

WHAT IS THIS?

It's a low-prep room transformation!



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



This themed learning day has 10 stations that all practice r-controlled vowel words in a variety of ways.

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



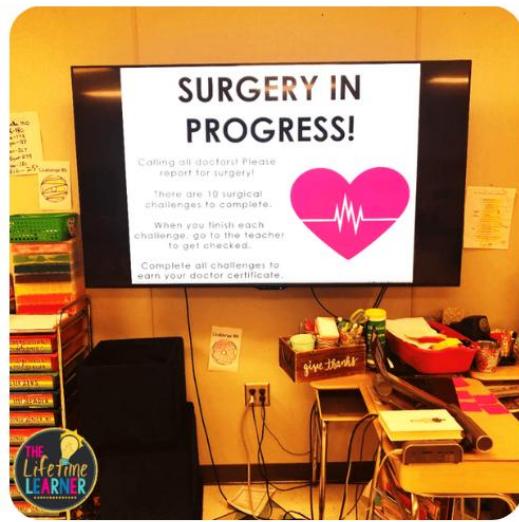
Camping Day

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 doctors today!

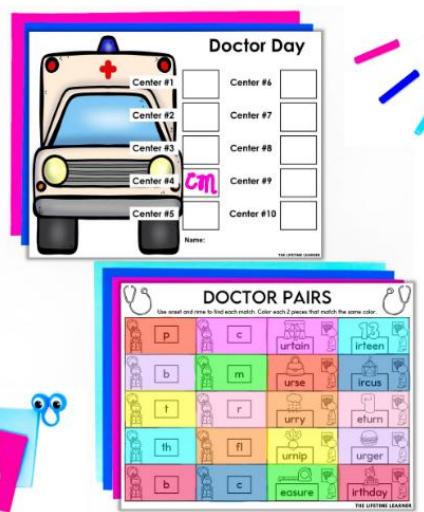
They will complete r-controlled vowel activities set up around the room. You can do this for a day, a few days, or over the course of a week!



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. There are phonics-based centers at each station. They can be completed in any order. All stations include a variety of r-controlled vowel activities with multiple versions to choose from. 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!



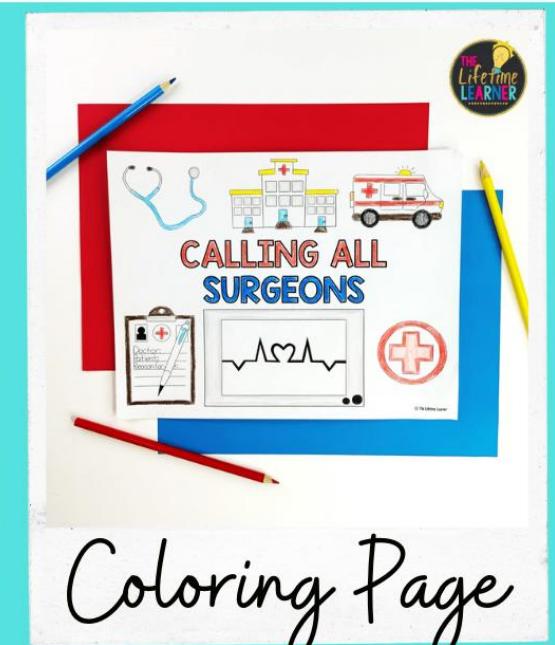
STEP 3:

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.

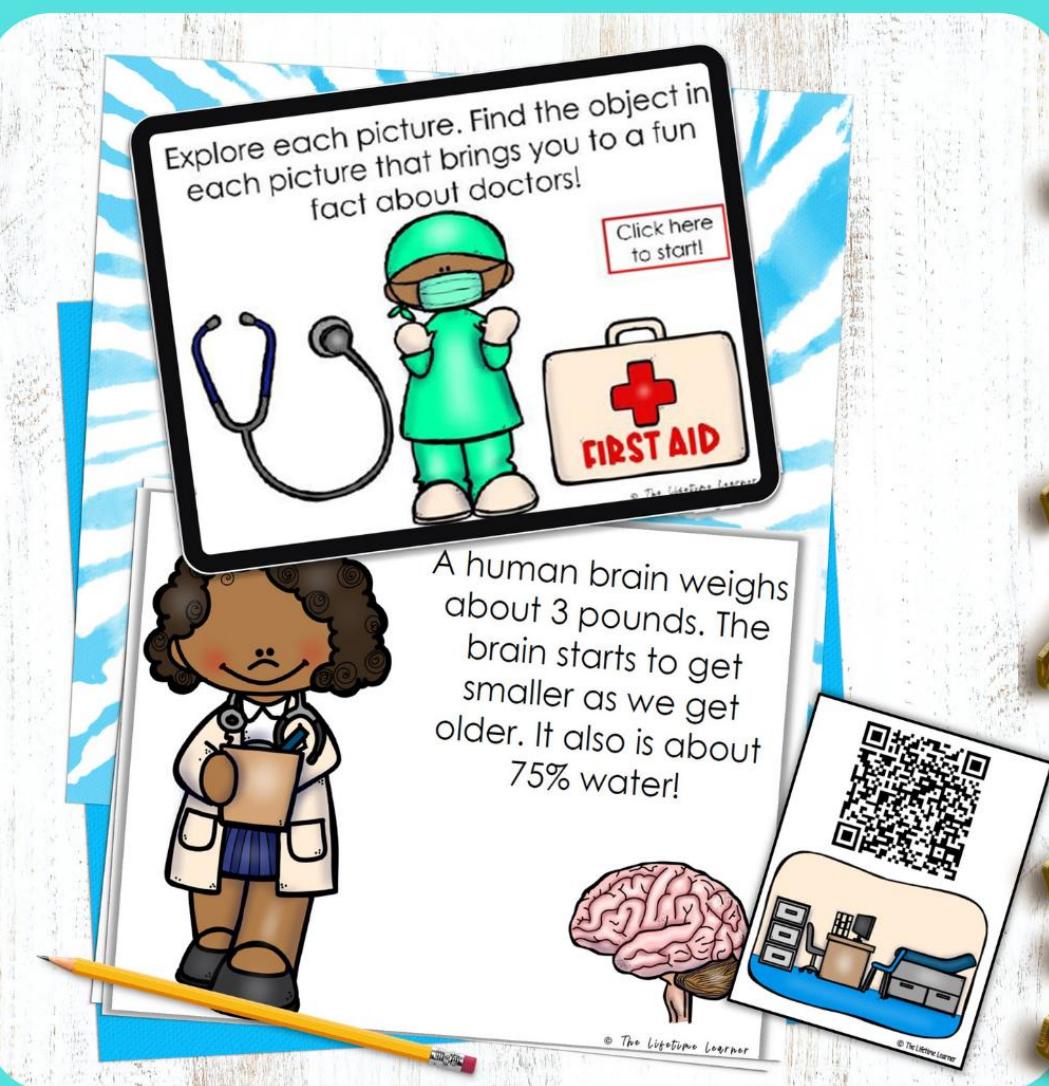
Remember:

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!

