

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!

NOW YOU SEE IT, NOW YOU DON'T

Michael's stomach twisted as he paced his bedroom. His hands trembled. His magic kit sat on his desk. He had practiced for months, but now it all felt impossible.

"I don't know if I can do this," he muttered. His voice shook as he pulled a bouquet from his sleeve. "Now you see it," he mumbled. The words felt weak.

His fingers fumbled, and the flowers fell. He groaned. "I'm going to mess up! What if he forgets steps? What if they laughed? Maybe he wasn't meant to be a magician.

But the show must go on. He packed his magic rabbit, cards, and top hat. Beachland Ballroom was the place he'd perform at. His nerves kept him on edge. Michael tried to remember why he had practiced so hard. Backstage, his palms sweated as the announcer's voice boomed: "Ladies and gentlemen, Michael the Magician!"

His legs wobbled as he walked out. The bright lights blinded him, but made it easier to pretend the crowd wasn't there. His hands shook as he reached for his deck of cards.

"One trick at a time," he thought. With a flick, he performed his first trick. The audience gasped. Relief flooded him. They liked it! His hands steadied. He made a quarter appear and pulled his rabbit from a hat. He even attempted a trick he had never dared before: floating a card in midair. The audience cheered loudly. Michael beamed as he walked offstage. His fear had vanished.

"This wasn't so bad," he thought. "I can't wait to do this again tomorrow!"

Michael never doubted himself. **D.**

Michael's confidence led to him trying a trick that was too hard. **F.**

Michael ran offstage before finishing his magic tricks. **G.**

The audience's reaction helped boost Michael's confidence. **H.**

At the beginning of the story, Michael doubted his ability to perform. **I.**

Michael was excited to perform again J. after successfully completing his tricks. **J.**

TRUE ✓ **FALSE** ✗

Michael's hands trembled with nerves before he went on stage. **C.**

The audience laughed at Michael's mistakes. **A.**

By the end of the performance, Michael's fear had **E.**

After the show, Michael decided he never wanted to perform **B.**

This themed learning day has 10 stations that all review comparing and contrasting fiction texts 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

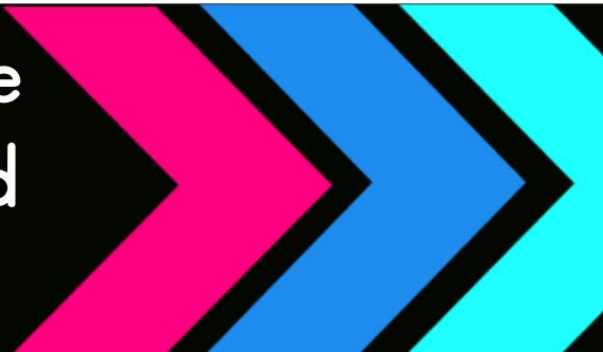


Rock Star Day



Camping Day

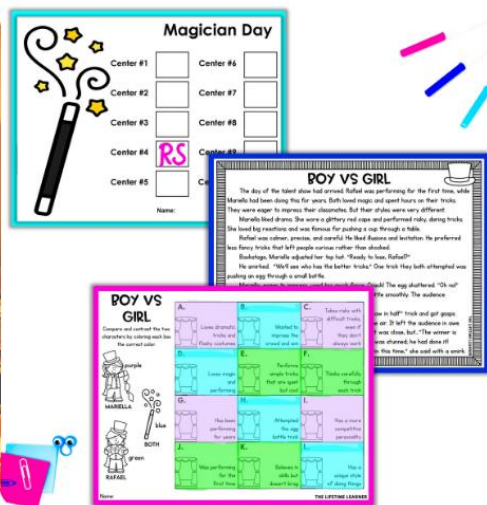
You don't have to spend hours of your time setting up a room transformation or spend lots of money to make it **SO MUCH FUN!**



STEP 1:

Tell your class they are magicians today!

They will complete fiction compare & contrast activities set up around the room. You can do this for a day, a few days, or over the course of a week!



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 3:

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

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

Remember:

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



STEP 4:

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

Choose from 3 versions!

Digital Scavenger Hunt

Let students "find" the facts on Google Slides

Printable Facts

Hang facts around room

QR Codes

Students scan to read fun facts



1

2

3

10 READING COMPREHENSION PASSAGES/ACTIVITIES:

THAT MAGICIAN WAS...



"This is the silliest thing I have ever seen in my life," 13 year old Omar said to his friend Jose. The show featured Marvin the Magnificent. But after the first trick, he wanted to leave. The magician had pulled a quarter from behind someone's ear. Omar was unimpressed.

The magician made a big deal about walking through paper. Omar grumbled, "He just cut

THAT MAGICIAN WAS...



Fill in the chart below with proof from the passage.

Situation	Omar	Amara

THE HARDEST TRICK OF ALL



"Johnny, you don't even know any magic tricks," Drew scoffed.

"Oh yeah? You wouldn't recognize a real trick if it bit you on the nose," Johnny shot back. Whenever young magicians gathered, magic took over the conversation. Arguments happened over which tricks were simple and which required true skill. Johnny and Drew were no different. They were constantly bickering over their abilities.

"Can you levitate a card?" Johnny challenged, arms crossed.

"That's baby stuff," Drew sneered. "I can push a coin through a table."

3 CHOICES: THE HARDEST TRICK OF ALL

Circle the correct letter to answer each question.

1. What can you infer about Johnny and Drew based on how they interact?	A. Both are competitive.	B. Both dislike magic but pretend to enjoy it.	C. Both are afraid to perform.
2. How are Johnny and Drew's attitudes toward magic similar?	A. Both prefer working alone.	B. Both want to prove they are the best.	C. Both struggle with tricks.
3. What does Drew think about levitating a card?	A. It's a difficult trick that takes years to master.	B. It's an impressive trick only professionals can do.	C. It's an easy trick that even beginners can learn.
4. How do Johnny and Drew's attitudes change by the end of the passage?	A. They stop competing and decide to work together.	B. They continue arguing but respect each other more.	C. They agree to settle their debate with a final competition.

MAGIC AT THE SHORE



Kayla and her kids were excited. On their last night in Myrtle Beach, they had tickets to a magic show at the oceanside arena. The kids skipped along the boardwalk among the big crowd and peeked in souvenir shops. As the sun set, they enjoyed the view. The air smelled like popcorn and saltwater taffy. Music blared from arcades, and lights flickered all around.

Name: _____

MAGIC AT THE SHORE



- | | | |
|--|---|--|
| 1. What smells are mentioned on the boardwalk that make the atmosphere more fun? | 2. How does the crowd react to the street performer compared to the magician in the | 3. How is the sky described in each setting? |
|--|---|--|

WHICH RABBIT IS BEST?



Philip had been practicing magic for six months. At twelve, he was a quick learner. He was mastering card tricks with ease. Ready for a challenge, he decided to try pulling a rabbit from a hat. He would need to purchase a rabbit to pull this trick off.

At Pet World, a clerk greeted him. "Hello, how can I help you?"

Name: _____

WHICH RABBIT IS BEST?

