

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!

A collage of 10 phonics-based learning stations. Each station features a central illustration and a rhyming word. The stations are: 1. Crab: rhymes with stubble. 2. Pufferfish: rhymes with able. 3. Fish: rhymes with rumble. 4. Triangle: rhymes with stable. 5. Dangle: rhymes with cable. 6. Taffie: rhymes with rubble. 7. Cattle: rhymes with fumble. 8. Bubble: rhymes with stumble. 9. Fable: rhymes with rubble. 10. A station with a volcano and a cloud. Each station includes a grid for writing or drawing. The stations are arranged in a grid-like fashion, with some overlapping.

This themed learning day has 10 stations that all practice consonant + LE activities 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

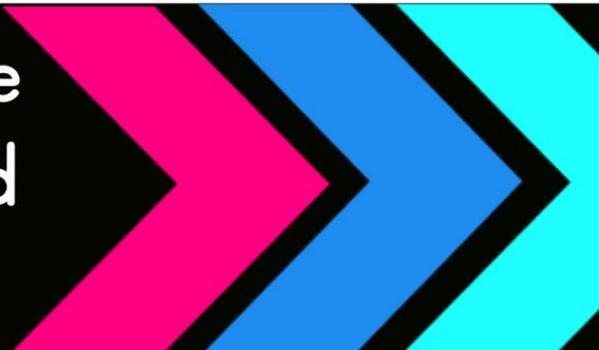


Rock Star Day



Camping Day

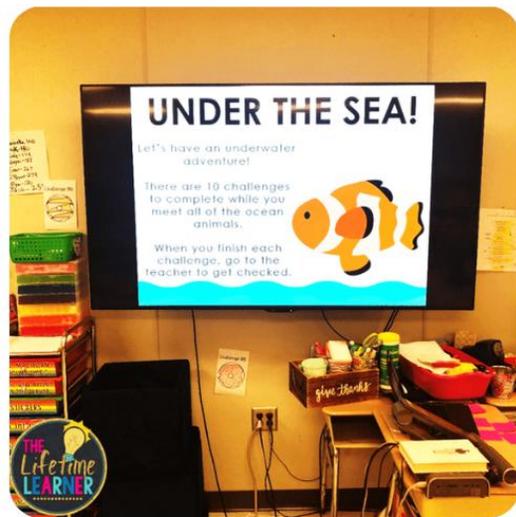
You don't have to spend hours of your time setting up a room transformation or spend lots of money to make it **SO MUCH FUN!**



STEP 1:

Tell your class they are under the sea today!

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



Under the Sea 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 | <input checked="" type="checkbox"/> | Center #9 | <input type="checkbox"/> |
| Center #5 | <input type="checkbox"/> | Center #10 | <input type="checkbox"/> |

Name: _____

Missing Letters Task Cards

Name: _____

| | | | |
|--|--|--|----------------------------------|
| Derby fell when he missed the bus. I _____. | I like to _____ all of my plastic water bottles. | The star _____ a yawn when I am in class. | The star _____ in the night sky. |
| You can put it on the _____ above the fireplace. | She is _____ when she holds the butterfly in her hand. | She is a _____ person when she is not in a group. | |
| Can you give the baby her _____? | I have a _____ near my finger. | The kid _____ your seatbelt when you are in the car. | |

Fill in the missing letters in each box.



Set-up is quick and easy.

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

Flexibility is key.

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



STEP 2:

Let students move around the room and complete each station. There are phonics-based centers at each station. They can be completed in any order. All stations include a variety of consonant + LE 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!

The image displays a collection of educational materials. At the top is a recording sheet titled "Under the Sea Day" featuring a cartoon lobster and ten numbered boxes for tracking center completion. Below it are "Missing Letters Task Cards" with 12 numbered cards containing sentences with missing letters. The cards include:

- 1. Denny felt **f r a z z l e d** when he missed the bus.
- 2. I like to **r e c y c l e** all of my plastic water bottles.
- 3. I **s t i f l e** a yawn when I am in class.
- 4. The star **t w i n k l e s** in the night sky.
- 5. You can put it on the **m a n t l e** above the fireplace.
- 6. I **d r i b b l e** the ball on the floor of the gym.
- 7. She is **g e n t l e** when she holds the butterfly in her hand.
- 8. She is a **s i n g l e** person when she is not in a group.
- 9. Can you give the baby her **r a t t l e** near my fingernail?
- 10. I have a **c u t i c l e** across the floor.
- 11. The kid **t u m b l e s** your seatbelt when you are in the car.
- 12. **B u c k l e** your seatbelt when you are in the car.

Decorative elements include a pink folder with a paper clip, a blue folder with a paper clip, and a blue lobster illustration.

STEP 3:

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

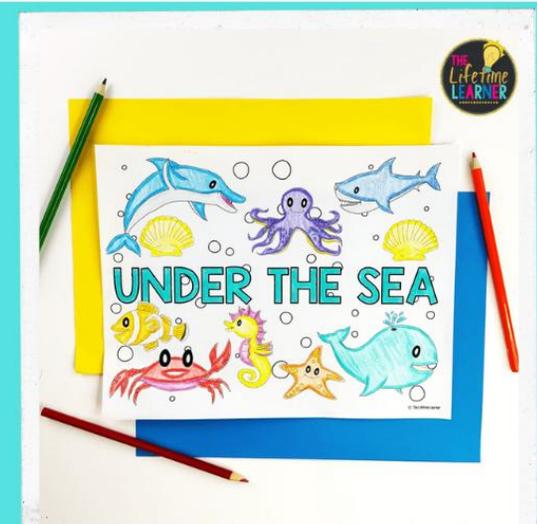
A shopping guide is also included to give you suggestions of optional "extras" you could add in.

Remember:

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



Certificate



Coloring Page



In Action Pic



Prize

STEP 4:

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

Choose from 3 versions!

