

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!

BANANA SPLIT

The Ice Cream Competition was in full swing with a large crowd. The competitors weren't just serving ice cream. They were battling for the title of 'Best Banana Split'. Caroline carefully arranged banana slices in a beautiful curve. She sprinkled caramel each scoop in neat patterns over her design that looked perfect.

Nearby, Gus slapped down a banana. His banana split wasn't pretty, but it was a risk. He ped green ice cream onto fruit, then reached for a bottle labeled Cactus-Lime Syrup. A customer hesitated. "Is that... normal?" they asked. Gus shrugged. "You want boring? Go next door!"

William put on a show. He flipped a banana and sliced it mid-spin. The crowd cheered. "So right up for the most thrilling banana split of your life!" he called.

John sighed as he watched the others. He had a simple vanilla-banana split. He planned to whip cream and a cherry, but it looked too plain now. It didn't feel good enough.

Kate overheard him sigh. "Not everyone wants something fancy. Some people just want the classic banana split." She pointed to a girl waiting. "Like her." John handed her one. The crowd tried everything. The judges took bites and stepped up. "The winner of this year's Banana Split Showdown is..." Everyone held their breath. "...all of you. You each brought something special to the table." Caroline beamed. Gus gave a reluctant nod. William took a bite and John? He smiled as his customer took a giant bite. Maybe simple wasn't so bad.

William

	Place 2 character traits and proof for each one from the story in these four boxes.	Entertaining	Trait
		G.	Proof

Gus

	Place 2 character traits and proof for each one from the story in these four boxes.	Blunt	Trait
		S.	Proof

Caroline

	Place 2 character traits and proof for each one from the story in these four boxes.	Trait	Artistic
		Q.	Proof

Perfectionist

A.

He uses green ice cream and Cactus-Lime Syrup when making creation.

B.

She peels out a customer waiting for a banana split when her and is shaking herself!

C.

Dramatic

D.

This themed learning day has 10 stations that all review reading comprehension skills 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

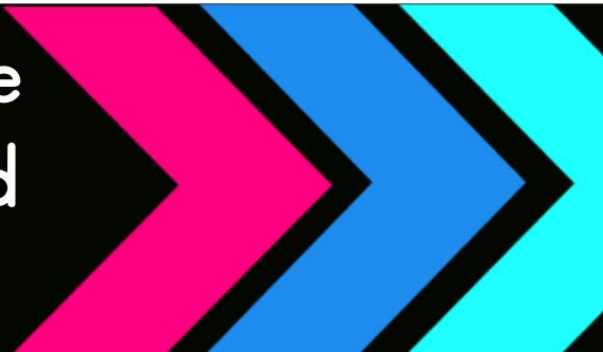


Rock Star Day



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 working in an ice cream shop today!

They will complete reading comprehension 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 complete an activity to go with it. They can be completed in any order. All stations include a variety of reading comprehension activities. 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!

Ice Cream Day

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

Name: _____

BANANA SPLIT

The Ice Cream Competition was in full swing with a large crowd. The competitors weren't just serving ice cream. They were battling for the title of 'Best Banana Split'! Caroline carefully arranged banana slices in a beautiful curve. She sprinkled caramel over each scoop in neat patterns over her design that looked perfect.

Nearby, Gus slapped down a banana. His banana split wasn't pretty, but it was a risk. He scooped green ice cream onto fruit, then reached for a bottle labeled Cactus-Lime Syrup. A customer hesitated. "Is that... normal?" they asked.

Gus shrugged. "You want boring? Go next door."

William put on a show. He flipped a banana and sliced it mid-spin. The crowd cheered. "Step right up for the most thrilling banana split of your life!" he called.

Take a peek at the other competitors. He had a simple vanilla-banana split. He planned to win now. It didn't feel good enough. He didn't feel fancy. Some people just wanted something fancy. Some people just wanted to "Like her." John handed her one and stepped up. "The winner of this competition is...all of you. You each brought something to the table. Maybe simple wasn't so bad."

BANANA SPLIT

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

RED WILLIAM	Perfectionist She lines green ice cream and Cactus-Lime Syrup when making creation.	Customer She waits for a customer waiting for a banana split when her job is to double-check.	Dramatic She carefully arranges banana slices and adds her creation.
ORANGE GUS	A.	B.	C.
YELLOW CAROLINE	Thoughtful She drizzled caramel over each scoop in neat patterns, filling her head as she addressed her work.	Entertaining She drizzled caramel over each scoop in neat patterns, filling her head as she addressed her work.	Supportive She drizzled caramel over each scoop in neat patterns, filling her head as she addressed her work.
GREEN KATE	F.	G.	H.
BLUE JOHN	Insecure He wishes his customers enjoy his slices but cream flavors.	Daring He wishes his customers enjoy his slices but cream flavors.	Artistic He puts on a performance while making ice cream for the crowd.
P.	Q.	R.	S.
T.	U.	V.	W.

Name: _____

THE LIFETIME LEARNER

STEP 3:

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

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

Remember:

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



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

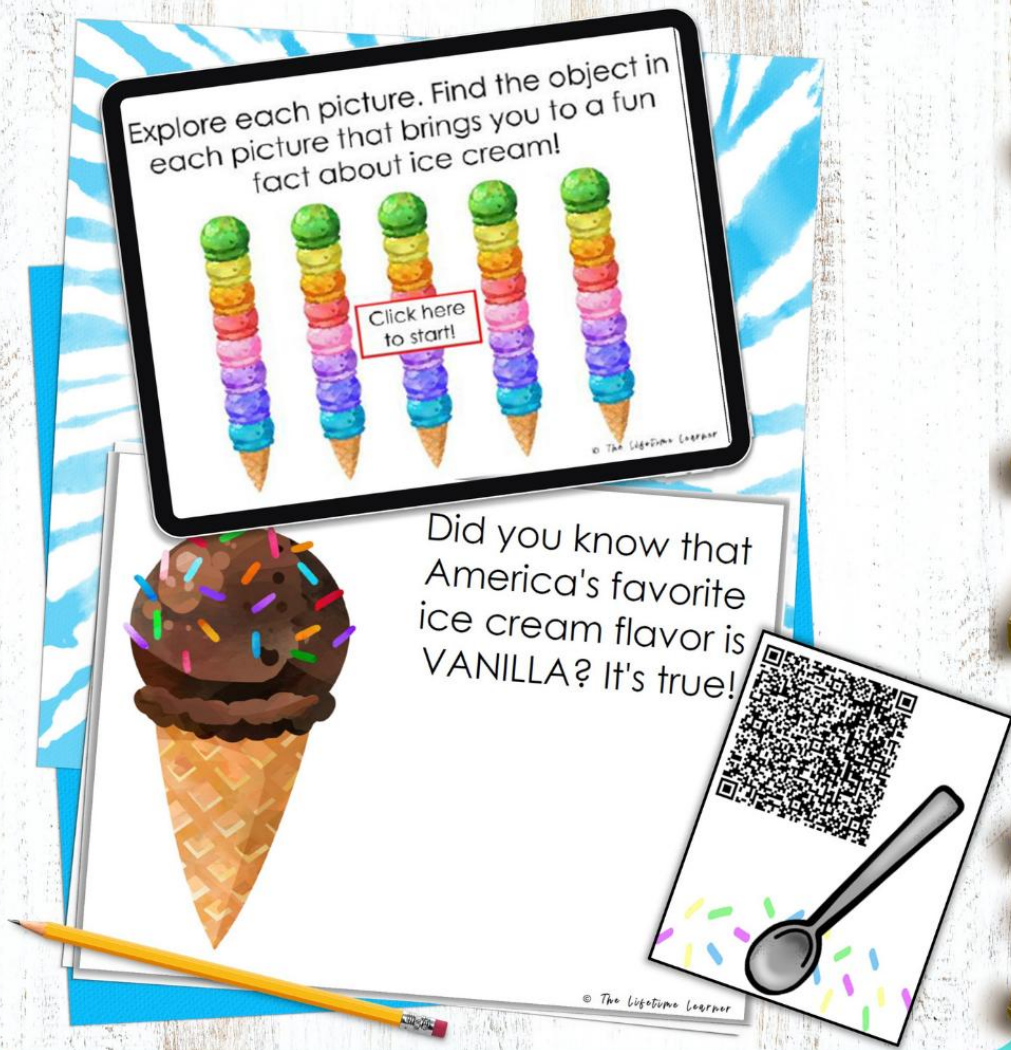
Let students "find" the facts on Google Slides

Printable Facts

Hang facts around room

QR Codes

Students scan to read fun facts



1

2

3

10 READING COMPREHENSION PASSAGES/ACTIVITIES:

BANANA SPLIT



The Ice Cream Competition was in full swing with a large crowd. The competitors weren't just serving ice cream. They were battling for the title of 'Best Banana Split'.

Caroline carefully arranged banana slices in a beautiful curve. She sprinkled caramel over each scoop in neat patterns over her design that looked perfect.



RED

BANANA SPLIT

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



ORANGE

Perfectionist	He uses green ice cream and Cactus-Lime Syrup	She points out a customer waiting for a	Dramatic	She carefully arranges banana slices and
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THE MILKSHAKE



The Collins family had spent the vacation day at the beach chasing waves. They were tired but had one last thing to do: head over to Dairy King (the town's ice cream shop).

Ruth said to her husband, "Why don't you take the kids and bring me back a rocky road milkshake? I'll pack this up and clean the condo while you're gone."

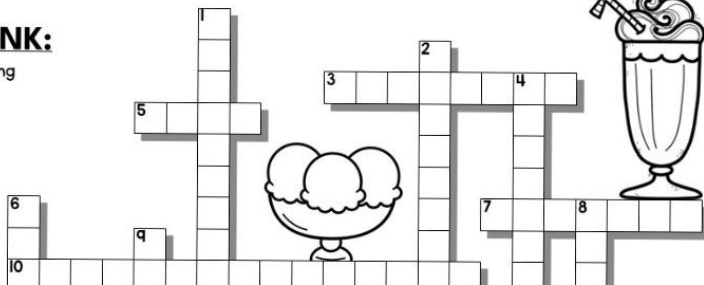
Michael nodded. The family drove over and everyone ordered. "Johnny, you hold Mom's milkshake on the way home," Michael said as they left the ice cream shop.

Johnny was responsible at nine years old. But trouble started fast. As the kids

THE MILKSHAKE

WORD BANK:

- air conditioning
- cleaning
- Dairy King
- dessert
- joke
- windows
- rocky road
- heat



THE ICE CREAM CONE

STORY I

I was lifted from my cold home and placed on a waffle cone. The air outside was hot, and the sun glared down. I could feel myself starting to melt. *I must stay strong!* Then, disaster struck. The girl tilted me too far, and I wobbled. Vanilla rolled down my side, but she

THE ICE CREAM CONE

Put an I in the box if it's from the ice cream cone's point of view.

Put a G in the box if it's from the girl's point of view.

Put a B in the box if it's in both passages.



Benny eats the



The story ends with



Benny jumps on

THE ICE CREAM CUP



The day was as hot as a sizzling stovetop. Sweat rolled down the boys' faces as they lined up at the starting point for the race. It was a challenge that included a two-mile bike ride followed by a half-mile sprint. But the prize? An ice cream cup shaped trophy and a year's supply of ice cream! Jeremy, Micah, and Alex gripped their handlebars like racecar drivers at the starting line. "On your marks, get set, GO!"

Name:

THE ICE CREAM CUP

1. The day was as hot as a sizzling stovetop.

2. Jeremy, Micah, and Alex gripped their handlebars like racecar drivers at the starting

A. I won it honestly and by following the rules.

B. At first, he was shaky and unsteady.

**focuses on:
reading review**

2 Versions of Every Passage Included for Students

ICE CREAM CAKE



The afternoon was hot, which made an ice cream cone all the more _____. "I can't wait to get ice cream! It's boiling!" Samantha said, fanning herself _____.

