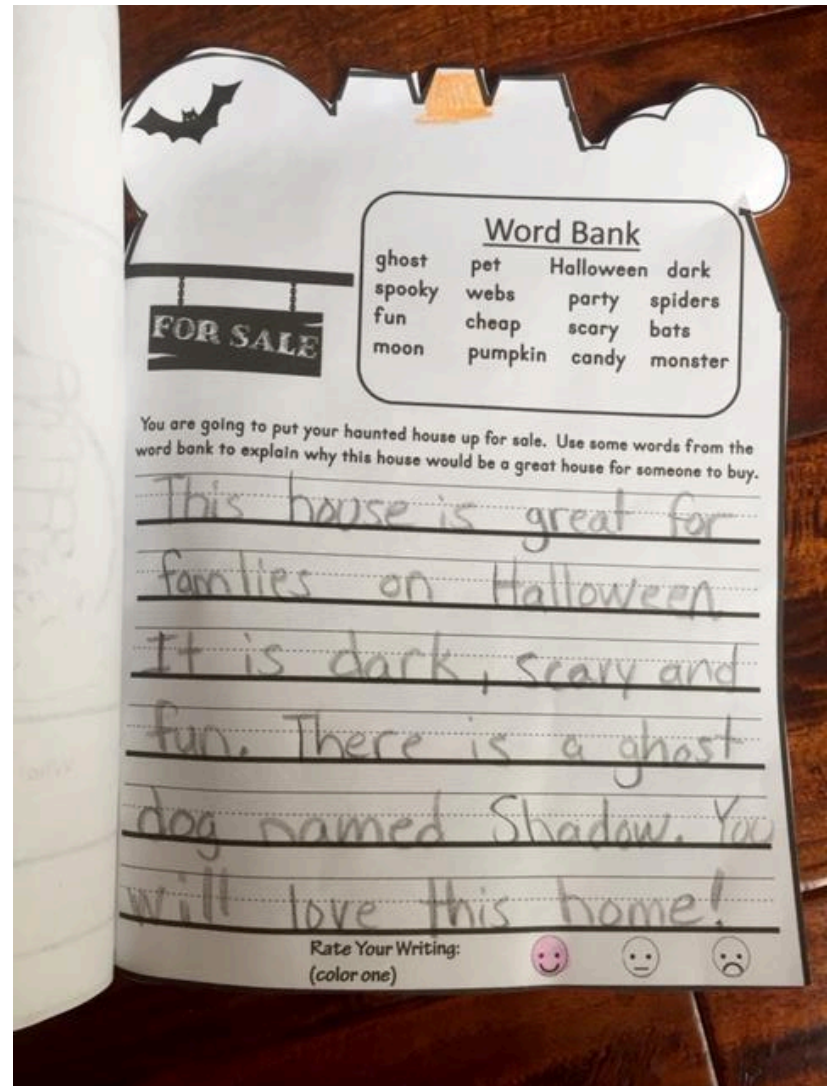
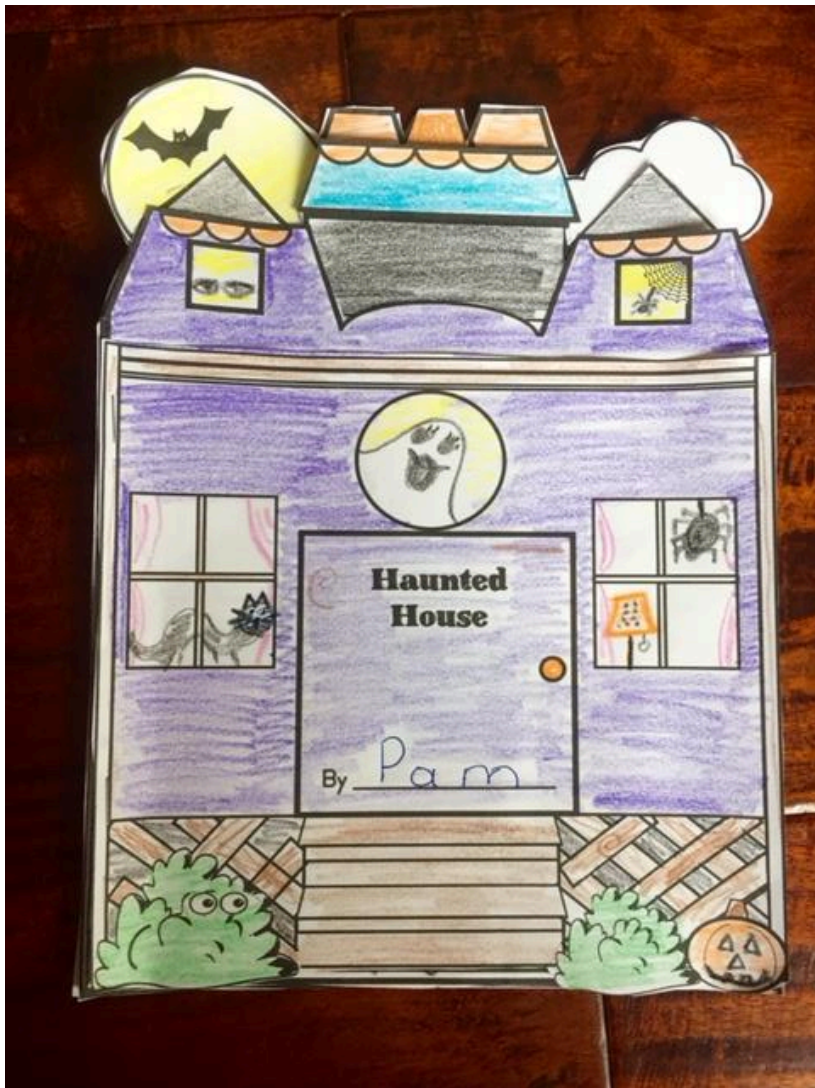


