

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!

THE LIFETIME LEARNER

THE LIFETIME LEARNER

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



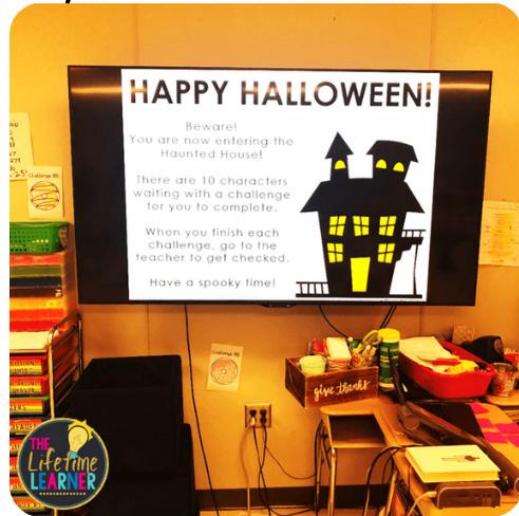
Camping Day

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 1:

Tell your class it is Halloween today!

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!

THE PUMPKIN
Read the story. Then, answer the questions.

Penny the pumpkin sat in the pumpkin patch. She wanted to be picked and put on a doorstep. On Halloween, a family chose her and drove to their home. "What should we do with the pumpkin?" the father asked his kids. The boy said, "Let's make it a jack o'lantern!" Penny did not know this word. "That's exciting," the father said. "What should we carve on the pumpkin?" "A monster!" the little girl suggested. Penny was shocked that they planned to carve her! The family got home and was about to begin. "Please don't carve me!" Penny begged. The boy's eyes widened. "You can talk? I didn't know pumpkins could talk!" "We can," Penny said. "I was hoping to sit on the doorstep, not be carved." "We won't now," the mother said. "You seem kind. What if we paint you?" Penny agreed and watched as they painted her. Then, Penny saw her face was green and purple lines went down her sides in the mirror. She loved that she could show it off. "Let's put her on the front doorstep," the dad said. "This is the best Halloween ever!" Penny said happily.

THE PUMPKIN
Name: _____

WORD BANK:

- monster • mirror • carve
- shocked • paint • mother
- jack o'lantern • doorstep

Fill in the crossword puzzle. Do not put spaces or apostrophes in your answers when you fill them in.

CROSSWORD PUZZLE:

Across:

- 1. A carved pumpkin (8 letters)
- 2. To paint (5 letters)
- 3. To cut out (5 letters)
- 4. To sit on (5 letters)
- 5. A shocked expression (7 letters)
- 6. A mirror (6 letters)
- 7. To paint (5 letters)
- 8. To cut out (5 letters)

Down:

- 1. To sit on (5 letters)
- 2. A carved pumpkin (8 letters)
- 3. To paint (5 letters)
- 4. To sit on (5 letters)
- 5. A shocked expression (7 letters)
- 6. To paint (5 letters)
- 7. A carved pumpkin (8 letters)
- 8. To sit on (5 letters)

THE LIFETIME LEARNER

STEP 3:

This part is optional but SO MUCH FUN!

After students complete each center, I have them pull out a chance card.

If the card says "Trick", they put their hand in a Halloween "Trick Bag".

If the card says "Treat", they get a piece of candy.

What's in the Trick Bags?

There are things like marshmallows (ghost poop), carrots (monster toes), and a glove filled of flour (Frankenstein's hand). The resource includes ten bag labels and a shopping list of exactly what you'll need to fill them up.



Chance Card



"Treat"



Trick Bag



Trick Bag

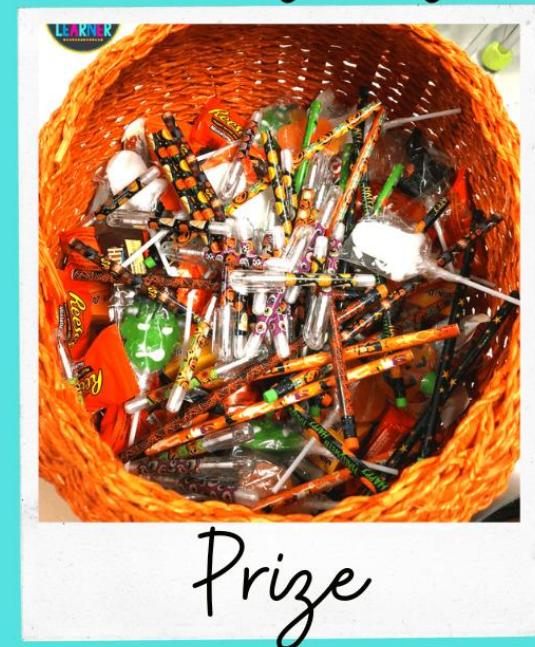
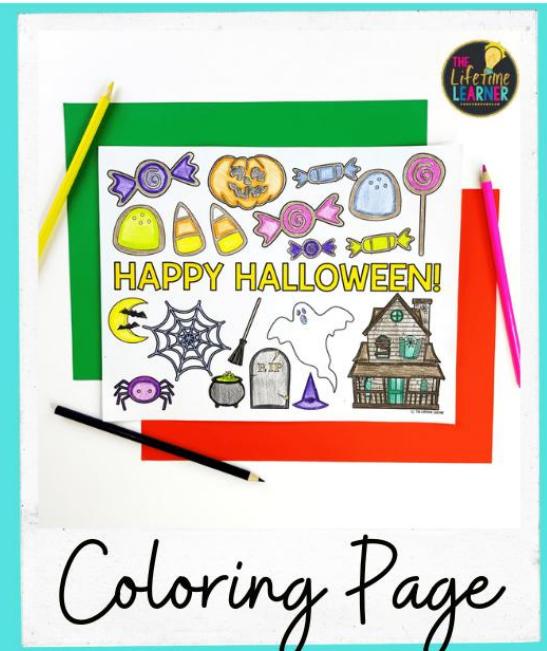
STEP 4:

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 5:

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

1

Printable Facts

2

Hang facts around room

3

QR Codes

Students scan to read fun facts

5 READING COMPREHENSION PASSAGES/ACTIVITIES:

THE WITCH

Read the story. Then, answer the questions.