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

7 PHONICS-BASED READING ACTIVITIES:

I SPY:

| | | | |
|--------|-------|-------|--------|
| ? | ? | ? | ? |
| hurdle | twirl | swirl | thirty |

I SPY:

| | | | |
|---|---|---|---|
|  |  |  |  |
| hurdle | twirl | swirl | thirty |

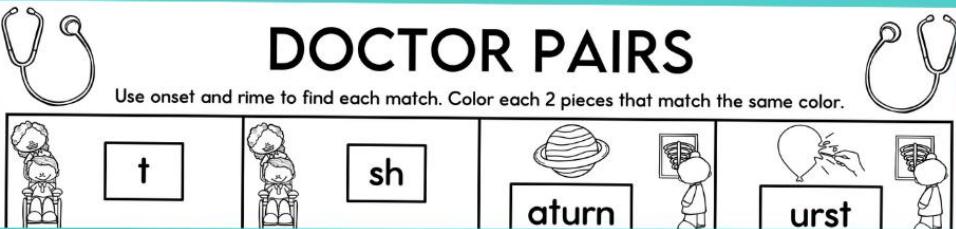
SOUND IT OUT

| | | | |
|---|---|---|---|
| 1. The <u>acorn</u> is not big at all. | 2. I see a <u>boar</u> by us. | 3. Look at that <u>unicorn</u> over there. | 4. I need my <u>passport</u> for the plane. |
|  |  |  |  |
| 5. I loved that <u>squirrel</u> ! | 6. A <u>hornet</u> stung | 7. I want to watch <u>sports</u> on the big TV. | 8. The <u>score</u> is ten to nine in the game. |

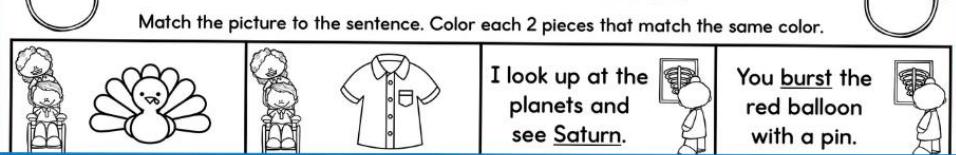
SOUND IT OUT

| | | | |
|---|---|---|---|
| 1. The <u>acorn</u> is not as big as the <u>squirrel</u> . | 2. I see a <u>boar</u> running in the <u>forest</u> . | 3. Look at that <u>unicorn</u> over there in the <u>field</u> . | 4. I need my <u>passport</u> for the <u>plane</u> this evening. |
|  |  |  |  |
| 5. I loved that <u>firework</u> show that we saw tonight! | 6. A <u>hornet</u> stung me right above my <u>elbow</u> . | 7. I want to watch <u>sports</u> on the big TV. | 8. The <u>score</u> is ten to nine in the game. |

