



A Curriculum Guide to HOW TO BUILD A HUG

Temple Grandin and Her Amazing Squeeze Machine



How to Build a Hug

by Amy Guglielmo and Jacqueline Tourville

Illustrated by Giselle Potter

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Ages 4–8; Grades P–3 • Atheneum

BACKGROUND/SUMMARY

As a young girl, Temple Grandin liked to design and make things. What she didn't like were scratchy socks, high-pitched sounds, bright lights, and smelly perfumes. She was very sensitive to sounds, smells, and touch. Being hugged was so upsetting, she even avoided being hugged by her mother. Yet she did want to feel a real hug. She wondered what hugs were supposed to feel like.

The solution to Temple's problem came when she spent the summer at her aunt's ranch in Arizona. There she saw a mysterious device called a squeeze chute that calmed a young cow by giving it a comforting squeeze. This sight sparked Temple's idea to design and make her own hugging machine, which she used to comfort herself when she was nervous. By the time the machine finally broke, she found she no longer needed it. "I'm into hugging people now," she declared.

This book introduces readers to the early life of Temple Grandin, a well-known spokesperson for autism spectrum disorders (ASD). By using her abilities to think visually, draw, paint, design, and build things, Temple has pursued a career as an industry consultant, professor of animal science at Colorado State University, and author of ten books and hundreds of articles. As the authors of this book tell us, "Temple's story is as unique as she is, and the legacy of her hug machine lives on." It is one of her many accomplishments.

DISCUSSION QUESTIONS/ACTIVITIES

Key Ideas and Details

The discussion questions and activities below draw on Common Core State Standards for reading informational text (RI) that prompt children to ask and answer questions about key details in a text (RI.K.1-RI.3.1), identify the main topic and key details that support it (RI.K.2-RI.3.2), and describe the relationship between a series of events, concepts, or ideas (RI.K.3-RI.3.3).

1. As a child, what things did Temple like? What things did she dislike?
2. In what ways was Temple different from the other kids in her elementary school? In what ways was she just like other kids?
3. What did the authors mean when they wrote this sentence:

"But even when she was safe at home, when her mom leaned down to give her a squeeze, all she saw was a tidal wave of dentist drills, sandpaper, and awful cologne coming at her all at once."

4. What questions would you ask Temple if you could interview her? With a friend, write down your questions. Then take turns holding an interview. One of you asks the questions, while the other answers, pretending to be Temple.

Here are some topics you could ask questions about:

- Drawing, planning, and making things
- Hugs
- Going to school

- Seeing a cow in a squeeze chute
- Building a hug machine

5. What do you think people had to say about Temple? (See reproducible activity sheet at the end of this guide.)

6. **Retelling a True Narrative: How Temple Grandin Built the Squeeze Machine.** (See reproducible activity sheet at the end of this guide.)

7. The subtitle of the book is *Temple Grandin and Her Amazing Squeeze Machine*. Explain why the squeeze machine was amazing. How did it help Temple?

8. What is something you would like to invent? How would it help you? How would it help others?

CRAFT AND STRUCTURE

To learn about craft and structure, the CCSS asks us to help students learn and understand vocabulary words and phrases (RI.K.4-RI.3-4), think about the features of nonfiction text (RI.K.5-RI.3.5), and assess the author’s point of view (RI.K.6-RI.3.6). The questions and activities below emphasize these understandings.

9. **Examining the front covers, back covers, and endpapers.** (See reproducible activity sheet at the end of this guide.)

10. **Examining the authors’ note.** The authors’ note gives you additional information about Temple Grandin. Discuss what it tells you about the following topics:

- What Temple is known for today
- Autism
- Temple’s ability to think in pictures, or her “visual thinking”
- Temple’s mother
- Temple’s connection with animals
- The hug machine

11. **Looking at similes.** A simile is a sentence comparing one thing to another. Similes use the word “like” or “as” when making the comparison. Each of the sentences below contains a simile. After reading the sentence, write what is being compared and how the first item is like the second.

- **To Temple, hugs felt like being stuffed inside the scratchiest sock in the world.**

What two items are being compared?

_____ and _____

How is the first item like the second item?

- **To Temple, voices in the loud, stinky cafeteria roared like a jet engine.**

What two items are being compared?

_____ and _____

How is the first item like the second item?

- **The school bell clanged like a woodpecker knocking on her head.**

What two items are being compared?

_____ and _____

How is the first item like the second item?

Try writing some similes. Here are a few beginnings to get you started:

- The squeeze chute made a young calf act like _____
- When Temple got into the hug machine, she felt like _____

WRITING

CCSS emphasizes writing informative and explanatory text in the early grades. The writing activities below provide experience writing to give an opinion (W.K.1-W.3.1), to inform (W.K.2-W.3.2), and to explain a sequence of events (W.K.3-W.3.3).

12. Make a flap book showing Temple's inventions. (See reproducible activity sheet at the end of this guide.)

13. With a partner, write a one-page play for two characters. Here are some ideas for one-page plays:

- Temple and her little sister talk about how hugs work.
- Temple and her aunt talk about how a squeeze chute works.
- Temple and her aunt and uncle discuss how the hug machine works.
- Temple and her mother discuss hugging.

Here is an example of how a one-page play could begin:

Temple: I am having a bad day. Maybe if I get under these sofa cushions, it will help. You hop right on top.

