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Easy-Peasy, Lemon-Squeezy

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**FREEBIES**



TEACHING  
ON

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LITERATURE CIRCLES | GUIDED READING

# HOW TO SET UP LITERATURE CIRCLES

*Your students will Love*

TIPS, TRICKS, & RESOURCES FOR BOOK  
CLUBS IN THE UPPER GRADES





# MY FAVORITE

## *Editable*

# BINDER COVERS





# READING COMPREHENSION

active reading strategies | focus bookmarks | critical skills

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Literature Circles work well when there is a theme or commonality to the types of books you select for each run. These books will be varied in reading level, and length however each book should have a similar feel to it. It's my opinion that you limit yourself if you only stick to the theme of the book.

## Examples of ways I've grouped books in the past:

1. The same author (Louis Sachar, Roald Dahl, Lois Lowry),
2. Similar types of main characters (Personified animals, 5th Grade students...)
3. Story lines (plot-twists, Flash Backs, Hidden Worlds, Foreshadowing...),
4. Genres (Mystery, Dystopian, Graphic Novels...)
5. Settings or time-periods (Egypt, World War II, Civil Rights Movement...)
6. Themes (Team-Work, Survival, Coming of Age...)
7. Book Structure (Graphic Novel, Different Perspectives of Characters...)
8. Details within the book (Magic, Sports...)
9. Key Issues, (Mental Health, Identity, Physical Limitation...)

By keeping a central commonality to your books you are better able to make parallels and lead discussions as a whole class. This also simplifies things if you decide to assign a non-traditional book report at the end of the run. If you aren't sure where to start, begin with exploring what you already have. Most of my Literature Circle themes are decided in the Resource Library. See the list below to help jump-start your search!

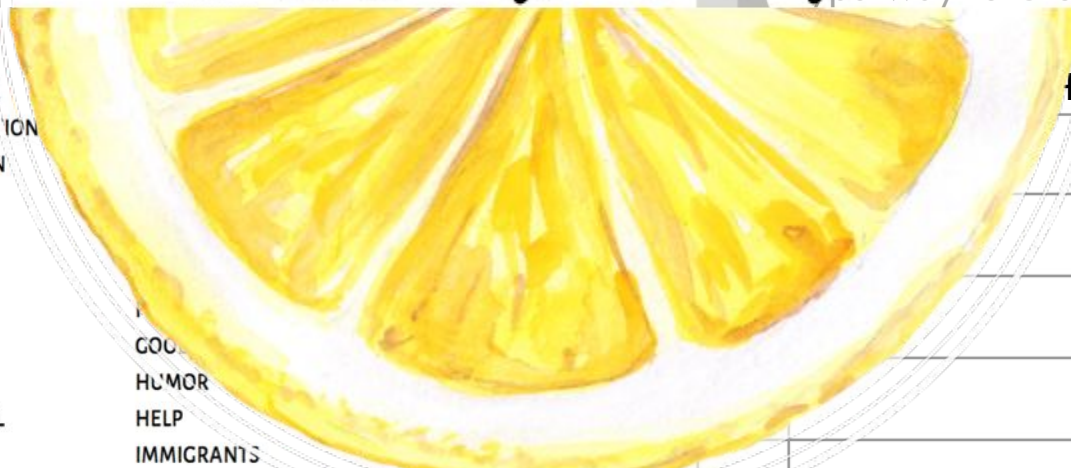
REALISTIC-FICTION  
LEGEND  
TALL-TALE  
FABLE  
GRAPHIC-NOVEL  
HISTORICAL-FICTION  
SCIENCE-FICTION  
FANTASY  
MYSTERY  
MYTH  
ADVENTURE  
TRADITIONAL  
POETRY  
INFORMATIONAL  
BIOGRAPHY  
AUTOBIOGRAPHY  
TEAMWORK  
TRUST  
ETHICAL DILEMMAS  
FREEDOM  
CONVICTIONS  
SOCIAL CHANGE  
COMMUNICATION  
FRIENDSHIP  
ACCEPTANCE  
CUSTOMS  
MONEY  
CHOICES  
DENIAL  
DISCRIMINATION

RESOURCEFULNESS  
NATURE  
GOOD  
HUMOR  
HELP  
IMMIGRANTS  
ADOPTION  
LOSS  
LOYALTY  
HOPE  
LEADERSHIP  
LONELINESS  
DEATH/DYING  
COURAGE  
LOVE  
DIVERSITY  
HATRED  
RESPONSIBILITY  
PEER-PRESSURE  
POVERTY  
PRIDE

PREJUDICE  
SAFETY  
WESTWARD MOVEMENT  
SELF-AWARENESS  
CHARACTER  
WAR  
ABANDONMENT  
DREAMS  
CHALLENGES  
VALUES  
ENVIRONMENT  
RELATIONSHIPS  
MYTHOLOGY  
FRIENDSHIP  
CARING  
HOMELESSNESS  
RISK-TAKING

Type Way to Group Here

here







# LITERATURE CIRCLE BOOKS

Books grouped by a commonality that vary in level & length

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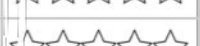
LITERATURE CIRCLE THEME | CENTRAL COMMONALITY

