

# WHAT IS THIS?

It's a low-prep room transformation!



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

**PENGUIN FRIENDS**

"Today, we finish our igloos." Perry the penguin said. "I've figured out how much snow we need. We'll have leftover snow too if we stick to a plan!" Jill smiled at Perry. "That's great. You're so smart and prepared." Gilbert frowned. "Are we starting? I'm sure I'll mess this up like usual." Their friend Lainey waddled up. "Sorry I'm late. I was... eating." Perry raised a suspicious eyebrow. "Eating? But it's too late for lunch and too early for dinner. Are you sure that's why? Where were you?" Lainey scowled. "Never mind, okay? Can we get started on the igloos?" They headed over to the igloo site to work, but Gilbert stopped. "Anyone seen my last snow blocks? I need them to finish. Did I replace them?" Lainey shrugged, avoiding his gaze. "I haven't seen them." Perry frowned. "Your pile of snow looks big. Did you take his blocks?" Jill spoke up. "We can't accuse her without proof. Perry, stay calm." Lainey sighed. "Okay, I will admit it. I took Gilbert's snow. I didn't have time to get my own, so I used his. I'm sorry. Will you forgive me?" "No worries." Gilbert said. "I probably would've lost it on my own."

B. This penguin admits they lose things easily.  
C. This penguin is quick to say sorry when they have been caught.  
D. This penguin is slow to believe a questionable story and asks follow up questions to clarify.  
E. This penguin constantly doubts himself and worries they'll mess things up.  
N. This penguin announces they have calculated how much snow they'll need to build their igloo.  
K. This penguin lifts her friends up and offers support.  
L. This penguin lies about being late.

This themed learning day has 10 stations:  
5 phonics-based stations and  
5 reading comprehension-based stations.  
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 I:

Tell your class they are in  
Santa's workshop!

They will complete a review of 5 reading comprehension and 5 phonics-based activities set up around the room. You can do this for a day, a few days, or over the course of a week!



## 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.



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!



# STEP 2:

Let students move around the room and complete each station. They read a passage and then an activity to go with it. They can be completed in any order. All stations include a variety of reading comprehension and phonics skills. 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!

**Santa's Workshop**

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

VM

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

**PENGUIN FRIENDS**

"Today, we finish our igloos," Perry the penguin said. "I've calculated how much snow we need. If we stick to my plan, we'll finish with plenty left over for a snowball fight!" Jill smiled at Perry's plan. "That's great. You're always so smart and prepared." Meanwhile, Gilbert, who was fumbling with his supplies, glanced up. "Wait, are we starting now? Oh no, I'm sure I'll mess it up. I'm never organized enough for this." Their friend Lainey waddled up. "Sorry I'm late," Lainey muttered. "I was... eating." Perry raised a suspicious eyebrow. "Eating? But it's too late for lunch and too early for supper. Are you sure that's the real reason? What were you really doing?" Lainey scowled. "Nothing, okay? Can we just get started on the igloos now?" The penguins headed over to the igloo site and began to work. But then, Gilbert stopped.

**PENGUIN FRIENDS: CHARACTER TRAITS SORT**

Each character needs 4 boxes colored in: 2 character traits and 2 sentences proving evidence of the character traits.

Character	Trait	Description	Box
BLUE	Dishonest	This penguin admits they lose things easily.	A.
PERRY			B.
BROWN	Anxious	This penguin is quick to say sorry when they have been caught.	C.
GILBERT	Suspicious	This penguin ensures the group doesn't jump to conclusions and asks them to stay calm.	D.
GREEN	Intelligent	This penguin is slow to believe a questionable story and asks follow up questions to clarify.	E.
JILL			F.
PURPLE	Encouraging	This penguin constantly doubts himself and worries they'll mess things up.	G.
LAINEY	Apologetic	This penguin lifts her friends up and offers support.	H.
			I.
			J.
			K.
			L.
			M.
			N.
			O.
			P.

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

THE LIFETIME LEARNER

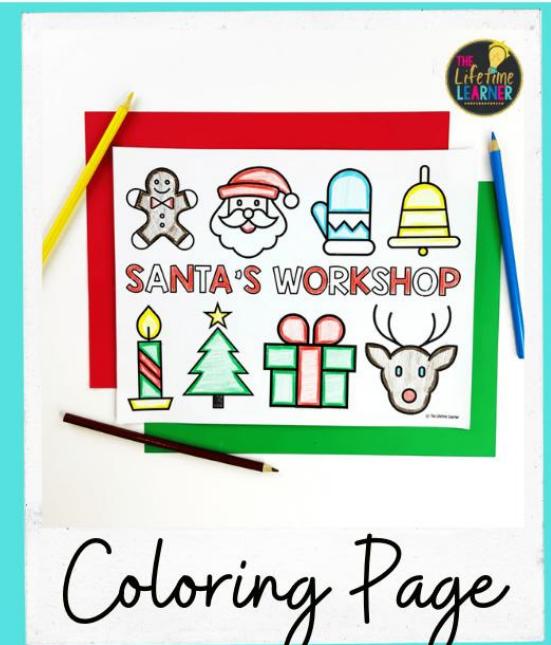
# STEP 3:

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.



# 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!**

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

2

**Printable Facts**

Hang facts around room

3

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

# 5 READING COMPREHENSION PASSAGES/ACTIVITIES:

## THE SNOW CAP



"What is this?" Richard the reindeer's eyes narrowed. He saw a soft, blue object with a fuzzy opening like a pocket.

Trudy the bird said, "It must be from humans. They drop strange things out here. I wonder what it's used for."

Name:

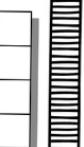
## THE SNOW CAP

WORD BANK:

- tilt
- interrupt

Fill in the crossword puzzle using the clues.

2  
3



## PENGUIN FRIENDS

"Today, we finish our igloos," Perry the penguin said. "I've figured out how much snow we need. We'll have leftover snow too if we stick to a plan!"

Jill smiled at Perry. "That's great. You're so smart and prepared."

Gilbert frowned, "Are we starting? I'm sure I'll mess this up like usual."

Their friend Lainey waddled up. "Sorry I'm late. I was... eating."

Perry raised a suspicious eyebrow. "Eating? But it's too late for lunch and

## PENGUIN FRIENDS: CHARACTER TRAITS SORT

Each character needs 4 boxes colored in: 2 character traits and 2 sentences proving evidence of the character traits.



BLUE

Dishonest



A.

This penguin admits they lose things easily.



B.

This penguin is quick to say sorry when they have been caught.



Anxious



D.

PERRY

This penguin is slow to believe a story and asks follow up questions to clear things up.



E.

This penguin makes sure the group doesn't jump to conclusions and asks them to stay calm.



F.

Suspicious



G.

Encouraging



H.

BROWN

GILBERT

## NO MITTENS FOR ME



"I don't want to wear mittens!" Jordan complained as he prepared for school. "Everyone will make fun of me! I can handle the cold without them."

His mother said, "It's freezing. Take them in case you change your mind."

