

THE  
**COLOSSAL**  
BOOK OF  
**COLOUR**

Lorna Hendry



**TEACHERS' NOTES**

# THE COLOSSAL BOOK OF COLOUR

## Synopsis

Colour is the thread that runs through our daily lives – it is part of every moment without us giving it much thought. *The Colossal Book of Colour* considers where colours come from, what they mean to us, how they make us feel, and what they tell us.

## Writing style

*The Colossal Book of Colour* has been designed with the needs of both early and more advanced readers in mind. Simple-to-intermediate language is used throughout the book, with no more than a few paragraphs on each page. Images of varying size (from double spreads to single-pages, along with a range of insets) relate directly to the text, so younger readers have multiple entry points to engage with the information. There is also an extensive glossary in the back of the book, which will aid readers in developing the tools of research and analysis.

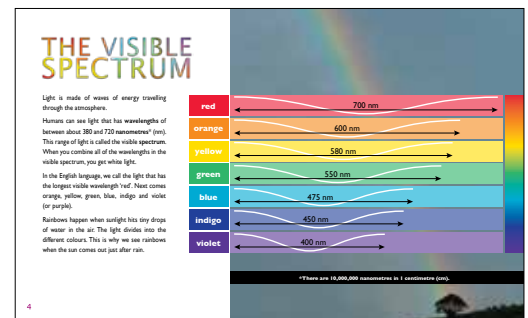
## Photographic style

*The Colossal Book of Colour* uses dynamic images to capture the imagination of the reader. Colourful single-page and double-page photographs and vector illustrations are contrasted with inset images isolated on black or white backdrops, which further help to captivate the reader. The images bring the viewer close to the subject that is being discussed, and also have the advantage of being static, giving the reader the opportunity to explore the image and look at the subject matter and its features in detail. The images are also strongly composed and clearly printed with bright strong colours to increase the appeal to visual readers. Readers can explore how images are used to convey messages.

## Specifications

Author	Lorna Hendry
ISBN	9781742035727
Format	240mm x 300mm
Extent	64pp + cover
Binding	Flexicover
Reading level	7+
Interest level	7+
Category	Junior Non-Fiction

Example spreads taken from the book



# THE COLOSSAL BOOK OF COLOUR

## Study notes: Themes

- Descriptive words
- Colour
- History of colour
- White light and the visible spectrum
- Colour and the human eye
- The science of how colour works
- The colour wheel
- Primary & secondary colours
- Colours outside the visible spectrum
- Dyes & pigments
- Subtractive and additive colour mixing
- Colour perception in the animal kingdom
- Unusual colour perception in humans
- Key colours

## Curriculum link: Literacy

*Before reading The Colossal Book of Colour:*

- Brainstorm what students know about colour.
- What is their first response when they look at the cover of the book?
- Ask them to list as many colours as they can.

*While reading The Colossal Book of Colour:*

- Ask the students to take turns reading a paragraph aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.

*After reading The Colossal Book of Colour:*

- Ask the students to reflect on the words they would use to describe colour and the words that were used in the book. Ask them to draw up a list of words that can be used to describe colours.

## Curriculum Theme: Critical and Creative Thinking

*After reading The Colossal Book of Colour, ask the students the following questions:*

- What is colour?
- What is the relationship between colour, light and wavelengths?
- What are the main colours that make up the visible spectrum?
- What type of colours are outside the visible spectrum?
- What is the colour wheel?
- Do all colours work well when put together? If not, explain why.
- Do humans and animals perceive colour in the same way? If not, how is it different?
- Do all humans have the same ability to see colour? What are some examples of different abilities?
- How were colours i.e. dyes and pigments made in the past? How are they made today?
- What is the difference between subtractive and additive colour mixing?

# THE COLOSSAL BOOK OF COLOUR

## **Curriculum link: ICT Capability**

*After reading The Colossal Book of Colour:*

### **ACTIVITY:**

- Organise the class into small groups. Assign each group a different colour (from the book or otherwise, though preferably a major colour).
- Ask the groups to research their colour online and answer the following questions: where does it sit in the visible spectrum i.e. what colours are it next to, and what is its wavelength? Does this colour occur naturally, and if so what are some examples in nature e.g. flora and fauna? What is this colour commonly associated with and how is it used? Is this the same in different parts of the world? Was this colour available to humans in the past? When were dyes or pigments of this colour discovered? Are there other colours [that are similar](#)?
- Ask the children to look for and print images relating to their colour and the questions above.
- Ask each group to create a poster collage. Ask them to attach the images they found and to write a short sentence detailing what that image means in relation to their colour. All members of the group then take turns presenting their findings to the rest of the class.

## **Curriculum Theme: Personal and Social Capability**

*After reading The Colossal Book of Colour:*

### **ACTIVITY:**

- Organise the class into two groups. In one group, ask the students to work as a team to construct a word finder puzzle. Ask each student to suggest an appropriate word about colour using words they have learned from the book (e.g. synaesthesia, camouflage, prism etc). Once completed, print copies for the other group to complete.

### **ACTIVITY:**

- In the second group, students should work as a team to create a trivia bingo game. Ask each student to suggest a fact about colour that they found surprising or interesting. Combine these facts into a game for the whole class.

### **ACTIVITY:**

- If appropriate, arrange for the students to complete Activity 3 (pp 40-41) at school. Students can then share their results with the rest of the class.

# THE COLOSSAL BOOK OF COLOUR

## ACTIVITY:

- Ask the students what their favourite colour is. (For reference, see page 50 of the text.)

## ACTIVITY:

- Ask the students what they believe certain colours mean/can be associated with.

## ACTIVITY:

- Using [this website](#), ask the class to come up with names for a selection of the colour swatches. Extra points for creative and humorous answers.

## Find out more

- <https://ed.ted.com/lessons/history-s-deadliest-colors-j-v-maranto>
- <https://www.youtube.com/watch?v=aPb-slJH9Vs&list=WL&index=198&t=0s>
- <https://www.youtube.com/watch?v=-b1F6jUx44>
- <https://www.youtube.com/watch?v=gMqZR3pqMjg>
- <https://www.youtube.com/watch?v=O0PawPSdk28>
- <https://www.youtube.com/watch?v=mRFo5uDDJgo>
- <https://www.youtube.com/watch?v=B7c0W5FZw64>
- <https://www.youtube.com/watch?v=KN7krvm2uM>
- <https://www.youtube.com/watch?v=CtiKkJrB-ag>
- <https://www.youtube.com/watch?v=F8aVfqDKx1U>
- [https://www.youtube.com/watch?v=A0\\_uj\\_Fglys](https://www.youtube.com/watch?v=A0_uj_Fglys)
- <https://www.youtube.com/watch?v=WuECDtDYdt4>
- <https://www.youtube.com/watch?v=0e4zSrGpGt0>
- <https://www.youtube.com/watch?v=AbFikJ8KFZ8>

## Marketing and promotion

*The Colossal Book of Colour* is a one-off title, though it shares elements with other one-off titles such as *The Gigantic Book of Genes*, *Left & Right*, *Community* and *The Big Book of Antarctica*. Future one-off titles are planned, such as *Power Up! The Big Book of Energy*, *Migration* and *From Space to Core*.



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