- | | | | |
|--|--|--|---|
| 1. Why did Philip want a rabbit?
A) He wanted a pet.
B) He needed it for a magic trick.
C) He thought it would be fun to train one.
D) He was doing a school | 2. Why did Philip decide against the white rabbit?
A) It was too loud.
B) It was too small.
C) It was too wild.
D) It was the wrong color. | 3. What was Philip looking for in a rabbit?
A) A playful and energetic rabbit.
B) A calm rabbit that would stay still.
C) A rabbit that could learn | 4. What did Philip like about the black rabbit?
A) It would match the lining of his hat.
B) It was the cheapest option.
C) It looked more magical.
D) It was the most beautiful |
|--|--|--|---|

**focuses on:
compare & contrast**

2 Versions of Every Passage Included for Students

DOUBLE CROSSING



Harvey was jealous. Tonight, a new magician named Martin was competing against him. Harvey worried about being outshined, but he had a plan.

"Let's see how that magician does without his prized white rabbit," he snickered. Instead of preparing, Harvey plotted. He cracked open the door to spy on Martin.

"I think I can. I know I can," Martin said, rehearsing and double-checking materials.

Meanwhile, Harvey waited for the perfect moment to snatch Martin's rabbit so his trick would be a disaster. When Martin stepped out, Harvey seized his chance.

"Martin won't realize what happened until it's too late," he smirked, slipping away. Before Harvey knew it, showtime arrived. He barely had time to set up.

When Martin returned to his room, he was confused. "Hmm, where did my white rabbit go?" Luckily, he always brought a spare. He grabbed it and headed onstage.

Harvey peeked from behind the curtain, expecting disaster. His smug face vanished when Martin pulled out a second rabbit. His jaw tightened as Martin performed perfectly.

"What?" Harvey groaned. "That should have ruined everything!" He was frustrated.

DOUBLE CROSSING



Harvey was feeling envious. He had spent weeks perfecting his magic tricks. A newcomer named Martin was competing against him tonight. Harvey dreaded that Martin would outshine him. But Harvey had a plan.

"Let's see how that magician does without his prized white rabbit," he snickered. Instead of spending time preparing his own show, Harvey was scheming. He cracked open the door to spy on Martin in the next dressing room.

"I think I can. I know I can," Harvey heard Martin murmur. Martin was rehearsing each trick in the mirror. He was also double and triple-checking his materials to make sure nothing was missing.

Meanwhile, instead of reviewing his routine and organizing his props, Harvey was waiting for the perfect moment to snatch Martin's rabbit. He wanted to make sure Martin's rabbit-in-the-hat trick would be a total disaster. When Martin stepped into the bathroom, Harvey seized his chance.

"Martin won't realize what's occurred until it's too late," he murmured with a smirk as he left the room. Before Harvey knew it, it was showtime. He barely had time to rush off to set up. In the other room, Martin was arranging his materials in the correct order as the show was about to begin.

"Hmm, that's odd. Where did my white rabbit go?" Martin was baffled. Luckily, he always brought a spare. He grabbed it from its cage and headed onstage.

Harvey peeked from behind the curtain, expecting disaster. His smug expression vanished when Martin pulled out a second rabbit. His jaw tightened as he watched Martin execute the trick flawlessly.

"What?" Harvey whispered. "That should have ruined everything!" He gritted his teeth, frustration boiling inside him as Martin sailed through the rest of his routine. The audience gave him a standing ovation.

Harvey's turn came. His hands felt clammy as he tried to shake off his nerves. He started strong, but his mind was still stuck on Martin's success. When he reached for his handkerchief during the second trick, it was missing. "Oh no," he moaned. "I completely forgot to put it up my sleeve! I was so fixated on sabotaging Martin that I ruined my own show instead." The crowd got to vote at the end, and they favored Martin. He left the competition beaming, while Harvey scowled all the way home.

THE LIFETIME LEARNER

NOW YOU SEE IT, NOW YOU DON'T



Michael's stomach twisted as he paced his bedroom. His hands trembled. His magic kit sat on his desk. He had practiced for months, but now it all felt impossible.

"I don't know if I can do this," he muttered. His voice shook as he pulled a bouquet from his sleeve. "Now you see-see it," he mumbled. The words felt weak.

His fingers fumbled, and the flowers fell. He groaned, "I'm going to mess up!" What if he forgot steps? What if they laughed? Maybe he wasn't meant to be a magician.

But the show must go on. He packed his magic rabbit, cards, and top hat. Beachland Ballroom was the place he'd perform at. His nerves kept him on edge. Michael tried to remember why he had practiced so hard. Backstage, his palms sweated as the announcer's voice boomed: "Ladies and gentlemen, Michael the Magician!"

His legs wobbled as he walked out. The bright lights blinded him, but made it easier to pretend the crowd wasn't there. His hands shook as he reached for his deck of cards.

"One trick at a time," he thought. With a flick, he performed his first trick. The audience gasped. Relief flooded him. They liked it! His hands steadied. He made a quarter

NOW YOU SEE IT, NOW YOU DON'T



Michael's stomach twisted into knots as he paced his bedroom. He clenched his hands so tightly they trembled. His magic kit sat neatly on his desk. He had practiced each trick hundreds of times, but right now it all felt impossible.

"Oh, I don't know if I can do this," he muttered, running a hand through his hair. His voice quivered as he pulled a bouquet of flowers from his sleeve. "Now you see-see it," he mumbled. The words sounded weak and uncertain.

His fingers fumbled with the silk flowers, and he dropped them onto the floor. "I'm going to mess everything up," he groaned, sinking onto his bed. What if he forgot a step? What if the audience laughed at him? Maybe he just wasn't meant to be a magician.

But as they say, the show must go on. Taking a deep breath, he packed up his magic rabbit, card tricks, and top hat. He forced himself to move forward. The venue called Beachland Ballroom was an old-fashioned space that was not too big or small. The wooden stage had just enough charm to make it feel special. As he stepped inside, his nerves kept him on edge. He tried to remind himself why he had practiced so hard.

He stood backstage with sweat on his palms waiting to be called up. The announcer's voice boomed through the

Differentiate and give your students the version best for them!

THE CONTENT:

10 high-interest passages & activities
in 2 formats: hands-on & no prep!

Hands-On Centers

LEARNING FROM THE BEST

Mrs. Jackson was holding a deck of cards, a black hat, and a stuffed lion. "What do these have in common?" she asked. The students guessed. Games? Costumes? Animals? But none were right. "Today, we're learning the history of magic!" she announced.

"Bo-ring!" groaned Sally. "Those are just easy tricks."

"No, they're not," Jameson shot back. "Harry Houdini was the best magician ever."

Mrs. Jackson smiled. "Yes! He was an illusionist and escape artist from Hungary about 100 years ago."

"What's an illusionist?" Sally grumbled. Mrs. Jackson explained that magicians use sleight of hand (quick, hidden movements), lighting, and crowd expectations to make tricks seem real. She said if you think something is going to happen, it may appear it did happen. Jameson's eyes widened. "This is so cool!"

"That's fake," Sally huffed. "Magic is boring."

"Don't be so quick to judge," Mrs. Jackson said. "David Blaine swallowed a ring and pulled it out of his stomach with a coat hanger." Sally wrinkled her nose.

