

## TEACHER'S GUIDE

Title: **Something Great**  
Author/Illustrator: **Jeanette Bradley**  
Genre: **Juvenile fiction**  
Themes: **Design, engineering, science,**  
**they/them pronouns**  
Suitable for: **Ages 5–8, Grades K–3**

### About this Guide

This teacher's guide was created by Becky Noelle, an experienced teacher with a bachelor of science. Use this guide to help your students fully engage with the book and investigate some of the STEM topics explored in the book!



# BOOK SUMMARY

## Something Great

Author/illustrator: Jeanette Bradley

Levine Querido

ISBN: 9781646141715



Voila! Quinn spent the morning in their workshop, and they emerged with Something Great!  
But what is it?

No one seemed to understand that Something Great isn't supposed to be anything. It was just itself.  
Something Great.

Then, the new kid asks to play with Quinn and Something Great. They discover that Something Great can be an elevator, a bug catcher, or a stick lifter. It could even be... a friend finder.

Quietly profound, this sweet tale and its mixed-media illustrations are a delightful combination of elements blending STEM activities (for those inclined to catch them!) with casual nonconformity in a picture book that is, well, Something Great!

## ABOUT THE AUTHOR/ILLUSTRATOR

**Jeanette Bradley** has been an urban planner, an apprentice pastry chef, and the artist-in-residence for a traveling art museum on a train. She is the author and illustrator of *Love, Mama* (Roaring Brook, 2018) and illustrator of *When the Babies Came To Stay* (Viking, 2020). She is also co-editor and illustrator of the poetry anthology *No Voice Too Small: Fourteen Young Americans Making History* (Charlesbridge, 2020) and the forthcoming companion volume *No World Too Big: Young People Fighting Climate Change* (Coming 2023!). Jeanette lives in Rhode Island with her wife and kids.



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## NEXT GENERATION SCIENCE STANDARDS

**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

**K-2-ETS1-2.** Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

**K-2-ETS1-3.** Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.


**K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

**1-PS4-3.** Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

**1-PS4-1.** Plan and conduct investigations to provide evidence that vibrating materials can make sound.

**2-PS1-2.** Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.





## COMMON CORE STANDARDS

### **English Language Arts (ELA)**

#### **R.CCR. 1, 2, 3, 4, 7**

#### **College and Career Readiness Anchor Standards for Reading**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### **SL.CCR. 1, 2, 4, 6**

#### **College and Career Readiness Anchor Standards for Speaking and Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### **W.CCR. 2, 4**

#### **College and Career Readiness Anchor Standards for Writing**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### **L.CCR.1, 2**