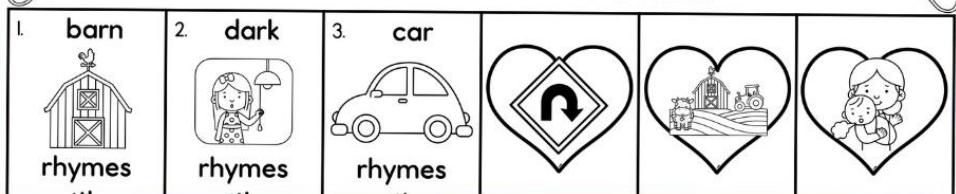
DOCTOR PAIRS



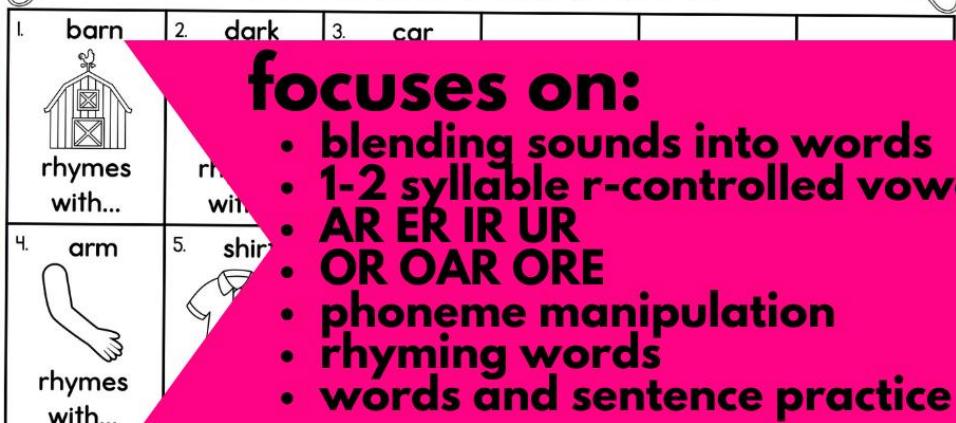
DOCTOR PAIRS



COLOR THE MATCHES



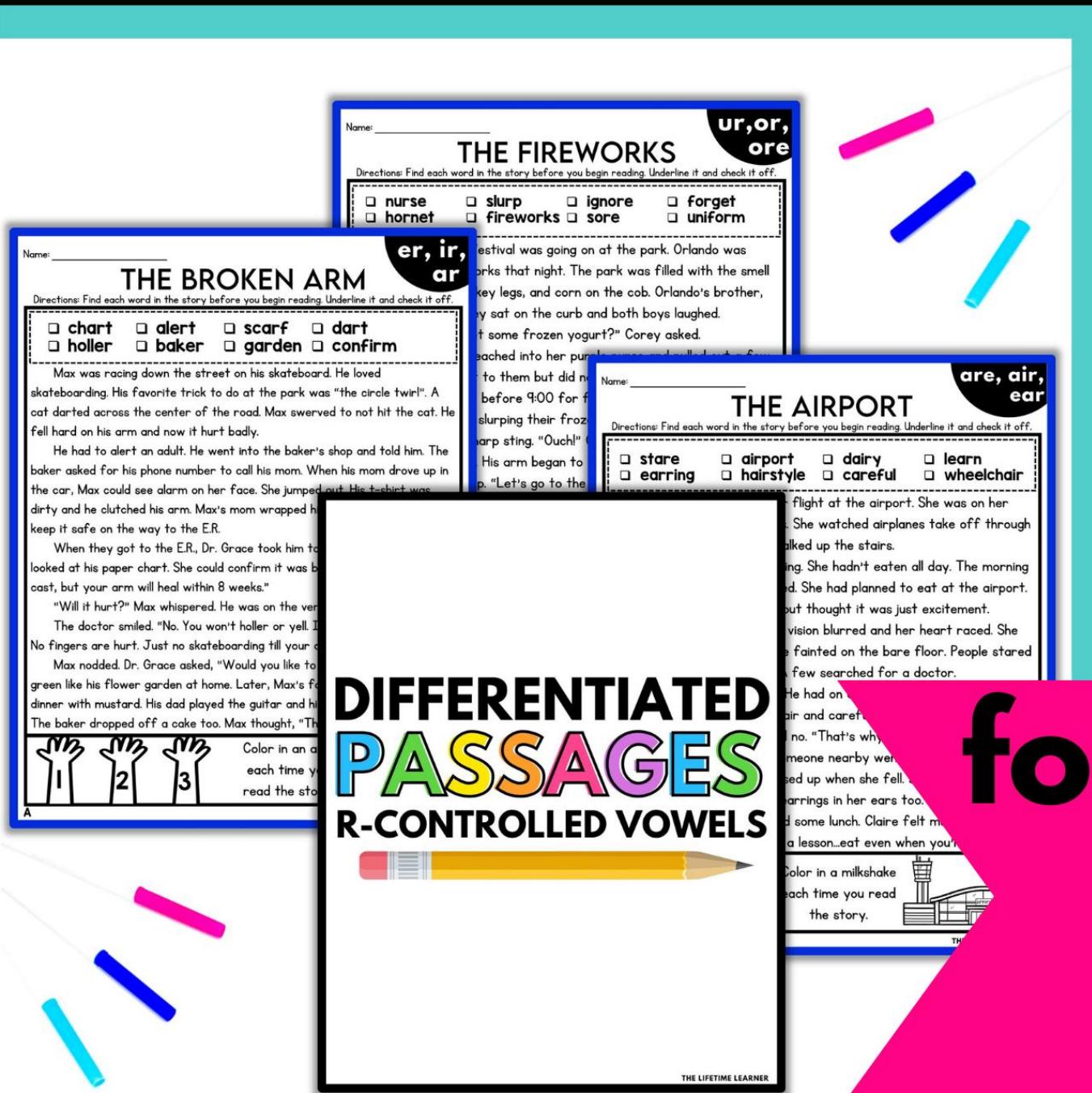
COLOR THE MATCHES



focuses on:

- blending sounds into words
- 1-2 syllable r-controlled vowel
- AR ER IR UR
- OR OAR ORE
- phoneme manipulation
- rhyming words
- words and sentence practice

3 DECODABLE PASSAGES:



- **8 focus words in each story**
- **2 versions of each story**
- **reading comprehension questions to go with each story**

focuses on:

er, ir, ar

ur, or, ore,

are, air, ear

2 Versions of Every Passage To Make Differentiation Easy!

Name: _____

THE BROKEN ARM

er, ir, ar

Directions: Find each word in the story before you begin reading. Underline it and check it off.

chart alert scarf dart
 holler baker garden confirm

Max was racing down the street on his skateboard. He loved skateboarding. His favorite trick to do at the park was "the circle twirl". A cat darted across the center of the road. Max swerved to not hit the cat. He fell hard on his arm and now it hurt badly.

He had to alert an adult. He went into the baker's shop and told him. The baker asked for his phone number to call his mom. When his mom drove up in the car, Max could see alarm on her face. She jumped out. His t-shirt was dirty and he clutched his arm. Max's mom wrapped his arm up in a scarf to keep it safe on the way to the ER.

When they got to the ER, Dr. Grace took him to an x-ray room. She looked at his paper chart. She could confirm it was broken. "You'll need a cast, but your arm will heal within 8 weeks."

"Will it hurt?" Max whispered. He was on the verge of tears.

The doctor smiled. "No. You won't holler or yell. It's easy to put a cast on. No fingers are hurt. Just no skateboarding till your arm heals!"

Max nodded. Dr. Grace asked, "Would you like to pick a color?" Max green like his flower garden at home. Later, Max's family had burgers for dinner with mustard. His dad played the guitar and his sister made him a sandwich. The baker dropped off a cake too. Max thought, "This day was not too bad after all!"

Color in an arm each time you read the story.

THE LIFETIME LEARNER

Name: _____

THE BROKEN ARM

er, ir, ar

Directions: Find each word in the story before you begin reading. Underline it and check it off.

chart alert scarf dart
 holler baker garden confirm

Max was racing down the street on his skateboard. He could feel the warm breeze on his face. He loved skateboarding. His favorite trick to do at the park was "the circle twirl". All of the sudden, a cat darted across the center of the road. Max swerved to not hit the cat. He fell hard on his arm and now it hurt badly.

He had to alert an adult. He went into the baker's shop on the corner and told him what happened. The baker asked for his phone number to call his mom. When his mom drove up in the car, Max could see alarm on her face. She jumped out and took a look at his arm. His t-shirt was dirty and he was holding his arm by his chest. Max's mom wrapped his arm up in a scarf to keep it safe on the way to the ER.

When they got to the ER, Dr. Grace took him to an x-ray room. She looked at his paper chart. She could confirm it was broken when the x-ray was done.

"You'll need a cast, but your arm will heal within 8 weeks," the doctor told him.

"Will it hurt?" Max whispered. He was nervous and on the verge of tears.

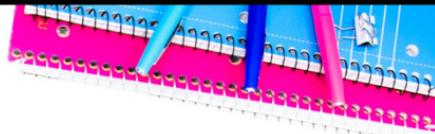
The doctor smiled. "Not at all. You won't holler or yell. It's very easy to put a cast on. And no fingers are broken. Just no skateboarding till your arm heals, please!"

Max agreed. As Dr. Grace put on the cast, she asked, "Would you like to pick a color?" Max chose a bright green, which reminded him of the flower garden at home.

Later that night, Max's family had burgers for dinner with mustard. His dad played the guitar and his sister made him a sandwich. The baker even dropped off a get well cake. Max thought, "Wow. This day was not too bad after all!"

Color in an arm each time you read the story.

THE LIFETIME LEARNER



Name: _____

THE BROKEN ARM

er, ir, ar

Answer each question below.

1. Why did Max swerve on his skateboard?
A. His t-shirt was dirty.
B. He had played guitar.
C. A cat darted across the baker's shop.
D. A cat darted across the road.

2. How long will it take Max's arm to heal?
A. 7 weeks
B. 8 weeks
C. 4 weeks
D. 6 weeks

3. What word does not rhyme with dart?
A. chart
B. cast
C. heart
D. short

4. Write the new word on each line.
1. chart CH~~o~~SM
2. holler L, R _____
3. alert AL~~o~~INS
4. baker B~~o~~SH
5. scarf SC~~o~~B
6. sande~~r~~ G~~o~~W
7. dart D~~o~~SM
8. confir~~m~~ C, O, N

5. Why do you think Max was on the verge of tears? Explain in a complete sentence.

THE LIFETIME LEARNER

Name: _____

CAN YOU SPOT IT?

er, ir, ar

Look at the picture. Find each word and color it if the correct color.

| | | | |
|--------|---------|--------|-------|
| red | garden | blue | scarf |
| orange | baker | purple | dart |
| yellow | holler | pink | alert |
| green | confirm | gray | chart |

THE LIFETIME LEARNER

Name: _____

YES OR NO?

er, ir, ar

PART 1 Color a checkmark or X to show if the word matches the picture correctly.

| | |
|---------|--------|
| confirm | chart |
| ✓ X | ✓ X |
| alert | dart |
| ✓ X | ✓ X |
| scarf | holler |
| ✓ X | ✓ X |
| baker | garden |
| ✓ X | ✓ X |

PART 2 Read each sentence. Decide if the word has been used correctly or incorrectly. Put a checkmark or X.

I will alert my teacher about it. Dad will scarf for me to come inside.

You chart that it is true. Look at the numbers on your short.

Here is a baker to go with your coat. I dart down the path.