Name:

## NO MITTENS FOR ME



- I. Why didn't Jordan want to wear the mittens at first?  
Jordan didn't want to wear mittens because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## THE VISITOR IN THE TREE



Mason came home from school and hurried to the tree. The lights made her grin, but her focus was on the gifts. She wondered if she'd get the video game she had described to her mom. As she was about to peek, she froze. A cooing sound came from the tree. Surprised, she whipped around

## THE VISITOR IN THE TREE: SYNONYMS

Each word on the side has 2 synonyms in the table. Color each word in the table the correct color.

red



shot

orange



smiled

yellow



rushed

green

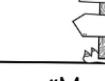


**focuses on:**  
**COMPARE & CONTRAST**  
**CHARACTER TRAITS**  
**CONTEXT CLUES**  
**SYNONYMS**  
**WRITTEN COMPREHENSION**

# 5 PHONICS-BASED READING ACTIVITIES:

Name:

## SANTA'S SLEIGH: WORD SEARCH

1. I hear Santa	2. Santa leaves a cookie	3. We up the gifts.	4. The says, "Merry
			

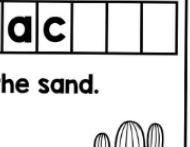
Name:

## SANTA'S SLEIGH: WORD SEARCH

1. I hear Santa	2. Santa leaves a cookie	3. We up the gifts.	4. The says, "Merry
on the door.			

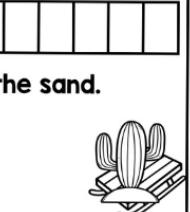
Name:

## SLED: MISSING LETTERS TASK CARDS

1. I eat a <b>f</b> in on Christmas morning.	2. There is a <b>cac</b> in the sand.	3. We play <b>ten</b> in the yard.	4. The yummy <b>cake</b> is so good!
			

Name:

## SLED: MISSING LETTERS TASK CARDS

1. I eat a <b>cup</b> cake on Christmas morning.	2. There is a <b>cup</b> in the sand.	3. We play <b>cup</b> in the yard.	4. The yummy <b>cup</b> is so good!
			

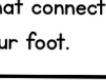
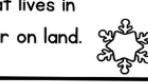
Name:

## ICE SKATING FUN: CONSONANT LE WORDS

1. nibble	6. recycle	F.	K.
			

Name:

## ICE SKATING FUN: CONSONANT LE WORDS

1. nibble	6. recycle	F. The part of your leg that connects to your foot.	K. An animal with a hard shell that lives in water or on land.
			

Name:

## SNOWFLAKE SORT

Color each box the same color as the reindeer it goes with.

 red Long A	 A. swimsuit	 B. cheetah	 C. afraid	 D. rainbow	 E. butterfly
--	---	--	---	--	--

Name:

## SNOWFLAKE SORT

Color each box the same color as the reindeer it goes with.

 red Long A	 A. swimsuit	 B. cheetah	 C. afraid	 D. rainbow	 E. butterfly
---	---	--	---	--	--

**focuses on:**  
**COMPOUND WORDS**  
**CONSONANT LE**  
**VCCV WORDS**  
**SILENT LETTERS**  
**VOWEL TEAMS**

# 2 Versions of Every Passage Included for Students

## PENGUIN FRIENDS



"Today, we finish our igloos," Perry the penguin said. "I've figured out how much snow we need. We'll have leftover snow too if we stick to a plan!"

Jill smiled at Perry. "That's great. You're so smart and prepared."

Gilbert frowned. "Are we starting? I'm sure I'll mess this up like usual."

Their friend Lainey waddled up. "Sorry I'm late. I was... eating."

Perry raised a suspicious eyebrow. "Eating? But it's too late for lunch and too early for dinner. Are you sure that's why? Where were you?"

Lainey scowled. "Never mind, okay? Can we get started on the igloos?"

They headed over to the igloo site to work, but Gilbert stopped. "Anyone seen my last snow blocks? I need them to finish. Did I misplace them?"

Lainey shrugged, avoiding his gaze. "I haven't seen them."

Perry frowned. "Your pile of snow looks big. Did you...take his blocks?"

THE LIFETIME LEARNER

## THE SNOW CAP



"What is this?" Richard the reindeer's eyes narrowed. He saw a soft, blue object with a fuzzy opening like a pocket.

Trudy the bird said, "It must be from humans. They drop strange things out here. I wonder what it's used for."

Chipper the squirrel dashed over. "Let's investigate!" He snatched up the fluffy item. "This is perfect for storing acorns! Look at the pocket inside."

Grisly the owl tilted his head. "Perhaps it would be better for me. I could carry my prey in it." His golden eyes glowed as he considered his options.

"Stop bickering," Trudy interrupted. "We don't know what it is."

Suddenly, the sound of footsteps made them freeze. They raced to the woods and watched as a human girl came into view. Her eyes lit up.

THE LIFETIME LEARNER

## PENGUIN FRIENDS



"Today, we finish our igloos," Perry the penguin said. "I've figured out how much snow we need. If we stick to a plan, we'll finish with leftover snow for a snowball fight!"

Jill smiled at Perry's plan. "That's great. You're always so smart and prepared."

Meanwhile, Gilbert, who was fumbling with his supplies, glanced up. "Wait, are we starting now? Oh no, I'm sure I'll mess it up. I'm never organized enough for this."

Their friend Lainey waddled up. "Sorry I'm late." Lainey muttered. "I was... eating."

Perry raised a suspicious eyebrow. "Eating? But it's too late for lunch and too early for supper. Are you sure that's the real reason? What were you really doing?"

Lainey scowled. "Nothing, okay? Can we just get started on the igloos now?"

The penguins headed over to the igloo site and began to work. But then, Gilbert stopped. "Anyone seen my last snow blocks? I need them to finish. Did I misplace them?"

Lainey shrugged, avoiding his gaze. "I haven't seen them."

Perry frowned. "Lainey, your pile of snow looks pretty big. Did you...take his blocks?"

Jill shook her head. "We can't accuse her without any proof, Perry. Let's stay calm."

Lainey let out a sigh. "I'll admit it. I did take Gilbert's snow. I didn't have time to get snow before I came, so I thought I could use his. I'm sorry. Will you guys forgive me?"

"No worries," Gilbert said. "Honestly, I probably would've lost it on my own."

THE LIFETIME LEARNER

## THE SNOW CAP



"What is this?" Richard the reindeer questioned, his eyes narrowing as he saw a unique object. The object was soft, light blue, and fuzzy, with an opening like a pocket.

Trudy the bird swooped down. "It must be something from the humans," she chirped. "They always drop strange things out here. I wonder what it's used for."

Chipper the squirrel dashed over. "Let's investigate!" He snatched up the fluffy item and held it high. "This is perfect for storing acorns! Look at the roomy pocket inside."

Grisly the owl tilted his head. "Perhaps it would be better suited for me. I could carry my prey in it." His golden eyes glowed as he considered his options.

"There's no point in bickering," Trudy interrupted. "We don't even know what it is."

