

Poetry Writing Lesson

Color Poetry Magic

Includes Printables &
Google Resources



Google
Classroom

Laura Candler

Color Poetry Magic

by Laura Candler



Color poems are easy and fun to write, so this lesson makes the perfect introduction to writing poetry. Students first brainstorm the sights, sounds, feelings, and actions they associate with a color, and then they record their ideas on a Color Poetry Palette graphic organizer. Next, they select their favorite words and phrases and use them to create vivid images. Finally, they combine those phrases to create a free verse poem filled with imagery. The color poems that result from this activity are almost magical, and students love sharing them!

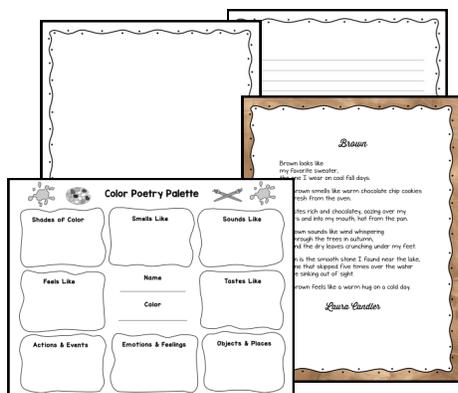
This poetry writing activity has two parts, and the entire activity will probably take two or three days to complete. The first part is a guided whole-group lesson in which the class will compose a color poem together. After students understand how to write a Color Poem, they will be ready for Lesson 2 which involves working with a “poetry partner” to write color poems together. After completing both lessons, most students will be able to write their own Color Poems independently. This teacher’s guide includes lesson directions, printables, work samples, and Google Classroom resources.

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Printable Resources (Pages 12 to 19)



Google Classroom Resources (Pages 20 to 22)

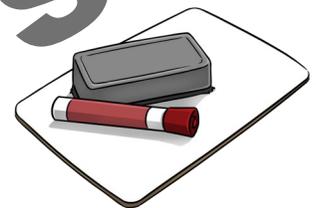
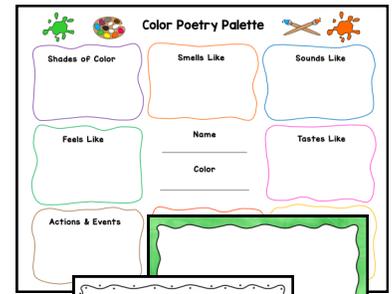


Lesson 1: Collaborative Class Color Poem

Skim through the lesson directions and decide if you want to use the printable student pages in this teacher's guide or assign the digital versions in Google Classroom. To learn how to access the Google Slides resources and assign them to your students, refer to pages 20 - 22.

Lesson 1 Materials

- Color Poetry Palette, print or digital format
 - * Printable Color Poetry Palette (page 14 or 15)
 - * Digital Color Poetry Palette (see page 20 - 22)
- Crayons and objects in different shades of the class color
- Decorative Writing Paper, print or digital format
 - * Printable Writing Paper (pages 16 - 19)
 - * Digital Writing Paper (see pages 20 - 22)
- Dry erase boards & markers, 1 set for each student



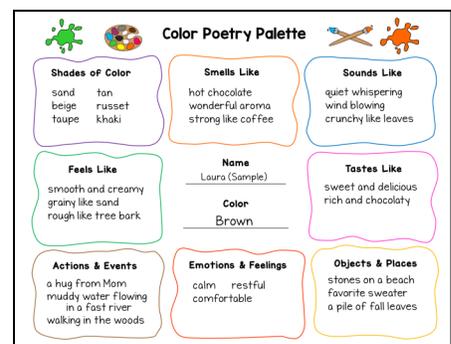
Teaching Tips for Lesson 1

If you've never written a Color Poem, it would be helpful to write one before you teach this lesson. Choose a color and follow the directions in this lesson to complete the Color Poetry Palette graphic organizer and write a poem. If you're planning to use the Google Classroom resources, take time to try them yourself first on the devices your students will be using. Both documents are easier to edit on a computer, but they can be edited on a tablet if you have the Google Slides app installed.

As you write your Color Poem, you'll gain valuable insight about how to explain the activity to your students and you'll learn where they are likely to need help.

I created two work samples you can refer to as you write your own poem and later teach the lesson. The Color Poetry Palette sample includes words and phrases related to the color Brown. I wrote the poem "Brown" in free verse style using selected phrases from that graphic organizer.