The baker gives us bread. We visit the pretty garden.

THE LIFETIME LEARNER

Name: _____

CUT AND PASTE

er, ir, ar

Cut out each definition and glue it with the word it goes with.

| | | | |
|--------|-------|--------|---------|
| garden | chart | holler | confirm |
| | | | |

| | | | |
|-------|------|-------|-------|
| baker | dart | alert | scarf |
| | | | |

To check or make sure something is true or correct
Somewhere you can grow plants or flowers

To warn or tell someone about something important
Someone who makes bread, cakes, or other treats

To shout or yell loudly
A picture that shows information in a simple way

To run quickly or suddenly
To run quickly or suddenly

THE LIFETIME LEARNER

Name: _____

FILL IN THE BLANK

er, ir, ar

Read each sentence. Use a word from the word bank to fill in each blank.

- The kid will _____ at us.
- You _____ across the road.
- I pick a flower in the _____.
- The doctor gives me a _____.
- Put the _____ on your neck.
- I _____ the time of the play.
- We buy cookies from the _____.
- You need to _____ your mom.

WORD BANK

| | | | |
|--------|-------|--------|---------|
| chart | alert | scarf | dart |
| holler | baker | garden | confirm |

THE LIFETIME LEARNER

Name: _____

ALL MIXED UP

er, ir, ar

Unscramble the letters to write each word correctly.

| | |
|---------|--------|
| lraet | arnged |
| fnmicor | lhelro |
| asfrc | tadr |
| reakb | rhtac |

WORD BANK

| | | | |
|--------|-------|--------|---------|
| chart | alert | scarf | dart |
| holler | baker | garden | confirm |

WORD BANK

| | | | |
|--------|-------|--------|---------|
| chart | alert | scarf | dart |
| holler | baker | garden | confirm |

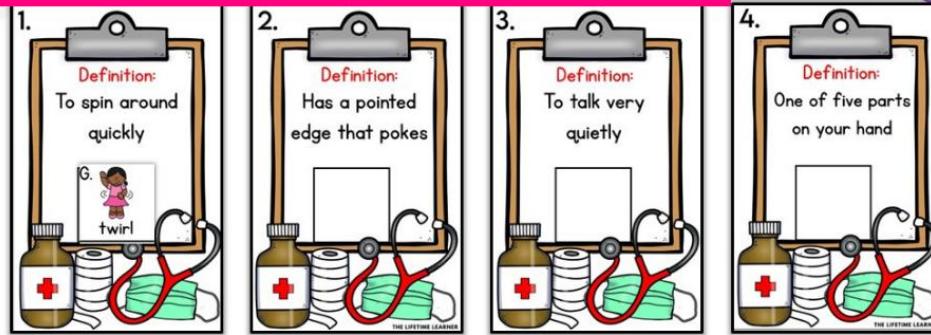
THE LIFETIME LEARNER

Each passage comes with
6 worksheets to choose from
to practice each skill.

2 VERSIONS:

7 high-interest centers & activities
in 2 formats: hands-on & no prep!

Hands-On Centers



No-Prep Printables



You can use the "Hands-On Centers" where students can manipulate & move pieces around.

These are easy to laminate and can be reused for years to come.

Or, you can use the "No-Prep Printables" where you simply print and go!

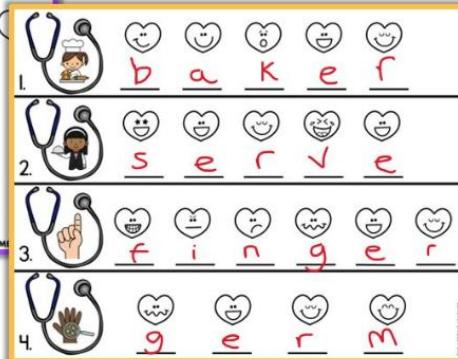
Some teachers use BOTH together!

CENTER 1

Code Breaker

CODE BREAKER

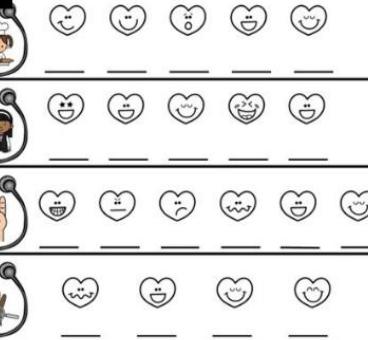
| | | | | |
|------|------|------|------|------|
| A= : | G= : | M= : | S= : | Y= : |
| B= : | H= : | N= : | T= : | Z= : |
| C= : | I= : | O= : | U= : | |
| D= : | J= : | P= : | V= : | |
| E= : | K= : | Q= : | W= : | |
| F= : | L= : | R= : | X= : | |



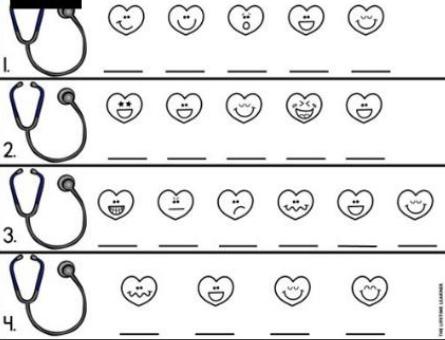
Students use the code breaker sheet to write each word.

2 VERSIONS:

V1:



V2:

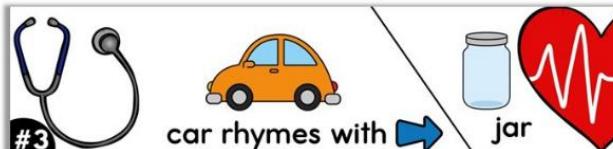
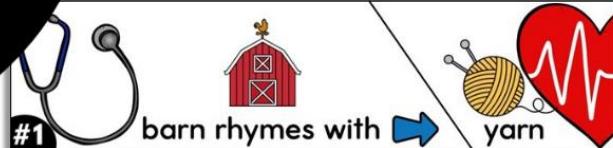


Version 1:
Picture Hint Given

Version 2:
No Picture Hint Given

CENTER 2

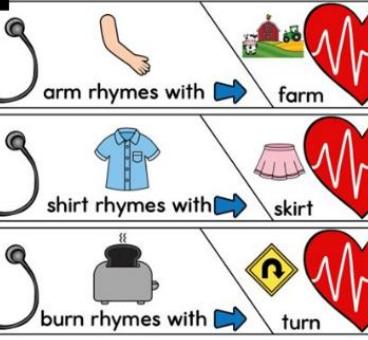
Rhyming Puzzles



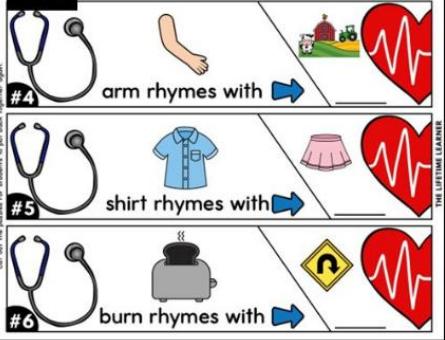
Students put each 2-piece puzzle together.

