

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!

GET READY TO RACE

Read each passage and figure out who is telling the story. Use the chart to write the name of the character and the perspective. Then, add evidence from the text to explain how you know.

STORY #	CHARACTER	EVIDENCE FROM THE TEXT TO PROVE THIS:
1	First place driver	Says "I did it again!"
2		
3		
4		
5		
6		
7		
8		
9		
10		

LAST PLACE DRIVER

H.

1ST PLACE DRIVER

E.

RACE CAR DRIVER'S WIFE

I.

FAN IN THE CROWD

STORY #1

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

"This is what I have been waiting for all my life," Alan thought. "I am ready to race." He took a few deep breaths. "And...we're off!"

The first lap blurred by. "Only 199 laps to go! I can't let down my guys in the pit. They are ready for that trophy, and so am I." As Alan drove, he felt his tire blow out. He was spinning toward a wall but stopped just in time.

"Ugh!" he thought. Alan wasn't sure how he could finish the race now. But he looked on in awe as his friend came over quickly and slapped new tires on his car. Once again, he could take off. He caught up to the pack.

Alan looked in his side mirror. Someone was right next to him. "Uh-oh, that young guy is trying to win." He tried to speed up, but it didn't help. "Do it for Al," he thought, as his car went over the finish line. The race ended, and the crowd hushed. The officials were studying the photo results. Then, the announcer said, "Alan Michaels wins the day!"

From his car, Alan grinned. "I did it again!" he thought happily.

This themed learning day has 10 stations that all practice point of view by figuring out what character is telling each story. 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!**

THE CONTENT:

It's Race Day! Students figure out which character is telling each story!

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1ST PLACE DRIVER

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RACE CAR DRIVER'S KID

I.

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LAST PLACE DRIVER

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The first lap blurred by. "Only 199 laps to go! I can't let down my guys in the pit. They are ready for that trophy, and so am I." As Alan drove, he felt his tire blow out. He was spinning toward a wall but stopped just in time. "Ugh!" he thought. Alan wasn't sure how he could finish the race now. But he looked on in awe as his friend came over quickly and slapped new tires on his car. Once again, he could take off. He caught up to the pack. Alan looked in his side mirror. Someone was right next to him. "Uh-oh, that young guy is trying to win." He tried to speed up, but it didn't help. "Do it for Al," he thought, as his car went over the finish line. The race ended, and the crowd hushed. The officials were studying the photo results. Then, the announcer said, "Alan Michaels wins the day!" From his car, Alan grinned. "I did it again!" he thought happily.

RACE CAR DRIVER'S KID

F.

THE ANNOUNCER

A.

2ND PLACE FINISHER

G.

THE RACE CAR

J.

HEAD COACH

D.

PIT CREW

C.

LAST PLACE DRIVER

H.

RACE CAR DRIVER'S WIFE

I.

FAN IN THE CROWD

B.

1ST PLACE DRIVER

E.

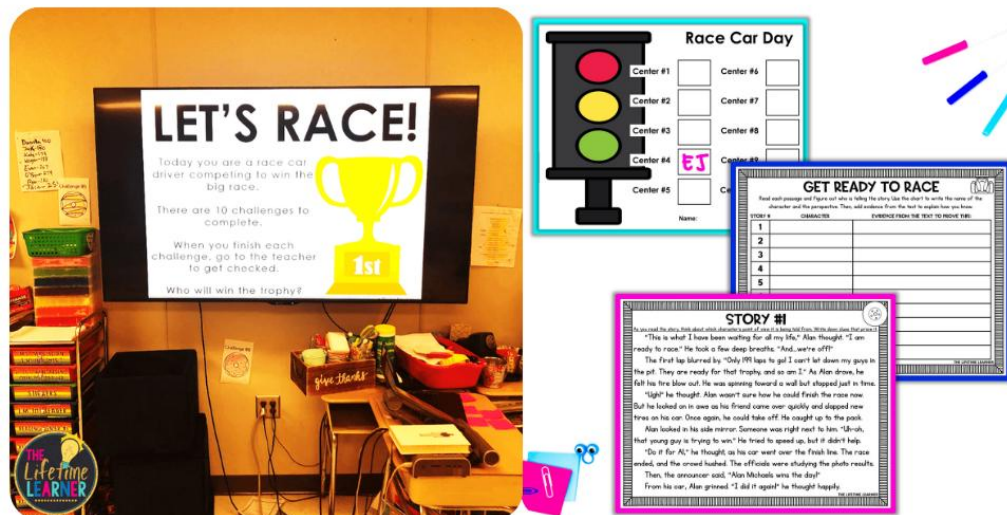
There are 10 characters watching a big race take place. Each story tells the same event from a different point of view! Students look at the 10 character cards and figure out who is telling each story.