READING

BOOK TITLE

AUTHOR

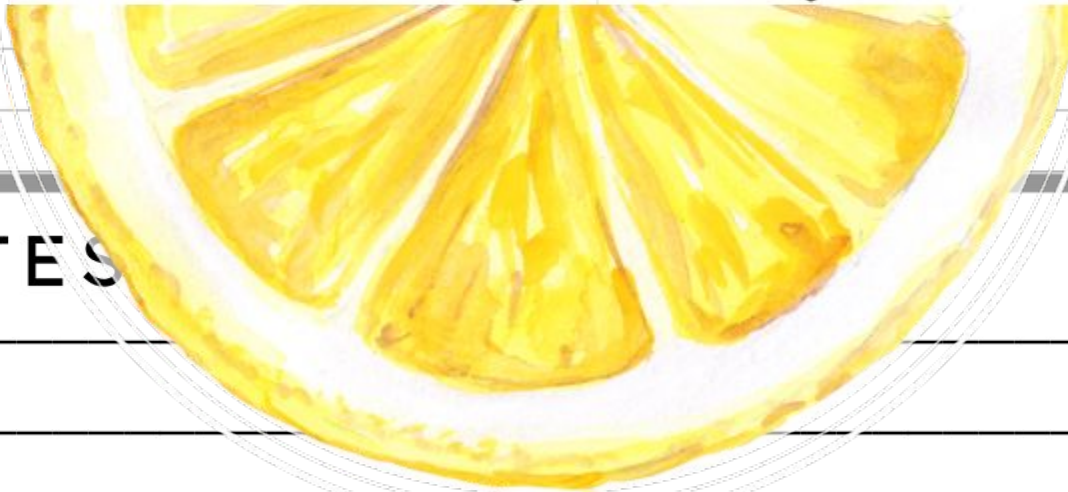
RATE



# TEACHING

ON

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## NOTES

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# LITERATURE CIRCLE BOOKS

Books grouped by a commonality that vary in level & length

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LITERATURE CIRCLE THEME | CENTRAL COMMONALITY

READING

A-Z

BOOK TITLE

Type

AUTHOR

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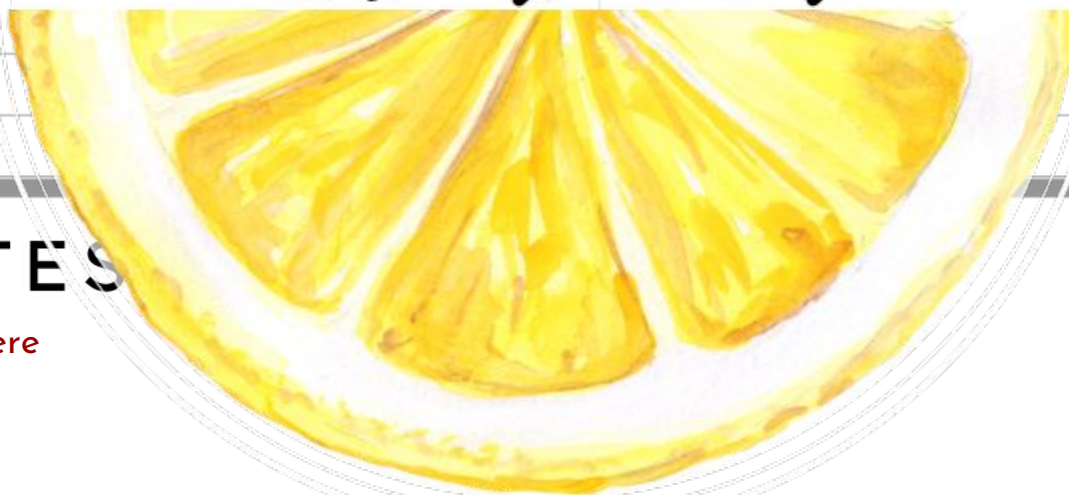
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## NOTES

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# STUDENT ROSTER

Divide students into groups based on reading & comprehension levels

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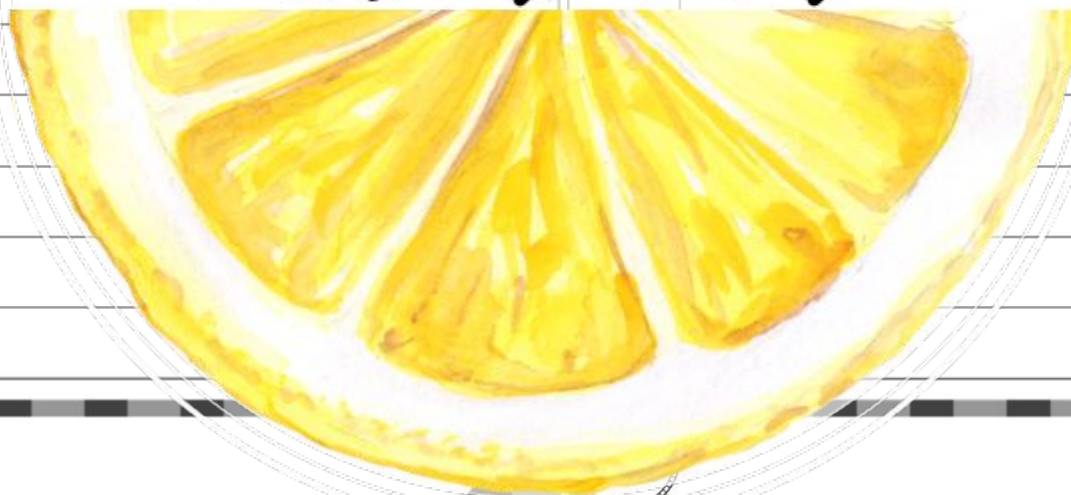
4.

5.

# TEACHING

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# STUDENT ROSTER

Divide Students into Groups Based on Reading Levels

©TeachingonLemonLane

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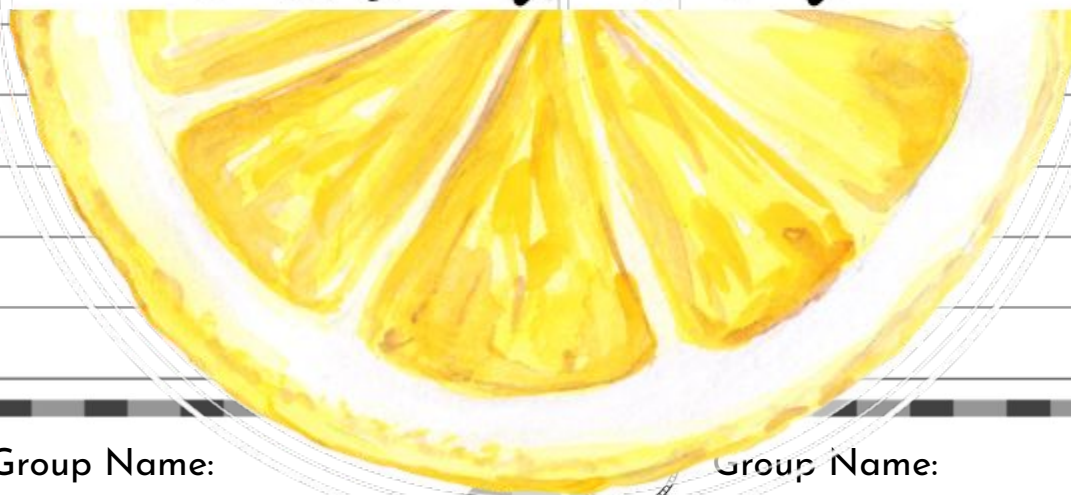
Group Name:

Group Name:

# TEACHING

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# STUDENT ROSTER

Divide Students into Groups Based on Reading Levels

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7.

Group Name:

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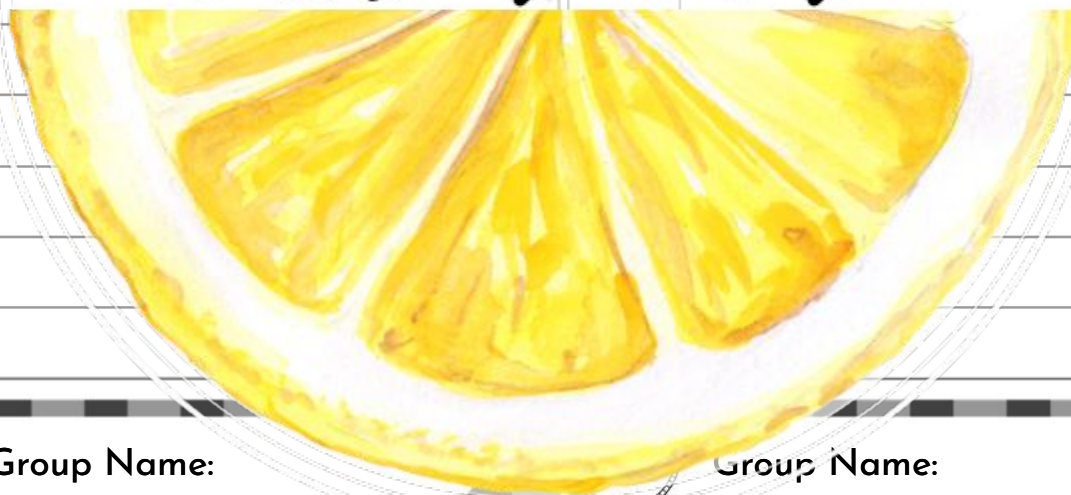
10.

Group Name:

# TEACHING

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11.

Group Name:

Group Name:





# ASSIGNED READING BREAKDOWN

©TeachingonLemonLane

1.

