

SENSORY-FRIENDLY HALLOWEEN PACKET



Created by
Spectrum Tech Trade School, Village,
&
Training Center

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A SENSORY-FRIENDLY HALLOWEEN EXPERIENCE FOR ALL

This packet is designed to help families, teachers, and community members create a calm, sensory-friendly Halloween experience using simple materials, predictable routines, and multisensory learning. Every activity in this packet is built to support children who benefit from gentle visuals, hands-on exploration, and structured movement. You can use these pages at home, in classrooms, at sensory gyms, or during community Halloween gatherings. Each activity includes clear steps and the specific skills children are building—such as visual tracking, binocular coordination, motor planning, sensory regulation, and executive functioning—so adults understand the purpose behind the play. Move through the packet at your own pace, choose the activities that fit your event, and allow children to explore in a way that feels comfortable and joyful

Halloween can be overwhelming — bright lights, loud noises, unpredictable costumes, and crowded events can make the holiday stressful instead of fun. Sensory-friendly Halloween activities reduce overstimulation, increase predictability, and support regulation. This packet uses gentle visuals, slow movement, tactile exploration, and multisensory learning to help every child enjoy Halloween comfortably.

HOW TO USE THIS PACKET

This packet includes:

- Hands-on Halloween activities
- Visual-perception games
- Motor-movement glow-stick activities
- Sensory stations
- Fall-smell olfactory exploration
- Literacy, math, and science pages
- Matching, tracing, and I Spy sheets
- Family-friendly explanations of visual and motor skills

You may print the entire packet or choose individual pages.

All activities are designed to be:

- Calm
- Predictable
- Low-clutter
- Easy to run
- Enjoyable for neurodivergent and neurotypical children alike

This packet supports children who may experience:

- Sensory overload
- Visual fatigue
- Motor planning challenges
- Anxiety in busy environments
- Difficulty with transitions
- Attention differences

SKILL EXPLANATIONS

Bilateral Coordination

Bilateral coordination is using both sides of the body together in a smooth, organized way. It supports tossing rings, carrying bins, building shapes, cutting cards, and freeze-dance movements.

Binocular Coordination

This skill helps both eyes work together as a team. It supports catching, tossing, reading without losing place, and tracking moving objects.

Cause & Effect (What It Means)

Cause and effect helps children understand that one action leads to another. It supports science experiments, glow-stick water tubes, and floating vs. sinking activities.

Convergence

Convergence is when both eyes turn inward to focus on a near object. It supports reading, tracing, puzzle building, and any close-up visual work.

Depth Perception (What It Means)

Depth perception helps children judge how far away something is. It supports tossing glow-stick rings, catching objects, stepping over items, and navigating space safely.

SKILL EXPLANATIONS

Executive Functioning

Executive functioning includes planning, sequencing, remembering steps, and stopping/starting actions. It supports freeze dance, maze walking, pattern building, science experiments, and following multi-step directions.

Figure–Ground Perception

Figure–ground perception helps children find important information in a busy picture — like spotting a pumpkin in an I Spy page or finding a word in a word search. It supports reading, scanning worksheets, and staying visually organized.

Hypothesis Testing

Hypothesis testing is making a guess and checking what happens. It supports science experiments like color-changing potions and floating vs. sinking.

Inhibition

Inhibition is the ability to pause, slow down, or stop an action. It supports freeze dance, slow maze walking, balance beam control, and waiting before copying a movement.

Language Processing

Language processing is how children understand and use words. It supports vocabulary cards, shades of meaning, storytelling trails, and describing sensory experiences.

SKILL EXPLANATIONS

Motor Planning

This is the ability to think of a movement, plan it, and do it. It supports walking through a maze, tracing a path, and building shapes.

Proprioception

Proprioception is the body's sense of pressure, weight, and movement. It helps children feel where their body is, regulate force, and stay calm during heavy-work activities like pushing pumpkins or carrying bins.

Spatial Awareness

Spatial awareness helps children understand where their body is in space and how objects relate to each other. It supports maze walking, balance beam activities, shape building, and motor planning.

Sensory Regulation

This is how children stay calm and comfortable with sounds, sights, smells, and textures. Sensory-friendly activities help children stay regulated and enjoy the event.

Vestibular Control

Vestibular control is the balance system inside the inner ear. It supports walking the glow-stick balance beam, turning during follow-the-leader, and maintaining posture during movement games.

SKILL EXPLANATIONS

Visual Closure

Visual closure is the ability to recognize an object even when only part of it is visible. It supports puzzles, shadow matching, and identifying partially hidden glow sticks in sensory bins.

Visual Discrimination

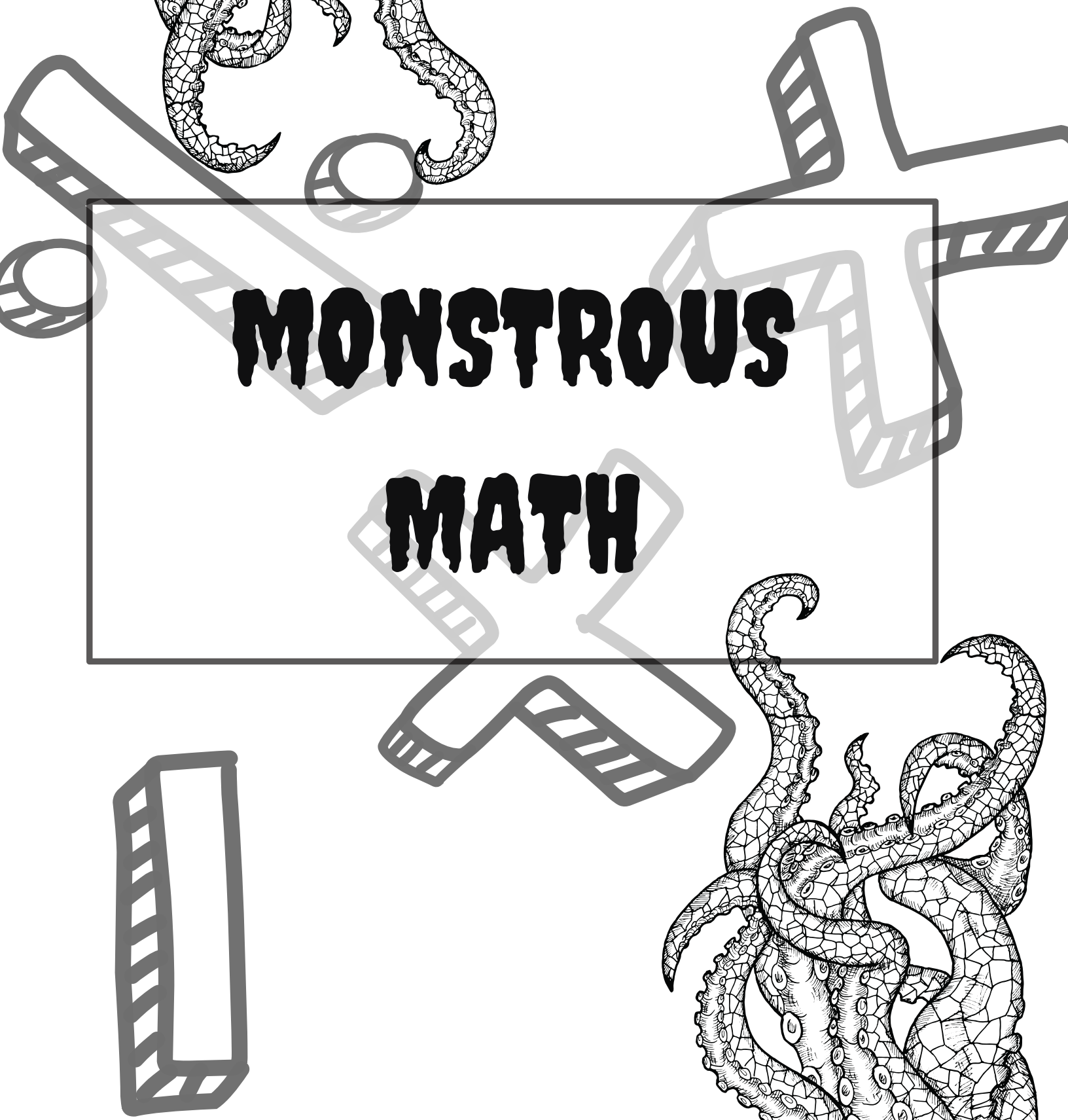
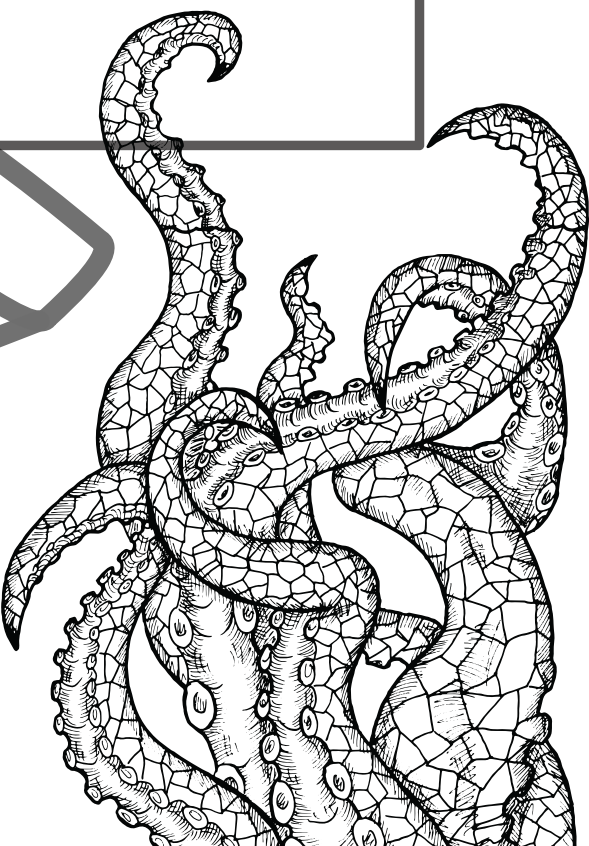
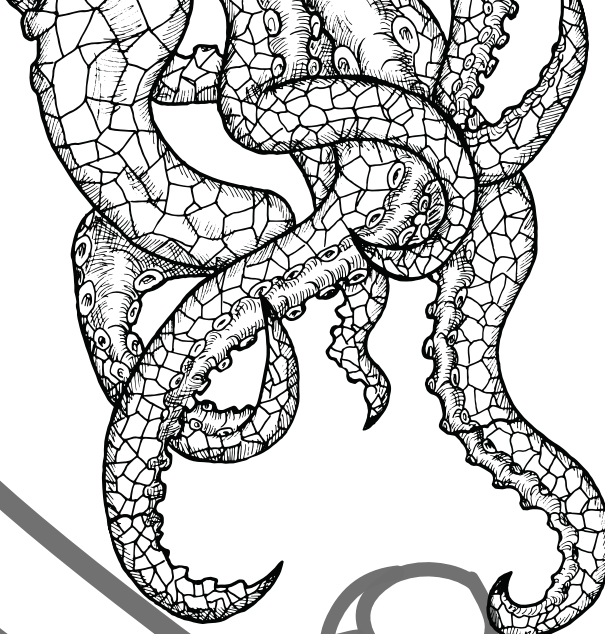
Visual discrimination is the ability to notice differences between shapes, objects, or symbols. It supports matching shadows, sorting glow sticks, identifying vocabulary cards, and completing I Spy pages.

Visual Tracking

Visual tracking is the ability to follow a moving object smoothly with the eyes. It helps children watch glow sticks move, follow a leader's motions, trace lines, and stay visually engaged during activities.

Working Memory

Working memory helps children remember information long enough to use it. It supports counting trails, story trails, pattern building, and following movement sequences.



MONSTROUS MATH



FILL THE FREIGHT CARS

Cut-and-Paste + Sensory Bin Activity

- “Find the items and put them in the freight car.”
 - ”“1 Pumpkin — 2 Ghosts — 3 Hats”“4 Brooms — 5 Corn — 6 Apples”

This activity strengthens counting, matching, fine-motor control, visual discrimination, and executive functioning.



ACTIVITY OVERVIEW

Laminate and cut out the fall-themed objects. Ask learners to place the correct number of items into each freight car. This mirrors real-world sorting, grouping, and quantity matching.



SKILLS TAUGHT

- Multisensory input increases engagement and retention.
- Tactile searching strengthens sensory processing and regulation.
- Sorting and counting reinforce math foundations.
- Matching laminated objects to laminated freight cars strengthens visual-motor integration.
- Explicit steps reduce cognitive load and support autistic learning profiles.



FALL FREIGHT CAR SENSORY BIN — CREATION STEPS

1. Choose a “Coal-Themed” Base Filler

Black beans are perfect because they resemble coal and create a high-contrast background that makes laminated objects easy to see.

Other options:

- black aquarium gravel
- black rice
- black pom-poms
- dried black lentils

Why this works:

- high contrast improves visual discrimination
- uniform texture reduces sensory overload
- “coal” theme matches the freight-car concept



2. ADD FALL-THEMED ACCENT FILLERS

- Sprinkle in small amounts of fall-colored materials to increase engagement without overwhelming the learner.
- Options:
 - orange lentils
 - yellow corn kernels
 - mini leaves (felt or paper)
 - tiny wooden acorns
 - brown crinkle paper
- These accents create a seasonal sensory experience while keeping the bin visually organized.



3. HIDE LAMINATED OBJECTS INSIDE THE BIN

- Use laminated versions of the worksheet items:
- pumpkins
- ghosts
- hats
- brooms
- corn
- apples
- Hide them throughout the bin so learners must dig, search, and sort — strengthening sensory processing, motor planning, and attention.



4. ADD LAMINATED FREIGHT CARS FOR SORTING

Place laminated freight-car mats next to the bin:

- “1 Pumpkin”
- “2 Ghosts”
- “3 Hats”
- “4 Brooms”
- “5 Corn”
- “6 Apples”

Learners will place the correct number of found items onto each freight car.

- This reinforces:
- counting
- categorization
- matching
- executive functioning
- task completion



5. PROVIDE TOOLS FOR DIGGING AND SORTING

Offer optional tools to support fine-motor development and sensory regulation:

- small scoops
- tongs
- mini shovels
- measuring cups
- paintbrushes (for sweeping items aside)

Tools help learners who avoid direct hand contact and build grip strength and hand-eye coordination.



6. ADD A CLEAR INSTRUCTION CARD

Place a laminated instruction card next to the bin:

- “Find the items. Count them. Put them in the correct freight car.”

Autistic learners benefit from explicit, predictable directions.



7. CREATE A “FREIGHT YARD” SORTING AREA

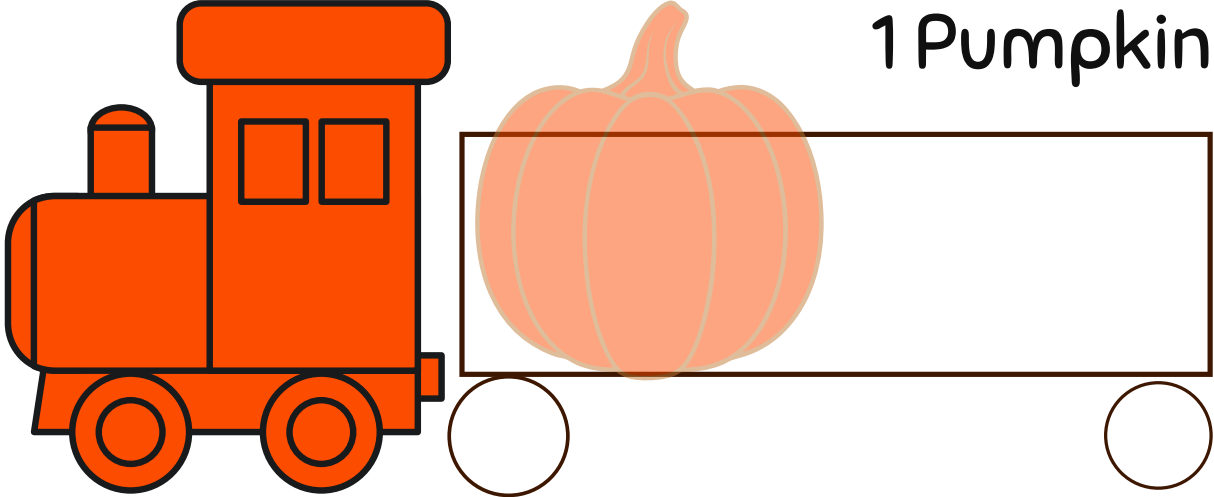
Use a tray or placemat to create a visual boundary where learners place items before counting.