#### **College and Career Readiness Anchor Standards for Language**

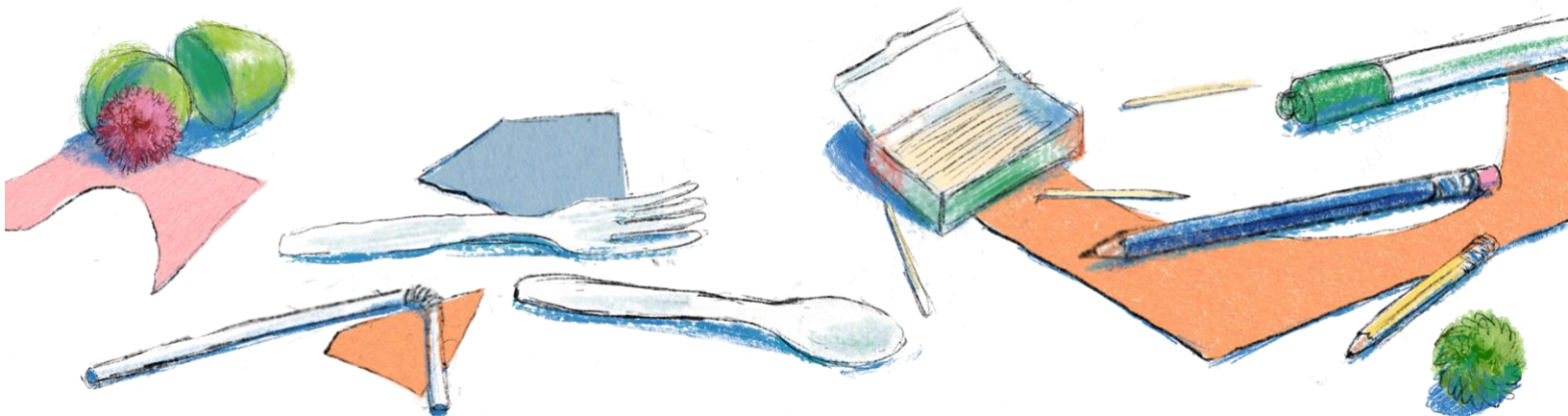
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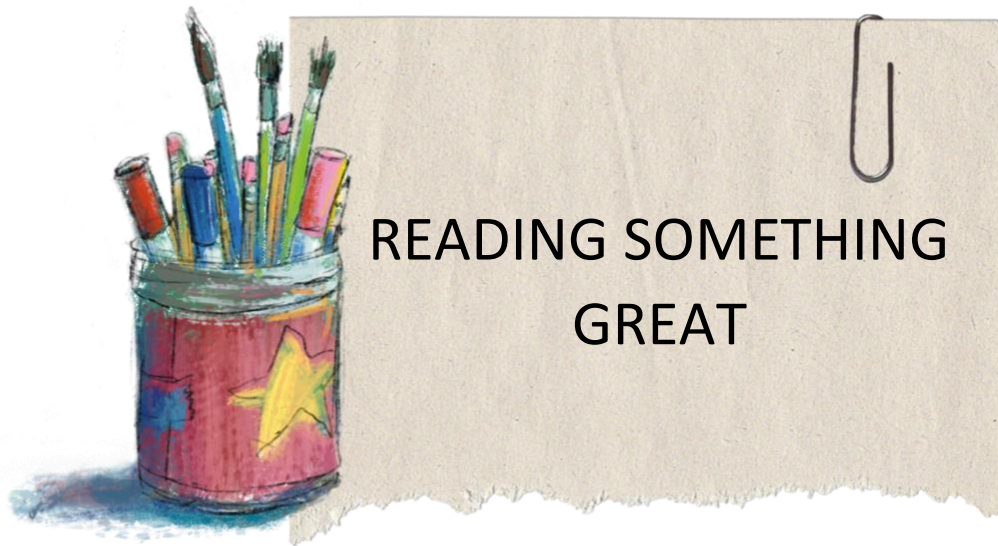
### **Mathematics**

**K.MD.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**2.MD.10.** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.







## OBSERVING THE ILLUSTRATIONS

### CURRICULUM CONNECTIONS

**R.CCR. 1, 3, 7**

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### DISCUSSION QUESTIONS

As you read the book to the class, pause on certain illustrations, and have students reflect on what they see. Use the questions below as a guide, when relevant to the illustration you are discussing.

- ★ What do you see in this illustration? (If your students aren't familiar with the term "illustration," explain to them that the illustrations are the pictures in the book, created by the illustrator.)
- ★ What's happening in the illustration?
- ★ Where is Quinn? How do you know? (Prompt students to describe what they see around Quinn like trees, grass, road, furniture, wallpaper, and other people.)
- ★ What is Quinn doing with Something Great?
- ★ How is Quinn feeling? How do you know? (Prompt students to observe Quinn's facial expression, body language etc.) Have you ever felt that way before?
- ★ Who is Isis? (Note that this question requires students to infer from the illustration because the text doesn't actually say who Isis is.)

## UNDERSTANDING THE BOOK

### CURRICULUM CONNECTIONS

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*If the Discussion Questions below are used as writing prompts: W.CCR. 2, 4*

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4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **DISCUSSION QUESTIONS**

The following questions can be used to guide a class discussion, or they can be used as writing prompts for students to reflect on independently. Depending on the size and needs of your class, you can also have students discuss the questions in small groups or pairs.

### **Describing the Story**

- ★ Who is this book about?
- ★ What do you know about the main character? How did you find that out?
- ★ Where did the book take place? (Explain to students that this is the "setting.")