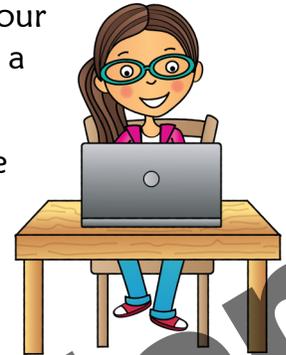
You'll notice that many of the ideas on the graphic organizer don't appear in the final poem, which is typical



of any prewriting activity. To write the poem, I selected my favorite phrases on Color Poetry Palette and enriched them by adding specific details and stronger vocabulary. Someone else might write an entirely different poem by choosing different phrases.

The directions below assume you'll use Brown for your class poem, but you can choose any color. If you plan to show the two work samples to your students, choose a different color for the class poem. If possible, select a color that your students aren't likely to choose later.

If you're planning to use Google Classroom for the partner activity, be sure to introduce those resources in the first lesson. If your students haven't been using Google Slides, you'll need to demonstrate how to edit the documents on the devices they will be using.



Lesson 1 Directions: Collaborative Class Poem

1. To introduce the lesson, tell your students that you need their help to write a Color Poem. Explain that a Color Poem is an imaginative free verse poem that describes how a color looks, what it might sound like, emotions related to the color, etc. Explain that you're going to write the Color Poem together as a class, starting with a prewriting activity to brainstorm possible ideas for the final poem.

2. Display a blank Color Poetry Palette for the class. Point to the image of the artist's palette at the top or show your students a real artist's palette if you have one. Ask them if they know what the object is and how it's used. Some of your students may know that artists add blobs of paint colors to a palette and they use a paint brush to mix the colors as they work.



Tell your students that poets are like artists, but their tools are different. Instead of using paint and paint brushes to create images that can be seen with our eyes, poets use pencils (or computers) and words to create images we can see in our minds. So in some ways, writing poetry is like painting with words! Explain that your class will work together to fill the Color Poetry Palette graphic organizer with words and phrases to use when writing the class poem later.

3. Write the name of the class poem color in the center of the graphic organizer. Tell your students that in the next lesson they will be able to choose their own colors.

4. Work through each section of the graphic organizer together, starting with "Shades of Color." Show your students a variety of objects that are different shades of brown, and ask them if they would describe all of those colors as just "brown." Explain that there are many "shades" of each color, and each variation has a special name. If you have a large box of crayons, pull out several

Color Poetry Palette		
Shades of Color sand tan beige russet taupe khaki	Smells Like hot chocolate wonderful aroma strong like coffee	Sounds Like quiet whispering wind blowing crunchy like leaves
Feels Like smooth and creamy grainy like sand rough like tree bark	Name Laura (Sample) Color Brown	Tastes Like sweet and delicious rich and chocolaty
Actions & Events a hug from Mom muddy water flowing in a fast river walking in the woods	Emotions & Feelings calm restful comfortable	Objects & Places stones on a beach favorite sweater a pile of fall leaves

different shades of brown to use as examples. Record the names of those colors in the “Shades of Color” section of the graphic organizer. To find more color names, Google the term “Shades of _____.” You’ll be amazed at the variations you’ll find!



- Next, point to the middle section on the top row of the Color Poetry Palette graphic organizer, and ask your students to imagine what the color would smell like if you could smell it. To foster a higher level of engagement, ask them to write their ideas on their own dry erase boards and turn them face down when finished. When all boards are face down, say, “Show Me!” and read some of the phrases aloud. Choose a few of the most creative or interesting ideas and record them on the class graphic organizer.
- Repeat this procedure for each section of the graphic organizer. Encourage your students to be creative and to use their imaginations! Remind them that the purpose of the brainstorming activity is to generate lots of ideas without judging them. Later they will choose the best ideas to use in the class poem. If students have ideas that don’t fit into one of the categories, flip the paper over and record it on the back.
- After each section of the Color Poetry Palette has three or four ideas, ask your students to help you choose a few phrases to develop into the class poem. Explain that the best ideas are those that can be used to create “word pictures,” or vivid images, by adding specific details and rich vocabulary. Use a phrase from the Poetry Palette to demonstrate the technique. Here are two examples for the color Brown.

Brainstormed Phrases	Vivid Images Created for the Poem
rich and chocolatey	Brown tastes rich and chocolatey, oozing over my fingers and into my mouth, hot from the pan.
stones on a beach	Brown is the smooth stone I found near the lake, the one that skipped five times over the water before sinking out of sight.

