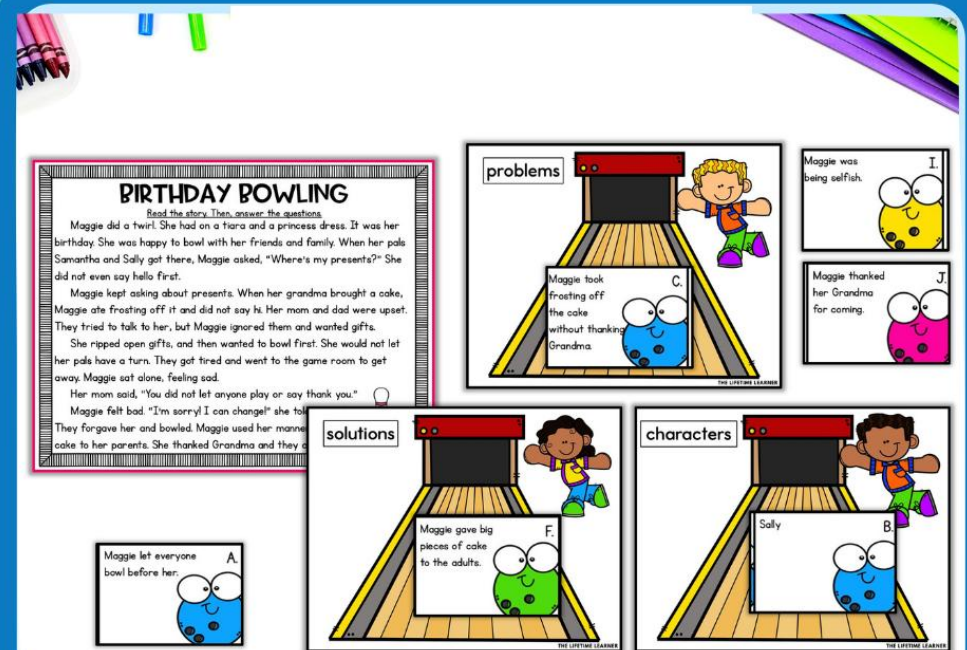


# WHAT IS THIS?

It's a low-prep room transformation!



Use the 10 reading stations, included decor, and more for a fun & easy bowling room transformation!



This themed learning day has 10 stations that are perfect for reviewing fiction story elements. You can use 1, 5, or all 10--it's flexible!

Room transformations can be stress-free and low-prep.

Keep scrolling to learn how!





# Let's start with the basics...

## What is a classroom transformation?

A classroom transformation changes your room into a certain setting or theme to engage students in their own learning with rigorous content.



Donut Shop Day



Rock Star Day



Camping Day

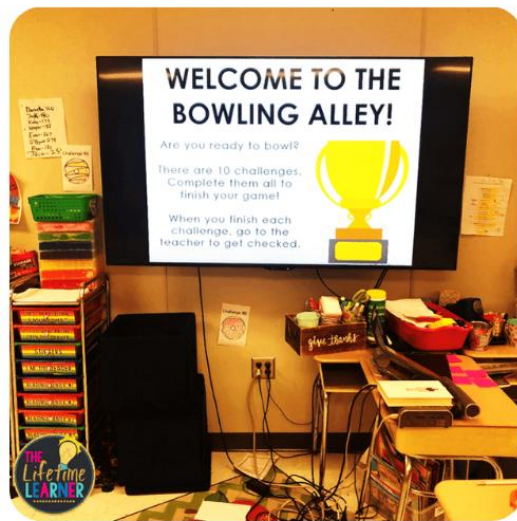
You don't have to spend hours of your time setting up a room transformation or spend lots of money to make it **SO MUCH FUN!**



# STEP 1:

Tell your class they are bowling today!

They will complete fiction story element activities set up around the room. You can do this for a day, a few days, or over the course of a week!



**Bowling Day**

Center #1	Center #6
Center #2	Center #7
Center #3	Center #8
Center #4	Center #9
Center #5	Center #10

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

**PICKING A BALL**

Emma picked up her bowling ball. It was really heavy! She picked it because it was green. But now, she felt it was too big. She rolled the ball down the lane and her arms fell sore.

It was Ella's turn. He could not decide on a ball, so he asked Uncle Ted for help. His uncle came to the alley every week so he would know what to do. Eli pointed and asked which one was best. Uncle Ted said, "The blue ball is right. This means it's easier to roll, but it might roll through some many pins."

**Picking a Ball**

1. Why did Emma pick the green ball at first?	A. It was heavy.	B. It was easy to roll.	C. It was the color she liked.
2. What is the problem in the story?	A. The ball was too big.	B. The ball was too small.	C. The ball was the wrong color.
3. What happened after Emma rolled the green ball?	A. Her arms fell sore.	B. She rolled it again.	C. She asked for help.
4. What is the problem in the story?	A. The ball was too big.	B. The ball was too small.	C. The ball was the wrong color.
5. What is the solution to the problem?	A. She asked for help.	B. She rolled it again.	C. She asked for help.
6. What is the solution to the problem?	A. She asked for help.	B. She rolled it again.	C. She asked for help.

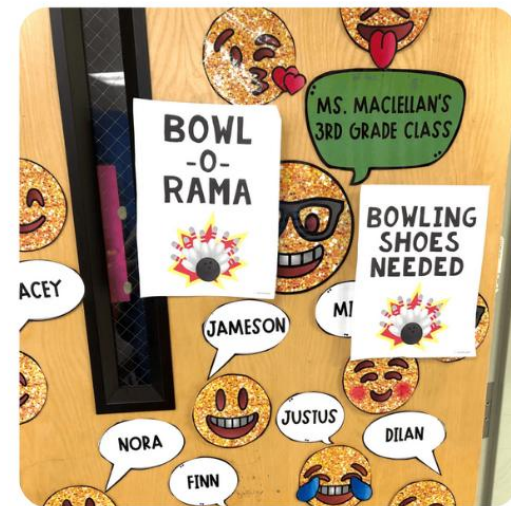
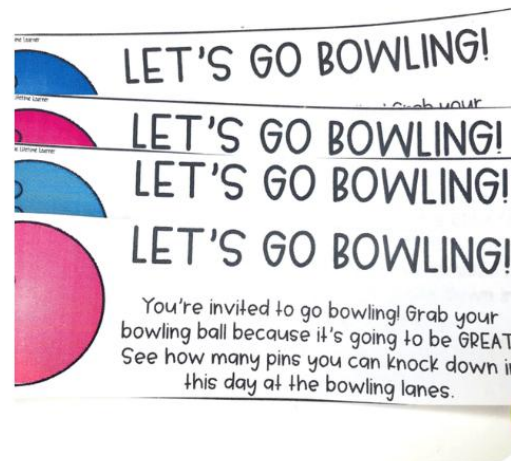


Set-up is quick and easy.

Simply print the posters, 10 activities, and a recording sheet for each student. Place them around your room and you're ready to begin!

Flexibility is key.

Need to modify? No problem!  
Choose how many centers students will need to complete and what time frame they have to meet YOUR needs.



# STEP 2:

Let students move around the room and complete each station. They read a passage and then complete an activity to go with it. They can be completed in any order. All stations include a variety of fiction story element activities. You can choose just a few for students to complete or use all 10. This is up to the teacher and the amount of time you'd like to fill.

## Optional Recording Sheet

When a student finishes a center, you sign that spot on their recording sheet to keep track of what they've completed.

## Freedom to choose.

Students can work in partners, rotations, groups, or independently. Your choice!