This supports:

- visual organization
- reduced clutter
- step-by-step sequencing

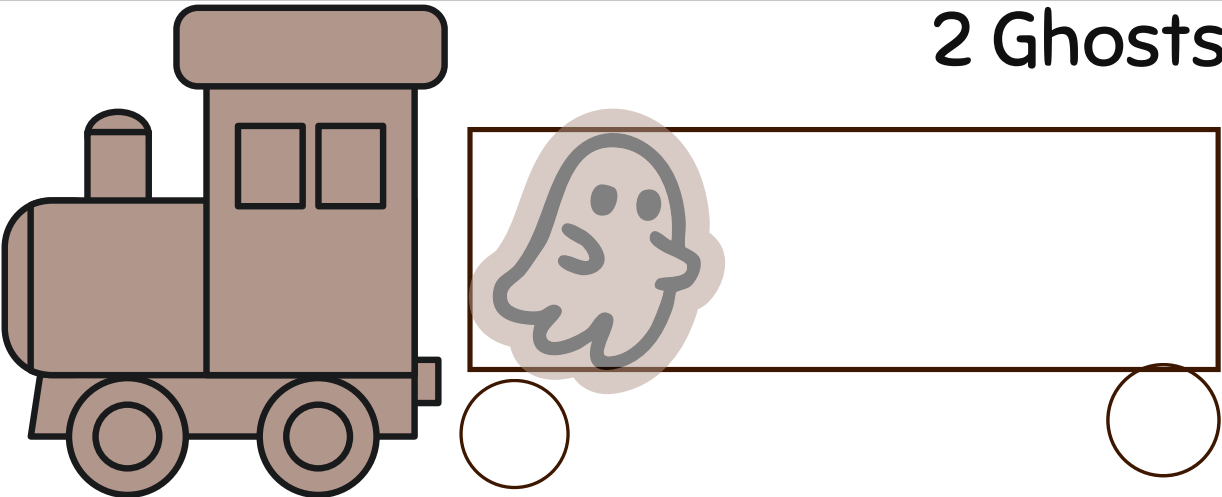
Fill the Freight Cars

Find the items and put them in the freight car.



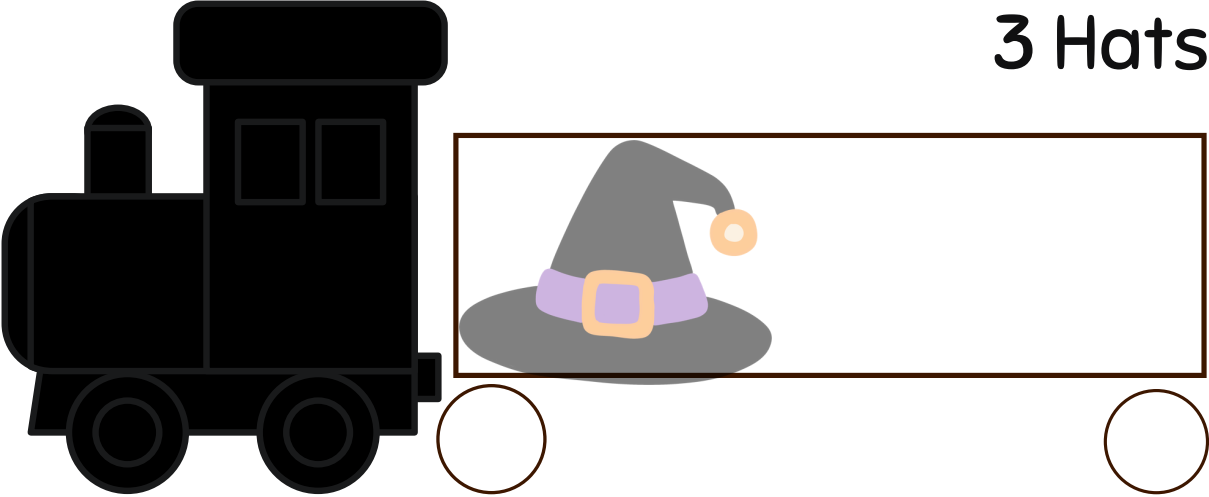
1 Pumpkin

An orange freight car with a rectangular body and two circular wheels. A large orange pumpkin is placed inside the car's body. The car is facing left.



2 Ghosts

A brown freight car with a rectangular body and two circular wheels. A single ghost is placed inside the car's body. The car is facing left.



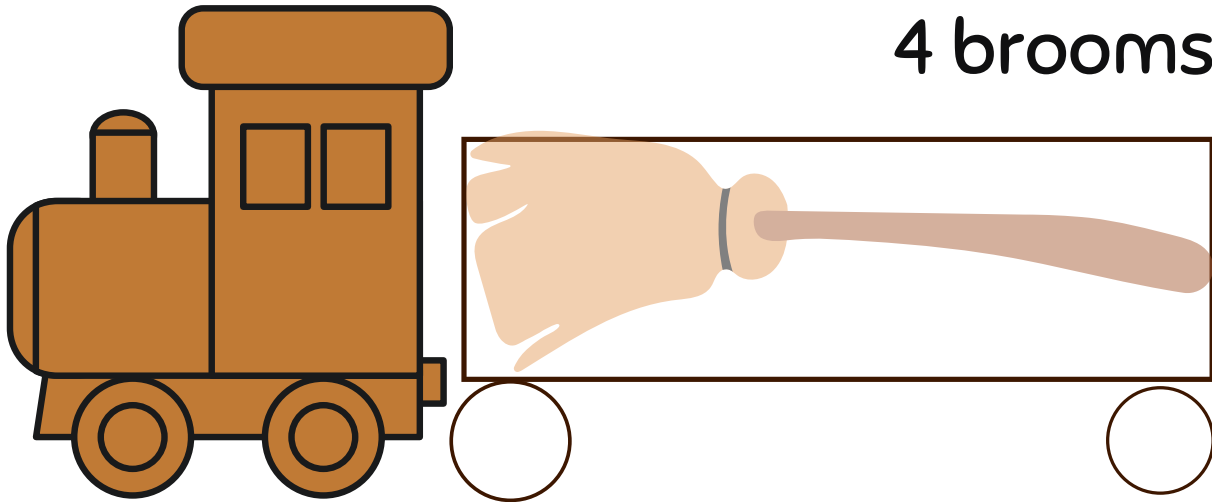
3 Hats

A black freight car with a rectangular body and two circular wheels. A witch hat is placed inside the car's body. The car is facing left.

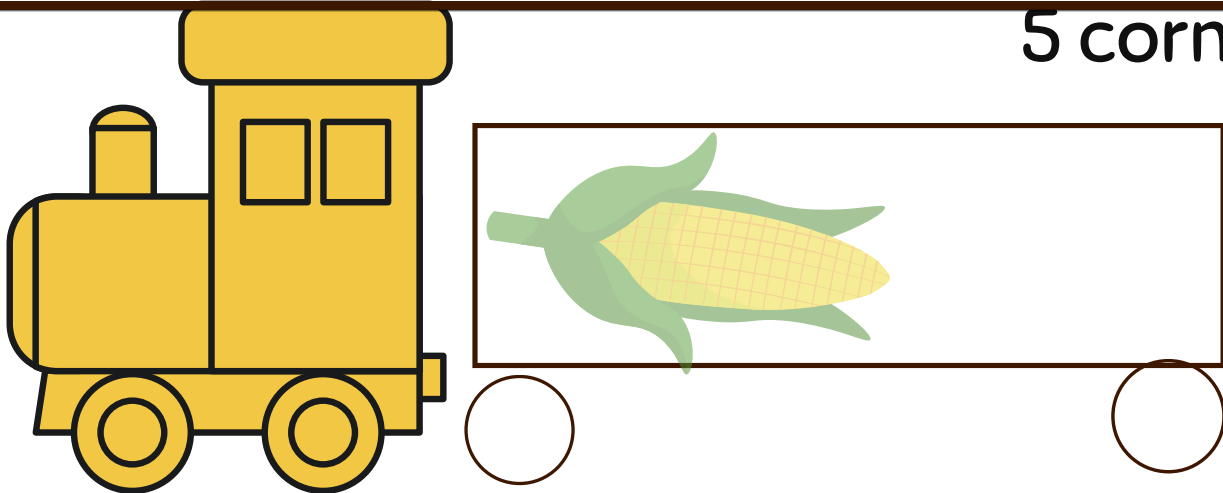
Fill the Freight Cars

Find the items and put them in the freight car.

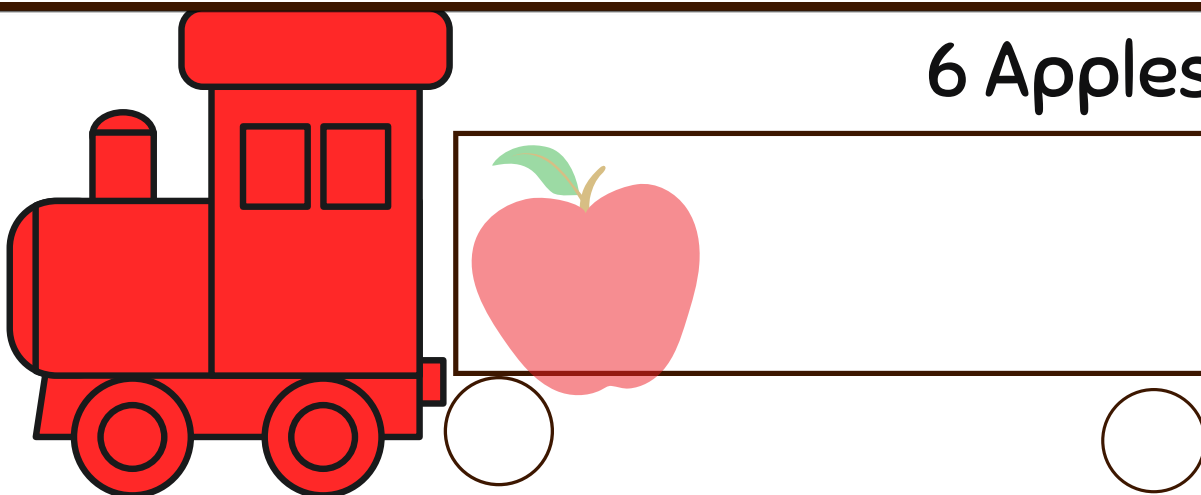
4 brooms

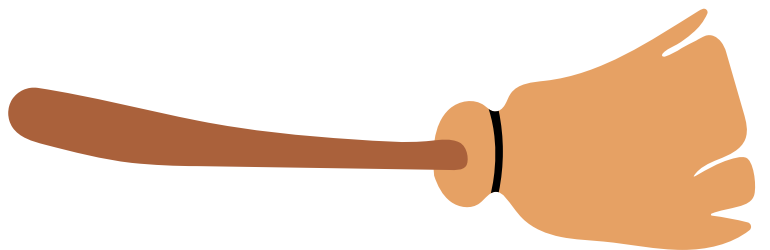
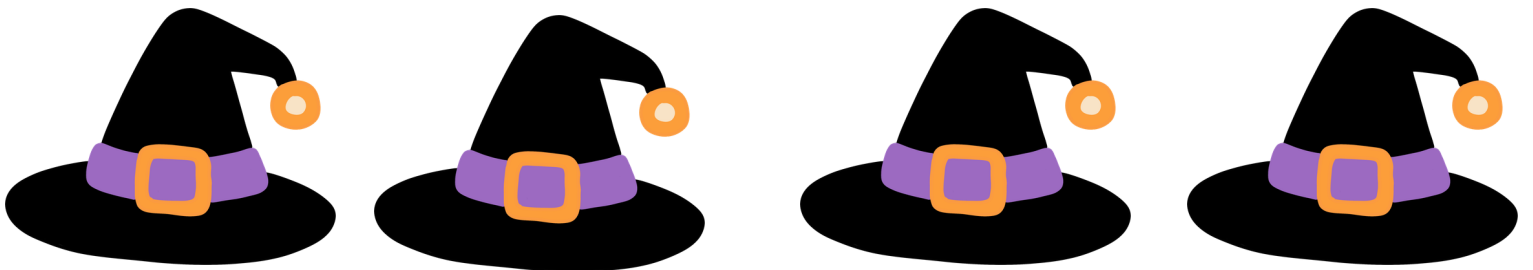
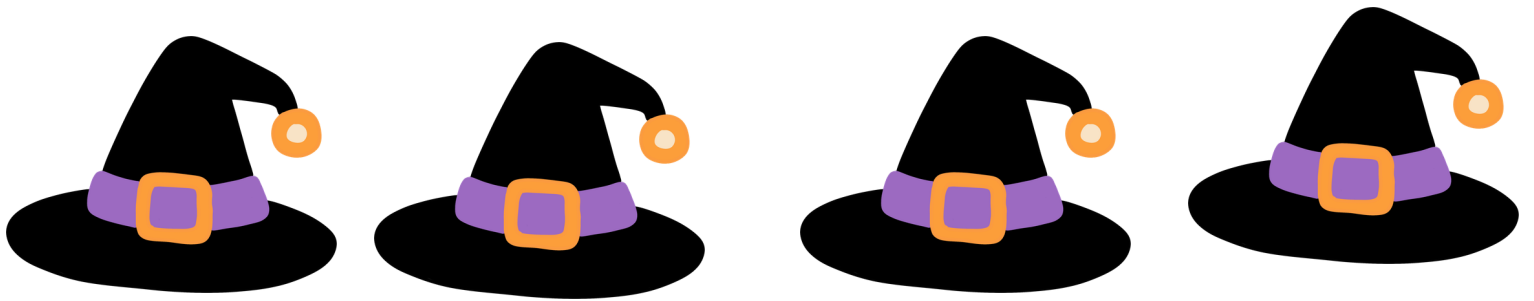
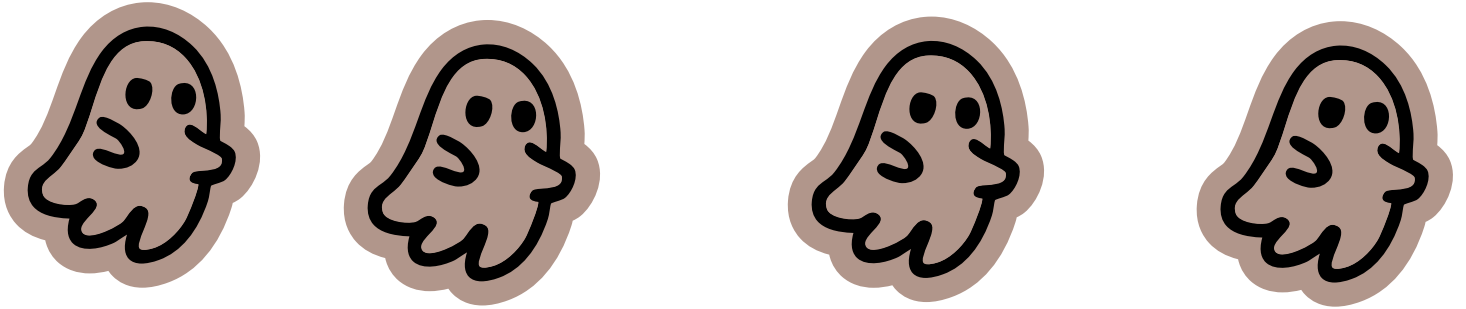
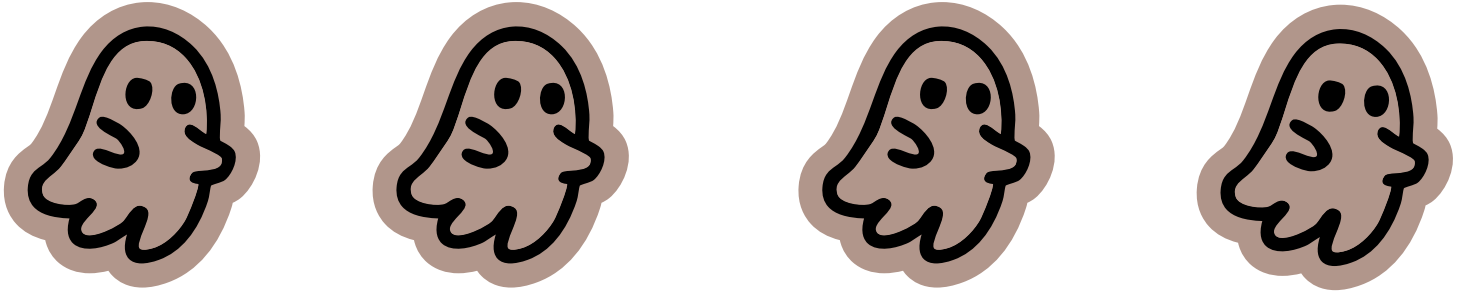
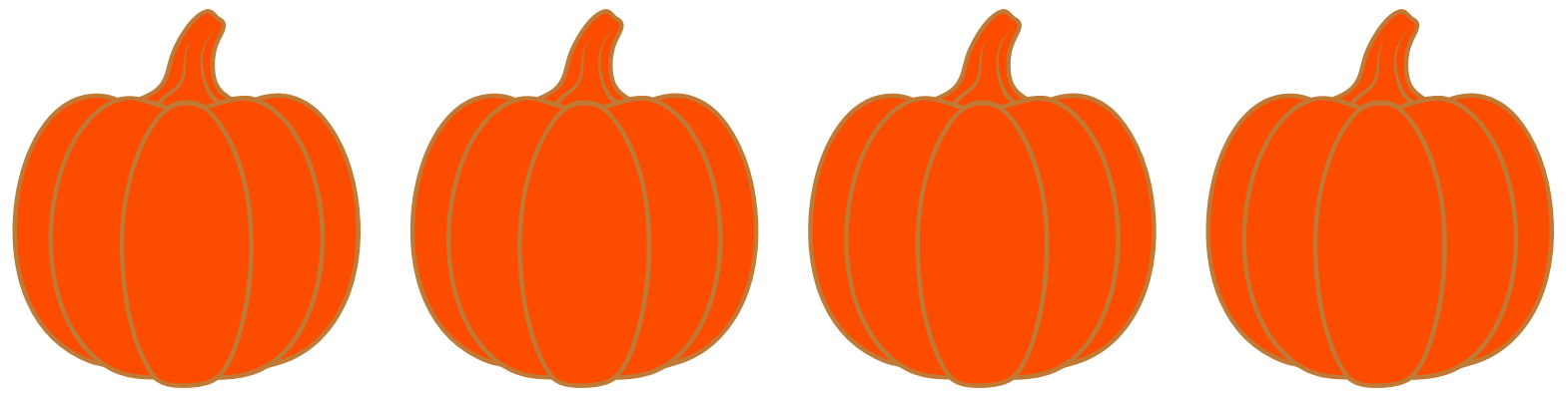


