
- What makes you the same as your friends or classmates?
- Do you ever treat people differently because they look or act different than you? Why?
- Have you been treated differently because you look different than other people? Was this treatment positive or negative?
- How do you want to be treated by your classmates, friends and family?
- How should we act towards others?
- In what situations is it necessary to treat others differently than the way you want to be treated? (*others sometimes have different preferences than you*)

- Do you think Hedgehog and Skunk are friends now?
- Tell about your best friend.
- What makes you a good friend?
- What do you look for in a friend?
- What kinds of things do you do for your friends?
- Are you only kind to your friends?
- Do you help others even when they are not your friends?

- Provide an example of when you helped someone you didn't know. Did this make you feel good?
- How do you expect others to respond when you complete an act of kindness for them?
- What obligation do you have to help others?

What Makes a Good Friend?

Discuss what makes a good friend. Draw upon examples from their own friendships and create a list describing what makes a good friend.

Example: Good friends...

- Are reliable.
- Do kind things for one another and use kind language.
- Help out when a friend is sad or has a problem.
- Like to spend time together.
- Have fun with one another.

Look closely at *Hedgehog Needs a Hug*. Do the other animals act like friends to Hedgehog or not? Friends don't have to hug if they don't want to – is there another way they could have cheered Hedgehog up? Explain using your own words.

As a class, create an action plan on how to be a good friend.

Finding Commonalities/Uniqueness

Hedgehog is different from the other animals – he has sharp spines, and the other animals don't want to touch him.

Finding what you have in common with other people is a good way to start a meaningful relationship. Here is a way to learn what you have in common with your classmates, while also celebrating what makes each of you unique.

Materials: A pen and two pieces of paper.

- This activity can be done as a whole class or in pairs.
- On one sheet of paper, you will have ten minutes to come up with a list of things in common. Completely obvious answers such as "we both have hair" or "we are both in _____ class" are not allowed!
- After ten minutes, switch to the other paper. You now have ten minutes to come up with a list of things that are unique to only one person.
- Share both lists with the class when finished.

Good Feelings Journal

Ask the students to think of different kinds of "good" feelings (ex: happy, silly, calm, safe, relaxed, thankful, proud, or excited).

Create a journal to identify what makes you feel good.

You will need:

- Chart paper and markers or whiteboard
- Paper to draw and write on
- Pencils, crayons, markers
- Hole punch and paper fasteners

Come up with a list of things that make you feel good. Then make a Good Feelings Journal. On each page of the journal, draw a picture of something that makes you feel good, and then write a sentence at the bottom of the page describing the picture.

Sad Feelings Discussion

Describe a time when you felt sad or lonely. It could be when you moved, or a pet died, or because you were sick.

What did you do to try to feel better?

Can you think of someone who might feel the same way you did? (Ex: new kid, lost pet, fell on playground.) What is something you could do to make them feel better?

Acts of Kindness

What do other people do that make you feel happy? What are some kind things we can do to make others feel happy? Here are some suggestions; can you come up with more?

- Open the door for someone
- Stack a chair for a classmate
- Pick up trash
- Give someone a compliment
- Smile/wave/hug someone
- Make a thank you card
- Play a game of their choice with a sibling
- Fold the laundry
- Set the table

Who is a person that you could do one kind thing for today? Can you think of someone who is in your class? Someone who is not in your class?

Pick one kind thing you'd like to do for someone and draw a picture of it.

Asking for Permission and Consent

Before touching or hugging a friend, ask permission. The friend can then say "no" to the request. "No" and "stop" are important words and should be honored.

Explain that just like we always stop doing something when someone says "no", that our friends need to always stop when we say "no", too. If a friend doesn't stop when we say "no," then we need to think about whether or not we feel good, and safe, playing with them. If not, it's okay to go play with someone else.

Encourage students to watch facial expressions during play to be sure everyone is happy and on the same page.