Her mother chuckled. "You did a wonderful job planting flowers with me. Get whatever you want." She tapped her chin as the line moved. After what felt like an _____, she decided. "I would like peanut butter and chocolate, please."

Her mother smiled approvingly. "I love how polite you are." Moments later, the server handed over a swirled cone. Samantha _____ it like a prized possession. But just as she took her first step away from the counter... *plap.*

The ice cream tumbled to the ground and landed on the pavement. Samantha froze. Her lower lip _____. "No... no, no, no," she whispered, her eyes filling with tears. "I worked so hard today! I was so motivated to earn that ice cream!"

Her wail carried over the crowd. A few people glanced over with _____, while others pretended not to notice. Samantha's mother sighed, reaching for her purse.

A deep voice spoke from behind them. "Don't worry, kiddo. We can fix it." Without hesitation, he picked up the cone, tossed it into the trash, and walked to the counter. "Two

THE LIFETIME LEARNER

ICE CREAM CAKE



Samantha shifted from foot to foot as she waited in line. The afternoon heat was extreme today, which made the thought of a cold ice cream cone all the more _____. "I can't wait to get my hands on some ice cream! It's boiling out here," she said, fanning herself _____.

Her mother chuckled, wiping a bead of sweat from her forehead. "You did such a wonderful job planting flowers with me today, Samantha. You earned this treat. Get whatever you want." Samantha's eyes darted across the brightly colored menu. Mint chip, chocolate raspberry, butter pecan. Each flavor seemed to call out to her and made the decision nearly impossible. She tapped her chin as the line inched forward. After what felt like an _____, she finally made up her mind. "I would like the peanut butter and chocolate, please."

Her mother smiled approvingly. "I love how polite you are." Moments later, the server handed over a perfectly swirled cone. Samantha _____ it like a prized possession, the scent of chocolate wafting up to her nose. But just as she took her first step away from the counter... *plap.*

The ice cream tumbled to the ground, landing with a heartbreaking splat on the pavement. Samantha froze, her hands still hovering where her treat had been just seconds before. Her lower lip _____. "No... no, no, no," she whispered, her eyes filling with tears. "I worked so hard today! I was so motivated to earn that ice cream!"

Her wail carried over the crowd, turning heads. A few customers glanced over with _____, while others pretended not to notice. Samantha's mother sighed, reaching for her purse.

Before she could say a word, a deep voice spoke from behind them. "Hey, don't worry, kiddo. We can fix this." A man from the back of the line stepped forward. Without hesitation, he picked up the cone, tossed it into the nearby trash can, and walked straight to the counter. "Two scoops of peanut butter and chocolate, please," he said to the clerk. Then, after a thoughtful pause, he added, "With extra whipped cream."

Samantha sniffled, watching in awe as the man pulled out his wallet and paid for the _____. When he turned and handed her the fresh cone, her tears disappeared. Samantha gripped the cone carefully this time. "Thank you so much!" she grinned as her heart swelled with _____.

THE LIFETIME LEARNER

THE ICE CREAM CONE

STORY 1

I was lifted from my cold home and placed on a waffle cone. The air outside was hot, and the sun glared down. I could feel myself starting to melt. *I must stay strong!* Then, disaster struck. The girl tilted me too far, and I wobbled. Vanilla rolled down my side, but she didn't even notice! She was looking at her golden retriever. I knew that look. The dog wanted me. "Down, Benny!" the girl squealed. Too late. Benny's wet nose came close. I shivered in fear. Would I be eaten in one big gulp? No, I had bigger problems. Benny jumped. The girl stumbled. Her grip loosened. The world tilted. Then... SPLAT! My swirls were now a mess on the sidewalk. I heard the girl gasp, but there was no saving me. I had lost the battle.

STORY 2

I grinned as the ice cream man handed me my waffle cone. Vanilla with rainbow sprinkles! My favorite! Then Benny showed up. My golden retriever had been tied to the bench but had wiggled loose. "Benny, no!" I giggled, stepping back, but he was hyper. His eyes locked onto my ice cream. "Down, Benny!" I scolded. He didn't listen. Before I could react, he

THE LIFETIME LEARNER

THE ICE CREAM CONE

STORY 1

I was lifted from my chilly home in the freezer and placed on a waffle cone. The air outside was hot. I braced myself as my new owner, a giggling girl with pigtails and sticky hands, carried me outside. The sun glared down. I could feel my top layer glisten as the heat worked its magic. *I must stay strong!* I willed myself to not melt. Then, the first disaster struck. The girl tilted me too far to the side, and I wobbled dangerously. My swirl sagged, and a drip of my vanilla rolled down the side of the cone. She didn't even notice! Her attention was on her dog. A hyper golden retriever had appeared, bouncing as it sniffed the air. I knew that look. That dog had its eyes locked on me, and I was in trouble.

"Down, Benny!" the girl squealed, but it was too late. The dog's wet nose appeared close to me. I quivered in terror. Would this be my end? Eaten in one gulp by a creature that wouldn't even appreciate my flavors? No, I had bigger problems. A jump from Benny sent the girl stumbling backward. Her grip on me loosened. The world tilted. *I was falling.* The ground rushed up to meet me, and then... SPLAT! My swirls were now a sad, sticky mess on the sidewalk. I heard the girl gasp, but there was no saving me. I had lost the battle.

THE LIFETIME LEARNER

Differentiate and give your students the version best for them!

CENTER 1

Multiple Choice

ICE CREAM SUNDAE

Jennifer competed over everything who got the biggest slice, the front seat, even a piece of gum. Everything had to be 50/50. Today was no different. Their grandma was taking them to get ice cream, and they were already strategizing. "I'm getting a strawberry sundae with whipped cream and nuts!" Jake announced.

Jennifer smirked. "I'm getting cookie dough with whipped cream and hot fudge."

