You Will Need

• *Inky’s Great Escape*, Level J
• whiteboard

Visit fp.pub/resources to download online resources to support this lesson, including:
• Recording Form

Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level J in The Fountas & Pinnell Literacy Continuum. Select goals that match the needs of your students. The following may be appropriate.

Reading

■ Demonstrate fluent reading.
■ Understand some content-specific words (*aquarium*, *tank*, *tracks*).
■ Notice labels or captions and use them to understand the words in the text.
■ Make connections among books in a series.

Talk about the text, showing understanding of events, topic, and content.

Recognize that a text can have true information.

Phonics/Letter and Word Work

■ Hear, say, clap, and identify syllables in words with three or more syllables.

■ Read and write high-frequency words: *outside, know, around*.

■ Write a sentence with decodable or high-frequency words.

Writing About Reading

■ Identify the sequence of events from a text.

Analysis of Book Characteristics  *Inky’s Great Escape*, Level J

How the Book Works  This nonfiction narrative features a combination of photographs and illustrations. Captions and labels support comprehension. Inky the octopus has escaped. Aquarium workers follow clues to find that he returned to the ocean.

Genre/Form

■ Nonfiction
■ Narrative
■ Series book

Text Structure

■ Narrative text with straightforward structure (beginning, series of episodes, and an ending)
■ Underlying structural patterns (description, temporal sequence, cause and effect)

Content

■ Content that goes beyond children’s immediate experience (*aquarium, octopus*)

Themes and Ideas

■ Concrete theme close to children’s experience (nature)
■ Clear, simple idea easy to identify (animal behavior)

Language and Literary Features

■ Setting that is not typical of many children’s experiences (*aquarium*)
■ Descriptive language (*about the size of a soccer ball*)

Sentence Complexity

■ Some longer sentences with more than fifteen words
■ Sentences with clauses or phrases (*Kerry follows the tracks to a small pipe in the floor.*)
■ Sentences with simple common connectives (*Kerry looks around the room, but he can’t find Inky.*)

Vocabulary

■ Some words that appear in the vocabulary of mature language users (*escape, worried, squeeze, curious*)
■ Some content-specific words (*aquarium, octopus, tank*)

Words

■ One-, two-, three-, and four-syllable words (*aquarium, workers, opening, pipe*)
■ A wide variety of words with inflectional endings (*watched, looks, crawled*)

Illustrations

■ A combination of illustrations and photographs with details that add interest
■ Simple illustrations in a variety of forms (photographs and/or drawings with labels)

Book and Print Features

■ Many lines of print on a page (five to fifteen lines)
■ Headings, captions, labels, bulleted list, and thought bubbles
■ Periods, commas, and question marks

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Warm-Up: Word Study

Help students hear, say, clap, and identify syllables in words with three or more syllables using examples of words from the book.

- Write the word octopus. Let’s say the word together and clap for each syllable: oc/to/pus. Where should we break the word into syllables?
- Draw a slash to divide it into syllables: oc/to/pus. What do you notice about each syllable? • Each syllable has one vowel sound.
- Now blend the syllables together and read the word: oc/to/pus, octopus.
- Repeat with the word aquarium [a/quar/i/um].

Introducing the Text

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by •).

- Today you’ll read a book called Inky’s Great Escape by Alice Cary. On the front cover you see that Inky is an octopus. You also see on the front cover that this book is part of the Real-Life Animal Adventures Series. If students have read other books in the series, have them tell what kind of stories are in this series. This series of books tells adventure stories about real animals.
- Turn to pages 2 and 3. The writer says, “Something is very wrong at the aquarium.” Who knows what an aquarium is? • An aquarium is a building where fish and other sea animals live. Notice the caption on page 2. This is a real-life adventure, so this is the real Inky.
- Inky the octopus is missing from his tank at the aquarium. A tank is a large container filled with water. It is where the sea animals live in the aquarium.
- Turn to pages 6 and 7. A worker named Kerry looks closely at Inky’s tank. What’s wrong with the tank? • Why does this worry the worker?
- Turn the pages to 8 and 9. Kerry sees wet spots on the floor and thinks they must be Inky’s tracks. How does the label help you understand what tracks are? • Do you think Inky is in trouble?
- Return to the beginning of the book. Read to find out how Inky escaped and where he went.

