



Not a Box

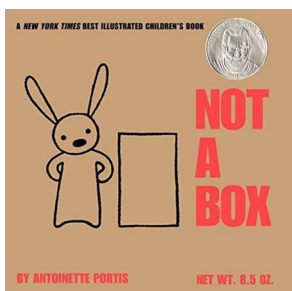
BOOKMARK FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

DID YOU KNOW READING BOOKS IS A GREAT OPPORTUNITY TO SUPPORT STEM LEARNING?

Reading with older toddlers and preschoolers uses **PEER**:

- Use additional Prompts if needed,
- Evaluate and
- Expand your child's answers, and
- Repeat the prompts.

ABOUT THIS BOOK



Not a Box is a book by Antoinette Portis. A box is just a box... unless it is not a box. From mountain to rocket ship, a small rabbit shows that a box will go as far as the imagination allows. What can you and your child **build** together with boxes?

WHERE CAN I FIND THIS BOOK?

Search [YouTube](#), [BookShare](#), [Archive.org](#), and your local library.

ADAPTATIONS

STEMIE's tips for making adaptations to the storybook reading process

<https://stemie.fpg.unc.edu/resource/a-guide-to-book-adaptations/>

Scan the QR code to download or view online.



Expanding | Engineering

Not a Box

By Antoinette Portis

Complete a sentence

"It's not a _____. " (box)



Recall

"What did Bunny pretend to climb?"



Open-ended questions

"Which 'not a box' did you like best? Why?"



WH questions

"What vehicles did Bunny imagine the box to be?"



Distancing questions

"What would you imagine your box to be?"



STEM Words & Ideas to Explore

- | | |
|---------|------------|
| • Box | • Evaluate |
| • Build | • In |
| • Test | • On |
| • Plan | |





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ADAPTATIONS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different. Do what works best for encouraging your child's independent exploration during this suggested literacy activity. These are only suggested activity adaptations. Consider consulting your child's care team first.



Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.



Answer your child's questions. If you do not know the answer, work together with your child to discover the answer.



Encourage your child to participate in the activity as much as possible. Praise your child's efforts and successes.

SUPPORT CHILDREN WITH VISUAL IMPAIRMENT, DEAF-BLINDNESS, OR MULTIPLE DISABILITIES:



Storybox:

Select corresponding items and place them in a container or a box. Items may include:

- Toy car
- Toy robot
- Cardboard box
- Toy firefighter

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children with sensory challenges

SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:



Box

Pictures, Symbols, Signs, or Icons:

- Select pictures that correspond to items, objects, or animals in the book
- Add signs and icons to the story
- Use pictures along with a communication board to support STEM learning

This adaptation can also be used to:

- Increase children's attention and engagement
- Support children's learning
- Support children who are deaf or have a hearing impairment



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VISUAL CUES FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

How To Use VISUAL CUES:

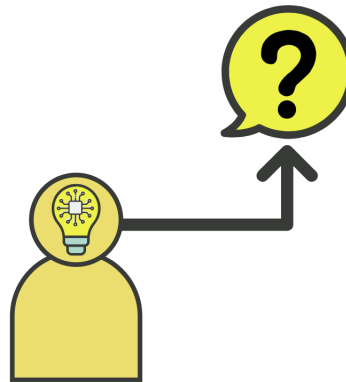
1. Print and cut out the images.
2. As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.

Check out STEMIE's tips for creating and using visual supports with

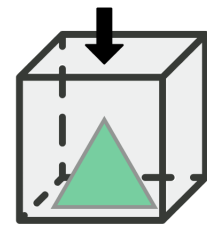
[A Guide to Visual Supports.](#)



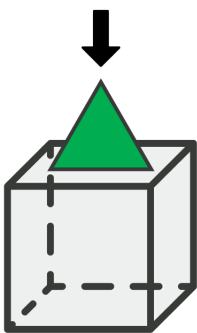
What



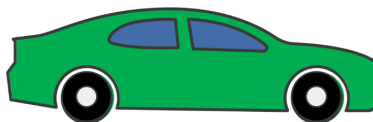
Why



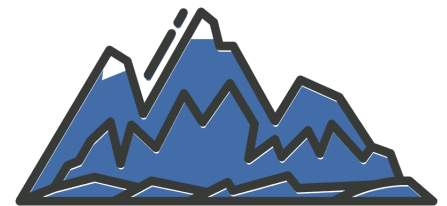
In



On



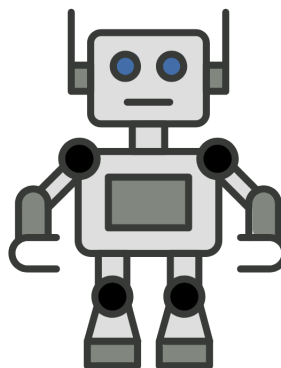
Toy car



Mountains



Firefighter



Robot



Rocket



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

BUILDING WITH BOXES



Description: Help your child **make a plan** to **create** something from their imagination using a box.

Also help your child to **test** and **evaluate** their box **plan** and what they **build**.

What My Child Is Learning!

Early engineering for young children is about exploring, playing, and figuring out how things work by trying ideas, testing them, and learning from what happens.

Encourage your child to think about what materials would be best in **building** their *Not a Box*.

Encourage your child to **consider** if their box build looks and does what they planned for it to do.

Use drawing utensils (pencils, crayons, markers) and paper to help draw a **plan** for your child's next construction. Decide together which elements are important (walls and roof for a house; wheels and headlights for a car) and work to "carry out" their **plan and build** with the box.

Provide raw materials for constructing (blocks or tinker toys OR markers, old boxes, paper, and tape). Re-using and recycling packing materials or cardboard boxes to build is a wonderful way to for children to practice elements of the **engineering design cycle (exploring, planning, testing, evaluating, and adjusting)**.

Compare properties of different materials and objects used to construct (**big/small, hard/soft, flat/bumpy**).

Encourage your child to look at "real" houses, vehicles, and design a box like it. Ask, "Is our box a "real" car? Why not? What would we need to make a real car?"



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ACTIVITY IDEAS FOR STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

ADDITIONAL ACTIVITY IDEAS:

- Use spatial and positional language! Use these tips for integrating spatial and positional language into everyday conversation. Ask, "What did you **create**?" "Can you fit [**inside, outside, on top of, under**] of it?" "What is it for?"
- Use this idea with other objects and items you come across in your daily routines and activities and increase your child's awareness of symbolic play and representation. For example, ask your child what else their banana might be and help them pretend it's a phone. Eventually you and your child can imagine things that are not there at all!
- Find things outside that you and your child can pretend are something else. For example, you might find a tree with a hole in it that you can pretend is a house.