Book Title 1 \*\*Example

500

÷

5

=

100

TOTAL PAGES

# OF WEEKS

APPROXIMATE # OF PAGES

2.

Book Title 2

÷

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TOTAL PAGES

# OF WEEKS

APPROXIMATE # OF PAGES

Week

Skip Count  
APPROXIMATE # OF PAGES

Week # Reading Assignment  
ROUND TO THE NEAREST CHAPTER

1.

100

Preface - Chapter 3

2.

200

Chapter 4 - Ch 8

3.

300

Ch. 9 - Ch. 10

4.

400

Ch. 11 - Ch. 14

5.

500

Ch. 15 - End

6.

n/a

n/a

7.

n/a

n/a

Week

Skip Count  
APPROXIMATE # OF PAGES

Week # Reading Assignment  
ROUND TO THE NEAREST CHAPTER

1.

2.

3.

4.

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7.

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Type

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TOTAL PAGES

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# OF WEEKS

APPROXIMATE # OF PAGES

Week

Skip Count  
APPROXIMATE # OF PAGES

Week # Reading Assignment  
ROUND TO THE NEAREST CHAPTER

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2.

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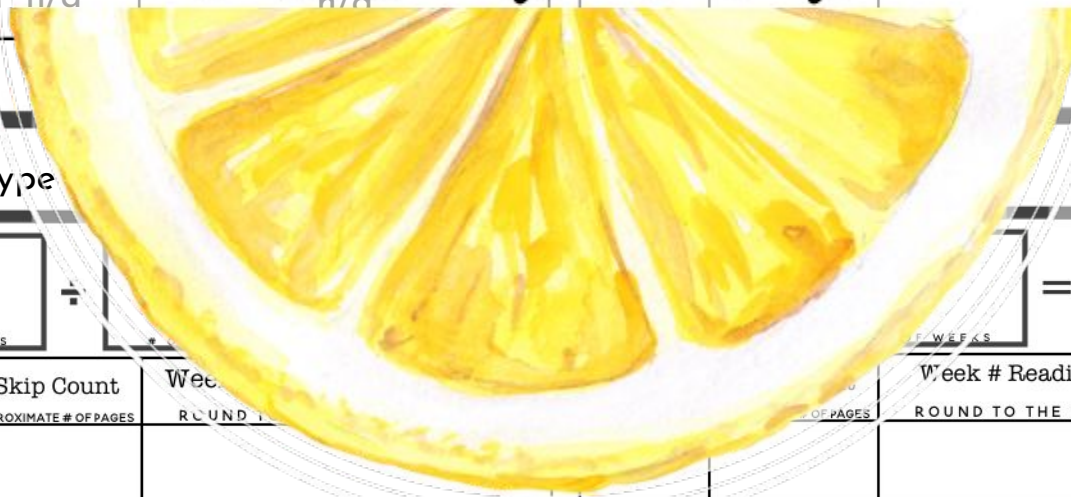
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# ASSIGNED READING BREAKDOWN

©TeachingonLemonLane

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Week	Skip Count APPROXIMATE # OF PAGES	Week # Reading Assignment ROUND TO THE NEAREST CHAPTER
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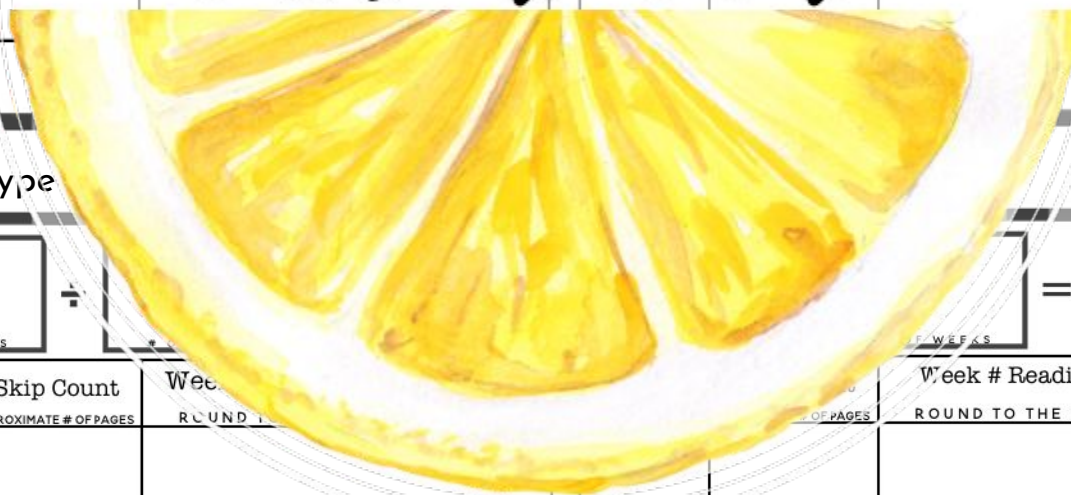
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Week	Skip Count APPROXIMATE # OF PAGES	Week # Reading Assignment ROUND TO THE NEAREST CHAPTER
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2.		
3.		
4.		
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7.		







# ASSIGNED READING BREAKDOWN

©TeachingonLemonLane

9.

BOOK TITLE

Book Title 1

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TOTAL PAGES		# OF WEEKS		APPROXIMATE # OF PAGES

10.

BOOK TITLE

Book Title 2

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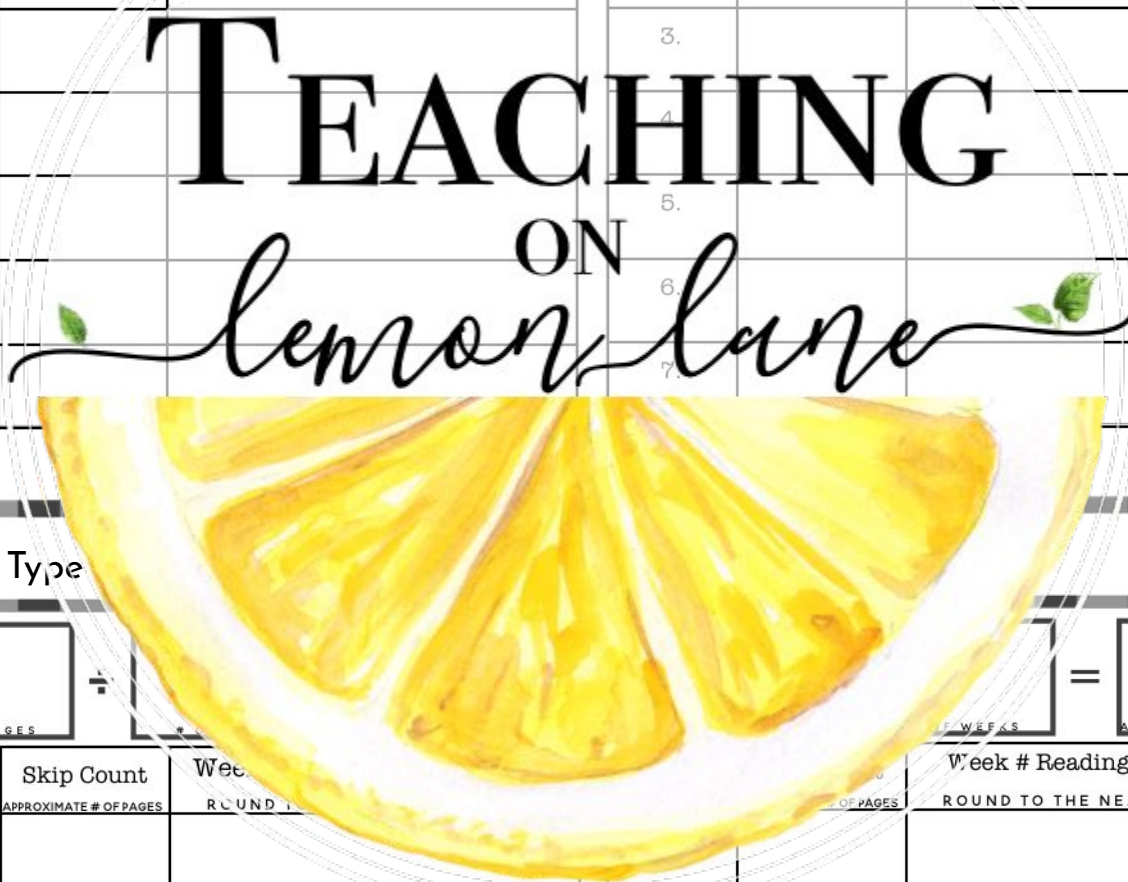
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# WEEKLY READING ASSIGNMENTS