THE LIFETIME LEARNER

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

# THE CONTENT:

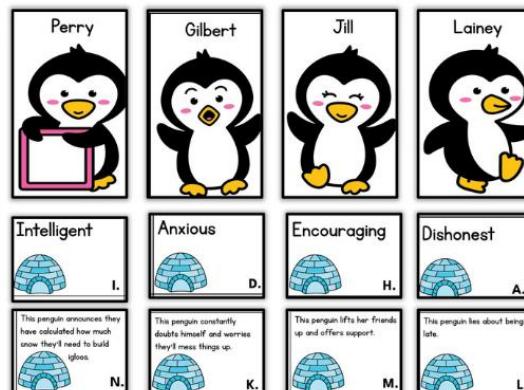
**10 high-interest passages & activities  
in 2 formats: hands-on & no prep!**

## Hands-On Centers

**PENGUIN FRIENDS**

"Today, we finish our igloos," Perry the penguin said. "I've figured out how much snow we need. We'll have leftover snow too if we stick to a plan!" Jill smiled at Perry. "That's great. You're so smart and prepared." Gilbert frowned. "Are we starting? I'm sure I'll mess this up like usual." Their friend Lainey waddled up. "Sorry I'm late. I was... eating." Perry raised a suspicious eyebrow. "Eating? But it's too late for lunch and too early for dinner. Are you sure that's why? Where were you?" Lainey scowled. "Never mind, okay? Can we get started on the igloos?" They headed over to the igloo site to work, but Gilbert stopped. "Anyone seen my last snow blocks? I need them to finish. Did I misplace them?" Lainey shrugged, avoiding his gaze. "I haven't seen them." Perry frowned. "Your pile of snow looks big. Did you take his blocks?" Jill spoke up. "We can't accuse her without proof, Perry. Stay calm." Lainey sighed. "Okay, I will admit it. I took Gilbert's snow. I didn't have time to get my own, so I used his. I'm sorry. Will you forgive me?" "No worries," Gilbert said. "I probably would've lost it on my own."

This penguin admits they lose things easily. B.  
This penguin is quick to say sorry when they have been caught. C.  
This penguin is slow to believe a questionable story and asks follow up questions to clarify. E.



## No-Prep Printables

**PENGUIN FRIENDS: CHARACTER TRAITS SORT**

Each character needs 4 boxes colored in 2 character traits and 2 sentences proving evidence of the character traits.

Character	Trait 1	Trait 2	Evidence Sentence 1	Evidence Sentence 2
PERRY	BLUE	Dishonest	This penguin is slow to believe a story and asks follow up questions to clarify.	This penguin admits they lose things easily.
GILBERT	BROWN	Intelligent	This penguin constantly doubts himself and worries they'll mess things up.	This penguin makes sure the group doesn't jump to conclusions and asks them to stay calm.
JILL	GREEN	Apologetic	This penguin lifts her friends up and offers support.	This penguin always doubts herself and worries they'll mess things up.
LAINY	PURPLE	Fair	This penguin lifts her friends up and offers support.	This penguin says they have figured out how much snow they'll need to build igloos.
		Disorganized		

THE LIFETIME LEARNER

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

# Sorting Game

 <b>PENGUIN FRIENDS</b>	
<p>"Today, we finish our igloos," Perry the penguin said. "I've figured out how much snow we need. We'll have leftovers snow too if we stick to a plan!"</p>	<p>Jill smiled at Perry. "That's great. You're so smart and prepared."</p>
<p>Gilbert frowned. "Are we starting? I'm sure I'll mess this up like usual."</p>	<p>Their friend Laney wadded up. "Sorry I'm late. I was... eating."</p>
<p>Perry raised a suspicious eyebrow. "Eating? But it's too late for lunch and too early for dinner. Are you sure that's why? Where were you?"</p>	<p>Laney scowled. "Never mind, okay? Can we get started on the igloos?"</p>
<p>They headed over to the igloo site to work, but Gilbert stopped. "Anyone seen my last snow blocks? I need them to finish. Did I misplace them?"</p>	<p>Gilbert shuddered, avoiding his gaze. "I haven't seen them."</p>
<p>Perry frowned. "Your pile of snow looks big. Did you take his blocks?"</p>	<p>Jill spoke up. "We can't accuse her without proof, Perry. Stay calm."</p>
<p>Laney sighed. "Okay, I will admit it. I took Gilbert's snow. I didn't have time to get my own, so I used his. I'm sorry. Will you forgive me?"</p>	<p>"No worries," Gilbert said. "I probably would've lost it on my own."</p>

**Students sort each card onto the correct mat.**

# CENTER 2

# Crossword Puzzle

2

**THE SNOW CAP**

ard the reindeer's eyes narrowed. He saw a soft, fuzzy opening like a pocket.

"I said, "It must be from humans. They drop strange things wonder what it is." The squirrel snatched the fluffy item. "This is perfect!" Grisly the owl tilted his head and carried my prey in it." His feathers ruffled. "Stop bickering," Tru said. Suddenly, the sound of a rustling in the woods and watched as a squirrel dashed across the snow. "My snow cap!" she squeaked. Grisly must have pulled it over her head. "It's a hat," he said. "Humans," Grisly must have thought. "Why do humans insist on dropping things?"

**THE SNOW CAP**

Fill in the crossword puzzle using the clues.

1. A soft, fuzzy opening like a pocket (6)

2. A squirrel's fluffy item (5)

3. An owl's feathers (5)

4. A squirrel's name (4)

5. A reindeer's name (4)

6. A squirrel's name (4)

7. A reindeer's name (4)

THE SNOW CAP

Fill in the crossword puzzle using the clues.

4 6 7

5 6

3 4 5 6 7

2 R

INTERUPT

LINE

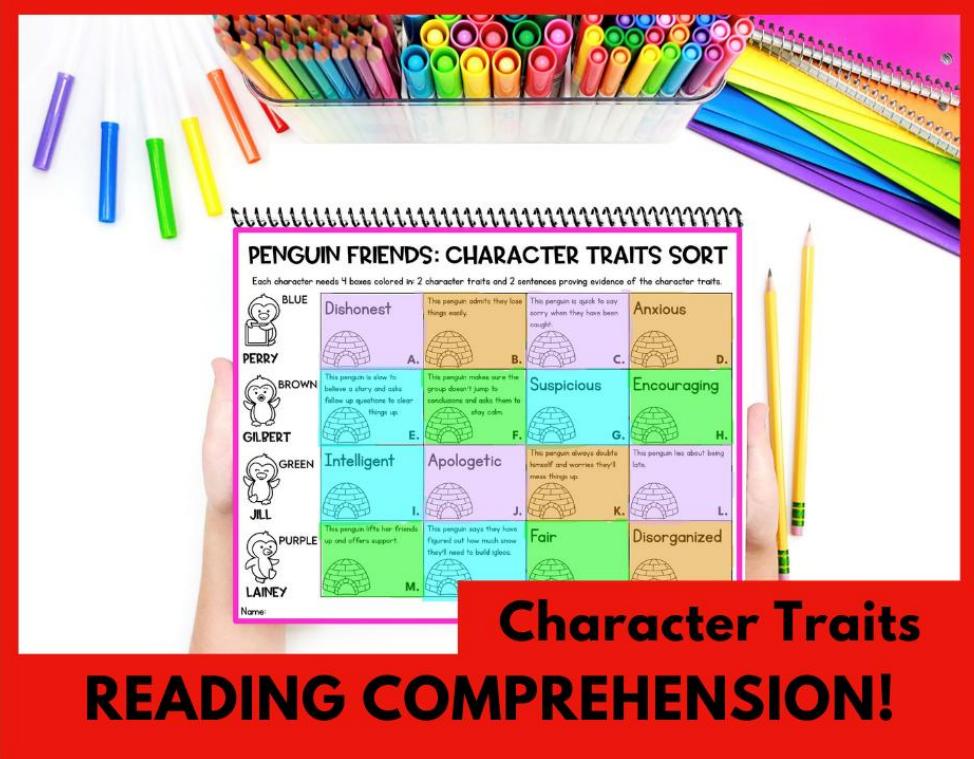
WORD BANK:

• tilt	• scratch	• relief
• narrow	• investigate	• bickering
• interrupt	• insist	

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

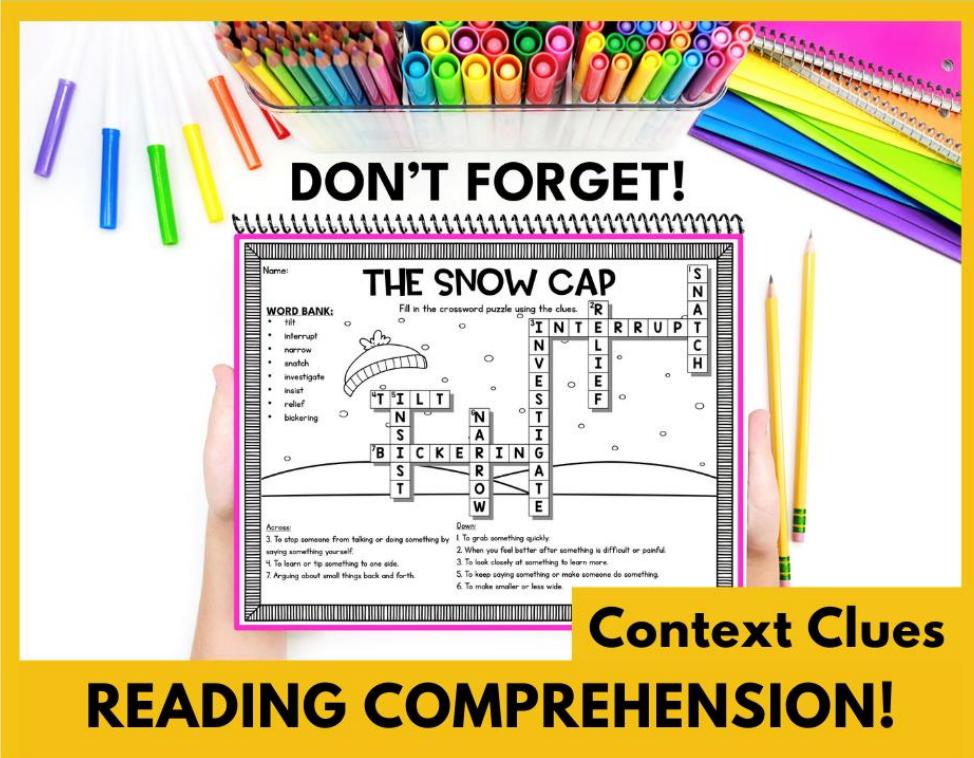
THE LIFETIME LEARNER

**Students use the clue cards to fill in the crossword puzzle.**



# READING COMPREHENSION!

## Character Traits



# READING COMPREHENSION!

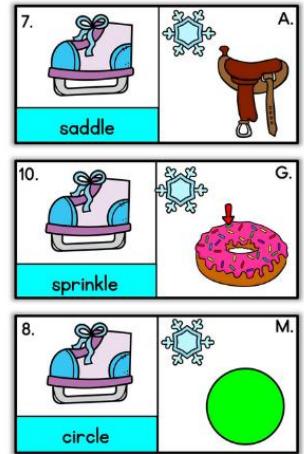
# CENTER 3

## Pairs Activity



Cut the cards out. Have students put the correct sides together.

THE LIFETIME LEARNER



Cut the cards out. Have students put the correct sides together.

THE LIFETIME LEARNER

Students put the two sides together to match each word and picture.

# CENTER 4

## Word Search

2. Santa leaves a cookie **crumb** on the plate.

3. We **wrap** up the gifts.

4. The **gnome** says, "Merry



Find each word in the word search by using the clue cards.

5. The **gnome** slept by the warm fireplace.
- 
6. Hang the **knock** on the front door.
- 
7. A tiny **wrist** buzzed by the gingerbread house.
- 
8. Tie a **knife** in the ribbon for the gift.
- 

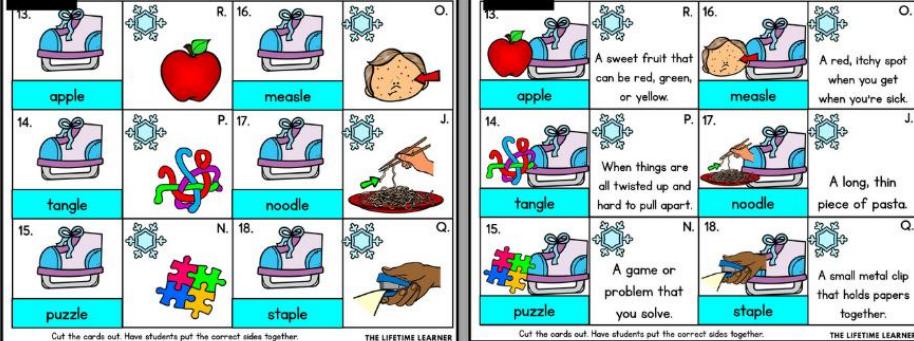
THE LIFETIME LEARNER

## Silent Letters

Students find each word in the word search.

## PHONICS-BASED!

V1:



Cut the cards out. Have students put the correct sides together.

THE LIFETIME LEARNER

Version 1:  
Match Word to Picture

Version 2:  
Match Word to Definition

## Open & Closed Consonant LE

## PHONICS-BASED!

### WORD SEARCH

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

Optional  
Word Bank:

knife	gnat	wreath
wrap	sign	gnome
knock	knob	crumb
wrist	thumb	lamb

### WORD SEARCH

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

V2:



Cut out the clue cards to use with the word search.

THE LIFETIME LEARNER

Version 1:  
Fill in the Blank



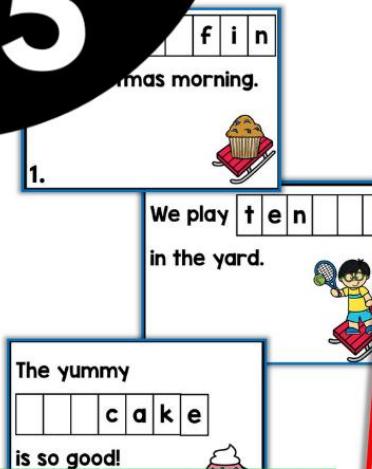
Cut out the clue cards to use with the word search.

THE LIFETIME LEARNER

Version 2:  
Picture Hint Given

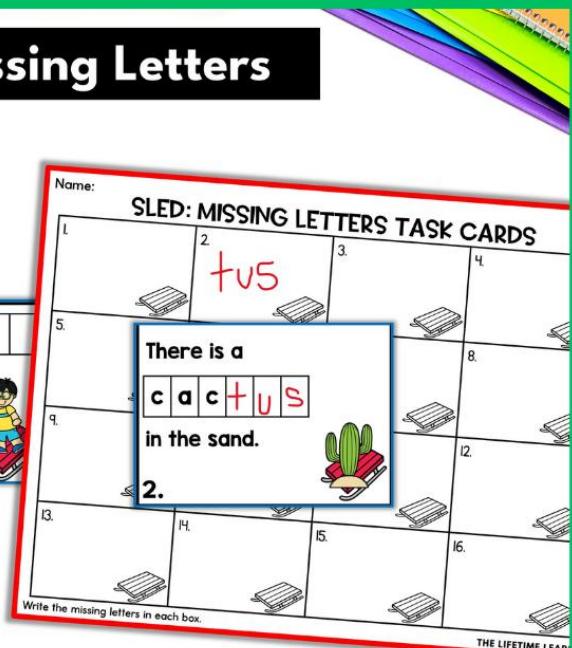
# CENTER 5

## Missing Letters



### VCCV Words

Students fill in the missing letters on each task card.