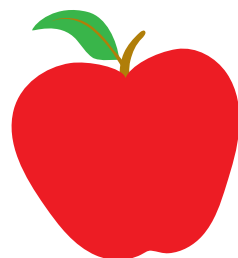
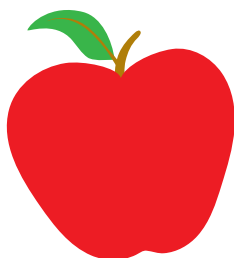
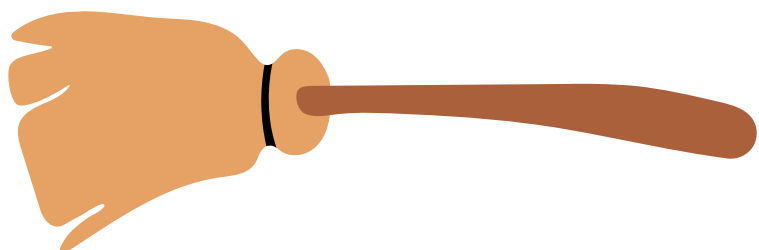
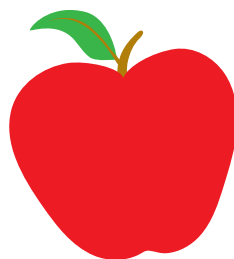
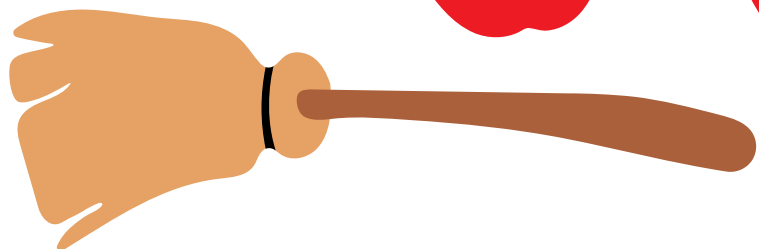
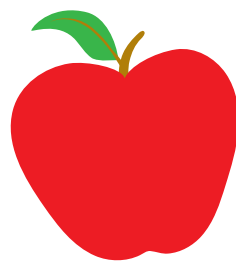
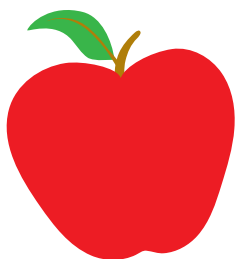
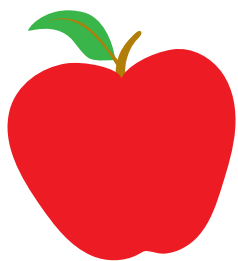
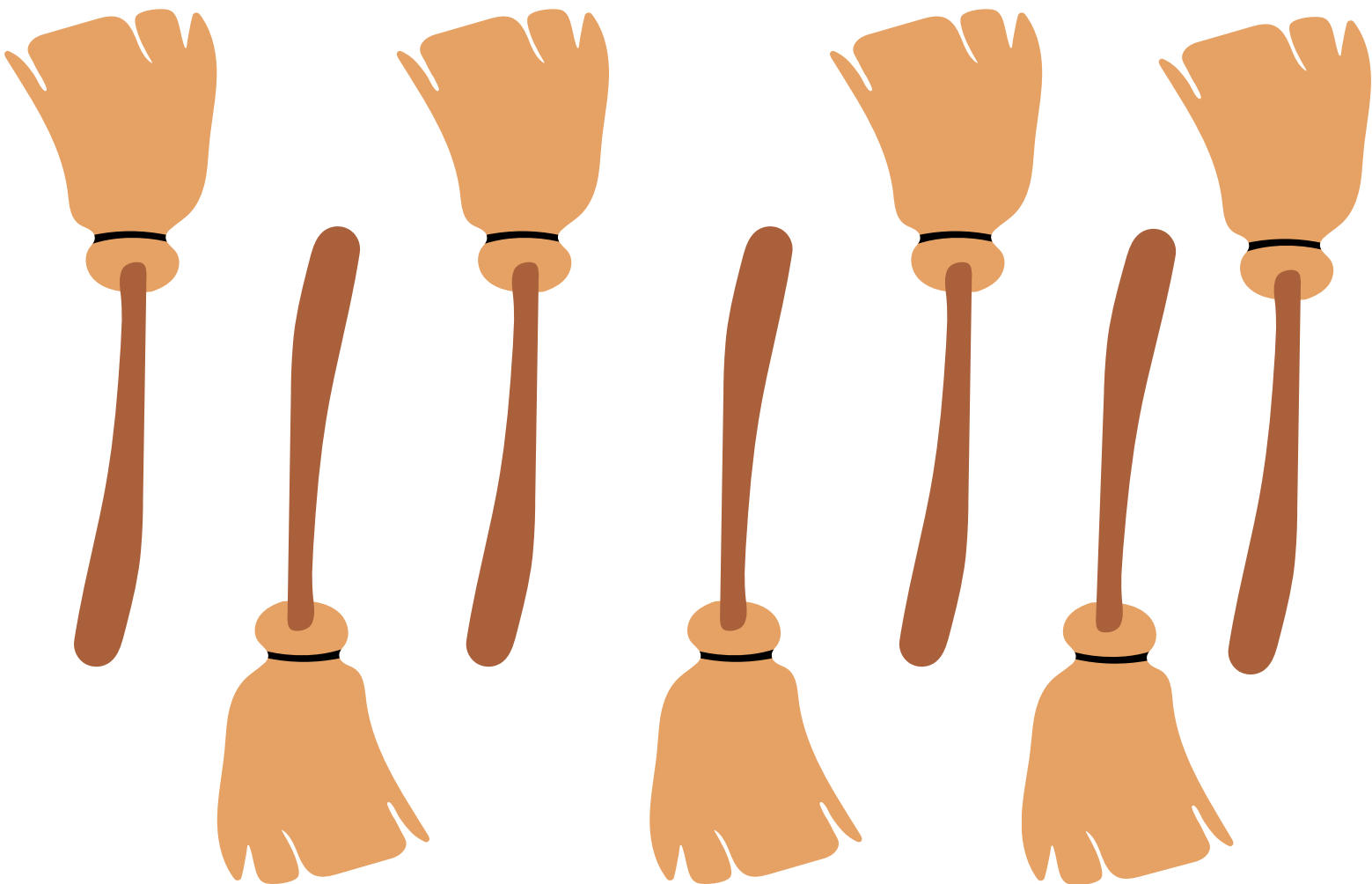
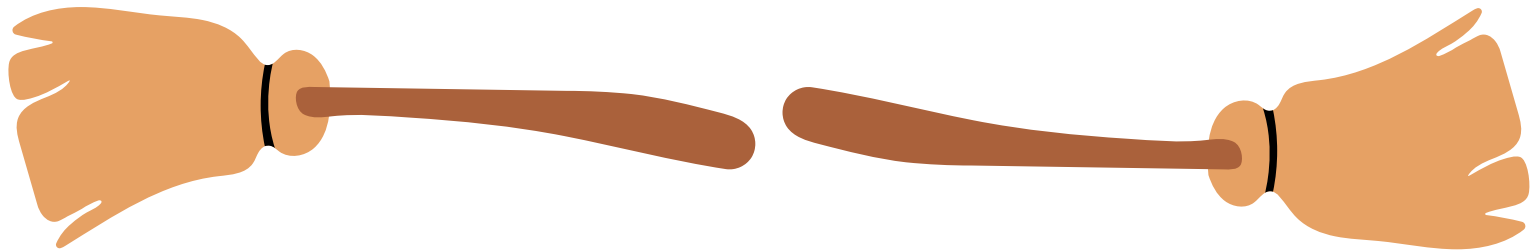
5 corn

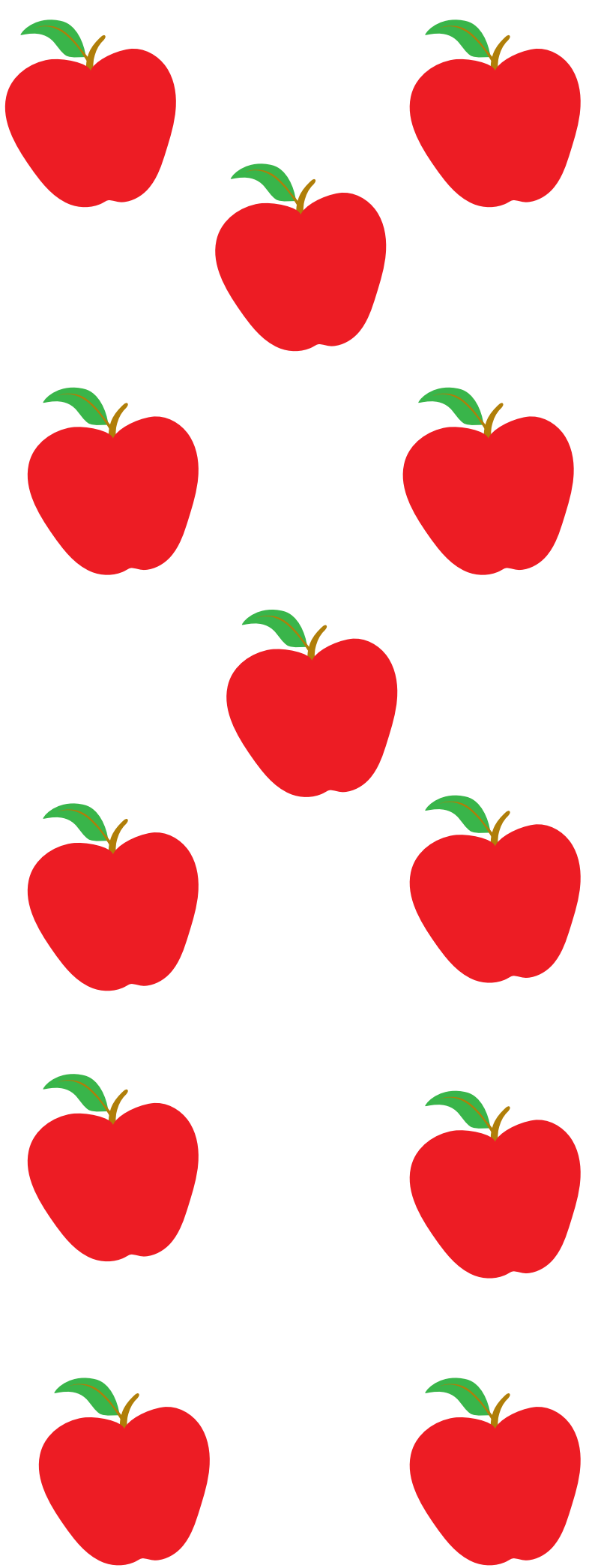
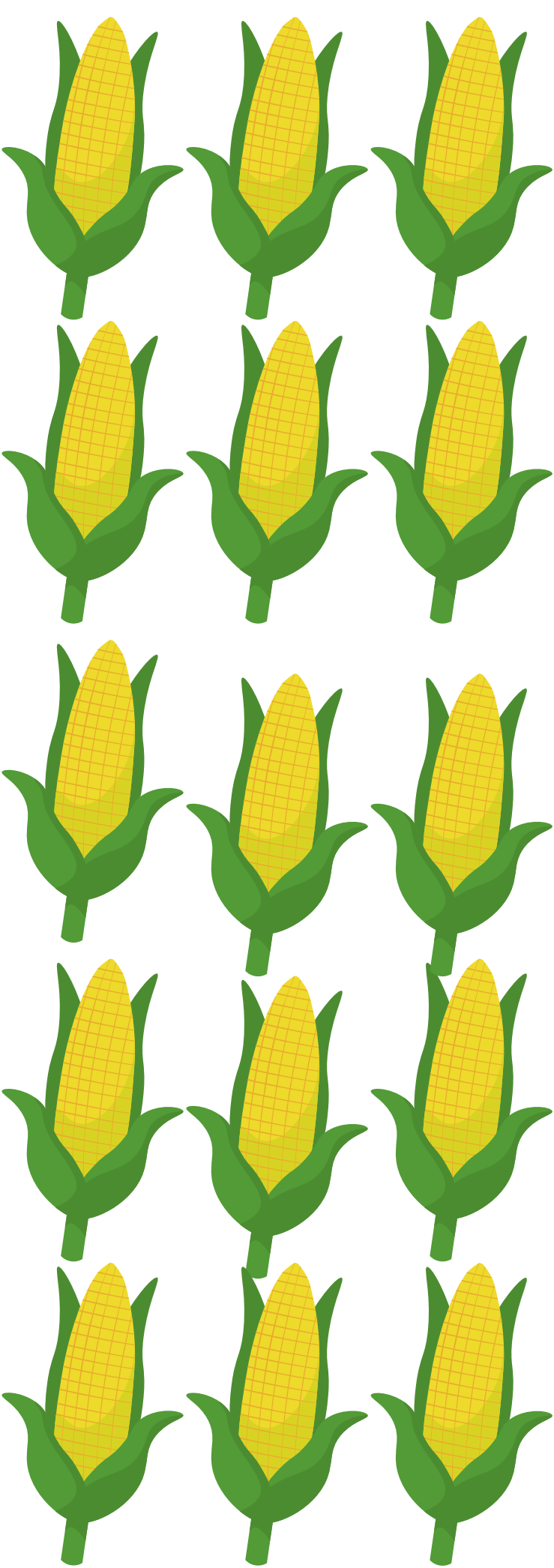


6 Apples











HOW MANY TRAIN CARS?

Instructions

1. Look at the train picture.
2. Count each train car from left to right.
3. Write the total number of train cars on the line.
4. Double-check your count by pointing to each car again.

Skills Strengthened

- Counting & number sense
- Visual scanning
- One-to-one correspondence
- Executive functioning
- Fine motor control

Optional Extension

Hide laminated train cars in a sensory bin. Learners dig them out and assemble a train with the correct number of cars.



EXPLICIT INSTRUCTION— HOW MANY TRAIN CARS?

Objective

Learners count train cars and record the total number.

EXPLICIT TEACHING STEPS

Step 1 — Look at the Train

“Point to the first train car on the left.”

Step 2 — Count Each Car

“Touch each car as you count. Move left to right.”

Step 3 — Say the Number Out Loud

“This helps your brain remember the count.”

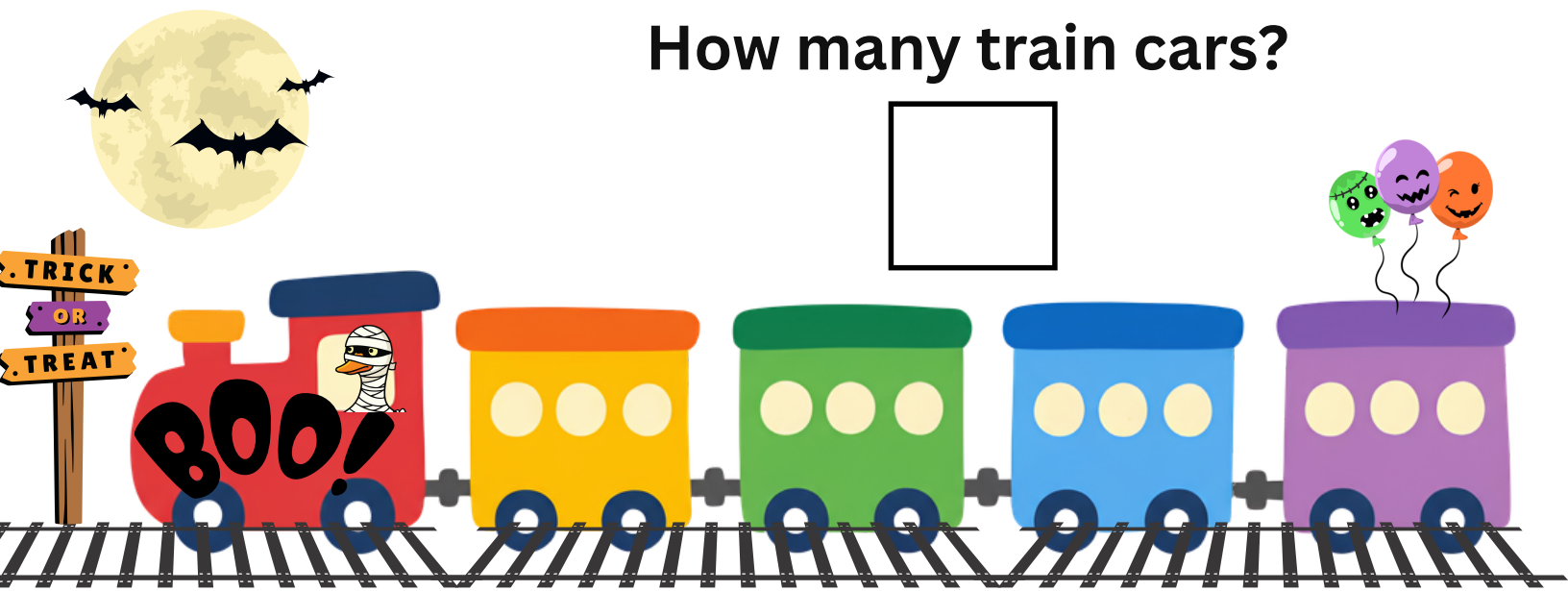
Step 4 — Write the Total

“Write the number of train cars on the line.”

