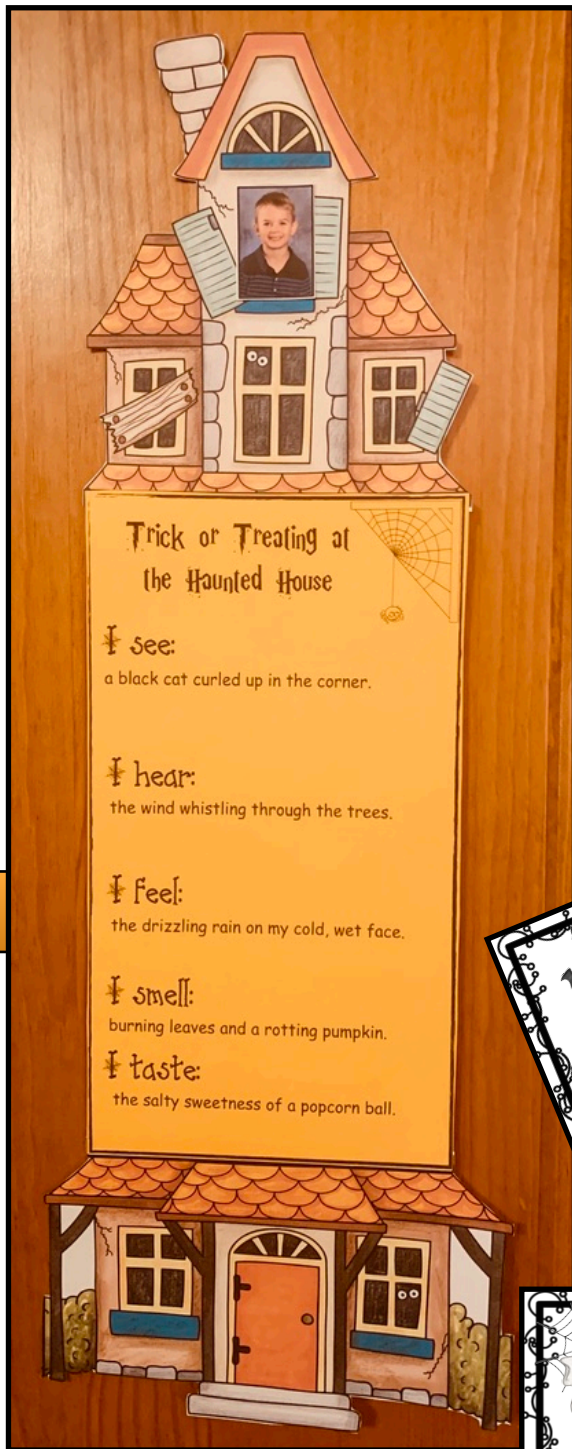
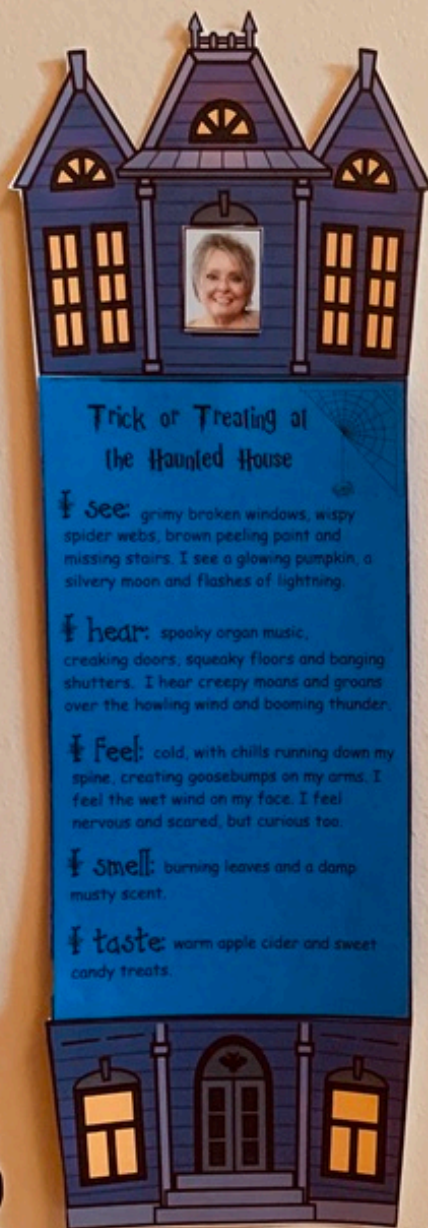
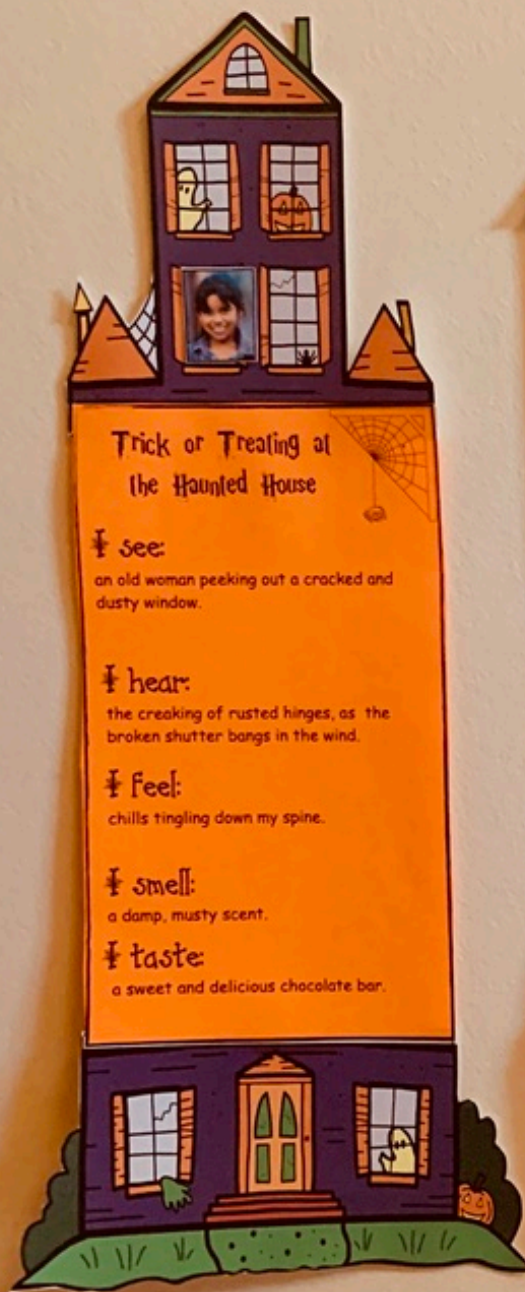