Digital Scavenger Hunt

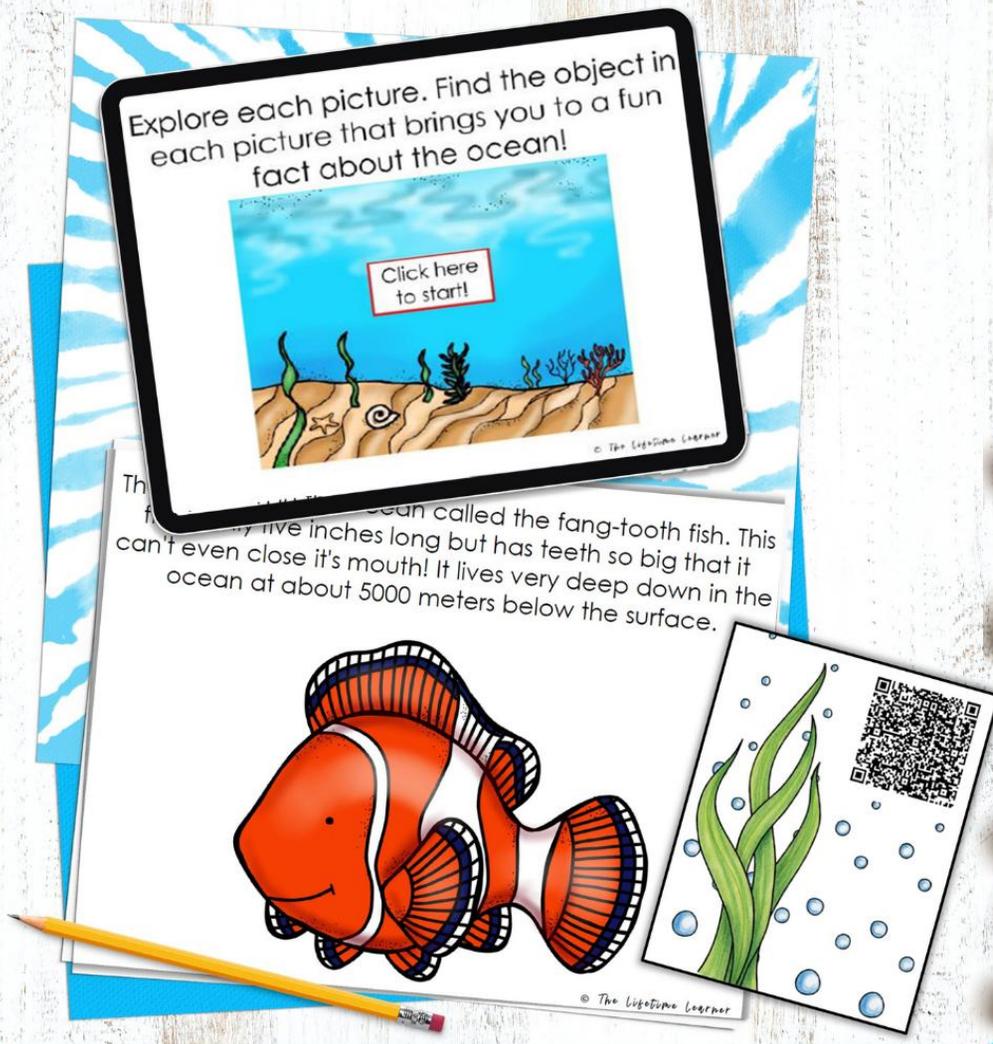
Let students "find" the facts on Google Slides

Printable Facts

Hang facts around room

QR Codes

Students scan to read fun facts



1

2

3

7 PHONICS-BASED READING ACTIVITIES:

OCEAN RHYMING SORT

Rhymes with stubble

GREEN

Rhymes with

OCEAN RHYMING SORT

Rhymes with stubble

GREEN

Rhymes with

Name: _____

Missing Letters Task Cards

| | | | |
|---|---|--|--|
| Denny felt [] [] [] [] [] when he missed the bus. | I like to [] [] [] [] [] all of my plastic water bottles. | I [] [] [] [] [] a yawn when I am in class. | The star [] [] [] [] [] in the night sky. |
|---|---|--|--|

Name: _____

Missing Letters Task Cards

| | | | |
|---|---|--|--|
| Denny felt f r a z [] [] d when he missed the bus. | I like to r e c y [] [] [] all of my plastic water bottles. | I s t i [] [] [] a yawn when I am in class. | The star t w i n [] [] s in the night sky. |
|---|---|--|--|

Name: _____

Letters Mixed Up

| | | | |
|---|---|---|---|
| 1. i r c c l e [] [] [] [] [] | 2. l e d h u r [] [] [] [] [] | 3. a r l e g g [] [] [] [] [] | 4. t c l e a r i [] [] [] [] [] |
| 5. t l e b e r r i [] [] [] [] [] | 6. k p l e s a r [] [] [] [] [] | 7. u r l e p p [] [] [] [] [] | 8. u r c l e d [] [] [] [] [] |

Name: _____

Letters Mixed Up

| | | | |
|---|---|---------------------------------------|---|
| 1. i r c c l e [] [] [] [] [] | 2. l e d h u r [] [] [] [] [] | 3. a r l e g g [] [] [] [] [] | 4. t c l e a r i [] [] [] [] [] |
| 5. t l e b e r r i [] [] [] [] [] | 6. k p l e s a r [] [] [] [] [] | 7. u r l e p p [] [] [] [] [] | 8. u r c l e d [] [] [] [] [] |

WORD SEARCH

| | | | |
|---|----------------------------------|------------------------------------|--|
| 1. Pick up that and plug it in to the laptop. | 2. I read the of the book. | 3. Can you these papers for me? | 4. My favorite story is a since it has animals in it. |
|---|----------------------------------|------------------------------------|--|

WORD SEARCH

focuses on:

- blending sounds into words
- rhyming words
- consonant+ LE
- r controlled consonant + LE
- open & closed syllable practice
- phoneme manipulation
- missing letters

3 DECODABLE PASSAGES:

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

Name: _____

THE BUBBLE **closed syllable consonant LE**

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

| | | | |
|-----------------------------------|---------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> tentacle | <input type="checkbox"/> huddle | <input type="checkbox"/> squabble | <input type="checkbox"/> chuckle |
| <input type="checkbox"/> baffle | <input type="checkbox"/> pebble | <input type="checkbox"/> twinkle | <input type="checkbox"/> sandcastle |

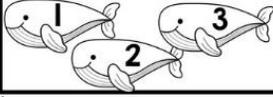
Name: _____

LEFT BEHIND **open syllable consonant LE**

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

| | | | |
|---------------------------------|----------------------------------|---------------------------------|---------------------------------|
| <input type="checkbox"/> couple | <input type="checkbox"/> trouble | <input type="checkbox"/> double | <input type="checkbox"/> beagle |
| <input type="checkbox"/> poodle | <input type="checkbox"/> stifle | <input type="checkbox"/> eagle | <input type="checkbox"/> idle |

Color in each time you read the story.



Name: _____

MABLE THE TURTLE **r-controlled + consonant LE**

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

| | | | |
|----------------------------------|----------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> sparkle | <input type="checkbox"/> turtle | <input type="checkbox"/> terrible | <input type="checkbox"/> startle |
| <input type="checkbox"/> hurtle | <input type="checkbox"/> article | <input type="checkbox"/> horrible | <input type="checkbox"/> marble |

DIFFERENTIATED PASSAGES CONSONANT LE



THE LIFETIME LEARNER

focuses on:

- Open Syllable Consonant LE
- Closed Syllable Consonant LE
- R-Controlled + Consonant LE

2 Versions of Every Passage

To Make Differentiation Easy!

Name: _____

LEFT BEHIND open syllable consonant LE

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

couple trouble double beagle
 poodle stifle eagle idle

Kyle the whale was swimming in the ocean with a couple others in his pod. He stifled a yawn since he was bored. But he saw an odd sight on the beach. People were walking with animals on a rope. The animals had four legs and tails. Kyle had never seen those types before. He had only seen birds and other water-based animals. He pause to idle and watch them.

"Your beagle is so sweet!" he heard one of the people say.
 The other person said, "Thank you! Your poodle is cute!"
 "Poodle? Beagle? What types of animals are those?" Kyle thought. He turned to ask another whale but found himself alone. The other whales not waited for him. Kyle knew he needed to get home. His mom would be worried. As Kyle swam, he saw an eagle flying above him.

"What are you doing out here all alone?" the eagle called to him.
 "I got left behind. I need to get home by dark or I'll be in trouble!"
 The eagle grinned. "Follow me and I'll help you be able to get back. The trick is to follow the cycle of the waves and take the quickest path."
 They took off at double the normal speed Kyle was used to. Kyle did have to worry about going around coral reefs or running into predators thanks to the eagle. With the eagle's help, Kyle made it home in record

Name: _____

LEFT BEHIND open syllable consonant LE

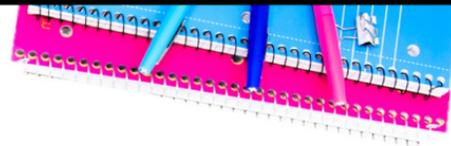
Directions: Find each word in the story before you begin reading. Underline it and check it off.

couple trouble double beagle
 poodle stifle eagle idle

Kyle the whale was swimming through the ocean with a couple others in his pod. They were close to land. He stifled a yawn since he was bored. But he saw something strange on the beach. There were people walking with animals on a rope. The animals had four legs and tails. Kyle had never seen those types of animals before. He had only seen birds and other water-based animals. He pause to idle and watch them.

"Your beagle is so sweet!" he heard one of the people say.
 The other person said, "Thank you! Your poodle is cute!"
 "Poodle? Beagle? What types of animals are those?" Kyle thought to himself.
 He turned to ask another whale but found himself all alone. He realized that the other whales had kept swimming and did not wait for him. Kyle knew he needed to get home. His mom would be worried. As Kyle swam, he noticed an eagle flying above him.
 "What are you doing out here all alone?" the eagle called to him.
 "I got distracted and left behind by my pod. I need to get home before dark or I'll be in trouble with my mom!" Kyle replied.
 The eagle grinned at him. "Follow me and I'll help you be able to get back in half the time. The trick is to follow the cycle of the waves and take the quickest path."
 He and the eagle took off at double the normal speed Kyle would have traveled. Kyle didn't have to worry about going around coral reefs or running into predators thanks to his new friend. The eagle wanted to make sure he got home before the sun went down. With the eagle's help, Kyle made it home in record time.

Color in a whale each time you read the story.



LEFT BEHIND open syllable consonant LE

Answer each question below.

1. What kind of animal did Kyle see on the beach?
 A. snake
 B. hamsters
 C. sharks
 D. dogs

2. Who helped Kyle find his way home?
 A. an eagle
 B. a beagle
 C. a poodle
 D. a whale

3. What word does not rhyme with trouble?
 A. double
 B. shibble
 C. wibble
 D. rubble

4. Write the words you underlined in the story in alphabetical order on the lines below.
 1. _____ 5. _____
 2. _____ 6. _____
 3. _____ 7. _____
 4. _____ 8. _____

5. How did Kyle get home so quickly at the end of the story? Explain in a complete sentence.

6. Put the events below in sequential order from 1-5. Write a number on each whale.

The people on the beach talked about their trouble and poodle.
 Kyle made it home in record time.
 Kyle was swimming when he saw an odd sight on the beach.
 An eagle showed Kyle the fastest way through the waves.
 Kyle found himself alone and knew he needed to get home.