Haunted House Layered Book

Halloween creative writing • Grades K-2

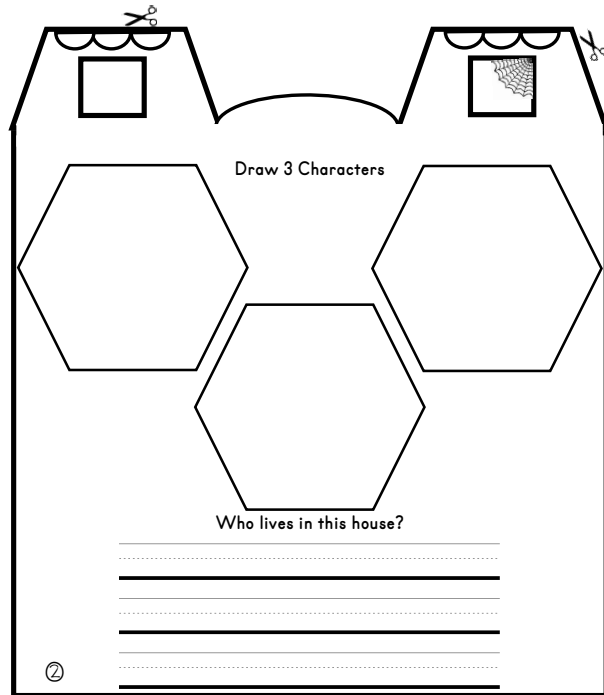


Five layered student pages
Color, cut and assemble
Build a book filled with creative writing