Trick or Treating at a Haunted House

5 Senses Writing Prompt Craft





There are 4 different haunted houses for children to choose from. Patterns come in black & white too.

Graphing Time

would you trick or treat at a spooky house?



Yes!

No!



Samples

Trick
or Treat!



Total:

Total:

Adjectives

Adjectives are describing words.

They describe a noun.
(a person, place or thing)

Adjectives give information
about size, shape, age,
color, origin or material.

The spooky sounds added to the
scariness of the stormy night.



My 5 Senses

See



Hear



Feel

Touch



Taste



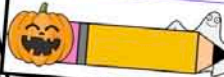
Smell



Please check your work!

- ☐ My sentences start with a capital letter.
- ☐ My sentences have a punctuation mark at the end.
- ☐ I have used finger spacing.
- ☐ My sentences are complete and make sense.
- ☐ I have checked spelling.
- ☐ I have checked punctuation.
- ☐ I have used descriptive words.
- ☐ I have proofread and am ready to write my final draft.
- ☐ I have written neatly.

Signed



Knock
if you dare!



My sentences start with a capital letter.
My sentences have a punctuation mark at the end.
My sentences are complete and make sense.
I have checked spelling.
I have checked punctuation.
I have used descriptive words.
I have proofread and am ready to write my final draft.
I have written neatly.