Literature Circle Groups Weekly Reading Assignments & Due Dates

©TeachingonLemonLane

1. Type Here

Week:	Reading Assignment	Due Date
One:		
Two:		
Three:		
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3. Type Here

Week:	Reading Assignment	Due Date
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Nine:		
Ten:		





# WEEKLY READING ASSIGNMENTS

Literature Circle Groups Weekly Reading Assignments & Due Dates

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Week:	Reading Assignment	Due Date
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Week:	Reading Assignment	Due Date
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TEACHING

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Week:	Reading Assignment	Due Date
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# WEEKLY READING ASSIGNMENTS

Literature Circle Groups Weekly Reading Assignments & Due Dates

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Week:	Reading Assignment	Due Date
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TEACHING

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11.

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Week:	Reading Assignment	Due Date
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Separate students into groups of 4-6 based on their choice & ability

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**1.**

Group Name:

2.

Group Name:

**3.**

Group Name:

4.

Group Name:

**5.**

Group Name:

Group Name:



# LITERATURE CIRCLE GROUPS

Separate students into groups of 4-6 based on their choice & ability

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7.

Group Name:

BOOK TITLE

8.

Group Name:

BOOK TITLE

9.

Group Name:

BOOK TITLE

10.

Group Name:

BOOK TITLE

# TEACHING

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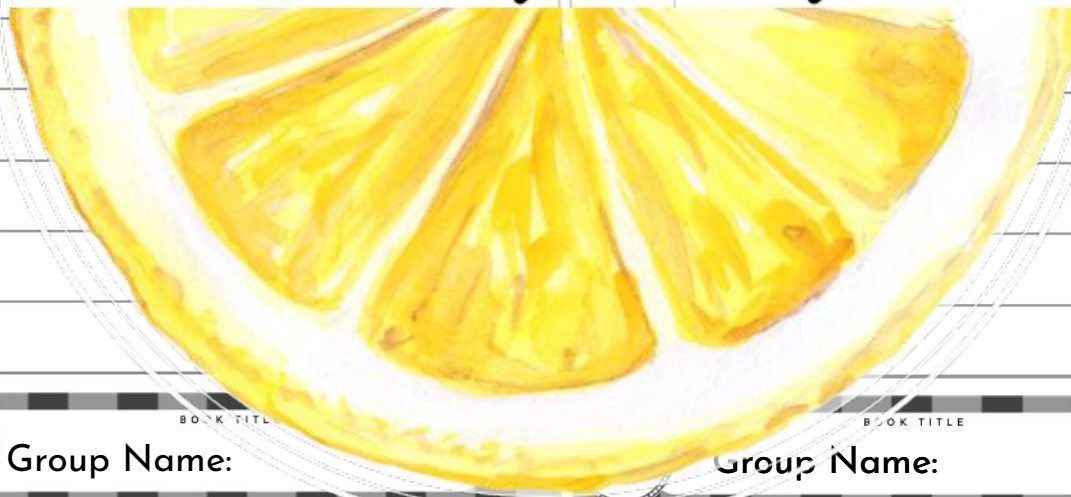
11.

Group Name:

BOOK TITLE

Group Name:

BOOK TITLE







# LITERATURE CIRCLES

Completed Reading Assignments

©TeachingonLemonLane

1.

Group Name or Book Title

Student Name

w1

w2

w3

w4

w5

w6

w7

w8

w9

w10

TEACHING

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2.

Student Name

w7

w8

w9

w10



# LITERATURE CIRCLES

Completed Reading Assignments

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3.

Group Name or Book Title

Student Name

w1

w2

w3

w4

w5

w6

w7

w8

w9

w10

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4.

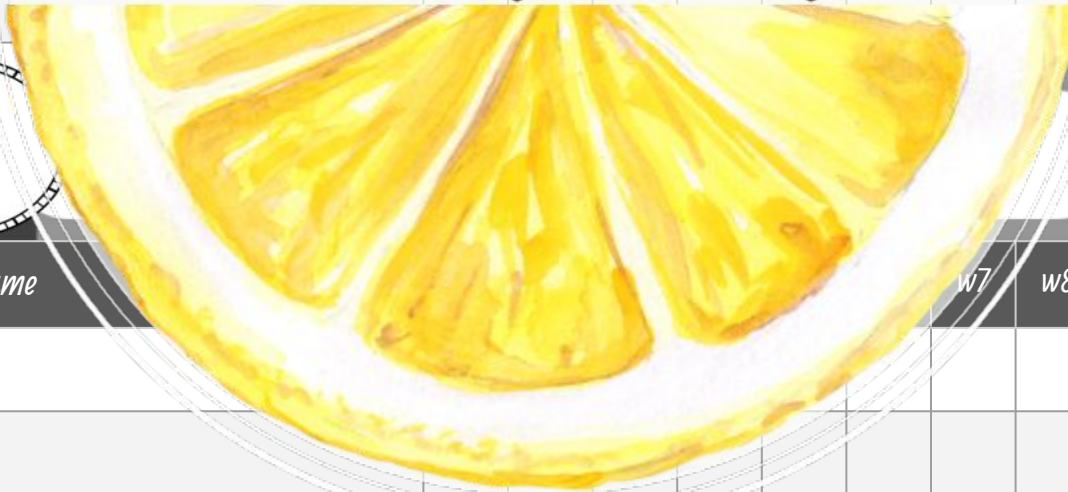
Student Name

w7

w8

w9

w10







# LITERATURE CIRCLES

Completed Reading Assignments

©TeachingonLemonLane

5.

