

**CYRM RESOURCE GUIDE
INTERMEDIATE NOMINEES
(GRADES 3-6)
2012-2013**

Eleven

by Patricia Reilly Giff
Yearling, 2008

The Giant-Slayer

by Iain Lawrence
Delacorte Press, 2009

Where the Mountain Meets the Moon

by Grace Lin
Little, Brown, 2011

California Young Reader Medal
INTERMEDIATE BALLOT
2012-2013

_____ *Eleven*

_____ *The Giant-Slayer*

_____ *Where the
Mountain Meets the
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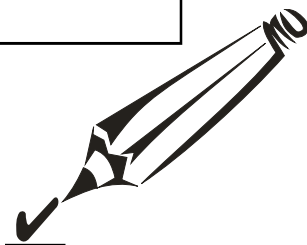
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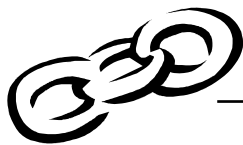
ELEVEN

by Patricia Reilly Giff

MEET THE AUTHOR



Patricia Giff Reilly has received many awards for her writing. She has always wanted to be a writer to make “people dance across the pages.” She has been a reading teacher, educational consultant and author of more than sixty books for children.



CONNECTIONS

Orphans

Pictures of Hollis Woods by Patricia Reilly Giff, Wendy Lamb Books, 2002.
Anne of Green Gables by L.M. Montgomery, Baronet Books, 1995.

Grandfathers

Walk Two Moons by Sharon Creech, Harper Teen, 2003.
Charlie's Raven by Jean Craighead George, Puffin, 2006.

Reading

The Wednesday Surprise by Eve Bunting, Clarion Books, 1989.
Thank You, Mr. Falker by Patricia Polacco, Philomel Books, 1998.
The Best Fight by Ann Schlieper, A. Whitman, 1995.

PLOT SYNOPSIS

Searching the attic for presents on the night before his 11th birthday, Sam finds a locked metal box. Sticking out of the box is a newspaper clipping with a picture of a young boy, a picture of a much younger Sam. Sam, who has trouble reading, can't read most of the words in the article, but he can make out the word in large black letters at the very top: Missing. This had to be a mistake. Wouldn't Sam have known he'd been missing, even as a little kid? Besides, the article even had the wrong name. His name is Sam, but not Sam Bell.

Sam's last name is MacKenzie, the same as his beloved grandfather, Mack. Sam has lived with Mack for as long as he can remember and although he has no memories of his parents, Sam has seen a picture of them. But now Sam begins to wonder if the picture Mack showed him really is a picture of his parents. Then there is also his dream of a boat crashing into rocks and icy churning water that seems so real. Why has this dream and others, all with the number 11 woven into them, haunted Sam for years? Are they dreams or memories?

Desperate to solve the mystery, Sam must first find someone to help him read the mysterious clipping. When he is paired up for a class project with Caroline, the new girl who reads every chance she gets, Sam decides to ask her for help. Finally, with Caroline's help, Sam discovers who he truly is and where he belongs.



HOOKS

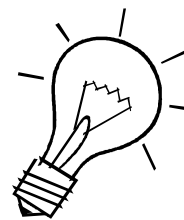
- Have you ever found a picture of yourself that you have never seen before; one where you were too little when it was taken to remember anything about it? Did you ask someone to tell you about the picture?
- Do you have any memories of being a three year old? Are they really clear memories or are they just little pieces of memory like a favorite toy or someplace special?
- Did you ever have a dream that was so realistic it seemed more like a memory than a dream?
- Have you ever had the same dream or dreams over and over again about something that happened to you? What if the dreams were about places and events that you don't really remember when you are awake?