2 VERSIONS:

V1:



V2:

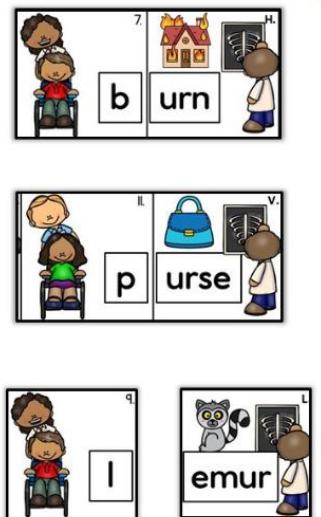
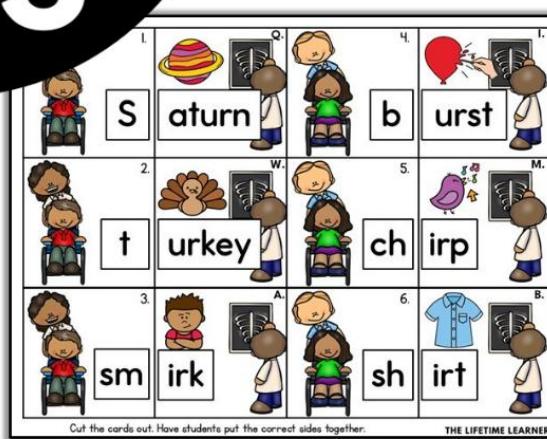


Version 1:
Word Given on Both Sides

Version 2:
Word Given on One Side

CENTER 3

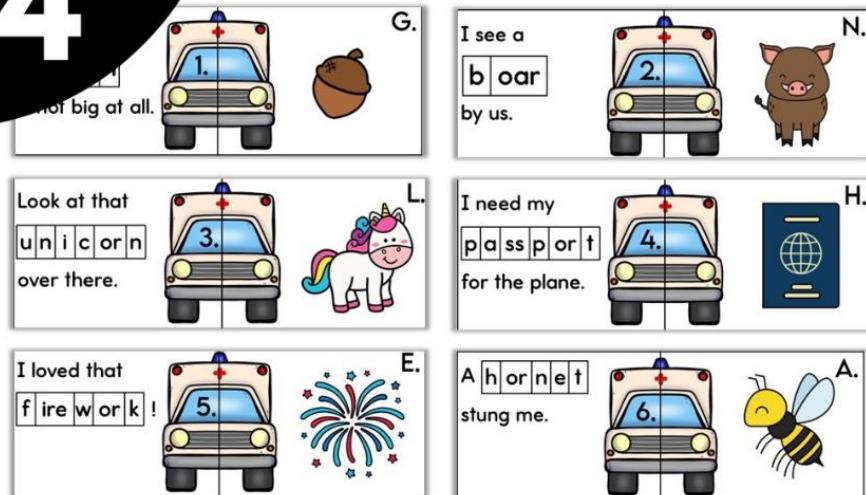
Pairs Activity



Students put the two sides together to form each word.

CENTER 4

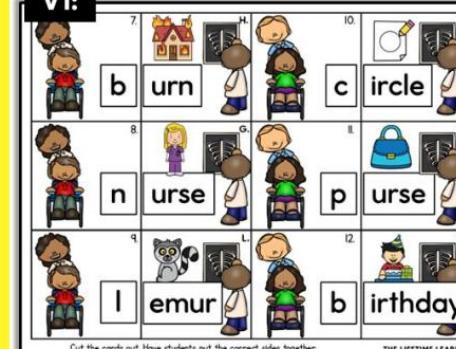
Task Cards



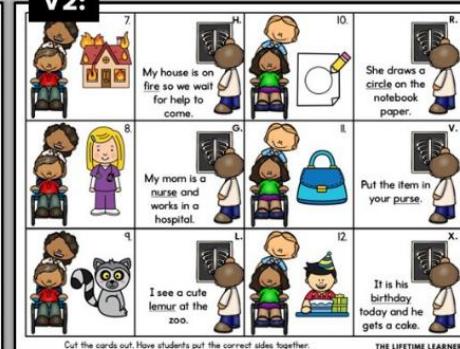
Students put the two sides of each task card together.

2 VERSIONS:

V1:



V2:

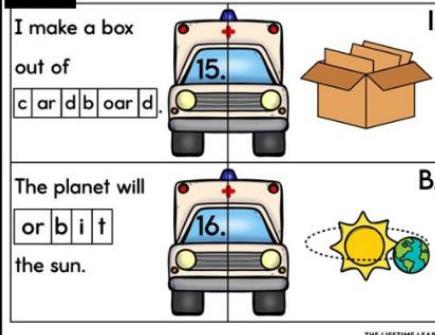


Version 1:
Words

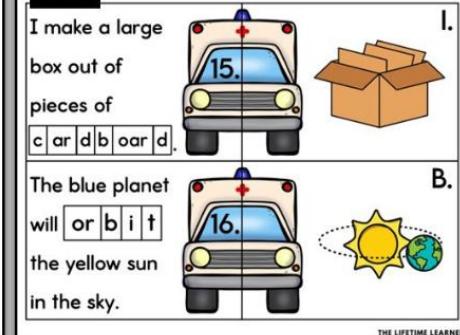
Version 2:
Sentences

2 VERSIONS:

V1:



V2:



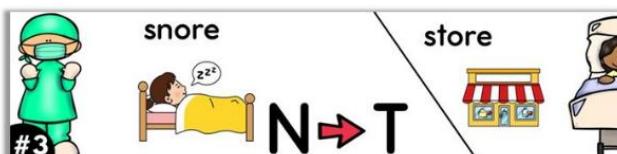
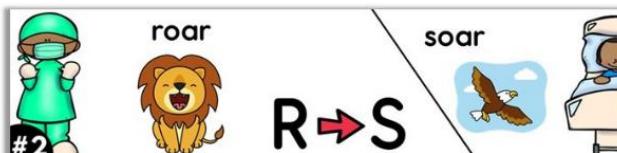
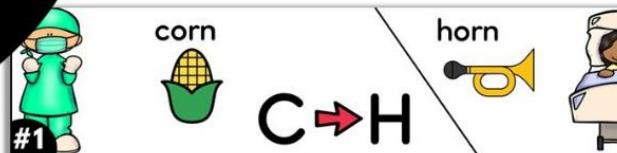
Version 1:
Easy Sentences

Version 2:
Hard Sentences

CENTER

5

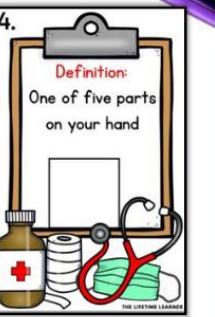
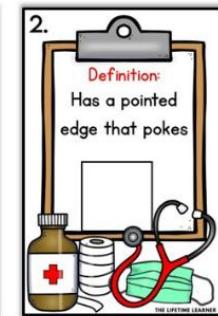
Change a Phoneme Puzzles



Students put each 2-piece puzzle together.