Imagine, Describe & Write

Characters, sounds, a warning sign and a house for sale



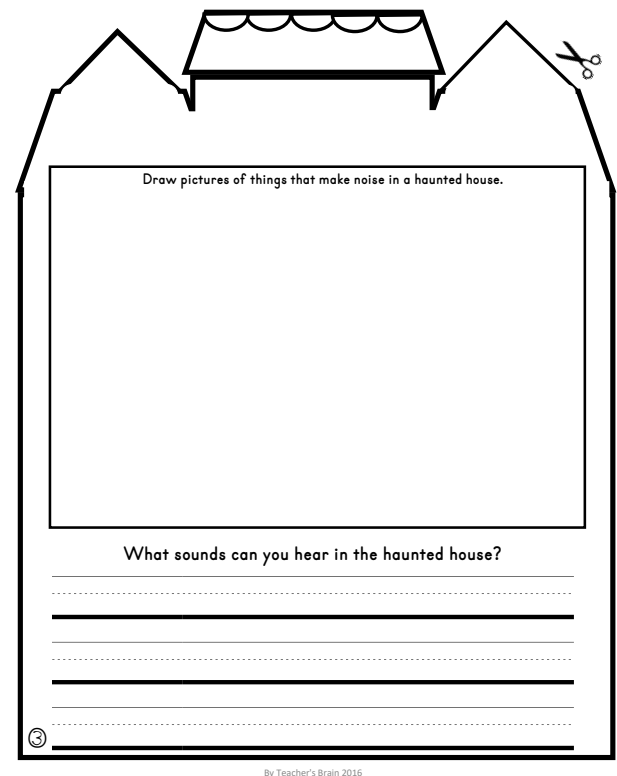
Worksheet 2: Drawing 3 Characters. The worksheet shows a house outline with three large hexagonal windows. The text "Draw 3 Characters" is written above the windows. Below the windows, the text "Who lives in this house?" is followed by five horizontal lines for writing. A small scissors icon is at the top right corner. A small circled number 2 is at the bottom left corner.

Draw 3 Characters

Who lives in this house?

②

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Worksheet 3: Drawing pictures of things that make noise in a haunted house. The worksheet shows a house outline with a large rectangular area for drawing. The text "Draw pictures of things that make noise in a haunted house." is written above the drawing area. Below the drawing area, the text "What sounds can you hear in the haunted house?" is followed by five horizontal lines for writing. A small scissors icon is at the top right corner. A small circled number 3 is at the bottom left corner.

Draw pictures of things that make noise in a haunted house.

What sounds can you hear in the haunted house?

③

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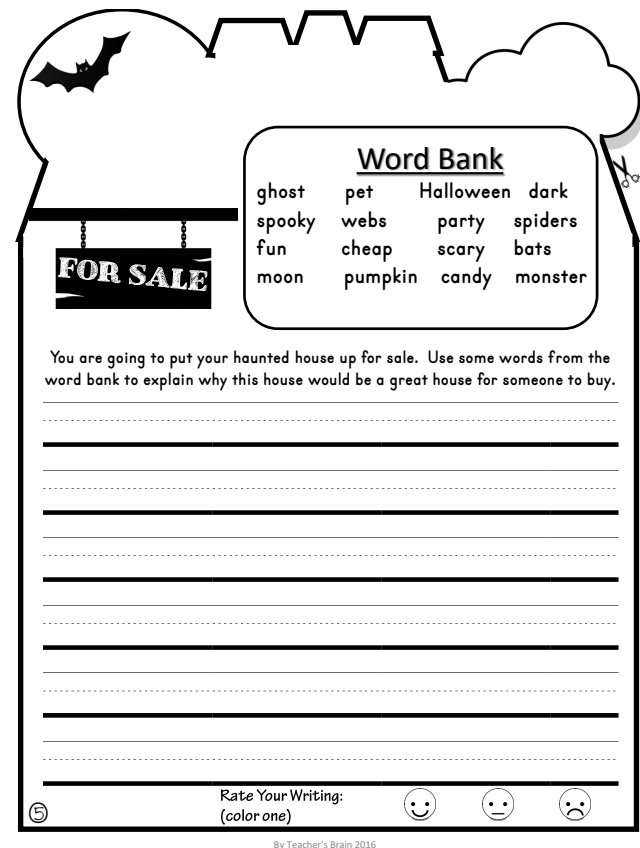
Worksheet 4: Design a warning sign for your haunted house. The worksheet shows a house outline with a large rectangular area for drawing a warning sign. The text "Design a warning sign for your haunted house." is written above the drawing area. Below the drawing area, the text "What is the reason you made your sign that way?" is followed by five horizontal lines for writing. A small scissors icon is at the top right corner. A small circled number 4 is at the bottom left corner.

