

OCTOBER READ & INFER

THE BACK TO SCHOOL MIX-UP

A Lunch Bunch Club Inference Series



Darcy

Sam

Mike

Wendy

Sara

Lee

Theo

May



ABOUT MISS DECARBO

Christina DeCarbo-Wagers is an elementary teacher from Northeast Ohio. She holds a Bachelor's degree in Early Childhood Education, a Master's degree in Elementary Literacy, and a specialized K-12 reading endorsement. Christina has experience in instructional consulting, literacy coaching, and professional development services. Over the course of her career, she has presented literacy workshops and professional development sessions for Staff Development of Educators, ASCD, and state and local educational conferences. Christina has also provided extensive services and trainings for school districts and educational service centers across the state of Ohio.

Christina is passionate about helping students reach their greatest potential as readers and writers. Her engaging resources are based on developmentally-appropriate research and are founded in the importance of critical thinking, creativity, and problem-solving skills for young learners. Her educational company, Miss DeCarbo, Inc., was founded in 2012 and provides educators with curriculum, ideas, research-based advice, and inspiration. You can learn more about Miss DeCarbo by visiting her website, www.missdecarbo.com.



MEET THE LUNCH BUNCH CLUB!

Join Sam, Sara, Mike, Lee, Theo, Wendy, Darcy, and May in this fun inference series! These eight friends love having lunch together at school, but sometimes, things at Kind Elementary School get **MIXED UP!** In each inference pack, your students will help the Lunch Bunch Club solve a big problem by using their own schema and clues from the text to make inferences. Can your students help the Lunch Bunch Club friends by working together to be literacy detectives? With each pack, your students will learn more and more about the members of the Lunch Bunch Club. My hope is that your students come to know these eight characters as “old pals” within your classroom. I just know you and your students will have a blast with this resource! At the same time, they will build important literacy skills as they infer, draw conclusions, make predictions, write about their reading and reasoning, and think critically.

Darcy

Sam

Mike

Wendy

Sara

Lee

Theo

May



CAN YOUR STUDENTS HELP THE LUNCH BUNCH CLUB?

It's time for the big Fall Festival at Kind Elementary School! Sam, Sara, Mike, Lee, Theo, Wendy, Darcy, and May are helping out and volunteering at the festival. Each friend has been assigned to a different station to work at during the festival. Each student needs to read his or her assignment card and be at that station by the time the Fall Festival begins! However, there is a BIG problem! The principal at Kind Elementary School assigned and described each station for the Fall Festival, but he forgot to write down the name of the station. Now the Lunch Bunch Club is all MIXED UP! Can you help them by reading each description on the assignment cards to figure out which station each member of the Lunch Bunch Club should help out at? Use your schema and clues from the text to help you infer!

The Fall Festival Mix-Up

Everyone at Kind Elementary School is getting ready for the Fall Festival! The students can't wait to play games, participate in fun activities, eat delicious treats, and celebrate the autumn season! The members of the Lunch Bunch Club have volunteered to help out at the many stations that will be set up around the school. The principal at Kind Elementary assigned each member of the Lunch Bunch Club a special station to help out at. There is a big problem, however. The principal assigned each student a station to work at and described what he or she will do, but he forgot to write down the name of the station! Now the Lunch Bunch Club is all mixed up! Can you help Sam, Darcy, Mike, Wendy, Lee, Sara, Theo, and May figure out which stations they are volunteering at before the fall festival begins? Read each assignment card carefully. Use your schema (what you already know) and clues from the text, to figure out which Fall Festival station each friend was assigned to. When you find the match, place the title of the station on each friend's volunteer badge. Read and infer carefully! Good luck!

