



Title: Hugless Douglas

Author: David Melling

Age Range: 3-5

Topics/Themes: Hugs, bears, animals, feelings

Vocabulary: “hugless”; splinter; quivered, trembled, paw; might have to define different kinds of hugs pictured at end of story

See examples of this book read loud here: [Hugless Douglas](#)

ENRICHMENT ACTIVITIES

I. COMPONENTS OF BOOK (REVIEW EACH SESSION)

- a. Author, Illustrator (roles of each)
- b. Title; front and back covers; spine

II. INTRODUCTION (PREP QUESTIONS)

- What do you see on the cover?
- What do we know about hugs? How do you feel when you get a hug? Who gives you hugs?
- What do we know about bears? Do bears wear clothes, sleep in beds?-must pretend.

III. STORY TIME

a. Discussion Questions

- Why “Poor Douglas?” - What does he want?
- Why didn’t hugging big rock and tree feel right to Douglas?
- Why was the owl angry?
- How did Rabbit help Douglas?
- Predict who is yawning in the deep cave.
- What did Douglas learn about hugs?

b. Other

- Phonological Awareness: Point out the rhyming words in the title.
- Print Referencing: words “big, tall, comfy” have different fonts and sizes making them look like the meaning of the words; some words like “yawn” and “excuse” are stretched out; notice many “z” letters on title page - sometimes used with bees but not here - why “z” from cave? (same with the lengthening of “yawning” (letters coming from the cave); large print when Rabbit shouted and owl hooted.
- Give yourself a BIG, comfy hug!

c. Related Songs, Rhymes, & Finger Plays

Teddy bear, Teddy Bear Action Rhyme (do actions as you say them)

Teddy Bear, Teddy Bear, turn around,

Teddy Bear, Teddy Bear, touch the ground,

Teddy Bear, Teddy Bear, reach up high

Teddy Bear, Teddy Bear, wink one eye,

Teddy Bear, Teddy Bear, slap your knees,

Teddy Bear, Teddy Bear, sit down please.

Bears Eat Honey

A bear eats honey (*pretend to eat*)

He thinks it's yummy

In his tummy (*rub tummy*)

But the bees don't think it's funny!

Buzzzzzzzzzzzz! (*make buzzing noise*)

Something in My Pocket

There's something in my pocket, (hands in pockets)

Could it be a moose? (open hands forming antlers)

Could it be a train with a bell and a caboose? (pump arms in a train motion)

Could it be a snake or some sticky glue? (wiggle body with arms by your side)

Right here in my pocket is a HUG from me to you! (hug yourself, or a parent)

The bear goes over the mountain

The bear went over the mountain,

The bear went over the mountain,

The bear went over the mountain,

To see what he could see.

And all that he could see,

And all that he could see,

Was the other side of the mountain,

The other side of the mountain,

The other side of the mountain,

Was all that he could see.

The bear went over the river, 3x

To see what he could see.

And all that he could see, 2x

Was the other side of the river,

The other side of the river, 2x

Was all that he could see.

For He's a Jolly Good Fellow, 3x

Which nobody can deny.

Which nobody can deny, 2x

For He's a Jolly Good Fellow, 3x

Which nobody can deny.

IV. SUPPLEMENTARY ACTIVITIES

• Hugs to Go ([source](#))

1. Trace your right hand on the right end of the paper and your left hand on the left end. Draw 2 horizontal lines to connect the hand outlines and form one long "arm."
2. Cut out the hug and decorate it using markers, stickers, paints, or crayons. "I help the children write a little message," says Jennifer, "such as 'I Love You THIS Much.'"
3. Then roll up the hug, tie it with a ribbon, and give it to your valentine. If you mail it, ship it in a small mailing tube or gently fold it into an envelope.



- **Musical Hugs:** Musical Hugs: Played similar to musical chairs but when the music stops the participants must find someone to (gently) hug. If you don't want to make it a competition or are worried about the hugging getting out of control, this could easily become an exercise in creativity. Have the child partner up, either with a friend or the adult that brought them, and when the music stops they have to come up with creative ways to give hugs similar to the hug variations at the end of the story.
- Have children make cut outs of the characters and objects which Douglass hugs and act like each object as the story is told. Do soon a background which they could collectively make together to represent the setting. Write the name of each object, and have the child make the appropriate response as in the story. This creates the connection between object and assumed behavior.

