

Halloween Story Planner

Printable pages that turn a writing prompt into a finished story: a 5-box planner, a picture planner for young writers, a word bank, a revision checklist and lined paper. Low ink and free to copy for your class or family.

What's inside

2	Story Planner	Character, goal, obstacle, choice, ending
3	Example plan	A filled-in plan for "The Wrong Porch"
4	My Story Plan	Draw-and-write planner, grades K-2
5	Opinion and Explain Planner	Reasons, facts and a closing
6	Word Bank and Starters	Words, sentence starters, word swaps
7	Check Your Story	Revision checklist, 3 slips per page
8	My Halloween Story	Lined paper, grades 3-8
9	My Halloween Story	Picture box and handwriting lines, K-2

How to use it



1. Pick one prompt

Use a prompt card or any idea. One good idea beats five half ideas.



2. Plan in 5 boxes

Character, goal, obstacle, choice, ending. Notes only.



3. Write the story

One paragraph per planner box makes a good first draft.



4. Check one thing

Use the checklist and fix the box you are least sure of.

Pairs with the Halloween Writing Prompt Cards. Every page prints in black and white.

Story Planner

GRADES 3-8

Write short notes, not full sentences. A few words in each box is enough to start writing.

Name _____ Date _____

Prompt Which card or idea?

Setting Where and when?

1 Character

Who is the story about?

Give one detail that makes them easy to picture.

2 Goal

What does your character want? Make it something they can try to get.

3 Obstacle

What is in the way? This is the problem.

4 Choice

What does your character decide to do about it?

5 Ending

What happens because of that choice? What changed?

My first sentence

Start in the middle of the action.

Story Planner: Example

EXAMPLE

A made-up plan for card 9, "The Wrong Porch." Short notes are enough. The story itself goes on the lined page.

Prompt Which card or idea?

The Wrong Porch (card 9)

Setting Where and when?

Saturday morning, Maple Street

1 Character

Who is the story about?
Give one detail that makes them easy to picture.

Maya, age 9. She grew a giant pumpkin with her grandpa all summer and named it Gus.

2 Goal

What does your character want? Make it something they can try to get.

Get Gus to the town pumpkin contest before judging starts at noon.

3 Obstacle

What is in the way? This is the problem.

The farm truck left Gus at house 21, not 12. Theo, age 6, lives there. He drew a face on Gus in green marker and thinks it is a gift.

4 Choice

What does your character decide to do about it?

Maya could take Gus back and make Theo cry. She asks Theo to help push the wagon and enter the contest as a team.

5 Ending

What happens because of that choice? What changed?

Gus doesn't win biggest pumpkin. Theo's marker face wins the ribbon for most cheerful pumpkin. Maya plans to grow two next year.

My first sentence

Start in the middle of the action.

The pumpkin was supposed to be on our porch, but the porch was empty.

My Story Plan

GRADES K-2

Draw first. Then write a word or a short sentence on the line. A grown-up can help write the words.

Name _____

Date _____

Who is in my story?

What do they want?

What goes wrong?

How does it end?

Word bank



ghost



bat



cat



pumpkin



moon



house



candy



costume



leaf



trees



door



light

Opinion and Explain Planner

GRADES 3-8

Use this page for opinion and explain cards. Put one reason or one fact in each box.

Name _____

Date _____

My opinion or topic

Opinion: I think... Explain: _____

This is about... _____

Reason or fact 1

Add an example, a number
or a detail that proves it. _____

Reason or fact 2

Add an example, a number
or a detail that proves it. _____

Reason or fact 3

Add an example, a number
or a detail that proves it. _____

The other side

What would someone who
disagrees say? _____

Closing

Say it again in new words, or
say why it matters. _____

Word Bank and Starters

GRADES 2-8

Keep this page next to your planner. Borrow a word or a starter when you get stuck.

Characters

a friendly ghost
a black cat
a scarecrow
a bat
a skeleton
an owl
a jack-o'-lantern
a new neighbor

Places

a pumpkin patch
a corn maze
a dusty attic
a front porch
an old library
a quiet street
the school gym
a farm

Sounds

creak
rustle
crunch
hoot
tap-tap-tap
whoosh
drip
giggle

Sights

flickering
shadowy
glowing
orange
misty
tangled
crooked
silver

Feelings

nervous
curious
brave
startled
relieved
proud
puzzled
excited

Time words

first
after that
suddenly
meanwhile
later that night
just then
by morning
at last

Sentence starters

Copy one, then finish it your own way.

The moment I opened the door, ...

Nobody believed me when I said...

It was the quietest Halloween our street had ever had.

I only had one rule for the night: ...

The note was written in purple crayon.

If I had known what was inside the bag, ...

I think ____ because ____.

One reason is... Another reason is...

Some people say..., but...

Most people don't know that...

Swap a tired word

scary: eerie, creepy, chilling

went: crept, raced, tiptoed

nice: cozy, kind, cheerful

said: whispered, called, muttered

big: huge, enormous, giant

looked: peeked, stared, squinted

Check Your Story

GRADES 3-8

Read your draft once for each box. Tick it only when it is true. Cut the page into 3 slips.

Revision Checklist

- ☐ **Goal:** A reader knows what my character wants by the end of the first part.
- ☐ **Order:** Someone else can follow what happens first, next and last.
- ☐ **Clear names:** The reader always knows who "he," "she," "they" and "it" are.
- ☐ **Details:** I added at least 2 things a reader can see, hear, smell or feel.
- ☐ **Sentences:** I read it aloud. Each sentence starts with a capital and ends with a stop.
- ☐ **Ending:** The problem is solved, or my character has changed.

Pick the 1 box you are least sure about and fix only that first.

----- cut here -----

Revision Checklist

- ☐ **Goal:** A reader knows what my character wants by the end of the first part.
- ☐ **Order:** Someone else can follow what happens first, next and last.
- ☐ **Clear names:** The reader always knows who "he," "she," "they" and "it" are.
- ☐ **Details:** I added at least 2 things a reader can see, hear, smell or feel.
- ☐ **Sentences:** I read it aloud. Each sentence starts with a capital and ends with a stop.
- ☐ **Ending:** The problem is solved, or my character has changed.

Pick the 1 box you are least sure about and fix only that first.

----- cut here -----

Revision Checklist

- ☐ **Goal:** A reader knows what my character wants by the end of the first part.
- ☐ **Order:** Someone else can follow what happens first, next and last.
- ☐ **Clear names:** The reader always knows who "he," "she," "they" and "it" are.
- ☐ **Details:** I added at least 2 things a reader can see, hear, smell or feel.
- ☐ **Sentences:** I read it aloud. Each sentence starts with a capital and ends with a stop.
- ☐ **Ending:** The problem is solved, or my character has changed.

Pick the 1 box you are least sure about and fix only that first.

My Halloween Story

GRADES 3-8

Write one paragraph for each box of your planner. Skip a line if you want room to revise.

Name _____ Date _____

Title

My story

My Halloween Story

GRADES K-2

Draw your story in the box. Then write it on the lines.

Name _____

Date _____

My picture



My story