2 versions of each story are included so you can differentiate for different reading levels!

STEP 1:

Tell your class they are
race car drivers today!

They will complete point of view 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 try to figure out which character is telling each story. They can be completed in any order. All stations include a fiction point of view story. 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!

Race Car Day

Center #1	<input type="checkbox"/>	Center #6	<input type="checkbox"/>
Center #2	<input type="checkbox"/>	Center #7	<input type="checkbox"/>
Center #3	<input type="checkbox"/>	Center #8	<input type="checkbox"/>
Center #4	EJ	Center #9	<input type="checkbox"/>
Center #5	<input type="checkbox"/>	Center #10	<input type="checkbox"/>

Name: _____

GET READY TO RACE

Read each passage and figure out who is telling the story. Use the chart to write the name of the character and the perspective. Then, add evidence from the text to explain how you know.

STORY #	CHARACTER	EVIDENCE FROM THE TEXT TO PROVE THIS:
1		
2		
3		
4		
5		

STORY #1

As you read the story, think about which character's point of view it is being told from. Write down ideas that prove it.

"This is what I have been waiting for all my life," Alan thought. "I am ready to race." He took a few deep breaths. "And...we're off!"

The first lap blurred by. "Only 199 laps to go! I can't let down my guys in the pit. They are ready for that trophy, and so am I." As Alan drove, he felt his tire blow out. He was spinning toward a wall but stopped just in time. "Ugh!" he thought. Alan wasn't sure how he could finish the race now. But he looked on in awe as his friend came over quickly and slapped new tires on his car. Once again, he could take off. He caught up to the pack. Alan looked in his side mirror. Someone was right next to him. "Uh-oh, that young guy is trying to win." He tried to speed up, but it didn't help. "Do it for Al," he thought, as his car went over the finish line. The race ended, and the crowd hushed. The officials were studying the photo results. Then, the announcer said, "Alan Michaels wins the day!"

From his car, Alan grinned. "I did it again!" he thought happily.

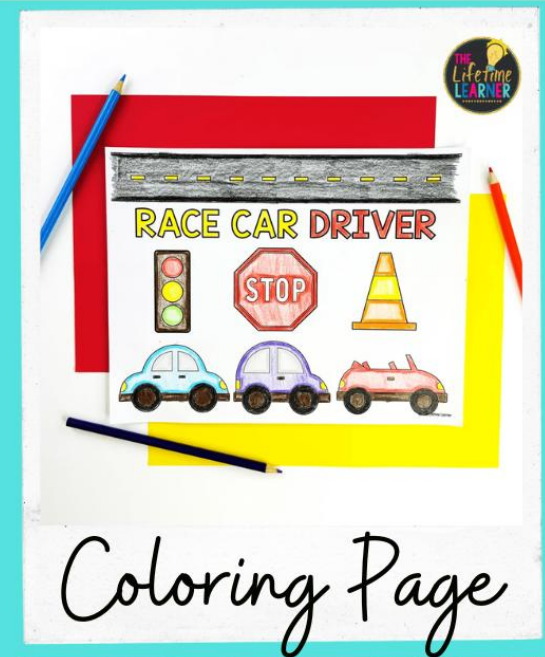
STEP 3:

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

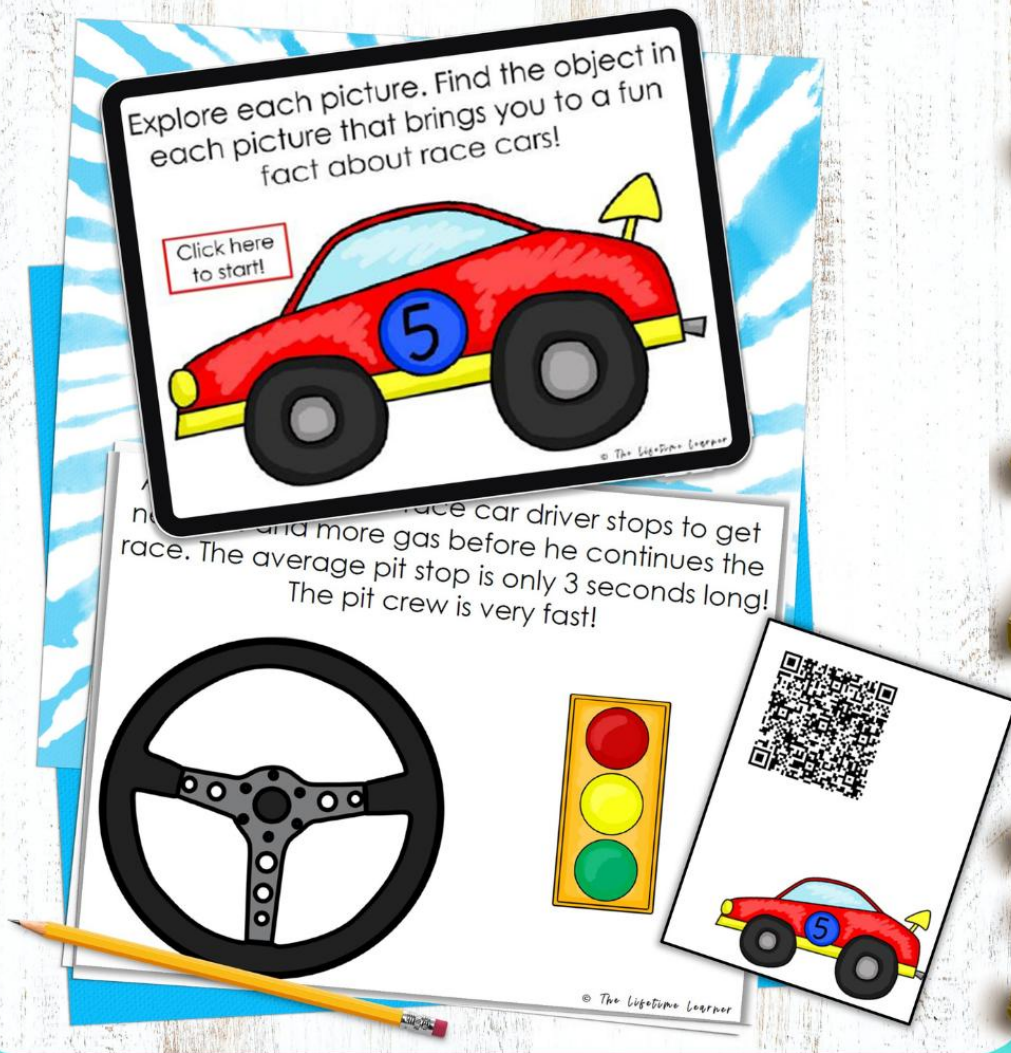
Let students "find" the facts on Google Slides

2 Printable Facts

Hang facts around room

3 QR Codes

Students scan to read fun facts



10 READING COMPREHENSION POINT OF VIEW PASSAGES

STORY #1

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

"This is it! This is what I have been waiting for all my life," Alan thought. "I am ready to race." He took a few breaths, trying to prepare himself. "And...we're off!"

The first lap blurred by. "Only 199 laps to go! I have worked so hard for this. I can't let down my aunts in the pit. They are ready for that trophy, and so am I."

STORY #2

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

Sandra and Misty sat in their front row seats as the checkered flag was raised.