Mrs. Jackson handed out props so each kid could try a trick. Jameson beamed. Sally flicked a card onto the desk. "What a waste of time."

Jameson smirked. "Maybe real magic is just believing in it."

Sally crossed her arms. "Or maybe real magic is when class is finally over!"

THE LIFETIME LEARNER

1. They all have to do with the history of magic.

What do a black hat, a stuffed lion, and a deck of cards have in common? **B.**

2. They have Mrs. Jackson as a teacher and are learning about magic.

What do Sally and Jameson have in common? **E.**

3. Jameson finds magic interesting, while Sally thinks magic is boring.

How do Jameson and Sally's opinions about magic differ? **A.**

No-Prep Printables

LEARNING FROM THE BEST

Match up each question with the correct answer by coloring each match a different color.

1. What do a black hat, a stuffed lion, and a deck of cards have in common?	2. How do Jameson and Sally react differently to Mrs. Jackson's lesson?	4. They remain uninterested throughout the whole lesson.	They have Mrs. Jackson as a teacher and are learning about magic.
2. What do Sally and Jameson have in common?	3. How does Sally's attitude at the beginning compare to the end?	5. Jameson is eager to learn, while Sally complains.	Jameson finds magic interesting, while Sally thinks magic is boring.
3. How do Jameson and Sally's opinions about magic differ?	4. How does Jameson's attitude at the beginning compare to the end?	6. They all have to do with the history of magic.	They become more interested in magic as the story continues.

Name _____

THE LIFETIME LEARNER

With this version, students read the passage. Then, they complete a HANDS-ON center you can laminate and re-use for years to come!

Or in this version, students read the passage. Then, they complete the activity in worksheet form. This version is NO PREP and PRINT & GO! Just as much fun as the hands-on centers!

CENTER 1

Multiple Choice

WHICH RABBIT IS BEST?

Philip has been practicing magic for six months. At twelve, he was a quick learner: He was performing card tricks with ease. Ready for a challenge, he decided to try pulling a rabbit from a hat. He would need to purchase a rabbit to pull this trick off.

At Pet World, a clerk greeted him. "Hello, how can I help you?"









"I'm looking for a rabbit," Philip said. "I'm a magician."

"What kind do you need?" she asked.

"A calm one," Philip replied.

Name: _____

WHICH RABBIT IS BEST?

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

THE LIFETIME LEARNER

- Why did Philip want a rabbit?
- He wanted a pet.
 - He needed it for a magic trick.
 - He thought it would be fun to train one.
 - He was doing a school project.



- Why did Philip decide against the white rabbit?
- It was too loud.
 - It was too small.
 - It was too wild.
 - It was the wrong color.



Hands-On Center:

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

Name: _____

WHICH RABBIT IS BEST?

1. Why did Philip want a rabbit? A) He wanted a pet. B) He needed it for a magic trick. C) He thought it would be fun to train one. D) He was doing a school project.	2. Why did Philip decide against the white rabbit? A) It was too loud. B) It was too small. C) It was too wild. D) It was the wrong color.	3. What was Philip looking for in a rabbit? A) A playful and energetic rabbit. B) A calm rabbit that would stay still. C) A rabbit that could learn tricks. D) The largest rabbit available.	4. What did Philip like about the black rabbit? A) It would match the tone of his hat. B) It was the cheapest option. C) It looked more magical. D) It was smaller than the white rabbit.
5. What is a key similarity between the two rabbits? A) They were both gray. B) They were both noisy. C) They were both small enough to fit in a hat. D) They were both trained for magic tricks.	6. How did Philip's feelings about the rabbit change? A) He wanted the white rabbit at first but changed his mind after seeing its behavior. B) He wanted the black rabbit all along. C) He didn't care which rabbit he got. D) He wanted both rabbits but could only afford one.	7. How was the black rabbit different from the white rabbit? A) The black rabbit was calm while the white rabbit was energetic. B) The black rabbit was bigger than the white rabbit. C) The black rabbit was noisier than the white rabbit. D) The black rabbit was harder to see.	8. How does the clerk help Philip compare the rabbits? A) She explains the differences between them. B) She lets him watch their behavior. C) She tells him which one is best for magic. D) She performs a trick with both rabbits.

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

THE LIFETIME LEARNER

No Prep Printable Worksheet!

CENTER 2

Fill in the Chart

THAT MAGICIAN WAS...

I have ever seen in my life." 13-year-old Omar said to his friend Marvin the Magnificent. But after the first trick, he wanted to pull a quarter from behind someone's ear. Omar was unimpressed.

When Marvin made a big deal about walking through paper, Omar grumbled. "That was not that hard," Omar put his head in his hands for a moment. "This is painful to watch," he said. At the end, Omar left in a bad mood.

Meanwhile, five-year-old Amara was jumping up and down in her seat. "Marvin the Magnificent is magnificent! He pulled that quarter out of my ear. That's amazing!" Her mother chuckled.

When Marvin made a big show of cutting a piece of paper, Amara stepped through the hole he made and Amara clapped. "I love it!" she said. "Did you see that? How did he hide them?" Last Marvin held up a float against his palm like a magnet. Amara's jaw dropped. "I don't know how he does that!"

As the show ended, Amara said, "That was the best thing ever! Can Her mother laughed. "I think we just might." Amara left the theater.

Name: _____

THAT MAGICIAN WAS...

Fill in the chart below with proof from the passage.

Situation	Omar	Amara
Reaction to the Quarter Trick	"This is the silliest thing I've seen in my life." Omar was unimpressed.	"He is magnificent! That's amazing!"
Reaction to the Paper Trick	Omar grumbled. "He just cut a hole in it. That was not that hard."	Amara leaned forward. "I love it!" she cheered.
Reaction to the Bouquet Trick	Omar put his head in his hands for the next trick.	Amara gasped. "Did you see that? How did he hide them?"
Reaction to the Magnet Trick	"This is painful to watch," he said.	Amara's jaw dropped. "I don't know how he does that!"
How did they feel at the end as they left the show?	At the end, Omar left in a bad mood.	Amara left the theater grinning.
How do you think their age played a role in their reactions?	Omar is 13 so he is less likely to be impressed by magic tricks.	Amara is 5 so she is more likely to believe in magic.

THE LIFETIME LEARNER

Hands-On Center:

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

Name: _____

THAT MAGICIAN WAS...

Fill in the chart below with proof from the passage.

Situation	Omar	Amara
Reaction to the Quarter Trick	"This is the silliest thing I've seen in my life." Omar was unimpressed.	"He is magnificent! That's amazing!"
Reaction to the Paper Trick	Omar grumbled. "He just cut a hole in it. That was not that hard."	Amara leaned forward. "I love it!" she cheered.
Reaction to the Bouquet Trick	Omar put his head in his hands for the next trick.	Amara gasped. "Did you see that? How did he hide them?"
Reaction to the Magnet Trick	"This is painful to watch," he said.	Amara's jaw dropped. "I don't know how he does that!"
How did they feel at the end as they left the show?	At the end, Omar left in a bad mood.	Amara left the theater grinning.
How do you think their age played a role in their reactions?	Omar is 13 so he is less likely to be impressed by magic tricks.	Amara is 5 so she is more likely to believe in magic.