DIFFERENTIATED RECORDING SHEETS: EXAMPLES

The Fall Festival Mix-Up: Recording Sheet

Name: _____

Directions: Choose and circle a member of the Lunch Bunch Club. Record your inference by drawing a picture of the festival station he or she was assigned to. Write about your schema and the station you infer.

| | | | | | | | |
|-----|-------|------|-------|------|------|-----|-----|
| Sam | Darcy | Mike | Wendy | Sara | Theo | Lee | May |
|-----|-------|------|-------|------|------|-----|-----|

my schema: _____

I infer that Mike is assigned to volunteer at this fall festival station: _____

clues from the text: _____

The text: _____

The Fall Festival Mix-Up: Recording Sheet

Name: _____

Directions: Match each fall festival station to the Lunch Bunch Club member he or she was assigned to. Cut and glue each picture beside the correct student to make your inferences. Then write a clue from the text that helped you infer.

| | | | |
|-------|-----------------|------|--------------|
| Sam | Apple Bobbing | Sara | Science |
| Darcy | Pumpkin Picking | Theo | Sweet Treats |

What clue helped you? _____

The Fall Festival Mix-Up: Recording Sheet

Name: _____

Directions: Carefully read the fall festival assignment cards that was given to each Lunch Bunch Club member. Then write a clue from the text that helped you infer which station each member of the Lunch Bunch Club is volunteering at.

| | | | |
|------|-------|------|-------|
| Sam | Darcy | Mike | Wendy |
| Sara | Theo | Lee | May |

my schema: _____

I infer that _____ is assigned to volunteer at this fall festival station: _____

The Fall Festival Mix-Up: Recording Sheet

Name: _____

Directions: Choose and circle a member of the Lunch Bunch Club. Record your inference by drawing a picture of the festival station he or she was assigned to. Write about your schema and the station you infer.

| | | | |
|------|-------|------|-------|
| Sam | Darcy | Mike | Wendy |
| Sara | Theo | Lee | May |

my schema: _____

I infer that _____ is assigned to volunteer at this fall festival station: _____

EXAMPLES OF RECORDING SHEETS

Name: _____

The Fall Festival Mix-Up: Recording Sheet

Directions: Match each fall festival station to the Lunch Bunch Club member he or she was assigned to. Cut out the pictures and glue each picture beside the correct student.

| Student | Station |
|---------|------------------|
| Sam | Apple Baking |
| Darcy | Pumpkin Carving |
| Mike | Pumpkin Painting |
| Wendy | Apple Picking |
| Sara | Apple Baking |
| Theo | Pumpkin Carving |
| Lee | Pumpkin Painting |
| May | Apple Picking |

Name: _____

The Fall Festival Mix-Up: Recording Sheet

Directions: Match each fall festival station to the Lunch Bunch Club member he or she was assigned to. Cut out the pictures and glue each picture beside the correct student.

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| Sam | Apple Baking |
| Darcy | Pumpkin Carving |
| Mike | Pumpkin Painting |
| Wendy | Apple Picking |
| Sara | Apple Baking |
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| Darcy | Pumpkin Carving |
| Mike | Pumpkin Painting |
| Wendy | Apple Picking |
| Sara | Apple Baking |
| Theo | Pumpkin Carving |
| Lee | Pumpkin Painting |
| May | Apple Picking |

I infer that volunteer at this fall festival station: _____

my schema: 

clues from the text: 


Name: _____

The Fall Festival Mix-Up: Recording Sheet

Directions: Match each fall festival station to the Lunch Bunch Club member he or she was assigned to. Cut out the pictures and glue each picture beside the correct student.

| Student | Station |
|---------|------------------|
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| Darcy | Pumpkin Carving |
| Mike | Pumpkin Painting |
| Wendy | Apple Picking |
| Sara | Apple Baking |
| Theo | Pumpkin Carving |
| Lee | Pumpkin Painting |
| May | Apple Picking |

I infer that volunteer at this fall festival station: _____

my schema: 

clues from the text:
 I know that the first step of pumpkin carving is to remove the pulp and seeds.
 The text stated you can put a candle inside. Carved pumpkins can be lit up at night when a candle is inside.