"I'm so nervous," said Sandra. She had done this many times before. Still, it never

STORY #3

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

"Ladies and gentleman, welcome to the race of the year! This year, Alan Michaels takes on the new driver Danny Write!" a loud voice boomed from the reporting booth.

"And they're off!" the man in the booth shouted. The man shared information with the crowd. Most fans tuned him out, but a pair of women in the front row hung on his every word, especially when he was talking about car 144.

He was concerned when car 144 spun out of control after a blow tire. "Look, the

STORY #4

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

A kid leaned against the fence around the track. "He looks so cool in his suit!"

Alan Jr., or Al for short, was no stranger to the track. He had grown up here. Now, it was one of the biggest races of his eight year old life. He watched car 144 closely. He was trying to see the driver's face, but he couldn't see a thing.

"Go, go, go!" he shouted, but his attention turned to a worm that was climbing up his foot. "Good morning, Mr. Worm! Do you want car 144 to win, too?" he asked.

Al and the worm had a delightful time playing while the cars zoomed around the track. He was having so much fun playing that he almost missed the tire blowout on car 144. The car spun out of control after a blow tire. "Look, the

STORY #5

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

Danny Write was confident in car 129. As the newest kid on the track, he enjoyed the crowd. He let himself be distracted by the people in the stands for a moment.

He saw a few ladies in the front row. One was busy biting her nails. "I wonder who

STORY #6

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

Roger was getting old, and even he knew it. "I'm going to try one last race," he said.

Car 209 would get him to the finish. Roger knew he hadn't been doing well lately, but maybe he could change things today.

STORY #7

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

"This car is a beauty," thought Joel. He gave it one last check before the race. Joel had spent months fine-tuning the Chevy Camaro ZL 1. He thought it was the best car.

"That engine will get him where he needs to go," thought Joel. He chuckled that Al had insisted he could never have a green race car. Joel promised him no green cars.

STORY #8

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

"I love race day," the Ford Mustang GT sang, as its engine purred happily. Although he was happy every day, he was especially cheerful on race day. "My tank is filled up. I

**focuses on:
point of view**

2 Versions of Every Passage Included for Students

STORY #I

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

"This is what I have been waiting for all my life," Alan thought. "I am ready to race." He took a few deep breaths. "And...we're off!"

The first lap blurred by. "Only 199 laps to go! I can't let down my guys in the pit. They are ready for that trophy, and so am I." As Alan drove, he felt his tire blow out. He was spinning toward a wall but stopped just in time.

"Ugh!" he thought. Alan wasn't sure how he could finish the race now. But he looked on in awe as his friend came over quickly and slapped new tires on his car. Once again, he could take off. He caught up to the pack.

Alan looked in his side mirror. Someone was right next to him. "Uh-oh, that young guy is trying to win." He tried to speed up, but it didn't help.

"Do it for Al," he thought, as his car went over the finish line. The race

STORY #IO

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

Mark sat in front of the track. He wore a coat with number 144 on it.

"I can't wait to see how this goes," he thought. "We have been through so much, especially in the last few weeks. It is time for him to shine."

Mark held his breath when it began. This was the time to see if the hard work had paid off. For the most part, he was pleased with what he saw.

"Oh no! He's sliding!" Mark said as he watched car 144. They had trained for this a lot, just in case. It looked like it was time well spent when the tire blew and the racecar did not hit the wall. "Good boy," Mark mumbled. He watched the pit crew rush out to fix the car. In just moments, the car was able to zoom off. "Make your move!" Mark watched the photo finish. It was close, but Mark had a good feeling. He knew it would be okay.

STORY #I

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

"This is it! This is what I have been waiting for all my life," Alan thought. "I am ready to race." He took a few breaths, trying to prepare himself. "And...we're off!"

The first lap blurred by. "Only 199 laps to go! I have worked so hard for this. I can't let down my guys in the pit. They are ready for that trophy, and so am I."

As Alan drove on, he passed many cars. "They better speed up!" He passed car 209. Suddenly, he felt his tire blow out. He was spinning toward a wall but stopped just in time.