Jake's eyes narrowed. "Then I'm getting hot fudge too."

"Then I'm getting extra whipped cream," Jennifer shot back.

"Fine! Me too!" Their grandma sighed as they bickered to the counter. The glass case

Name: _____

ICE CREAM SUNDAE

1. B	2. B	3. A	4.
5.	6.	7.	8.

THE LIFETIME LEARNER

1. What does the phrase "Jake and Jennifer competed over everything" suggest about their relationship?

A) They are playful but cooperative.
 B) They constantly try to outdo each other.
 C) They take turns letting the other win.
 D) They only compete when food is involved.



2. What lesson do Jake and Jennifer learn by the end of the story?

A) Ice cream tastes better when you don't argue over it.
 B) Competing over everything isn't always worth it.
 C) It's important to order quickly at a busy shop.
 D) The customer with the loudest voice gets the most ice cream.



Hands-On Center:

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

Name: _____

ICE CREAM SUNDAE

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 D) The customer with the loudest voice gets the most ice cream.

3. Which of the following best describes Grandma's attitude?
 A) Strict but fair.
 B) Patient but unsure.
 C) Smiling and quiet.
 D) Uncaring and bored.

4. Why does the author include the line, "The teenage clerk raised an eyebrow?"
 A) To suggest the clerk is annoyed by their arguing.
 B) To show the clerk is confused by their behavior.
 C) To show that the clerk finds them amusing.
 D) To reveal that the clerk is waiting for payment.

5. What effect does Grandma's warning have on the siblings?
 A) They spare her and continue arguing.
 B) They try to convince her they aren't arguing.
 C) They decide to share one sundae instead.
 D) They immediately stop, realizing they might lose their sundae.

6. How does Jennifer worsen the competition after Jake changes his order?
 A) She orders extra hot fudge.
 B) She demands an extra cherry.
 C) She insists on ordering first.
 D) She accuses Jake of copying her.

7. Why does the passage include the detail about customers turning to stare?
 A) To show that the shop is very crowded.
 B) To prove that Grandma is embarrassed by them.
 C) To show that the sibling argument is loud and noticeable.
 D) To suggest that the clerk is taking too long.

8. What does the phrase "Grandma gave them a look that could stop a runaway train" most likely mean?
 A) Her face showed humor of their argument.
 B) She looked as if she was running away from the argument.
 C) She seemed confused about what was happening.
 D) Her expression was so intense it made them stop immediately.

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

THE LIFETIME LEARNER

No Prep Printable Worksheet!

CENTER 2

Crossword Puzzle

THE MILKSHAKE

They spent the vacation day at the beach chasing waves. They were going to do head over to Dairy King (the town's ice cream shop). "Why don't you take the kids and bring me back a rocky road milkshake this up at the beach?"

"I added. The family was responsible for the milkshake on the way home," Johnny was responsible for the milkshake.

Michael glanced in the rearview mirror. "Try licking the drips," Michael hesitated but preferred to get the drips off her face. "Dad, roll down the window." Ruth stepped outside to get a napkin. "Well," she

WORD BANK:

- air conditioning
- cleaning
- Dairy King
- dessert
- joke
- windows
- rocky road
- heat
- napkins
- Johnny

THE MILKSHAKE

1 DOWN: What flavor milkshake did Ruth ask for?

3 ACROSS: What was Ruth doing while the family got ice cream?

5 ACROSS: What did Ruth say at the end to lighten the mood?

THE LIFETIME LEARNER

Hands-On Center:

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

Name: _____

THE MILKSHAKE

WORD BANK:

- air conditioning
- cleaning
- Dairy King
- dessert
- joke
- windows
- rocky road
- heat
- napkins
- Johnny

Across

1. What flavor milkshake did Ruth ask for?
 2. Where did the Collins family go at the end of the day?
 3. What did Ruth say at the end to lighten the mood?
 4. What did Johnny's sister give him to help clean up?
 5. What caused the milkshake to melt quickly?
 6. What part of the car did Michael adjust first to help Johnny?

Down

1. What flavor milkshake did Ruth ask for?
 2. Where did the Collins family go at the end of the day?
 3. What did Ruth say at the end to lighten the mood?
 4. What did Johnny's sister give him to help clean up?
 5. What caused the milkshake to melt quickly?
 6. What part of the car did Michael adjust first to help Johnny?

THE LIFETIME LEARNER

No Prep Printable Worksheet!

CENTER 3

Compare & Contrast

ICE CREAM SANDWICH

...into 7th grade Monday morning and were eager to chat. ... new ice cream shop. *Divine Scoops!* Gina, the louder friend, bragged. ... denied. "No way! My family went to *I Scream for Ice Creams!*" ... Two new ice cream shops, two different experiences. Now, they had ... her pecan was amazing in a chocolate-covered cone," Gina said. ... ace. "Ew, I don't like butter pecan. But I got a chocolate-covered cone ... d you get?" Gina asked. ... here is... chocolate peanut butter!" Abbey grinned. ... 'm allergic to peanut butter, remember?" ... y said. "How busy was it?" ... they both had long lines, but Gina's moved faster than Abbey's. "*Divine* ... workers," Gina said. "Did your parents like it?" Abby nodded. ... Abbey said. ... s might go back every Friday!" Gina said. ... "My brother misbehaved, so he didn't even get his ice cream sandwich." ... rough," Gina said. "Mark behaved so well he got a double scoop." ... We should go together next time." Gina agreed.

THE LIFETIME LEARNER

Gina's Ice Cream	Abbey's Ice Cream	Both
Her brother was well-behaved and got a double scoop.	She had a slow-moving line.	She had to wait in line for her ice cream.
A.	E.	D.
She is the louder of the two.		She is in seventh grade.
C.		I.

Hands-On Center:

Students sort the details where they belong by comparing and contrasting.