## PHONICS-BASED!

V1:

I have a pet **r a b** in my room.  
He lost the **b u t** on his shirt.

She puts the eggs in the **u n k e t**. I find a **n y** in my bag.

7. 8.

I have a pet  in my room.  
He lost the  on his shirt.

She puts the eggs in the . I find a  in my bag.

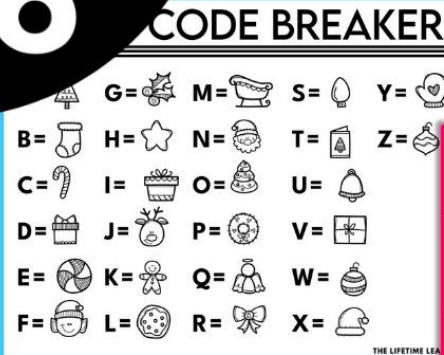
7. 8.

Version 1:  
Missing Syllable

Version 2:  
Full Word Missing

# CENTER 6

## Code Breaker

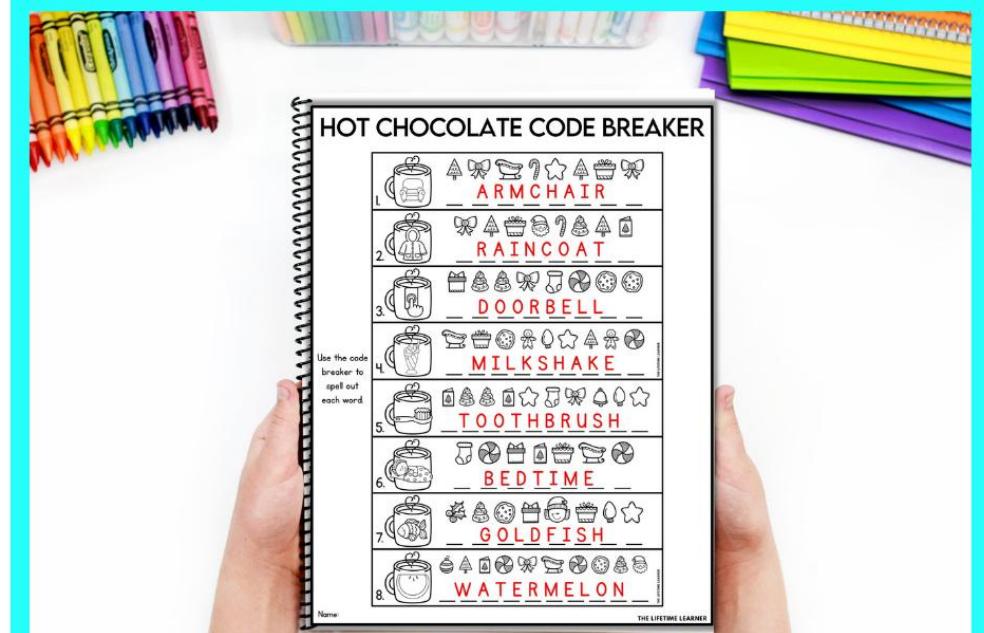


### Compound Words

Students use the code breaker sheet to write each word.



## PHONICS-BASED!



# CENTER

## 7

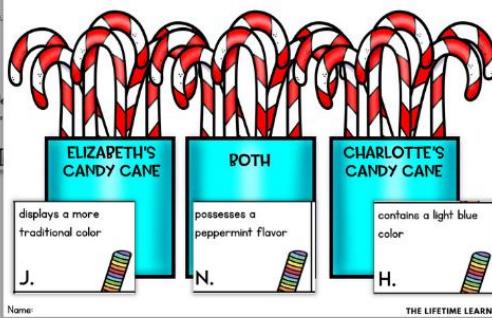
### Compare & Contrast

**CANDY CANE COMPARISON**  
 "Look at our Christmas party!" Elizabeth yelled as she proudly held up a shiny red and white candy cane. Charlotte held up a small, light blue candy cane. "Same here!" her mom smiled. "Looks like both your teachers gave out candy canes." But mine's bigger!" Elizabeth said rudely, undoing the plastic on hers. Well, mine's more unique. Everybody gets red and white. Blue is way better," Charlotte spat back as she took off her plastic covering as well. her mom tried to change the subject. "I wonder how your candy canes taste? What flavor are they?" she asked. They both said peppermint. They taste similar, but look different." Charlotte said with a blue tongue. True. Mine has stripes, while yours has those swirls," Elizabeth replied. her mom nodded. "You both have stories behind your candy canes, too. Elizabeth, the red and white on yours represents the history of it." And the blue on mine shows happiness. Ms. Wong said so! Charlotte added. "Ok, they're both cool," Elizabeth said. "Can you get me blue next week?" Only if you ask for a red and white one for me!" Charlotte shot back.

- exhibits red and white colors  
A.
- is the larger candy cane  
F.
- looks like a frozen winter wonderland  
G.

### CANDY CANE COMPARISONS

Read each card and decide where it belongs. Write each letter where it belongs in the diagram below.



Students compare and contrast the details from the story about candy canes.