"Ugh!" he thought. Alan wasn't sure how he could finish the race now. But he looked on in awe as his red-haired friend came over quickly and slapped new tires on his car. Once again, he could take off. He caught up to the pack. Alan was feeling good with three laps to go. "I can almost taste the prize," Alan thought.

Then, he looked in his side mirror. Someone was right next to him. "Uh-oh, that young guy is trying to beat me." He tried to speed up, but the car next to him didn't fall behind.

"Do it for Al," he thought, just as his car rocked toward the finish line. The race ended, and a hush fell over the crowd. The officials were studying the photo results.

Then, the announcer said, "Alan Michaels wins the day!"

From his car, sweaty and tired, Alan grinned. "I did it again!" he thought as he exited the car happily, pumping his fist in the air.

STORY #IO

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

Mark sat in front of the track, wearing a coat with the number 144 on it.

"I can't wait to see what this man comes up with today," he thought. "We have been through so much together, especially in the last few weeks. It is time for him to shine."

Mark held his breath when the cars started racing. They had put in the preparation. This was the time to see if it had paid off. The race continued, with Mark muttering under his breath. For the most part, he was pleased with what he saw.

"Oh no! He's sliding and spinning!" Mark said as he watched car 144. They had practiced for this a lot, just in case the problem occurred in real life. It looked like it was time well spent when the tire blew and the racecar did not hit the wall.

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

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

GET READY TO RACE

Read each passage and figure out who is telling the story. Use the chart to write the name of the character and the perspective. Then, add evidence from the text to explain how you know.

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2		
3		
4	Race car driver's kid	Says "That's my dad!"
5		
6		
7		
8		
9		
10		

RACE CAR DRIVER'S KID

F.

THE ANNOUNCER

A.

PIT CREW

C.

HEAD COACH

D.

STORY #4

As you read the story, think about which character's point of view it is being told from. Write down clues that prove it.

A kid leaned against the fence around the track. "He looks so cool in his suit!" Alan Jr., or Al for short, was no stranger to the track. He had grown up here. Now, it was one of the biggest races of his eight year old life. He watched car 144 closely. He was trying to see the driver's face, but he couldn't see a thing.

"Go, go, go!" he shouted, but his attention turned to a worm that was climbing up his foot. "Good morning, Mr. Worm! Do you want car 144 to win, too?" he asked.

Al and the worm had a delightful time playing while the cars zoomed around the track. He was having so much fun playing that he almost missed the tire blowout on car 144. The gasp from the crowd brought him back to the race, and his heart beat faster when he saw which car was spinning out. "Oh no! I hope he's okay!" the boy worried.

The pit crew raced to the scene to solve the problem. Later in the morning, after Al ate goldfish crackers and string cheese, one race car driver even said hello to him as he walked by. Alan Jr. wondered why that driver wasn't in his car anymore.

Time passed. His favorite racer was still near the front. "You can do it! I believe in you!" Al shouted. He watched as the checkered flag signaled the last lap. Car 144 and car 129 were right next to each other. He waited for the screen to flash the name Alan Michaels. When it did, he cheered, "Yippeel! That's my dad!"

2ND PLACE FINISHER

G.