At age 10, Olive still hadn't managed to learn how to fly a broom. Her classmates had already learned the skill months earlier, and Olive was the only one lagging behind.

"That's so embarrassing, Olive!" the girls in her class would mock, their voices mean. "I'll learn!" Olive replied with determination. "And when I do, I'll be the best!"



Name:

THE WITCH: MULTIPLE CHOICE

1. What is the main conflict in the story?
A) Olive's broom is broken.
B) Olive is struggling to fly a broomstick.
C) Olive doesn't want to be a witch.
D) Olive is afraid of flying.

2. What does Olive's mother mean when she says the broom is "alive in its own way"?
A) The broom can talk.
B) The broom is controlled by magic.
C) The broom has emotions like a human.

3. Why does Olive whisper to the broom instead of commanding it to fly?
A) She thinks it will work better if she whispers.
B) She's too shy to speak loudly.
C) She is following her mother's advice to communicate with the broom.

4. Which of the following best describes Olive's relationship with her mother?
A) Strained and competitive.
B) Supportive and encouraging.
C) Distant and uninterested.
D) Strict and critical.



THE ZOMBIE

Read the poem. Then, answer the questions.

On Halloween night, when the moon shines bright,
The zombies rise up, what a silly sight!
With shaky knees and a goofy grin,
They walk along, let the fun begin!

THE ZOMBIE: RIGHT OR WRONG?

Using the poem, color the right statements green and the wrong statements red.

A. The poem has twelve lines in total.

B. The poem shows the dangers of Halloween.

C. The zombies are searching for candy in the poem.

D. The zombies are searching for kids to scare in the poem.
E. The zombies in the poem are afraid of kids.



THE VAMPIRE

Tooth the vampire had joined a new school and asked four pals to sleepover. He set out candy for them. The doorbell rang, and Tooth opened it.

Midnight stood there, frowning. "My mom made me come. I didn't want to." Tooth was surprised, but stayed polite. "I'm glad you could make it," he said.

THE VAMPIRE: COLOR SORT

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

TOOTH



RED

Funny

He said sorry for being late and seemed to care what the vampire thought.

Playful

She joked she was going to eat all the candy and not share with anyone.

Friendly



THE GHOST

Read the story. Then, answer the questions.

"...and the family was never seen again," Mary whispered, finishing her scary story.

"Is that really true?" Annabelle asked in a hushed voice.

Jade shook her head. "It can't be. Ghosts aren't real... right?"

Mary shrugged. "Maybe they are." She turned the lights on in her room.

Name:

THE GHOST



1. Why do you think Mary's friends believed her story?

Mary's friends

2. How did the change?

When the setting changed

3. What lesson did

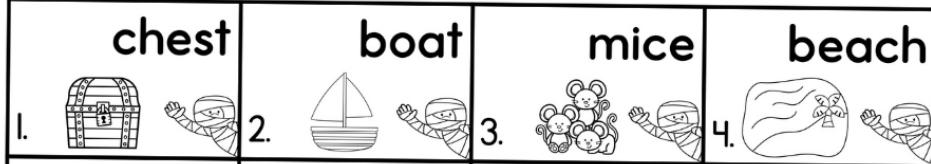
The lesson th

focuses on:
WRITTEN RESPONSE
TEXT STRUCTURE
STORY ELEMENTS
POETRY COMPREHENSION
CHARACTER TRAITS

5 PHONICS-BASED READING ACTIVITIES:

Name:

THE MUMMY: RHYMING PUZZLES



Name:

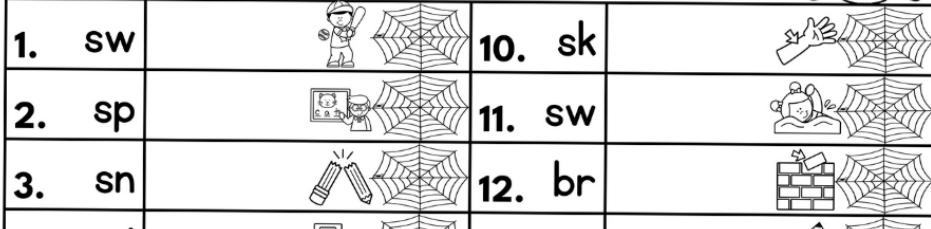
THE MUMMY: RHYMING PUZZLES



Name:

SPIDER PAIRS

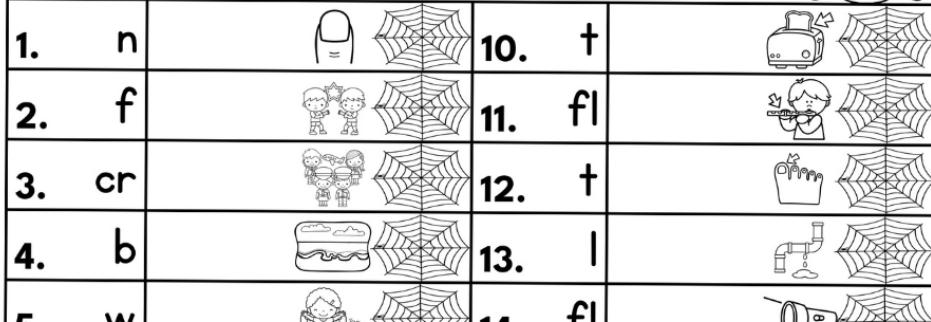
Fill in the missing part of each word.



Name:

SPIDER PAIRS

Fill in the missing part of each word.



SPOT THE DIFFERENCES



princess flame
 skeleton boom

Name:

SPOT THE DIFFERENCES



She has on a princess costume for Halloween.
 Can you tell which is a real skeleton and which is a costume?