### Compare & Contrast READING COMPREHENSION!

# CENTER

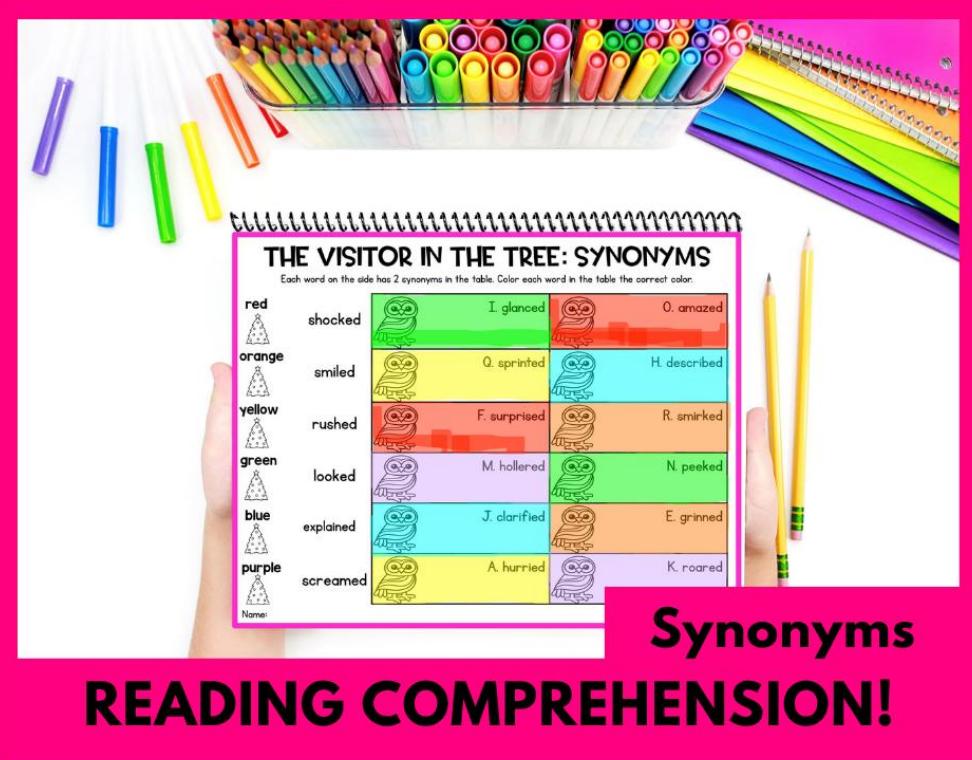
## 8

### Synonym Puzzles

**THE VISITOR IN THE TREE**  
 Mason came home from school and hurried to the tree. The lights made him smile, but her focus was on the gifts. She wondered if she'd get the game she had described to her mom. As she was about to peek, she heard a creaking sound came from the tree. Surprised, she whipped around. "Hello?" Mason called out, but saw nothing. She sprinted upstairs. "Dad, something's behind the tree!" Mason roared, rushing in. Father glanced up, smirking. "Behind the tree? That's impossible." "I'm serious!" Mason said, trying to explain her point. "It made noises!" Mother shrugged. "It's your imagination." Before she could clarify, a shout echoed from downstairs. They looked at each other and ran down in time. An owl was on top of the tree. Father hollered, "I told you!" and then she beamed. Father nodded, still amazed. "I believe you, but let's get it out!" Together, they got the owl out. Her mom let out a joyous scream. "Did that really just happen?" her father asked with a smile.

1. **shocked**  
 surprised amazed  
 2. **smiled**  
 grinned smirked  
 3. **rushed**  
 hurried sprinted

Students put 4-piece synonym puzzles together after reading the passage.



### Synonyms READING COMPREHENSION!

# CENTER 9

## Write a Sentence

### NO MITTENS FOR ME

"I want to wear mittens!" Jordan complained as he prepared for the cold. "Everyone will make fun of me! I can handle the cold without them."

His mother said, "It's freezing. Take them." Jordan paused, then grabbed them. "Fine." He stomped off to the bus stop to join his pals, his hands shoved into their pockets. Neither was he.

"What's poking out of your pocket? Are you wearing mittens?"

Jordan shoved them down. "My mom made them." He tried to sound confident, but the bus arrived and he saw kids wearing gloves. He wanted to be teased. Finally, he couldn't take it anymore. He took off his mittens and felt warmth. At school, Jordan and Kyle were still shivering. "Why are you wearing mittens?" Ethan asked.

Jordan grinned. "It's okay to admit it's cold. In fact, Ethan borrowed mittens from me."

Jordan didn't want to wear mittens because he feared his friends would make fun of him, which shows the influence of peer pressure on his decisions. He wanted to fit in and appear tough, even at the cost of his own comfort.

Write the answer on the blank lines.

2. What lesson did Jordan learn by the end of the story?

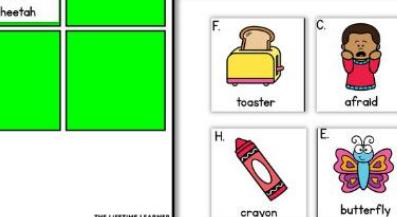
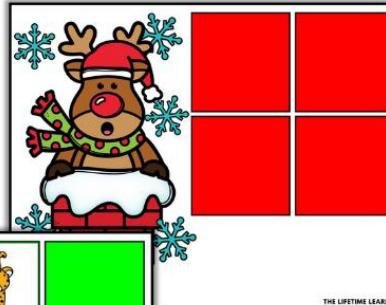
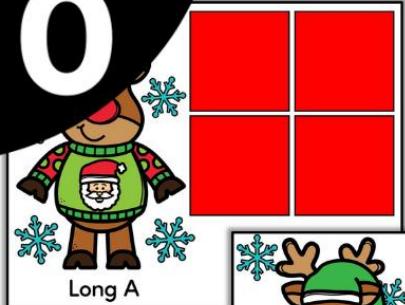
Jordan learned that his comfort and well-being are more important than worrying about what others think. He demonstrated growth by deciding to wear the mittens.

Write the answer on the blank lines.  
THE LIFETIME LEARNER

Students write the answer to each prompt on the lines.

# CENTER 10

## Sorting Game



## Vowel Teams

Students sort each card onto the correct mat.

Name: **NO MITTENS FOR ME**

1. Why didn't Jordan want to wear the mittens at first?  
Answer: Jordan didn't want to wear mittens because he feared his friends would make fun of him, which shows the influence of peer pressure on his decisions. He wanted to fit in and appear tough, even at the cost of his own comfort.

2. What lesson did Jordan learn by the end of the story?  
Answer: Jordan learned that his comfort from the cold and well-being are more important than worrying about what others think.

3. How did the author use the setting (the cold weather) to create the problem in the story?  
Answer: The cold weather was essential to creating the conflict because it presented a situation where Jordan had to choose between enduring the freezing temperatures or wearing the mittens, which he feared would lead to teasing from his friends.

4. How might the story have been different if Jordan had refused to bring the mittens at all?  
Answer: If Jordan hadn't brought the mittens, he likely would have suffered throughout the day in the cold. He wouldn't have had the opportunity to change his mind, and the story wouldn't have had the same resolution about making practical choices despite peer pressure.

Write your responses to each question on the lines.

## Written Practice

## READING COMPREHENSION!

## PHONICS-BASED!

**V1:**

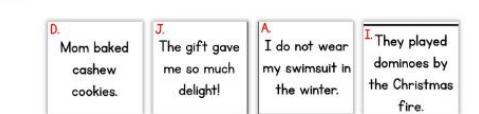
Long A



**Version 1:  
Word and Picture**

**V2:**

Long A



**Version 2:  
Sentences**

# 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

**THE VISITOR IN THE TREE**

son came home from school and hurried to the tree. The lights made in, but her focus was on the gifts. She wondered if she'd get the game she had described to her mom. As she was about to peek, she A cooing sound came from the tree. Surprised, she whipped around. "Hello?" Mason called out, but saw nothing. She sprinted upstairs. "Mom, Dad, something's behind the tree!" Mason roared, rushing in. Father glanced up, smirking. "Behind the tree? That's impossible." "I'm serious!" Mason said, trying to explain her point. "It made noises!" Mother shrugged. "It's your imagination." Before she could clarify, a echoed from downstairs. They looked at each other and ran down in An owl was on top of the tree.

son hollered, "I told you!" and then she beamed.

father nodded, still amazed. "I believe you, but let's get it out!" together, they got the owl out. Her mom let out a joyous scream. "Did that really just happen?" her father asked with a smile.