Image from HEDGEHOG NEEDS A HUG by Jen Betton
www.jenbetton.com

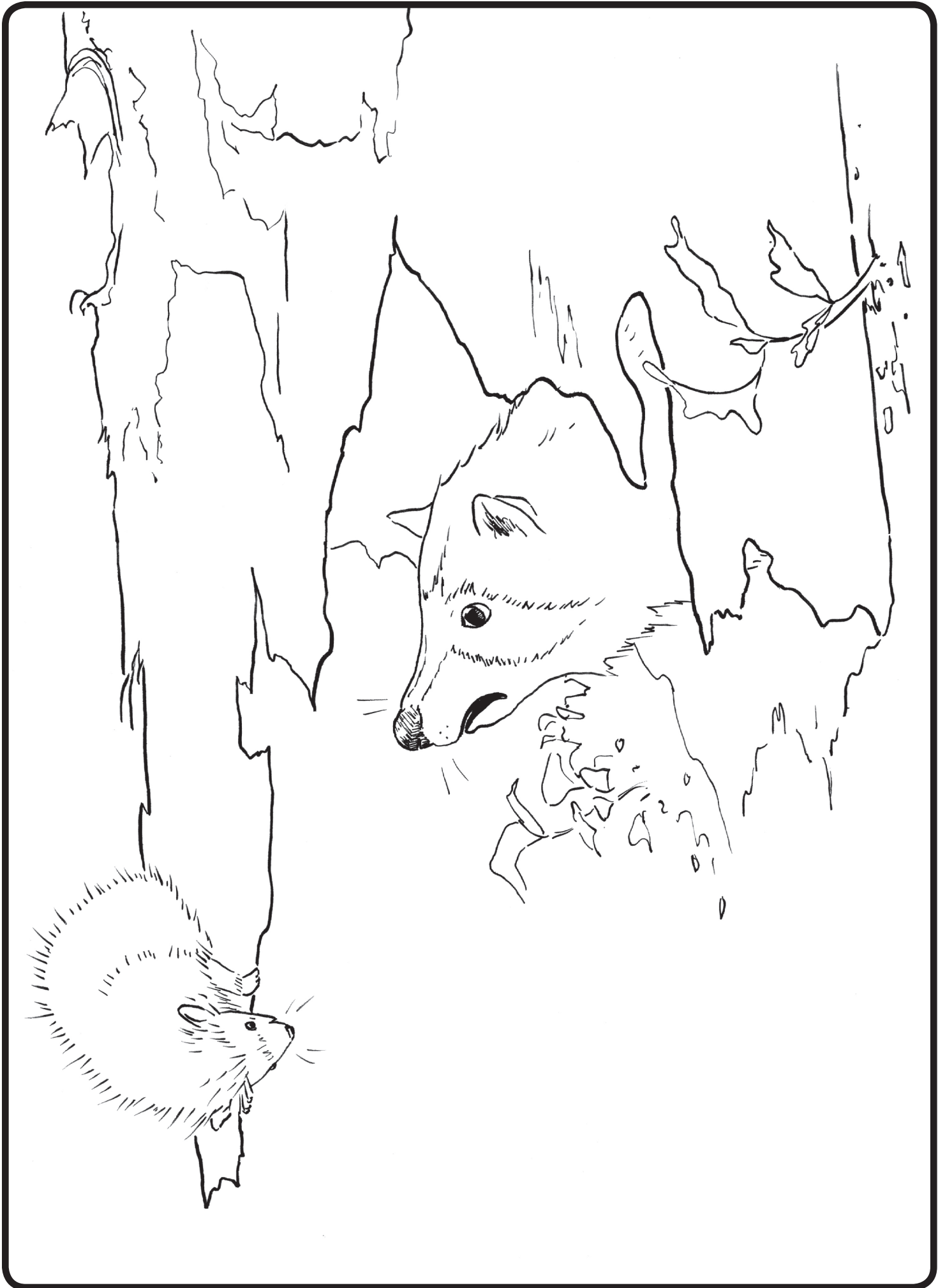


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