**Bowling Day**

Center #1 ☐ Center #6 ☐

Center #2 ☐ Center #7 ☐

Center #3 ☐ Center #8 ☐

Center #4 ☒ Center #9 ☐

Center #5 ☐ Center #10 ☐

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

**PICKING A BALL**

Read the story. Then, answer the questions.

Emma picked up her bowling ball. It was really heavy! She picked it because it was green. But now, she felt it was too big. She rolled the ball down the lane and her arm felt sore.

It was Eli's turn. He could not decide on a ball, so he asked Uncle Ted for help. His uncle came to the alley every week so he would know what to do. Eli pointed and asked which one was best. Uncle Ted said, "The blue ball is light. This means it's easier to roll, but it might not knock over many pins."

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

Picking a Ball			
1. Why did Emma pick the green ball at first? <b>C</b>	2. Why did Eli ask Uncle Ted for help? <b>K</b>	3. The story takes place in a bowling alley. <b>J</b>	4. Emma's arm felt sore. <b>H</b>
5. What is the problem in the story? <b>H</b>	6. What happened after Emma rolled the green ball? <b>E</b>	7. Eli chose a blue ball. <b>J</b>	8. She wanted to use the blue ball next. <b>L</b>
9. How often did Uncle Ted go bowling? <b>F</b>	10. What is the setting in the story? <b>D</b>	9. She liked the color green. <b>J</b>	10. He could not decide which ball to use. <b>K</b>
11. Which character is able to help the kids? <b>A</b>	12. Which ball did Eli choose after thinking? <b>G</b>	11. When they asked Ted for advice, the problem was solved. <b>J</b>	12. She gave him a high five. <b>I</b>
13. What did Emma do when Eli knocked over most of the pins? <b>I</b>	14. What was the solution in the story? <b>J</b>	13. He went to the alley every week. <b>J</b>	14. He smiled because it knocked over many pins. <b>J</b>
15. How did Eli feel after rolling the blue ball? <b>B</b>	16. What did Emma say after Eli used the blue ball? <b>L</b>	15. Uncle Ted is able to help the kids decide what to do. <b>J</b>	16. Eli could not decide which ball to use. <b>H</b>

Write the correct number on each bowling pin.

THE LIFETIME LEARNER



# STEP 3:

When students finish all activities you've assigned, they win! You can give them the included certificate, coloring page, or a small prize of your choice.

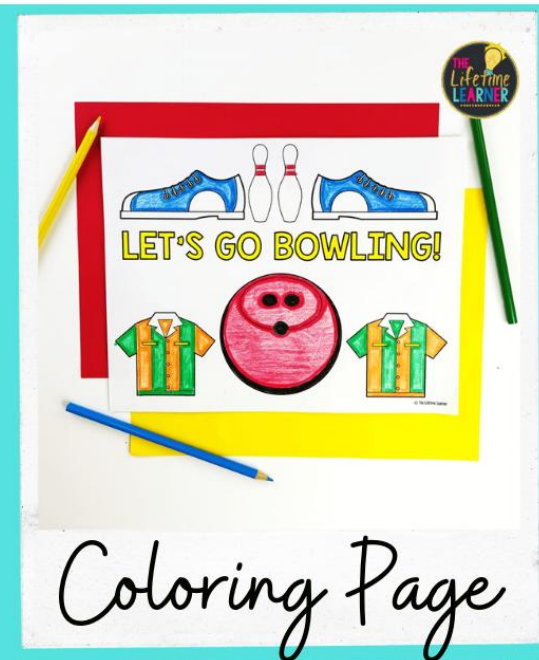
A shopping guide is also included to give you suggestions of optional "extras" you could add in.

## Remember:

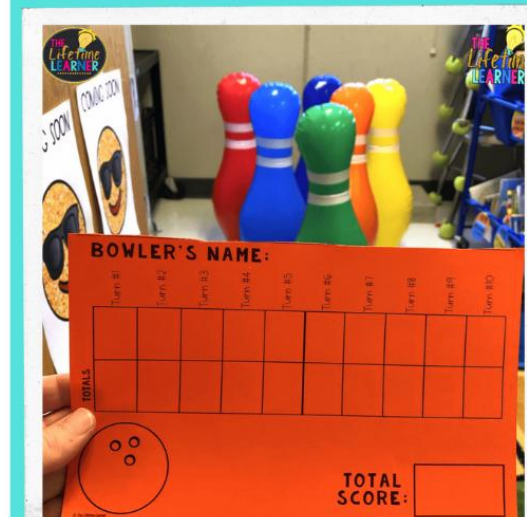
Anything different from a "normal" day in the classroom is special to students! A reward at the end isn't required during a classroom transformation.



Certificate



Coloring Page



In Action Pic



Prize



# STEP 4:

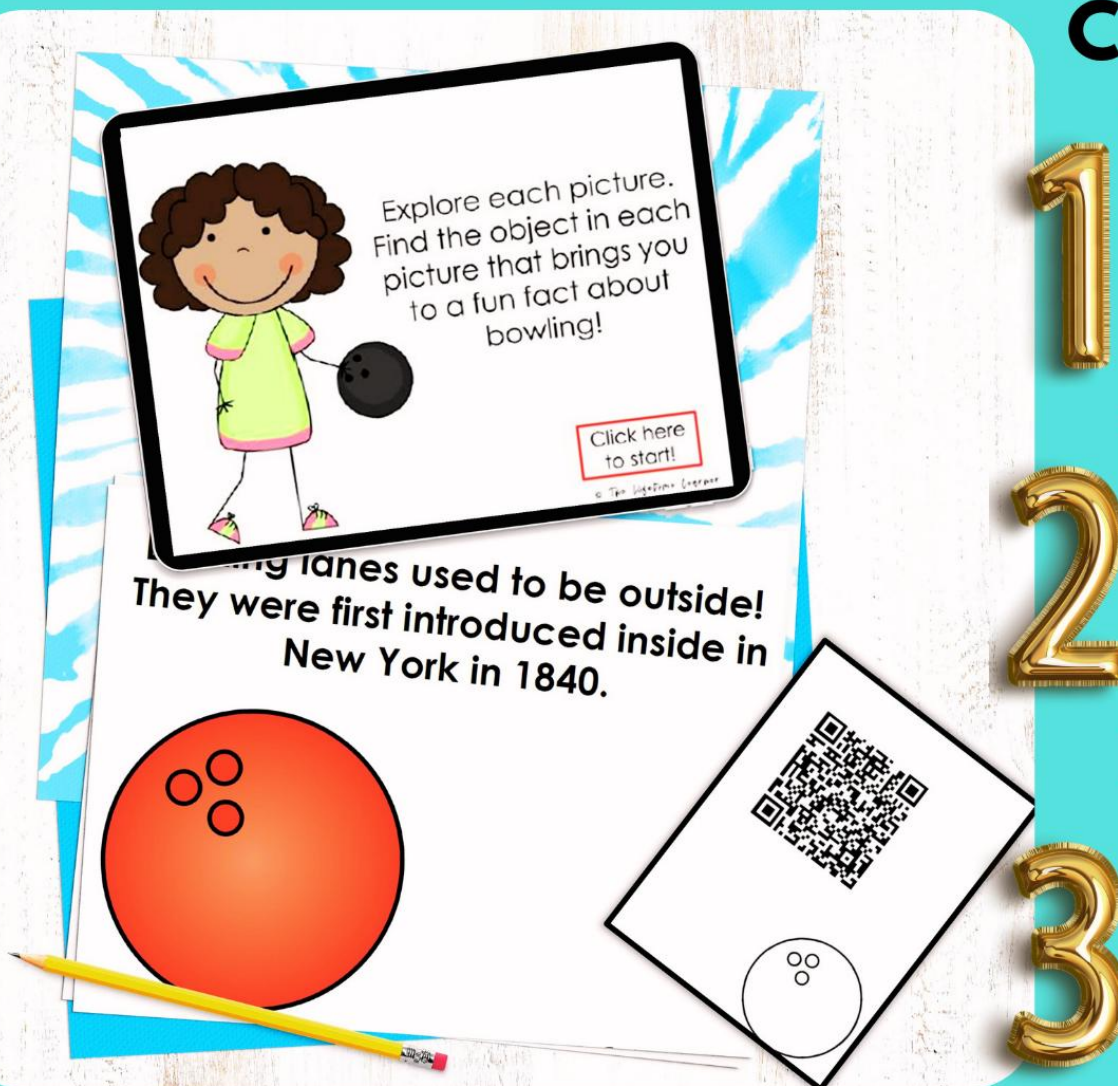
Most of the time, there are early finishers. These kiddos get to go around the room and read fun facts about the topic! No one is ever bored.