WRITING PROMPTS FOR *ELEVEN*



- Why does the author title the book *Eleven*? What is the significance of the number 11 to the story? Describe the different meanings of the title.
- At the beginning of the story, Sam does something he should not do. Why does he do it? Why is Sam being sneaky around his family? How are they being secretive with him?
- The story *Eleven* is a combination of two genres: realistic fiction and mystery. What is the mystery in this story? How does the use of suspense make this story more interesting?
- Both Sam and Caroline are regarded as outsiders in that they don't fit in at school. How does Sam's reading disability hold him back at school? How does Sam deal with being different than his classmates? How does Caroline's love of reading hold her back? How does Caroline cope with being different from everyone else? Do you ever feel like an outsider? When? Describe something that might hold you back from being accepted by others.
- Sam's family and Caroline's family are very different types of families. Describe the differences between Sam and Caroline's families. Do you think Sam wants a family like Caroline's? Do you think Caroline wants a family like Sam's? Which one is more like your family? How do you define "family"?
- Sam and Caroline are unlikely friends. What kind of friendship do they have at first? Why do they need each other's friendship? How does their friendship grow and change over the course of the story?
- Why does Sam and Caroline's teacher make them partners on the medieval project? What do they make and how is it special? What does Caroline's mother make to add to their project? Why is it special as well? How does the project help both of them at school?
- In the middle of the story, Sam gets in trouble at school. Why? How does Mack react when he finds out Sam was sent to the principal's office? What does Mack reveal to Sam that makes them grow closer? Describe what makes Sam and Mack's relationship special.

CREATIVE ACTIVITIES FOR *ELEVEN*



- Students this age love to build things. Perhaps have teams of students create a castle, after spending time researching the time period, and studying different types of castles. Each group could then build a castle and “share out” at some time. The castles could then be on display in their school or public library.

THE GIANT-SLAYER

by Iain Lawrence

MEET THE AUTHOR



This author grew up in Canada, and says by the time he left high school he had grown up in eleven different houses and attended nine different schools. His third grade teacher told his parents he would grow up to be a writer, and by the time he was in high school, he was interested in doing just that. After a series of many different jobs, he found he enjoyed writing books for younger readers.



CONNECTIONS

Polio

All the Way Home by Patricia Reilly Giff, Delacorte Press, 2001.

Blue by Joyce Hofstetter, Boyds Mills Press, 2006.

King of the Mound: My Summer with Satchel Paige by Wes Tooke, Simon & Schuster Books for Young Readers, 2012.

Storytelling

The Worry Stone by Marianna Dengler, Northland Publishers, 1996.

Seth of the Lion People by Bonnie Pryor, Morrow Junior Books, 1988.

THE GIANT-SLAYER

PLOT SYNOPSIS

One morning in 1950, when she was six years old, Laurie Valentine got out her crayons and drew the future in the form of a map. She told her Nanna, "It shows all the things I'm going to find when I go exploring." Her map had an island with mountains, green forests, a scarlet lake, yellow meadows, a castle, and even a lion with wings. But for the next five years Laurie grew up without any chance to explore at all. Laurie was not allowed to go to playgrounds, the movies, swimming pools or any other places where kids gathered, especially in summer. These were the places her father and Nanna warned her about, the places where you might catch polio. Polio could make it so you'd have to walk with braces or crutches or never walk again. Even worse, if you caught it, you might not be able to breath on your own and even die.

So Laurie was kept away from those places and everywhere else. She grew up quiet, shy, made up adventures in her head, became a gifted storyteller, and without a single friend. That is until the first day of March in 1955 when Dickie Espinosa moved into her neighborhood. Immediate friends, Laurie and Dickie begin playing every day together and one day, ignoring her father's warning; they play in a nearby creek. Shortly there after, Laurie finds out that Dickie has polio and is confined to an iron lung, unable to breathe on his own.

Laurie is determined to visit him in the hospital, but on her first visit all she wants to do is leave and never come back. Laurie does not know how to act around Dickie or the other two kids, Chip and Carolyn, trapped inside "breathing machines." Then Dickie begs her to tell him a story, and Laurie begins the tale of Jimmy, a tiny boy destined to be the slayer of the giant Colosso. As Laurie returns again and to continue the story of Jimmy the giant-slayer, Khan the hunter of unicorns, the Swamp Witch, and Colosso, her life, Dickie's life and the lives of the other children in the polio ward start to change in surprising ways.

