

The Nowhere Box

RIF EXTENSION ACTIVITIES FOR EDUCATORS

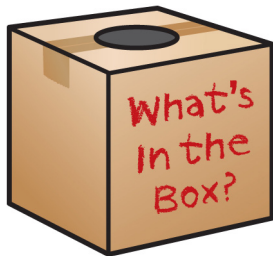
STEAM-THEMED: SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATH

SCIENCE

WHAT'S IN THE BOX?

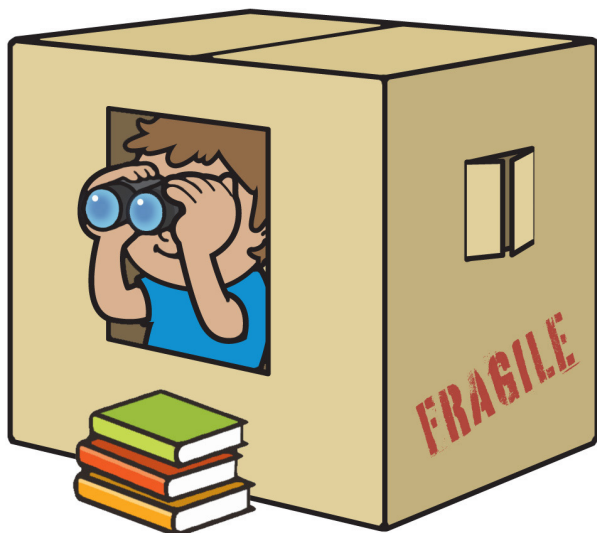
Materials: cardboard box, different kinds of objects (toy animals; different shapes; toy trucks, planes, cars, etc.)

Help students develop their sense of touch and use of descriptive words by playing the game "What's in the Box?" Cut a hole in the top of a box and place an object inside. On the board, ask students to list categories of description—for example, size, shape, feel, extra detail/ornamentation (e.g., wheels, ears, eyes, wings). Let students take turns reaching in the box, using their sense of touch to "know" the object, and then describing the object to the class. See how many descriptive words it takes before the class guesses what object is in the box.

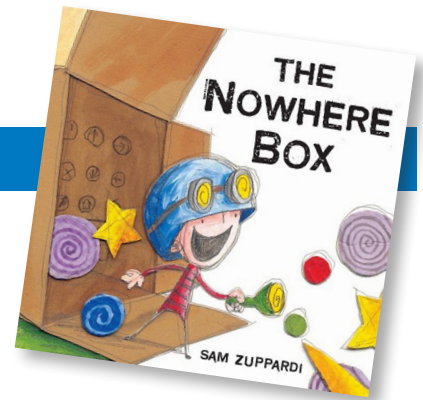


TECHNOLOGY, ENGINEERING, ART CARDBOARD CREATIONS

Did you know a 9-year-old boy built an arcade entirely from cardboard boxes? Watch his story at www.cainesarcade.com. Discuss how technology helped Caine achieve his goal of running an arcade. What would your students build with lots of cardboard boxes? Sign up to be part of the cardboard challenge at www.cardboardchallenge.com and let



your students craft cardboard creations from their own imaginations!



ENGINEERING, TECHNOLOGY, ART, SCIENCE CREATING CARDBOARD

Materials: paper, glue, scissors

Watch a short video on how cardboard is made at www.youtube.com/watch?v=8i3riKvCYkM. Have students brainstorm about how they could replicate the process using paper and glue. Then, have them make their own piece of cardboard. Once their cardboard is constructed, encourage them to turn it into a piece of art or something functional.

ART, WRITING MAGICAL MYSTERY BOX

Have students use this prompt for creative writing: "One day I woke up to find a giant box in my bedroom, and it was making noise!" Have them write the rest of the story and illustrate it. What was in the box?



MATH ESTIMATION STATION

Collect several boxes of various sizes. As a whole group, small group, or independent work station, have students estimate how many of a certain item would fill each box (e.g., books, crayons, blocks, marbles, candy, etc.). If possible, test their estimates. Record the estimates and any actual totals. Discuss the size and shape of each item and box, as well as the relationship between shape and volume. With younger children, you can also have them arrange the boxes by height or width, in ascending or descending order.