CAN YOU SPOT IT? open syllable consonant LE

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

| | | | |
|--------|--------|--------|---------|
| red | poodle | blue | double |
| orange | eagle | purple | idle |
| yellow | stifle | pink | beagle |
| green | couple | gray | trouble |

Color a beach scene with a palm tree, people, a dog, and a whale.

YES OR NO? open syllable consonant LE

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

| | |
|---------|--------|
| trouble | eagle |
| double | poodle |
| couple | stifle |
| idle | beagle |

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

The stifle has fluffy white hair. The eagle soars beyond the clouds.
 You are in trouble for sneaking out of the house. My dog is a beagle, and he barks.
 I idle a yawn when I am bored. I wore a double layer of clothes to stay warm.
 The eagle just got married last month. He likes to poodle in the park.

CUT AND PASTE open syllable consonant LE

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

| | | | |
|---------|--------|--------|--------|
| couple | stifle | beagle | eagle |
| trouble | idle | poodle | double |

Two times as much or two of something.
 A large bird of prey.
 Two people who are married or in a relationship.
 A small, brown dog with a great sense of smell.
 To stop something from happening or keep quiet.
 Not doing anything or sitting around.
 A dog with curly hair.
 Being in a situation where you have problems.

FILL IN THE BLANK open syllable consonant LE

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

- I am in _____ for failing the test.
- The _____ has curly hair.
- I sat _____ and did nothing.
- That _____ is married.
- I _____ my laughter in class.
- The _____ flies high.
- I buy two tickets so I pay _____.
- The _____ sniffed around the park.

WORD BANK

• double • beagle • couple • idle
 • poodle • stifle • trouble • eagle

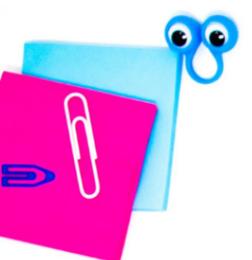
ALL MIXED UP open syllable consonant LE

Unscramble the letters to write each word correctly.

| | |
|---------|--------|
| oldeub | elid |
| oerltbu | leega |
| pueclo | iesftl |
| labgee | oelpod |

WORD BANK

• double • beagle • couple • idle
 • poodle • stifle • trouble • eagle

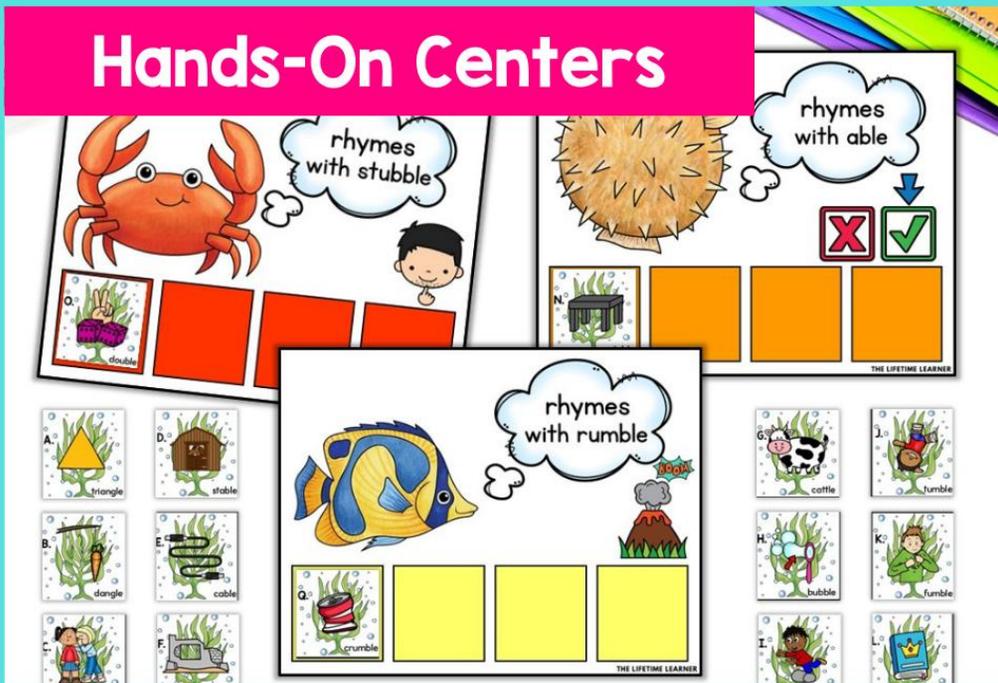


Each passage comes with 6 worksheets to choose from to practice each skill.

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.

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

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

Some teachers use BOTH together!

CENTER 1

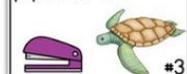
Word Search

I read the title of the book.



#2

Can you staple these papers for me?



#3

My favorite story is a fable since it has animals in it.



#4

WORD SEARCH

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

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

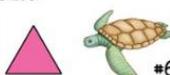
THE LIFETIME LEARNER

An icicle falls off the roof.



#5

The triangle has three sides.



#6

The beetle runs across the carpet.



#7

I slurp up the noodle from my bowl.



#8

Students find each word in the word search.

CENTER 2

Pairs Activity

| | |
|--------------|-------------|
| 1. N. ea | 4. G. zle |
| 2. B. baf | 5. R. kle |
| 3. V. stum | 6. K. jun |

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

7. top

E. ple

8. L. bri

ble

9. dou

F. ble

Students put the two sides together to form each word.

DON'T FORGET!

WORD SEARCH

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

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

THE LIFETIME LEARNER

Head over to the "no-prep printables" file if you'd like to use the print-and-go page with this activity!