Design a warning sign for your haunted house.

What is the reason you made your sign that way?

④

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Worksheet 5: Writing about a haunted house for sale. The worksheet shows a house outline with a large rectangular area for writing. The text "You are going to put your haunted house up for sale. Use some words from the word bank to explain why this house would be a great house for someone to buy." is written above the writing area. Below the writing area, the text "Rate Your Writing: (color one)" is followed by three smiley face icons. A small scissors icon is at the top right corner. A small circled number 5 is at the bottom left corner.

FOR SALE

Word Bank

ghost	pet	Halloween	dark
spooky	webs	party	spiders
fun	cheap	scary	bats
moon	pumpkin	candy	monster

You are going to put your haunted house up for sale. Use some words from the word bank to explain why this house would be a great house for someone to buy.

Rate Your Writing: (color one)

⑤

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Ready to Teach

Assembly examples, a week plan and a writing rubric

Haunted House Layered Book Creative Writing Directions

- Day 1:** Have students sitting in a group ready for a discussion. Teacher: "We have an exciting activity today. We are going to write a story about a Haunted House. Discuss with your classmates about what you think a haunted house would look like." Then ask, "What would it sound like?"
Make list on chart paper or the board of different ideas students share.
- Day 2:** Pass out the printable pages, have students cut out, and staple all 5 pages.
- Day 3:** Students will color the first page and follow the directions. Then have them do page 2 to write about three characters who would live in the house.
- Day 4:** Students will work on page 3 (Things that Make Noises in a Haunted House) and page 4 (Creating a Sign to Warn People about Danger) after referring to the list you created on day 1 during your group discussion.
- Day 5:** Ask students to imagine that they own the haunted house. They are going to put it up for sale. They have explain why it would be a great house for someone to purchase. Ask them questions like, "Who would be a good person to buy a haunted house?", "What items might be in the house that a person would like?", "What is the location, the neighborhood like?" or "What would make you want to buy a haunted house?" to get their ideas flowing. Read the words in the word bank and tell students the words are there to help them if they want to use them, but they don't have to use them.

GROUP DISCUSSION TIP: I like to sit my students in a circle or with a "Shoulder Partner" when we are discussion and listening to each other. There should already be discussion rules in place that the class decides on that are important to listen and talk to friends. If they sit in a circle, I have them keep their legs out and after they share they cross them, so we know that everyone had a chance to share. Shoulder Partners are easier for them to share, but a little noisy.

Common Core Standards:

CCSS.ELA-Literacy.W.K.2:

CCSS.ELA-Literacy.L.K.1:

CCSS.ELA-Literacy.L.K.2

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Primary Rubric Informative/Explanatory Writing

Name _____

POINTS	1 Not Meeting Expectations	2 Approaching	3 Effective (Meets)	4 Highly Effective
Focus	No response or drawing	Responds with short phrases or drawings on topic	Responds with statements or drawings related to the topic.	ALL response is ON Topic
Organization	Identifies topic, but no drawing	Identifies with topic in phrases	Some Information is presented about the topic	Identifies a clear topic and has a sense of closure
Developed with Support/Evidence	No info. or unrelated to topic	Attempts to supply some information, but some unrelated	Some information is used to support the topic.	Shows clear support and/or facts about a topic in all evidence
Language – Conventions, Grammar & Spelling	Not using upper and lower case letters correctly, no spacing & few simple words spelled phonetically.	Prints some letters correctly, some spacing between words, capitalizes correctly with some errors, spells some simple words phonetically.	Prints most upper and lowercase letters correctly, proficient in spacing between words, consistently uses capitals, punctuation correctly, spells simple words phonetically.	Prints all letters correctly, mastery of spacing, uses capitals and punctuation correctly, spells irregular and/or high-frequency words correctly
TOTAL POINTS				

Common Core State Standards Alignment

CCSS.ELA-Literacy.W.K.2:

CCSS.ELA-Literacy.L.K.1:

CCSS.ELA-Literacy.L.K.2

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