**Choose from 3 versions!**

**Digital Scavenger Hunt**  
*Let students "find" the facts on Google Slides*

**Printable Facts**  
*Hang facts around room*

**QR Codes**  
*Students scan to read fun facts*





# 10 READING COMPREHENSION PASSAGES/ACTIVITIES:



## BOWLING IN PRESCHOOL

Read the story. Then, color in the text after you read each question card.

Nick was excited for Summer Camp at the bowling alley. He had worked there for over ten years. But, he felt a little nervous about teaching

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

### Bowling in Preschool

- |                               |   |                            |   |
|-------------------------------|---|----------------------------|---|
| 1. What was Nick excited for? | 2. How long has Nick worked at the bowling alley? | 3. What made Nick nervous? | 4. What song did Nick perform for the children? |
|-------------------------------|---|----------------------------|---|











## PICKING A BALL

Read the story. Then, answer the questions.

Emma picked up her bowling ball. It was really heavy! She picked it

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

### Picking a Ball

- |  |   |   |   |
|--|---|---|---|
| 1. Why did Emma pick the green ball at first?<br> | 2. Why did Eli ask Uncle Ted for help?<br> | D. The story takes place in a bowling alley.<br> | E. Emma's arm felt sore.<br> |
| 3. What is the problem in the story?<br>          | 4. What happened after?<br>                | G. Eli chose a blue ball.<br>                    | L. She wanted to<br>         |

## PUPPY BOWLING

Read the story. Then, answer the questions.

Blake is a puppy who loves to bowl! Blake's human family owns a bowling alley called KT Lanes. One day, their twelve year old daughter Katelyn brought Blake to the alley. She had an idea to teach Blake how to bowl. She set up a ramp for him. Blake learned to push the ball down the ramp with

## A BOWLING LESSON

Read the story. Then, answer the questions.

Maria and Leah were happy to go bowling on a rainy Saturday. They wanted to hear music and roll some bowling balls. It was Disco Bowling Day, so there were colorful lights all over.

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

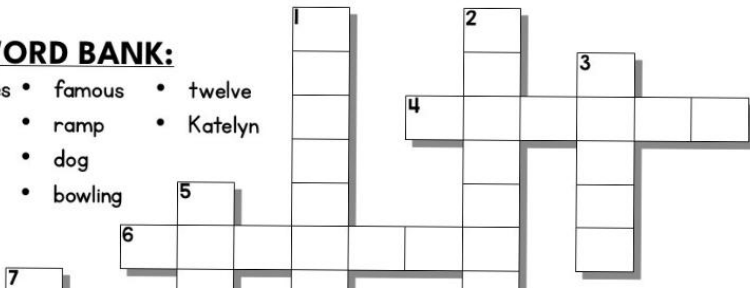
### A Bowling Lesson

- |  |   |   |  |
|--|---|---|--|
| 1. Who are the two main characters in the story?<br>a) Maria and Leah<br>b) Maria and her mom<br>c) Leah and the bowling coach<br>d) Maria and the bowling coach | 2. Where does the story take place?<br>a) At Maria's house<br>b) At a bowling alley<br>c) At school<br>d) At a park | 3. What type of bowling day was it?<br>a) Regular Bowling<br>b) Fast Bowling<br>c) Disco Bowling<br>d) Tournament Bowling | 4. Why did Leah get upset during the game?<br>a) Her mom didn't buy her a drink.<br>b) Maria bowled strikes, and Leah's ball went into the gutter.<br>c) The lights were too bright. |
|--|---|---|--|

## PUPPY BOWLING

### WORD BANK:

- KT Lanes
- famous
- twelve
- nose
- ramp
- Katelyn
- treats
- dog
- Blake
- bowling



**focuses on:  
story elements**



# 2 Versions of Every Passage Included for Students



## BOWLING IN PRESCHOOL

Read the story. Then, color in the text after you read each question card.

Nick was excited for Summer Camp at the bowling alley. He had worked there for over ten years. But, he felt a little nervous about teaching preschool students. Last year, the kids ran around and had yelled. They had also thrown their shoes. It was hard to have fun.

Nick got ready for the 30 tiny bowlers. When the day came, he met them with a smile. "Welcome, Campers!" he said. The kids began to yell.

Then, Nick had an idea. He began to sing his directions. "Put your shoes on! Put them on! La, la, la! Put them on! Put your shoes on, my great bowlers!" The kids were stunned and stopped yelling to listen.

The kids laughed and put on their bowling shoes. The problem



## BOWLING IN PRESCHOOL

Read the story. Then, color in the text after you read each question card.

Nick was excited for Summer Camp at the bowling alley. He had worked there for over ten years. But, he felt a little nervous about teaching preschool students. Last year, the little kids ran around and had yelled. They were only four years old so they did not stay still. They had also thrown their shoes everywhere. It was hard to have fun.

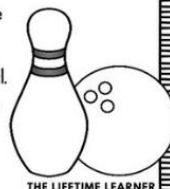
All spring, Nick prepared for the 30 tiny bowlers. When the day arrived, he greeted them with a big smile. "Welcome, Summer Campers!" he said. The kids began to yell.

Then, Nick had an idea to get their attention. He began to sing his directions. "Put your shoes on! Put them on! La, la, la! Put them on! Put your shoes on, my great bowlers!" The kids were surprised and stopped yelling to listen.

The kids laughed and put on their bowling shoes. The problem of the noisy kids was solved!

By the end of the day, the kids were having fun and learning to bowl. Nick felt proud and happy. This year was better than ever, and he knew he could teach them well.

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



THE LIFETIME LEARNER

## A PROBLEM WITH BOWLING

Read the story. Then, answer the questions.

It was Saturday morning. Lily, Jake, and Mia were excited to go bowling. They had been planning all week. "I can't wait to bowl!" Jake said.

They packed bags with shoes and snacks. The alley was close and they could walk. As they left, dark clouds filled the sky. It started to rain hard.

"We can't go now!" Lily cried, looking out the window. "The bowling alley is too far to make a run for it. We'll get wet!"

The friends felt sad, but Mia said, "What if we have a bowling party at home?" They all agreed and soon they were setting up in the living room.

They used empty soda bottles as pins and a soft ball for bowling. They made score sheets to see who got down the most pins. All the kids took

## A PROBLEM WITH BOWLING

Read the story. Then, answer the questions.

It was Saturday morning. Lily, Jake, and Mia were excited to go bowling. They had been planning this fun day all week. "I can't wait to knock down some pins!" Jake said.