- ★ What do the following words mean?

workshop

tick-tock

orbit

glow

shadow

elevator

beat

### **Making Connections**

- ★ Do you have a workshop or somewhere you create new things?
- ★ Have you ever created Something Great before? How did you build it?
- ★ Quinn shows their sister and mother Something Great, but they don't really understand it. Have you ever tried to show someone something you were proud of, and they didn't understand? How did that feel?
- ★ Have you ever moved and been the new kid? How did it feel?

### **Exploring the Theme**

- ★ What was the book about?
- ★ Why might Quinn have created Something Great?
- ★ Why do you think the author wrote this book? What might the author have wanted to teach readers?
- ★ What topics from the book are you interested in learning more about? How might you discover more about these topics?

## USING THEY/THEM PRONOUNS

The main character in *Something Great*, Quinn, uses they/them pronouns. Depending on your students' familiarity and comfort level with nonbinary pronouns, you may want to discuss this explicitly before and/or while reading the book or you may wish to wait to see if students bring it up. In some situations, it may be more beneficial to not bring attention to the fact if students find it natural and do not question the usage.

You can use the following script to encourage students when learning about using they/them pronouns:

"Sometimes people feel awkward using they/them pronouns or are afraid of doing it wrong. But we already use the singular they to refer to people whose gender we don't

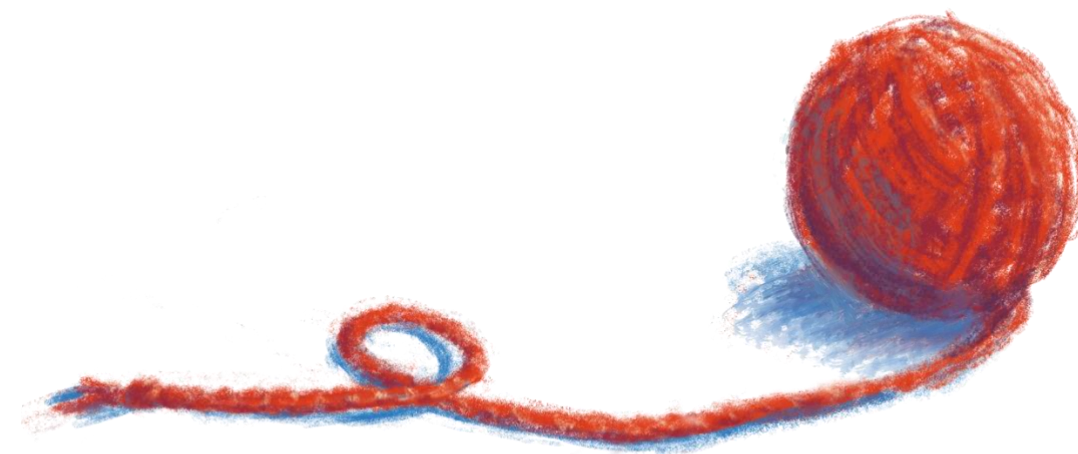


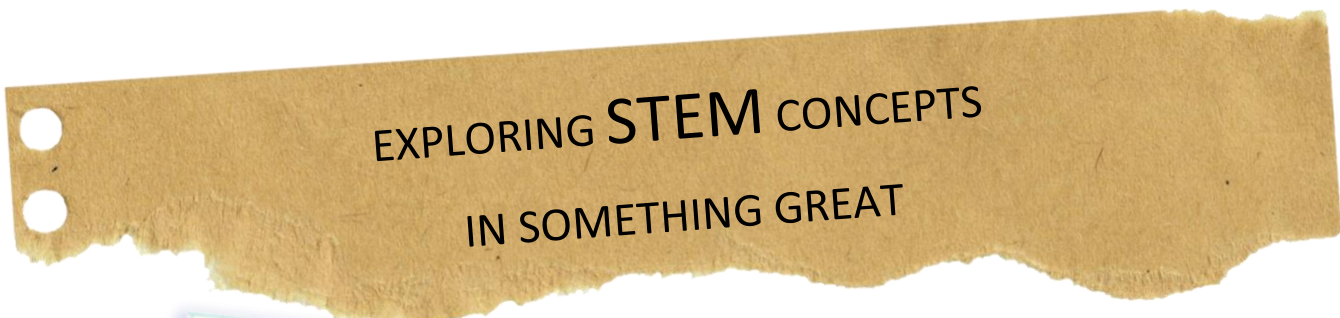
know. For example, we might say, 'We have a new student. They start on Monday.' To feel more comfortable using they/them pronouns, you can practice using them when talking to your houseplants, pets, or friends who are willing to practice with you."