Step 5 — Double-Check

“Count again to make sure your answer is correct.”

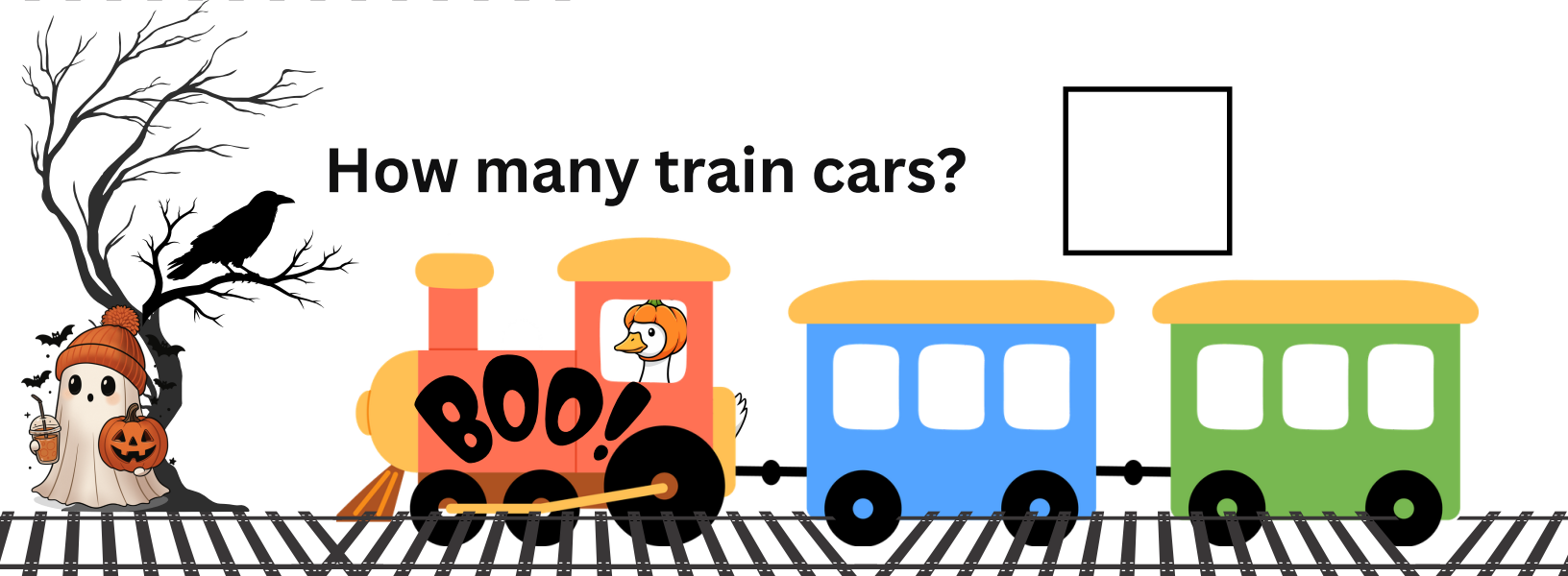
How many train cars?



How many train cars?



How many train cars?





Harvest Pie Match

Sensory Bin



Base Material:

Cinnamon-scented rice: Start with uncooked white rice dyed in warm tones (gold, rust, or brown) using food coloring. Mix in a few drops of cinnamon essential oil or apple pie spice blend for a comforting, pie-like aroma.



Hidden Items:

Pie fraction pieces: Laminate the pages with the pie pieces, and cutout the pie slices. The back of each slice should be labeled with a fraction (e.g., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$). Hide the cutout pieces inside the sensory bin.

Whole pie templates: Laminate the whole pie visuals where individuals can match and assemble the slices correctly.



Sensory Enhancements:

- Add dried apple rings, cinnamon sticks, whole cloves, or star anise pods for texture and scent.
- Include mini rolling pins, measuring spoons, or pie tins to encourage imaginative play and fine motor exploration.





EXPLICIT INSTRUCTION — HARVEST PIE

FRACTION SEARCH + SENSORY BIN

Objective

Learners identify fractional parts ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and match them to whole pie templates using a sensory bin.

EXPLICIT TEACHING STEPS

Step 1 — Show the Whole Pie Template

“This is a whole pie. Look at the missing piece.”

Step 2 — Identify the Fraction Needed

“Read the label. Is the missing piece one half, one third, or one fourth?”

Step 3 — Search the Sensory Bin

“Dig through the cinnamon-scented rice to find the correct slice.” “Look for the fraction label on the back.”

Step 4 — Match the Slice

“Place the slice into the correct spot on the whole pie.”

Step 5 — Complete the Pie

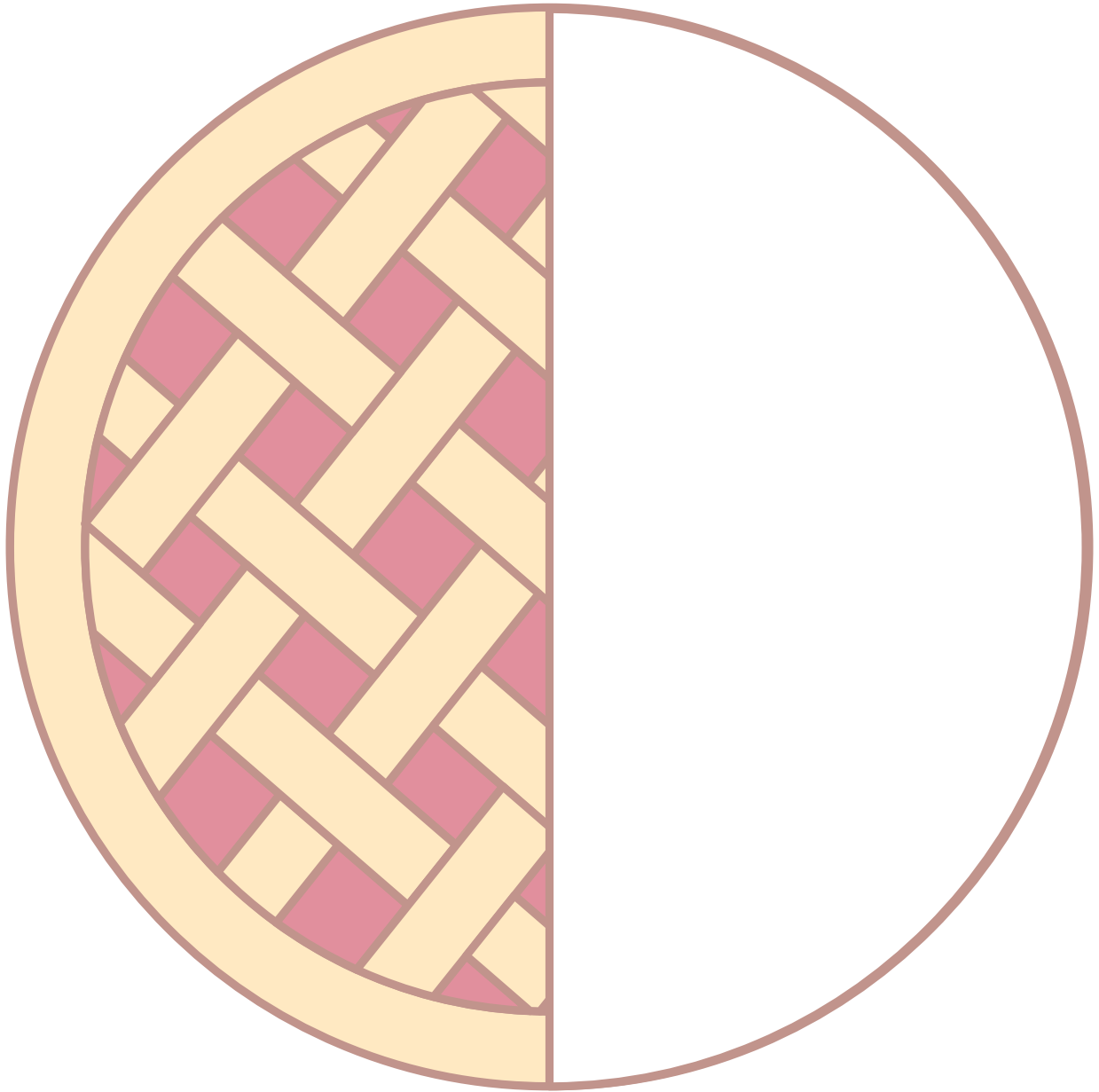
“Find all the slices needed to finish the pie.”

Step 6 — Check Accuracy

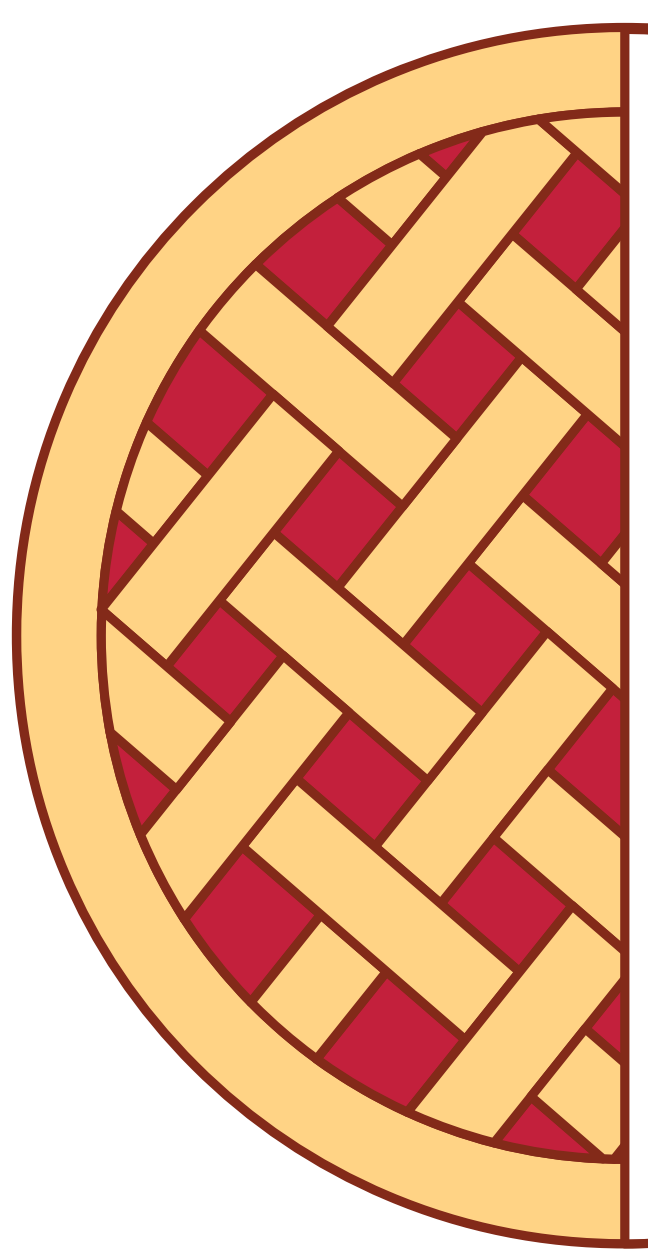
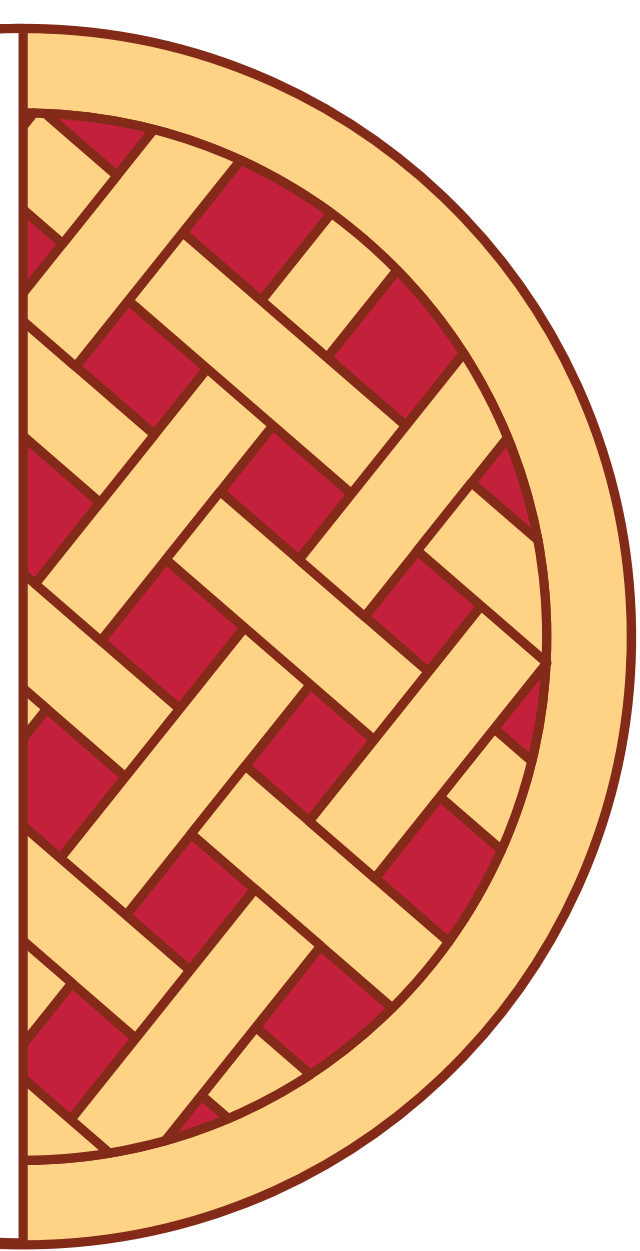
“Make sure each slice matches the correct fraction.”

Pie Fractions

One Half

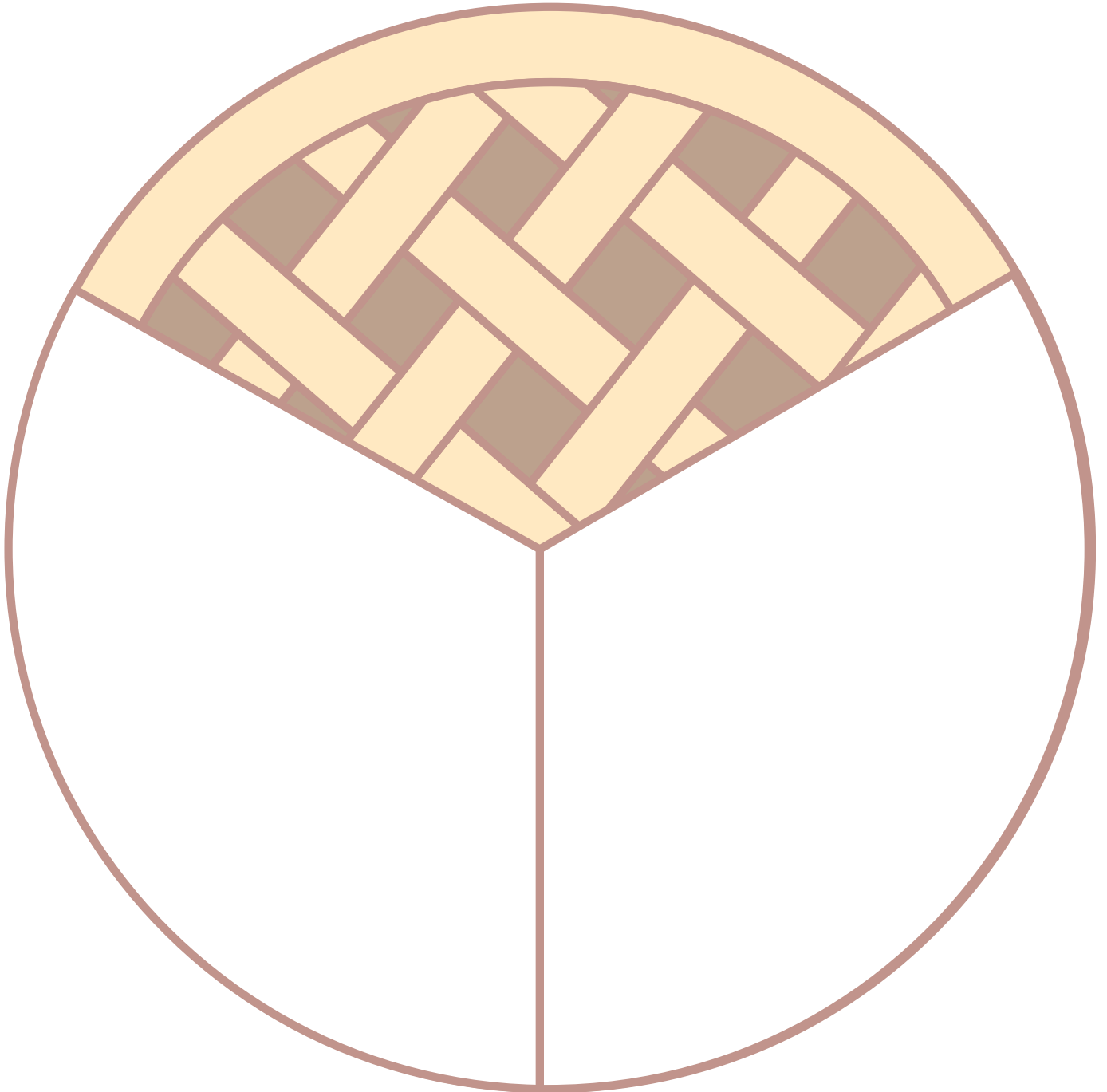


Find the missing piece.