Name: _____

The Fall Festival Mix-Up: Recording Sheet

Directions: Match each fall festival station to the Lunch Bunch Club member he or she was assigned to. Cut out the pictures and glue each picture beside the correct student.

| Student | Station |
|---------|------------------|
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| Mike | Pumpkin Painting |
| Wendy | Apple Picking |
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| Theo | Pumpkin Carving |
| Lee | Pumpkin Painting |
| May | Apple Picking |

I infer that volunteer at this fall festival station: _____

my schema: 

clues from the text:
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The Fall Festival Mix-Up: Recording Sheet

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| Wendy | Apple Picking |
| Sara | Apple Baking |
| Theo | Pumpkin Carving |
| Lee | Pumpkin Painting |
| May | Apple Picking |

I infer that volunteer at this fall festival station: _____

my schema: 

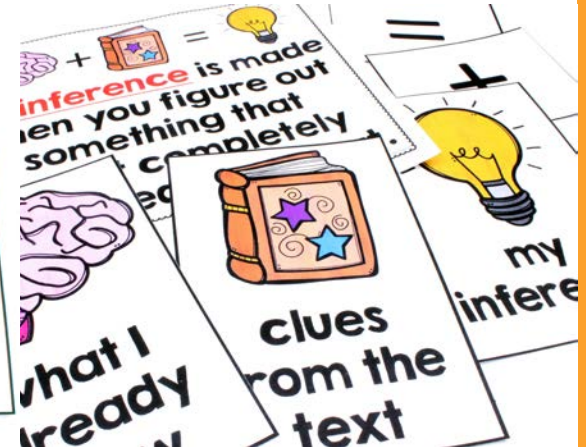
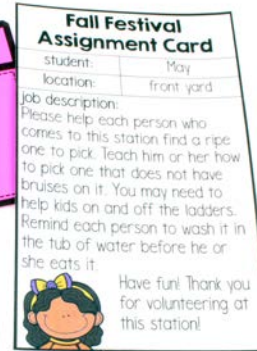
clues from the text:
 I know that the first step of pumpkin carving is to remove the pulp and seeds.
 The text stated you can put a candle inside. Carved pumpkins can be lit up at night when a candle is inside.

EXTEND THE LEARNING WITH A WRITING PROJECT!

Let the learning and fun continue with an extended writing project! Each student will create and draw a picture of a fall festival station that he or she would want to help with at Kind Elementary School. Encourage your students to create fall festival station that may be new and unique! Students will then describe what the activities are without writing or mentioning the names of the activities! Your little learners will love putting their comprehension skills to the test as they make inferences about what each classroom friend would like to do at the Fall Festival if he or she attended Kind Elementary School!

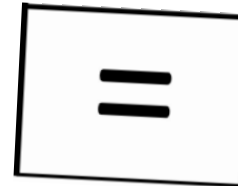
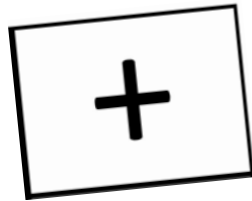
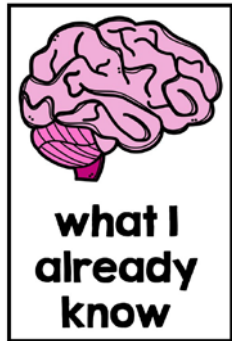


MORE PICTURES AND EXAMPLES:



ADDITIONAL RESOURCES








Included in the following pages are inference poster pieces and an anchor chart for you to utilize if desired. Color and print-friendly versions have been included. In addition to an inference poster, you'll find separate poster pieces that break down what is needed to make an inference.