2 VERSIONS:

V1:

| | |
|----------------|--------------|
| 13. U. dan | 16. P. tus |
| 14. W. tricy | 17. H. cle |
| 15. Q. knuc | 18. X. kle |

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

Version 1:
Consonant LE Endings

V2:

| | |
|---|---|
| 13. U. We dangle the carrot on a stick. | 16. P. The boys have a tussle outside. |
| 14. W. I know how to ride a tricycle! | 17. H. She serves soup with a ladle. |
| 15. Q. I crack my knuckles loudly. | 18. X. I put a gold bangle on my wrist. |

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

Version 2:
Sentences

CENTER 3

Love a Phoneme Puzzles

| | | | |
|----|--|---|---|
| #1 | mask  | m | ask  |
| #2 | flash  | f | lash  |
| #3 | crash  | c | rash  |

Students put each 2-piece puzzle together.

2 VERSIONS:

| | | | | |
|-----|----|--|---|---|
| V1: | #4 | ramp  | p | ram  |
| | #5 | gasp  | p | gas  |
| | #6 | swept  | s | wept  |
| V2: | #4 |  | p | ram  |
| | #5 |  | p | gas  |
| | #6 |  | s | wept  |

Version 1:
Picture & Word

Version 2:
Picture Only

CENTER 4

3 Choices Game

1. What word is this?
 A. bubble B. gamble C. pebble

2. What word is this?
 A. tumble B. nibble C. tremble

3. What word is this?
 A. cuddle B. candle C. handle

Students put a hand on each correct answer.

2 VERSIONS:

| | | | | | |
|--|--|---|--|--|---|
| V1: | 5. What word is this? |  A. middle B. paddle C. puddle | | | |
| | 6. What word is this? |  A. raffle B. shuffle C. muffle | | | |
| | 7. What word is this? |  A. truffle B. baffle C. raffle | | | |
| | 8. What word is this? |  A. sniffle B. truffle C. waffle | | | |
| V2: | 5. Find the sentence. | <table border="1"> <tr> <td> I sit in the middle of my friend group. A.</td> <td> We lost the paddle for the boat! B.</td> <td> I jump in the puddle and make a big splash! C.</td> </tr> </table> |  I sit in the middle of my friend group. A. |  We lost the paddle for the boat! B. |  I jump in the puddle and make a big splash! C. |
|  I sit in the middle of my friend group. A. |  We lost the paddle for the boat! B. |  I jump in the puddle and make a big splash! C. | | | |
| | 6. Find the sentence. | <table border="1"> <tr> <td> Did you enter the raffle yet? A.</td> <td> We shuffle down the hallway to class. B.</td> <td> The scarf will muffle the sound of the wind. C.</td> </tr> </table> |  Did you enter the raffle yet? A. |  We shuffle down the hallway to class. B. |  The scarf will muffle the sound of the wind. C. |
|  Did you enter the raffle yet? A. |  We shuffle down the hallway to class. B. |  The scarf will muffle the sound of the wind. C. | | | |
| | 7. Find the sentence. | <table border="1"> <tr> <td> I want to eat the chocolate truffle. A.</td> <td> The tricky puzzle baffles us. B.</td> <td> Did you enter the raffle yet? C.</td> </tr> </table> |  I want to eat the chocolate truffle. A. |  The tricky puzzle baffles us. B. |  Did you enter the raffle yet? C. |
|  I want to eat the chocolate truffle. A. |  The tricky puzzle baffles us. B. |  Did you enter the raffle yet? C. | | | |
| | 8. Find the sentence. | <table border="1"> <tr> <td> I sniffle when I have a cold. A.</td> <td> I want to eat the chocolate truffle. B.</td> <td> Mom makes me a waffle for breakfast. C.</td> </tr> </table> |  I sniffle when I have a cold. A. |  I want to eat the chocolate truffle. B. |  Mom makes me a waffle for breakfast. C. |
|  I sniffle when I have a cold. A. |  I want to eat the chocolate truffle. B. |  Mom makes me a waffle for breakfast. C. | | | |

Version 1:
Word

Version 2:
Sentence

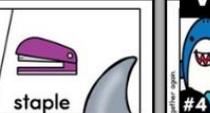
CENTER 7

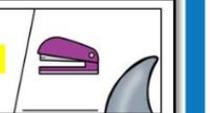
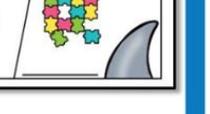
Change a Letter Puzzles

| | | | |
|----|--|----------|---|
| #1 |  sprinkle | SPR → TW |  twinkle |
| #2 |  buckle | B → KN |  knuckle |
| #3 |  cackle | C → T |  tackle |

Students put each 2-piece puzzle together.

2 VERSIONS:

| | | | | |
|------------|----|--|--------|---|
| V1: | #4 |  maple | M → ST |  staple |
| | #5 |  dazzle | D → FR |  frazzle |
| | #6 |  nuzzle | N → P |  puzzle |

| | | | | |
|------------|----|--|--------|---|
| V2: | #4 |  maple | M → ST |  staple |
| | #5 |  dazzle | D → FR |  frazzle |
| | #6 |  nuzzle | N → P |  puzzle |

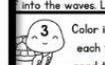
Version 1:
Word & Picture

Version 2:
Picture Given on One Side

CENTERS 8-10

DIFFERENTIATED PASSAGES CONSONANT LE

Color in each time you read the story.