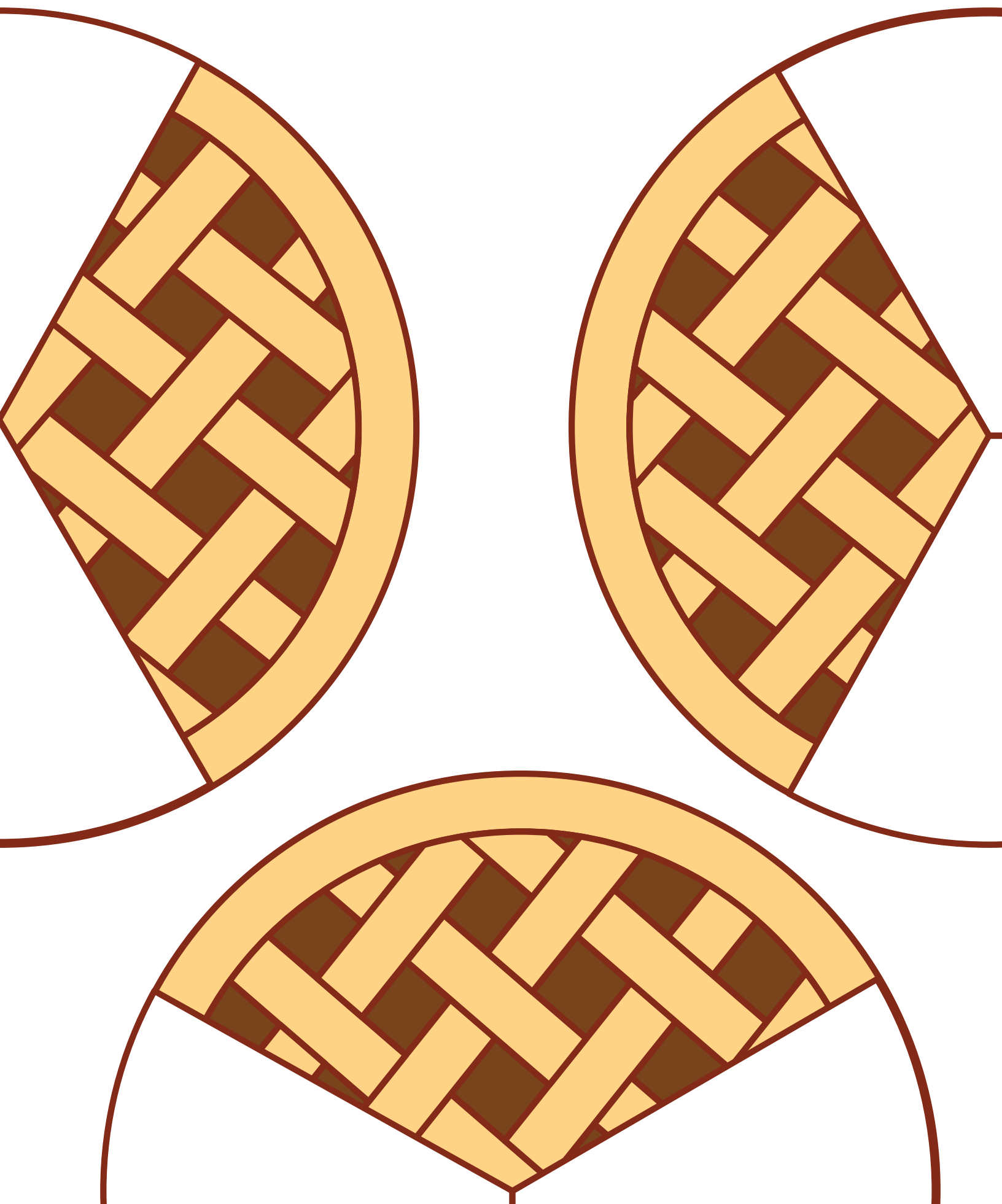


Pie Fractions

One Third

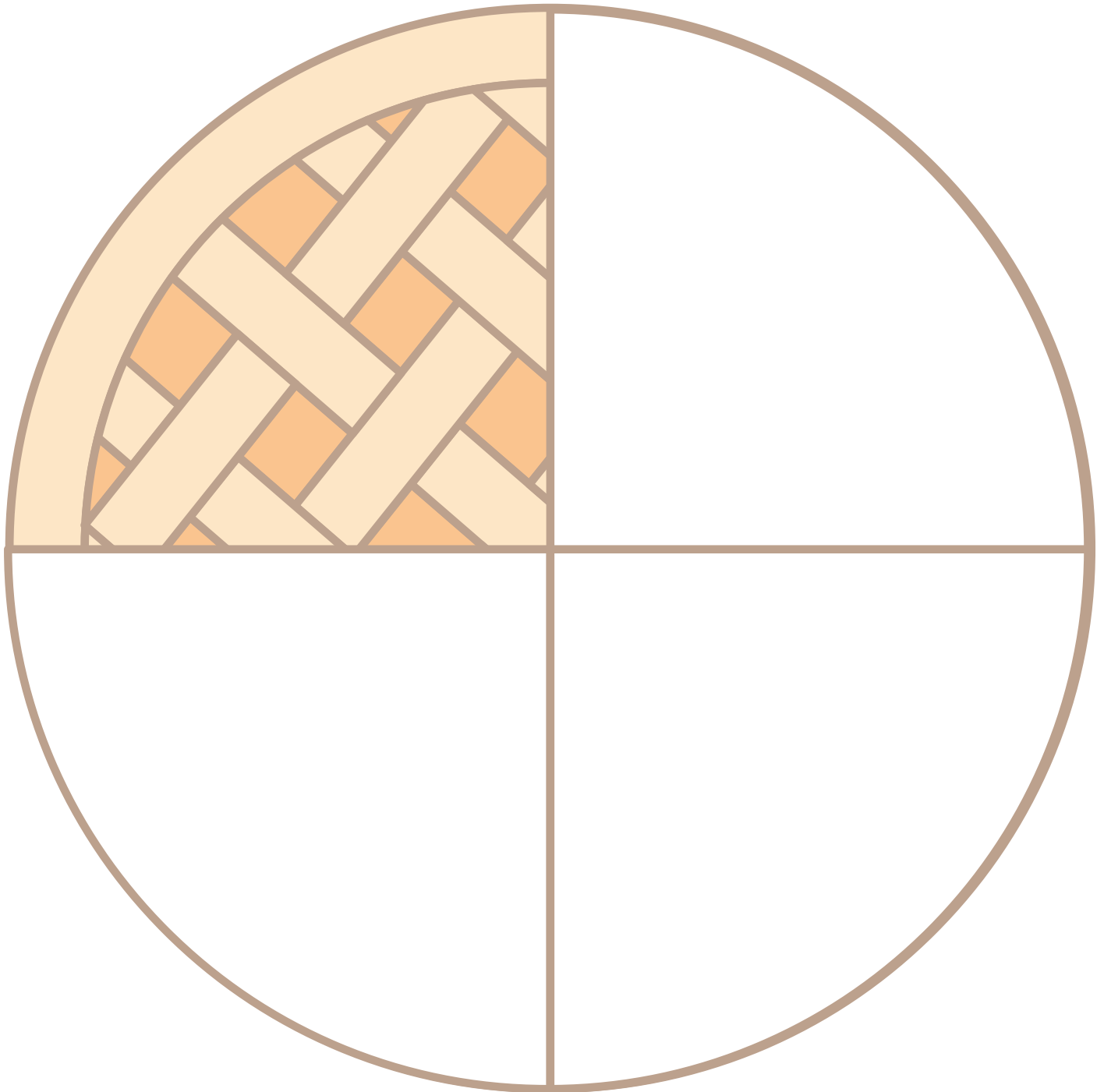


Find the missing pieces.

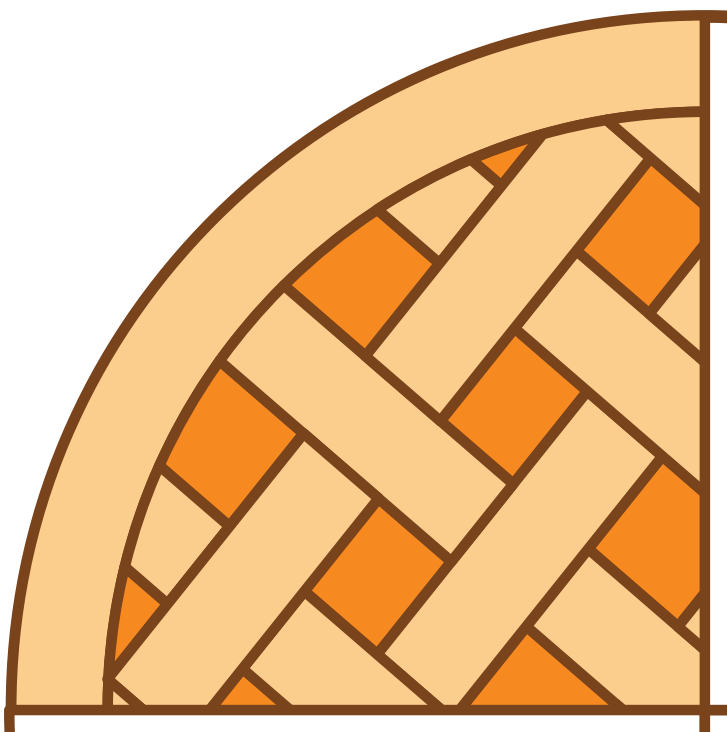
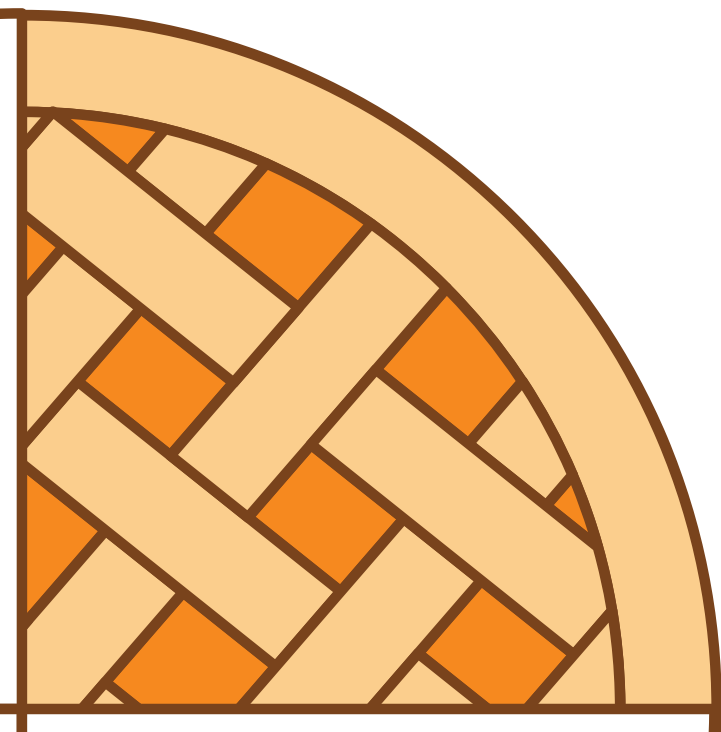
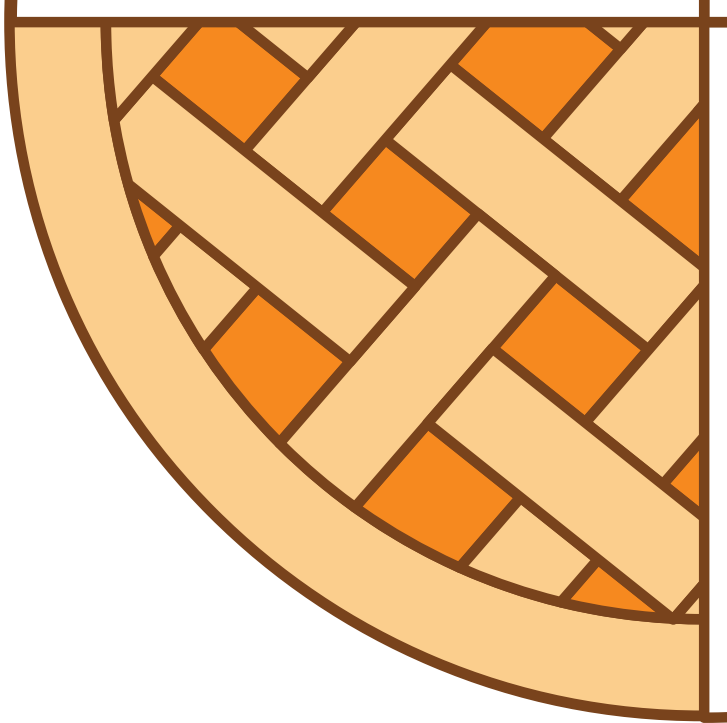
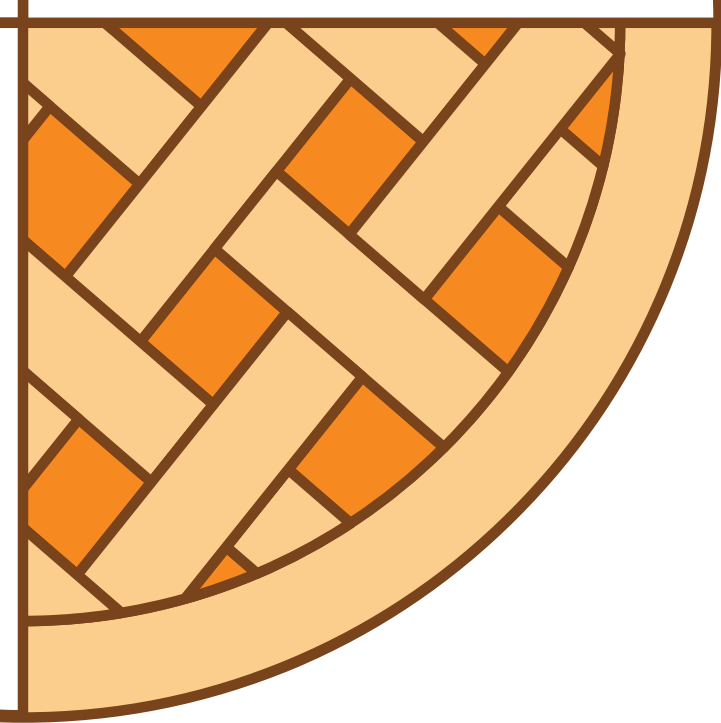


Pie Fractions

One Fourth



Find the missing pieces.





ADDING APPLES

Add the green apples and the red apples.

Instructions

1. Count the green apples in the first box.
2. Count the red apples in the second box.
3. Add the two numbers together.
4. Write the total number of apples in the answer box.
5. Color the apples if you want to.

Skills Strengthened

- Early addition
- Counting & number sense
- Color-coded sorting
- Fine motor control
- Executive functioning

Optional Hands-On Extension

Use real apples or laminated apple cards. Learners sort green and red apples, count each group, then add them together.

ADDING APPLES — EXPLICIT INSTRUCTIONS

Objective

Learners practice early addition by combining two groups: green apples + red apples.

EXPLICIT TEACHING STEPS

Step 1 — Identify Each Group

“Point to the green apples. Count them out loud.” “Now point to the red apples. Count them out loud.”

Step 2 — Write Each Number

“Write the number of green apples in the first box.” “Write the number of red apples in the second box.”

Step 3 — Combine the Groups

“We are going to add these two groups together.” “Put both numbers in your mind.”

Step 4 — Add Slowly

“Count all the apples together. Touch each apple as you count.”