- Ask everyone to choose one or two ideas from the class Poetry Palette that they would like used in the class poem. Have them write those words or phrases on their own dry erase boards. When everyone is ready, say, “Show Me!” and have them hold up their boards to display their responses. List four or five of the most popular choices on the board to use as a reference during the poetry writing activity.

Note: You may want to stop the lesson now and save the poetry-writing activity for the next day.



9. When your class is ready to write, tell your students that Color Poems are super easy to write because they're written in "free verse" style. Free verse poems don't rhyme or have rhythm, and the lines of poetry can be broken and arranged on the page in creative ways. Also, free verse poems don't have to be written in complete sentences or use correct grammar as long as the meaning of the poem is clear.

If you wrote a sample poem before the lesson, you may want to share your poem with the class as an example.



10. Put a star next to the first phrase on the Color Poem Ideas list you created in step 8. Ask your students to help you paint a vivid image phrase by adding specific details to the phrase so that we can visualize it more clearly. For example, "sounds crunchy like leaves" could become "sounds like dry leaves crunching under my feet on a crisp fall day." After you demonstrate the process, ask everyone to choose one of the phrases and rewrite it to create a strong visual or sensory image.

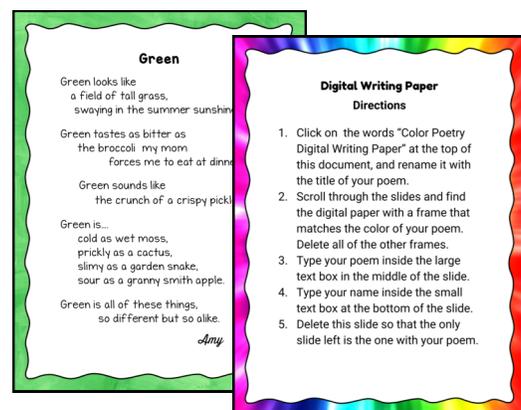
Color Poem Ideas

Brown is ..

- sounds crunchy like leaves ★
- feels like Mom's hug
- tastes sweet and chocolatey
- oozing and swirling

11. Allow about 5 minutes for your students to work on writing stronger images, and then ask them to write their best line of poetry on their dry erase boards. Ask them not to worry about spelling at this point but to concentrate on writing vivid images. After most students are finished, choose four or five and ask them to bring their boards to the front of the classroom for the class poem.
12. Ask each student to read his or her line of poetry aloud, and then discuss the order of the phrases. Explain that the first and last lines of a poem are the most important, and ask for suggestions about how the class poem should begin and end.
13. Write a rough draft of the class poem on the board (or type it on a Google doc) and show your students how to arrange the lines of the poem creatively on the page.

14. When everyone agrees on the format and wording of the final poem, copy it onto one of the sheets of decorative writing paper and color the outer edges of the page to match the title of the poem. If you're using the Google Classroom resources, open the Color Poetry Digital Writing Paper file and follow the directions on the first slide. Demonstrate how to copy and paste the poem onto the slide with the appropriate color background.



Lesson 2: Poetry Partners Writing Activity

After the class poetry-writing activity, your students will be ready to work with a partner to write Color Poems together. The two students will share ideas throughout the activity, but they will both complete their own Color Poetry Palettes and will write their own poems about the same color.

Lesson 2 Materials

- Color Poem Partner Surveys, one per student
- Color Poem Partners Assignments, one per pair
- Color Poetry Palette, one copy per student
 - ★ Printable Color Poetry Palette (page 14 or 15)
 - ★ Digital Color Poetry Palette (see page 20 - 22)
- Decorative Writing Paper, one copy per student
 - ★ Printable Writing Paper (pages 16 - 19)
 - ★ Digital Writing Paper (see pages 20 - 22)
- Dry erase boards and markers, 1 set per student



Advance Preparation and Google Classroom Tips

Before the lesson, give each student a Color Poem Partner Survey. Ask them to list three colors they would like to write about and three classmates with whom they would enjoy working. Collect the slips, and use the survey results to pair your students with someone who chose the same color.

Print several copies of the Color Poem Partner Assignment form. Before you cut the slips apart, write the names of two students, designated as partners A or B, as well as their assigned color on each section. Make a copy of the entire page for your own records and then cut the slips apart.

If you're planning to use the paper-and-pencil version of the activity, print one Color Poetry Palette for each student and one page of the Decorative Writing Paper.