MABLE THE TURTLE

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

sparkle turtle horrible marble

hurtle article terrible marble

3 Phonics-Based Passages

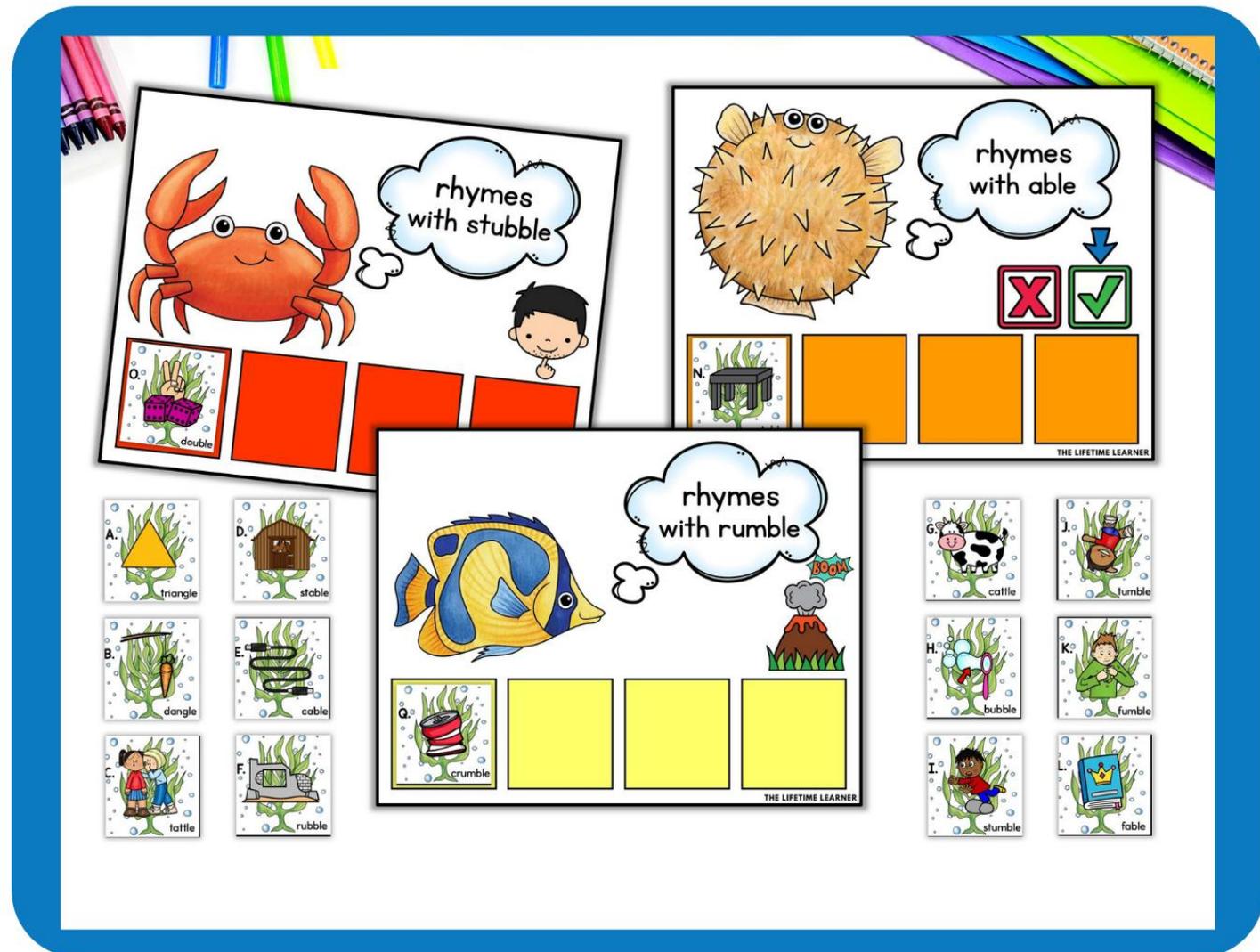
| | | |
|--|---|---|
| LEFT BEHIND | CAN YOU SPOT IT? | YES OR NO? |
| <p>Read each sentence and color if the word matches the picture correctly.</p> <p>1. I am in _____ for failing the test.</p> <p>2. The _____ has curly hair.</p> <p>3. I sat _____ and did nothing.</p> <p>4. That _____ is married.</p> | <p>Read each sentence. Use a word from the word bank to fill in each blank.</p> <p>1. I am in _____ for failing the test.</p> <p>2. The _____ has curly hair.</p> <p>3. I sat _____ and did nothing.</p> <p>4. That _____ is married.</p> | <p>Unscramble the letters to write each word correctly.</p> <p>oldeub elid</p> <p>oeritbu leega</p> |

6 Worksheets for Every Passage

HOW TO USE THIS:

Ideas for Implementation:

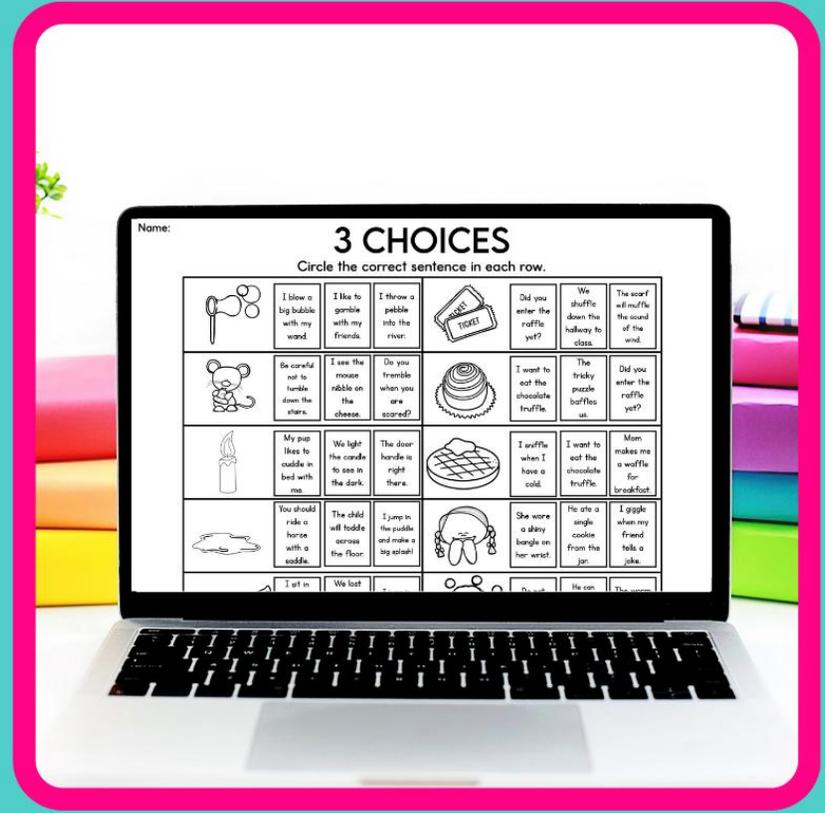
- pick and choose the centers you want to use: do what works best for your class!
- give less than 10 centers to students if you are short on time
- give students the whole day to complete all 10 centers/activities OR spread the room transformation out over a couple of days
- use the hands-on centers 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!**