THE LIFETIME LEARNER

No Prep Printable Worksheet!

CENTER

3

Compare & Contrast

THE TWO MAGICIANS

On stage. On the left stood Felix. On the right, Damien smirked. He crawled, flipping a coin, "ready to lose?"

The host stepped forward. "Tonight, two magicians will compete. The one who is the best!" There was a drumroll. Felix lifted a handkerchief. It snapped. It hardened into a glass dove. Gasps rang through the crowd. Damien said, "But let's see how a pro does it." He tossed his coin. It fell into hundreds of coins that rained down on the crowd.

"Pop tricks."

Damien corrected. "They're here to be amazed, not judge the skill!" He held up a deck. "Pick one," he told a boy in the front row. The child hearts. Felix shuffled and fanned out the cards. "Your card is gone." In confusion, Felix snapped his fingers. A balloon popped above them, and arts drifted to the floor. Cheers erupted.

"Not bad," he whispered. "But this is better." He threw all of the cards. The Queen of Hearts floated to the boy's hand. The room. The host took center stage. "Who wins?" The child's voice rang out. "Both!" The crowd cheered. Felix and Damien on Felix extended his hand. Damien took it. "A draw," Felix admitted.

Felix	Damien	Both
He prefers traditional tricks.	He is more daring.	He is trying to impress the crowd.
C.	A.	B.
He is more quiet and reserved than the other magician.		The crowd enjoys his tricks.
G.		D.

Hands-On Center:

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

THE TWO MAGICIANS

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

FELIX	BOTH	DAMIEN
C, G, J, L	B, D, E, I	A, F, H, K

He is more daring.	He is trying to impress the crowd.	He prefers traditional tricks.	The crowd enjoys his tricks.
A.	B.	C.	D.
He has respect from the audience.	He is competitive.	He is more quiet and reserved than the other magician.	He uses flashier tricks than the other magician.
E.	F.	G.	H.
He is a skilled magician.	He thinks the other magician is immature.	He is a show-off.	He gets annoyed by the other magician's tricks.
I.	J.	K.	L.

Name: _____

No Prep Printable Worksheet!

CENTER

4

Cut and Paste

LEO AND MAX

Story 1

Leo loved doing magic tricks for hours. He wanted to make sure every move was perfect. He would practice in front of others until he mastered every detail. When he performed, he was nervous. He was terrified of making a mistake. The audience was silent as they waited for him to do something. Taking a deep breath, he decided to just have fun. Even when he accidentally dropped a card, he smiled and turned it into a joke. The audience laughed and cheered him on. Leo knew that enjoying the performance mattered more than perfection.

Story 2

Max loved doing magic because he got to be in front of a crowd, but he practiced often. He didn't want to put in the work magic required. He just wanted to perform. At a birthday party, he promised to do a disappearing act. Unfortunately, he forgot to check his props. When he pulled off the cloth, the object was still there. Embarrassed, Max quickly made a joke. People laughed, so Max made another joke. He liked his sense of humor. Max loved entertaining the crowd like this. He realized that magic wasn't his true passion. He planned to start working on more jokes and comedy instead.

LEO AND MAX CUT & PASTE

Cut and paste the correct problem, solution, theme, and character trait under each character.

LEO	MAX

Hands-On Center:

Cut and paste each box where it belongs.

LEO AND MAX CUT & PASTE

Cut and paste the correct problem, solution, theme, and character trait under each character.

LEO	MAX

No Prep Printable Worksheet!

CENTER 5

Sorting Game

BOY VS GIRL

The day of the talent show had arrived. Rafael was performing for the first time, while Mariella had been doing this for years. Both loved magic and spent hours on their tricks. They were eager to impress their classmates. But their styles were very different. Mariella liked drama. She wore a glittery red cape and performed risky, daring tricks. She loved big reactions and was famous for pushing a cup through a table. Rafael was calm, precise, and careful. He liked illusions and levitation. He preferred less fancy tricks that left people curious rather than shocked. Backstage, Mariella adjusted her top hat. "Ready to lose, Rafael?" He smirked. "We'll see who has the better tricks." One trick they both attempted was pushing an egg through a small bottle. Mariella, eager to impress, used too much force. Crack! The egg shattered. "Oh no!" Rafael performed it perfectly, sliding the egg into the bottle smoothly. The audience applauded his act. Determined to steal the spotlight, Mariella did the "saw in half" trick and got gasps from the crowd. Meanwhile, Rafael levitated a card in the air. It left the audience in awe. As the judges decided, excitement filled the room. It was close, but... The winner is Rafael the Remarkable! the announcer declared. Rafael was stunned, he had done it! Mariella gave him a dramatic bow. "Fine, fine, you win this time," she said with a smirk.

RAFAEL **MARIELLA** **BOTH**

E. Performs simple tricks that are quiet but cool. **A.** Loves dramatic tricks and flashy costumes. **B.** Wanted to impress the crowd and win.

F. Thinks carefully through each trick. **C.** Takes risks with difficult tricks, even if they don't always work. **D.** Loves magic and performing.

Hands-On Center:

Students sort each card onto the correct mat.

BOY VS GIRL

Compare and contrast the two characters by coloring each box the correct color.

A. Loves dramatic tricks and flashy costumes	B. Wanted to impress the crowd and win	C. Takes risks with difficult tricks, even if they don't always work
D. Loves magic and performing	E. Performs simple tricks that are quiet but cool	F. Thinks carefully through each trick
G. Has been performing for years	H. Attempted the egg bottle trick	I. Has a more competitive personality
J. Was performing for the first time	K. Believes in skills but doesn't brag	L. Has a unique style of doing things

Color key: purple (Mariella), blue (Both), green (Rafael)

No Prep Printable Worksheet!

CENTER 6

Color by Code

MAGIC AT THE SHORE

Kayla and her kids were excited. On their last night in Myrtle Beach, they had tickets to a magic show at the oceanside arena. **The kids skipped along the boardwalk among the board and pointed in awe over the stage. As the sun set, they enjoyed the view. The air was a pleasant and relaxing mix. Kids played from arcades, and lights flashed all around.**

"Wow," Rick said. "I love the vibe of this place." They spotted a crowd gathered around a street magician. "Is this our show?" Rita said. "No, that's a street performer. Ours is inside," Kayla replied. The kids watched. The magician made coins vanish and cards appear. **The crowd gasped, whooped, and cheered.**

"Are you sure this isn't the real show?" Rick whispered. He was impressed. "Come on, guys," Kayla urged. "We don't want to be late." **As they neared the tall gray arena, the energy changed. The sky was dark. Inside, the air was still. The space was quiet.**

Rick frowned. "Where is everyone?" Kayla was surprised too. The theater could hold 5,000, yet only 200 people sat in the seats. **The magician got some polite applause.** He pulled a rabbit from a hat, sawed a woman in half, and made objects vanish. The tricks were impressive, but **without the boardwalk's energy, the show felt flat.**

"This is cool," Rita whispered, "but I kind of liked the other guy, too." On the way back, they saw the street magician again. **the best magic isn't on a stage,** Rick said.

1. Does the crowd react to the street performer compared to the magician in the theater?

2. Color the answer light blue.

Color in the differences the kids notice about the arena compared to the boardwalk.

