

## Book Guide for

# RAINBOW COLORS

Written by Yvonne Pearson  
Illustrated by Carole Chevalier



# SUMMARY

What color is cheerful, or calm, or full of mystery?

Rainbow Colors invites young readers to explore the beauty, personality, and emotion of each color—from cardinals and carrots to oceans and amethysts. Children will delight in guessing each hue before it's revealed, making this an engaging read-aloud that's perfect for classrooms, storytime, or quiet exploration.



## About the Author

Yvonne Pearson is the author of *Little Loon Finds His Voice*, a Bank Street Best Children's Book of the Year (STEM Selection) and Silver Winner in the PubWest Book Design Awards, which also received a starred review from Publishers Weekly. Her other books include *Sadie Braves the Wilderness* (2017) and *Too Many Hugs* (2023). Yvonne lives in Minneapolis, Minnesota, where she enjoys hiking, quilting, and spending time with her grandchildren.



## About the Illustrator

Carole Chevalier is a French graphic designer and published illustrator with a fun and colorful style bursting with joy. Illustrating children's books and bringing to life imaginative products for kids is her happy place. She also loves creating beautiful lettering, unique book covers and bold branding. After living for more than 5 years in North Wales, where she started her career, she now lives in Brittany, France, with her husband.





# TEACHING GUIDE FOR *COLORS OF THE RAINBOW*



## Language Arts:

1. Read the book aloud once. Read it a second time, asking the students to identify any words that they do not know. Read a sentence with one of the unknown words. Ask them to infer, or guess, what the word might mean. Ask other students if they know the definition. If they are stuck, provide synonyms and other context to see if they can figure out the definition. Finally, explain what the word means.
2. Students pick one or two new words and write sentences with these new words. And/or students write sentences using the colors from the book. Have the students get into pairs and read the sentences to each other. The number of sentences will depend on the student and age.
3. Ask the students to listen for the rhythm in the stanzas on each page. The rhythm is bum, bum BUM, bum bum BUM, bum bum BUM, bum bum BUM. Ask them to clap the rhythm: clap hands lightly, then loudly, lightly, then loudly, as you read the stanzas.
4. Select two poems for children and discuss the different rhythm in the poems.  
Consult <https://poets.org/text/poems-kids> for poems to use.