Use the following ideas to get you started creating a gender-inclusive classroom:

- ★ Create a group norm to introduce yourself with your pronouns.
- ★ Include pronouns on name tags for in-person meetings and on screens in online meetings.
- ★ Choose gender neutral words to address the group. (For example, use "students" or "friends" instead of "boys and girls.")
- ★ Avoid splitting up groups or assigning tasks by gender.

It is also important to be aware that a child who is using they/them pronouns may be targeted for microaggressions or bullying. The Trevor Project (<https://www.thetrevorproject.org/>) has put together an excellent [\*Guide to Being an Ally to Transgender and Nonbinary Youth\*](#) with more resources for teachers and other adults.





## EXPLORING STEM CONCEPTS IN SOMETHING GREAT



## CREATING YOUR OWN MAKER SPACE

### CURRICULUM CONNECTIONS

#### NGSS

**K-2-ETS1-1.** Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

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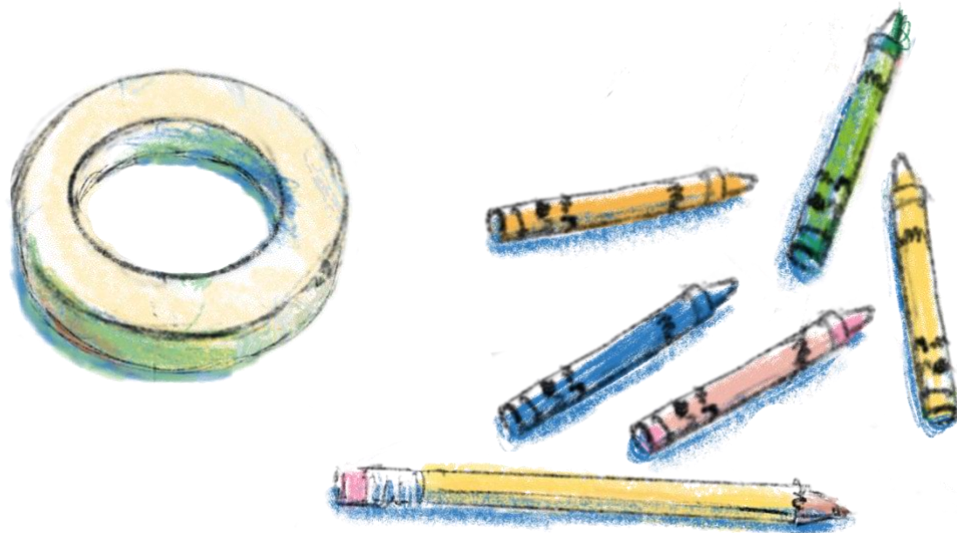
### HOW TO PREPARE YOUR MAKER SPACE

1. Choose an area of your classroom that can handle a little mess.
2. Cover the work area (whether table or floor) with plastic for easy cleanup.
3. Collect maker space supplies:
  - miscellaneous clean, dry recycling items (e.g., cardboard tubes, milk jugs, soda cans)
  - white glue
  - string or yarn
  - tape
  - scissors
  - crayons, colored pencils, and/or markers
  - various craft supplies (e.g., paint, pom poms, popsicle sticks, toothpicks, modeling clay, feathers, paper clips)
4. Organize the supplies into boxes or containers for easy access and storage.