Rubric



Rubric



Rubric



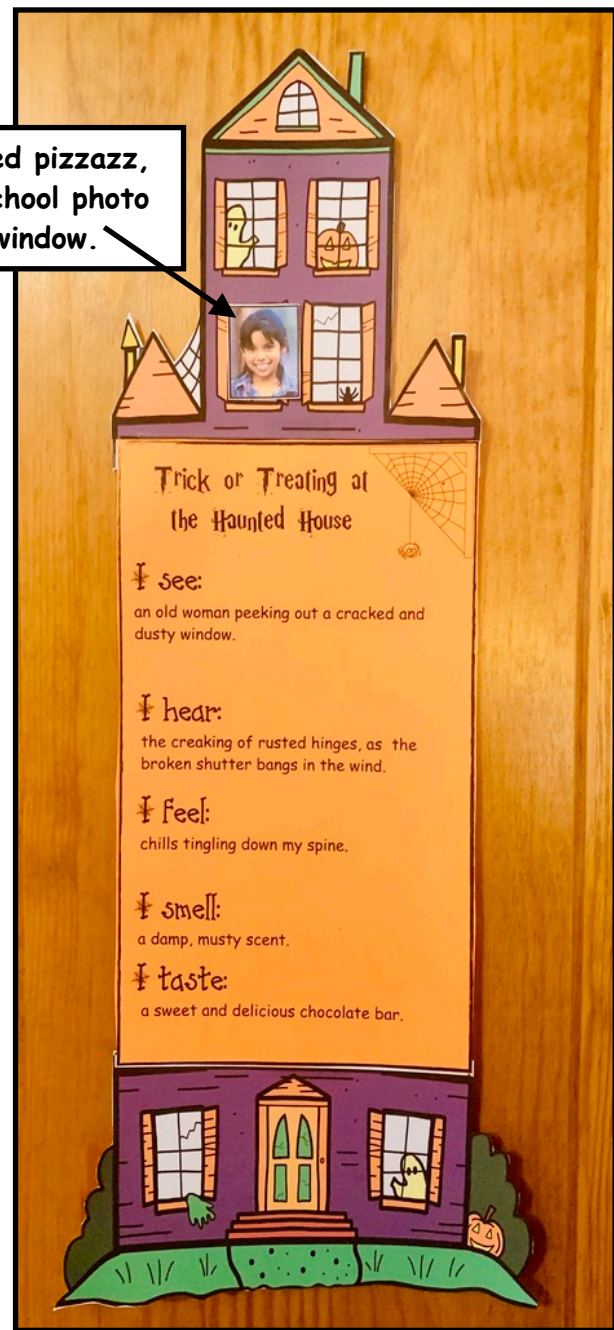
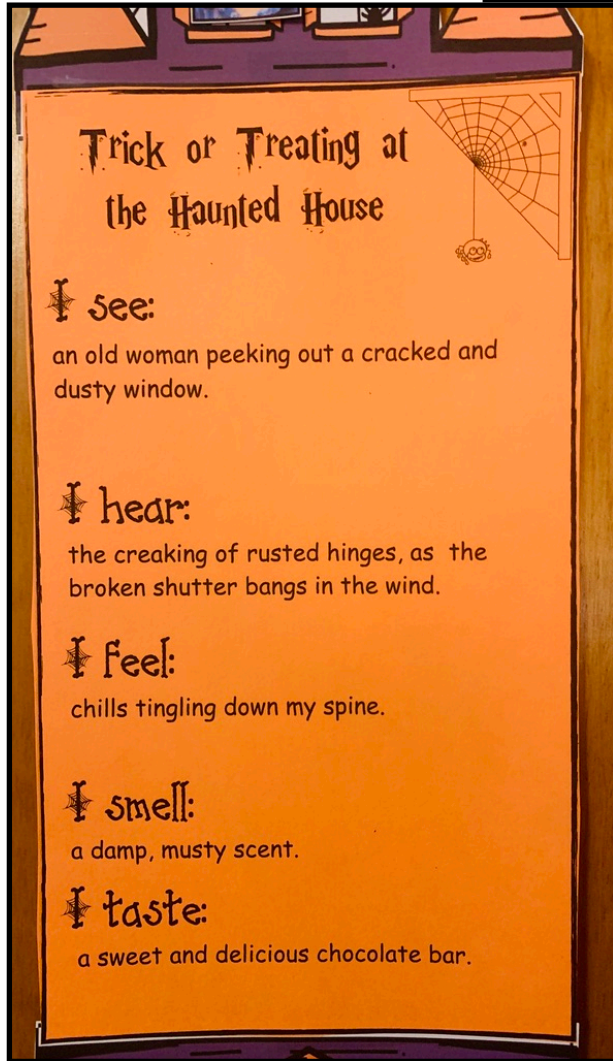


There are 4 haunted house options. I've provided black & white patterns for students to color, as well as full color options, so that teachers can quickly & easily make an example to share. There is a top and bottom for each one. I like to keep them matching, but I suppose if students wanted to mix & match they could, as the glue tabs are all the same size.



