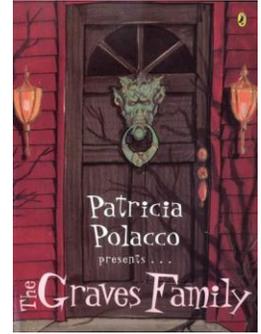


The Graves Family

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When the Graves family moves to Union City, they don't quite fit in. After painting their house blood red, the only people who will meet them are Seth and Sarah Miller, the children from across the street. Seth and Sarah see strange things all over the house. Nonetheless, Seth and Sara accept their invitation to come back dinner. From there the Graves family starts to be invited to more events in town but the strangeness continues with Mrs. Graves at the Garden Club Tea, and Dr. Graves and his hair growing elixir. Will the Graves family ever fit in and be accepted by the people of Union City?

Possible strategies for instruction:

Comprehension:

- **Make a picture or mental image:**
 - There are numerous places throughout the story with vivid descriptions. Focus on the descriptions, point out the describing words, and have students stop and make a mental image.
 - Pg. 1 as the family drives into town-
 - *"The town clock struck wildly and ran backwards..."*
 - *"...the water in the fountain in the village square turned crimson as their car drove by."*
 - Pg. 5 when Sara and Seth first enter the Graves home-
 - *"... a dark cloud of flying things whirled around their heads, then darted upstairs."*
 - *"Huge plants and musty flowers were everywhere..."*
 - *"... skeletons leered at them near two chairs piled with huge, fluffy pillows."*
 - Pg. 8 when they enter Dr. Graves' laboratory-
 - *"Everywhere they looked were bubbling beakers, hissing gauges, flashing lights and buzzing buttons with curling glass tubes running from one to another."*
- **Make and adjust predictions; use text to confirm:**
 - Use this strategy to engage students and keep them actively involved throughout the reading.
 - After reading pg. 1, make a prediction about the family. Adjust prediction throughout the story as we learn more about them. Are they really as scary and different as we first thought?
 - What do you think will happen when Mrs. Graves goes to the Garden Club Tea Party?
 - What do you think they will do with Dr. Graves' hair growing elixir? What will happen if they try it on humans?

Accuracy:

- **Skip the word, then come back:**
 - Model this strategy for figuring out unfamiliar words by skipping the word “laboratory” on pg. 6 and continuing to reading the next page. By continuing to read students can gather context. This strategy can also be paired with other accuracy strategies to sound out and determine the word.

Fluency:

- **Use punctuation to enhance phrasing and prosody (end marks, commas, etc.):**
 - Use this strategy to model intonation while reading. Ask students to listen as you pause at punctuation like commas and periods. Listen as your voice goes up to signal a question or exclamation.
 - Pg. 2-
 - “When they reached to grasp a rather hideous-looking door knocker, it grinned and writhed out of their hands, then knocked...all by itself!”
 - “You want to play with *me*?”
 - Pg. 17-
 - “Their food was moving!”
- **Read text as the author would say it, conveying the meaning or feeling:**
 - This text provides several opportunities to model reading at different rates, and with great expression to demonstrate the feelings of characters and dramatic events of the story. Demonstrate by reading pg. 13 of the story with no expression or intonation. Then reread the page greater expression and ask the students which way they think the author intended it to be read.

Expand Vocabulary:

- **Tune in to interesting words and use new vocabulary in speaking and writing:**
 - Have students keep a list of interesting new words in their writer’s notebooks. Encourage them to define these words and use them to make their own writing more interesting.
 - hideous- pg. 2
 - voraciously- pg. 24
 - writhed- pg. 2
 - devoured- pg. 24
 - amateur- pg. 5
 - hasty- pg. 24
 - repulsive- pg. 13
 - vying- pg. 26
 - wafted- pg. 14
 - inconsolable- pg. 26

- **Use prior knowledge and context to predict and confirm meaning:**
 - Students can use prior knowledge and context clues to determine the meaning of words that may be unfamiliar.
 - Entomologist- pg. 5, some students may already know the word, but others can determine the meaning from context. *“My father is not only an inventor and scientist, but an amateur entomologist. He collects endangered bugs and spiders from all over the world. He feels that by giving them the run of the house, they are happier.”* Students can determine that an entomologist is someone that studies insects.

This text can be used with nearly any strategy on the CAFE menu. The above strategies are a highlighted collection to use as a springboard for further instruction.