Group Name or Book Title

Student Name

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w3

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w7

w8

w9

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TEACHING

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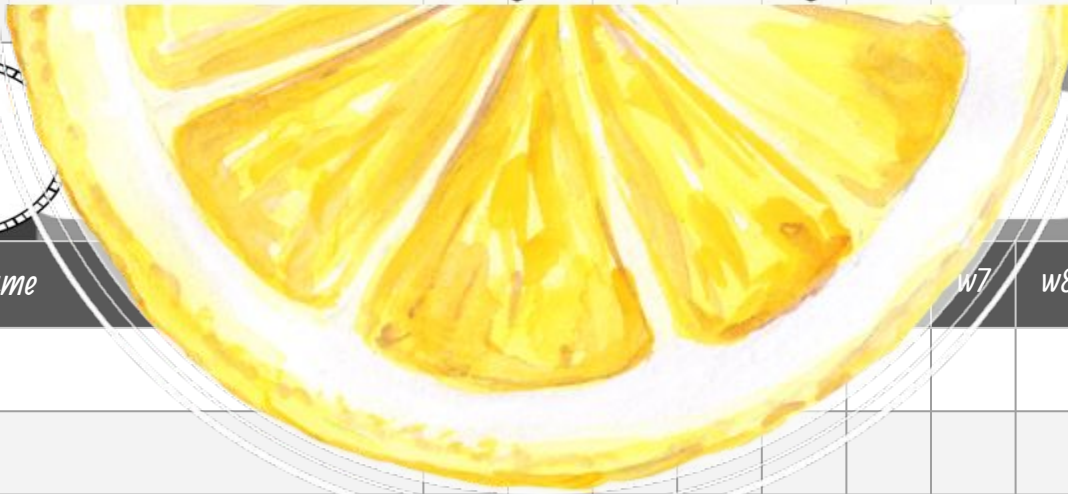
Student Name

w7

w8

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w10





# LITERATURE CIRCLES

Completed Reading Assignments

©TeachingonLemonLane

7.

Group Name or Book Title

Student Name

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w6

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w8

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8.

Student Name

w7

w8

w9

w10





# LITERATURE CIRCLES

Completed Reading Assignments

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9.

Group Name or Book Title

Student Name

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10.

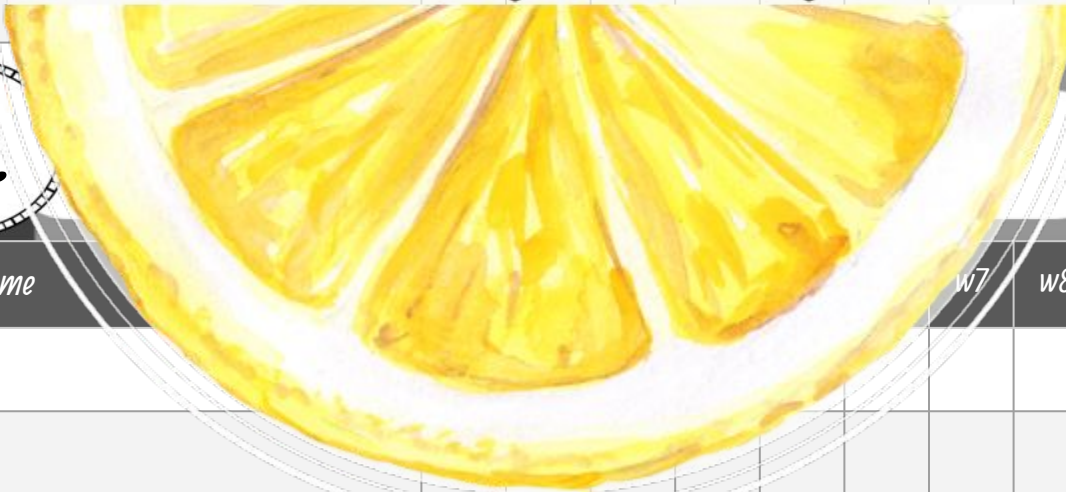
Student Name

w7

w8

w9

w10




# READING COMPREHENSION

## Making Connections Questions

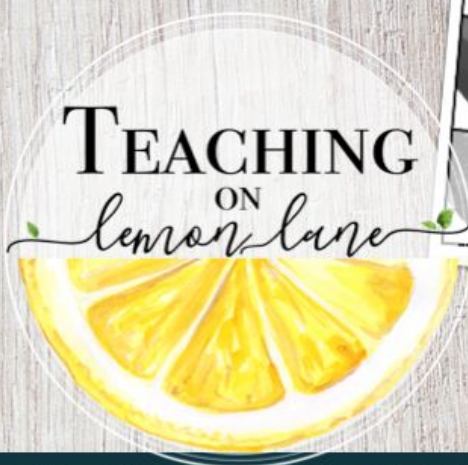
ROLL & RESPOND  
DICE GAME  
DISCUSSION

USE WITH ANY TEXT

EDITABLE THROUGH **GOOGLE**

  
READING  
COMPREHENSION  
QUESTIONS

ROLL AND respond		MAKING CONNECTIONS	
1	What does this story remind you of?	7	Based on the text make a connection to media, text, self, or world. Describe your connection and use evidence from the text to backup your thinking.
2	Which character do you relate to the most and why? Use evidence from the text to backup your thinking.	8	What lesson can you learn from the text that can be applied to your own life?
3	What in the story reminds you of your own life?	9	Describe an emotion you felt while reading, connect that to a time you felt that same emotion in your own life.
4	How are events in this story similar to those happening or that have happened in the real world?	10	Describe a detail you connected to in the text that allowed you to deepen your comprehension. Use evidence from the text to backup your thinking.
5	Does the text remind you of a movie you've seen? How are they similar? How are they different? Use evidence from the text to backup your thinking.	11	Describe a detail you connected to in the text that allowed you to deepen your comprehension. Use evidence from the text to backup your thinking.
6	Can you think of a song that relates to this story? Explain: Use evidence from the text to backup your thinking.	12	Describe a detail of your schema you connected to in the text that allowed you to deepen your understanding. Use evidence from the text to backup your thinking.



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**FREE DOWNLOAD**

At the end of each Weekly Reading Assignment, before assigning the next chapters. Each group meets together to discuss what they previously read. I give anywhere from 2-8 minutes of a "Free" discussion. Students can discuss whatever they like, so long as one person is talking and the conversation is based on the book. After their Free Discussion, students grab a pair of dice and the Roll & Respond sheet for the week. Each Roll & Respond sheet is focused on a reading Strategy. Students take turns rolling the die to determine their question, then I give them 2 minutes to prepare a 30 second well thought, backed with textual evidence response. Students then take turns sharing their question and answers with the group. I love these Roll & Respond pages because they keep group discussion focused, and supported. At the end of the discussion the group rates their discussion & participation. Try this FREE Download in your classroom!



1.

Group Name or Book Title

JAN FEB MAR  
APR MAY JUN  
JUL AUG SEP  
OCT NOV DEC

1 2 3 4 5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31

CHAPTER

CHAPTER

PAGE

PAGE

What was the best part of the discussion?

X

Group Member Names

*-Justify Your Score: Give 3 examples of Evidence-*

- 1.
- 2.
- 3.

TEACHING

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ON A SCALE OF 1 - 10

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1 2 3 4 5 6 7 8 9 10

2.

JAN FEB MAR  
APR MAY JUN  
JUL AUG SEP  
OCT NOV DEC

1 2 3 4 5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31

X

Group Member Names

What was the best part of the discussion?

*-Justify Your Score: Give 3 examples of Evidence-*

- 1.
- 2.
- 3.

ON A SCALE OF 1 - 10

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1 2 3 4 5 6 7 8 9 10

3.

Group Name or Book Title

JAN FEB MAR  
APR MAY JUN  
JUL AUG SEP  
OCT NOV DEC

1 2 3 4 5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
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CHAPTER

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X

Group Member Names

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1.

2.

3.

TEACHING

ON

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ON A SCALE OF 1 - 10

©TeachingonLemonLane

1 2 3 4 5 6 7 8 9 10

4.