Share your sample & explain the writing rubric using the large checklist poster. Give each child their own individual rubric to fill out with their final draft. Students write a rough draft, then edit & write their completed "5 senses" prompt on the paper. I run the writing prompt off on a variety of lighter colors of construction paper. Students do the writing first, then color their house. This helps them decide how they want to color.

For added pizzazz, glue a school photo in a window.



For example, I chose an orange paper, then colored my house with orange accents. For my blue haunted house, I chose blue paper.

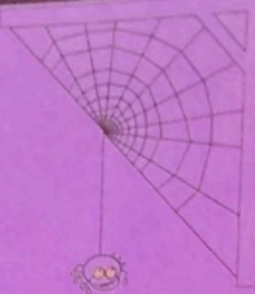
Give students a choice of which house they want to make. Since completed projects make an awesome bulletin board display, you may want to offer X number of each pattern, so you get a nice variety of all 4 houses. After students color their house they cut it out. Remind them to not cut off the white glue tabs. They glue their writing prompt on top of the glue tabs.



I've included pictures of my completed samples, as well as BW copies of the text, so that you can quickly make examples to share with your students.

Examples not only help easily explain what you want them to do, but are a catalyst to creating excitement, so students will be eager to make a haunted house of their own.

Trick or Treating at the Haunted House



I see:

cobwebs dripping from the crystal chandelier.

I hear:

eerie whispers echoing in the hall.

I feel:

nervous, scared and curious.

I smell:

rain drenched dirt.

I taste:

yummy and sweet apple cider.

Trick or Treating at the Haunted House



I see: grimy broken windows, wispy spider webs, brown peeling paint and missing stairs. I see a glowing pumpkin, a silvery moon and flashes of lightning.

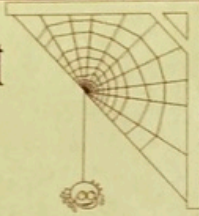
I hear: spooky organ music, creaking doors, squeaky floors and banging shutters. I hear creepy moans and groans over the howling wind and booming thunder.

I feel: cold, with chills running down my spine, creating goosebumps on my arms. I feel the wet wind on my face. I feel nervous and scared, but curious too.

I smell: burning leaves and a damp musty scent.

I taste: warm apple cider and sweet candy treats.

Trick or Treating at the Haunted House



I see:
a cat.

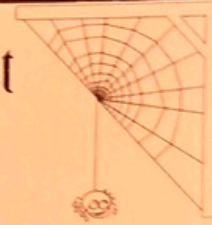
I hear:
the wind.

I feel:
cold.

I smell:
leaves.

I taste:
a popcorn ball.

Trick or Treating at the Haunted House



I see:
a black cat curled up in the corner.

I hear:
the wind whistling through the trees.

I feel:
the drizzling rain on my cold, wet face.

I smell:
burning leaves and a rotting pumpkin.

I taste:
the salty sweetness of a popcorn ball.

Before you have students write their rough draft on a separate sheet of paper, you can use these two samples as a side-by-side comparison, of how to "stretch" a thought, then add more description and details.

Scenario goes like this:

Close your eyes.

Does "**I feel cold**" give you a bit of a chill, or does "**I feel the drizzling rain on my cold, wet face.**" do a better job?

Which helps you smell the description, "**I smell leaves.**" or "**I smell burning leaves and a rotting pumpkin.**" ?

Can you taste a popcorn ball, as well as "**the salty sweetness of a popcorn ball**" ?

Remind students to not settle for their "first thoughts", but to close their eyes and try to hear and smell etc. Before they write their final draft on the writing prompt paper, you may want students to pick a partner and share their paper, then brainstorm with each other to make things better and more vivid.