4. Color the answer yellow.

What smells are mentioned on the boardwalk that make the atmosphere more fun?

1. Color the answer red.

Hands-On Center:

Students use the coloring task card questions to color in answers in the text.

MAGIC AT THE SHORE

Kayla and her kids were excited. On their last night in Myrtle Beach, they had tickets to a magic show at the oceanside arena. **The kids skipped along the boardwalk among the board and pointed in awe over the stage. As the sun set, they enjoyed the view. The air was a pleasant and relaxing mix. Kids played from arcades, and lights flashed all around.**

"Wow," Rick said. "I love the vibe of this place." They spotted a crowd gathered around a street magician. "Is this our show?" Rita said. "No, that's a street performer. Ours is inside," Kayla replied. The kids watched. The magician made coins vanish and cards appear. **The crowd gasped, whooped, and cheered.**

"Are you sure this isn't the real show?" Rick whispered. He was impressed. "Come on, guys," Kayla urged. "We don't want to be late." **As they neared the tall gray arena, the energy changed. The sky was dark. Inside, the air was still. The space was quiet.**

Rick frowned. "Where is everyone?" Kayla was surprised too. The theater could hold 5,000, yet only 200 people sat in the seats. **The magician got some polite applause.** He pulled a rabbit from a hat, sawed a woman in half, and made objects vanish. The tricks were impressive, but **without the boardwalk's energy, the show felt flat.**

"This is cool," Rita whispered, "but I kind of liked the other guy, too." On the way back, they saw the street magician again. **Sometimes the best magic isn't on a stage,** Rick said.

No Prep Printable Worksheet!

CENTER 7

Pairs Activity

LEARNING FROM THE BEST

Mrs. Jackson was holding a deck of cards, a black hat, and a stuffed lion. "What do these have in common?" she asked. The students guessed. Games? Costumes? Animals? But none were right. "Today, we're learning the history of magic!" she announced.

"Bo-ri-ning!" groaned Sally. "Those are just easy tricks."

"No, they're not," Jameson shot back. "Harry Houdini was the best magician ever."

Mrs. Jackson smiled. "Yes! He was an illusionist and escape artist from Hungary about 100 years ago."

"What's an illusionist?" Sally grumbled. Mrs. Jackson explained that magicians use sleight of hand (quick, hidden movements), lighting, and crowd expectations to make tricks seem real. She said if you think something is going to happen, it may appear it did happen.

Jameson's eyes widened. "This is so cool!"







"That's fake," Sally huffed. "Magic is boring."

"Don't be so quick to judge," Mrs. Jackson said. "David Blaine swallowed a ring and pulled it out of his stomach with a coat hanger." Sally wrinkled her nose.

Mrs. Jackson handed out props so each kid could try a trick. Jameson beamed. Sally flicked a card onto the desk. "What a waste of time."

Jameson smirked. "Maybe real magic is just believing in it."

Sally crossed her arms. "Or maybe real magic is when class is finally over."

 1. They all have to do with the history of magic. What do a black hat, a stuffed lion, and a deck of cards have in common? B.	
 2. They have Mrs. Jackson as a teacher and are learning about magic. What do Sally and Jameson have in common? E.	
 3. Jameson finds magic interesting, while Sally thinks magic is boring. How do Jameson and Sally's opinions about magic differ? A.	

Hands-On Center:

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



No Prep Printable Worksheet!

CENTER 8

Write a Sentence

DOUBLE CROSSING

Harvey was jealous. Tonight, a new magician named Martin was competing against him. He was worried about being outshined, but he had a plan.

"Let's see how that magician does without his prized white rabbit," he snickered.

Instead of preparing, Harvey plotted. He cracked open the door to Martin's dressing room. "I think I can. I know I can," Martin said, rehearsing a trick. Meanwhile, Harvey waited for the perfect moment to sabotage. When Martin stepped out, Harvey seized the opportunity. "Martin won't realize what happened until it's too late. Before Harvey knew it, showtime arrived. He barely had time to breathe. When Martin returned to his room, he was confused. "What?!" Harvey groaned. "That should have ruined your performance." "What?" Harvey groaned. "That should have ruined your performance." "What?" Harvey groaned. "That should have ruined your performance."

Name: _____

DOUBLE CROSSING

1. Harvey tries to sabotage Martin, while Martin focuses on practicing and preparing.

2. _____

3. _____

4. _____


5. _____

6. _____

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

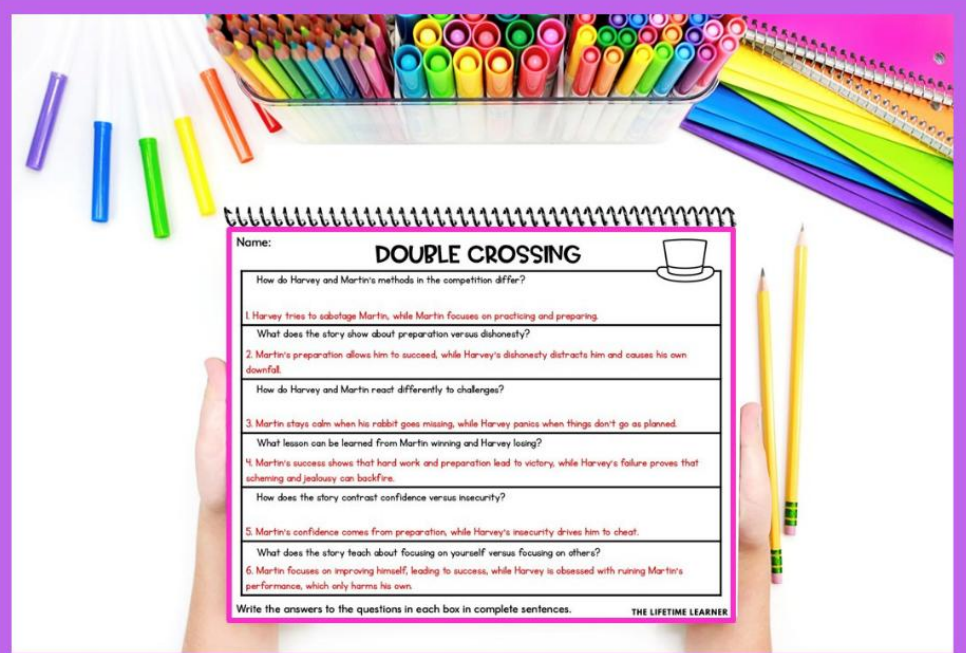
1. How do Harvey and Martin's methods in the competition differ?

Write the answer on your recording sheet.



Hands-On Center:

Students write the answer to each prompt on the lines.



No Prep Printable Worksheet!

CENTER 9

3 Choices

THE HARDEST TRICK OF ALL

"You don't even know any magic tricks," Drew scoffed.

"Oh yeah? You wouldn't recognize a real trick if it bit you on the nose," Johnny shot back. Whenever young magicians gathered, magic took over the conversation. Arguments happened over which tricks were simple and which required true skill. Johnny and Drew were no different. They were constantly bickering over their abilities.

"Can you levitate a card?" Johnny challenged, arms crossed.

"That's baby stuff," Drew sneered. "I can push a cup through a table!"