Reading the Text

Students will be reading silently, but you may want to sample the oral reading of a particular student.

- If a student needs support with self-correcting close to the point of error, prompt with You can fix that. Remind students to look at the letters in a word and think about the sounds they stand for as they move through the word left to right. Reinforce with You fixed that.
- To promote fluent reading, prompt with Make your reading sound smooth. Reinforce with You made your reading sound smooth.
Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about Inky's Great Escape.
- To encourage discussion, you may want to select from the following questions/prompts:
  - Talk about what happens in the book. How do the workers figure out that Inky has escaped?
  - What did you learn about octopuses that you didn't know before?
  - The workers already knew that Inky was smart. How did they know? How did being smart help Inky escape from the aquarium?
  - Look at page 16. Why do you think the writer included a list of octopus facts?
  - This book tells the true story of Inky's escape from the aquarium. Is it fiction or nonfiction? Talk about how you know.
- Continue the discussion, guiding students toward the key understandings and the main message of the text. Some key understandings students may express:

**Thinking Within the Text**
- Inky is missing from his tank and workers want to find him.
- Kerry looks closely at the tank and finds an opening. He sees Inky's tracks that lead to a small pipe in the floor.
- Kerry believes Inky slid down the pipe that drains into the ocean.
- Inky must have been curious to find out more about the world. The workers hope he has a good life in the ocean.

**Thinking Beyond the Text**
- Inky escaped before the story begins.
- Octopuses are smart, curious creatures.
- It must be difficult to keep an octopus contained in a tank.
- The workers keep a close eye on the tanks at the aquarium.
- The workers at the aquarium know a lot about sea animals.

**Thinking About the Text**
- The fact that this is a story with a beginning, middle, and end makes the book interesting.
- The writer uses vivid adjectives to describe Inky and add interest.
- The photographs and illustrations extend the meaning of the text.
- A list of octopus facts is included, in case readers become interested in the animal after reading the story.

MESSAGE  Some animals are amazingly clever.

Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking within the text.

**Solving Words: Use Word Parts**
- You can use parts you know to help you read words. Turn to pages 2 and 3. Point to the word friendly. Use a card to cover -ly. Look at this part. What word is this? You know the word friend. Uncover the whole word. Put the parts together to read the word.
- Repeat the procedure with the word unhappy on page 14.
- Have students use known word parts to solve grapefruit on page 11 and visitors on page 14.

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Phonics/Letter and Word Work
Help students become more flexible working with word structure.

Instructional Routine: Tap It, Clap It.
1. Tell the students they are going to learn more about syllables in words. Say the word unhappy and draw students’ attention to the syllables. Write the word unhappy on the board.
2. I’m going to say all the syllables in this word: un/hap/py. Now you say the syllables with me: un/hap/py • This time, say the word and clap each syllable you hear: un/hap/py.
3. Where did you hear the first syllable break? • The first syllable breaks between the n and the h. Draw a slash between the letters. What do you know about dividing words with double consonants into syllables? • You divide the word between the consonants. Draw a slash between the two ps: un/hap/py.

Repeat the routine with the words opening, tentacles, visitor. Reinforce the principle: Listen for the syllables in words. Look at the syllables in a word to read it. Say and clap the syllables to identify them in a word.

If time permits, have students read and write high-frequency words: outside, know, around.

Dictate-Write-Read: Say the sentence He slid down the pipe and escaped. Have students say the sentence. As you dictate one word at a time, have students write the sentence, reread it, and illustrate it if time allows.

Assessment
Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

Supporting English Learners
Support students’ independent writing.
• If needed, provide oral sentence frames with time-order words (e.g., First, Inky climbed ___. Then, Inky went ___. Finally, Inky slid ___.).

Supporting Independent Writing: Pictures and Captions
• Today’s book tells the story of a real octopus’s adventure. To help students understand sequence of events, talk with them about what Inky did to escape from the aquarium.
• Have students identify three things, in order, that Inky did to escape. In the discussion, use the words first, then, and finally. Have them draw pictures of the three events in order in the Reader’s Notebook. Then have them write a caption for each picture.
• Use the order words first, then, and finally to show what Inky did.
• Have students share their pictures and captions with the group.

For more information about concepts presented in this lesson, see Word Structure row 5 and High-Frequency Words row 7 in the Comprehensive Phonics, Spelling, and Word Study Guide.

To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.