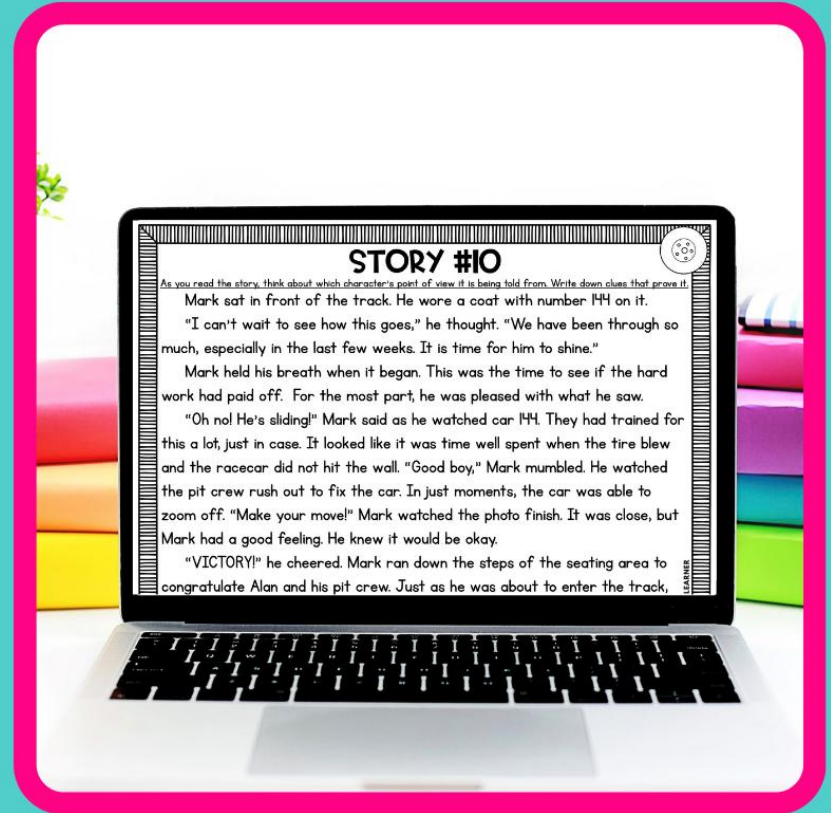
THE RACE CAR

J.

PRINT & DIGITAL



Print & Go



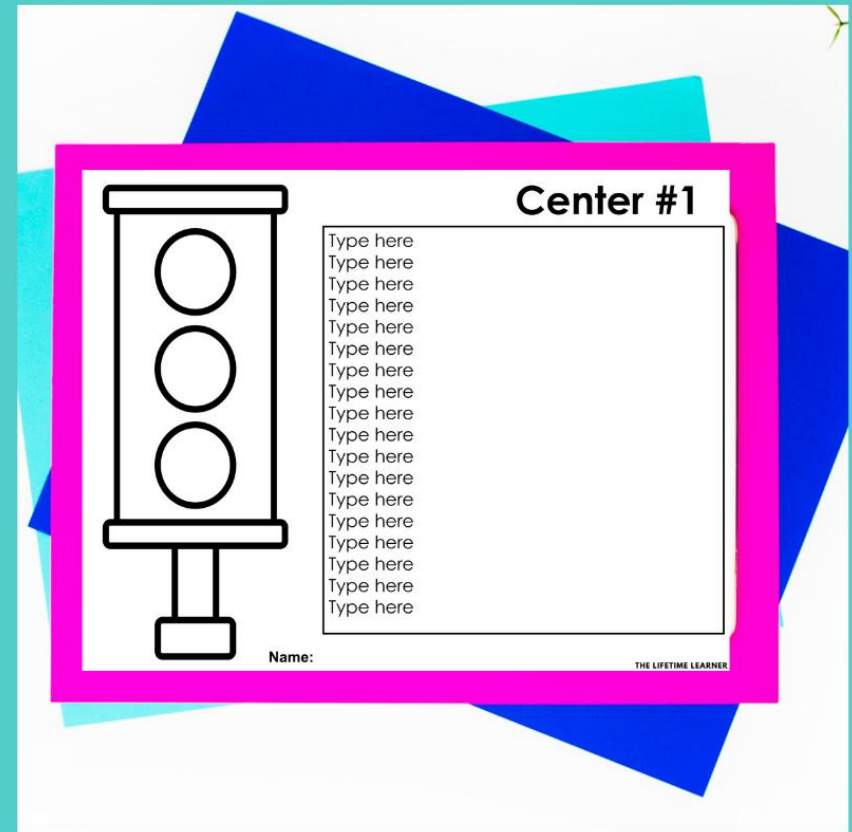
Google Slides

There is a digital version of the
10 race car passages!

Please note: There is no editable version for Race Car Day. There is a blank version!



