

# Not a Box or a Stick

## Mini-Maker Space Plan

### Read

The children and adults will engage in an interactive read aloud of *Not a Box* by Antoinette Portis.

Ask children what they notice about the cover of the book. Take a picture walk and ask questions to engage discussion. (Ex. What do you think this book might be about? Have you ever seen a box - or a stick- be not a box?)

As you read the story, encourage children to interact by letting them choral read the repeating pattern "It's not a box!". Comprehension and engagement can also be encouraged by asking these questions below:

1. What do you predict (s)he will make next?
2. How does the rabbit feel when we keep asking about his box? How do you know this?

### Think

After reading, the children and their families will think a little deeper about the story by imagining problems and solutions the rabbit might be solving with his inventions.

Next children will retell examples of things that they remember that the rabbit made. If children have a difficult time recalling events, use the photos in the book to help them recall the words. You can also give them phonetic cues. (Ex. Rabbit made something that starts with the "r" sound.) or clues (he made something that astronauts use to get to outer space.)

# 1

#### EDUCATORS WILL

model reading a story and guide discovery process by sharing wonderings and making observations about problems and solutions.

# 2

#### CHILDREN WILL

choral read the story. Then brainstorm their own problems they would like to solve and create an invention or innovate an existing invention using sticks/boxes.

# 3

#### FAMILIES WILL

engage in the read aloud and then work with their children to brainstorm problems and solutions to create together.

### Materials

*Not a Box and Not a Stick* by Antoinette Portis

\*This is set up as a maker space for young children. Children may use some or all of these materials depending on what they choose to create.

Boxes, Sticks, pipe cleaners, tape, rocks, leather scraps, construction paper, pen, pencils, crayons, feathers, twine or string

Large photos of real inventions and innovators



Tell the children that rabbit was an innovator and innovator's usually create objects to solve a problem. Since the book doesn't tell the problem we have to use a bit of our imagination. An example of this would be to say that rabbit might have created the rocket to help get science equipment to the moon! Show them the cover of the book "Not A Stick" and explain that the pig was also an innovator but he uses sticks. Have children predict some things they they he might have created with his stick. As you show the photos, instead of only sharing the object created, also share the problem that was solved. For example, pig created this sword to protect the village from a dragon or he created the fishing pole to help feed his family. After showing several images from the Not a Stick book, show some real life inventions and let children tell you why they were created. Examples listed below.

1. Henry Ford created the car, what was the problem?
2. Garrett Morgan invented the traffic light, what was the problem?
3. Ada Lovelace created the analytical machine (like a computer), what was the problem?

## Explore (OWLS Workshop)

Extend the literacy lesson into a scientific investigation using music and sound to wonder and explore. (OWLS = Observe, Wonder, Learn, Share)

Tell children that it is their turn to be innovator! The first thing they need to do is think of a problem they want to solve. Let children share some problems they face, they can brainstorm with their families on this. Examples should be related to the interest and experiences of the children. If a child is interested in fire fighting, they might like to create something that puts out fires faster. If the child is interested in hockey, they might like to create a stick that will work on carpet to play in the house. If the child is interested in cooking, they might like to make an oven that is safe for children to use. Then families and children will be tasked to go play and explore in the mini-maker space. They may use some or all of the materials available to create their new invention or innovation. It is okay if the child creates an invention that's already been developed. This makerspace is an opportunity for young children to explore the idea of problems and solutions while creating.

As children and families share their creations encourage them to also share the problem they were solving. It is also a good idea to ask them the probing question of, "Now that you've made \_\_\_ and solved that problem, what do you wonder now?" This will encourage them to think more deeply about their invention and other problems they might be able to solve.

### **Kentucky Early Childhood Standards:**

**English/Language Arts Standard 3:** Demonstrates general skills and strategies of the reading process.

Benchmark 3.6: Tells and retells a story.

**Science Standard 1:** Demonstrates scientific ways of thinking and working with wonder and curiosity.

Benchmark 1.1: Explores features of the environment through manipulation by exploring differences in sounds (high and low pitch) produced by vibrations (e.g., making musical instruments that have moving parts that vibrate to produce sounds.)

**This OWLS Workshop was developed using strategies found in our Little Learners Video Series.**

**To learn more about how our videos, please visit our website at [www.littlelearnersbigideas.org](http://www.littlelearnersbigideas.org)**