## MAKER SPACE THINGS TO REMEMBER

- ★ **Maker spaces are for experimenting!** Allow students to veer off from their original ideas to test out new designs and solutions. The designs may not always be beautiful, but the intent is to provide students with an opportunity to problem solve and explore the design process.
- ★ **Maker spaces do not have to be fancy or permanent.** Use whatever supplies and space you have to create opportunities for exploration.
- ★ **Maker spaces should encourage independence.** Give students the tools and support they need to think through design problems they face and experiment with solutions.
- ★ **Design takes time.** Problem solving is part of the process. When students face difficulties, remind them this is a normal part of the design process and encourage them to keep going!
- ★ Ask open-ended, process-oriented questions like the following:
  - How did you build this?
  - What problems did you face?
  - How did you solve them?



## ACTIVITY 1: INVESTIGATING MOTION

### GUIDING QUESTION

How many ways could Quinn move Something Great around with a string?

### CURRICULUM CONNECTIONS

#### NGSS

**K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

#### Common Core State Standards

**R.CCR. 1, 2, 4, 7**

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## **BOOK CONNECTIONS**

Show students the third and fourth pages of the story, where Quinn is pulling Something Great with a string. Then look together at the following pages where Quinn and the new kid make Something Great move in different ways:

- ★ tick-tock (pendulum)
- ★ orbit around and around (satellite)
- ★ tick-tock from a tree (pendulum)
- ★ up and down like an elevator (pulley)

For each page, ask students the following questions:

- ★ How would you describe how Something Great is moving on this page?

- ★ What words might you use to describe the movement?
- ★ Have you ever made something move like this? How did you do it?
- ★ Where else have you seen something move like this? (Connect this question into the Real-Life Application below.)

## REAL-LIFE APPLICATION

Guide students in a class discussion about the movements Quinn created with Something Great. Ask students if they have ever pulled something with a string or been pulled by a string. Help students make connections to their own lives where they may have experienced tick-tocking, orbiting, and pulley movements.

### Example Movement Experiences

- ★ flying a kite
- ★ water skiing or tubing behind a motorboat
- ★ swinging on a swing
- ★ going on spinning and swinging rides at an amusement park
- ★ going up and down with an elevator
- ★ pulling up window blinds
- ★ raising a flag on a flagpole

## INVESTIGATION

### Steps

1. Prepare a maker space area as described in the Maker Space section of this guide
2. Make sure there is enough string available for each student to attach their object to a string to move it around.
3. Show students the materials available and tell them that they are going to have the opportunity to build Something Great like Quinn. Remind them of the various movements discussed as a class and explain that their goal will be to build something they can test the various movements on.
4. Give students time in the maker space, choosing their materials and building an object they can move with a string.
5. Take the class outside or to a large open indoor area (e.g., gymnasium).
6. Have students stand with enough space between them that no one will get hit by swinging objects.
7. Tell students to hold onto their strings tightly and to test moving their objects gently first before moving them more quickly; nothing should be flying away during the experiment!
8. Have students experiment moving their objects in different ways.

## Tips

- Depending on the level of your students, you may want to demonstrate some of the movements Quinn uses in the book to get them started. You could also have all the students do the movements together at the beginning, and then leave them to experiment with other ways they could move their objects.
- You may want to have students draw or write down the various movements they discover. They could do this during the experiment or afterwards once you're back in the classroom.
- Keep a close eye on students as they experiment, making sure no one is moving closer together, risking getting hit by someone's moving object. It may help to have additional supervising adults in the room while students are conducting their experiments. Alternatively, you could combine this activity with a sitting activity, so only a small number of students are moving their objects around at one time.
- If you are in a gymnasium, it may help to tell students which colored lines they need to stay within. Outside, you could use pylons to show them the spaces they should stay within.
- Depending on how successful students' designs are, you may want to do a few rounds of adjustments and testing. Students may find on first trial that their designs come apart when they try to move them around with the string. This is a great opportunity for students to learn about the design process and the constant reiteration it requires.

## FOLLOW-UP

Once students have had sufficient time to test various movements with their objects, bring them back to the classroom for a time of reflection. Use the following questions to prompt a class discussion or have students draw or write their answers independently.