JAN FEB MAR  
APR MAY JUN  
JUL AUG SEP  
OCT NOV DEC

1 2 3 4 5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31

What was the best part of the discussion?

X

Group Member Names

*-Justify Your Score: Give 3 examples of Evidence-*

1.

2.

3.

ON A SCALE OF 1 - 10

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1 2 3 4 5 6 7 8 9 10



5.

Group Name or Book Title

JAN FEB MAR 1 2 3 4 5 6 7 8 9 10 11  
APR MAY JUN 12 13 14 15 16 17 18  
JUL AUG SEP 19 20 21 22 23 24 25  
OCT NOV DEC 26 27 28 29 30 31

CHAPTER CHAPTER  
PAGE PAGE

*What was the best part of the discussion?*

X Group Member Names

*-Justify Your Score: Give 3 examples of Evidence-*

- 1.
- 2.
- 3.

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ON A SCALE OF 1 - 10

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1 2 3 4 5 6 7 8 9 10

6.

JAN FEB MAR 1 2 3 4 5 6 7 8 9 10 11  
APR MAY JUN 12 13 14 15 16 17 18  
JUL AUG SEP 19 20 21 22 23 24 25  
OCT NOV DEC 26 27 28 29 30 31

*What was the best part of the discussion?*

X Group Member Names

*-Justify Your Score: Give 3 examples of Evidence-*

- 1.
- 2.
- 3.

ON A SCALE OF 1 - 10

©TeachingonLemonLane

1 2 3 4 5 6 7 8 9 10

7.

Group Name or Book Title

JAN FEB MAR  
APR MAY JUN  
JUL AUG SEP  
OCT NOV DEC

1 2 3 4 5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31

CHAPTER

CHAPTER

PAGE

PAGE

What was the best part of the discussion?

X

Group Member Names

*-Justify Your Score: Give 3 examples of Evidence-*

- 1.
- 2.
- 3.

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ON A SCALE OF 1 - 10

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1 2 3 4 5 6 7 8 9 10

8.

JAN FEB MAR  
APR MAY JUN  
JUL AUG SEP  
OCT NOV DEC

1 2 3 4 5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31

What was the best part of the discussion?

X

Group Member Names

*-Justify Your Score: Give 3 examples of Evidence-*

- 1.
- 2.
- 3.

ON A SCALE OF 1 - 10

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1 2 3 4 5 6 7 8 9 10



9.

Group Name or Book Title

JAN FEB MAR  
APR MAY JUN  
JUL AUG SEP  
OCT NOV DEC

1 2 3 4 5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31

CHAPTER

CHAPTER

PAGE

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*What was the best part of the discussion?*

X

Group Member Names

*-Justify Your Score: Give 3 examples of Evidence-*

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- 2.
- 3.

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ON A SCALE OF 1 - 10

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1 2 3 4 5 6 7 8 9 10

10.

JAN FEB MAR  
APR MAY JUN  
JUL AUG SEP  
OCT NOV DEC

1 2 3 4 5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31

*What was the best part of the discussion?*

X

Group Member Names

*-Justify Your Score: Give 3 examples of Evidence-*

- 1.
- 2.
- 3.

ON A SCALE OF 1 - 10

©TeachingonLemonLane

1 2 3 4 5 6 7 8 9 10

# LITERATURE CIRCLE

## Strategy Focused Bookmarks

### USE WITH ANY TEXT

MAKING  
CONNECTIONS  
EDITABLE  
THROUGH  
GOOGLE  
SLIDES



**MAKING CONNECTIONS**  
FOCUSED READING BOOKMARK

NAME: \_\_\_\_\_ GROUP: \_\_\_\_\_

JAN	FEB	MAR	1	2	3	4	5	6	7	8	9	10	11
APR	MAY	JUN	12	13	14	15	16	17	18				
JUL	AUG	SEP	19	20	21	22	23	24	25				
OCT	NOV	DEC	26	27	28	29	30	31					

CHAPTER \_\_\_\_\_ PAGE \_\_\_\_\_

A connection I made while reading:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

☐ Text to Self  
☐ Text to Text  
☐ Text to World  
☐ Text to Media

**My Evidence:**

location	

A quote I connected to and why:

66 ..... 9

ON A SCALE OF 1 - 10

1 2 3 4 5 6 7 8 9 10

Type Here: rate your comprehension

**SURFACE connection** **DEEP connection**

What it said & where \_\_\_\_\_

How & why I connected \_\_\_\_\_

Define what making connections is while reading:

\_\_\_\_\_

\_\_\_\_\_

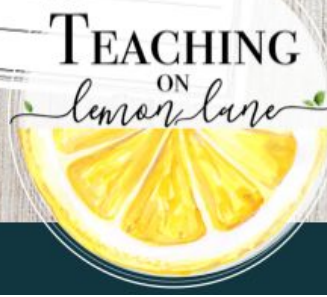
\_\_\_\_\_

Can you think of a song that relates to what you've read? Explain:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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## FREE DOWNLOAD

I use these Strategy Focused Bookmarks to assign the weekly Literature Circle Reading Assignments. Each week, I meet with each group after their group discussion \*\*\*I use the strategy focused Roll & Respond Sheets to guide the discussion. Students turn in their bookmark from the week before, and I give them a new Strategy Focused Bookmark. We do a quick review of that week's strategy, then students write down their new reading assignment for the coming week \*\*Notice the top of the bookmark. These bookmarks are editable through google slides. Students have the week to complete the reading and the prompts on the bookmark. Each week they turn in their bookmark, and get a new one until the literature circle concludes. I LOVE these because the students reading is focused and supported, all while reading a book of their choice.

[Try this FREE Making Connections Bookmark in your classroom, Click Here to Access Free Download!](#)



A collage of images related to student work. The top left shows a close-up of a professional microphone on a stand. The top right shows a student with long blonde hair writing on a piece of paper with a blue pen. The bottom left shows a book with a blue cover and a yellow bookmark. The bottom right shows a red die.

# MY FAVORITE NON-TRADITIONAL

---

# BOOK REPORTS

*That students Love*

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At the end of every Literature Circle Rotation we conclude with a non-traditional Book Report! The students love it and it gives each of the students time to reflect, as well as an opportunity to share their book with the rest of the class. Click anywhere on the image to read a blog post that highlights my favorite ideas for Book Reports!