WORD SEARCH

| | | | |
|--|--|---------------------------------------|---|
| 1. Pick up that _____ and _____ of _____ plug it in to the laptop. | 2. I read the _____ of _____ the book. | 3. Can you _____ these papers for me? | 4. My favorite story is a _____ since it has animals in it. |
| 5. An _____ falls off the roof. | 6. The _____ has three sides. | 7. The _____ runs across the carpet. | 8. I slurp up the _____ from my bowl. |
| 9. The _____ sits at the top of a tree. | 10. I pull out the chair and sit at the _____. | 11. The boy is sick with the _____. | 12. We will put the baby in the _____. |
| 13. I want a _____ scoop of ice cream. | 14. A leaf falls down from the _____ tree. | 15. I walk down the _____ store. | 16. The _____ wags his tail at us. |

Fill in the crossword puzzle using the clue cards above.
Name: _____

THE LIFETIME LEARNERS

WORD SEARCH

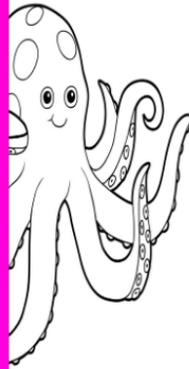
| | | | |
|--|--|---------------------------------------|---|
| 1. Pick up that _____ and _____ of _____ plug it in to the laptop. | 2. I read the _____ of _____ the book. | 3. Can you _____ these papers for me? | 4. My favorite story is a _____ since it has animals in it. |
| 5. An _____ falls off the roof. | 6. The _____ has three sides. | 7. The _____ runs across the carpet. | 8. I slurp up the _____ from my bowl. |
| 9. The _____ sits at the top of a tree. | 10. I pull out the chair and sit at the _____. | 11. The boy is sick with the _____. | 12. We will put the baby in the _____. |
| 13. I want a _____ scoop of ice cream. | 14. A leaf falls down from the _____ tree. | 15. I walk down the _____ store. | 16. The _____ wags his tail at us. |

Fill in the crossword puzzle using the clue cards above.
Name: _____

edit any question!

THE LIFETIME LEARNERS

Center #1



| |
|-----------|
| Type here |

Name: _____

THE LIFETIME LEARNERS

10 Pre-Made Centers
(Print & Go)

10 Pre-Made Centers:
Editable Version

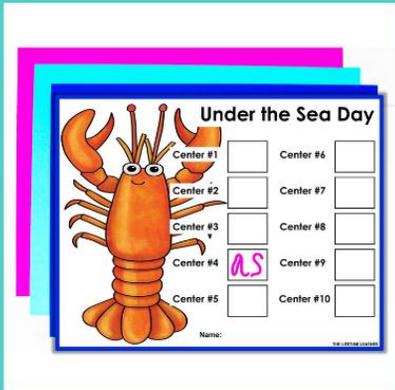
10 Blank Centers
To Add Your Own Content

3 Versions Included

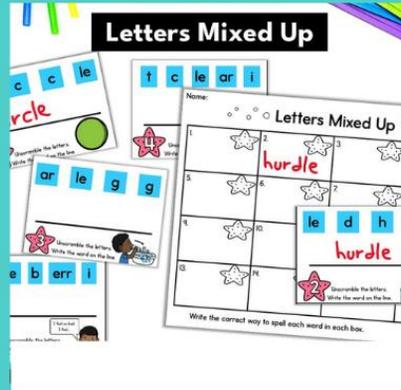
WHAT'S INCLUDED?



