

# Descriptive Writing

## Design a Haunted House

Name: \_\_\_\_\_

### Roll Your Haunted House

The House	Location	Who lives there?	Extras
 one room house	busy neighborhood	witch	broken window
 a very old house	in a field	mummy	creepy tree
 one story house	quiet neighborhood	ghost	
 new house, but scary	on a hill		
 3 or 4 stories			

Name: \_\_\_\_\_

### The Haunted House

**Topic Sentence:** As I was walking down the street, I found an old house I've never seen before!

**#1:** What did the house look like? Describe the appearance of the house and how it made you feel.  
Optional Story Starter: When I looked at the house, ....

**#2:** What did the house look like when you went inside the old house? Was anyone there? Describe what it looked like and how it made you feel.  
Optional Story Starter: When I went to the front to knock, the door was already open.

**#3:** What were some of the strange things that happened when you were in the house? Did you see anyone? Describe what happened.  
Optional Story Starter: When I walked into the house, strange things began to happen.

### Halloween Quick Writes



Paragraph #1: What did the house look like? Describe the appearance of the house and how it made you feel.

1

2

3

### Brainstorming

What did the house look like when you went inside the old house? Was anyone there? Describe what it looked like and how it made you feel.

What were some of the strange things that happened when you were in the house? Did you see anyone?

Paragraph #1: What did the house look like? Describe the appearance of the house and how it made you feel.

1

2

3

4

5

# Lesson Outline

**Lesson Plan**

**Pre-writing Activity: Quick Write**  
This can be a center activity, whole group lesson. Each student has two objects on it. Each story that has these two objects. The story must have somewhere. This can be on some of the themed paper at the end of the unit.

**Pre-writing Activity: Group Project**  
Each student has a piece of paper with sticky notes. They write down what they could design, your own haunted house, what you have in it? Brainstorming as a class to get their thoughts going. Each student has 1-3 ideas on a list.

**Brainstorming:**  
Introduce what the students will be about writing next. With your class, brainstorm possible ideas on their new topic. I would display the Brainstorming Graphic Organizer on the board or on a smart board for the class to see. You can choose to have the students write this down or use as a class activity that you can display to allow the students to refer to later.

**Prewriting:**  
After brainstorming, model the prewriting portion of the writing process. First, demonstrate completing the Roll Your Haunted House followed by filling out the Prewriting graphic organizer with a story of your own. Reference the Brainstorming graphic organizer and the selected choices on Roll Your Haunted House as well. Reminder: What they roll, they must include somewhere in their story.

**Optional:** Before or after their writing, and draw their haunted house. Some benefit from drawing their haunted house before they write. However, other students will write on their writing and use the drawing to complete their haunted house.

**After brainstorming, model the process by filling out the brainstorming graphic organizer with a story of your own. The brainstorming graphic organizer has students stick to words or phrases for each box. Model information to be able to draw the rough draft. Students have a rough draft on the level.**

**After modeling the prewriting process, students begin filling out the brainstorming graphic organizer. You can allow students to complete this activity in small groups, partners, or individually. I have included a Descriptive Words page which students may find useful.**

**Rough Draft:**  
Before sending students off to draft, start the rough draft portion of the writing process by modeling beginning writing a rough draft. Show the writing process of going from the Prewriting graphic organizers to a rough draft on paper or word processing document. Make sure to model how this is a draft and not to worry about editing his or her work as they are drafting. You will need the errors to edit when modeling the next step.

**Editing:**  
Using the writing piece you wrote while modeling the rough draft phase, model editing your work using the self-edit checklist. I added extra questions to address your own expectations of your own expectations.

**Final Draft:**  
You can choose to have students write their final draft. I will include a student self-edit checklist. Their Design Your Haunted House when or work on when their final draft.

**Celebration:**  
My favorite part of the writing process!!! Allow the students an opportunity to share their story. Try to make this a fun experience. If you have a smart board, you can display a fire and have a fireside chat! There are many options on YouTube. If it's nice outside, you could have a writing celebration outside, picnic style! If you have a partner or buddy class, the students can read to their buddies!

# Pre-Writing Group Project

Name: \_\_\_\_\_

## Roll Your Haunted House

	The House	Location	Who lives there?	Extras
	one room house	busy neighborhood	witch	broken window
	a very old house	in a field	mummy	creepy tree
	one story house	quiet neighborhood	ghost	door falling off
	new house, but scary	on a deserted road	man	open front door
	two story house	city	vampire	smoke coming out of the chimney
	3 or more story house	next door to your house	woman	eyes in a dark window

Name: \_\_\_\_\_

## Roll Your Haunted House

	The House	Location	Who lives there?	Extras
	one room house	busy neighborhood	witch	broken window
	a very old house	in a field	mummy	creepy tree
	one story house	quiet neighborhood	ghost	door
	new house, but scary	on a deserted road	man	
	two story house	city		
	3 or more story house	next door to your house	woman	