THE ICE CREAM SANDWICH

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

APPEY	ROTH	GINA	
F E L P	I G K D	H J A C	
Her brother was well-behaved and got a double scoop.	She is quieter than her friend.	She is the louder of the two.	She had to wait in line for her ice cream.
A.	B.	C.	D.
She had a slow-moving line.	She got chocolate peanut butter ice cream.	She went to a new ice cream shop.	She got butter pecan ice cream.
E.	F.	G.	H.
She is in seventh grade.	She had a fast-moving line because there were lots of workers.	She got a chocolate-covered cone.	Her brother misbehaved and didn't receive ice cream.
I.	J.	K.	L.

Name: _____

THE LIFETIME LEARNER

No Prep Printable Worksheet!

CENTER 4

Sorting Game

BANANA SPLIT

... was in full swing with a large crowd. The competitors ... They were battling for the title of 'Best Banana Split.' ... changed banana slices in a beautiful curve. She sprinkled caramel ... heat patterns over her design that looked perfect. ... nearby, Gus slapped down a banana. His banana split wasn't pretty, but it was a risk. He ... ped green ice cream onto fruit, then reached for a bottle labeled Cactus-Lime Syrup. ... A customer heated. "Is that... normal?" they asked. ... Gus shrugged. "You want boring? Go next door." ... William put on a show. He flipped a banana and sliced it mid-spin. The crowd cheered. ... right up for the most thrilling banana split of your life!" he called. ... John sighed as he watched the others. He had a simple vanilla-banana split. He planned ... d whipped cream and a cherry, but it looked too plain now. It didn't feel good enough. ... Kate overheard him sigh. "Not everyone wants something fancy. Some people just want ... est classic banana split." She pointed to a girl waiting. "Like her." John handed her one. ... The crowd tried everything. The judges took bites and stepped up. "The winner of this ... 's Banana Split Showdown is..." Everyone held their breath. "...all of you. You each brought ... thing special to the table." Caroline beamed. Gus gave a reluctant nod. William took a ... And John? He smiled as his customer took a giant bite. Maybe simple wasn't so bad.

THE LIFETIME LEARNER

	Place 2 character traits and proof for each one from the story in these four boxes.	Entertaining G.	Trait Proof
	Place 2 character traits and proof for each one from the story in these four boxes.	Blunt S.	Trait Proof
	Place 2 character traits and proof for each one from the story in these four boxes.	Artistic Q.	Trait Proof

Hands-On Center:

Students sort each card onto the correct mat.

BANANA SPLIT

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

	RED WILLIAM	Perfectionist	The ones green ice cream and Cactus-Lime Syrup was amazing creation.	She points out a customer waiting for a banana split when she got a double scoop!	Dramatic	She carefully arranges banana slices and sprinkles her special 'heat' to others.
	ORANGE GUS	Thoughtful	She sprinkled caramel over each slice in neat patterns, filling her head in the sweetest her work.	She had to wait in line for her ice cream.	Supportive	He didn't have any abilities and compared himself to others.
	YELLOW CAROLINE	Artistic	She averaged someone who is aware of the audience.	Insecure	He makes his customer's wife be close to enjoy flavor.	Daring
	GREEN KATE	Artistic	She points out a customer waiting for a banana split when she got a double scoop!	Blunt	He didn't have any abilities and compared himself to others.	Observant
	BLUE JOHN	Perfectionist	The ones green ice cream and Cactus-Lime Syrup was amazing creation.	She points out a customer waiting for a banana split when she got a double scoop!	Dramatic	She carefully arranges banana slices and sprinkles her special 'heat' to others.

Name: _____

THE LIFETIME LEARNER

No Prep Printable Worksheet!

CENTER 5

Words & Definitions

ROOT BEER FLOAT

Third graders lined up at the door and were ready to board the bus for their trip. They had looked forward to the trip with **anticipation** for weeks. Mitchell's was a local ice cream **establishment**, and the family-run business always show students how to make ice cream at their factory. When they got to the am shop, Mrs. Mitchell met them at the door.

"Good morning! Let's go in and show you how we **manufacture** our ice cream!" The girls were excited, talking **animatedly** as they walked into the mixing room. Mrs. Mitchell began the tour by showing the students walk-in freezers and fresh fruit that were used in the process. "Does anyone know what **contributes** to the ice cream's creamy texture?" she asked.

"Yes, Mrs. Mitchell **informed** them dairy was the answer. Then, she took them to a **vat** of fruit being made. They watched cocoa and fruit be added to the giant mixing bowl. "I like root beer floats," said Avery. That set off a chorus of children saying what they liked best.

At the end of the tour, Mrs. Mitchell **escorted** the students into the tasting room. Avery was **permitted** to make their own root beer float with a scoop of ice cream of their choice. All the students agreed that this was the **highlight** of the field trip.

1. A feeling of excitement while waiting for something to happen.	E. anticipation
2. A place where a business is set up.	J. establishment
3. To make something using machines.	C. manufacture

Hands-On Center:
Students put the correct word next to each definition.

ROOT BEER FLOAT

1. A feeling of excitement while waiting for something to happen.	2. A place where a business is set up.	3. To make something using machines.	4. In a way that shows a lot of excitement or energy.	5. To give or help in making something happen.
E. anticipation	J. establishment	C. manufacture	H. animatedly	A. contribute
6. Having knowledge about something or being told information.	7. A large container used for holding or mixing things.	8. To be led or guided somewhere by another person.	9. Allowed to do something.	10. The best or most exciting part of something.
D. informed	F. vat	B. escorted	I. permitted	G. highlight

Glue the correct ice cream scoop in each box on top of the root beer float.

No Prep Printable Worksheet!

CENTER 6

Color by Code

THE FROZEN YOGURT

Mariah and Michael rushed into the kitchen. "Mom, Mom!" they shouted. "The ice cream truck is here! Can we please get frozen yogurt?"

Their mother barely looked up. "If you have money, you can buy it. But you have to pay for it yourselves!" Mariah and Michael's smiles vanished. They flopped onto the couch, listening to the ice cream truck's jingle fade away.