HOOKS

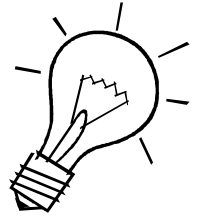
- How would you feel if you were told you couldn't go play in the park, go to the movies, go to a mall, swim in a pool, or do anything with any other kids for the summer? What if it wasn't just one summer, but every summer? Would you be tempted to go against this restriction even if you were told it was, "for your own good"?
- What do you do when you are home sick and you can't get out of bed? Now try and imagine what kids did before there were cell phones, video games, computers, DVDs, or even portable TVs. What do you think they did?
- See how long you can go without moving any part of your body but your head?
- What would you do with your time if you had to stay in bed all day unable to use your arms and legs? What if you had to stay that way for a month? A year? Two years or longer?
- Did you know that one of the Presidents of the United States had to use a wheelchair? Before Franklin D. Roosevelt became President he was believed to have been stricken with poliomyelitis or what is also known as polio. Do you know that once polio was one of the most feared diseases and that many people, like President Roosevelt, caught it during the summer?

WRITING PROMPTS FOR *THE GIANT-SLAYER*



- Author Iain Laurence alternates between two different genres in his book, *The Giant-Slayer*: historical fiction and fantasy. How are these genres different? Which genre tells the story of Laurie, Dickie, James, Carolyn, and Chip? Which genre tells the story of Fingal, Jimmy, Khan, Finnegan and Jessamine? Describe how each enhances the effectiveness of the other when contrasted with one another.
- What kind of illness do Dickie, Carolyn, James, and Chip have? Describe how it impacts their lives and why it is so scary in the early 1950s. What happens in the course of the story (and in real life) that makes this illness virtually disappear?
- As Laurie's story of the Giant-Slayer progresses, the kids she's telling it to and with start to identify with specific characters in the tale. Why do Dickie, Chip, Carolyn and James think they might be these characters? Describe the similarities between James and Jimmy, Dickie and Khan, Carolyn and Jessamine, and Chip and Finnegan. What about Colosso—of what does Colosso remind the children?
- When Laurie begins to tell the story none of the children know very much about each other, partly because they come from very different backgrounds. Why do they each think about the story of the Giant-Slayer differently? How does the story help them to learn things about one another? Describe how the story impacts how they feel about each other at the end of the book.
- The story starts out with Laurie telling it but then, when she is not able to continue, each of the children take turns telling the story of the Giant-Slayer. Describe how each character changes the story to reflect their unique perspective. How does Dickie alter the story? How does Carolyn tell the story differently from Dickie and Laurie?
- How does the author feel about the act of telling stories? Why do you suppose the story of Giant-Slayer becomes so important to the children? Do you tell stories or dream of things that don't happen in everyday life? Describe how dreams or stories are important to you.

CREATIVE ACTIVITIES FOR *THE GIANT-SLAYER*



- It would be very important for kids to know about and research the polio epidemic, the vaccine, and the iron lung as an introduction to reading this book.
- In a lighter vein, teachers and librarians could brainstorm other giants in history, and student could read, research and present the information.
- Other giants could be: King Kong, the New York Giants or Bigfoot. There are also many picture books that could be used for further reading with the “giant theme.”

WHERE THE MOUNTAIN MEETS THE MOON **by Grace Lin**

MEET THE AUTHOR



Grace Lin grew up in New York with her parents and two sisters. Her family members are featured in many of her books. Her mother and sister are the characters of her first book, *The Ugly Vegetables*. Some people describe her book, *Where the Mountain Meets the Moon* as a “Chinese *The Wizard of Oz*.”



CONNECTIONS

Dragons

Dragons: Truth, Myth, and Legend by David Passes, Artists and Writers Guild, 1993.

Dragons: A Natural History by Karl Shuker, Simon & Schuster, 1995.

A Time of Golden Dragons by Song Nan Zhang and Hao Yu Zhang, Tundra Books, 2000.

Chinese Culture

Dim Sum for Everyone by Grace Lin, Alfred A. Knopf, 2001.

Fables

One Potato, Two Potato by Cynthia DeFelice, Farrar Straus Giroux, 2006.