## Halloween Quick Writes

Name: \_\_\_\_\_

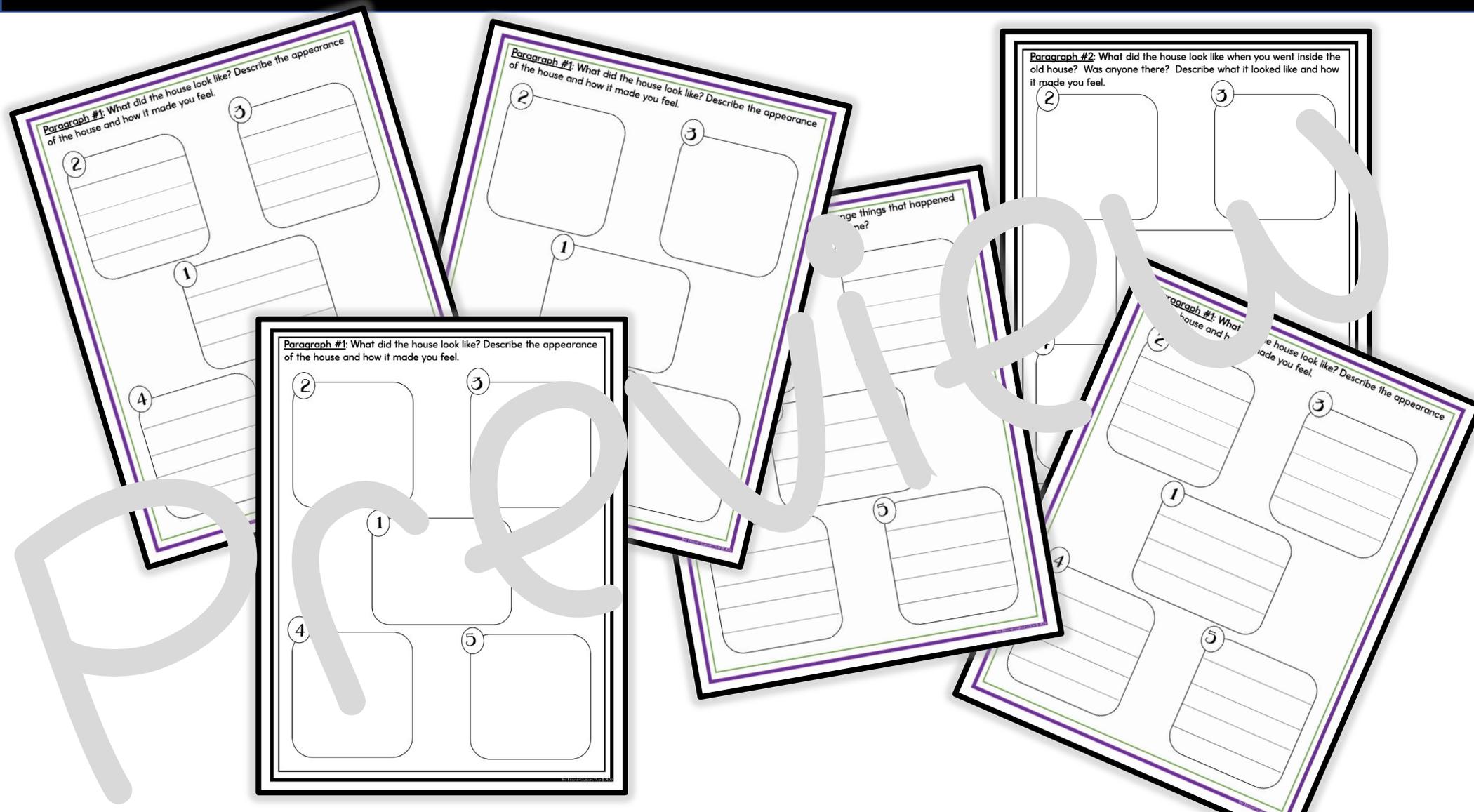
## Design Your Haunted House

## Halloween Quick Writes

## Halloween Quick Writes

## Halloween Quick Writes

# Graphic Organizers



# Writing Supports

### Self-Edit Checklist

- Does each sentence make sense?
- Capitalization: beginning of the sentences and proper nouns
- Check for correct punctuation
- Misspelled Words: circle all words you think are misspelled
- Misspelled Words: sound out unknown words and/or use spell check
- Did I use variety in my sentences?

\_\_\_\_\_

\_\_\_\_\_

### Self-Edit Checklist

- Does each sentence make sense?
- Capitalization: beginning of the sentences and proper nouns
- Check for correct punctuation
- Misspelled Words: circle all words you think are misspelled
- Misspelled Words: sound out unknown words and/or use spell check
- Did I use variety in my sentences?

\_\_\_\_\_

\_\_\_\_\_

The Teacher Support 1/10 © 2022

### Self-Edit Checklist

...e sight words.  
...t or stretched out the sounds in words.  
...orrect punctuation  
...es have spaces.

...e letter "I" are capital.  
...ces end with punctuation.

\_\_\_\_\_

\_\_\_\_\_

### Self-Edit Checklist

...e sight words.  
...t or stretched out the sounds in words.  
...orrect punctuation  
...es have spaces.

...e letter "I" are capital.  
...ces end with punctuation.

\_\_\_\_\_

\_\_\_\_\_

The Teacher Support 1/10 © 2022

### Word Bank

bats black bones boo broom cackle	ghosts ghoul goblin Halloween haunted house jack-o-lantern monster moonlight mummy night October orange owl party potion	prank pumpkins safety scare shadows skeleton skull spell spider spooky sweets treat trick vampire web wigs witch
--	--	--

### Word Bank

bats black bones boo broom cackle candy cat cauldron costume creepy doorbell Dracula eerie flashlight Frankenstein frighten games	ghosts ghoul goblin haunted house hoot howl jack-o-lantern mask monster moonlight mummy night October orange owl party potion	pumpkins safety scare shadows skeleton skull spell spider spooky sweets treat trick vampire web wigs witch
--	---	---

The Teacher Support 1/10 © 2022

# Theme Paper