Step 5 — Record the Total

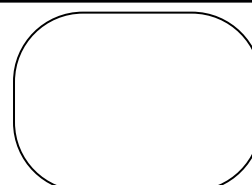
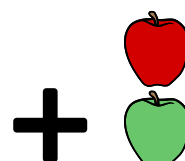
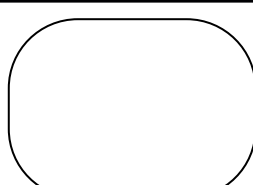
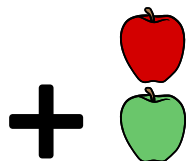
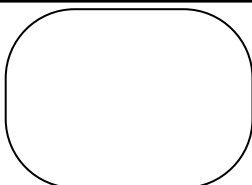
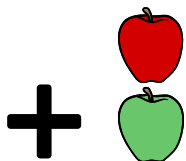
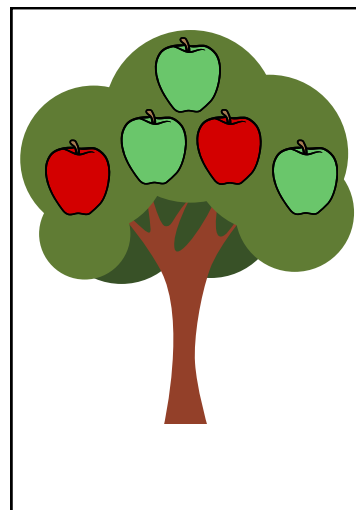
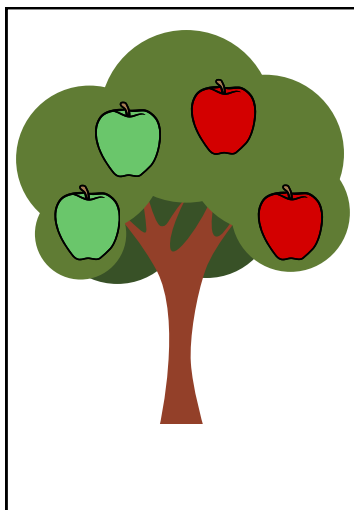
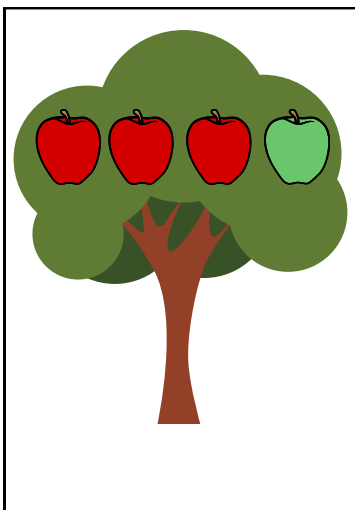
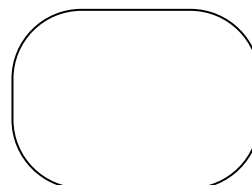
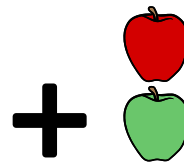
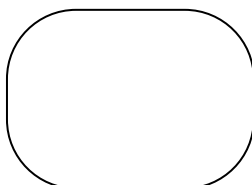
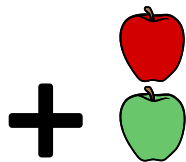
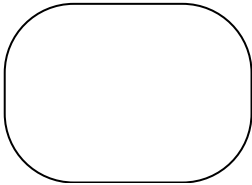
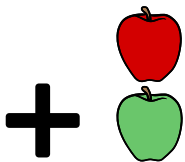
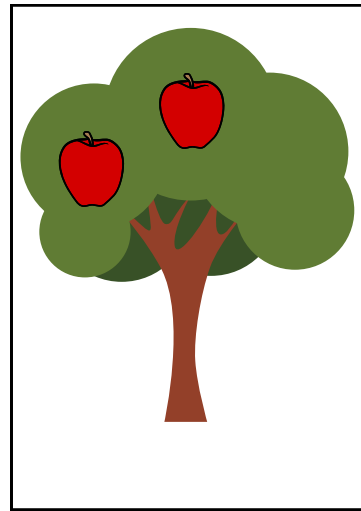
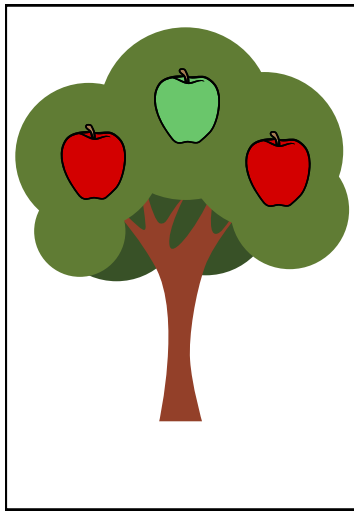
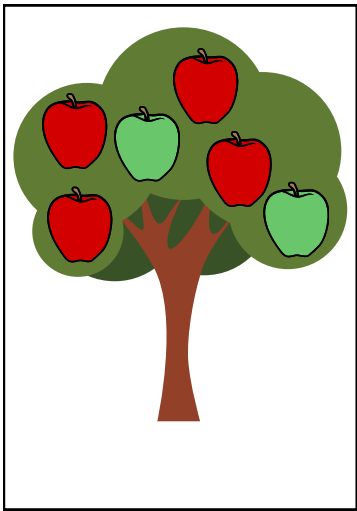
“Write the total number of apples in the answer box.”

Step 6 — Check Your Work

“Count again to make sure your answer is correct.”

Adding Apples

Add the green apples and the red apples.





VISUAL WIZARDRY



WHICH HAUNTED HOUSE IS DIFFERENT?

Circle the one that is different in each row.

Instructions

1. Look at all haunted houses in the row.
2. Compare each house carefully.
3. Find the one with a different detail.
4. Circle the haunted house that is different.
5. Continue for each row.

Skills Strengthened

- Visual discrimination
- Figure–ground perception
- Attention & focus
- Detail comparison
- Executive functioning

Optional Extension

Use laminated haunted house cards in a sensory bin. Learners find a card and identify what makes it different.



EXPLICIT INSTRUCTION – WHICH HAUNTED HOUSE IS DIFFERENT?

Objective

Learners identify the haunted house that is different in each row.

EXPLICIT TEACHING STEPS

Step 1 — Look at the Row

“Point to each haunted house in the row.”

Step 2 — Compare Slowly

“Look at the roof, windows, door, and shape.” “Ask yourself: What is the same? What is different?”

Step 3 — Identify the Different House

“Find the house that has a detail that does not match the others.”

Step 4 — Circle the Different House

“Circle it.”

Step 5 — Repeat for Each Row

“Work slowly and carefully.”

ADD A SENSORY BIN

Use laminated haunted house cards in a sensory bin.

Learners find → compare → identify differences.



Which haunted house is different?
Circle the one that is different in each row.



EXPLICIT INSTRUCTION — HELP THE WORM GET TO THE APPLE

Objective

Draw a line from the worm to the apple.

EXPLICIT TEACHING STEPS

Step 1 — Find the Starting Point

“Point to where the worm begins.”

Step 2 — Trace With Your Finger First

“This helps your brain learn the path.”

Step 3 — Use Your Pencil

“Trace slowly. Stay inside the path.”

Step 4 — Watch for Dead Ends

“If you reach a blocked path, go back and try another route.”

Step 5 — Reach the Apple

“Trace all the way until you reach the apple.”

Step 6 — Check Your Work

“Make sure your line stays inside the maze.”

OPTIONAL

- Finger-trace the maze
- Wiggle fingers like a worm
- Print in high quality color and use 3D glasses.



HELP THE WORM GET TO THE APPLE

May be used with 3D glasses for additional visual input.

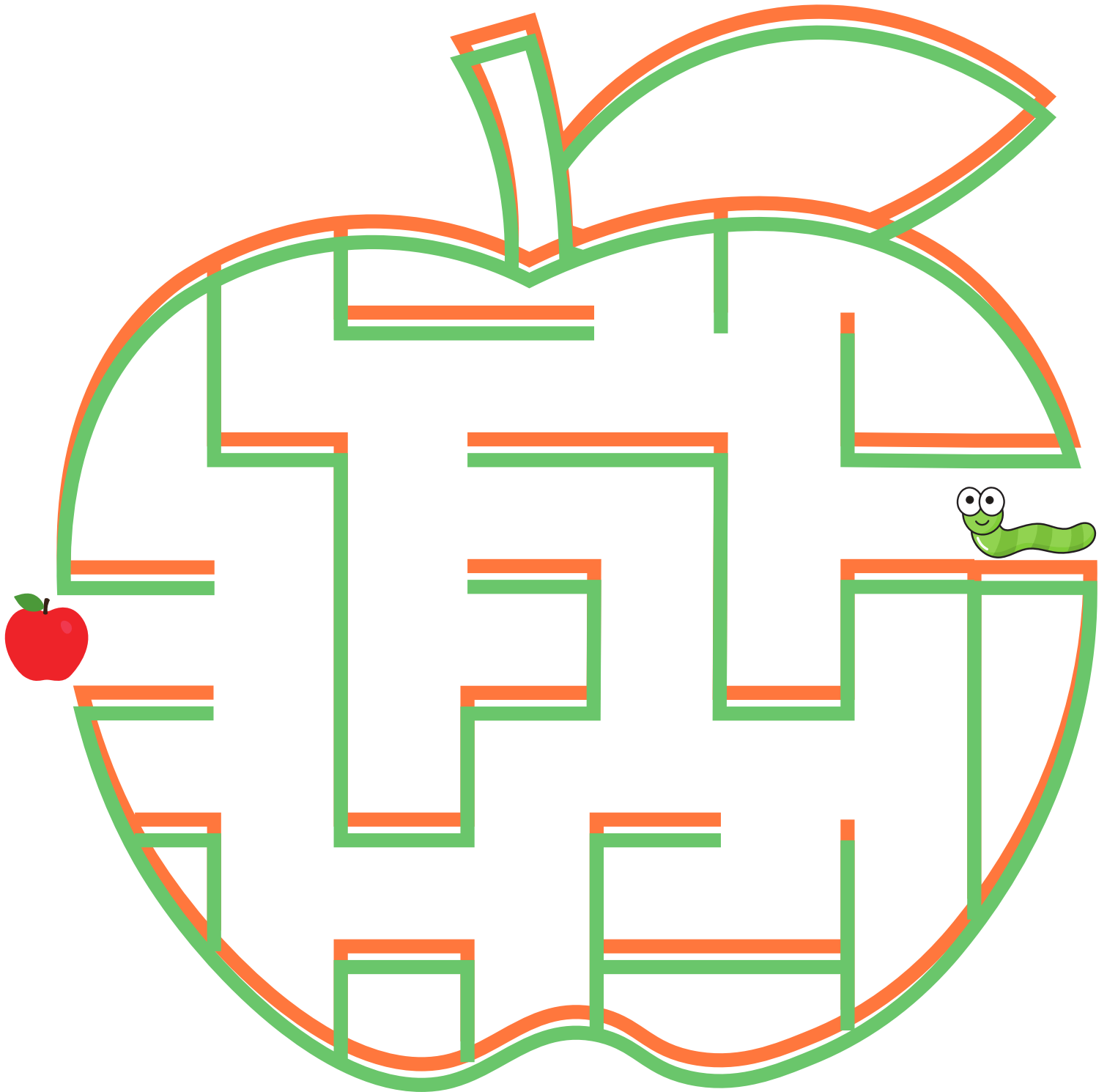
Instructions

1. Start at the worm's beginning point.
2. Trace the path slowly through the maze.
3. Stay inside the lines and avoid dead ends.
4. Continue until you reach the apple.
5. If you get stuck, back up and try another path.

Skills Strengthened

- Visual scanning
- Fine motor control
- Line following
- Problem-solving
- Spatial awareness
- Executive functioning

Help the worm get to the apple.



VISUAL SCANNING

What Is Visual Scanning?

Visual scanning means moving your eyes across a picture or page in a planned, organized pattern to find information.

It is different from “looking around.”

It is a structured skill that supports:

- visual organization
- executive functioning
- attention skills
- reading readiness
- worksheet navigation

Why Autistic Learners Need Explicit Instruction

Many autistic learners:

- do not automatically scan left-to-right
- focus on one detail and miss the rest
- jump around the page without a pattern
- become overwhelmed by busy scenes
- need predictable steps to reduce cognitive load



Using the Haunted House I Spy Scene

Children will search for:

- witches
- candy
- ghosts
- candles
- pumpkins
- cauldrons
- bats
- owls
- cats
- spiders

VISUAL SCANNING INSTRUCTIONS

Step 1 — Show the Whole Picture

Point to the haunted house and say: “This is the picture we will scan.”

Step 2 — Explain the Goal

“We are looking for hidden items.”

Step 3 — Model the Scanning Pattern

Use your finger to trace across the page:

- left → right
- top → bottom

“This is how our eyes move across the picture.”

Step 4 — Identify One Target Item

Show a vocabulary card/picture (e.g., bat). “This is what we are looking for.”

Step 5 — Scan Slowly Together

Move your finger across the picture. Pause when you find the item.

Step 6 — Count the Item

“How many bats do we see?”

Step 7 — Record the Number

Write the number or place a sticker.

Step 8 — Repeat With a New Item

Use another vocabulary card.

-

SKILLS STRENGTHENED THROUGH VISUAL SCANNING

- **Visual discrimination** — noticing small differences in shapes and details.
- **Attention control** — staying focused on a task.
- **Working memory** — remembering what item you're searching for.
- **Executive functioning** — following steps in order.
- **Reading readiness** — practicing left-to-right eye movement.
- **Language development** — naming items found.
- **Counting & number sense** — counting items in the scene.
- **Emotional regulation** — structured tasks reduce anxiety.

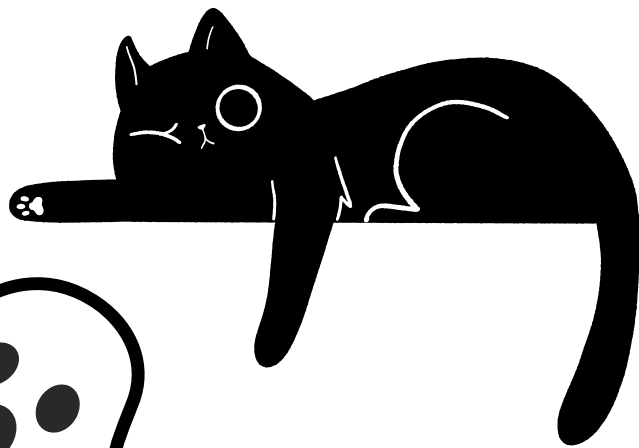
HOW TO SUPPORT LEARNERS WHO STRUGGLE WITH SCANNING

- Use a pointer (finger, wand, pencil).
- Reduce visual clutter by covering parts of the picture.
- Provide one item at a time to search for.
- Use laminated vocabulary cards as visual anchors.
- Offer breaks between items.
- Celebrate each find to reinforce success.



Place the number in the box next to the picture.



Add an extra layer of sensory fun.

Laminate this page. Cut out the items and hide them in a sensory bin. Have the child find an item and then search for it in the search and find. Use the explicit teaching method steps to teach how to scan the page for the item.



SHADOW MATCH

Activity 1 — Jack-O-Lantern Shadow Match

Cut out jack-o-lantern object cards and have the children match them to silhouettes.

Each pumpkin has a different carved face, increasing challenge and strengthening:

- visual discrimination
- visual closure
- figure–ground
- detail comparison

Activity 2 — Witches' Hat Shadow Match

This second activity uses smaller witches' hats with subtle differences:

- brim width
- point angle
- curve direction
- buckle shape
- decorative details

Children draw a line from each witches' hat object to its matching silhouette.

This version strengthens:

- fine motor control
- visual scanning
- figure–ground
- detail-based discrimination
- executive functioning (planning the line path)

SENSORY BIN EXTENSION ACTIVITY (JACK-O-LANTERN VERSION)

Autistic learners benefit from hands-on, sensory-anchored visual-processing practice.

Sensory Bin Setup

Fill a bin with:

- shredded paper
- leaves
- orange rice
- glow sticks
- mini pumpkins
- fabric scraps
- Place the cut-out jack-o-lantern object cards inside the bin.

SENSORY BIN ACTIVITY STEPS

- **Find the Jack-O-Lantern Cards** — Children dig through the bin to locate laminated jack-o-lantern cards.
- **Describe the Face** — Child labels the face: triangle eyes, circle eyes, jagged mouth, curved smile.
- **Match to the Shadow** — Child places the found card onto the correct silhouette.
- **Sort by Face Type** — Sort pumpkins by eye shape or mouth shape.
- **Count & Record** — Child counts how many jack-o-lanterns they found.

This integrates sensory labeling, visual discrimination, expressive language, and executive functioning.

JACK-O'-LANTERN MATCHING



JACK-O'-LANTERN MATCHING



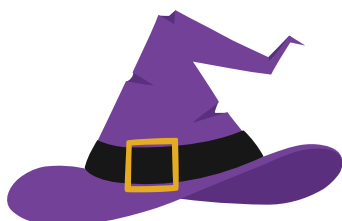
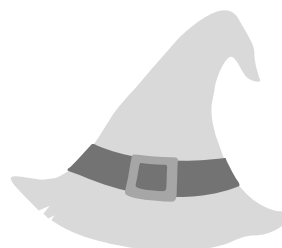
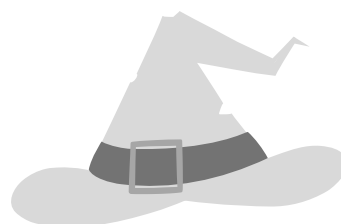
SHADOW MATCH INSTRUCTIONS FOR LEARNERS- WITCHES HAT

1. Look at the witches' hat object picture.
2. Scan the silhouettes.
3. Find the silhouette with the same brim, point, and buckle.
4. Draw a straight or curved line connecting the object to its shadow.
5. Continue until all hats are matched.

This is an excellent warm-up for handwriting, tracing, and pre-writing skills.

MATCHING WITCH HATS

Draw a line to match the witch hats below. When finished practice your penmanship and coloring on the back of this page.



FIGURE–GROUND SKILL EXPLANATION & EXPLICIT TEACHING

Figure–ground perception is the ability to find important information in a busy background.

Autistic learners often need explicit teaching because they may:

- hyperfocus on one detail
- miss the main object
- become overwhelmed by clutter
- struggle to separate foreground from background
- This page explains the skill and how to teach it step-by-step.

WHAT IS FIGURE–GROUND?

Figure–ground is the ability to:

- find an object in a busy picture
- separate the “main thing” from the background
- locate items even when they overlap
- identify shapes among distractors

WHY FIGURE–GROUND MATTERS

Children use figure–ground skills to:

- find items in classrooms
- locate information on worksheets
- read text surrounded by pictures
- complete I Spy activities
- match shadows to objects
- navigate busy environments

Weak figure–ground skills can cause:

- frustration
- slow worksheet completion
- difficulty reading
- difficulty finding items
- sensory overload

HOW TO EXPLICITLY TEACH FIGURE–GROUND

Step 1 — Show the Whole Page

- “This page has lots of pictures. We are going to find one specific thing.”

Step 2 — Present the Target Object

- Show a witches’ hat card. “This is what we are looking for.”

