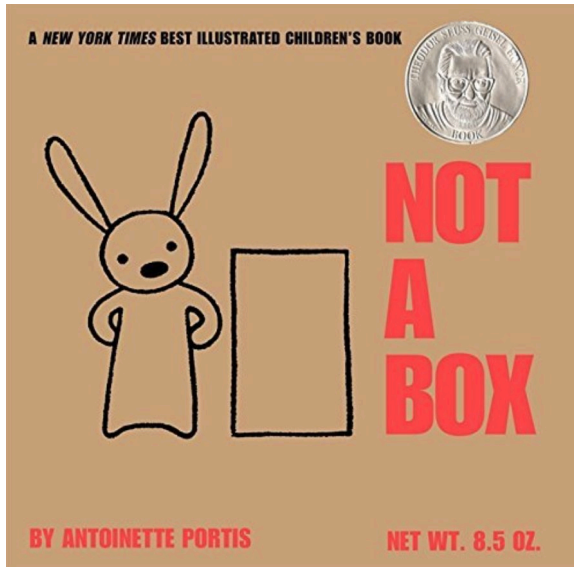




# NOT A BOX

STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

Every child is different, and these are only suggested adaptations and activities. Do what works best for encouraging your child's exploration during this literacy activity. Consult your pediatrician, physical therapist (PT), and/or occupational therapist (OT) first.



Did you know reading books is a great opportunity to support STEM learning?

*Not a Box* is a book written by Antoinette Portis.

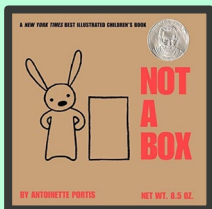
A box is just a box...unless it is not a box. From mountain to rocket ship, a small rabbit shows that a box will go as far as the imagination allows.

This author also wrote *Not a Stick* – another book about imagination to explore if you like this one!

- If you do not have a paper copy of this book, watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio.

<https://www.youtube.com/watch?v=PMCKXaFsmCA>

- Check your local library to see if it allows you to borrow a digital version of this book to read on a laptop, tablet, or phone.
- Or find it online: <https://archive.org/details/notbox0000port>



# NOT A BOX BOOKMARK

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- Print this page and cut around the edges.
- Do not forget to **PEER!** Use **additional Prompts** if needed, **Evaluate** and **Expand** your child's answers, and **Repeat** the prompts.
- Look at STEMIE's tips for making adaptations to the storybook reading process and on the following pages:  
<https://stemie.fpg.unc.edu/guide-book-adaptations>
- If you print this page, you can download or view online by scanning the QR code below.



## Expanding | Engineering

### Not a Box

By Antionette Portis

C

Complete a sentence

"It's not a \_\_\_\_\_." (box)

R

Recall

"What did Bunny pretend to climb?"

O

Open-ended questions

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

W

WH questions

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

D

Distancing questions

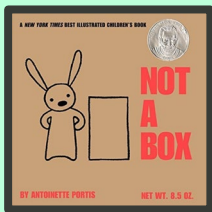
"What would you imagine your box to be?"

## STEM Words & Ideas to Explore

- Create/Build
- Hypothesis testing
- Design
- Evaluate
- Spatial positioning



[stemie.fpg.unc.edu](https://stemie.fpg.unc.edu)



# NOT A BOX ADAPTATIONS

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## SUPPORT CHILDREN WITH VISUAL IMPAIRMENT/DEAF-BLINDNESS/MULTIPLE DISABILITIES:

### STORYBOX

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

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



Image Credit: Adobe Stock

### This adaptation can also...

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



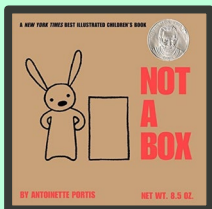
*Follow your child's lead and interests. Enthusiastically ask your child questions about what they are doing and what they like.*



*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.*



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## SUPPORT ALTERNATIVE WAYS OF COMMUNICATION:

### PICTURES, SYMBOLS, SIGNS, AND/OR ICONS

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



Image Credit: STEMIE

### This adaptation can also...

- Increase children's attention and engagement
- Support children' learning
- Support children who are deaf/with hearing impairment



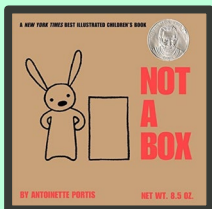
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STORYBOOK CONVERSATIONS WITH YOUR YOUNG CHILD

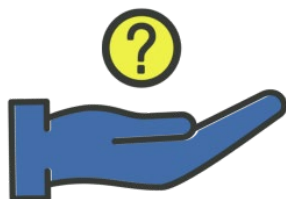
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## VISUAL CUES: USE TO PROMPT

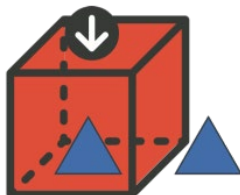
### HOW TO:

**Step 1:** Print and cut out the images. You can also create your own visual cues (empty squares included).

**Step 2:** As you read, use tape or Velcro to attach the pictures to the corresponding pages in the book.



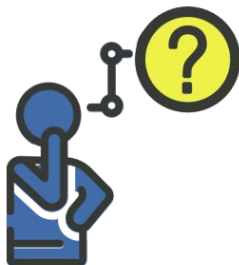
What?