"We'll never get frozen yogurt," Mariah muttered.

Michael sighed. "How are we supposed to get money?" That evening, during their family walk, they spotted Mrs. Parsons frowning at her overgrown lawn.

"Hey, Michael and Mariah!" she called. "I just got home from the hospital, and I'm not feeling my best. Would one of you cut my grass? I'll pay you."

Mariah and Michael nearly tripped over each other saying yes. The next morning, they arrived early and ready to work. Mariah mowed the front yard, while Michael swept and trimmed. The work was tiring and sweaty, but neither complained.

Mrs. Parsons stepped outside when they finished with a smile. "You kids did a wonderful job!" She handed each a crisp ten-dollar bill. "Thank you so much!"

The kids both grinned. Michael held up his cash. "Now we can get frozen yogurt!" Mariah giggled. "And we earned every penny of it!"

1. Color the answer red.

2. Color the answer light blue.

4. Color the answer yellow.

Hands-On Center:
Students use the coloring task card questions to color in answers in the text.

THE FROZEN YOGURT

Mariah and Michael rushed into the kitchen. "Mom, Mom!" they shouted. "The ice cream truck is here! Can we please get frozen yogurt?"

Their mother barely looked up. "If you have money, you can buy it. But you have to pay for it yourselves!" Mariah and Michael's smiles vanished. They flopped onto the couch, listening to the ice cream truck's jingle fade away.

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No Prep Printable Worksheet!

CENTER 7

Fill in the Chart

THE ICE CREAM CONE
STORY 1













Benny from my cold home and placed on a waffle cone. The air outside was hot, and I melted down. I could feel myself starting to melt. I must stop around there. The girl struck me too far, and I wobbled. Vanilla rolled down the sidewalk. I didn't even notice! She was looking at her golden retriever: I knew that dog. "Down, Benny!" the girl squealed. Too late. Benny's wet nose came down on my ice cream. "Would I be eaten in one big gulp? No, I had bigger problems. Benny stumbled. Her grip loosened. The world tilted. Then... SPLAT! My swirls went flying to the sidewalk. I heard the girl gasp, but there was no saving me. I had to melt.

STORY 2

I grinned as the ice cream man handed me my waffle cone. Vanilla sprinkles! My favorite! Then Benny showed up. My golden retriever had jumped on the bench but had wiggled loose. "Benny, no!" I giggled, stepping back, but he locked onto my ice cream. "Down, Benny!" I scolded. He didn't listen. Benny jumped! I stumbled back. My cone slipped. Then... SPLAT! My ice cream hit the sidewalk. Benny slurped up the mess before I could be mad. "That's Mom walked up, laughing. "That's what happens when you have a hot day. To my relief, she handed me a fresh cone.

THE ICE CREAM CONE RECORDING SHEET

Write the correct letters in each box.













Ice Cream Point of View	Girl's Point of View	Both Points of View
H 	K 	A 
B 	D 	I 
F 	L 	J 
E 	G 	C 

Hands-On Center:

Students fill in the chart using what they learned in the text.

THE ICE CREAM CONE

Put an I in the box if it's from the ice cream cone's point of view.
Put a G in the box if it's from the girl's point of view.
Put a B in the box if it's in both passages.

 B Benny eats the spilled ice cream.	 I The story ends with the ice cream melting on the sidewalk.	 B Benny jumps on the girl.
 A Surprise is felt when Benny gets close.	 I Vanilla rolled down the side of the cone.	 I Fear is felt when Benny gets close.
 G We find out Mom was getting napkins when this happened.	 I They describe the heat outside.	 B The ice cream falls to the sidewalk.
 B Benny the dog causes disaster.	 G The ice cream cone is replaced with a new one.	 G The story ends with a clean sidewalk.

Name: _____

No Prep Printable Worksheet!

CENTER 8

Write a Sentence

THE POPSICLE

Sean hollered. "Can I have a popsicle? Pretty please?"

His mother peeked in. "No, honey. It's almost bedtime. It's too late for treats."

Sean groaned. His stomach rumbled at the thought of a popsicle melting on his tongue.

But his mom's tone left no room for argument. But then, he saw a shadow. His mom was upstairs bathing his baby sister. She was wading in the tub. He hesitated but shook off the guilt. What harm could he do if he dragged a chair over. When he yanked the freezer open, he found a treasure chest. The popsicles were stacked like treasure waiting to be claimed. Victory. He but the excitement made it worth it. "This'll be good," he said. "SEAN!" His whole body froze. Sean turned slowly. His sister perched on her hip, her eyebrows raised in disbelief. "I cannot believe you," she said, her voice calm but sharp. Instead, you snuck behind my back." His face burned. The popsicle melted. "No dessert for a week," his mom continued, shaking her head. "A WEEK?" Sean's stomach dropped. That was forever. Sean knew better than to argue. Defeated, he dropped the popsicle. "I'm sorry, Mom," he muttered, his voice barely above a whisper. Her expression softened. "I need you to listen the first time."

THE POPSICLE

Name: _____

1. It was almost bedtime, and she said it was too late for treats.

2. _____

3. _____

4. _____

5. _____

6. _____

1. Why did Sean's mother say he couldn't have a popsicle?

Write the answer on your recording sheet.

Hands-On Center:

Students write the answer to each prompt on the lines.

THE POPSICLE

Name: _____

1. Why did Sean's mother say he couldn't have a popsicle?

1. It was almost bedtime, and she said it was too late for treats.

2. What did Sean hear that made him decide to sneak a popsicle?

2. He heard the running water from his baby sister's bath and realized his mom was busy upstairs.

3. How did Sean feel when he opened the freezer and saw the popsicles?

3. He felt excited and victorious, like he had found treasure.

4. What did Sean's mom do when she caught him with the popsicle?

4. She told him she couldn't believe he had disobeyed her and punished him by taking away dessert for a week.

5. Why did the popsicle feel "as heavy as a brick" in Sean's hand?

5. He felt guilty and knew he had been caught, making the popsicle seem much heavier.

6. What lesson did Sean learn by the end of the story?

6. He learned to listen to his mom the first time and not to sneak behind her back.

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

No Prep Printable Worksheet!