They packed their bags with bowling shoes and snacks. The bowling alley was close enough to walk to. But just as they were about to leave, dark clouds filled the sky. It started to rain hard.

"We can't go now!" Lily cried, looking out the window. "The bowling alley is too far to make a run for it. We'll get soaked!"

The friends felt sad, but Mia had an idea. "What if we have a bowling party at home

**Differentiate and give  
your students the  
version best for them!**



# THE CONTENT:

## 10 high-interest passages & activities in 2 formats: hands-on & no prep!

### Hands-On Centers

**BIRTHDAY BOWLING**  
Read the story. Then, answer the questions.

Maggie did a swirl. She had on a tiara and a princess dress. It was her birthday. She was happy to bowl with her friends and family. When her pals Samantha and Sally got there, Maggie asked, "Where's my presents?" She did not even say hello first.

Maggie kept asking about presents. When her grandma brought a cake, Maggie ate frosting off it and did not say hi. Her mom and dad were upset. They tried to talk to her, but Maggie ignored them and wanted gifts. She ripped open gifts, and then wanted to bowl first. She would not let her pals have a turn. They got tired and went to the game room to get away. Maggie sat alone, feeling sad.

Her mom said, "You did not let anyone play or say thank you."

Maggie felt bad. "I'm sorry! I can change!" she told them. They forgave her and bowled. Maggie used her manners. She thanked her grandma and they all went home.

**problems**

Maggie took frosting off the cake without thanking Grandma. C.

Maggie was being selfish. I.

Maggie thanked her Grandma for coming. J.

**solutions**

Maggie let everyone bowl before her. A.

Maggie gave big pieces of cake to the adults. F.

**characters**

Sally B.

### No-Prep Printables

**STORY ELEMENTS SORT**  
Identify if each box shows characters, a problem, or a solution from the story.  
Write C for character, P for problem, or S for solution in each box.

Maggie let everyone bowl before her. A.	Sally B.	Maggie took frosting off the cake without thanking Grandma. C.	Maggie's parents M.
Maggie didn't say hello to her friends. P.	Samantha D.	Maggie gave big pieces of cake to the adults. S.	Samantha and Sally went to the game room to get away from Maggie. N.
Maggie said sorry to her friends. S.	Maggie G.	Maggie was being selfish. P.	Maggie demanded that she get to bowl first. O.
Maggie thanked her Grandma for coming. J.	Maggie ignored her parents when they tried to talk. K.	Grandma L.	Maggie used her manners. P.

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

With this version, students read the passage. Then, they complete a hands-on center activity you can laminate and re-use for years to come.

Or in this version, students read the passage. Then, they complete the activity in worksheet form. This version is NO PREP and PRINT & GO! Just as much fun as the hands-on centers!



# CENTER 1

## Multiple Choice

### BOWLING LESSON

Read the story. Then, answer the questions.

Maria and Leah were happy to go bowling on a rainy Saturday. They went to hear music and roll some bowling balls. It was Disco Bowling Day, so there were colorful lights all over.

"This is the best Saturday ever!" Maria said. At first, things were great. Maria and Leah were drinking Dr. Pepper that Maria's mom bought.

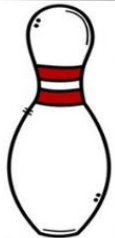
#### A Bowling Lesson

1. <b>A</b>	2. <b>B</b>	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.

Who are the two main characters in the story?

- a) Maria and Leah
- b) Maria and her mom
- c) Leah and the bowling coach
- d) Maria and the bowling coach

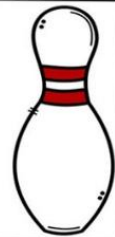
1.



Where does the story take place?

- a) At Maria's house
- b) At a bowling alley
- c) At school
- d) At a park

2.



Hands-On Center:

Students choose A, B, C, or D on each card.

# CENTER 2

## Word Search

### FIRST TIME BOWLING

Read the story. Then, answer the questions.

Mikey wanted to go bowling with Grandpa. They did something fun on June 1st. When they walked in, Mikey saw colorful lights and sounds. "Grandpa, what is that noise?" he asked.

"That's the sound of pins falling," Grandpa said.

Mikey wanted to try to bowl, but he was confused. "What size of shoes do I need?" Grandpa said, "You need a size 10. If you wear your shoes, you can try." Then, they both picked a ball. Grandpa helped Mikey stand. He cheered as five pins fell down. "I think I like this game, Grandpa!"

#### WORD SEARCH

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

Who is the main character?



1.

Who helped teach Mikey about bowling?



2.

What month do they go bowling?



3.

Where were they coming back from when they saw the bowling alley?



4.

Hands-On Center:

Students find each word in the word search.



No Prep Printable Worksheet!



No Prep Printable Worksheet!



# CENTER 3

## Pairs Activity

### PICKING A BALL

Read the story. Then, answer the questions.

Emma picked up her bowling ball. It was really heavy! She picked it because it was green. But now, she felt it was too big. She rolled the ball down the lane and her arm felt sore.

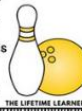
It was Eli's turn. He could not decide on a ball, so he asked Uncle Ted for help. His uncle came to the alley every week so he would know what to do.


Eli pointed and asked which one was best. Uncle Ted said, "The blue ball is light. This means it's easier to roll, but it might not knock over many pins. The heavier balls are harder to control, but they hit more pins."


Emma said, "My green ball is heavy. It makes my arm tired."


Uncle Ted said, "Pick a ball that's not too heavy or too light."


The two nodded. Eli picked up a blue ball that felt right in his hands. After rolling it, he smiled as it hit over a bunch. Emma gave him a high five and said, "I want to use the blue ball next!"





1. 

C.  She liked the color green.

2. 

K.  He could not decide which ball to use.

3. 

H.  Eli could not decide which ball to use.

### Hands-On Center:

Students put the two sides together to match each question and answer.



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

Picking a Ball

1. Why did Emma pick the green ball at first? <b>C</b>	2. Why did Eli ask Uncle Ted for help? <b>K</b>	3. What is the problem in the story? <b>H</b>	4. What happened after Emma rolled the green ball? <b>E</b>	5. How often did Uncle Ted go bowling? <b>F</b>	6. What is the setting in the story? <b>D</b>	7. Which character is able to help the kids? <b>A</b>	8. Which ball did Eli choose after thinking? <b>G</b>	9. What did Emma do when Eli knocked over most of the pins? <b>I</b>	10. What was the solution in the story? <b>J</b>	11. How did Eli feel after rolling the blue ball? <b>B</b>	12. What did Emma say after Eli used the blue ball? <b>L</b>
---	--	--	--	--	--	--	--	---	---	---	---

Write the correct number on each bowling pin.

## No Prep Printable Worksheet!

# CENTER 4

## Right or Wrong?

### BO BOWLING











Read the story. Then, answer the questions.

Jimmy was excited when his mom parked. He was happy to go bowling. He wanted to win against his brother. "Go to the door!" Jimmy shouted. The little boy was right. He beat Sean to the door, but Sean did not mind. The race was over. The boys grabbed their bowling balls and shoes. Jimmy typed the name "Sean-boo" for Sean. His brother did not like the name. Sean was happy to be bowling. Jimmy was the youngest and went first. He used bumpers and Jimmy got a strike and all ten pins went down. Jimmy frowned. "Sean teased. Jimmy felt upset. But then he saw Sean. It was just a joke. Jimmy could have fun too if he relaxed. "I'm going to get the next strike!" he said. Sean said. Later, they left arm in arm and mom drove home.