Jack and the Beanstalk: a Fairy Tale adapted by Pimarius Corp., Random House Children's Books, 2005.

WHERE THE MOUNTAIN MEETS THE MOON

PLOT SYNOPSIS

Far away from here, following the Jade River, there was once a black mountain called Fruitless Mountain. It was called Fruitless Mountain because nothing would grow on it and no bird or animal lived there. Next to this mountain was a small brown, dull, muddy village where a young girl named Minli lived with her mother and father. Minli, whose name means *quick thinking*, was not brown and dull like the rest of her village. She had pink cheeks, glossy black hair, a flashing smile, and shining eyes that were always looking for an adventure.

Every day Minli and her parents worked hard in muddy fields to grow enough rice to keep them from going hungry. Every night at dinner Minli would listen to her Ba's wonderful stories about Fruitless Mountain, the Jade Dragon, and the Old Man in the Moon, who knew the answer to everything. But every night Minli would also hear her Ma grumble about their poverty and sigh with resentment at the family's poor fortune. Finally, hoping to find the answer to how she might bring good fortune to her family, Minli sets out to find the Never-Ending Mountain and the Old Man in the Moon. Along the way she meets a talking goldfish, visits cities of wonder, gets help from a powerful King, and meets magical friends ...including a dragon!



HOOKS

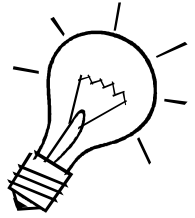
- Have you ever heard a story about the Man in the Moon? Did you know that other cultures have different stories about a man, a woman, a rabbit, and even a toad on the moon?
- Have you ever wished there was someone who knew the answer to everything? What would you ask that person if you could only ask one question? Would you use your one chance to ask a question for a friend?
- What would you do if you met a talking goldfish? If you did meet a talking fish, would you follow directions from it?
- Have you ever heard a story or stories that made you want to set out on an adventure? Would you be brave enough to go alone?

WRITING PROMPTS FOR *WHERE THE MOUNTAIN MEETS THE MOON*



- The title of the story, *Where the Mountain Meets the Moon*, describes something that seems physically impossible. What kind of phrase makes up this title? Why does the author use this kind of title for the story? How does the title relate to the main character's quest? Describe some tasks you have undertaken that have seemed impossible at first, but ultimately you achieved.
- The story is told in a series of short chapters. Why might the author break up Minli's journey into short segments? Another thing the author does is break up the chapters of Minli's adventures with other kinds of stories that her father tells her. What kind of stories are these that Minli has heard her whole life? Why might the author include them in the larger story of Minli's quest? Describe how their inclusion enhances the overall book.
- Minli buys a captive goldfish with the only money she has ever had. Almost immediately she decides to let it go free. Why does she do this? How is her act of kindness rewarded? Describe how this reward is unusual.
- At one point, Minli's father Ba admits that the stories he tells may sound impossible but insists that they are not ridiculous or foolish. Describe the difference between something that is impossible and something that is ridiculous or foolish. Why does he believe in the stories even if they might not be real?
- Some of the names of the places in this story allow the reader to imagine what they look like from their names. Why might Minli's village be called "Fruitless Mountain"? What do you think the place called "Never-Ending Mountain" might look like? What other places in the story have these kind of names? Describe what they might look like.
- Minli befriends a dragon on her way to see The Old Man in the Moon. How is this dragon different than the dragons she has heard stories about? How is he different than the dragons you may have read about before? How was this dragon "born?" Describe how a reader brings a story "alive" like a viewer might bring a painting "to life."
- What is the significance of "the borrowed line" in the story? What does Minli think it is? What does Dragon think it is? How does Minli's "borrowed line" help her in the story? How does Dragon's "borrowed line" help them both in the story?
- Who is the Old Man in the Moon? Why does Minli need to see him? When she finally does, what does she ask him and what does he tell her? How does this help both Dragon and Minli at the story's end?

CREATIVE ACTIVITIES FOR *WHERE THE MOUNTAIN MEETS THE MOON*



- Realistically, the best and most amazing place for activities for this book is the website:

www.gracelin.com.

There are downloads, events and activities all set to go.