CENTER 9

Pairs Activity

THE ICE CREAM CUP




The day was as hot as a sizzling stovetop. Sweat rolled down the boys' faces as they started at the starting point for the race. It was a challenge that included a two-mile bike ride followed by a half-mile sprint. But the prize? An ice cream cup shaped trophy and a year's supply of ice cream! Jeremy, Micah, and Alex gripped their handlebars like racecar drivers at the starting line. "On your marks, get set, GO!" the starter cried.

Jeremy's bike wobbled like a baby deer on ice before he found his rhythm. Alex pumped his legs. But Micah? He was a blur of determination. The boys swerved around corners with their pedals spinning like hamster wheels. Then they switched from biking to running.

That's when trouble hit. Micah had already been in the lead. Now, Micah ran faster than a cheetah chasing dinner. Jeremy and Alex tried to catch up but it was no use. The judge handed Micah the grand prize: an ice cream cup trophy and his coupon for free ice cream.

Jeremy groaned. "This is the worst thing to happen since homework was invented." Micah grinned, lifting the coupon. "It's like a gold medal... but tastier."

Alex flopped onto the grass gasping for air. "You should at least share," he huffed. Jeremy nodded. "You wouldn't want all that ice cream to go to waste, would you?" Micah pretended to think it over. "Hmm. I don't know. I did earn it fair and square." Jeremy flopped backward. Micah laughed. "Alright, alright. I'll share." Jeremy and Alex cheered. "So," Micah said, grinning mischievously, "who's up for an ice cream feast?"

1.  The day was as hot as a sizzling stovetop.	 It was an extremely warm day.	G.
2.  Jeremy, Micah, and Alex gripped their handlebars like racecar drivers at the starting line.	 They held on tight and ready to go.	E.
3.  Jeremy's bike wobbled like a baby deer on ice before he found his rhythm.	 At first, he was shaky and unsteady.	B.

Hands-On Center:

Students put the two sides together to match each question with the correct answer.



No Prep Printable Worksheet!

CENTER 10

Fill in the Blank

ICE CREAM CAKE

The afternoon was hot, which made an ice cream cone all the more irresistible. "I can't wait to get ice cream! It's boiling!" Samantha said, fanning herself dramatically.

Her mother chuckled. "You did a wonderful job planting flowers with me. Get whatever you want." She tapped her chin as the line moved. After what felt like an eternity, she decided. "I would like peanut butter and chocolate, please."

Her mother smiled approvingly. "I love how polite you are." Moments later, the server handed over a swirled cone. Samantha cradled it like a prized possession. But just as she took her first step away from the counter... plip.

The ice cream tumbled to the ground and landed on the pavement. Samantha froze. Her lower lip quivered. "No, no, no, no," she whispered, her eyes filling with tears. "I worked so hard today! I was so motivated to earn that ice cream!"

Her wall carried over the crowd. A few people glanced over with sympathy, while others pretended not to notice. Samantha's mother sighed, reaching for her purse.

A deep voice spoke from behind them. "Don't worry, kiddo. We can fix it." Without hesitation, he picked up the cone, tossed it into the trash, and walked to the counter. "Two scoops of peanut butter and chocolate, please," he said. He added, "With whipped cream."

Samantha watched as the man paid for the replacement. When he turned and handed her the cone, her tears disappeared. Samantha gripped the cone carefully this time. "Thank you so much!" she grinned as her heart swelled with gratitude.

WORD BANK:

- Use the word bank to fill in the missing words from the passage.
- cradled
 - gratitude
 - quivered
 - irresistible
 - eternity
 - replacement
 - dramatically
 - sympathy

Hands-On Center:

Students read the passage and use words from the word bank to fill in the blanks as they read.



No Prep Printable Worksheet!

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

BANANA SPLIT

The Ice Cream Competition was in full swing with a large crowd. The competitors aren't just serving ice cream. They were battling for the title of 'Best Banana Split'. Caroline carefully arranged banana slices in a beautiful curve. She sprinkled caramel each scoop in neat patterns over her design that looked perfect. Nearby, Gus slapped down a banana. His banana split wasn't pretty, but it was a risk. He ped green ice cream onto fruit, then reached for a bottle labeled Cactus-Lime Syrup. A customer hesitated. "Is that... normal?" they asked. Gus shrugged. "You want boring? Go next door." William put on a show. He flipped a banana and sliced it mid-spin. The crowd cheered. "p right up for the most thrilling banana split of your life!" he called. John sighed as he watched the others. He had a simple vanilla-banana split. He planned dd whipped cream and a cherry, but it looked too plain now. It didn't feel good enough. Kate overheard him sigh. "Not everyone wants something fancy. Some people just want best classic banana split." She pointed to a girl waiting. "Like her." John handed her one. The crowd tried everything. The judges took bites and stepped up. "The winner of this 's Banana Split Showdown is..." Everyone held their breath. "...all of you. You each brought ething special to the table." Caroline beamed. Gus gave a reluctant nod. William took a And John? He smiled as his customer took a giant bite. Maybe simple wasn't so bad.

William

	Place 2 character traits and proof for each one from the story in these four boxes.	Entertaining	Trait
		G.	Proof

Gus

	Place 2 character traits and proof for each one from the story in these four boxes.	Blunt	Trait
		S.	Proof

Caroline

	Place 2 character traits and proof for each one from the story in these four boxes.	Trait	Artistic
		Proof	Q. She carefully arranges banana slices and admires her creation.

A. Perfectionist

B. He uses green ice cream and Cactus-Lime Syrup when making creation.

C. She points out a customer waiting for a banana split when her pal is doubting himself?

D. Dramatic

PRINT & DIGITAL



Print & Go




Google Slides

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

The no prep printable questions are 100% editable!