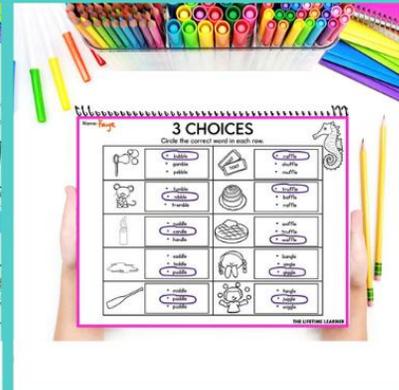
10 Color & B/W Posters



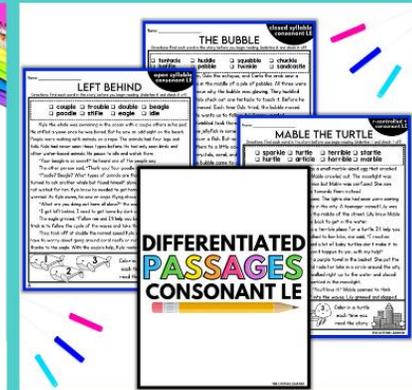
Recording Sheets



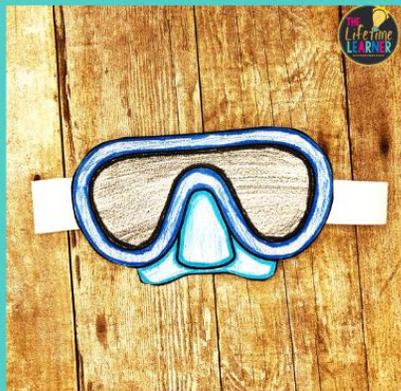
7 Hands On Centers



7 No Prep Printables



3 Decodable Passages



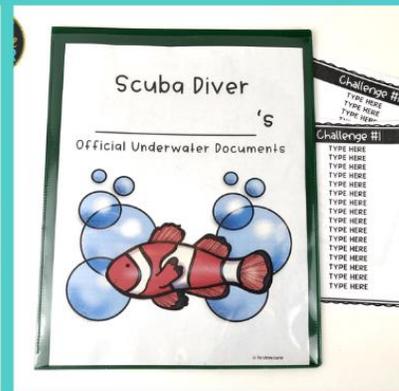
Printable Hats



Name Tags



Coloring Page



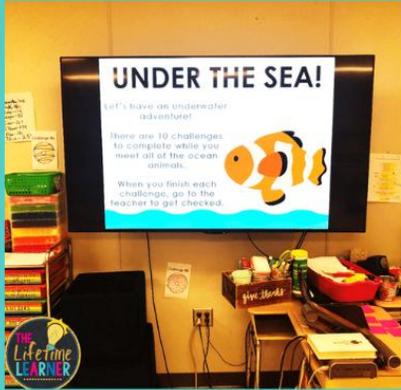
Folder Insert



Decor Posters

keep scrolling to see more!

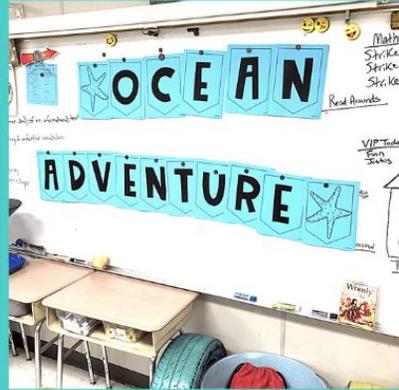
WHAT'S INCLUDED?



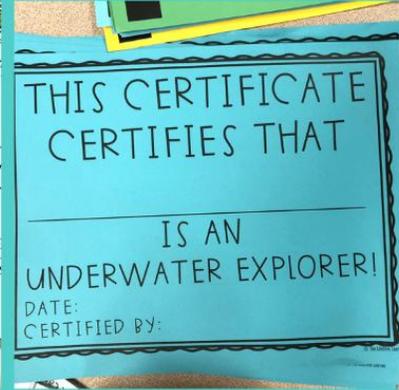
Welcome Slide



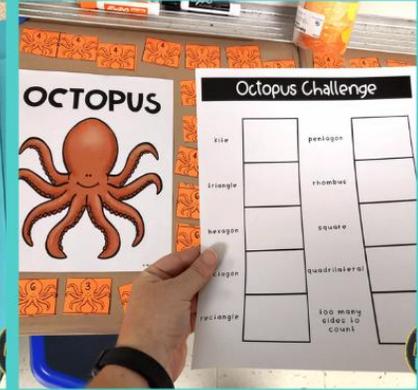
Editable Versions



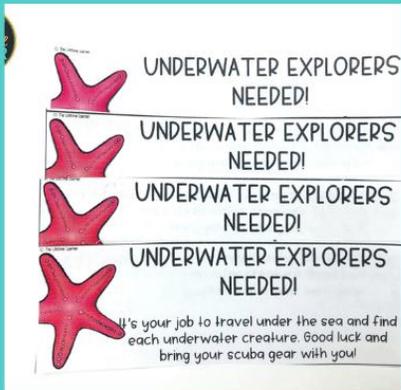
Banner



Certificate



Shopping Guide



Admission Tickets



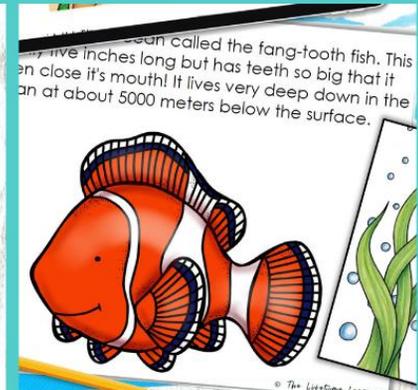
Digital Version



Answer Keys



QR Codes



Fun Facts

jam-packed with fun, rigor, and engagement!

classroom transformations

low prep, fun, and engaging!



1st grade math



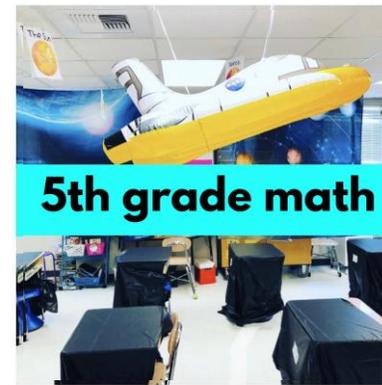
2nd grade math



3rd grade math



4th grade math



5th grade math



kindergarten math

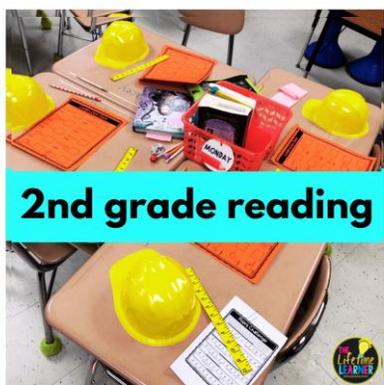
K-5 MATH & READING



kindergarten reading



1st grade reading



2nd grade reading



GR 3-5 reading comprehension



3-5 reading add-on packs

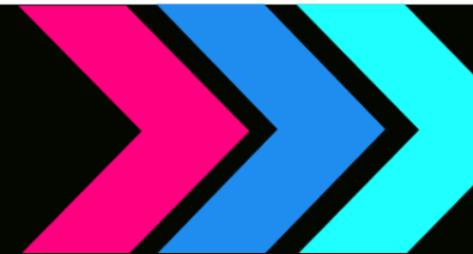


alphabet letters

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**