Name:

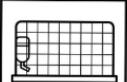
SKELETON SOUNDS

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



HARD C

green



SOFT C



cage



cake



gift



circle



gems



good

SKELETON SOUNDS



HARD C

green



SOFT C

brown



SOFT G

yellow

focuses on:
PHONEME SUBSTITUTION
RHYMING WORDS
SOFT & HARD C/G
SHORT & LONG VOWELS
BLENDs REVIEW

2 Versions of Every Passage Included for Students

THE GHOST

“...were never seen again,” Mary whispered, finishing her scary story. “Is that really true?” Annabelle asked quietly. “Ghosts aren’t real...right?” Mary shrugged. “Maybe they are.” She turned the lights on in her room. “We should go to bed,” Jade said. “It’s late.” Mary and Annabelle nodded. Then, the lights went off. They all froze, staring at the ceiling. “Did you do that, Mary?” Jade asked, scared. Mary shook her head no. “It must be a ghost!” Annabelle cried. “He heard us talking and did this!” Mary felt afraid in the dark. She yelled, “Dad! There’s a ghost in here!” “What?” Her dad ran upstairs. “A ghost? There is no such thing.” “But the lights turned off!” Jade said. “And none of us did it!” Her father smiled. “Oh, that wasn’t a ghost. I was working in the garage



THE GHOST

Read the story. Then, answer the questions.

“...and the family was never seen again,” Mary whispered, finishing her scary story. “Is that really true?” Annabelle asked in a hushed voice. Jade shook her head. “It can’t be. Ghosts aren’t real... right?” Mary shrugged. “Maybe they are.” She turned the lights on in her room. “We should probably go to bed,” Jade said. “It’s getting late.” Mary and Annabelle nodded. Then, the lights went off. They all froze, staring at the ceiling. “Did you do that, Mary?” Jade asked, her voice scared. Mary shook her head no. “It must be a ghost!” Annabelle cried. “He heard us talking and did this!” Mary didn’t believe in ghosts, but her heart was racing. The lights were not touched, so how did they turn off? Mary yelled, “Dad! There’s a ghost in here!” “What?” her dad called. He ran upstairs. “A ghost? There’s no such thing as ghosts.” “But the lights turned off!” Jade exclaimed. “And none of us did it!” Her father smiled. “Oh, that wasn’t a ghost. I was working in the garage and tripped the power. The whole house went dark. I’ll fix it in a second!” Mary relaxed. “So... there wasn’t a ghost?” “No,” her dad said. “Get some sleep. No ghosts here, I promise.” As he left, the girls looked at each other and laughed. What had been scary was now funny.

THE LIFETIME LEARNER

THE PUMPKIN

Read the story. Then, answer the questions.

Penny the pumpkin sat in the pumpkin patch. She wanted to be picked and put on a doorstep. On Halloween, a family chose her and drove to their home. “What should we do with the pumpkin?” the father asked his kids. The boy said, “Let’s make it a jack o’lantern!” Penny did not know this word. “That’s exciting,” the father said. “What should we carve on the pumpkin?” “A monster!” the little girl suggested. Penny was shocked that they planned to carve her! The family got home and was about to begin. “Please don’t carve me!” Penny begged. The boy’s eyes widened. “You can talk? I didn’t know pumpkins could talk!” “We can,” Penny said. “I was hoping to sit on the doorstep, not be carved.” “We won’t now,” the mother said. “You seem kind. What if we paint you?”



THE PUMPKIN

Read the story. Then, answer the questions.

Penny the pumpkin sat in the pumpkin patch. She wanted to be picked and put on a doorstep. On Halloween, a family chose her. On the way home, Penny heard them talking. “What do you want to do with the pumpkin?” the father asked. The little boy grinned. “We’re going to turn it into a jack o’lantern!” Penny had never heard this term before and wondered what it meant. “That’s exciting,” the father said. “What design do you have in mind for carving?” “A monster!” the little girl suggested. Penny was shocked. They were not going to care for her; they planned to carve her! The family got home and was about to begin. “Please don’t carve me!” Penny begged.



**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

Each worksheet features a cartoon character and a passage. Below the passage are four boxes for identifying character traits and providing proof. The boxes are color-coded: red for Tooth and Shadow, green for Wendy and Raven, blue for Midnight, and purple for the bonus sheet. The bonus sheet includes a separate box for writing a name.

Character	Trait	Proof	Trait	Proof
Tooth	Positive	I.	Trait	L.
Shadow	Polite	J.	Trait	M.
Wendy	Energetic	K.	Trait	N.
Raven	Friendly	O.	Trait	P.
Midnight	Funny	Q.	Trait	R.
	Proof	S.	Proof	T.

No-Prep Printables

The worksheet is titled "THE VAMPIRE: COLOR SORT" and includes a "Color Sort" section with four columns: Funny (red), Playful (orange), Shy (yellow), and Friendly (purple). It also features a "Character Traits" section with 10 characters (Tooth, Wendy, Shadow, Raven, Midnight, etc.) each with a color-coded box and a short description. A "Name:" box is at the bottom.

With this version, students read the passage.

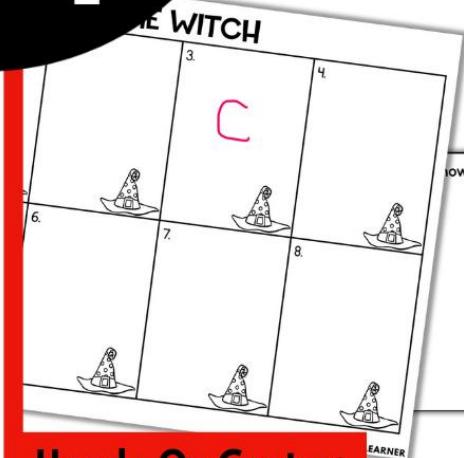
Then, they complete a hands-on center activity you can laminate and re-use for years to come.

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



Hands-On Center:

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

Why does Olive whisper to the broom rather than yelling for it to fly?
 A) She thinks it will work better if she whispers.
 B) She is shy.
 C) Her mother gave her advice to talk quietly with the broom.
 D) She is afraid the other witches will hear her.

3.



What is the main problem in the story?
 A) Olive's broom is broken.
 B) Olive can not fly a broomstick.
 C) Olive does not want to be a witch.
 D) Olive is scared of flying.

1.