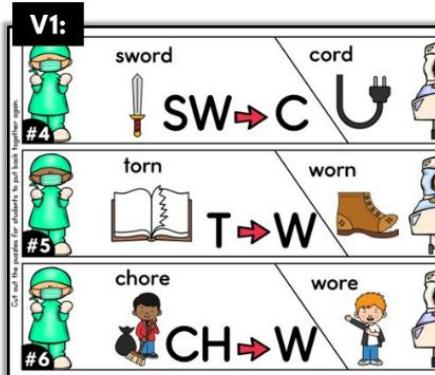
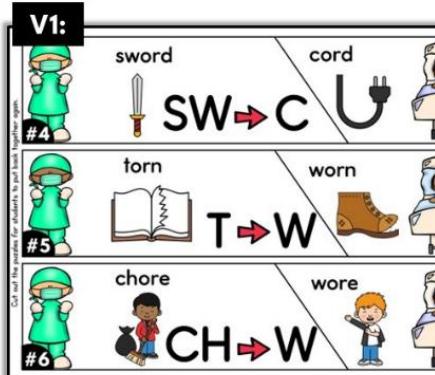
CENTER

6

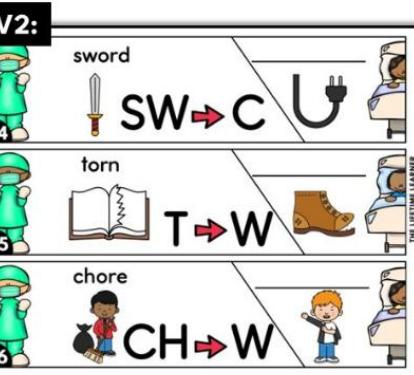
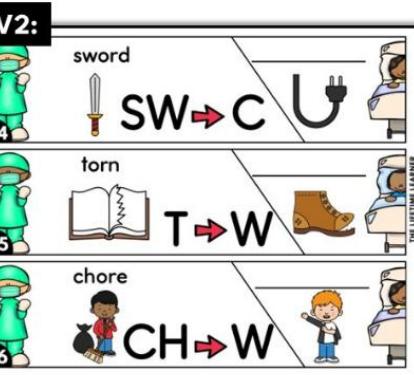


Students put the correct word next to each definition.

2 VERSIONS:



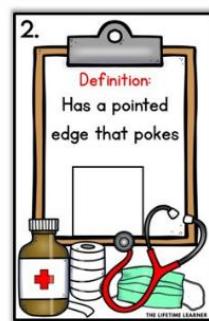
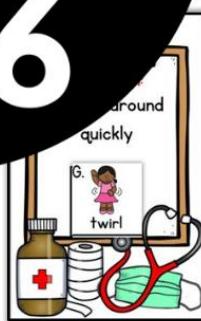
Version 1:
Word Given on Both Sides



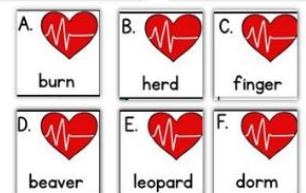
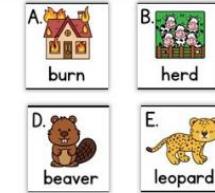
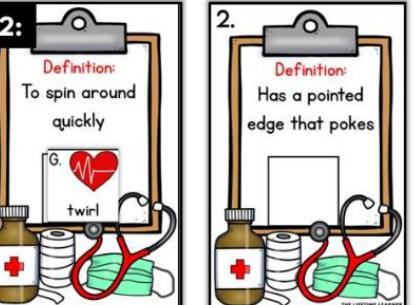
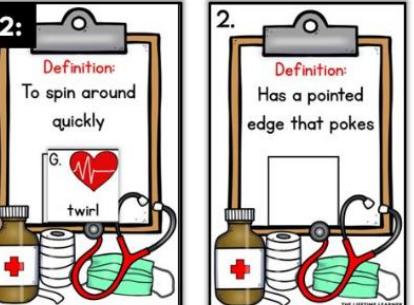
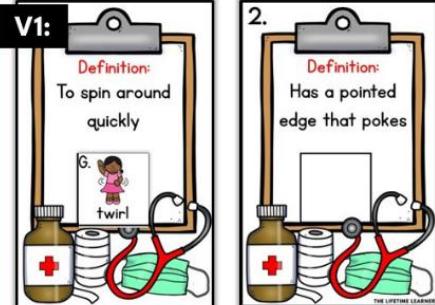
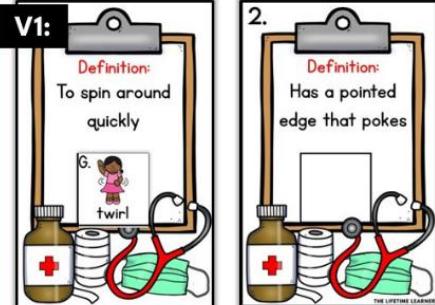
Version 2:
Word Given on One Side

CENTER

Words & Definitions



2 VERSIONS:



Version 1: Students find the matching picture and word.

Version 2: Students find the matching word.

CENTER 7

I Spy



Students look at the picture and decide if each word is shown. They put a check or X in each spot.

CENTERS 8-10

3 Phonics-Based Passages

2 VERSIONS:

V1:

| I SPY: | | | |
|----------|---|--------|----------|
| ? | ? | ? | ? |
| hurdle | twirl | swirl | thirty |
| ? | ? | ? | ? |
| birthday | burger | curve | thirteen |
| ? |   | ? | ? |
| turtle | curtain | yogurt | flurry |
| ? | ? | ? | ? |
| measure | squirt | turkey | slurp |

What do you see in the picture? Put a check or an X on each one.



Version 1: Students are only given the word.

V2

What do you see in the picture? Put a check or an X on each one. THE LIFETIME LEARNER



Version 2: Students are given a picture and the word.

THE BROKEN ARM

Answer each question below.

1. Why did Max come to his doctor's office?
 A. His arm was sore.
 B. His dad played the guitar.
 C. He was in the baker's shop.
 D. A robot had run across the road.

2. How many times did Max's arms to meet?

A. 7 weeks
 B. 8 weeks
 C. 9 weeks
 D. 10 weeks

3. What word does *chart* rhyme with?

A. adult
 B. cart
 C. last
 D. start

4. What word does *chart* rhyme with?

A. adult
 B. cart
 C. last
 D. start

5. Write the new word on each line.

1. chart CH-OSM

2. holler _ _ _ _ R

3. short A-U-INS

4. baker B-O-SH

5. scarf SC-O-B

6. garden G-O-W

7. dart D-S-M

8. confirm C-O-N

er, ir, ar

5. Why do you think Max was on the verge of tears? Explain in a complete sentence.

CAN YOU SPOT IT?

er, ir, ar

Look at the picture. Find each word and color it the correct color.

| | | | |
|--------|---------|--------|-------|
| red | garden | blue | scarf |
| orange | baker | purple | dart |
| yellow | holler | pink | alert |
| green | confirm | gray | chart |

Name: _____

THE LIFETIME LEARNER

YES OR NO?

Part 1: Color a checkmark on X to show if the word matches the picture correctly.

| | | | |
|---------|-------------------------------------|--------|-------------------------------------|
| confirm | <input checked="" type="checkbox"/> | chart | <input checked="" type="checkbox"/> |
| holler | <input checked="" type="checkbox"/> | dart | <input checked="" type="checkbox"/> |
| scarf | <input checked="" type="checkbox"/> | holler | <input checked="" type="checkbox"/> |
| baker | <input checked="" type="checkbox"/> | garden | <input checked="" type="checkbox"/> |

Part 2: Read each sentence. Decide if the word has been used correctly or incorrectly. Put a checkmark in the box if it is correct.