LITERATURE CIRCLES | GUIDED READING

HOW TO SET UP

LITERATURE CIRCLE

ROLES | JOBS

*& why you & your students  
will love them*

TIPS, TRICKS, & RESOURCES FOR BOOK  
CLUBS IN THE UPPER GRADES





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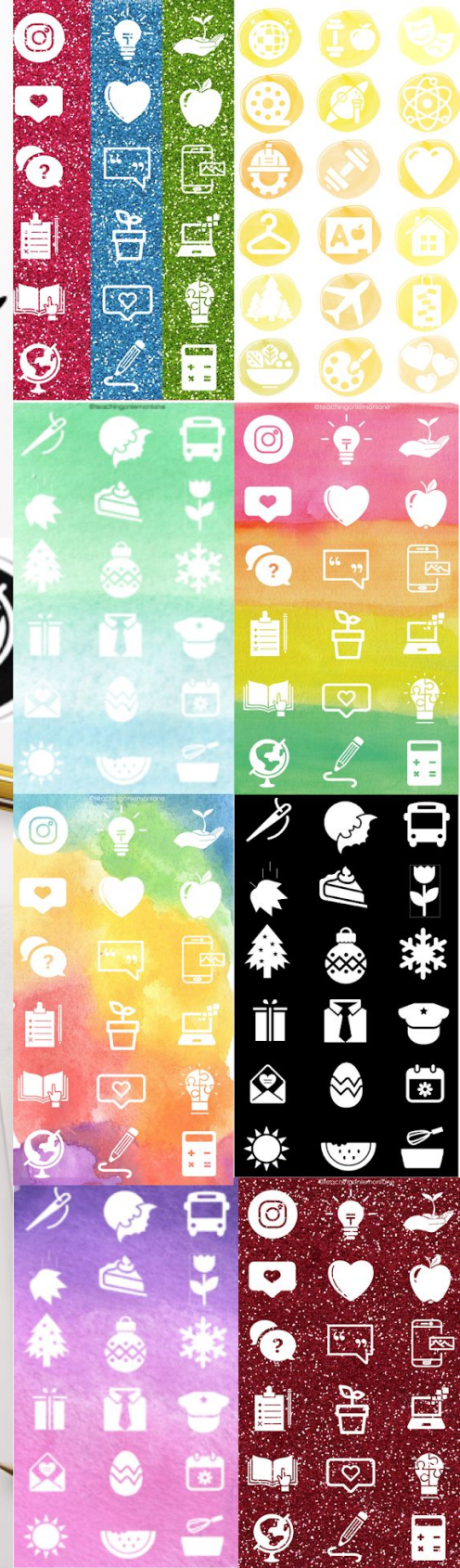


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# FREE GRIT & GROWTH MINDSET CHALLENGE

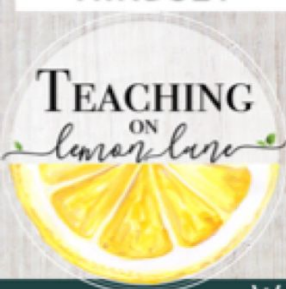
## Facilitate Failure

### IN THE CLASSROOM

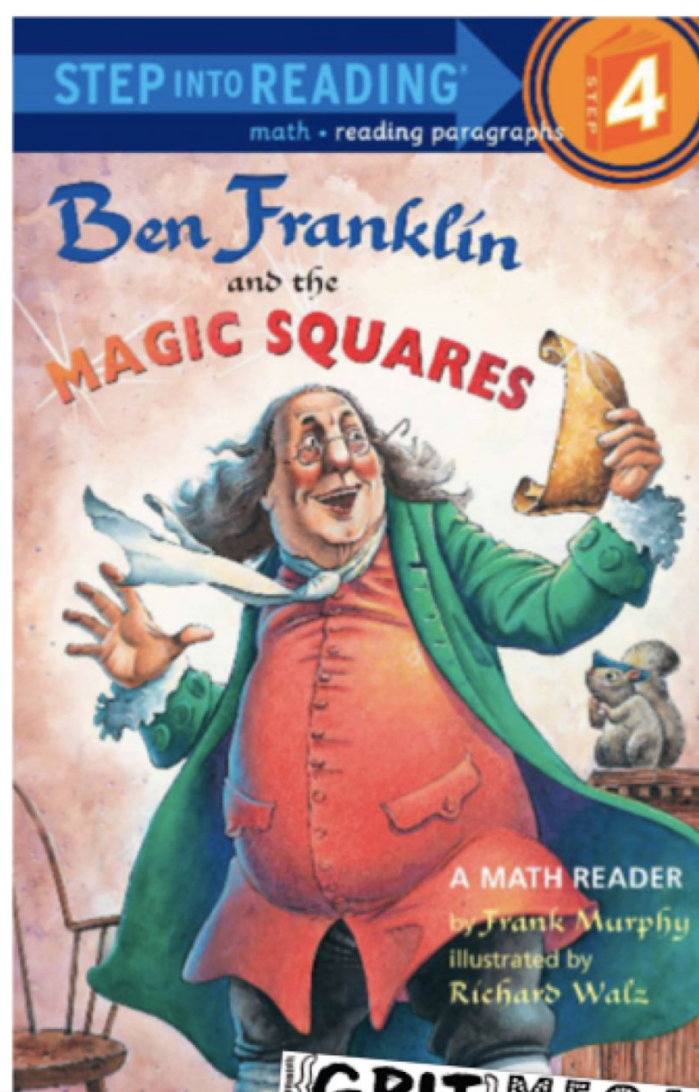
THE NITTY GRITTY BEWILDERER

## Grit Challenge #7

CLASSROOM  
CHALLENGES  
THAT REQUIRE  
GRIT AND  
GROWTH  
MINDSET



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## Mega Bundle Available

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NEW YEAR ACTIVITY

## 1 Word Resolution

**NEW YEAR**  
ACTIVITIES &  
INTERACTIVE  
BULLETIN BOARD  
EDITABLE  
THROUGH  
GOOGLE



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One Word Resolution Activity & Bulletin

## Grit & Growth Mindset

MEGA BUNDLE

CLASSROOM  
CHALLENGES  
THAT REQUIRE  
GRIT, AND A  
GROWTH  
MINDSET



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Grit & Growth Mindset Challenges

BAKING WITH FRACTIONS

## Brownies for 2

MULTIPLY  
FRACTIONS  
USING A REAL  
CLASSROOM  
FRIENDLY  
RECIPE

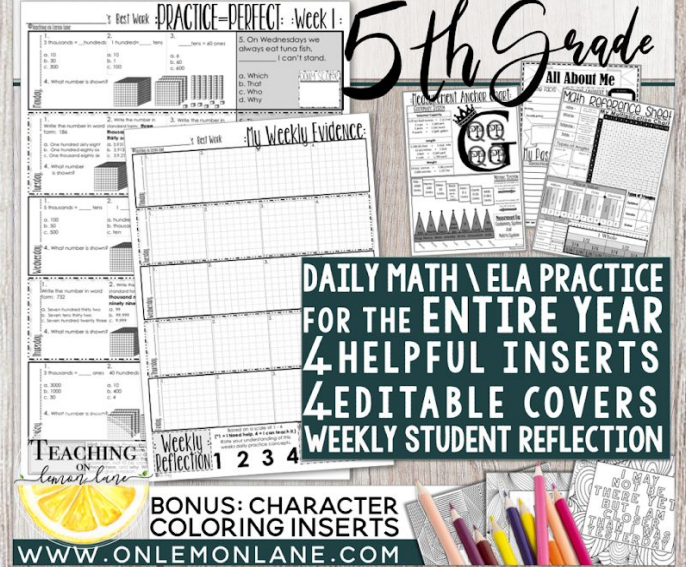
**BROWNIES FOR 2**  
BAKING WITH FRACTIONS  
REAL-WORLD APPLICATION



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Math About Me Upper Grades

USE WITH ANY INFORMATIONAL TEXT

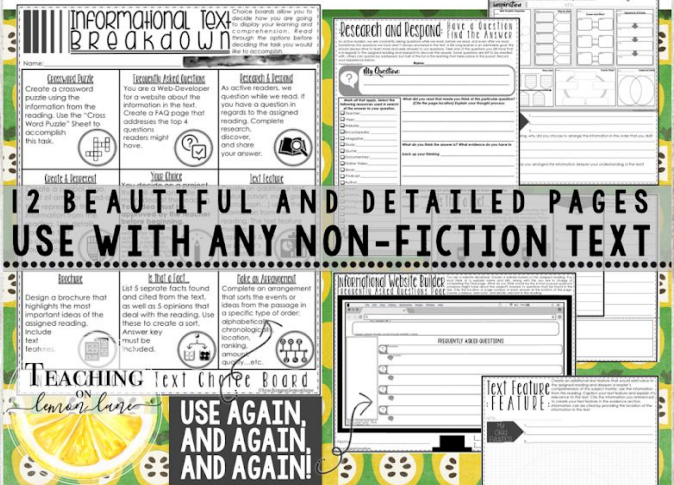
## Informational Text



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Informational Text Breakdown/Use with any Text

## Informational Text CHOICE BOARD



USE AGAIN,  
AND AGAIN,  
AND AGAIN!