If you're planning to use the Google Classroom version, assign the Google Slides Color Poetry Palette and the Decorative Writing Paper to all students before the lesson.

Teaching Tip: The Google Classroom version works best if each student has access to a computer. This will ensure the highest level of active engagement. If this isn't possible, use the paper-and-pencil activity for the partner lesson and assign the Google Classroom version later for independent writing.

Lesson 2 Directions: Poetry Partner Writing Activity

Explain that in this lesson your students will be working with a poetry partner to share ideas and help each other, but that everyone will write their own color poem.



1. Use the Color Poem Partner Assignment slips to announce partners. Ask students to sit with their partners, and give them the following materials:

- For the traditional lesson, each student will need a dry erase board and a marker. They'll also need the Color Poetry Palette printable, a pencil, lined paper for writing the first draft of the poem, one of the blank decorative writing papers, and crayons.
- For the Google Classroom lesson, they'll each need a dry erase board with marker or a digital tablet with a stylus. Each student will also need a computer with Internet access, or a digital device with Google apps installed.

2. To start the lesson, ask each student to write or type their assigned color in the center of their own Color Poetry Palette graphic organizer. Then ask them to work with their partners to brainstorm images, actions, and emotions related to that color. As they discuss their ideas, they should record those phrases on their own Color Poetry Palette graphic organizers.



3. When your students are ready, ask them to put a star next to the phrases they want to use in their poems. Remind them that everyone will be writing their own poems, so they don't have to choose the same phrases as their partner.
4. Next, ask everyone to choose the phrase they plan to use for the opening of their poems. Ask them to add specific words and details to the phrase to create a "word picture" with strong images. Have each person write his or her phrase on a dry erase board and work on it independently before discussing their work with their partners. Each person will be working on their own phrase, so remind partners to take turns during this part of the activity. If needed, refer to the examples you created during the class collaborative poem lesson.

Brainstormed Phrases	→ Vivid Images Created for the Poem
rich and chocolatey	Brown tastes rich and chocolatey , oozing over my fingers and into my mouth, hot from the pan.
stones on a beach	Brown is the smooth stone I found near the lake, the one that skipped five times over the water before sinking out of sight.

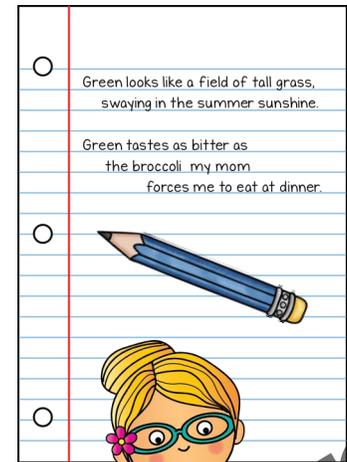
5. When everyone is satisfied with the “word picture” they created, ask them to write the phrase on lined paper or in a notebook as the first line of their color poem. If they have access to a computer, ask them to open a blank Google doc and type the phrase as the first line of their poem. Ask your students not to worry about grammar or spelling right now because this is only the first draft of their color poem. They can revise and edit it later.

6. Ask your students to repeat this procedure for the remaining lines and stanzas of their poem. As they work, they can talk over their ideas with their partners.

7. If your students ask how long the poem needs to be, you can suggest that they include at least three or four strong images. Or you can simply say, “When it feels finished.” As your students become more comfortable with the writing process, they will learn to end a poem when it feels right.

8. Next, ask your students to work with their partners to revise and edit their poems. Remind them that they can change the order of the words and phrases to create a more powerful poem. Have them quietly whisper-read their poems aloud to each other, and ask them to think about which line or phrase would make the best beginning and which would make the best ending. While they are working, they should correct spelling and word usage errors.

9. Finally, ask your students to copy their poems onto decorative writing paper. If they use one of the printable papers, give them time to color the frame to match their topic. If they use the digital writing paper, show them how to copy and paste their poems onto a slide with a matching frame. There are 14 color options, and the last slide includes directions for creating a frame with any color.



Preview





Color Poetry Palette



Shades of Color

sand tan
beige russet
taupe khaki

Smells Like

hot chocolate
wonderful aroma
strong like coffee

Sounds Like

quiet whispering
wind blowing
crunchy like leaves

Feels Like

smooth and creamy
grainy like sand
rough like tree bark

Name

Laura (Sample)

Color

Brown

Tastes Like

sweet and delicious
rich and chocolaty

Actions & Events

a hug from Mom
muddy water flowing
in a fast river
walking in the woods

Emotions & Feelings

calm restful
comfortable

Objects & Places

stones on a beach
favorite sweater
a pile of fall leaves

Brown

Brown looks like
my favorite sweater,
the one I wear on cool fall days.