Step 3 — Model Searching

- Use your finger to scan left-to-right. “This is how we look for the matching shadow.”

Step 4 — Identify Distractors

- “These shadows look similar, but the brim or buckle is different.”

Step 5 — Find the Correct Match

- Point to the correct silhouette. “This shadow matches the hat.”

Step 6 — Explain Why It Matches

- “The brim is wide. The point curves left. The buckle is square.”

Step 7 — Child Draws the Line

- Child draws a line connecting the object to the silhouette.

Step 8 — Independent Practice

- Child completes the rest of the matches.

This builds:

- visual closure
- visual discrimination
- figure–ground
- executive functioning
- fine motor control

APPLE TREES LINE-TRACING INSTRUCTIONS

“Trace the lines to connect the apples to the trees.

- This worksheet strengthens early handwriting foundations, visual-motor integration, and fine-motor precision
- Learners trace lines that connect apples to trees, building the same core skills used in writing, drawing, cutting, and navigating worksheets.

Purpose of the Activity

This page supports:

- **Fine motor control** — strengthening the small muscles in the fingers and hands used for writing and tool use.
- **Line following** — teaching learners to stay on a path, a foundational pre-writing skill.
- **Hand-eye coordination** — coordinating visual input with controlled hand movement.
- **Visual-motor integration** — synchronizing what the eyes see with how the hand moves.
- **Attention & task persistence** — sustaining focus through a continuous motor sequence.
- **Bilateral coordination** — one hand stabilizes the page while the other traces.



EXPLICIT INSTRUCTIONS FOR LEARNERS

Autistic learners benefit from direct, step-by-step teaching rather than assuming they know how to trace.

Step 1 — Show the Page

“This page has apples and trees. We will trace the lines to connect them.”

Step 2 — Demonstrate With Your Finger

Model tracing one line with your finger first. “This is the path your pencil will follow.”

Step 3 — Explain Pencil Grip

“Hold your pencil with three fingers. Your other hand keeps the paper still.”

Step 4 — Start at the Apple

“Begin tracing where the apple is.”

Step 5 — Follow the Line Slowly

“Move slowly. Stay on the line. Don’t rush.”

Step 6 — Reach the Tree

“Trace all the way until you reach the tree.”

Step 7 — Repeat for Each Apple

“Now trace each apple to its tree.”

Step 8 — Independent Practice

Allow the learner to complete the remaining lines independently.



TEACHER / PARENT NOTES

- Encourage slow, controlled tracing.
- Support pencil grip if needed.
- Remind the learner to keep eyes on the line while tracing.
- Allow breaks between lines for motor fatigue.
- Celebrate accuracy, not speed.



SKILL EXTENSIONS (OPTIONAL)

Color-Coding

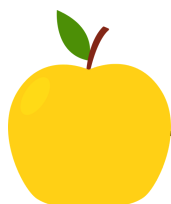
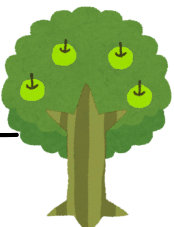
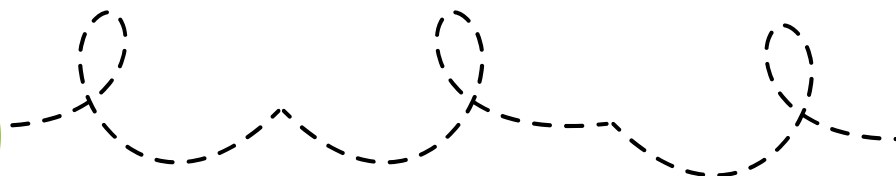
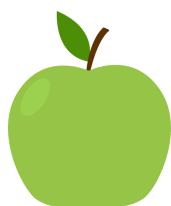
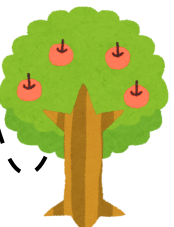
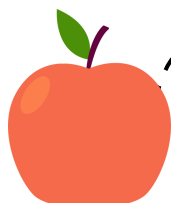
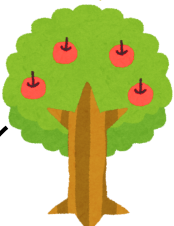
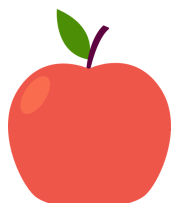
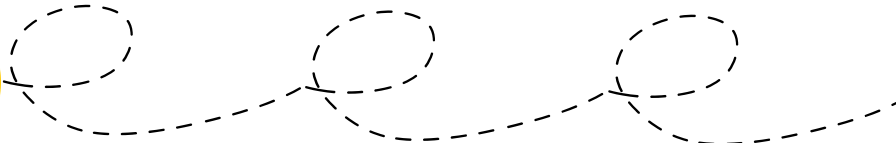
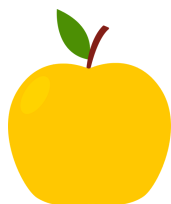
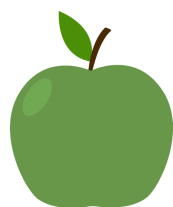
- Have learners trace each line in a different color to support visual tracking.

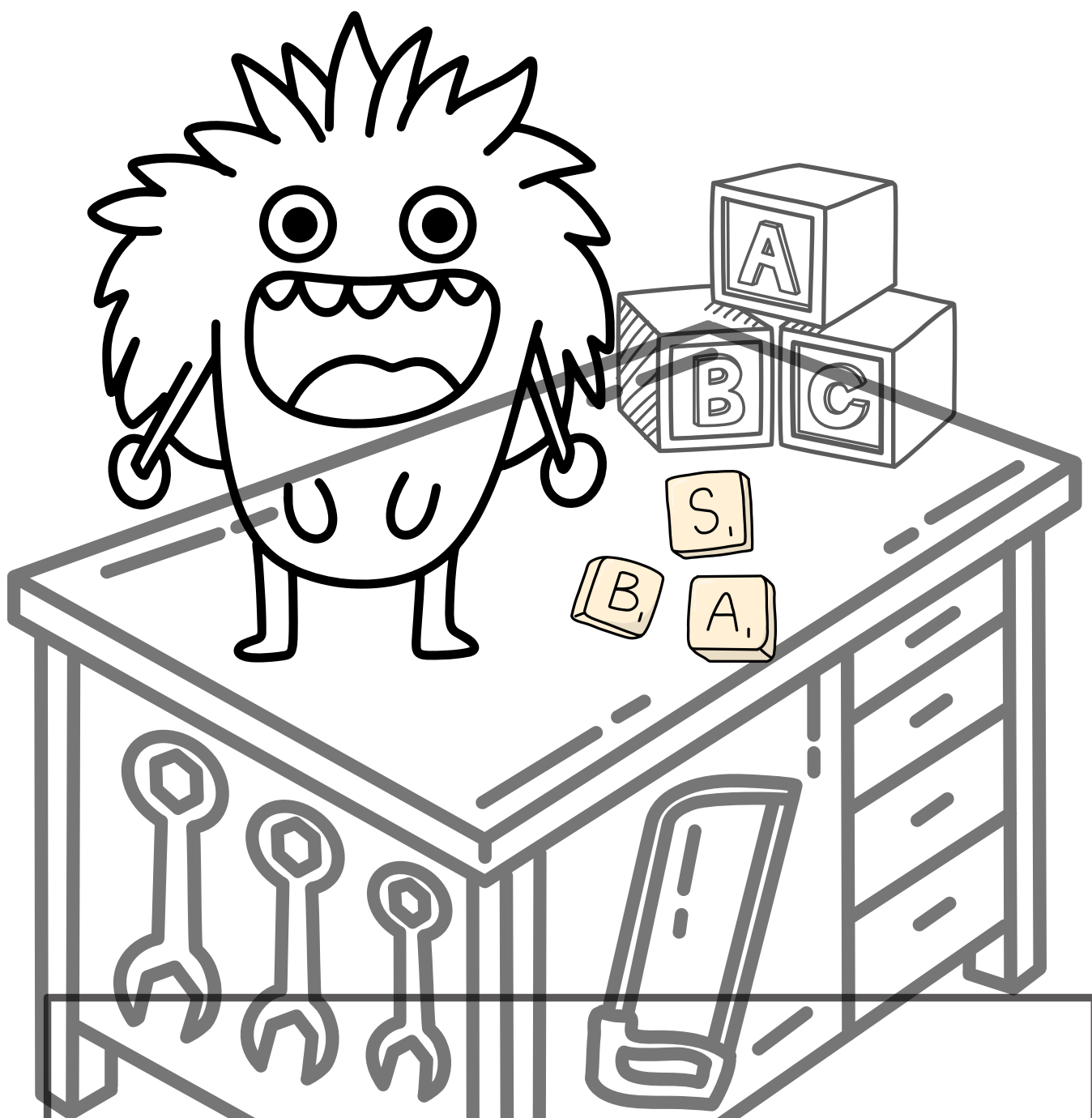
Counting

- After tracing, count how many apples reached the trees.

APPLE TREES

Trace the lines to connect the apples to the trees.





WICKED

WORD WORKSHOP

VOCABULARY DEFINITIONS

- **bat** – A small flying animal with wings that comes out at night.
- **breeze** – A gentle wind that moves lightly.
- **broom** – A long stick with bristles; witches ride them in stories.
- **cat** – A furry animal; black cats are often part of Halloween stories.
- **cauldron** – A big black pot used by witches to mix potions.
- **costume** – Clothes worn to pretend to be a character.
- **crow** – A black bird that makes a loud “caw” sound.
- **fairy** – A small magical being with wings.
- **ghost** – A spooky, see-through figure that floats.
- **glow** – A soft, steady light that shines gently.
- **harvest** – The time when crops like pumpkins are picked.
- **lantern** – A light you carry that glows in the dark.
- **monster** – A big, imaginary creature that looks spooky or unusual.
- **moonlight** – The soft light that comes from the moon at night.
- **mummy** – A person wrapped in long strips of cloth, often seen in Halloween stories.
- **poison** – A dangerous liquid or substance in spooky stories.

VOCABULARY DEFINITIONS

- **pumpkin** – A round orange vegetable used for carving and decorating.
- **rustle** – A soft sound made when leaves or paper move.
- **shadow** – A dark shape made when something blocks light.
- **skull** – The hard bone part of a head.
- **spider** – A small creature with eight legs that makes webs.
- **trail** – A path you can walk on through nature.
- **treat** – A sweet or special snack given on Halloween.
- **vampire** – A character with sharp teeth who appears in nighttime stories.
- **wand** – A thin stick used for magic spells.
- **web** – A sticky net made by spiders.
- **witch** – A character who uses magic and often wears a pointy hat.
- **zombie** – A creature that moves slowly and looks like it came back to life.

HALLOWEEN VOCABULARY CARDS

How These Cards Support Word-Scramble Learning

Many autistic learners need explicit instruction to understand:

- what a word scramble is
- how letters can be rearranged
- how to “unscramble” a word
- how to match a scrambled word to a picture
- how to use visual clues to decode language

To teach this clearly:

Use the vocabulary cards together with the pictures on the Word Scramble Page.

Children can:

- pull a laminated vocabulary card
- find the matching picture on the word-scramble worksheet
- compare the scrambled letters to the correct word
- learn that the scrambled version is the same word, just mixed up
- practice rearranging letters with visual support
- build confidence in decoding and spelling

HALLOWEEN VOCABULARY CARDS

Cut along the lines, laminate, and place in sensory bins, matching games, or vocabulary stations. These cards support expressive language, receptive language, sensory labeling, categorization, and semantic expansion.

crow

poison

cat

vampire

monster

spider

wand

fairy

pumpkin

skull

web

zombie

broom

cauldron

ghost

mummy

bat

witch

HALLOWEEN VOCABULARY CARDS

Cut along the lines, laminate, and place in sensory bins, matching games, or vocabulary stations. These cards support expressive language, receptive language, sensory labeling, categorization, and semantic expansion.

breeze

costume

glow

harvest

lantern

moonlight

rustle

shadow

trail

treat

potion

candy

owl

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Name: _____

Date: _____

Grade: _____

HALLOWEEN WORD SEARCH

Can you find the words hidden in the puzzle?



P	B	W	W	Z	O	M	B	I	E	E	L
U	C	I	E	B	E	M	V	I	M	L	A
M	E	T	R	E	A	T	O	F	U	R	N
P	A	C	A	C	V	T	T	B	M	I	T
K	S	H	B	T	L	D	R	A	M	C	E
I	O	E	S	P	I	D	E	R	Y	K	R
N	W	B	H	N	P	H	A	A	K	P	N
R	L	D	G	H	O	S	T	N	C	O	R
C	A	N	D	Y	T	I	N	T	N	T	R
C	A	E	T	R	T	R	I	C	K	I	T
C	A	N	C	K	O	O	V	L	T	O	W
H	M	T	C	A	U	L	D	R	O	N	S

GHOST

LANTERN

POTION

TRICK

CAT

SPIDER

PUMPKIN

ZOMBIE

TREAT

BAT

WITCH

CAULDRON

CANDY

MUMMY

OWL

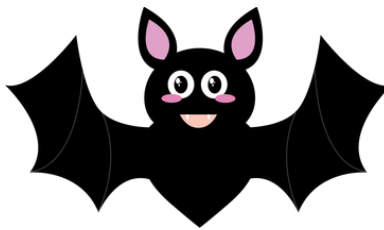
Name _____ Date _____

HALLOWEEN WORD SCRAMBLE

Carefully look at each box. Unscramble the word and write it on the line.



ymmmu



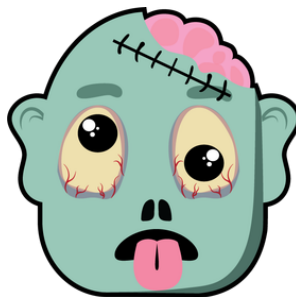
tab



tcihw



stogh



beomiz



ipumkpn

Name _____ Date _____

HALLOWEEN WORD SCRAMBLE

Carefully look at each box. Unscramble the word and write it on the line.



dseirp



npsooi



tca



worc



pvimrae

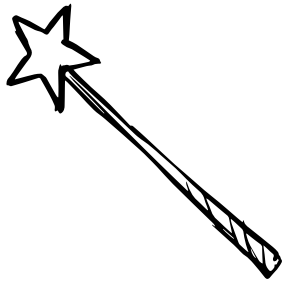


smnrtoe

Name _____ Date _____

HALLOWEEN WORD SCRAMBLE

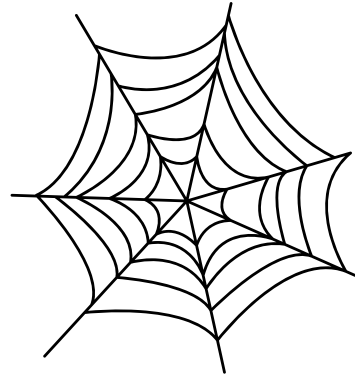
Carefully look at each box. Unscramble the word and write it on the line.



dawn



lsukl



bew



bormo

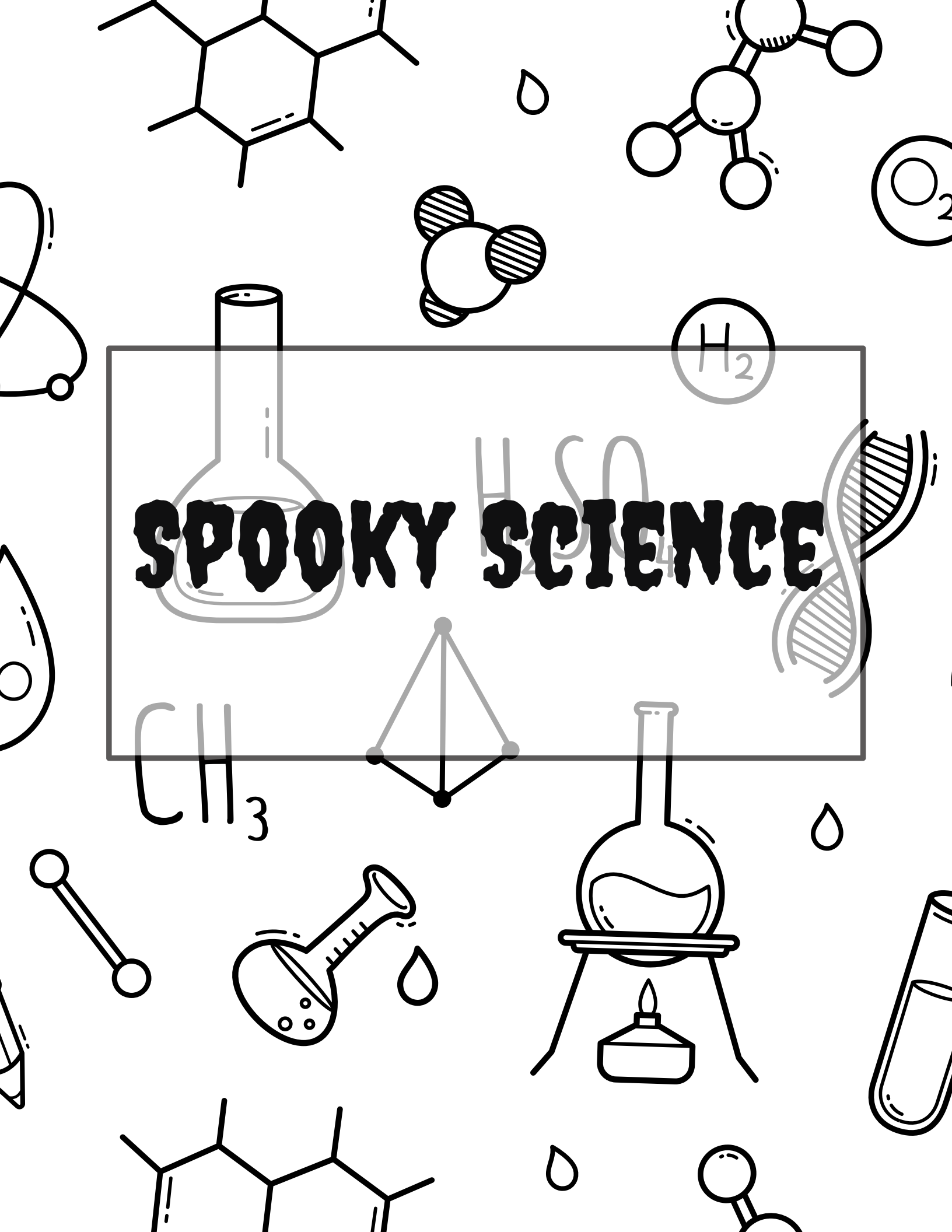


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yfiar

SPOOKY SCIENCE





PARTS OF AN APPLE

(SCIENCE ACTIVITY SECTION)

Use the word bank provided. Color and label the various parts of an apple

Word Bank: stem, seed, core, skin, flesh, leaf .

