The book starts building a foundation for the reader that both intrigues and enlightens a student. The introduction is quite simple and transitions into advanced subjects slowly. There are chapters on elements, the periodic table, hydrogen, metals, and nonmetals, halogens and noble gases, compounds, chemical bonds, organic chemistry and future chemistry. In each chapter, as a person or concept is introduced, a phonetic spelling is offered to help the reader to know the correct pronunciation. In the elements section, a side box tells the reader that completely new elements are discovered, as recently as 2004. This should inspire in the student that new discoveries are possible and the student might be able to make such an amazing discovery in the future. Atomic theory is discussed, making the definition of such materials easy to understand and easy to remember.

As the book progresses, its position resembles a college textbook. Instead of the history and achievements of scientists, it introduces misconceptions and mistakes made by earlier scientists who did not correctly understanding elements and their properties. Elements of certain types are discussed in-depth in the book, some even having their own chapters. Elements are even described as possibly being dangerous to the reader. This type of informative non-biased writing is a gem when it comes to children’s science books. If this book is not highly-utilized in classrooms across the country, I would be sadly disappointed.

My reaction to this book was dull at first until I got into the book. As a student familiar with most of the topics in this book, I found it hard to get engaged until I came upon the interesting little facts, which I did not know. This experience reminded me of myself in a classroom a few years ago possessing further information on a topic than the teacher did. Knowing more than the teacher comes about through reading experiences
that come from books such as this one. This would be an excellent book to add to a teacher's library because of the author’s assumption that the student has had no experience with this type of science and brings a hunger for learning to the table. Not all students possess this hunger but the great thing about this book is that it caters to that type of student as well through pictures and graphic symbolism of types of elements and the possibility of the students themselves being able to change the direction or further the field of science.

My favorite images were images of people living their lives and working at what they enjoyed. For a student with no life experience and the ability to interpret images as well as the next student, these images are vital for inspiration. Students I have come across that spend little to no time reading seem to be less motivated and I think these images provide answers to those students who may be searching for motivation or goals for future careers or interests.  

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