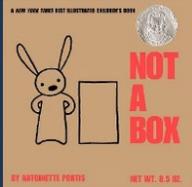


# Bookmark with Prompts



*Not a Box* is a book written and illustrated 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!



**Do not forget to PEER! Use additional Prompts if needed, Evaluate and Expand your child’s answers, and Repeat the prompts.**

If you do not have a paper copy of this book, go to <https://www.youtube.com/watch?v=PMCKXaFsmCA> to watch a YouTube video of someone reading the book. If you prefer to read it to your child yourself, just mute the audio. 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>

Look at STEMIE’s tips for making adaptations to the storybook reading process. [https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/Dialogic%20Reading\\_General%20Adaptations.pdf](https://stemie.fpg.unc.edu/sites/stemie.fpg.unc.edu/files/Dialogic%20Reading_General%20Adaptations.pdf)



**If you print this page, you can download or view online by scanning the QR code.**

**Every child is different, and these are only suggested age ranges and activities. Do what works best for your child.**

Print this page and cut around the edges.

Ages 2-6	Engineering
<b>Not a Box</b>	
By Antionette Portis	
<b>C</b>	Complete a sentence “It’s not a _____.” (box) Recall
<b>R</b>	<b>What did Bunny pretend to climb?</b> Open-ended questions
<b>O</b>	<b>“Which ‘not a box’ did you like best?”</b> WH questions
<b>W</b>	<b>“What vehicles did Bunny imagine the box to be?”</b> Distancing questions
<b>D</b>	<b>“What would you imagine your box to be?”</b>
<b>STEM Words &amp; Ideas to Explore</b>	
<ul style="list-style-type: none"> <li>• Creating/constructing prototypes</li> <li>• Hypothesis testing</li> <li>• Re-designing prototypes</li> <li>• Positional and spatial vocabulary</li> </ul>	

# STEM Building Activities



## Creating/Constructing prototypes:

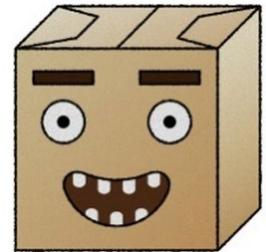
Use drawing utensils (pencils, crayons, markers) and paper to help draw a “plan” for your child’s next construction. Decide together which elements are important (walls and roof for a house; wheels and headlights for a car) and work to “implement” their plan.



## Hypothesis testing:

Compare properties of different material and objects used to construct (big/little, fast/slow, pretend/real)

- 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?



## Re-designing prototypes:

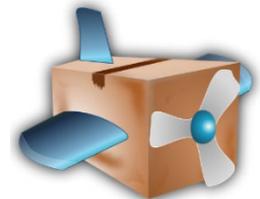
Re-using and recycling packing materials or cardboard boxes to build is a wonderful way for children to practice elements of the engineering design cycle (Ask, Imagine, Plan, Create, Improve). Find out more tips: <https://cardboardchallenge.com/resources/>



## Positional and spatial vocabulary:

Use spatial and positional language! Use these tips for integrating spatial and positional language into everyday conversation:

- Provide raw materials for constructing (blocks or tinker toys OR markers, old boxes, paper, and tape).
- Ask: “What did you create?” “Can you fit [inside, outside, on top of, under] of it?” “What is it for?”



# Adaptations:

## **Not a Box**

by Antoinette Portis

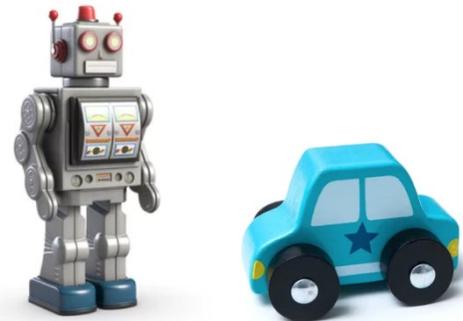


*Every child is different, and these are only suggested adaptations. Do what works best for your child. Your child's therapist can give you other ideas.*

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

### **STORY BOX**

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

# 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: Adobe Stock*

### **This adaptation can also...**

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

# Visual Cues:

## *Not a Box*

by Antoinette Portis

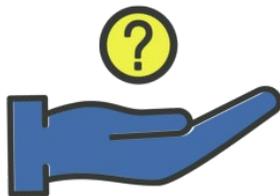


*Every child is different, and these are only suggested adaptations. Do what works best for your child. Your child's therapist can give you other ideas.*

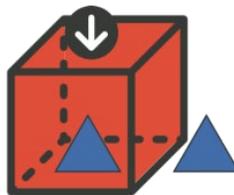
### HOW TO:

**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**



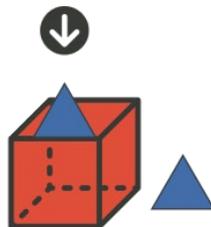
**In**



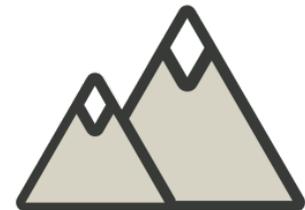
**Car**



**Why**



**On Top of**



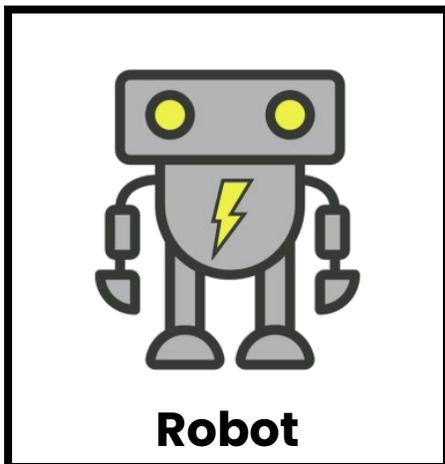
**Mountains**

**Visual Cues: *Not a Box***

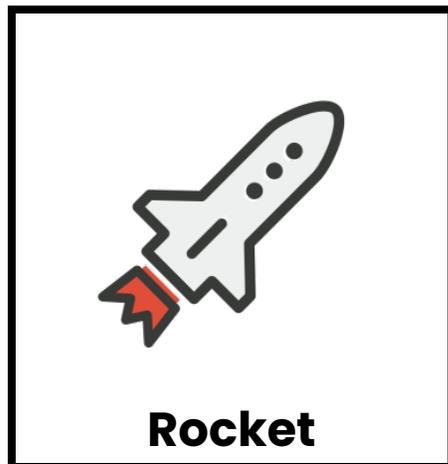
by Antoinette Portis



**Firefighter**



**Robot**



**Rocket**