This activity teaches scientific observation, labeling, vocabulary development, and hands-on exploration.



SCIENCE CONCEPT:

WHAT ARE THE PARTS OF AN APPLE?

Learners identify and label:

- Skin – the outer protective layer
- Flesh – the part we eat
- Core – the center that holds the seeds
- Seeds – the small parts that grow new apple trees
- Stem – the part that attaches the apple to the tree
- Leaf – grows from the stem and helps the tree make food
- This builds early biology knowledge and scientific vocabulary.



EXPLICIT INSTRUCTIONS FOR LEARNERS

Autistic learners benefit from direct, step-by-step teaching.

Step 1 – Show the Apple Diagram

"This page shows an apple. We will color and label each part."

Step 2 – Review the Word Bank

Point to each word: stem, seed, core, skin, flesh, leaf.

Step 3 – Color Each Part

"Color the skin red or green. Color the flesh light yellow. Color the core brown."

Step 4 – Label Each Part

"Use the word bank to label each part of the apple."

Step 5 – Check Your Work

"Make sure every part has a label."

PARTS OF AN APPLE

Use the word bank provided. Color and label the various parts of an apple.

stem

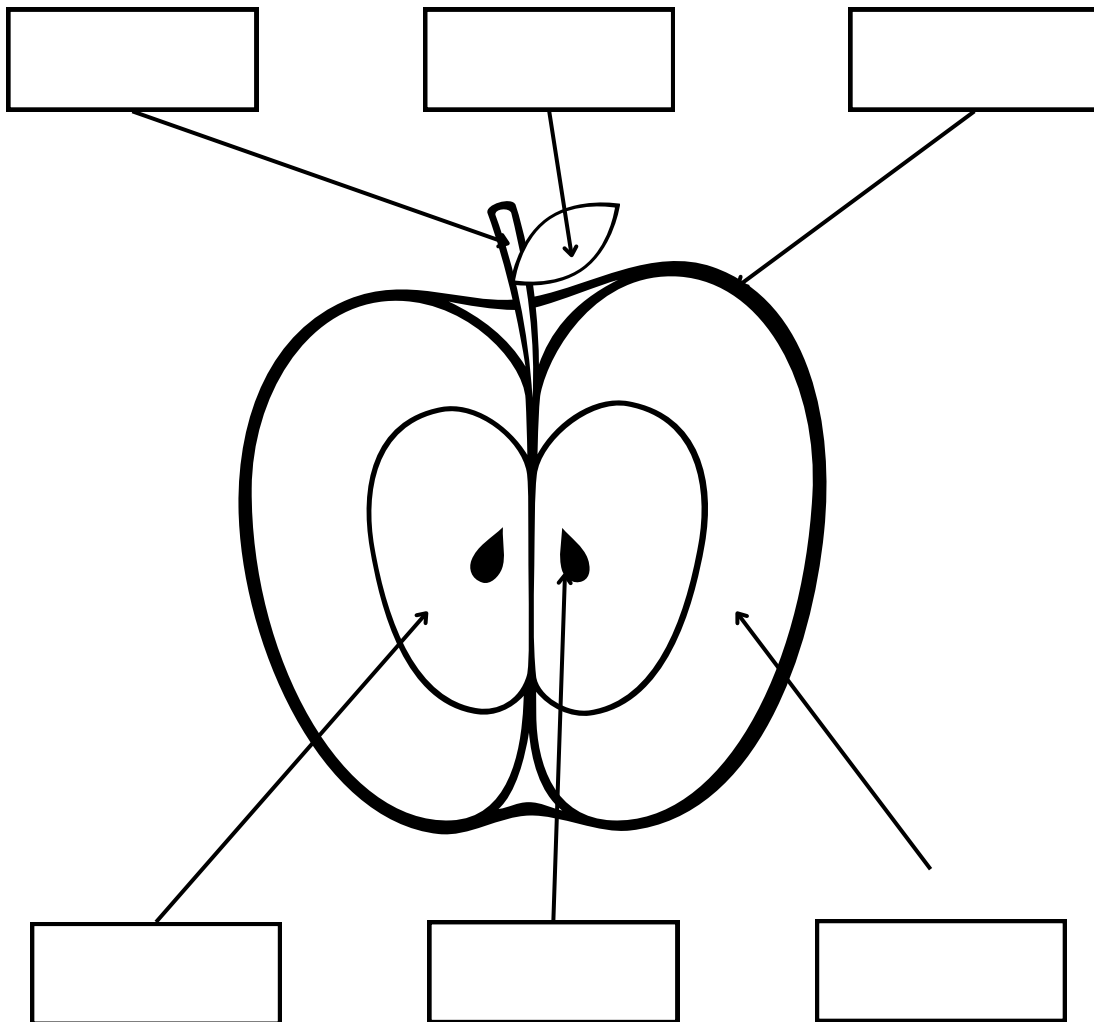
core

flesh

seed

skin

leaf





HANDS-ON SENSORY SCIENCE ACTIVITY

This sensory extension deepens understanding through real-world exploration, ideal for autistic learners who benefit from tactile, visual, and olfactory input.



MATERIALS NEEDED

- Real apples (whole + sliced)
- Small cutting board
- Plastic knife (child-safe)
- Magnifying glass
- Paper towels
- Laminated apple diagram
- Word bank cards (stem, seed, core, skin, flesh, leaf)



SENSORY EXPLORATION STEPS

1. Observe the Whole Apple

- Learner holds the apple, smells it, and feels the texture.
- Prompts:
- "Touch the skin. Is it smooth or bumpy?"
- "Smell the apple. What does it smell like?"

2. Cut the Apple (Adult-led)

- Show the inside of the apple.
- Prompts:
- "Look at the flesh. What color is it?"
- "Can you find the core?"
- "Where are the seeds?"

3. Match Real Parts to the Diagram

- Learner points to the real apple part, then finds it on the worksheet.

4. Label the Real Apple

- Place word cards next to the real apple parts.

5. Taste the Apple (Optional)

- Learner tastes a small piece of the flesh.
- Prompts:
- "Does the flesh taste sweet or sour?"
- "Is the skin crunchy or soft?"

6. Complete the Worksheet

- Learner returns to the page and labels the diagram using the word bank.



SENSORY BIN EXTENSION (OPTIONAL)

Create an apple-themed sensory bin to reinforce vocabulary and science concepts.

Bin Fillers

- Dried apple slices
- Fake leaves
- Red pom-poms (apples)
- Brown felt strips (stems)
- Small plastic seeds
- Green shredded paper (grass)

Activity Steps

1. Hide laminated apple parts inside the bin.
2. Learner digs to find stem, seed, core, skin, flesh, leaf.
3. Learner sorts the parts into categories.
4. Learner matches each part to the diagram.
5. Learner labels the worksheet.

This strengthens sensory processing, categorization, and scientific vocabulary.

PUMPKIN VOLCANO

Materials

- Small pumpkin (top removed)
- Baking soda
- Colored vinegar (food coloring)
- Tray or bin

EXPLICIT TEACHING

Explicit Instructions

Step 1 — Prepare the Pumpkin

“Look inside the pumpkin. This is where our volcano will erupt.”

Step 2 — Add Baking Soda

“Pour baking soda into the pumpkin until it covers the bottom.”

Step 3 — Add Colored Vinegar

“Choose a color. Slowly pour the vinegar into the pumpkin.”

Step 4 — Observe the Reaction

“Watch the bubbles and foam. This is a chemical reaction.”

Step 5 — Repeat With New Colors

“Try different colors and see if the eruption changes.”

GHOST BALLOON

Materials

- Balloon
- Baking soda
- Vinegar
- Bottle
- Funnel
- Marker (to draw ghost face)

EXPLICIT TEACHING

Step 1 — Draw the Ghost Face

“Use the marker to draw a ghost face on the balloon.”

Step 2 — Add Baking Soda to Balloon

“Use the funnel to pour baking soda into the balloon.”

Step 3 — Add Vinegar to Bottle

“Fill the bottle halfway with vinegar.”

Step 4 — Attach Balloon

“Stretch the balloon over the bottle opening.”

Step 5 — Lift Balloon

“Lift the balloon so the baking soda falls into the vinegar.”

Step 6 — Observe Inflation

“Watch the balloon inflate. Gas is being produced.”

GLOW STICK WATER TUBES

Materials

- Water bottles
- Glow sticks
- Darkened room

EXPLICIT TEACHING

Step 1 — Activate Glow Sticks

“Bend the glow stick until it snaps and lights up.”

Step 2 — Fill Bottles With Water

“Fill each bottle with clean water.”

Step 3 — Insert Glow Stick

“Place the glow stick inside the bottle.”

Step 4 — Observe Light Diffusion

“Watch how the water spreads the light.”

Step 5 — Compare Colors

“Try different glow stick colors and compare brightness.”

FLOATING VS. SINKING

Materials

- Water bottles
- Glow sticks
- Darkened room

EXPLICIT TEACHING

Step 1 — Activate Glow Sticks

“Bend the glow stick until it snaps and lights up.”

Step 2 — Fill Bottles With Water

“Fill each bottle with clean water.”

Step 3 — Insert Glow Stick

“Place the glow stick inside the bottle.”

Step 4 — Observe Light Diffusion

“Watch how the water spreads the light.”

Step 5 — Compare Colors

“Try different glow stick colors and compare brightness.”

COLOR-CHANGING POTION

Materials

- Red cabbage water
- Baking soda
- Vinegar
- Clear cups

EXPLICIT TEACHING

Step 1 — Pour Cabbage Water

“This purple water is our potion base.”

Step 2 — Add Baking Soda

“Add baking soda. Watch the potion turn blue.”

Step 3 — Add Vinegar

“Add vinegar. Watch the potion turn pink.”

Step 4 — Compare Colors

“Blue means base. Pink means acid.”

Step 5 — Create Your Own Potion

“Mix small amounts to make new shades.”

- Model each step before asking the learner to try.
- Use clear, concrete language: “This color means base.” “This color means acid.”
- Provide visual anchors: Show a color chart (blue = base, pink = acid).
- Encourage slow, controlled pouring to reduce sensory overload.
- Reinforce cause-and-effect: “When we add baking soda, the potion changes because it is a base.”

COLOR-CHANGING POTION PREP

HOW TO MAKE RED CABBAGE WATER

Below is the **adult-only** preparation section to create the purple cabbage water before the activity begins.

Chop the Red Cabbage

- Slice or chop 2 cups of red cabbage into small pieces.
- Smaller pieces release more pigment.

Boil the Cabbage

- Place cabbage pieces into a pot.
- Add 4 cups of water.
- Bring to a boil, then simmer 10–15 minutes.
- Water will turn deep purple.

Strain the Liquid

- Turn off heat and let cool slightly.
- Pour through a strainer into a heat-safe container.
- Discard cabbage pieces.
- You now have red cabbage indicator water.

Store

- Refrigerate in a sealed jar for up to 48 hours.
- Shake gently before use.
- Pour into clear cups for the activity.

COLOR-CHANGING POTION OPTIONAL EXTENSIONS

Potion Lab Notebook

Learners record:

- What color they made
- What ingredients they used
- Whether it was an acid or base

Color Challenge

Try to make:

- Lavender
- Teal
- Hot pink
- Deep blue

Sensory Bin Add-On

Hide laminated “acid,” “base,” and “neutral” cards in a sensory bin. Learners find a card → match it to potion color.

GLOW STICK RING TOSS

Materials

- Long thin glow sticks
- Glow stick connectors (to form circles)
- Empty water bottles (used as targets)
- Tape (optional, to secure bottles)
- Floor marker (tape line or small mat to stand behind)

EXPLICIT TEACHING

Step 1 — Activate Glow Sticks

“Bend each glow stick until it snaps and lights up.”

Step 2 — Create Glow Rings

“Use the connectors to attach the ends of the glow stick and form a circle.”

Step 3 — Set Up the Targets

“Place water bottles on the floor. Space them out so each bottle is a separate target.”

Step 4 — Stand Behind the Line

“Stand behind the floor marker. Keep both feet behind the line.”

Step 5 — Toss Rings Slowly

“Hold the glow ring with one hand. Toss gently toward the bottle. Aim for the bottle’s neck.”

Step 6 — Count Successful Tosses

“Each time a ring lands on a bottle, count it out loud.”

Step 7 — Repeat With Different Distances

“Move the line farther back to increase challenge.”

GLOW STICK RING TOSS

Model First

Show the learner how to toss the ring using slow, controlled movement.

Use Clear Language

“Aim for the top of the bottle.” “Throw gently, not fast.”

Break Down the Motion

- Arm back
- Arm forward
- Release
- Watch the ring land

Provide Visual Anchors

Place a small sticker or dot on the bottle to show the learner where to aim.

Offer Regulation Supports

If needed, allow the learner to squeeze a fidget or take a deep breath before each toss.

FALL SMELL STATION

Materials

- Cinnamon
- Clove
- Nutmeg
- Apple
- Vanilla
- Dried leaves
- Scent jars

ADULT PREP — CREATE SCENT JARS

- Place each scent in a separate jar.
- Label jars with numbers (not names) for guessing.
- create picture or word cards to match to jars (or both)

EXPLICIT INSTRUCTIONS

- Step 1 — Smell Each Jar
- Step 2 — Label the Scent
- Step 3 — Sort Into “Like” and “Don’t Like”
- Step 4 — Match Scent to Picture Card or word card



QUIET CORNER

A calming space for regulation, rest, and sensory comfort at events or in the classroom/therapy space.

The Quiet Corner is a designated low-stimulus area created to support autistic individuals, sensory-sensitive participants, and anyone who may need a break from the excitement of the event. This space provides a calm, predictable environment where participants can regulate, decompress, and re-enter activities when ready.

The Quiet Corner is intentionally designed with:

- reduced noise
- dim or soft lighting
- minimal visual stimulation
- comfortable seating
- clear boundaries
- predictable sensory supports

This area is available throughout the event for any participant who needs time to rest, reset, or simply enjoy a peaceful moment.

QUIET CORNER SETUP OPTIONS

1. Tent or Pop-Up Canopy (Preferred Option)

For spaces that can accommodate a tent, a small pop-up canopy or indoor privacy tent creates a defined, enclosed environment that reduces sensory input.

Inside the tent, include:

- soft seating (pillows, beanbags, blankets)
- low lighting (battery candles, soft lanterns)
- noise-reducing headphones
- fidgets or calm sensory tools
- a visual “Quiet Corner” sign
- optional weighted lap pads

2. Corner Nook or Partitioned Space

For indoor areas where a tent is not possible, use:

- room dividers
- folding screens
- bookshelves
- curtains
- visual boundary markers
- soft seating
- low lighting
- minimal décor
- a small basket of sensory tools

3. Tabletop Quiet Station (Small Spaces)

For limited space environments, a tabletop Quiet Station can still provide meaningful support.

Include:

- noise-reducing headphones
- fidgets
- visual calming cards
- small weighted items
- soft textures (felt squares, plush items)



THANK YOU TO OUR DONORS

Your generosity makes sensory-friendly community experiences possible.

Spectrum Tech Trade School, Village, and Training Center extends our deepest appreciation to every donor who contributed to this year's Fall Fundraiser. Your support ensures that autistic individuals, families, and community members can participate in inclusive, joyful, and accessible events designed with their sensory, communication, and regulation needs in mind.

This packet is offered to you as a complimentary gift in recognition of your generosity.

Your commitment helps us build a world where autistic individuals are welcomed, supported, and celebrated.

ABOUT SPECTRUM TECH TRADE SCHOOL, VILLAGE, AND TRAINING CENTER

Spectrum Tech Trade School, Village, and Training Center is a New Jersey nonprofit dedicated to creating neuroaffirming educational pathways, community living models, and workforce development opportunities for autistic individuals and other neurodivergent learners.

Our mission is to design environments where autistic people can thrive through:

- strengths-based instruction
- multisensory learning
- predictable structure
- meaningful vocational training
- community integration
- inclusive social and recreational experiences

WITH GRATITUDE

Thank you for believing in our work. Thank you for supporting autistic individuals and their families. Thank you for helping us build a future where neurodivergent people have access to education, community, and opportunity. Your generosity makes this possible.