RIGHT!











Place 10 bowling balls that are right here.

B. Jimmy learned that your attitude can affect your entire day.

WRONG!

Place 10 bowling balls that are wrong here.

C. The setting of the story is in the car on the way home from school.

### Hands-On Center:

Students decide if each statement is right or wrong. Then, they sort it onto the right or wrong mat.



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

RIGHT OR WRONG?

First read the story. Then, color each box green if it is right or red if it is wrong.

A. The boys' mom sends Jimmy to time out when he is mean to his brother.	B. Jimmy learned that your attitude can affect your entire day.	C. The setting of the story is in the car on the way home from school.	D. The solution is when Jimmy changes the way he is acting to have a better day.	E. In the end, Jimmy and Sean left arm in arm.
F. The problem in the story is Sean is better at bowling than Jimmy.	G. The boys' mom lets Jimmy and Sean sort out their own problems.	H. Sean is cranky in the beginning and changes to cheerful at the end.	I. Jimmy is cranky in the beginning and changes to cheerful at the end.	J. Jimmy has a good attitude the whole day.
K. In the end, Jimmy and Sean ran into the bowling alley.	L. The solution in the story is Jimmy uses bumpers too to get a strike and wins.	M. The characters' names are Jimmy and Sean.	N. Sean has a good attitude the whole day.	O. The problem in the story is Jimmy is jealous of Sean and makes fun of him.
P. The characters' names are Jimmy and Albert.	Q. The setting of the story is in a bowling alley.	R. Jimmy learned that your attitude is better when you get a strike.	S. In the beginning, Jimmy and Sean ran into the bowling alley.	T. In the beginning, Jimmy and Sean left arm in arm.

## No Prep Printable Worksheet!







# CENTER 7

## Write a Sentence

### CHRISSEY GOES BOWLING

Read the story. Then, answer the questions.

Let me see it!" Chrissy yelled, grabbing it. They were going bowling. Max did not let go. "You need to keep your hands off!"

They pulled in and got out. Chrissy asked, "What is that noise? Which ball is mine?"

Chrissy and her mom bowled. Then, her mom hit his ball. Chrissy touched the machine that returned the ball. Chrissy screamed, "Ahhh! It hurt, but it would not come out."

Her mom called for help. Others tried to fix the machine apart. They got Chrissy's hand free.

Chrissy hugged her mom and said, "May I go bowling next time?" Her mom smiled and said, "Sure."

#### 1. What is the setting of the story?

The setting of the story is \_\_\_\_\_

The story takes place at a bowling alley.



Write the answer on the blank lines.

#### 2. What happens when Chrissy grabs Max's toy in the car?

When Chrissy grabbed Max's toy,

Max yelps because he doesn't want to let go of the toy, and their mom warns Chrissy to mind her own business.



Write the answer on the blank lines.

THE LIFETIME LEARNER

Hands-On Center:

Students write the answer to each prompt on the lines.

# CENTER 8

## Sorting Game

### BIRTHDAY BOWLING

Read the story. Then, answer the questions.

Maggie did a great job. She had on a tiara and a princess dress. It was her birthday. She was happy to bowl with her friends and family. When her pals Samantha and Sally got there, Maggie asked, "Where's my presents?" She did not even say hello first.

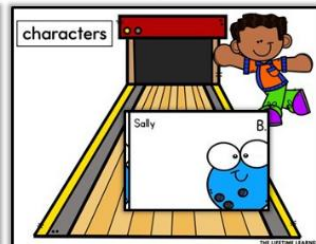
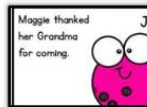
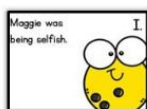
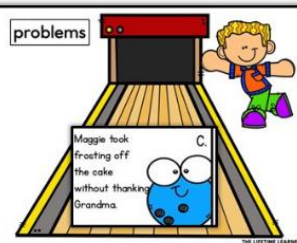
Maggie kept asking about presents. When her grandma brought a cake, Maggie ate frosting off it and did not say hi. Her mom and dad were upset. They tried to talk to her, but Maggie ignored them and wanted gifts.

She ripped open gifts, and then wanted to bowl first. She would not let her pals have a turn. They got tired and went to the game room to get away. Maggie sat alone, feeling sad.

Her mom said, "You did not let anyone play or say thank you."

Maggie felt bad. "I'm sorry I can change!" she told them. They forgave her and bowled. Maggie used her manners. She thanked Grandma and they all had a great time.

Maggie let everyone bowl before her.



Hands-On Center:

Students sort each detail onto the correct mat.



## No Prep Printable Worksheet!



## No Prep Printable Worksheet!



# CENTER 9

## Sequencing Puzzles

**PROBLEM WITH BOWLING**  
Read the story. Then, answer the questions.

On Saturday morning, Lily, Jake, and Mia were excited to go bowling. They had been planning all week. "I can't wait to bowl!" Jake said.

They packed bags with shoes, socks, and bowling balls. As they left, dark clouds filled the sky. "We can't go now!" Lily cried. "It's too far to make a run for it!"

The friends felt sad, but Mia had an idea. "We can go bowling in the living room!" she said. They all agreed and set up a bowling game in the living room.

They used empty soda bottles as pins and a soft ball to bowl. Mia made score sheets to see who was the best. Turns rolling the ball and cheering.

In the end, the group had a great time. They decided to go bowling at the alley as it rained. They you can still have a great time.

**PUZZLE MAT**  
Place the puzzle pieces in order here on the mat.

Event 1	Event 2	Event 3	Event 4
J. Lily, Jake, and Mia planned to go bowling on Saturday.	B. They packed their bags with bowling shoes and snacks.	C. Dark clouds filled the sky, and it started to rain.	

Event 5: G. The group agreed with Mia's idea to set up a bowling game in the living room.

Event 6: G. The group agreed with Mia's idea to set up a bowling game in the living room.

Event 7: G. The group agreed with Mia's idea to set up a bowling game in the living room.

Event 8: G. The group agreed with Mia's idea to set up a bowling game in the living room.

J. Lily, Jake, and Mia planned to go bowling on Saturday.

G. The group agreed with Mia's idea to set up a bowling game in the living room.

G. The group agreed with Mia's idea to set up a bowling game in the living room.

G. The group agreed with Mia's idea to set up a bowling game in the living room.

G. The group agreed with Mia's idea to set up a bowling game in the living room.

**Hands-On Center:**

Students put the puzzle pieces in chronological order.

**SEQUENCE OF EVENTS**

First, read the story. Then, put the events in order below from #1 to #8 by writing a number at the top of each box. Put a #1 in the box that comes first and a #8 in the box that comes last.

1. J. Lily, Jake, and Mia planned to go bowling on Saturday.	5. D. The pals used empty soda bottles as pins and a soft ball to bowl.	7. E. The kids took turns rolling the ball and cheered for each other.	3. C. Dark clouds filled the sky, and it started to rain.
4. G. The group agreed with Mia's idea to set up a bowling game in the living room.	2. B. They packed their bags with bowling shoes and snacks.	6. A. They made score sheets to keep track of their scores.	8. H. Everyone had so much fun that they forgot about going to the bowling alley.

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

THE LIFETIME LEARNER

**No Prep Printable Worksheet!**

# CENTER 10

## Color by Code

**BOWLING IN PRESCHOOL**  
Read the story. Then, color in the text after you read each question card.

Nick was excited for Summer Camp at the bowling alley. He had worked there for over ten years. But, he felt a little nervous about teaching preschool students. Last year, the kids ran around and had yelled. They had also thrown their shoes. It was hard to have fun.