"Big deal," Johnny said. "I got those years ago. I'm doing stuff like levitating myself." Drew didn't believe him. Johnny said, "Well, I've perfected it. I can rise off the ground."

"Prove it," Drew said, narrowing his eyes.

Johnny glanced around. "Not here. I won't reveal my secret just yet." Drew crossed his arms. "Convenient excuse. But fine, I'll wait."

"Can you pull a rabbit from a hat?" Drew asked, changing the topic.

"Obviously," Johnny said. "And the bouquet trick? Child's play."

"No argument there," Drew admitted. As they talked, they realized they had more in common than they thought. Instead of competing, they teamed up.

"Let's saw someone in half," Johnny suggested. Drew agreed. After hours of practice, they nailed it. Their partnership worked—mostly out of common distrust!

1. What can you infer about Johnny and Drew based on how they interact?

Both are competitive. Both dislike magic but pretend to enjoy it. Both are afraid to perform.

2. How are Johnny and Drew's attitudes toward magic similar?

Both prefer working alone. Both want to prove they are "the best." Both struggle with tricks.

3. What does Drew think about levitating a card?

It's a difficult trick that takes years to master. It's an impressive trick only professionals can do. It's an easy trick that even beginners can learn.

Hands-On Center:

Students put a finger on the correct answer for each question.

3 CHOICES: THE HARDEST TRICK OF ALL

Circle the correct letter to answer each question.

1. What can you infer about Johnny and Drew based on how they interact? A. Both are competitive. B. Both dislike magic but pretend to enjoy it. C. Both are afraid to perform.

2. How are Johnny and Drew's attitudes toward magic similar? A. Both prefer working alone. B. Both want to prove they are the best. C. Both struggle with tricks.

3. What does Drew think about levitating a card? A. It's a difficult trick that takes years to master. B. It's an impressive trick only professionals can do. C. It's an easy trick that even beginners can learn.

4. How do Johnny and Drew's attitudes change by the end of the passage? A. They stop competing and decide to work together. B. They continue arguing but respect each other more. C. They agree to locate their abilities with a final competition.

5. What does Drew's reaction to Johnny's levitation claim suggest? A. He is amazed and immediately believes Johnny. B. He is eager to learn how to do it. C. He is impressed and immediately believes Johnny.

6. What does the phrase "mostly out of common distrust" mean in the last sentence? A. They worked together because they don't trust anyone else. B. They teamed up to make sure neither will tell the other's secrets. C. They had no choice but to work together because they both hated their tricks.

7. Which sentence best shows Johnny's confidence? A. "Obviously," Johnny said. B. "Not here. I won't reveal my secret just yet." C. "Big deal," Johnny said. "I got those years ago."

8. What lesson do Johnny and Drew learn by the end? A. Magic is easier when you work together. B. The best magicians never share their secrets. C. Confidence is better than teamwork.

No Prep Printable Worksheet!

CENTER 10

True or False

YOU SEE IT, NOW YOU DON'T

Michael twisted as he paced his bedroom. His hands trembled. His magic kit had practiced for months, but now it all felt impossible.

"Now if you see—see it," he muttered. His voice shook as he pulled a bouquet of flowers. "Now you see—see it," he mumbled. The words felt weak.

His fingers fumbled, and the flowers fell. He groaned, "I'm going to mess up! What if he forgets steps? What if they laughed? Maybe he wasn't meant to be a magician."

But the show must go on. He packed his magic rabbit cards, and top hat Beachland Ballroom was the place he'd perform at. His nerves kept him on edge. Michael tried to remember why he had practiced so hard. Backstage, his palms sweated as the announcer's voice boomed: "Ladies and gentlemen, Michael the Magician!"

His legs wobbled as he walked out. The bright lights blinded him, but made it easier to pretend the crowd wasn't there. His hands shook as he reached for his deck of cards.

"One trick at a time," he thought. With a flick, he performed his first trick. The audience gasped. Relief flooded him. They liked it! His hands steadied. He made a quarter appear and pulled his rabbit from a hat. He even attempted a trick he had never dared before: floating a card in midair. The audience cheered loudly. Michael beamed as he walked offstage. His fear had vanished.

"This wasn't so bad," he thought. "I can't wait to do this again tomorrow!"

TRUE ✓ **FALSE** ✗

Michael's hands trembled with nerves before he went on stage. **C.**

The audience laughed at Michael's mistakes. **A.**

By the end of the performance, Michael never wanted to perform again. **E.**

After the show, Michael decided he never wanted to perform again. **B.**

Michael never doubted himself. **D.**

Michael's confidence led to him trying a trick that was too hard. **F.**

Michael ran offstage before finishing his magic tricks. **G.**

The audience's reaction helped boost Michael's confidence. **H.**

At the beginning of the story, Michael doubted his ability to perform. **I.**

Michael was excited to perform again after successfully completing his tricks. **J.**

Hands-On Center:

Students decide if each card is true or false.

NOW YOU SEE IT, NOW YOU DON'T: TRUE OR FALSE

Put a T for true or an F for false in each box.

The audience laughed at Michael's mistakes. **A.** **F** After the show, Michael decided he never wanted to perform again. **B.** **F**

Michael's hands trembled with nerves before he went on stage. **C.** **T** Michael never doubted himself. **D.** **F**

By the end of the performance, Michael's fear had disappeared. **E.** **T** Michael's confidence led to him trying a trick that was too hard. **F.** **F**

Michael ran offstage before finishing his magic tricks. **G.** **F** The audience's reaction helped boost Michael's confidence. **H.** **T**

At the beginning of the story, Michael doubted his ability to perform. **I.** **T** Michael was excited to perform again after successfully completing his tricks. **J.** **T**

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

NOW YOU SEE IT, NOW YOU DON'T

Michael's stomach twisted as he paced his bedroom. His hands trembled. His magic kit sat on his desk. He had practiced for months, but now it all felt impossible.

"I don't know if I can do this," he muttered. His voice shook as he pulled a bouquet from his sleeve. "Now you se-see it," he mumbled. The words felt weak.

His fingers fumbled, and the flowers fell. He groaned, "I'm going to mess up!" What if he forgot steps? What if they laughed? Maybe he wasn't meant to be a magician.

But the show must go on. He packed his magic rabbit, cards, and top hat. Beachland Ballroom was the place he'd perform at. His nerves kept him on edge. Michael tried to remember why he had practiced so hard. Backstage, his palms sweated as the announcer's voice boomed: "Ladies and gentlemen, Michael the Magician!"

His legs wobbled as he walked out. The bright lights blinded him, but made it easier to pretend the crowd wasn't there. His hands shook as he reached for his deck of cards.

"One trick at a time," he thought. With a flick, he performed his first trick. The audience gasped. Relief flooded him. They liked it! His hands steadied. He made a quarter appear and pulled his rabbit from a hat. He even attempted a trick he had never dared before: floating a card in midair. The audience cheered loudly. Michael beamed as he walked offstage. His fear had vanished.

"This wasn't so bad," he thought. "I can't wait to do this again tomorrow!"