10 Pre-Made
Centers
(Print & Go)



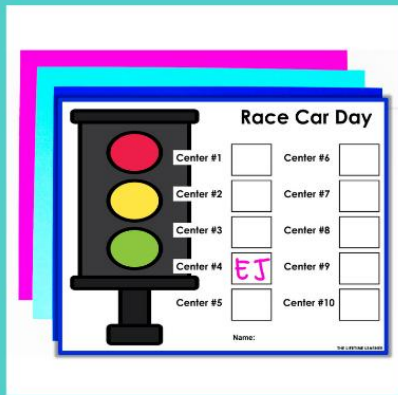
10 Blank Centers
To Add Your
Own Content

2 Versions Included

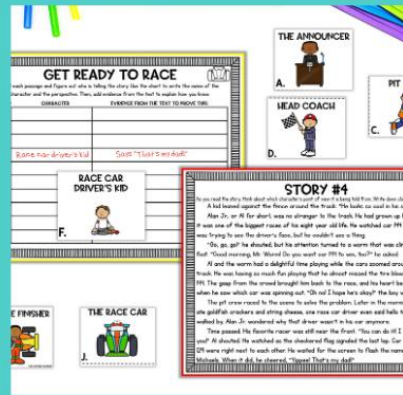
WHAT'S INCLUDED?



10 Color
& B/W Posters



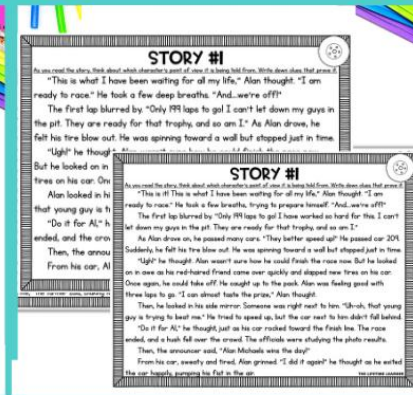
Recording
Sheets



10 Stories to
Read



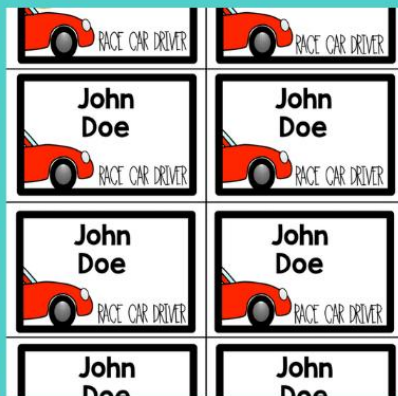
Point of View
Paper



2 Versions of
Passages &
Activities



Printable
Hats



Name
Tags



Coloring
Page



Folder
Insert



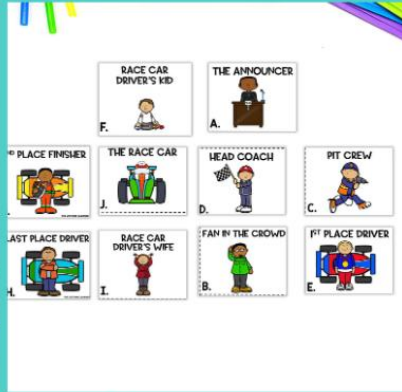
Decor
Posters

keep scrolling to see more!

WHAT'S INCLUDED?