THE LIFETIME LEARNER

**1. shocked**

	surprised		amazed
--	-----------	--	--------

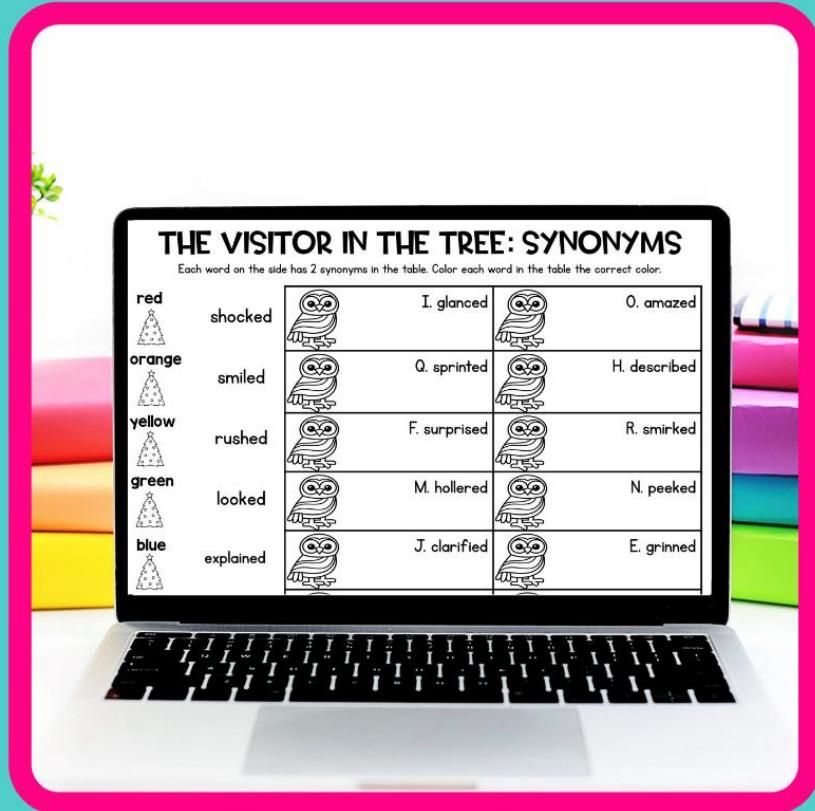
**2. smiled**

	grinned		smirked
--	---------	--	---------

**3. rushed**

	hurried		sprinted
--	---------	--	----------

# PRINT & DIGITAL

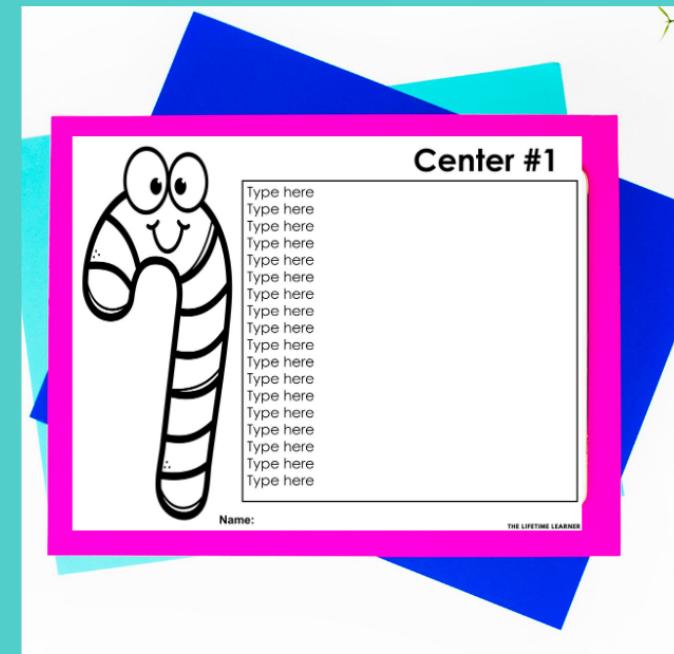
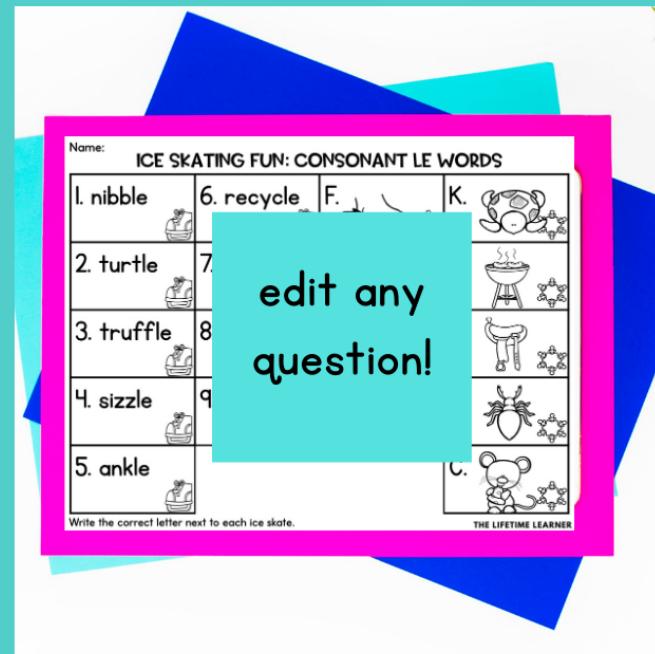
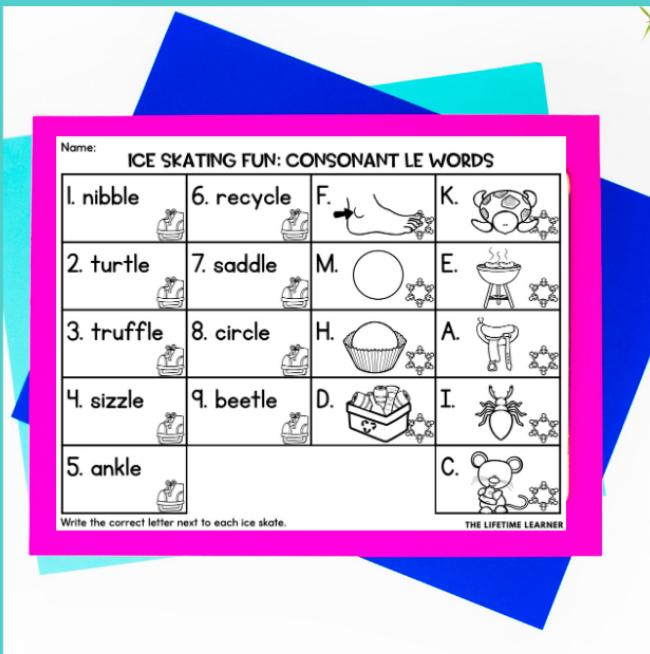


Print & Go

Google Slides

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

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



# 10 Pre-Made Centers (Print & Go)

# 10 Pre-Made Centers: Editable Version

# 10 Blank Centers To Add Your Own Content

# 3 Versions Included

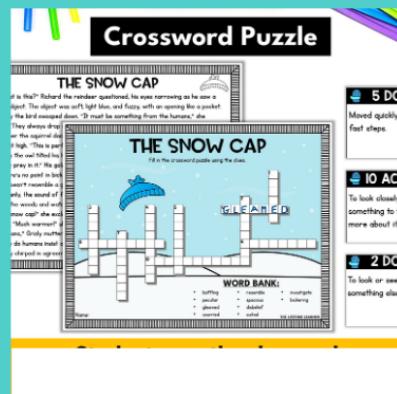
# WHAT'S INCLUDED?