Nick got ready for the 30 tiny bowlers. When the day came, he met them with a smile. "Welcome, Campers!" he said. The kids began to yell.

Then, Nick had an idea. He began to sing his directions. "Put your shoes on! Put them on! La, la, la! Put them on! Put your shoes on, my great bowlers!" The kids were stunned and stopped yelling to listen.

The kids laughed and put on their bowling shoes. The position was perfect.

At the end, the kids were having fun and learning to bowl. Nick felt proud and happy. This year was better than ever.

What was Nick excited for?  
1. Color the answer red.

How long has Nick worked at the bowling alley?  
Color the answer light blue.

What song did Nick perform for the children?  
4. Color the answer yellow.

**Hands-On Center:**

Students use the coloring task card questions to color in answers in the text.

**BOWLING IN PRESCHOOL**  
Read the story. Then, color in the text after you read each question card.

Nick was excited for Summer Camp at the bowling alley. He had worked there for over ten years. But, he felt a little nervous about teaching preschool students. Last year, the kids ran around and had yelled. They had also thrown their shoes. It was hard to have fun.

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

THE LIFETIME LEARNER

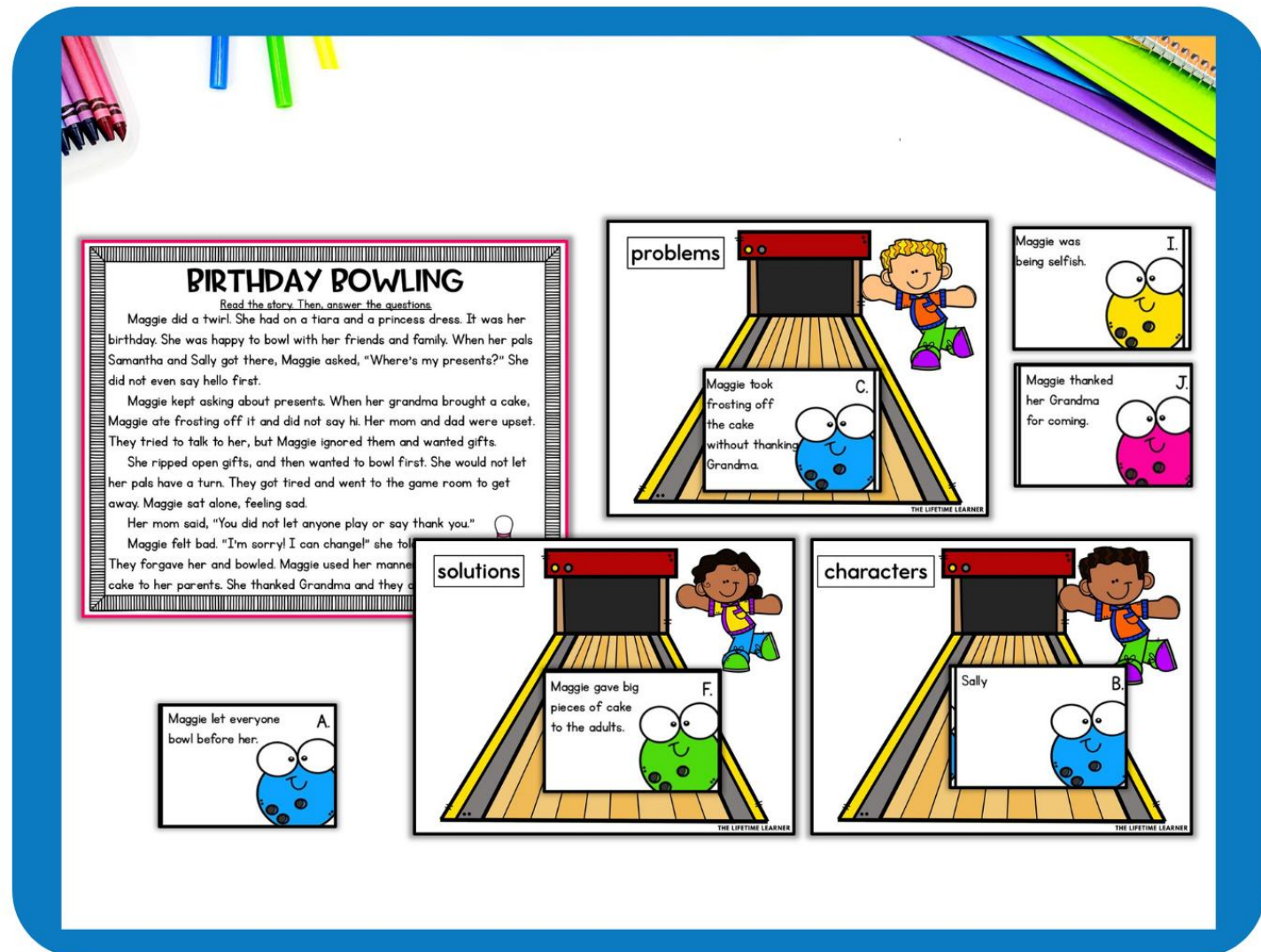
**No Prep Printable Worksheet!**



# HOW TO USE THIS:

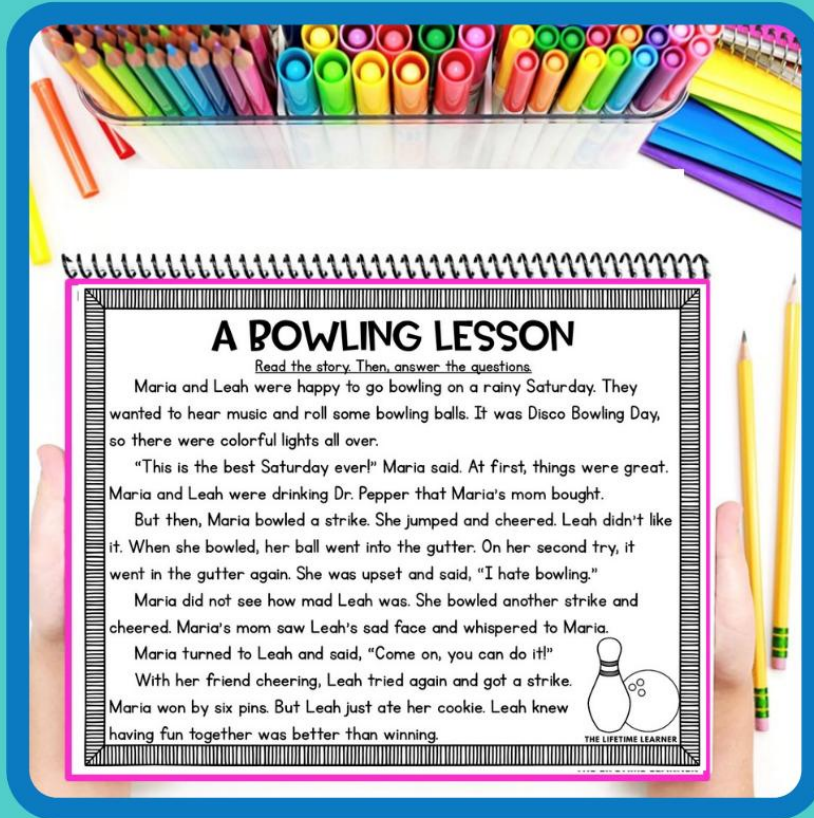
## Ideas for Implementation:

- pick and choose the centers you want to use: do what works best for your class!
- give less than 10 centers to students if you are short on time
- give students the whole day to complete all 10 centers/activities OR spread the room transformation out over a couple of days
- use the hands-on centers during your room transformation and the no-prep printables as a review during your reading block

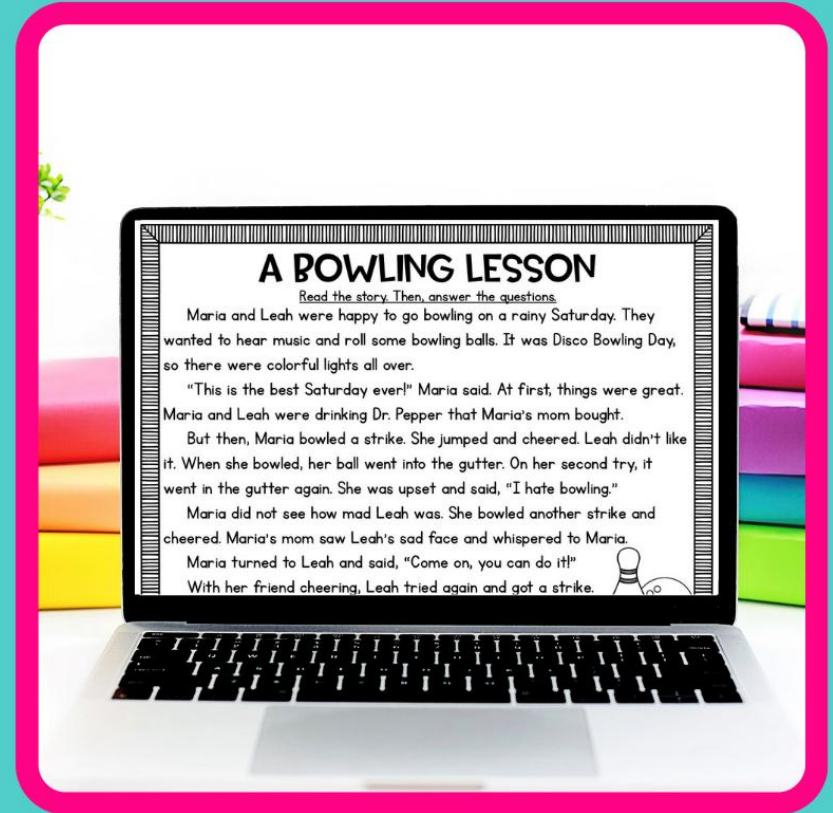




# PRINT & DIGITAL



Print & Go



Google Slides

There is a digital version of the  
no-prep printables!



# The no prep printable questions are **100% editable!**

## STORY ELEMENTS SORT

Identify if each box shows characters, a problem, or a solution from the story.

Write C for character, P for problem, or S for solution in each box.

A. Sally Maggie let everyone bowl before her.	B. Maggie took frustrating off the roller without thanking Grandma.	C. Maggie's parents	M.
D. Samantha Maggie didn't say hello to her friends.	E. Maggie gave big pieces of cake to the adults.	F. Samantha and Sally went to the game room to get away from Maggie.	N.
G. Maggie Maggie said sorry to her friends.	H. Maggie was being selfish.	I. Maggie demanded that she get to bowl first.	O.
J. Maggie thanked her Grandma for coming.	K. Maggie ignored her parents when they tried to talk.	L. Grandma Maggie used her manners.	P.

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

THE LIFETIME LEARNER

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

THE LIFETIME LEARNER

edit any  
question!

## Center #1



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THE LIFETIME LEARNER

10 Pre-Made  
Centers  
(Print & Go)

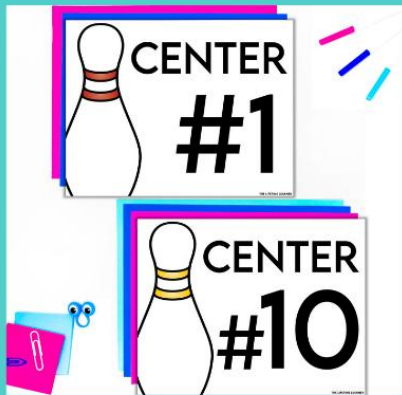
10 Pre-Made  
Centers:  
Editable Version

10 Blank Centers  
To Add Your  
Own Content

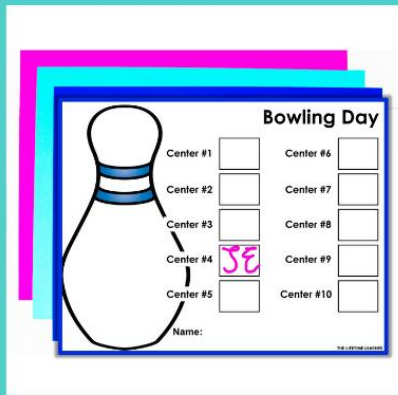
# 3 Versions Included



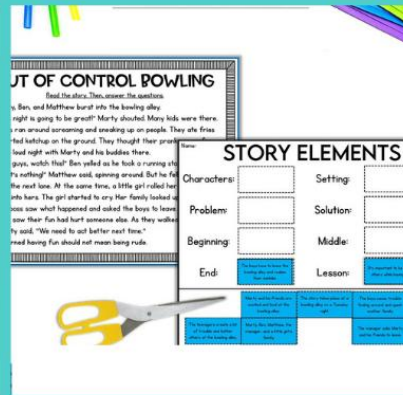
# WHAT'S INCLUDED?



10 Color  
& B/W Posters



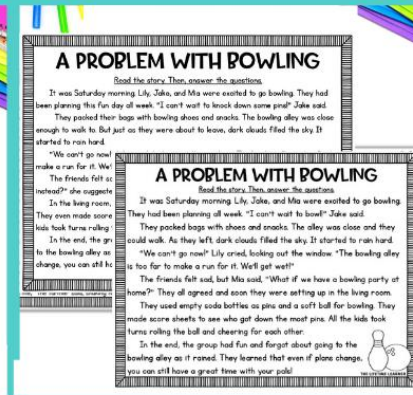
Recording  
Sheets



10 Hands On  
Centers



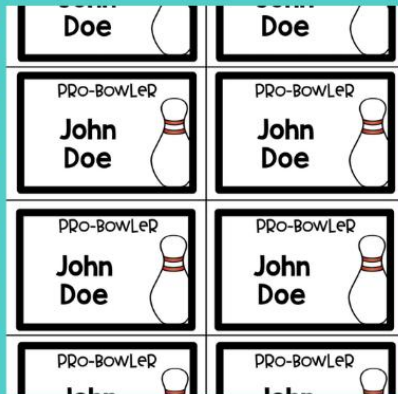
10 No Prep  
Printables



2 Versions of  
Passages &  
Activities



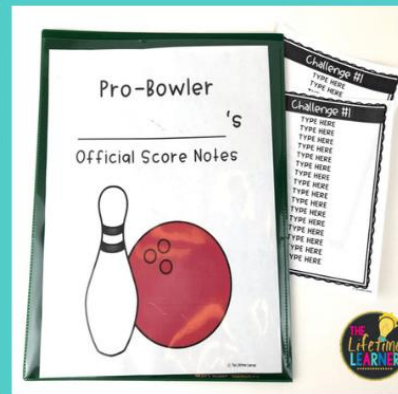
Printable  
Hats



Name  
Tags



Coloring  
Page



Folder  
Insert



Decor  
Posters

keep scrolling to see more!