- ★ Were you able to make your invention move like Something Great in the book?
- ★ Did you find any new ways to move your object that weren't in the book? What were they?
- ★ What problems did you face when you tried moving your object in different ways?
- ★ What would you change for next time?
- ★ What happened when you pulled harder or more gently on the string?
- ★ What happened when you changed directions?



## ACTIVITY 2: TESTING MATERIALS AND LIGHT

### GUIDING QUESTIONS

What makes Something Great have rainbow colors and shadow pictures?

How could we test different materials to see how light affects them?

### CURRICULUM CONNECTIONS

#### NGSS

**1-PS4-3.** Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

#### Common Core State Standards

ELA

**R.CCR. 1, 2, 4, 7**

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## **L.CCR.1, 2**

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### **Mathematics**

**2.MD.10.** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

## **BOOK CONNECTIONS**

Show the class the pages in *Something Great* where the sun makes Something Great glow with rainbow colors and the following page where Quinn puts a stick in Something Great and sees shadow pictures inside. Discuss the following questions as a class.

- ★ Have you ever created shadows with something? What did they look like? (If needed, prompt students with examples like making shadow puppets or

intentionally moving your body around outside to see what your shadow does.)

- ★ Have you ever seen colors inside a plastic bottle or other clear or white object?

### REAL-LIFE APPLICATION

Use the following questions to determine what your students already know about the topic. If these are concepts you've already covered in your class, this is a good opportunity to see what students retained. If you would like it to be a more concrete form of assessment, you could have students individually answer the questions in writing or with pictures.

- ★ What do you need to make a shadow?
- ★ What do the following words mean?

transparent

translucent

opaque

reflective

**Tip:** If these concepts are new to your class and you're discussing them as a whole class, for the third question above, you could have students raise their hand if they've heard each word. Read one word at a time and give students a moment to think about their answer and raise their hand if they have. If students raise their hand that they've heard the words before, then proceed to ask them if they know what it means.

### INVESTIGATION

Depending on the level and needs of your class, this experiment could be conducted as a whole-class demonstration or in small groups or pairs.

### Materials

- a variety of materials for students to test, cut into about 6-inch squares (Materials should include at least one kind from each of the following categories: transparent, translucent, opaque, reflective. For example, clear plastic, wax paper, cardboard, and a mirror.)
- flashlight or other light source for each group or pair
- construction paper in black and bright colors (red and green for example) for each group or pair

Have groups start by creating a list of steps they will follow to test each material. An example is included below. Younger students may need to be given the steps and potentially shown a demonstration for how to set up the investigation. Older students should be given the opportunity to create the plan themselves. More advanced groups may also be able to come up with a list of materials on their own.



## Steps

1. Lay the black piece of paper on a flat surface.
2. Turn on the flashlight and hold it above the black piece of paper, close enough so you can see the light shining on the paper.
3. Choose a material and hypothesize whether you think the light will shine through it or not.
4. Hold the material to be tested between the light and the black piece of paper, so the light shines through (or on) the material.
5. Observe what happens.
  - ★ Can you still see the light shining on the paper through the material?
  - ★ If yes, is the light as bright as it was without the material there?
  - ★ If no, what do you notice about where the light is shining?
  - ★ What else do you observe?
  - ★ Is this material transparent, translucent, opaque, or reflective? How do you know?
  - ★ Was your hypothesis correct?
6. Try moving the material or the light around. What do you notice?
7. Replace the black construction paper with brightly colored paper. What do you notice? Can you cast a reflection of the bright color onto any of your materials to make a glow like what Quinn observed?
8. Draw a bar graph showing the number of materials that were transparent, translucent, opaque, and reflective.

## Tips

- ★ If your students haven't used the word "hypothesis" before, this is a good opportunity to introduce it to them. Explain that scientists use what they already know to predict what will happen in their experiment. The hypothesis is their prediction.
- ★ During the investigation, keep the classroom as dark as possible while still being safe. This will make it easier for students to see the effects of the different materials on the transfer of the light.
- ★ The black piece of paper will make it easier for students to see whether the light is shining on the flat surface.