Name:

THE WITCH: MULTIPLE CHOICE



1. What is the main problem in the story?
 A) Olive's broom is broken.
 B) Olive can not fly a broomstick.
 C) Olive does not want to be a witch.
 D) Olive is scared of flying.

2. What does Olive's mother mean when she says the broom is "alive" in a way?
 A) The broom can talk.
 B) The broom is magical.
 C) The broom has feelings like a human.
 D) Olive must treat the broom as a partner to fly.

3. Why does Olive whisper to the broom rather than yelling for it to fly?

A) She thinks it will work better if she whispers.
 B) She is shy.
 C) Her mother gave her advice to talk quietly with the broom.
 D) She is afraid the other witches will hear her.

4. Which best describes how Olive's mother acts in the story?
 A) Tired
 B) Helpful
 C) Bored
 D) Strict

5. What lesson does Olive learn by the end of the story?
 A) Working alone will help you reach your goals.
 B) Teamwork will help you reach your goals.
 C) Olive should be the best in your class.
 D) Do not practice; just use magic.

6. Why does Olive ask her parents for help?
 A) She wanted her parents to do her homework for her.
 B) She knew her mother could fly.
 C) She wanted her parents to stop the mean girls.
 D) She needed a new broom.

7. How does Olive feel when she first sees her mother flying?
 A) Amazed
 B) Scared
 C) Jealous
 D) Upset

8. How does Olive's mom help at the end of the story?
 A) She makes Olive practice flying for hours.
 B) She gives Olive a new broom.
 C) She gives Olive a lesson on working as partners.
 D) She makes Olive feel bad for not learning quickly.

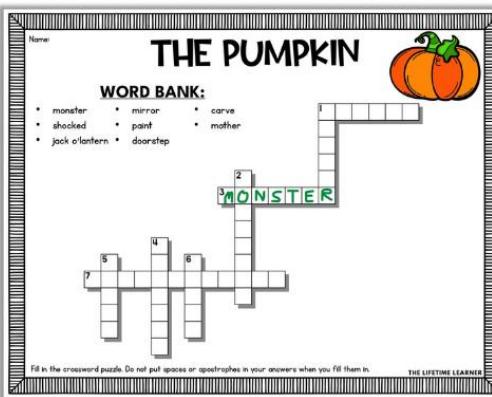
Circle A, B, C, or D in each box.

THE LIFETIME LEARNER

READING COMPREHENSION!

CENTER 2

Crossword Puzzle



5 DOWN What was the solution instead of carving the pumpkin?

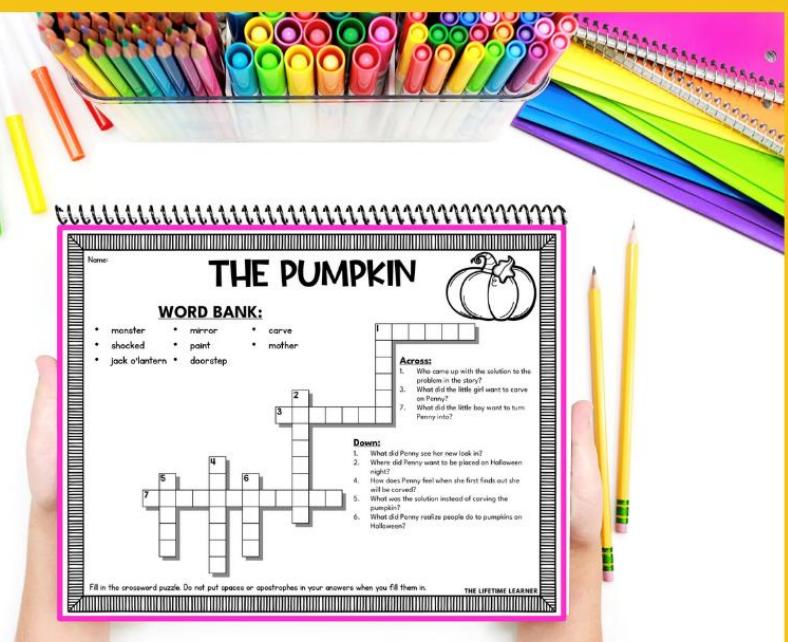
7 ACROSS What did the little boy want to turn Penny into?

6 DOWN What did Penny realize people do to pumpkins on Halloween?

I DOWN What did Penny see her new look in?

4 DOWN How did Penny feel when she first found out what happens to pumpkins?

Hands-On Center: Students use the clue cards to fill in the crossword puzzle.

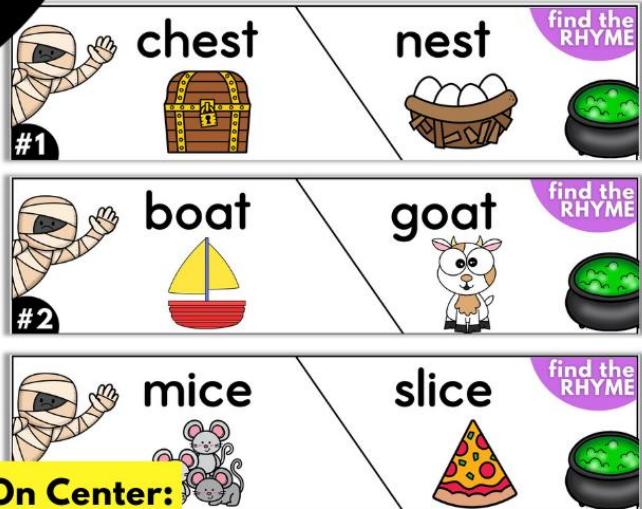


READING COMPREHENSION!