Brown smells like warm chocolate chip cookies
fresh from the oven.

It tastes rich and chocolaty, oozing over my
fingers and into my mouth, hot from the pan.

Brown sounds like wind whispering
through the trees in autumn,
and the dry leaves crunching under my feet.

Brown is the smooth stone I found near the lake,
the one that skipped five times over the water
before sinking out of sight.

Brown feels like a warm hug on a cold day.

Laura Candler

Color Poem Partner Survey

Color Poem Partner Survey

Name _____

1. List three colors you think would work well for a Color Poem.

2. List three classmates with whom you would enjoy writing a Color Poem.

Color Poem Partner Survey

Name _____

1. List three colors you think would work well for a Color Poem.

2. List three classmates with whom you would enjoy writing a Color Poem.

Color Poem Partner Survey

Name _____

1. List three colors you think would work well for a Color Poem.

2. List three classmates with whom you would enjoy writing a Color Poem.

Color Poem Partner Survey

Name _____

1. List three colors you think would work well for a Color Poem.

2. List three classmates with whom you would enjoy writing a Color Poem.

Color Poem Partner Assignments

Write the assigned color on the top line, the name of one partner on line A, and the other partner on line B.

Color Poem Assignments

Color _____

A. _____

B. _____

Color Poem Assignments

Color _____

A. _____

B. _____

Color Poem Assignments

Color _____

A. _____

B. _____

Color Poem Assignments

Color _____

A. _____

B. _____

Color Poem Assignments

Color _____

A. _____

B. _____

Color Poem Assignments

Color _____

A. _____

B. _____

Color Poem Assignments

Color _____

A. _____

B. _____

Color Poem Assignments

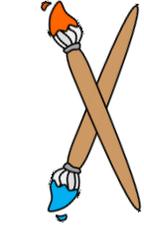
Color _____

A. _____

B. _____



Color Poetry Palette



Shades of Color

Smells Like

Sounds Like

Feels Like

Name

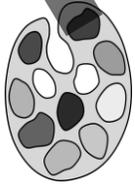
Tastes Like

Color

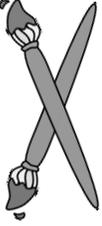
Actions & Events

Emotions & Feelings

Objects & Places



Color Poetry Palette



Shades of Color

Smells Like

Sounds Like

Feels Like

Name _____
Color _____

Tastes Like

Actions & Events

Emotions & Feelings

Objects & Places



Preview Version

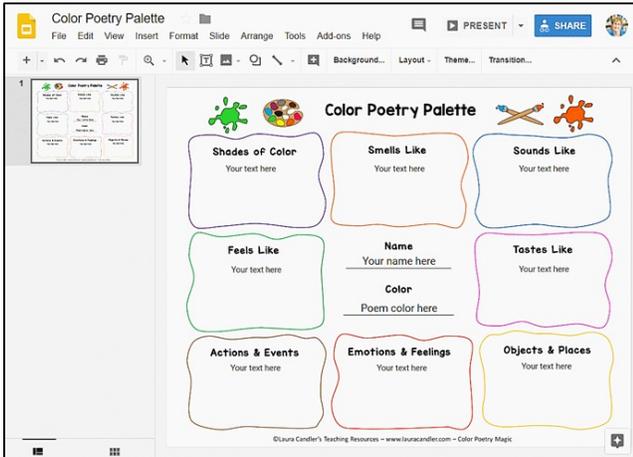


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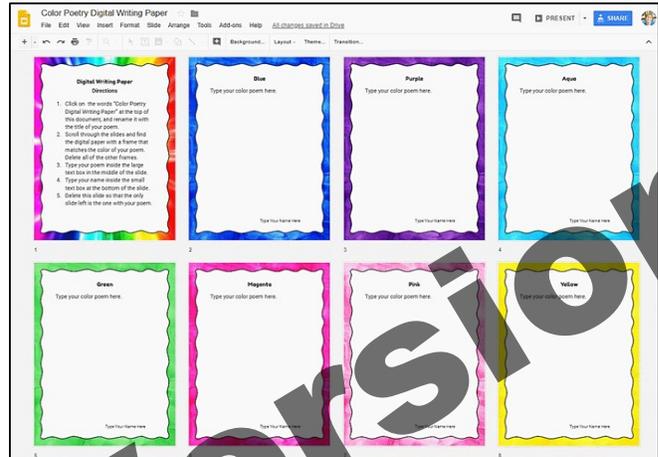
How to Use the Digital Poetry Resources with Google Classroom

Color Poetry Writing includes two Google Slides documents that can be used with the lessons or for independent writing. The Color Poetry Palette is an editable version of the printable on page 10. The Digital Writing Paper file includes over a dozen ready-to-use Google slides with colored frames for typing the final copies of the poems. Before clicking the links to these files, read the directions below to learn how to access them and assign them to your students.