TRUE ✓

FALSE ✗

Michael's hands trembled with nerves before he went on stage. **C.**

By the end of the performance, Michael's fear had disappeared. **E.**

The audience laughed at Michael's mistakes. **A.**

After the show, Michael decided he never wanted to perform again. **B.**

Michael never doubted himself. **D.**

Michael's confidence led to him trying a trick that was too hard. **F.**

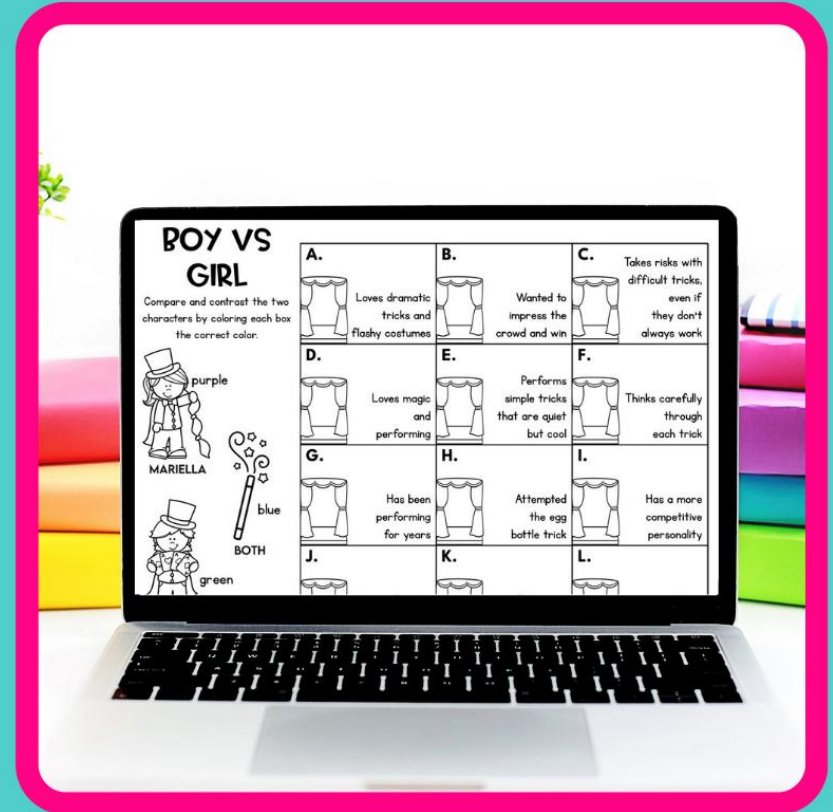
Michael ran offstage before finishing his magic tricks. **G.**

The audience's reaction helped boost Michael's confidence. **H.**

At the beginning of the story, Michael doubted his ability to perform. **I.**

Michael was excited to perform again J. after successfully completing his tricks. **J.**

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: _____

WHICH RABBIT IS BEST?

1. Why did Philip want a rabbit? A) He wanted a pet. B) He needed it for a magic trick. C) He thought it would be fun to train one. D) He was doing a school project.	2. Why did Philip decide against the white rabbit? A) It was too loud. B) It was too small. C) It was too wild. D) It was the wrong color.	3. What was Philip looking for in a rabbit? A) A playful and energetic rabbit. B) A calm rabbit that would stay still. C) A rabbit that could learn tricks. D) The largest rabbit available.	4. What did Philip like about the black rabbit? A) It would match the lining of his hat. B) It was the cheapest option. C) It looked more magical. D) It was smaller than the white rabbit.
5. What is a key similarity between the two rabbits? A) They were both gray. B) They were both noisy. C) They were both small enough to fit in a hat. D) They were both trained for magic tricks.	6. How did Philip's feelings about the rabbits change? A) He wanted the white rabbit at first, but changed his mind after seeing its behavior. B) He wanted the black rabbit at first, but changed his mind after seeing its behavior. C) He didn't care which rabbit he got. D) He wanted both rabbits but could only afford one.	7. How was the black rabbit different from the white rabbit? A) The black rabbit was calm, while the white rabbit was energetic. B) The black rabbit was bigger than the white rabbit. C) The black rabbit was noisier than the white rabbit. D) The black rabbit was harder to see.	8. How does the clerk help Philip compare the rabbits? A) She explains the differences between them. B) She lets him watch their behavior. C) She tells him which one is best for magic. D) She performs a trick with both rabbits.

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

THE LIFETIME LEARNER

Name: _____

WHICH RABBIT IS BEST?


1. Why did Philip want a rabbit? A) He wanted a pet. B) He needed it for a magic trick. C) He thought it would be fun to train one. D) He was doing a school project.	2. Why did Philip decide against the white rabbit? A) It was too loud. B) It was too small. C) It was too wild. D) It was the wrong color.	3. What was Philip looking for in a rabbit? A) A playful and energetic rabbit. B) A calm rabbit that would stay still. C) A rabbit that could learn tricks. D) The largest rabbit available.	4. What did Philip like about the black rabbit? A) It would match the lining of his hat. B) It was the cheapest option. C) It looked more magical. D) It was smaller than the white rabbit.
5. What is a key similarity between the two rabbits? A) They were both gray. B) They were both noisy. C) They were both small enough to fit in a hat. D) They were both trained for magic tricks.	6. How did Philip's feelings about the rabbits change? A) He wanted the white rabbit at first, but changed his mind after seeing its behavior. B) He wanted the black rabbit at first, but changed his mind after seeing its behavior. C) He didn't care which rabbit he got. D) He wanted both rabbits but could only afford one.	7. How was the black rabbit different from the white rabbit? A) The black rabbit was calm, while the white rabbit was energetic. B) The black rabbit was bigger than the white rabbit. C) The black rabbit was noisier than the white rabbit. D) The black rabbit was harder to see.	8. How does the clerk help Philip compare the rabbits? A) She explains the differences between them. B) She lets him watch their behavior. C) She tells him which one is best for magic. D) She performs a trick with both rabbits.

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

THE LIFETIME LEARNER

Name: _____

Center #1

	Type here Type here Type here Type here Type here Type here Type here Type here Type here Type here Type here Type here
---	--

THE LIFETIME LEARNER

10 Pre-Made
Centers
(Print & Go)

10 Pre-Made
Centers:
Editable Version

10 Blank Centers
To Add Your
Own Content

3 Versions Included

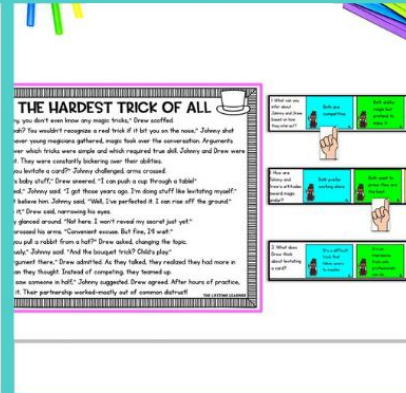
WHAT'S INCLUDED?