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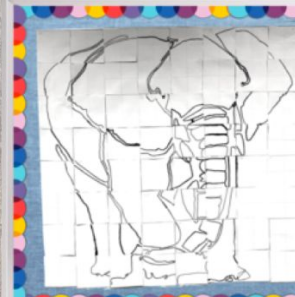


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ON  
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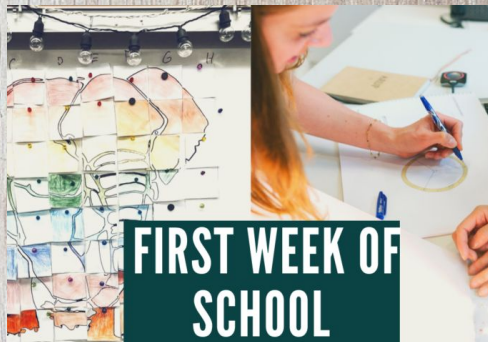


LITERATURE CIRCLES | GUIDED READING

## HOW TO SET UP LITERATURE CIRCLES

*Your students will Love*

TIPS, TRICKS, & RESOURCES FOR BOOK  
CLUBS IN THE UPPER GRADES



## FIRST WEEK OF SCHOOL ACTIVITIES

*that are a*

## MUST

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**WHEN  
EATING AN  
ELEPHANT  
TAKE ONE  
BITE AT  
A TIME.**



©TeachingOnLemonLane  
-CREIGHTON ABRAMS


**GRIT**  
THE NITTY GRITTY SCRIBBLED  
CHALLENGE #5

Name: \_\_\_\_\_

THE BIG SCRIBB

With as much precision & accuracy you can muster, recreate the image below in either the 4in or 8in square option. Once everyone is finished you will put together the pieces to reveal the image. Once you understand where your piece fits, add color, details, or zentangles to create a piece of a masterpiece.

5F



**{GRIT}** THE BIG SCRIBB  
WHOLE-CLASS ACTIVITY  
Up to 64 Students

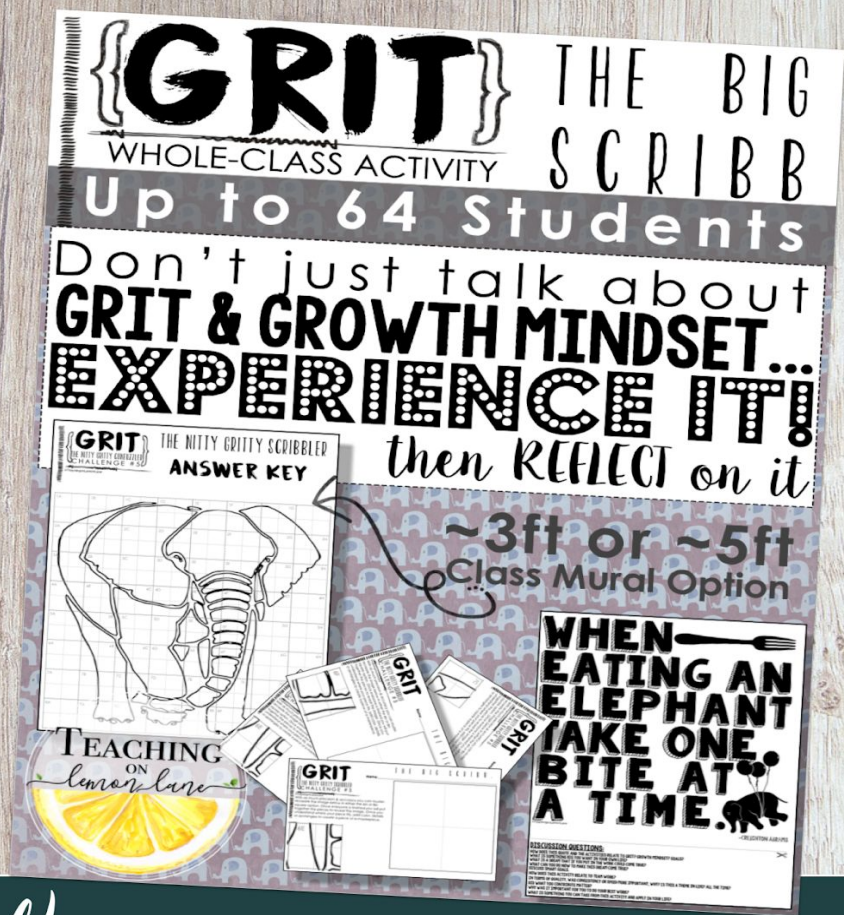
Don't just talk about  
**GRIT & GROWTH MINDSET...**  
**EXPERIENCE IT!**  
then REFLECT on it

~3ft or ~5ft  
Class Mural Option

**WHEN  
EATING AN  
ELEPHANT  
TAKE ONE  
BITE AT  
A TIME.**

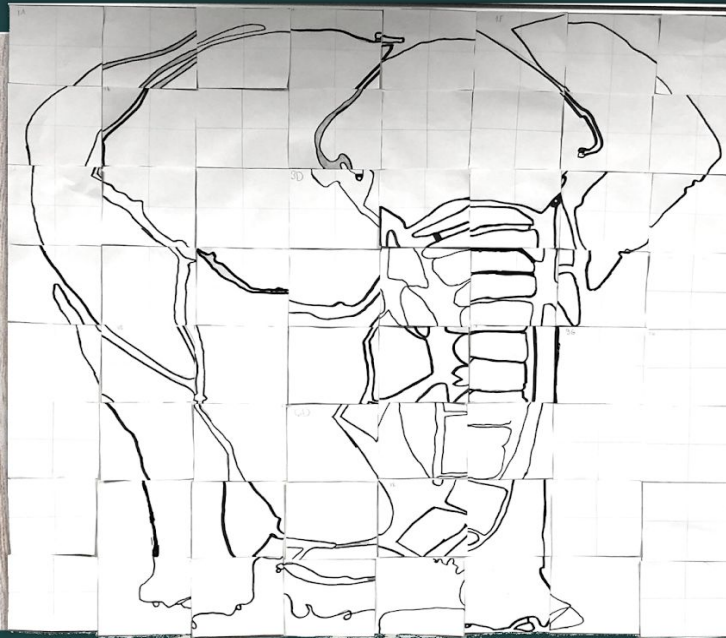
GRIT THE NITTY GRITTY SCRIBBLED  
ANSWER KEY

TEACHING ON lemonlane



*Whole Class Challenge*

**FREE DOWNLOAD  
GRIT & GROWTH  
MINDSET ACTIVITY  
& WHOLE CLASS MURAL**



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