I will alert my teacher about _____.

Dad will scarf for me to come inside.

You chart that it is true.

Look at the numbers on your chart.

Here is a holler: to go with your coat.

I dart down the path.

The baker gives us bread.

We visit the pretty gardens.

Name: _____

THE LIFETIME LEARNER

CUT AND PASTE

er, ir, ar

Cut out each definition and glue it with the word it goes with.

| | | | |
|--------|-------|--------|---------|
| garden | chart | holler | confirm |
| | | | |

| | | | |
|-------|------|-------|-------|
| baker | dart | alert | scarf |
| | | | |

| | | | |
|-------|------|-------|-------|
| baker | dart | alert | scarf |
| | | | |

| | | | |
|-------|------|-------|-------|
| baker | dart | alert | scarf |
| | | | |

| | | | |
|-------|------|-------|-------|
| baker | dart | alert | scarf |
| | | | |

FILL IN THE BLANK

er, ir, ar

Read each sentence. Use a word from the word bank to fill in each blank.

1. The kid will _____ at us.
2. You _____ across the road.
3. I pick a flower in the _____.
4. The doctor gives me a _____.

ALL MIXED UP

er, ir, ar

Unscramble the letters to write each word correctly.

| | |
|---------|--------|
| laest | arnged |
| fnmicor | lhelro |

| | |
|---------|--------|
| laest | arnged |
| fnmicor | lhelro |

| | |
|---------|--------|
| laest | arnged |
| fnmicor | lhelro |

| | |
|---------|--------|
| laest | arnged |
| fnmicor | lhelro |

| | |
|---------|--------|
| laest | arnged |
| fnmicor | lhelro |

CUT AND PASTE

Get a head start on the year.

| Cut out each definition and glue it with the word it goes with. | | | |
|---|-------|--------|---------|
| garden | chart | holler | confirm |
| | | | |
| baker | dart | alert | scarf |

FILL IN THE BLANK

Journal of Health Politics, Policy and Law, Vol. 35, No. 4, December 2010
DOI 10.1215/03616878-35-4 © 2010 by the Southern Political Science Association

Read each sentence. Use a word from the word bank to fill in the blank.

1. The kid will _____ a _____.
2. You _____ across the road.
3. I pick a flower in the _____.
4. The doctor gives me a _____.

ALL MIXED UP

UNSCRAMBLE THE LETTERS TO WRITE EACH WORD.

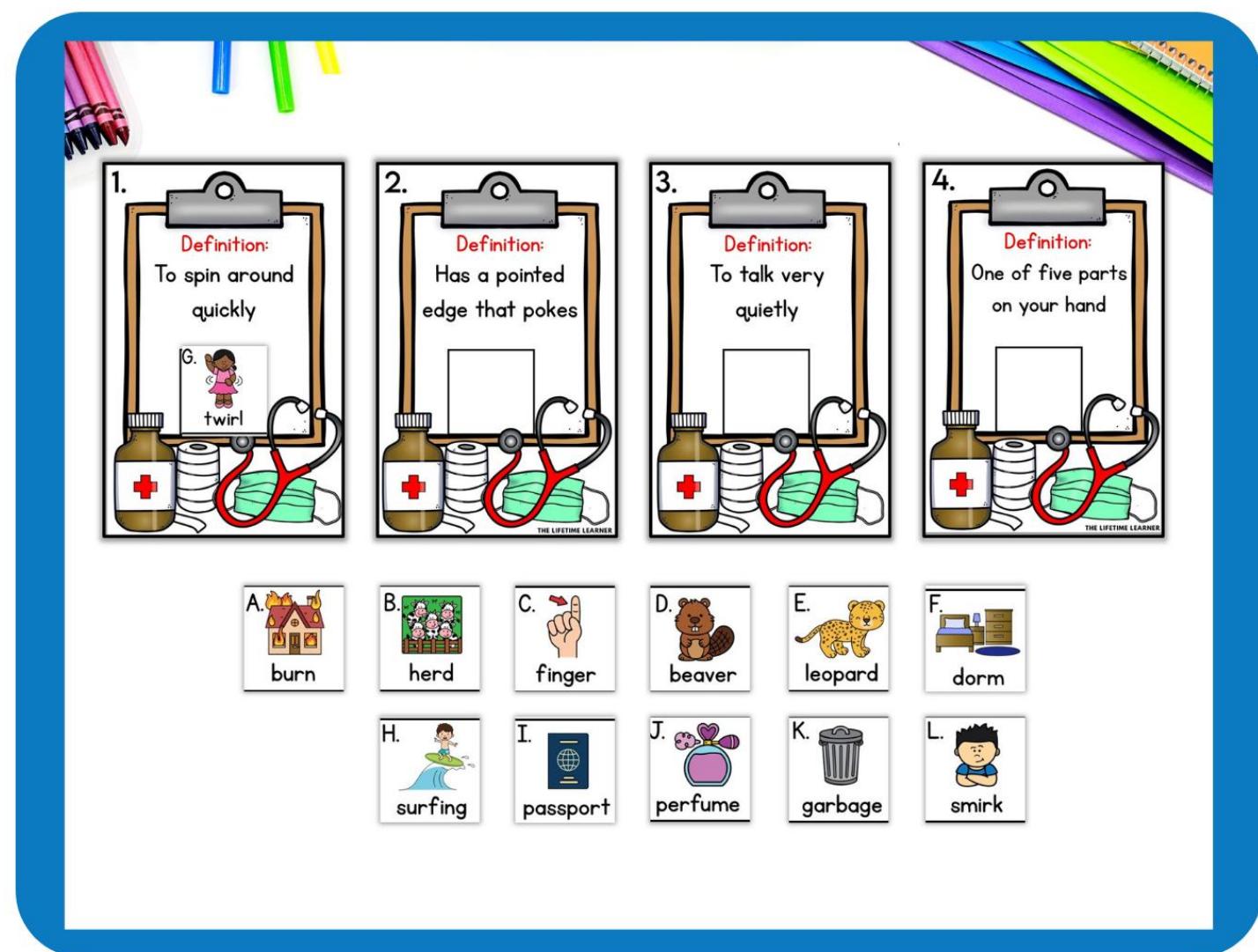
| | |
|---|--------|
| Directions: Write the letters to write each word correctly. | |
| Iraet | arnged |
| | |
| fnmicor | lhelro |
| | |