Color Poetry Palette

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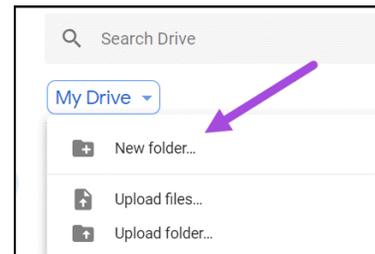
Digital Writing Paper

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Step by Step Directions

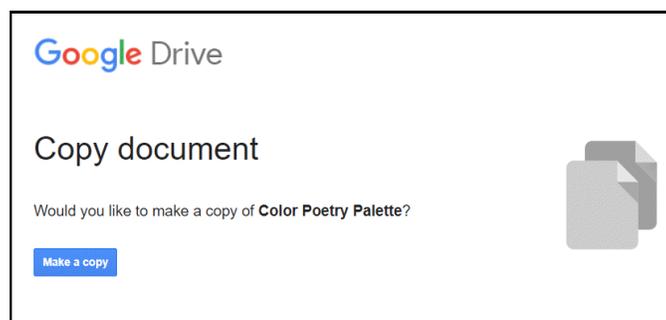
1. Create a Color Poetry Magic folder.

Log on to your Google Drive, click NEW, and create a folder called **Color Poetry Magic**. This will make it easier to find your Google Classroom resources later.



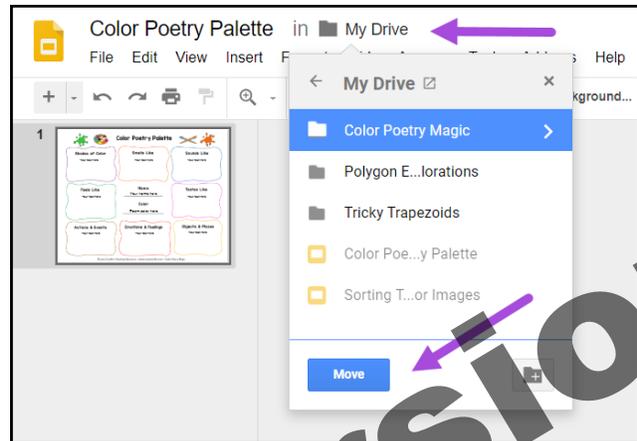
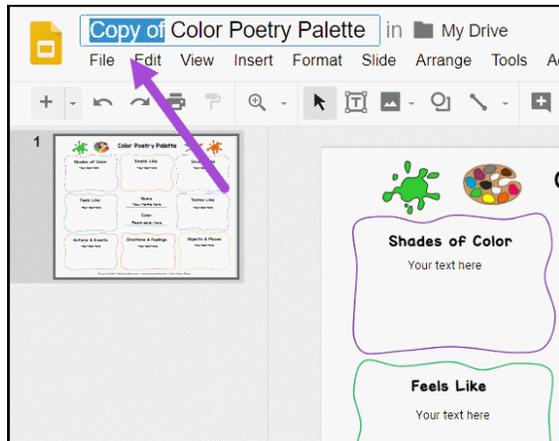
2. Save a copy of both documents.

When you click the two Color Poetry document links above, you'll be prompted to make a copy of each file to your own Google Drive. Starting by clicking the link to the Color Poetry Palette file. When prompted, click **Make a copy** to save an editable copy of the file a copy in your Google Drive.