CENTER

3

Mummy Puzzles



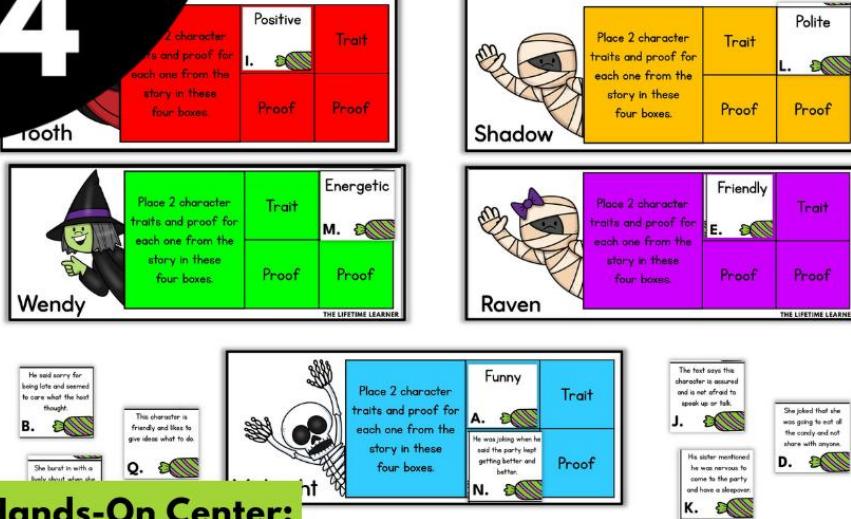
Hands-On Center:

Students put each 2-piece puzzle together.

CENTER

4

Sorting Game



Hands-On Center:

Students sort each card onto the correct mat.



PHONICS-BASED!



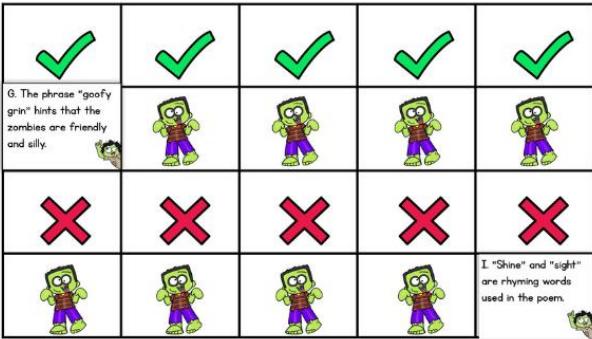
READING COMPREHENSION!

CENTER 5

Right or Wrong?

RIGHT OR WRONG?

Place 5 right cards on the top and 5 wrong cards on the bottom.



R. The zombies are described as joyful and ready to have fun.

S. The poem suggests that the zombies are looking for humans to scare.

B. The poem's theme focuses on the dangers of Halloween.

A. The poem contains three stanzas.

C. The word "searching" refers to the zombies looking for candy in the poem.

Hands-On Center:

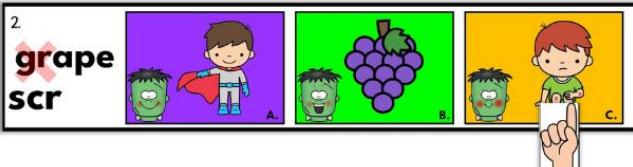
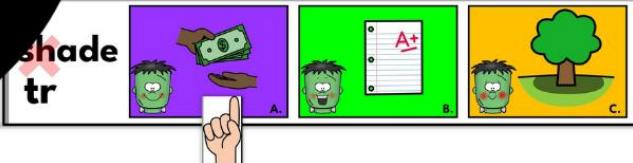
Students read each statement about the poem and decide if it's right or wrong. They sort the cards into the correct pile.



READING COMPREHENSION!

CENTER 6

3 Choices Game



Hands-On Center:



Students put a hand on each correct answer.



PHONICS-BASED!

CENTER 7

Matching Activity

Students put the two parts of each word together to make matches.

THE LIFETIME LEARNER

Hands-On Center:

Students put the two parts of each word together to make matches.

SPIDER PAIRS
Fill in the missing part of each word.

1. sw ing	10. sk in
2. sp ell	11. sw im
3. sn ap	12. br ick
4. pl ug	13. gr ab
5. bl ock	14. cr ib
6. fl ag	15. tr unk
7. dr op	16. fr og
8. st ep	17. dr ess
9. sl ed	18. sp ot

THE LIFETIME LEARNER

PHONICS-BASED!

CENTER 8

Write a Sentence

THE GHOST

1. Mary's friends believed her story because _____.
2. When the setting changed and the lights went off, _____.

Why do you think Mary's friends believed her scary story?
Change in the story? It's going to be mood of the story?

1. _____
2. _____

the answers to the questions in complete sentences.

THE LIFETIME LEARNER

Hands-On Center:

Students write the answer to each prompt on the lines.

THE GHOST

1. Why do you think Mary's friends believed her scary story?
Mary's friends believed her story because _____.

2. How did the change in the setting (the lights going off) change the mood of the story?
When the setting changed and the lights went off, _____.

3. What lesson did the girls learn by the end of the story?
The lesson the girls learned was _____.

4. If you were in the room with Mary, how would you have felt when the lights turned off?
If I was in the room with Mary when the lights turned off, I would _____.

Write the answers to the questions in each box in complete sentences.

THE LIFETIME LEARNER

READING COMPREHENSION!

CENTER

9

Spot the Differences



She has on a princess costume for Halloween.

Can you tell which is a real skeleton and

Hands-On Center:

We walked past a grave when we were trick-or-treating.

The witch swept up the mess with her broom.

Students decide if each sentence goes with Picture 1 or Picture 2.

CENTER

10

Sorting Game



Hands-On Center:

Students sort each card onto the correct mat.



SPOT THE DIFFERENCES

1 She has on a princess costume for Halloween.

1 Can you tell which is a real skeleton and which is a costume?

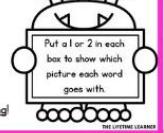
2 We walked past a grave when we were trick-or-treating.

2 The witch swept up the mess with her broom.

1 The boy in the wizard costume has on glasses.

1 Who invited a clown to this party?

2 That girl is not wearing a costume because she is sleepwalking!



PHONICS-BASED!