Welcome Slide



Character Task Cards



Banner



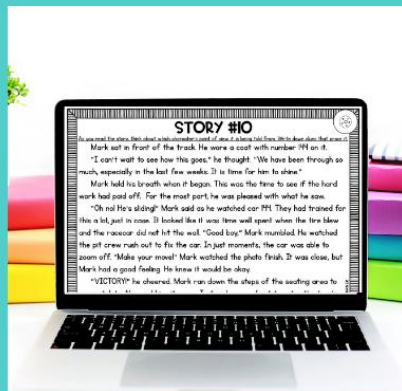
Certificate



Shopping Guide



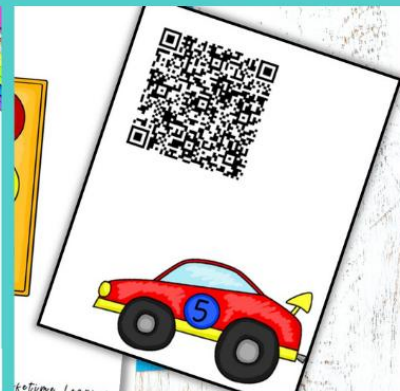
Admission Tickets



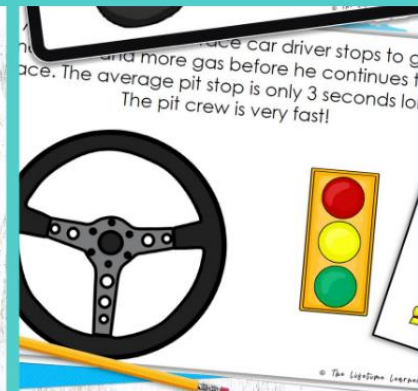
Digital Version



Answer Keys



QR Codes



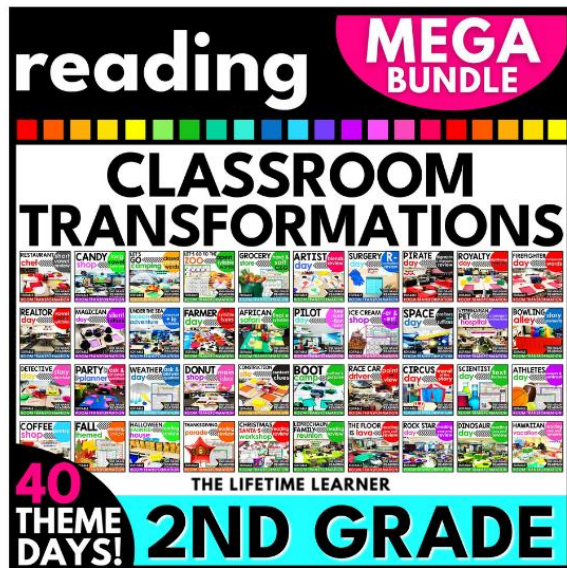
Fun Facts

jam-packed with fun, rigor, and engagement!

other resources this pairs well with:

Differentiate by grabbing reading for multiple grade levels!

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

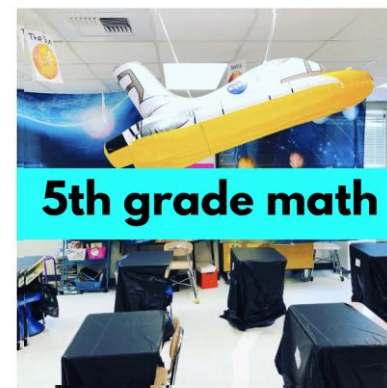
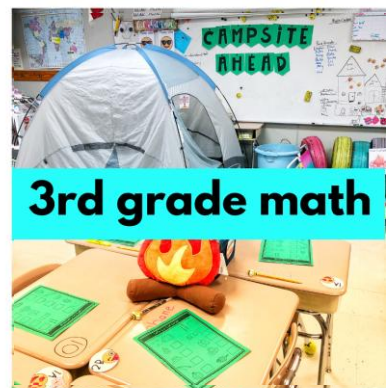


When you purchase a Mega Bundle, you save 50% off the price of the individual resources!

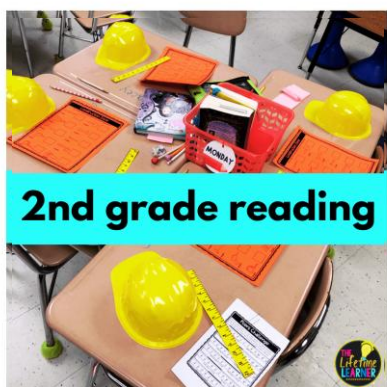


classroom transformations

low prep, fun, and engaging!



K-5 MATH & READING




THE LIFETIME LEARNER'S CLASSROOM TRANSFORMATIONS ARE:

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

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



Please Note:

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