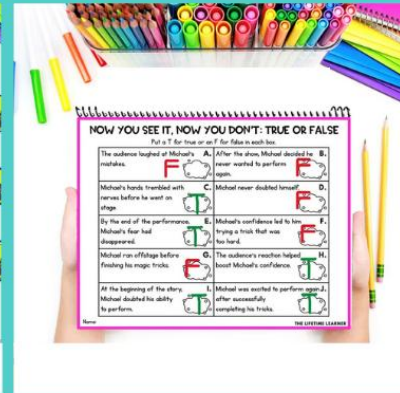
10 Color & B/W Posters



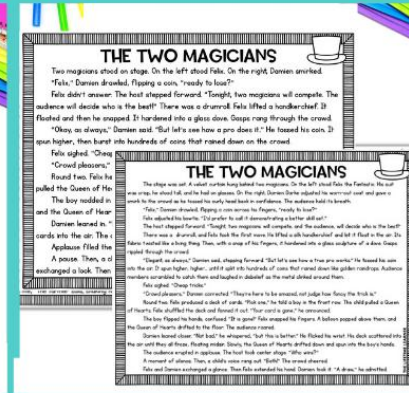
Recording Sheets



10 Hands On Centers



10 No Prep Printables



2 Versions of Passages & Activities



Printable Hats



Name Tags



Coloring Page



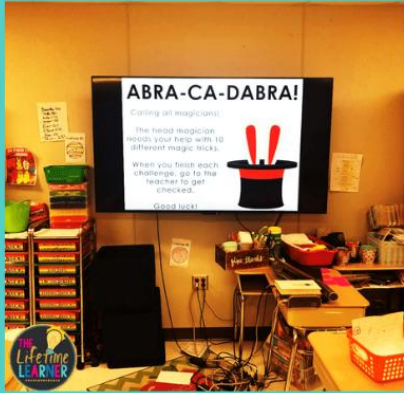
Folder Insert



Decor Posters

keep scrolling to see more!

WHAT'S INCLUDED?



Welcome Slide



Editable Versions



Banner



Certificate



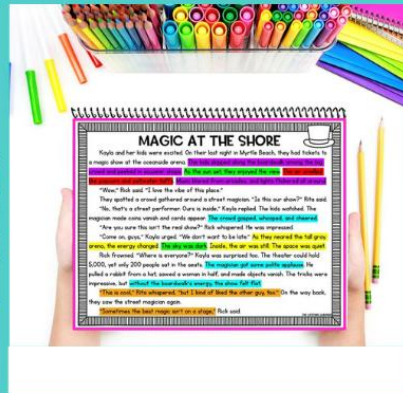
Shopping Guide



Admission Tickets



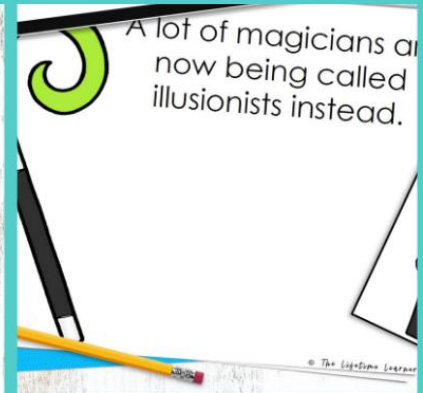
Digital Version



Answer Keys



QR Codes



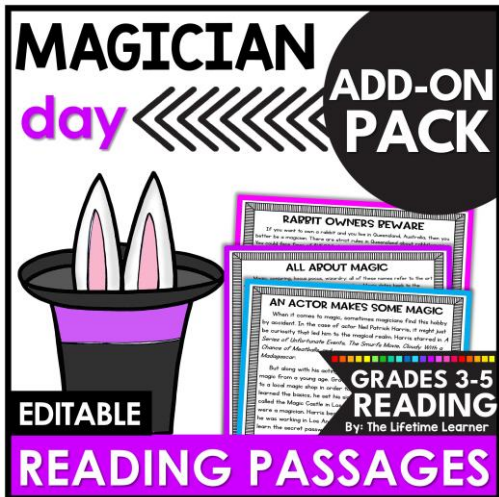
Fun Facts

jam-packed with fun, rigor, and engagement!

other resources this pairs well with:

Add in even more reading passages with an add-on pack!

Or, mix some math into your themed learning day!



MAGICIAN day ADD-ON PACK

EDITABLE

READING PASSAGES

GRADES 3-5 READING

By: The Lifetime Learner

Sample passages include: RABBIT OWNERS BEWARE, ALL ABOUT MAGIC, AN ACTOR MAKES SOME MAGIC.



MAGICIAN day fact families

3.OA.4&6

EDITABLE

ROOM TRANSFORMATION

3RD GRADE MATH

By: The Lifetime Learner



MAGICIAN day convert improper fractions TO MIXED NUMBERS

4.NF.3C

EDITABLE

ROOM TRANSFORMATION

4TH GRADE MATH

By: The Lifetime Learner



MAGICIAN day place value

5.NBT.1

EDITABLE

ROOM TRANSFORMATION

5TH GRADE MATH

By: The Lifetime Learner



reading **MEGA BUNDLE**

CLASSROOM TRANSFORMATIONS

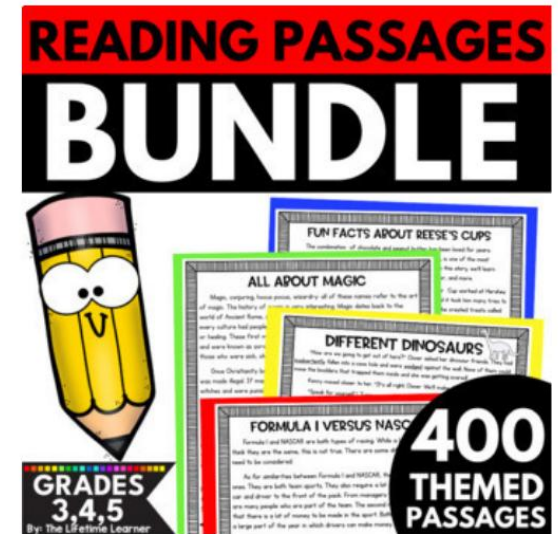
40 THEME DAYS!

THE LIFETIME LEARNER

GRADES 3-5

Sample themes include: WEATHER, FALL, SCIENTIST, CIRCUS, SPACE, PIRATE, ROYALTY, PARTY, ROCK STAR, SURGERY, AFRICAN, ICE CREAM, ARTIST, MAGE, RACE CAR, BOOY.

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



READING PASSAGES **BUNDLE**

400 THEMED PASSAGES

GRADES 3,4,5

By: The Lifetime Learner

Sample passages include: FUN FACTS ABOUT BEE'S CUPS, ALL ABOUT MAGIC, DIFFERENT DINOSAURS, FORMULA 1 VERSUS NASCAR.

Add On Pack Bundle!

classroom transformations

low prep, fun, and engaging!



1st grade math



2nd grade math



3rd grade math



4th grade math



5th grade math



kindergarten math

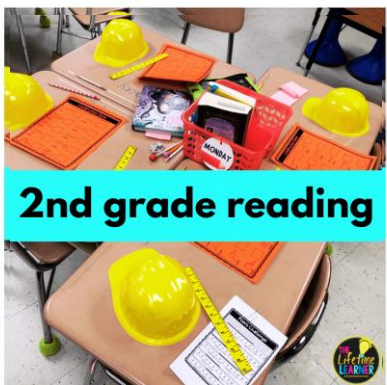
K-5 MATH & READING



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 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**