Name: _____

ICE CREAM SUNDAE




1. What does the phrase "Jake and Jennifer competed over everything" suggest about their relationship? A) They are playful but cooperative. B) They constantly try to outdo each other. C) They take turns letting the other win. D) They only compete when food is involved.	2. What lesson do Jake and Jennifer learn by the end of the story? A) Ice cream tastes better when you don't argue over it. B) Competing over everything isn't always worth it. C) It's important to order quickly at a busy shop. D) The customer with the loaded vase gets the most ice cream.	3. Which of the following best describes Grandma's attitude? A) Strict but fair. B) Patient but unsure. C) Smiling and quiet. D) Uncaring and bored.	4. Why does the author include the line, "The teenage clerk raised an eyebrow"? A) To suggest the clerk is annoyed by their arguing. B) To show the clerk is confused by their behavior. C) To show that the clerk finds them amusing. D) To reveal that the clerk is waiting for payment.
5. What effect does Grandma's warning have on the siblings? A) They ignore her and continue arguing. B) They try to convince her they aren't arguing. C) They decide to share one sundae instead. D) They immediately stop, realizing they might lose their sundaes.	6. How does Jennifer worsen the competition after Jake changes his order? A) She orders extra hot fudge. B) She demands an extra cherry. C) She insists on ordering first. D) She accuses Jake of copying her.	7. Why does the passage include the detail about customers turning to stare? A) To show that the shop is very crowded. B) To prove that Grandma is embarrassed by them. C) To show that the sibling's argument is loud and noticeable. D) To suggest that the clerk is taking too long.	8. What does the phrase "Grandma gave them a look that could stop a runaway train" most likely mean? A) Her face showed humor at their argument. B) She looked as if she was running away from the argument. C) She seemed confused about what was happening. D) Her expression was so intense it made them stop immediately.

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

THE LIFETIME LEARNER

Name: _____

ICE CREAM SUNDAE




edit any question!

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

THE LIFETIME LEARNER

Center #1



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Name: _____

THE LIFETIME LEARNER

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10 Blank Centers
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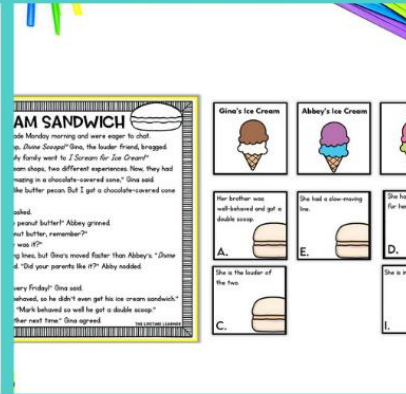
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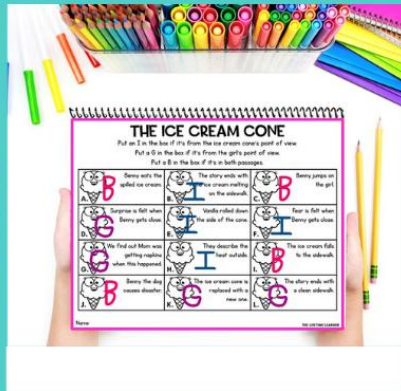
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ICE CREAM shop ADD-ON PACK

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ICE CREAM CONE INVENTION



ICE CREAM shop MULTIPLICATION & DIVISION strategies

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ROOM TRANSFORMATION

3RD GRADE MATH

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POPSICLE

ICE CREAM CONE

FROZEN YOGURT



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POPSICLE

BANANA SPLIT

ICE CREAM CONE



ICE CREAM shop math review

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5TH GRADE MATH

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POPSICLE

ICE CREAM SUNDAE

MILKSHAKE



reading **MEGA BUNDLE**

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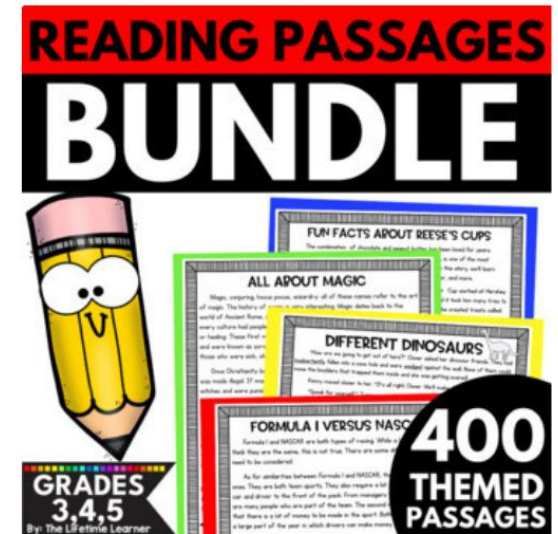
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GRADES 3-5

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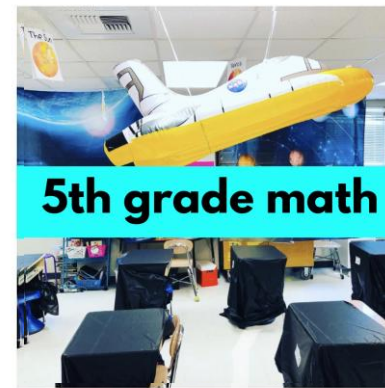
2nd grade math



3rd grade math



4th grade math



5th grade math



kindergarten math

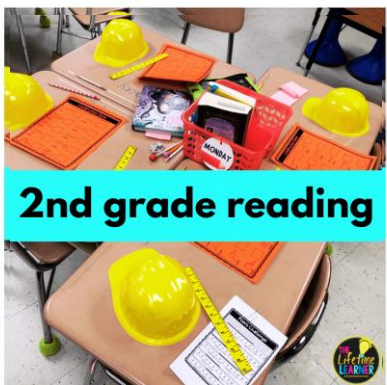
K-5 MATH & READING



kindergarten reading



1st grade reading



2nd grade reading



GR 3-5 reading comprehension



3-5 reading add-on packs



alphabet letters

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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

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