3. **Rename each document and move it into your Color Poetry Magic folder.**

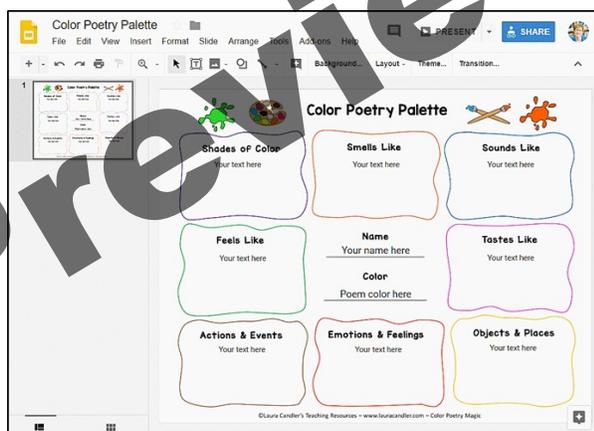
After you open the file, click the title field at the top and delete the words “Copy of.” Next, click the My Drive folder icon, navigate to the **Color Poetry Magic** folder you created in step 1, and click **Move** to move the document into that folder. Then click the link to the Color Poetry Digital Writing Paper and repeat these steps.



4. **Review both documents before assigning them to your students.**

Before assigning each document to your students, open it, and review the slides and directions carefully. If you edit the documents, remember that any changes you make are saved automatically in Google Drive. If you want to use the files to create a sample graphic organizer and poem, make a new copy of each file for that purpose and keep clean copies to assign to your students.

Color Poetry Palette

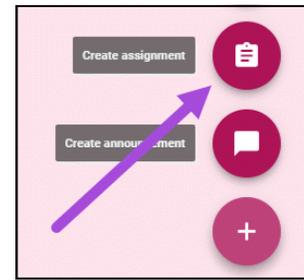


Digital Writing Paper



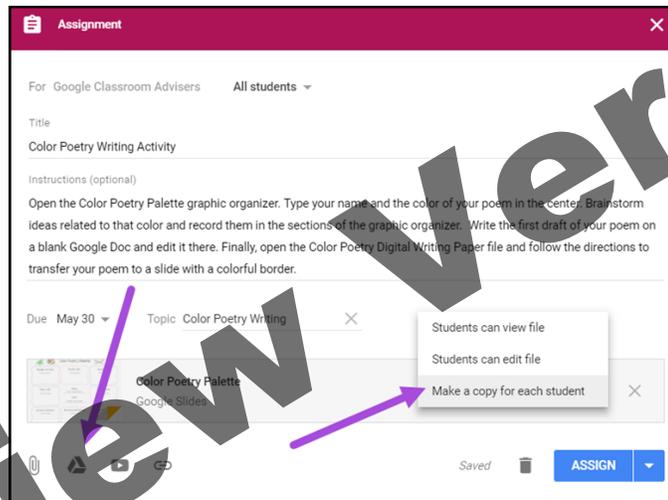
5. **Log on to Google Classroom and create an assignment.**

When you're ready to assign the activity to your students, log on to Google Classroom and click the plus sign in the lower right corner. Then select "Create assignment." Enter the assignment title and type instructions if needed.



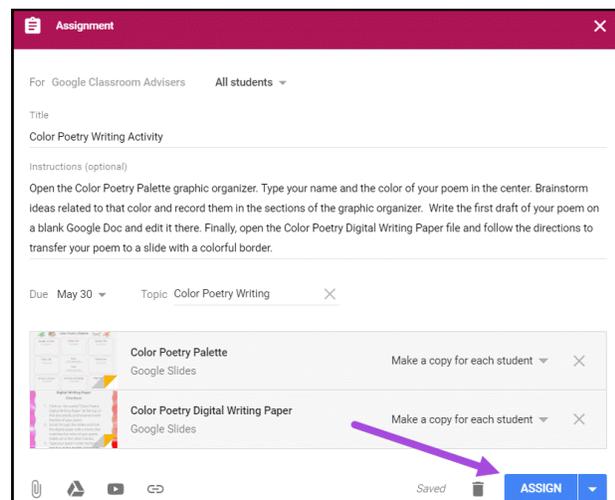
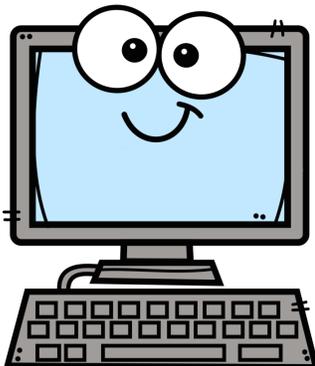
6. **Add the two Google Slides documents.**

Next, click the Google Drive logo in lower left corner and navigate to the Color Poetry Magic folder. Add the **Color Poetry Palette** and the **Digital Writing Paper** to the assignment. Be sure to change the document settings to **"Make a copy for each student"** before you go to the next step. If you leave it on the default setting, "Students can view the file," they won't be able to type on the documents. If you select the next option, "Students can edit the file," they will be able to edit the master documents.