# WHAT'S INCLUDED?



Welcome  
Slide



Editable  
Versions



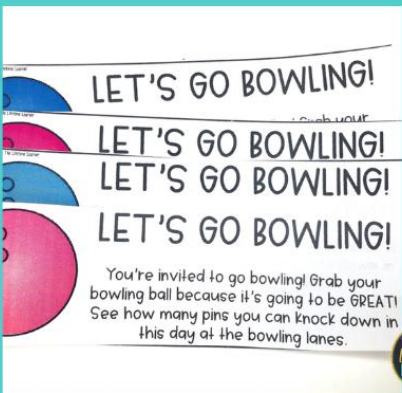
Banner



Certificate



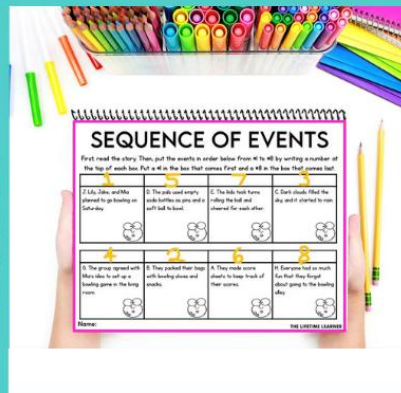
Shopping  
Guide



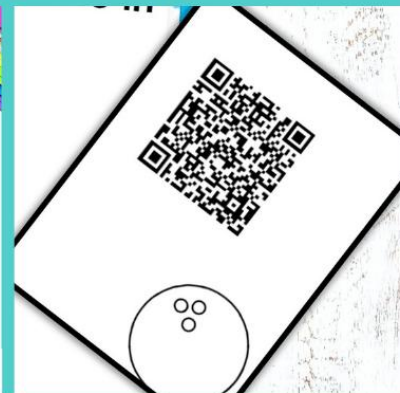
Admission  
Tickets



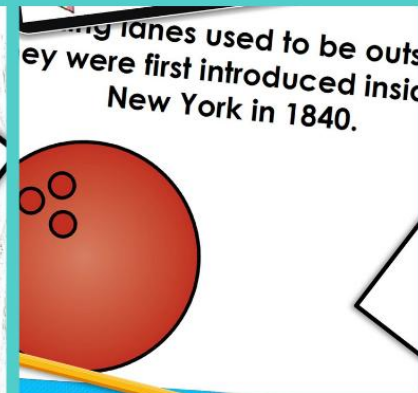
Digital  
Version



Answer  
Keys



QR Codes



Fun Facts

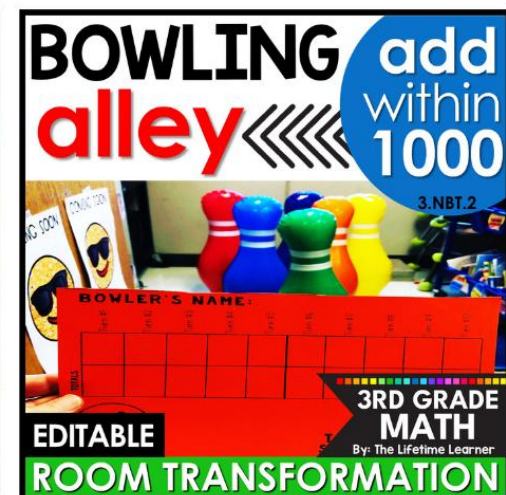
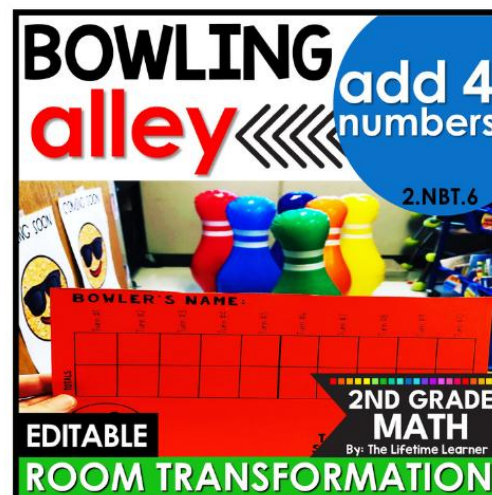
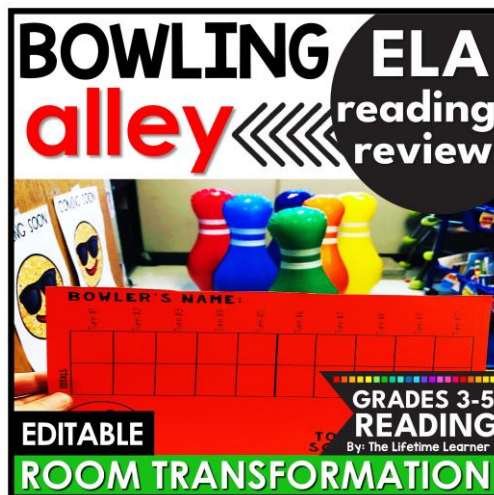
jam-packed with fun, rigor, and engagement!



# other resources this pairs well with:

Differentiate by grabbing reading for multiple grade levels!

Or, add in some math to your themed learning day!



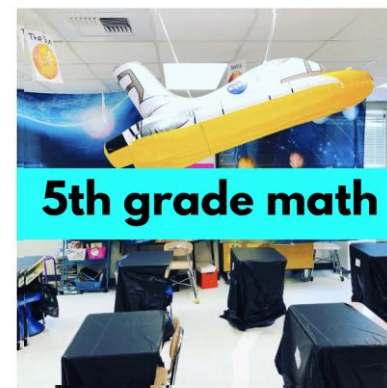
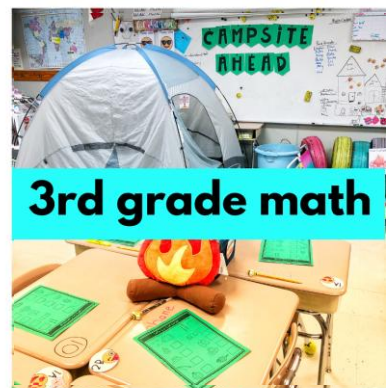
When you purchase a Mega Bundle, you save 50% off the price of the individual resources!



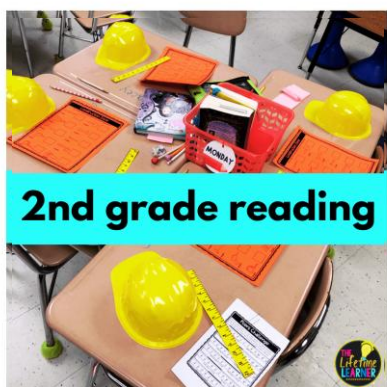


# classroom transformations

## low prep, fun, and engaging!



# K-5 MATH & READING





# THE LIFETIME LEARNER'S CLASSROOM TRANSFORMATIONS ARE:

1. Engaging to Students
2. Classroom Tested (and Student-Approved)
3. Print and Digital Compatible
4. Jam-Packed with Content
5. Aligned to Reading Standards
6. Easy to Implement
7. Flexible for Every Classroom
8. Versatile Ways to Reward Students
9. Rigorous Student Learning Activities

**All content is included** so you can simply **print**  
**and get ready** for an **AMAZING** experience  
**with your students!**





# Please Note:

- There are 10 reading challenges provided as well as décor, a fast finisher activity, and additional extras.
- The digital version is provided in Google Slides.
- Nervous about trying your first room transformation? You'll be hooked once you try one! I promise!
- Feel free to contact me if you have questions or want to chat about room transformations. You can email me at [lindsaythelifetimelearner@gmail.com](mailto:lindsaythelifetimelearner@gmail.com)