Temple's little sister: Here I go! Are you okay?

Temple: It feels cozy. I wonder if that's how a hug works.

Practice reading your one-page play.

14. Share your thoughts about hugs. Why do you think it was so difficult for Temple to answer the question she had as a young girl about what hugs felt like? What do hugs feel like to you? Do you describe hugs in the same way as your classmates?

EXTENDING THE EXPERIENCE OF READING THE BOOK

15. Learn more about Temple Grandin:

Read another picture book, *The Girl Who Thought in Pictures: The Story of Dr. Temple Grandin* by Julia Finley Mosca. Compare this book with *How to Build a Hug*. How are the two books similar? How are they different?

16. Read another book by authors Amy Guglielmo and Jacqueline Tourville:

Pocket Full of Colors: The Magical World of Mary Blair, Disney Artist Extraordinaire. How did the authors help you to understand Mary Blair? Do you feel like you had similar experiences learning about Mary's and Temple's lives? Name some challenges an author might face when writing picture books about real people.

17. Learn more about autism. Read about others who, like Temple Grandin, have autism:

- *A Boy Called Bat* by Elana Arnold
- *My Brother Charlie* by Holly Robinson Peete and Ryan Elizabeth Peete
- *Ethan's Story: My Life with Autism* by Ethan Rice and Melissa Ringsted
- *Different Like Me: My Book of Autism Heroes* by Jennifer Elder



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HOW TO BUILD A HUG

Temple Grandin and Her Amazing Squeeze Machine

What would each of the following people have to say about Temple?



HER MOTHER:



THE KIDS AT HER ELEMENTARY SCHOOL:



HER LITTLE SISTER:



THE KIDS AT HER BOARDING SCHOOL:



HER AUNT IN ARIZONA:



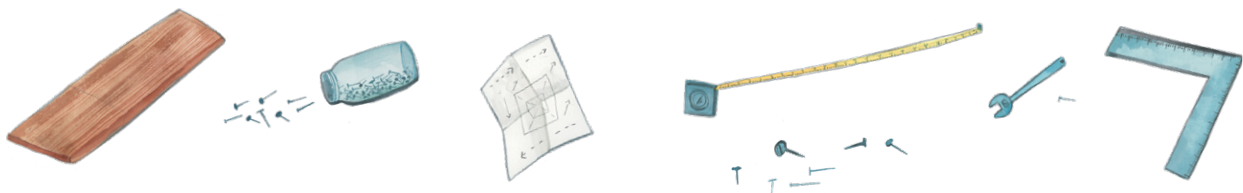
HOW TO BUILD A HUG

Retelling the Narrative: How Temple Grandin Built the Squeeze Machine

Working with a partner, cut out the words and phrases listed below and then put them in order so that you can use them to retell the story. There are several possible ways to order the words. Practice retelling the story. You can use words like first, second, next, after that, and finally to show the order in which things happened.

HOW TEMPLE GRANDIN BUILT THE SQUEEZE MACHINE

mysterious device	her aunt's ranch in Arizona	took measurements	squeeze chute
the calves' checkup	found wire, pulley, string, and cushions	pulled on the string	called her aunt
hug machine	sawed planks	had an idea	let the sides slip around her
It's a snuggle apparatus!	crept inside her creation	helped cows stay calm	sketched a plan





HOW TO BUILD A HUG

Examining the Front Cover, Back Cover, and Endpapers

These elements provide clues to the story, including how it begins and unfolds, and how it ends. Use the space below to examine the covers and endpapers to find these clues.

FRONT COVER



What clues can you find about what Temple wants to do and how she does it?

BACK COVER



What clues can you find about how the book ends? How has Temple changed?

ENDPAPERS



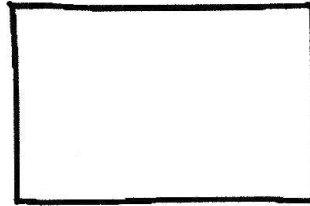
How are the illustrations connected to Temple's story? How did she use these items?



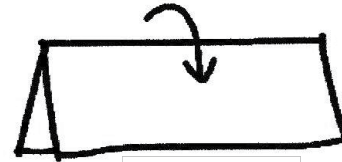
HOW TO BUILD A HUG

Make a Flap Book Showing Temple's Inventions

Follow the directions below to make a lift-the-flap book:

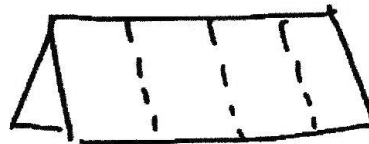
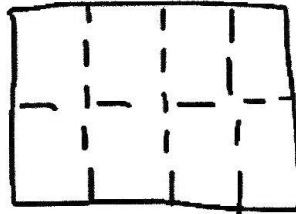


Take a piece of A4 paper or card.



Fold in half lengthways.

Then open up and fold until you have 8 sections.



Fold over again lengthways and cut three times from one edge up to the centre fold, making four flaps.



You have a simple flap book—you can draw pictures underneath and write on top or do it the other way round.



Label the top flaps as follows:

<p>Inventions Temple Made at Home</p>	<p>Inventions Temple Made at School</p>	<p>Inventions Temple Made at Her Aunt's Ranch</p>
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On the blank flaps underneath, write about and illustrate the inventions Temple made in each place.