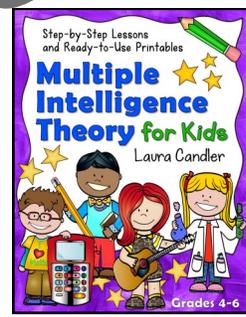
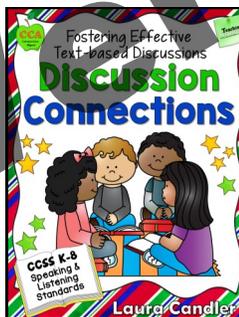
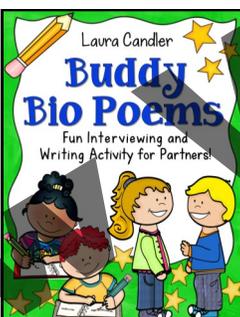
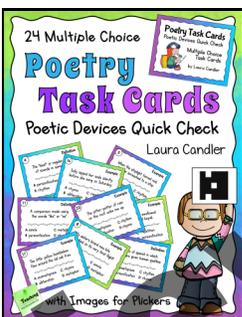
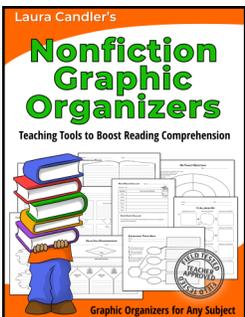
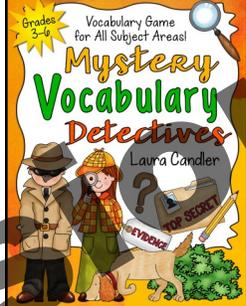
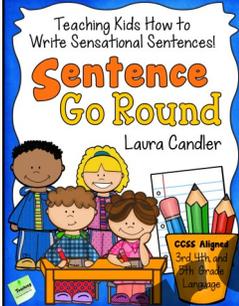
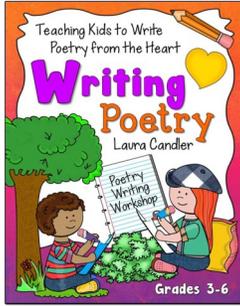
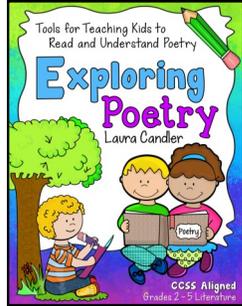
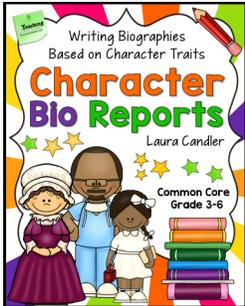
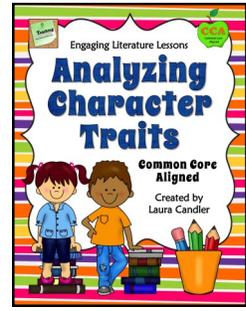
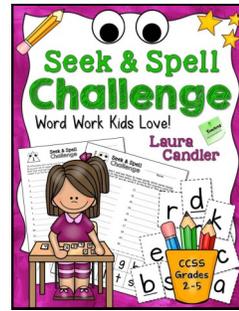
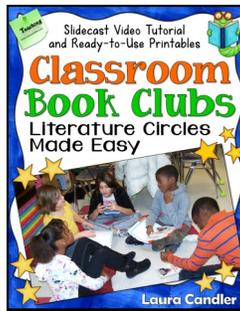
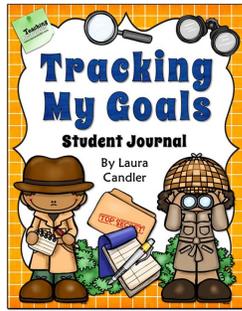
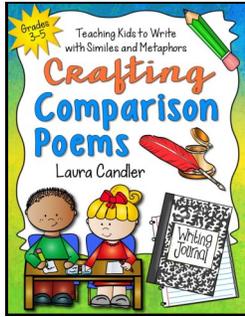


7. **Save, schedule, or assign the activity.**

If you want to include a due date for the activity, enter it now. When you finish setting up the assignment, it should look similar to the one below. Click the blue **ASSIGN** button and either assign the activity, save it as a draft, or schedule it for later.



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Laura Candler

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