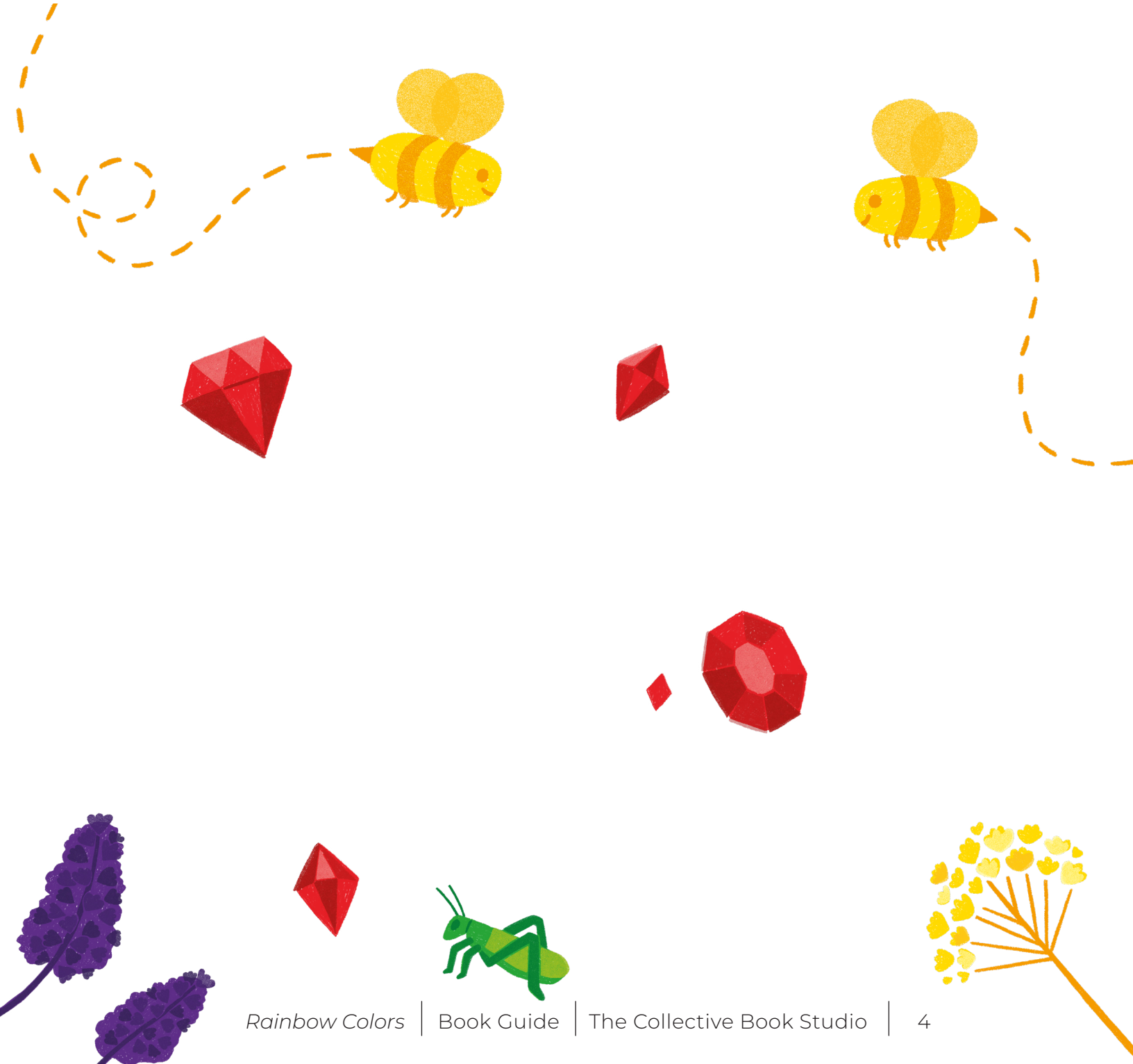




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## Nature:

1. Take the students on a nature walk. Ask them to see if they can find each of the colors of the rainbow in something in nature.







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## Science:

Make a rainbow.



**1.** Let the sun shine through a prism. As the light goes through the prism, it is separated into its different lengths. A rainbow appears.

**2.** Blow soap bubbles in the classroom. Ask the students to notice the different colors that appear on the bubbles as sunlight is separated into its various waves.

**Explanation:** Sunlight contains many different colors. Sunlight is made of waves. Some are shorter. Some are longer. When the different lengths of waves are separated, the variety of colors are revealed. This is what happens when a rainbow appears. The drops of rain separate the light into its different waves so we can see the various colors.

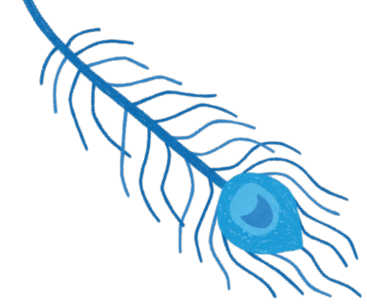




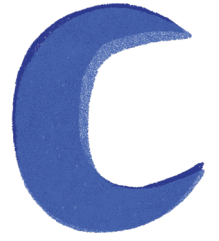
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## Socio-Emotional:

1. Ask each student to choose one color from the rainbow and say how it makes them feel. For instance, they might say “Yellow makes me feel happy,” or “Blue makes me feel sad.” Ask them to make a face to show that feeling.
2. Ask the students if they think most people respond to a given color with a certain feeling, or if they respond in lots of different ways? Ask students to interview three people outside of school about how a certain color makes them feel. Have them report on what they find.
3. Read the last page of the book aloud. Notice that all the colors together make something magically new. Ask the students if there is something that they can do alone that might be easier or faster or turn out better if they did it with others. For instance, a child could be tasked with putting away all the toys in his or her room. If two friends helped them, the task would be completed much faster. Or one child might make a collage alone, but if four of them made it together, it would probably turn out very differently.

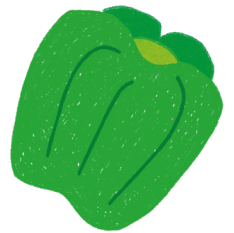


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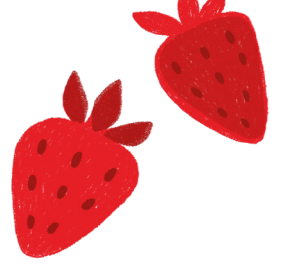
## Math:

1. Ask the students how many items of each color are identified on each page of the book. Write an addition number sentence to show how many items are on one color page.
2. Ask the students if they can think of one more item that is red, orange, yellow, etc. Then ask how many that adds up to.
3. Have the students add one of the items for two colors, such as red and indigo. Write the addition number sentence.
4. **Bonus question:** How many items are mentioned in the book?





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## Visual Arts:

- 1.** Ask students if they know of more colors than those seen in a rainbow. Introduce a color wheel and have the students compare the color wheel of a rainbow, finding the similarities and differences.
- 2.** Have the students draw a rainbow with crayon on a piece of sturdy white paper or scratchboard. Then have the students color thickly over the rainbow with a black color crayon. Next have them scratch out a drawing of their choice by using a toothpick or similar tool to allow the rainbow colors beneath to show through in places.
- 3.** Give the students large and small squares of colored paper. Have the students place one small square on top of one large square and pay attention to what happens. Do some colors look like they come forward when placed on another color? Do some colors look like they recede when placed on another color? Talk about what is discovered. Notice how colors interact when placed next to each other.