SKELETON SOUNDS

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

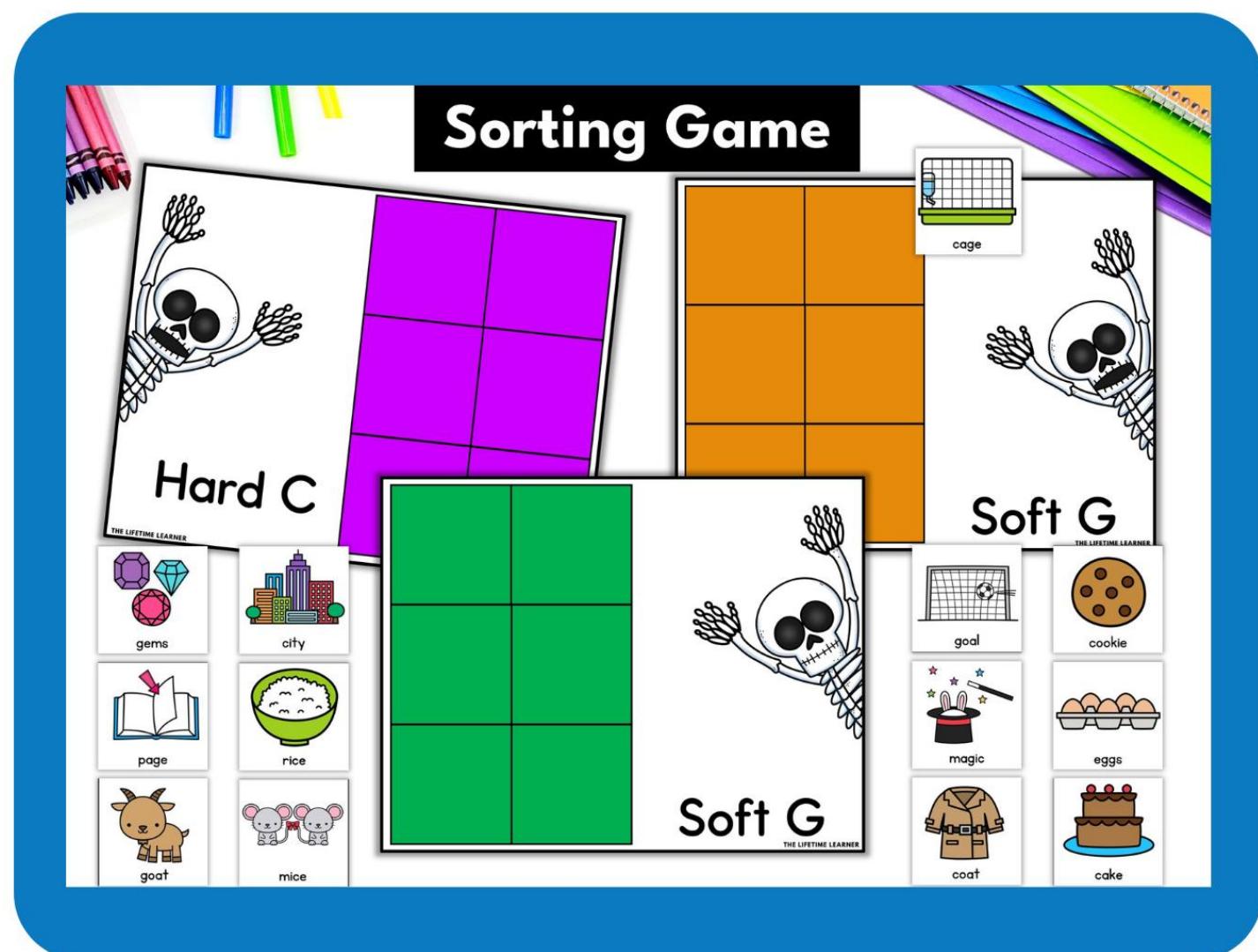
HARD C	green	green	green	green	green
SOFT C	brown	brown	brown	brown	brown
SOFT G	yellow	yellow	yellow	yellow	yellow
HARD G	blue	blue	blue	blue	blue

PHONICS-BASED!

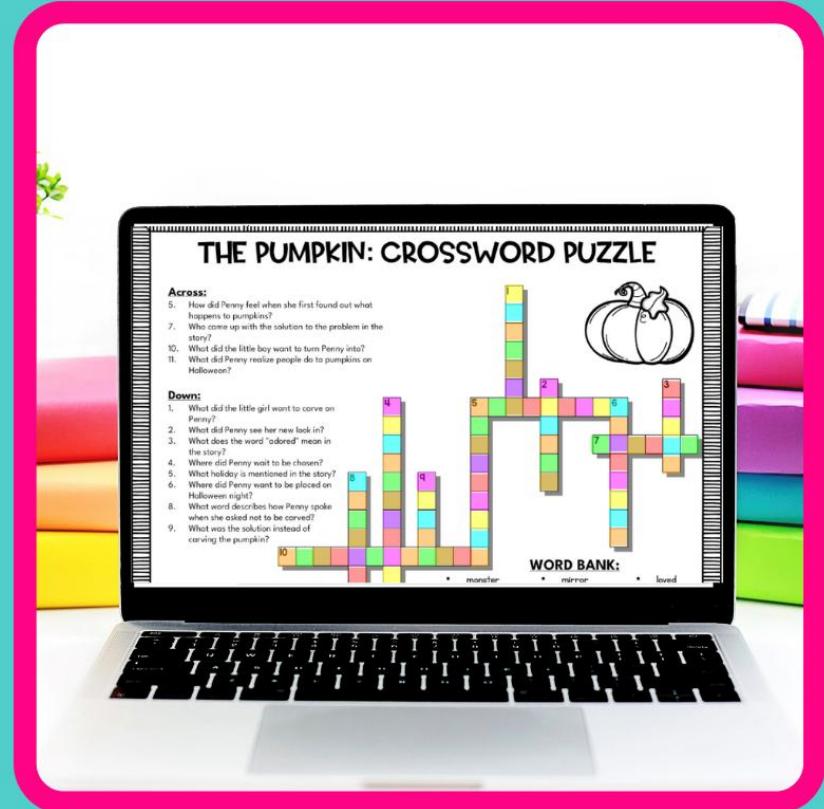
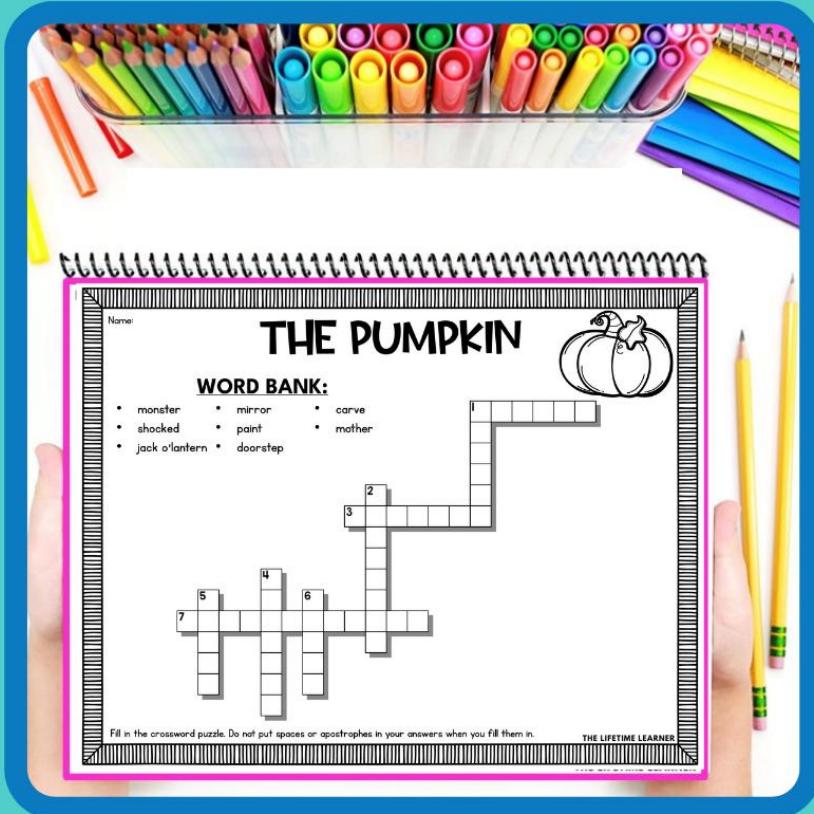
HOW TO USE THIS:

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

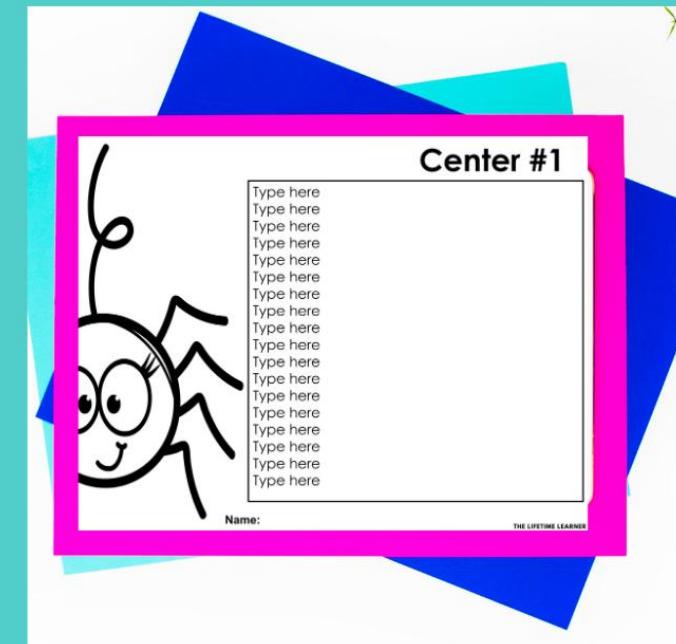
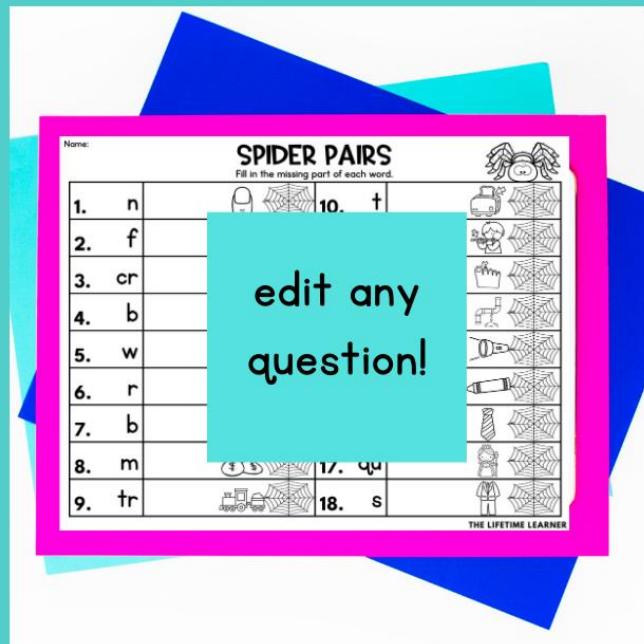
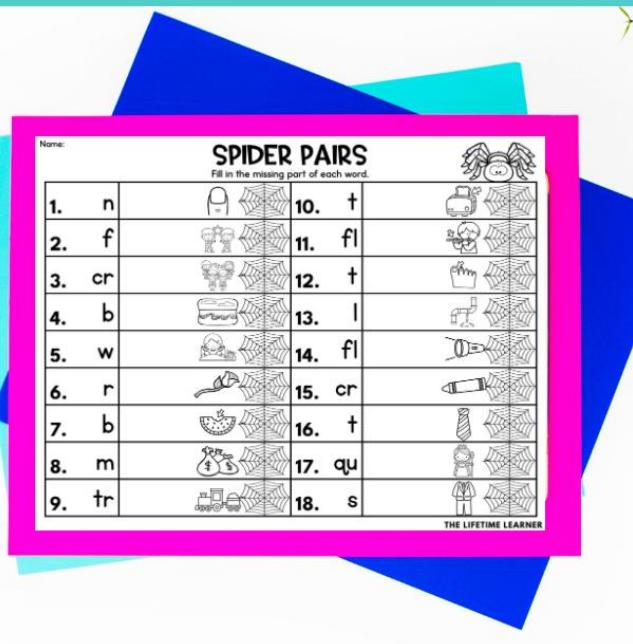