## 10 Color & B/W Posters



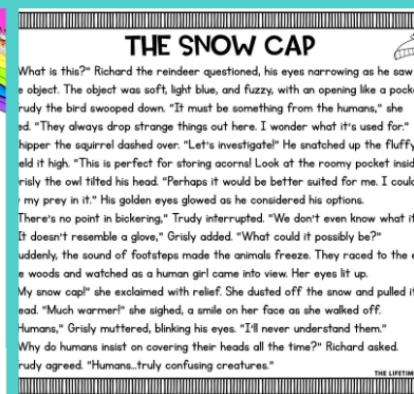
# Recording Sheets



## 10 Hands On Centers



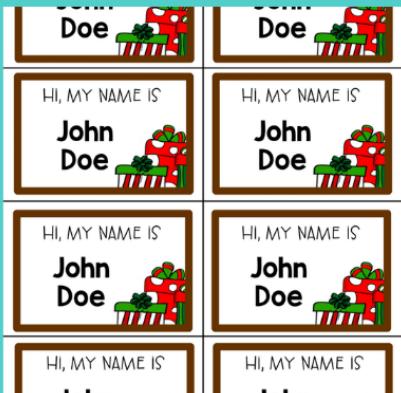
# 10 No Prep Printables



## 2 Versions of the Passages



# Printable Hats



# Name Tags



# Coloring Page



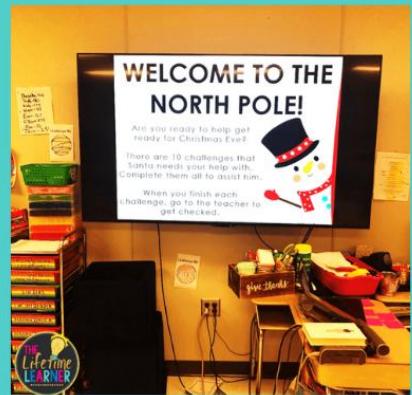
# Folder Insert



# Decor Posters

**keep scrolling to see more!**

# WHAT'S INCLUDED?



Welcome  
Slide



Editable  
Versions



Banner



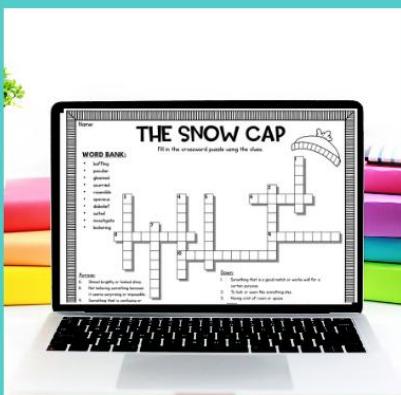
Certificate



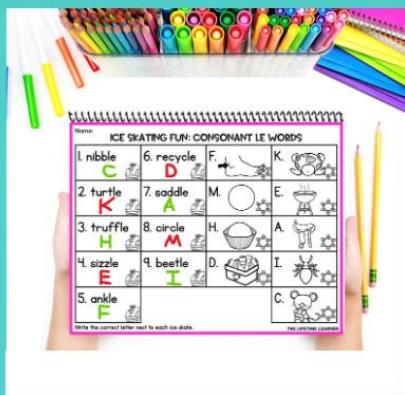
Shopping  
Guide



Admission  
Tickets



Digital  
Version



Answer  
Keys



QR Codes



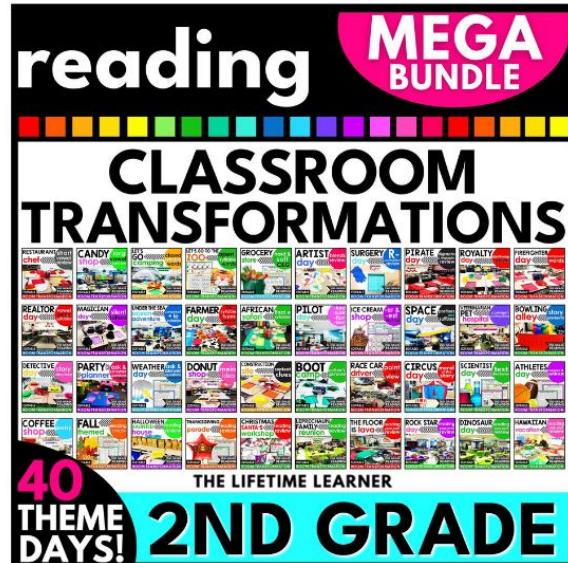
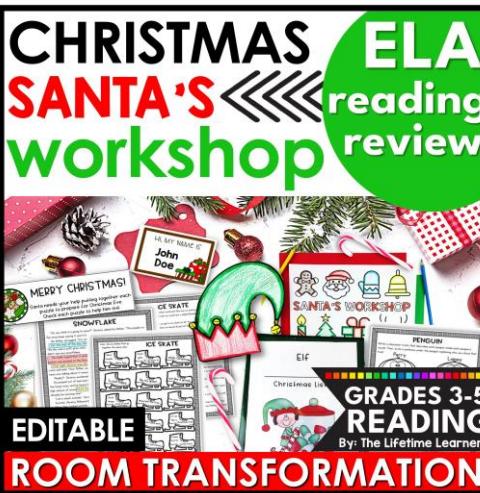
Fun Facts

**jam-packed with fun, rigor, and engagement!**

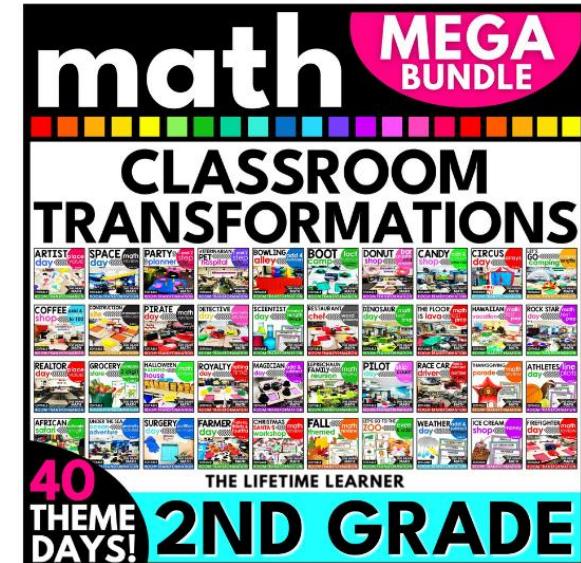
# other resources this pairs well with:

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!

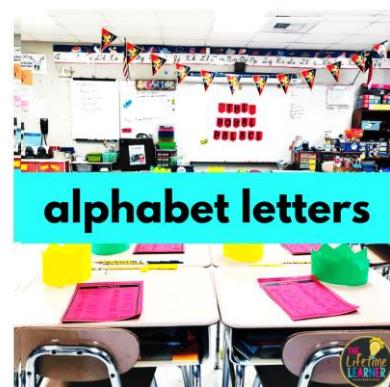


# classroom transformations

## low prep, fun, and engaging!



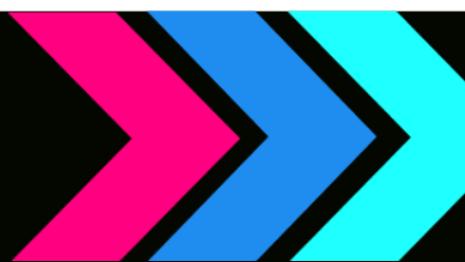
## K-5 MATH & READING



# 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 5 reading passages and 5 phonics activities 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)