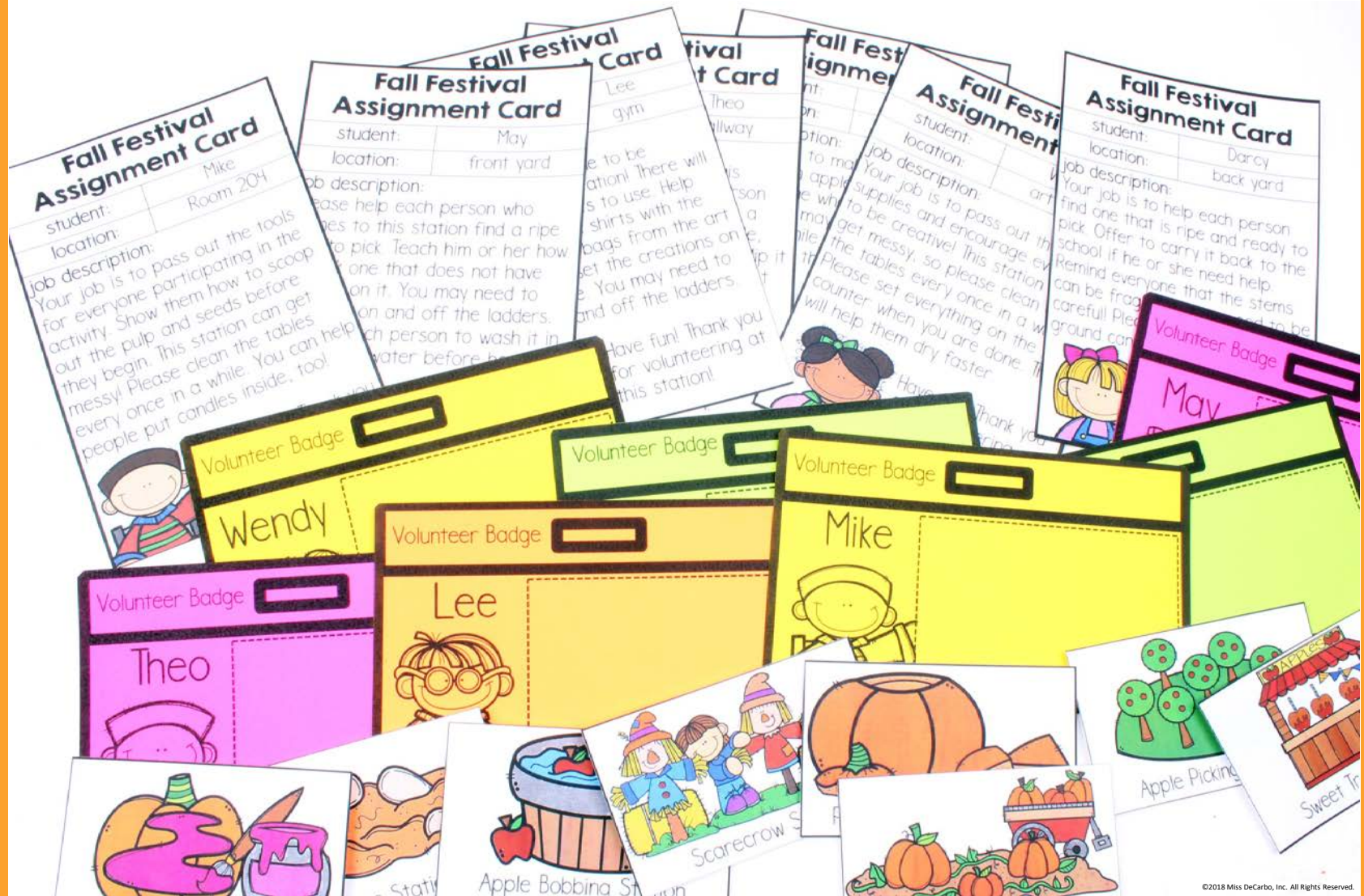
Eight inference riddle cards have also been included for your use. These are great to use in a literacy center, at the small-group table, or even as a follow-up mini lesson with the whole class. They would also be a fun introduction to your Lunch Bunch Club lesson plan! Color and print-friendly versions have been included. Two different recording sheets for these task cards have also been added. Students can write or draw their inferences on the recording sheets.



IDEAS FOR USING THIS RESOURCE:

-  whole class mini lesson
-  small group reading
-  literacy centers
-  collaborative group work
-  introduction to inference lesson
-  writing activity
-  whole class comprehension lesson

MIXING LEARNING, LITERACY, AND FUN!



YOU MAY ALSO LOVE THESE ENGAGING COMPREHENSION RESOURCES:

CONCRETE COMPREHENSION™ FOR PRIMARY LEARNERS schema & metacognition



MISS DECARBO 

CONCRETE COMPREHENSION™ FOR PRIMARY LEARNERS questioning



MISS DECARBO 



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