Print & Go

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

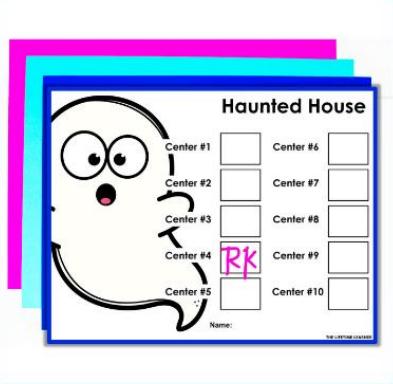
10 Blank Centers
To Add Your
Own Content

3 Versions Included

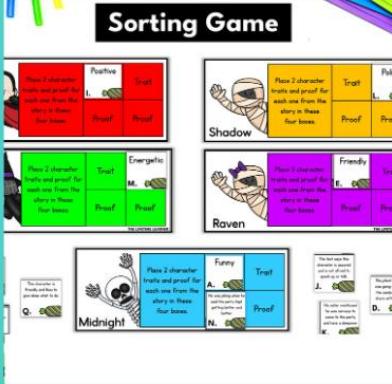
WHAT'S INCLUDED?



10 Color & B/W Posters



Recording Sheets



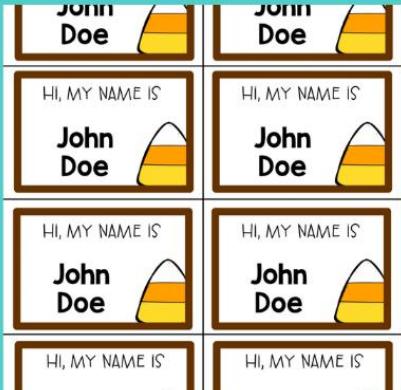
10 Hands On Centers



No Prep Printables



Chance Cards



Printable Hats



Name Tags



Coloring Page

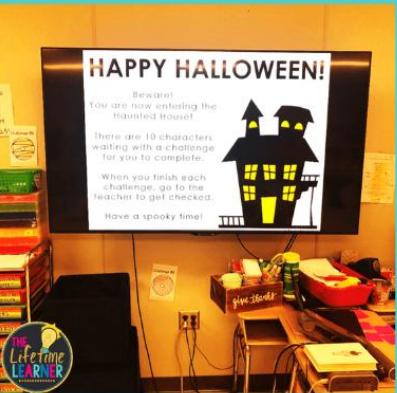


Folder Insert

Decor Posters

keep scrolling to see more!

WHAT'S INCLUDED?



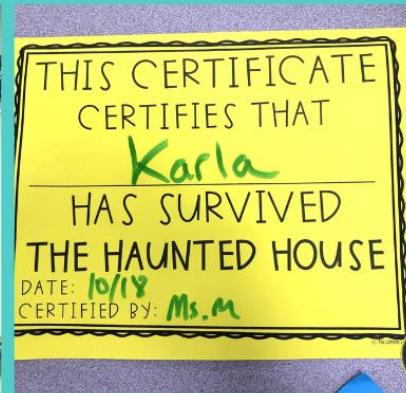
Welcome
Slide



Editable
Versions



Banner



Certificate



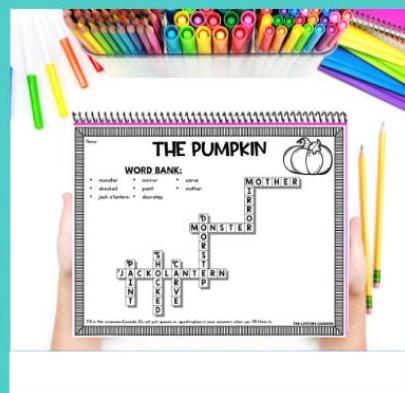
Shopping
Guide



Admission
Tickets



Digital
Version



Answer
Keys



QR Codes



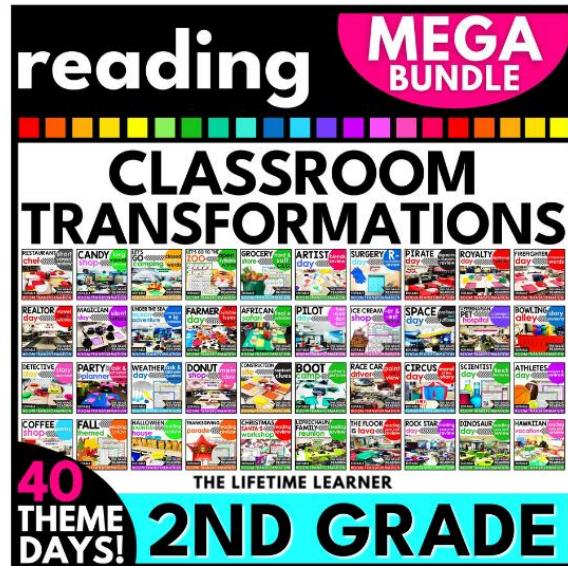
Fun Facts

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!

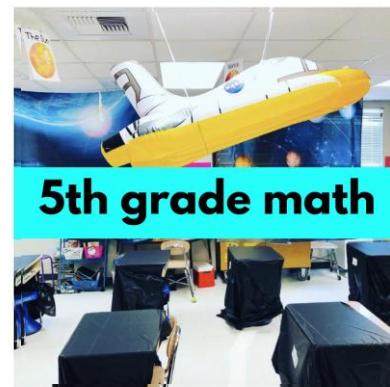


When you purchase a Mega Bundle, you save 50% off the price of the individual resources!

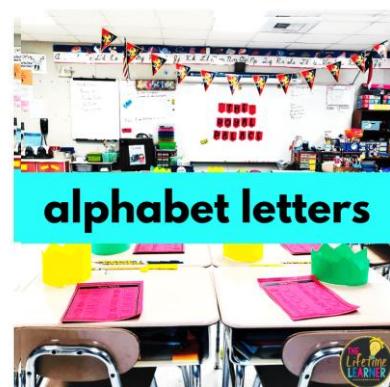


classroom transformations

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