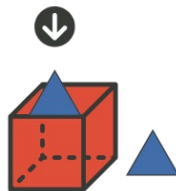
In/Inside



Car



Why?



On/On top of



Mountains



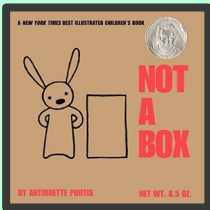
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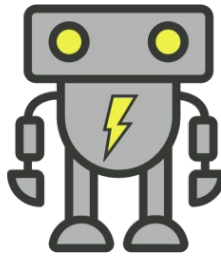
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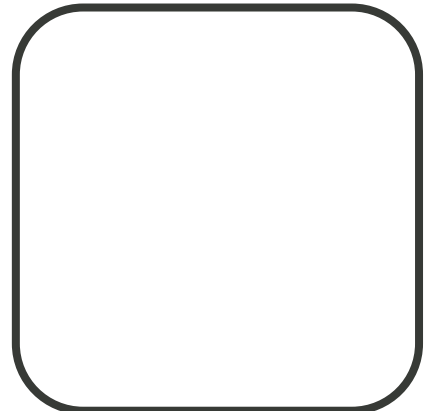
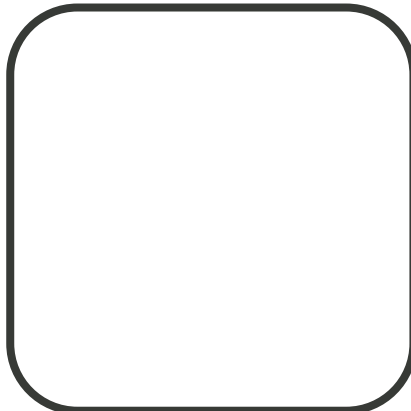
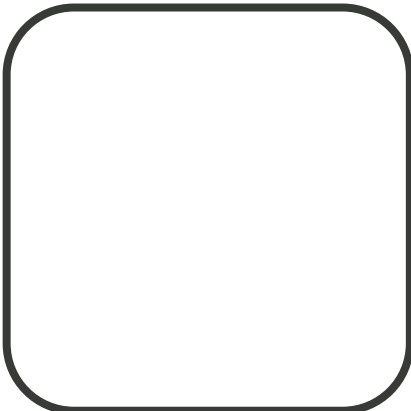
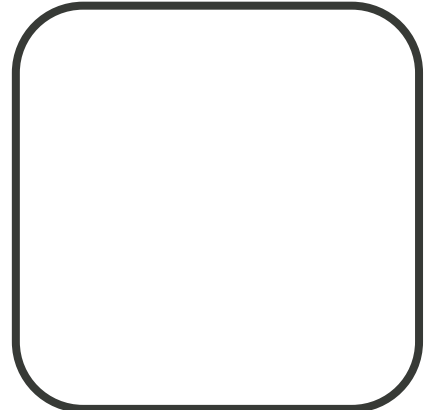
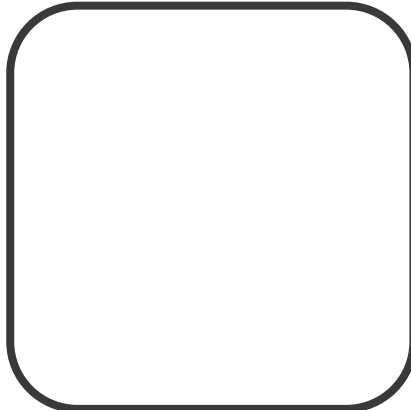
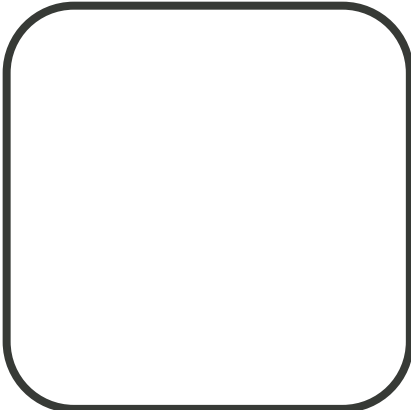
Firefighter



Robot



Rocket



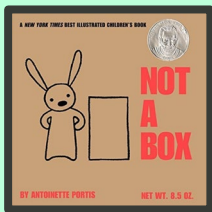
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## EXPLORATION I

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### Designer

**Description:** Help your child make a **plan** for a box to **create** something from their imagination. Encourage your child to think about what materials would be best in **building** their *Not a Box*.

Help your child to **test** and **evaluate** their box **plan** and what they **build**. Encourage your child to **consider** if their box build looks and does what they planned it to do.

#### What My Child Is Learning!

Engineering for children birth to five is about exploring materials and building knowledge about them so that they can be used to solve problems and/or create something with them.

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 **build** their plan.

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.

Compare properties of different materials and objects used to construct (**big/little, hard/soft, smooth/rough**).

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?"



# NOT A BOX



## ADDITIONAL ACTIVITY IDEAS

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- 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!
- When outside on a nature hike, find items that you can pretend with your child with. You might find a tree with a hole in it that you can pretend is a house.