## FOLLOW-UP

Have students record what they learned in writing or with drawings. Discuss the materials tested as a class, allowing students to check their conclusions about whether each material was transparent, translucent, opaque, or reflective. Go through one material at a time, and use the following questions to guide discussion:

- ★ What might you observe if the material is transparent?
- ★ What might you observe if the material is translucent?
- ★ What might you observe if the material is opaque?

- ★ What might you observe if the material is reflective?
- ★ Do you think this material is transparent, translucent, opaque, or reflective?  
(Hold up one material at a time as you ask this question about each.)
- ★ What did you observe that makes you think that?
- ★ What was the most interesting thing you found in your investigation?
- ★ Did you have to add or remove any steps from your investigation plan once you started conducting the investigation?



## ACTIVITY 3: CREATING SOUND

### GUIDING QUESTION

How might I create music with my own Something Great?

### CURRICULUM CONNECTIONS

#### NGSS

**1-PS4-1.** Plan and conduct investigations to provide evidence that vibrating materials can make sound.

*If Further Investigation section is completed:* **2-PS1-2.** Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

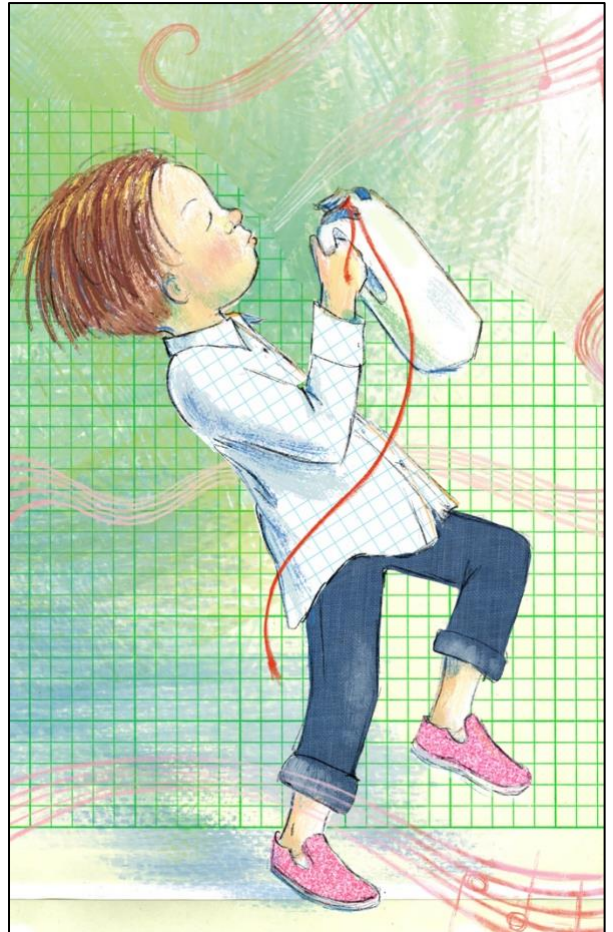
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## **L.CCR.1, 2**

### **College and Career Readiness Anchor Standards for Language**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*If the Follow-Up questions are discussed orally: **SL.CCR. 1, 2, 4, 6***

### **College and Career Readiness Anchor Standards for Speaking and Listening**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

*If the Follow-Up questions are used as writing/drawing prompts: **W.CCR. 2, 4***

### **College and Career Readiness Anchor Standards for Writing**

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## **Mathematics**

**K.MD.3.** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

*If Further Investigation section is completed: **2.MD.10.** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.*

## BOOK CONNECTIONS

Show the class the page where Quinn blows over the top of Something Great to make it sing and later in the book when the new kid uses Something Great as a beat keeper.

Use the following questions to help students understand what is happening and to make connections to the book:

- ★ How does Quinn make Something Great sing?
- ★ Have you ever blown over the top of a bottle to make it sing?
- ★ What does “beat keeper” mean in the story?
- ★ How does the new kid use Something Great as a beat keeper?
- ★ What does Quinn use as a beat keeper?
- ★ What have you used as a beat keeper? (If students are struggling with this question, prompt them by starting to clap your hands together or tapping your hand on your knee.)
- ★ Have you ever made music with something that wasn’t meant to be a musical instrument? What was it? How did you make music with it?