6 Worksheets for Every Passage

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

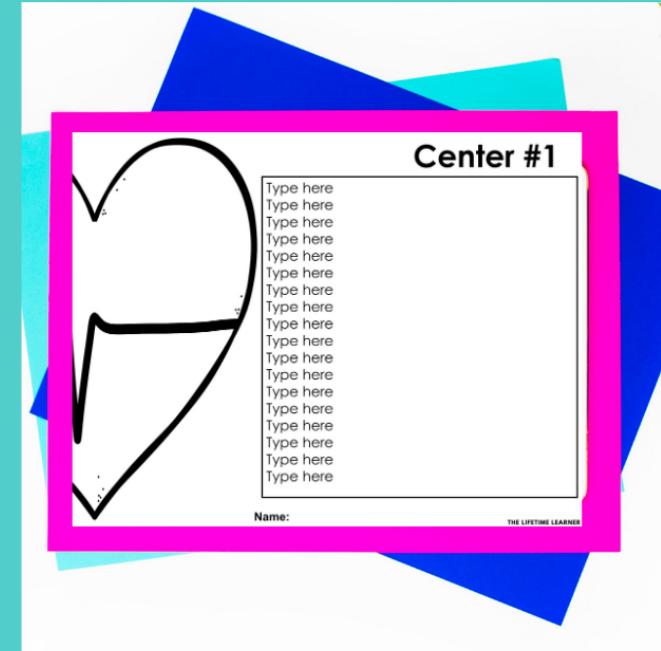
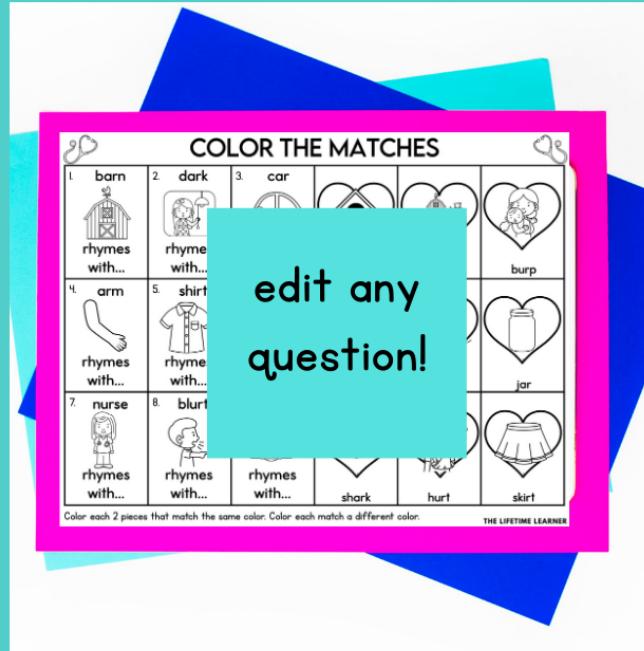
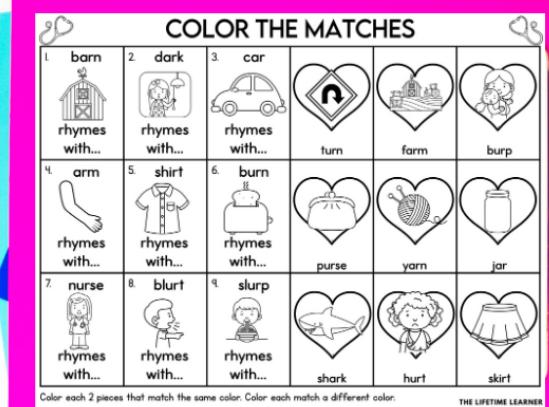


Print & Go

Google Slides

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

The no prep printable questions are 100% editable!



10 Pre-Made
Centers
(Print & Go)

10 Pre-Made
Centers:
Editable Version

10 Blank Centers
To Add Your
Own Content

3 Versions Included

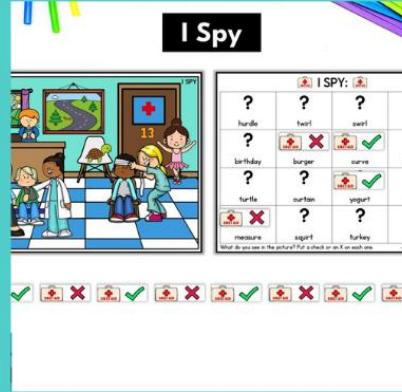
WHAT'S INCLUDED?



10 Color & B/W Posters



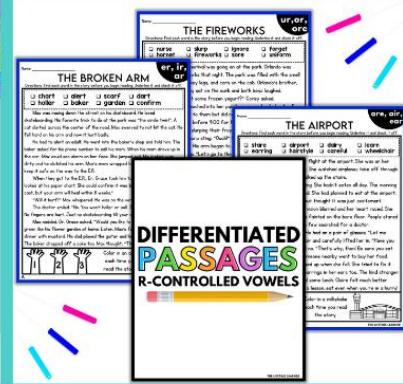
Recording Sheets



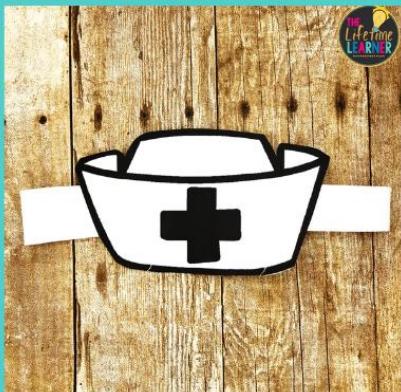
7 Hands On Centers



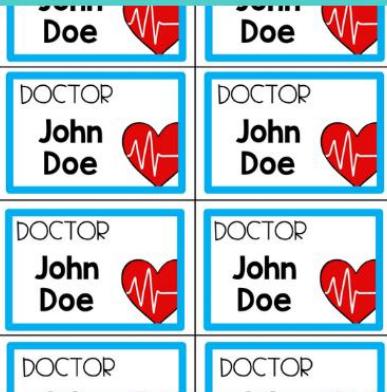
7 No Prep Printables



3 Decodable 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



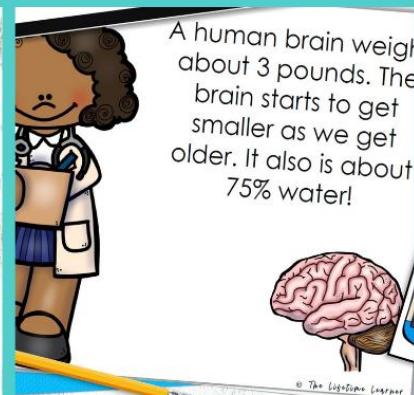
Digital
Version



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!

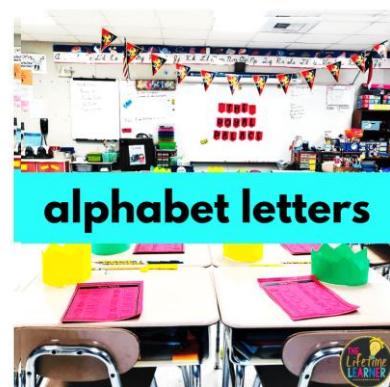


classroom transformations

low prep, fun, and engaging!



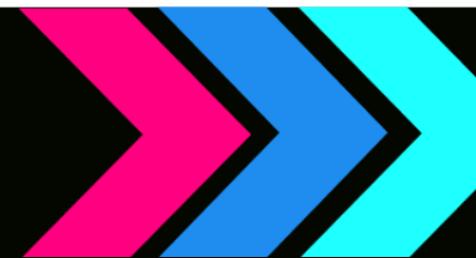
K-5 MATH & READING



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 10 reading stations 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**