## REAL-LIFE APPLICATION

Use the following questions to help students connect the concepts in the book to their own lives.

- ★ Do you play a musical instrument?
- ★ What musical instruments can you think of? (Create a list on the board or a chart paper to use as a reference later. Some common examples are listed below to help if students need support thinking of instruments.)

bells	recorder
clarinet	saxophone
cymbal	tambourine
drum	trombone
flute	trumpet
guitar	tuba
harp	violin
maracas	whistle
piano	xylophone

- ★ What does this instrument use to make sound? (You can ask this question as students give examples of instruments for the previous question or ask it about certain instruments after you’ve formed the list as a class. Use this question as an introduction to how different materials—like strings or metal—vibrate to make sound. Students may need help to identify how some instruments, like pianos, make their sounds.)

- ★ Have students sort the instruments listed into groups such as string, percussion, and wind instruments. Together, count the number of instruments in each group.
- ★ Which instruments do you like the sound of most?

## INVESTIGATION

### Steps

1. Prepare a maker space area as described in the Maker Space section of this guide
2. Make sure there are enough containers made of various materials and enough string to allow students to freely choose the materials they want to use for their instruments.
3. Show students the materials available and tell them that they are going to have the opportunity to build Something Great like Quinn. Remind them of the types of instruments discussed as a class and explain that their goal will be to build something that can make music.
4. Give students time in the maker space, choosing their materials and building an object that makes music.

## FURTHER INVESTIGATION

More advanced students can be given an opportunity to investigate which materials make the best sounds. This could be based on how flexible they are or how the material sounds when it vibrates. Follow the steps for the Investigation above but ensure there are several different types of materials available (e.g., strings and wires made of different materials) for students to test. Have students come up with the steps they'll follow to test each material. An example plan is included below for your reference. If you wish to complete this part with younger students, they could be given the plan below to test various materials.

### Steps

1. Choose what kind of instrument you'd like to make (wind, string, or percussion).
2. Choose a variety of materials from the maker space that could be used to build that type of instrument.
3. Test the materials one at a time and rate each on a scale of 1 to 5, where 1 is terrible or no sound and 5 is an excellent sound.
4. Record each material and its rating in a notebook using a pictograph. (E.g., Use number of stars for each material to show how good it is at making music.)
5. Use the material with the highest rating to build your instrument.

### Tips

- Students can choose categories that make the most sense to them. For example, rather than wind, string, and percussion, they could use blow, pluck, or hit.

- Ensure students only choose one category to investigate at a time. The materials will be too difficult to compare and rate if they are making sounds in different ways.
- Although students at this grade level are not yet required to understand fair tests, it is worthwhile to guide students in designing fair tests to prepare them for later grades where this is necessary. Encourage students to set up each material in the same way to test it, to use the same amount of force when testing each material etc.
- Have students test each material a few times to really hear the sound it can make.
- It may become quite noisy in the classroom as students test out their instruments. To reduce the sound, have students work in a larger area (e.g., outside or in a gymnasium) or have only small groups working on their instruments at one time.

## FOLLOW-UP

Give students an opportunity to demonstrate their object making music for the class. An easy way to do this is to have a sharing circle. Have students sit in a circle and place their musical instruments behind them (to allow for surprise and to limit distraction). Remind students to not touch their musical instrument until it is their time to share. Go around the circle and give each student one minute to demonstrate how their musical instrument works. Then have students reflect on the process, either through a class discussion or independent writing and drawing. Use the questions below as a guide:

- ★ What type of musical instrument did you create?
- ★ How does your instrument work?
- ★ What materials did you use to build your instrument?
- ★ What problems did you face building your instrument? How did you solve them?



## LEARNING MORE

- ★ Watch "[The science behind the picture book, \*Something Great\*](#)" on YouTube.
- ★ Download [Jeanette Bradley's guide to building your own makerspace](#) with more tips and kid-friendly visual checklists.
- ★ Build one of the other devices shown in the book but not covered in this guide and investigate more into the physics of movement and sound (e.g., pulley, plumb line, or cup telephone).